

# BRIEFING FOR MINISTER FOR FURTHER EDUCATION, HIGHER EDUCATION AND SCIENCE

## VISIT TO FORTH VALLEY COLLEGE

FRIDAY, 19 JANUARY 2018

<b>Key Message</b>	Scotland's colleges have implemented the most profound set of public sector reforms in Scottish tertiary education for more than a generation. The reformed college sector is improving people's life chances and generating the skilled workforce needed for economic growth.
<b>Who</b>	{REDACTED}– Principal, Forth Valley College {REDACTED}– Principal, West College Scotland {REDACTED}– Vice Principal, Learning and Quality – Forth Valley College {REDACTED}– Depute Principal and Chief Operating Officer – Forth Valley College
<b>What</b>	A visit to Forth Valley's Alloa campus to launch the policy paper, 'Scotland's Colleges: Delivering for All.' {REDACTED – out of scope}.
<b>Where</b>	Forth Valley College, Alloa Campus, 1 Devon Rd, Alloa FK10 1PX
<b>When</b>	1100 - 1300, Friday, 19 January 2018
<b>Car Parking Arrangements</b>	Three parking space have been reserved, signposted Scottish Government Ministerial Visit, located directly across from the main entrance to the Campus.
<b>Meeting party arrangements</b>	You will be met on arrival by {REDACTED}in the Alloa Campus reception area.  Contact: {REDACTED}(PA to Principal) – {REDACTED} {REDACTED}(Forth Valley Media/Comms) – {REDACTED}
<b>Supporting Officials</b>	{REDACTED}– {REDACTED} – {REDACTED} Aileen McKechnie – {REDACTED}- {REDACTED}{REDACTED} {REDACTED}, Comms - the report will be the SG digital priority on Friday – {REDACTED} - {REDACTED}
<b>Media</b>	{REDACTED}(Times Education Supplement Scotland) will be attending to cover the launch of the report. A photographer from the college will also be present.
<b>Attached documents</b>	Annex A – Agenda, Attendees and Biographies Annex B – Scotland's Colleges: Delivering for All {REDACTED – Out of Scope}

**AGENDA, ATTENDEES AND BIOGRAPHIES****11:00****Arrive****11:00 -12:00****Launch of *Scotland's Colleges: Delivering for All***

You will be met by {REDACTED} on arrival and along with {REDACTED} and {REDACTED} will be given a tour of the Alloa Campus. This will focus on the work outlined in the Forth Valley case study in the report (regional curriculum strategy) and will include meeting staff and students involved in:

- FES (Forth Electrical Services) Apprentices – SVQ Level 3 – lecturers {REDACTED}/{REDACTED}
- Sport and Construction Project – lecturer TBC
- HND Make Up Artistry Year 1 - lecturer {REDACTED} Computing Hardware – lecturer TBC

{REDACTED – out of scope}

{REDACTED – out of scope}

**13:00****End of visit and departure****Attendees 11:00-12:00**

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- {REDACTED}, Principal, West College Scotland
- {REDACTED}, Depute Principal Forth Valley College
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- {REDACTED}, Head of Department Access & Progression and FVC College CPP link
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- TBC Representative from Historic Environment Scotland
- {REDACTED}, Policy Officer – Economic Development, Clackmannanshire Council
- {REDACTED}, Comms official, Forth Valley College
- {REDACTED}, Photographer/Video, Forth Valley College
- **Media:** {REDACTED}, TES
- **Scottish Government officials**

{REDACTED – out of scope}

## Biographies

{REDACTED}

{REDACTED}— **Principal – Forth Valley College**

{REDACTED}

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{REDACTED}— **Depute Principal and Chief Operating Officer,  
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{REDACTED}

## SCOTLAND'S COLLEGES: DELIVERING FOR ALL

### Overview

The paper aims to reset the narrative for Scotland's colleges and dispel some of the myths relating to them (such as a lack of part-time learning opportunities) by presenting a clear narrative backed up by the key facts.

### Vision for Scotland's colleges

The vision is set out in the paper through four themes – these are largely derived from your keynote speech to the sector at Airth Castle in March 2017:

- Our colleges have a strong track record of success
- Our colleges produce the workforce of the future
- Our colleges give everyone the chance to succeed
- Our colleges continually strive for improvement

A college case study has been included in each of the themes to provide a tangible example of the work being undertaken in colleges.

### Summary of key points

**The quality of learning at Scotland's colleges has never been higher** – colleges expertly prepare people for the world of work, with colleges' provision now able to reflect the economic and skills needs of the regions they serve. This is being done primarily through focusing on purposeful learning leading to recognised qualifications.

**The college sector has equality at its very heart** – those furthest from the workplace and those with the greatest barriers to learning are given an equal chance of fulfilling their potential. This is being done in many ways, such as still offering a wealth of part-time opportunities; ensuring that care-experienced and learners with additional support needs are fully supported; and recruiting successfully from Scotland's most deprived areas.

### Forth Valley case study – sustainable regional curriculum strategy

The college has developed, and is delivering on, a sustainable regional curriculum strategy, designed around both the needs of the region and national priorities. Serving Falkirk, Stirling, and Clackmannanshire – and with a campus in each of these areas – the College has strategically positioned its key curriculum areas in the campus localities that provide best fit with local economic, business, and industry profiles.

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In developing its curriculum strategy, the College has worked closely with its extensive base of employer and industry body contacts and Community Planning Partners in each locality; and drawn on up-to-date labour market information, through Regional Skills Assessments and Skills Investment Plans. As a result, they have implemented an efficient 'hub and spoke' system of learning provision, which provides access level study in most subject areas across all three campuses, with progression to higher level study centred where it provides best local fit.

{REDACTED}

{REDACTED – Out of Scope}



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ANNEX B

## SCOTLAND'S COLLEGES: DELIVERING FOR ALL

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{REDACTED}

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ANNEX B

## SCOTLAND'S COLLEGES: DELIVERING FOR ALL

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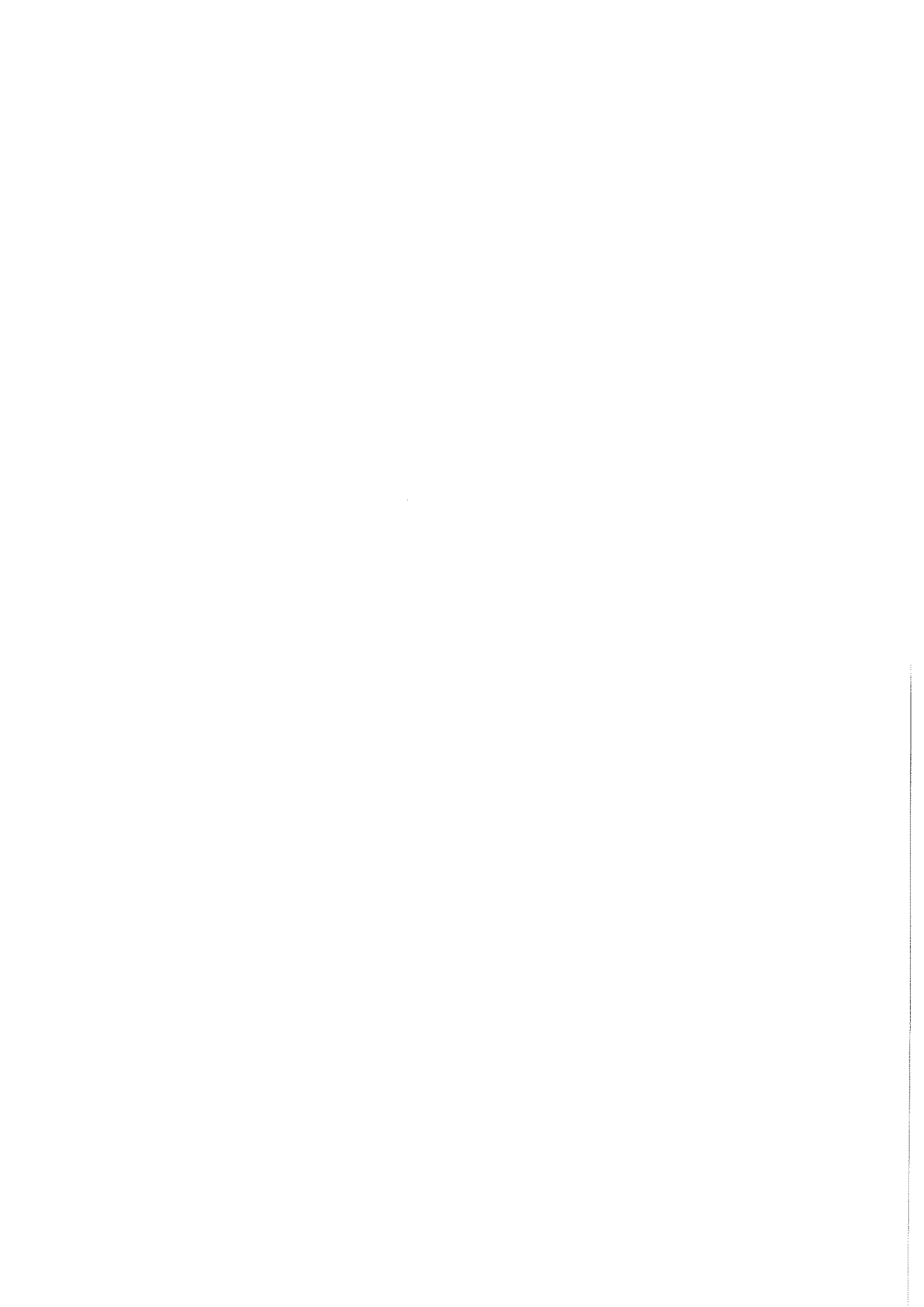
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{REDACTED}

{ REDACTED – Out of Scope}



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**VISIT TO FORTH VALLEY COLLEGE**

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**ANNEX A**

## **SUMMARY AND BIOGRAPHIES**

**11:00**

**Arrive**

**11:00 -12:00**

### **Launch of Scotland's Colleges: Delivering for All**

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{REDACTED – out of scope}

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- {REDACTED}, Photographer/Video, Forth Valley College
- {REDACTED}, Student Vice President, Forth Valley College Student Association
- {REDACTED}, Director of Research and Innovation, The University of Stirling
- {REDACTED}, FM Director, FES FM Limited
- {REDACTED} – Economic Development representing LEP & CPP, Clackmannanshire Council
- Scottish Government officials

{REDACTED – out of scope}



## Biographies

{REDACTED}

{REDACTED}— **Principal – Forth Valley College**  
{REDACTED}.

{REDACTED}

{REDACTED}— **Principal – West College Scotland**  
{REDACTED}

{REDACTED}

{REDACTED}— **Vice Principal, Forth Valley College**  
{REDACTED}

{REDACTED}

{REDACTED}— **Depute Principal and Chief Operating Officer,  
Forth Valley College**  
{REDACTED}

ANNEX B

## SCOTLAND'S COLLEGES: DELIVERING FOR ALL

### Overview

The paper aims to reset the narrative for Scotland's colleges and dispel some of the myths relating to them (such as a lack of part-time learning opportunities) by presenting a clear narrative backed up by key facts.

### Vision for Scotland's colleges

The vision is set out in the paper through four themes – these are largely derived from your keynote speech to the sector at Airth Castle in March 2017:

- *Our colleges have a strong track record of success*
- *Our colleges produce the workforce of the future*
- *Our colleges give everyone the chance to succeed*
- *Our colleges continually strive for improvement*

A case study is included for each theme, providing a tangible example of the work being done in colleges.

### Summary of key points

The quality of learning at Scotland's colleges has never been higher – colleges expertly prepare people for the world of work, with their provision able to reflect the economic and skills needs of the regions they serve. This is being done through focusing on purposeful learning leading to recognised qualifications.

The college sector has equality at its very heart – those furthest from the workplace and those with the greatest barriers to learning are given an equal chance of fulfilling their potential. This is being done in many ways, such as offering many part-time opportunities; ensuring that care-experienced and learners with additional support needs are fully supported; and recruiting successfully from Scotland's most deprived areas.

#### **Forth Valley case study – sustainable regional curriculum strategy**

The college has developed, and is delivering on, a sustainable regional curriculum strategy, designed around both the needs of the region and national priorities. Serving Falkirk, Stirling, and Clackmannanshire

– and with a campus in each of these areas – the College has strategically positioned its key curriculum areas in the campus localities that provide best fit with local economic, business, and industry profiles.

This minimises duplication and maximises access to entry-level learning and progression to specialist, industry standard learning facilities.

In developing its curriculum strategy, the College has worked closely with its extensive base of employer and industry body contacts and Community Planning Partners in each locality; and drawn on up-to-date labour market information, through Regional Skills Assessments and Skills Investment Plans. As a result, they have implemented an efficient ‘hub and spoke’ system of learning provision, which provides access level study in most subject areas across all three campuses, with progression to higher level study centred where it provides best local fit.

### Lines to take

- **This paper dispels some of the myths about the college sector** – looking at the key facts this paper describes a vibrant and high-performing college sector which should be celebrated.
- **Learning opportunities are available for everyone, regardless of their circumstances.** 72% of college enrolments are still on part-time courses (often favoured by female and older learners); colleges provide a crucial route into Higher Education; colleges play an important role in Modern and Foundation Apprenticeships.
- **The student experience is very positive and the evidence provided by college students paints a very positive picture of their college experience** – 9 out of 10 students were satisfied that their time at college had given them the knowledge and skills needed in the workplace; while over 90% of college students were satisfied with their college experience.
- **We are not complacent and strive for improvement** – we want Scotland’s colleges to continue to build and grow, innovate and develop. Through Outcome Agreements we ensure colleges deliver in return for public investment; through the College Improvement Programme we want to boost retention and attainment rates for FE students; we want colleges to be visible drivers of inclusive economic growth; and to become more involved in innovation.

{REDACTED – Out of Scope} – {REDACTED – Out of Scope}

{REDACTED – Out of Scope} – {REDACTED – Out of Scope}

{REDACTED – Out of Scope} – {REDACTED – Out of Scope}

**Shirley-Anne Somerville MSP - Minister for Further Education, Higher Education and Science**

**Visit to Forth Valley College – Friday 19<sup>th</sup> January 2018, 11:00-13:00**

**Forth Valley College, Alloa Campus, Devon Road, ALLOA. FK10 1PX, Tower Suite.**

**11:00 Arrival:** Ms Somerville met at Reception/main entrance by {REDACTED}, Principal

**Purpose:** Launch of "Scotland's Colleges: Delivering for All"

**11:00 – 12:00 Welcome & Launch of publication.**  
**(Refreshments available from 10:30am)**

**In attendance:**

- {REDACTED}, Principal, Forth Valley College
- {REDACTED}, Principal, West College Scotland

**Forth Valley College Staff**

- {REDACTED}, Depute Principal Forth Valley College
- {REDACTED}, Vice Principal Learning and Quality, Forth Valley College
- {REDACTED}, Head of Department Access & Progression and FVC College CPP link
- {REDACTED}, Head of Department, Hospitality & Salon Services, Forth Valley College
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- {REDACTED}, Comms official, Forth Valley College
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**Forth Valley College Student Association**

- {REDACTED}, Student Vice President, Forth Valley College Student Association

**Strategic Partners**

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- {REDACTED}, FM Director, FES FM Limited
- {REDACTED}, Economic Development representing LEP & CPP, Clackmannanshire Council

**Scottish Government**

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- Aileen McKechnie, Director of Advanced Learning and Science, Scottish Government
- {REDACTED}, Head of College Policy, Scottish Government
- Colin McAllister, Special Advisor to the First Minister, Scottish Government
- {REDACTED}, Private Secretary to Shirley-Anne Somerville, Scottish Government
- {REDACTED}, comms official, Scottish Government



## **BIOGRAPHIES**

{REDACTED}

{REDACTED}, **Principal and CEO - Forth Valley College**  
(Biog already supplied to Scottish Government for previous visits)  
{REDACTED}

{REDACTED}, **Vice Principal – Forth Valley College**  
{REDACTED}  
{REDACTED}

{REDACTED}, **Depute Principal and COO – Forth Valley College**  
{REDACTED}



Minister for Further Education, Higher Education and Science

## **SCOTLAND'S COLLEGES: DELIVERING FOR ALL**

### **Purpose**

1. To provide you with briefing ahead of your interview with {REDACTED} of TESS on 10 January.

### **Priority**

2. Routine.

### **Background**

3. Colin McAllister asked the College Policy Team to create and publish a short, mainly factual paper providing clarity around the current performance of the FE sector. The paper's aim is to reset the narrative for Scotland's colleges and dispel some of the myths relating to them (such as a lack of part-time learning opportunities) by presenting a clear narrative backed up by the key facts.

### **Vision for Scotland's colleges**

4. The vision is set out in the paper through four themes – these are largely derived from your keynote speech to the sector at Airth Castle in March 2017:

- *Our colleges have a strong track record of success*
- *Our colleges produce the workforce of the future*
- *Our colleges give everyone the chance to succeed*
- *Our colleges continually strive for improvement*

A college case study has been included in each of the themes to provide a tangible example of the excellent work being undertaken in colleges.

### **Key Points Summary**

In essence *Scotland's Colleges: Delivering for All* conveys two main messages:

5. The quality of learning at Scotland's colleges has never been higher – colleges expertly prepare people for the world of work, with colleges' provision now able to reflect the economic and skills needs of the regions they serve. This is being done primarily through focusing on purposeful learning leading to recognised qualifications.

6. The college sector has equality at its very heart – those furthest from the workplace and those with the greatest barriers to learning are given an equal chance of fulfilling their potential. This is being done in many ways, such as still offering a wealth of part-time opportunities; ensuring that care-experienced and learners with additional support needs are fully supported; and recruiting successfully from Scotland's most deprived areas.

### Specific areas to emphasise

7. This paper dispels some of the myths about the college sector – looking at the key facts this paper describes a vibrant and high-performing college sector which should be celebrated.
8. Learning opportunities are available for everyone, regardless of their circumstances – 72% of college enrolments are still on part-time courses (often favoured by female and older learners); colleges provide a crucial route into Higher Education; colleges play an important role in Modern and Foundation Apprenticeships.
9. The student experience is very positive - the evidence provided by college students paints a very positive picture of their college experience – 9 out of 10 students were satisfied that their time at college had given them the knowledge and skills needed in the workplace; while over 90% of college students were satisfied with their college experience.
10. We are not complacent and strive for improvement – we want Scotland's colleges to continue to build and grow, innovate and develop. Through Outcome Agreements we ensure colleges deliver in return for public investment; through the College Improvement Programme we want to boost retention and attainment rates for FE students; and we want colleges to become more involved in innovation.

### {REDACTED} previous articles

11. We have looked at {REDACTED} articles over the last year and the main themes are:
  - Role of colleges in widening access to HE – several articles favourably cover the role/success of Scottish colleges in this and other articles report on calls for colleges in England to do more.
  - College funding/lecturer's dispute – several articles on cost of implementing national bargaining. One article on funding relating to comments by the Auditor General also links to the cost of implementing the pay deal. An article from early last year also covers the 'high cost' of severance packages.
  - Student Support Review – most of {REDACTED} coverage focuses on the recommendation for a minimum income for students.

### Next Steps

- Comms colleagues will provide further advice on handling at the pre-brief tomorrow afternoon.
- Planned publication date is 19 January to coincide with TESS coverage.

{REDACTED}

Ext. {REDACTED}

College Policy Team

9 January 2018



**Shirley-Anne Somerville MSP - Minister for Further Education, Higher Education and Science**

**Visit to Forth Valley College – Friday 19<sup>th</sup> January 2018, 11:00-13:00**

**Forth Valley College, Alloa Campus, Devon Road, ALLOA. FK10 1PX, Tower Suite.**

**11:00 Arrival:** Ms Somerville met at Reception/main entrance by {REDACTED}, Principal

**Purpose:** Launch of “Scotland’s Colleges: Delivering for All”

**11:00 – 12:00 Welcome & Launch of publication.**  
**(Refreshments available from 10:30am)**

In attendance:

- {REDACTED}, Principal, Forth Valley College
- {REDACTED}, Principal, West College Scotland
- {REDACTED}, Depute Principal Forth Valley College
- {REDACTED}, Vice Principal Learning and Quality, Forth Valley College
- {REDACTED}, Head of Department Access & Progression and FVC College CPP link
- {REDACTED}, Head of Department, Hospitality & Salon Services, Forth Valley College
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- {REDACTED}, Student Vice President, Forth Valley College Student Association
- {REDACTED}, Director of Research and Innovation, The University of Stirling
- {REDACTED}, FM Director, FES FM Limited
- TBC Representative from Historic Environment Scotland
- TBC {REDACTED}, Policy Officer – Economic Development, Clackmannanshire Council
- {REDACTED}, Comms official, Forth Valley College
- {REDACTED}, Photographer/Video, Forth Valley College
- Shirley-Anne Somerville, Minister for FE, HE and Science, Scottish Government
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- Colin McAllister, Special Advisor to the First Minister, Scottish Government
- {REDACTED}, Private Secretary to Shirley-Anne Somerville, Scottish Government
- Comms official, Scottish Government
- Media: {REDACTED}, TES

**Tour of the Alloa Campus**

- FES Modern Apprentices, SVQ (Level 3), Lecturer {REDACTED}/{REDACTED}. Workshop A035.
- Sport/Construction project. Lecturer TBC. Room TBC.
- HND Make-up Artistry Year 1 (Level 8). Lecturer {REDACTED}. Beauty Salon A146
- Computing Hardware. Lecturer TBC. Room TBC.

{REDACTED – out of scope}

**Additional Notes:**

Four parking spaces have been reserved, signposted *Scottish Government Ministerial Visit*, located directly across from the main entrance to the Campus.

Profile of Forth Valley College and further information if required can be found at:

<http://www.forthvalley.ac.uk/about>

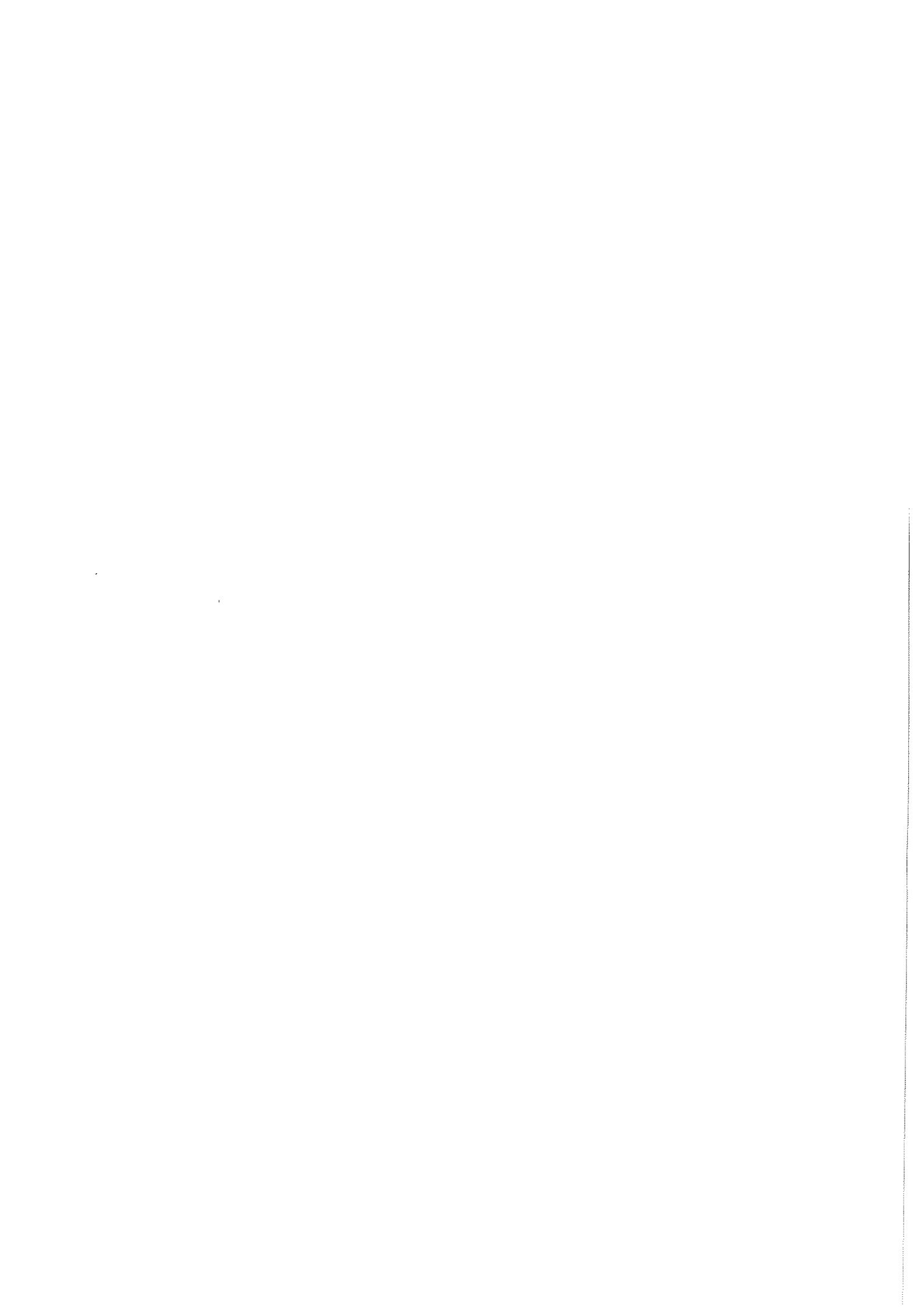
Forth Valley Contact media/comms contact: {REDACTED}, telephone {REDACTED}, email: {REDACTED}

## **BIOGRAPHIES**

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{REDACTED}, **Vice Principal – Forth Valley College**  
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Forth Valley Contact media/comms contact: {REDACTED}, telephone {REDACTED}, email: {REDACTED}

DRAFT

## **BIOGRAPHIES**

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{REDACTED}

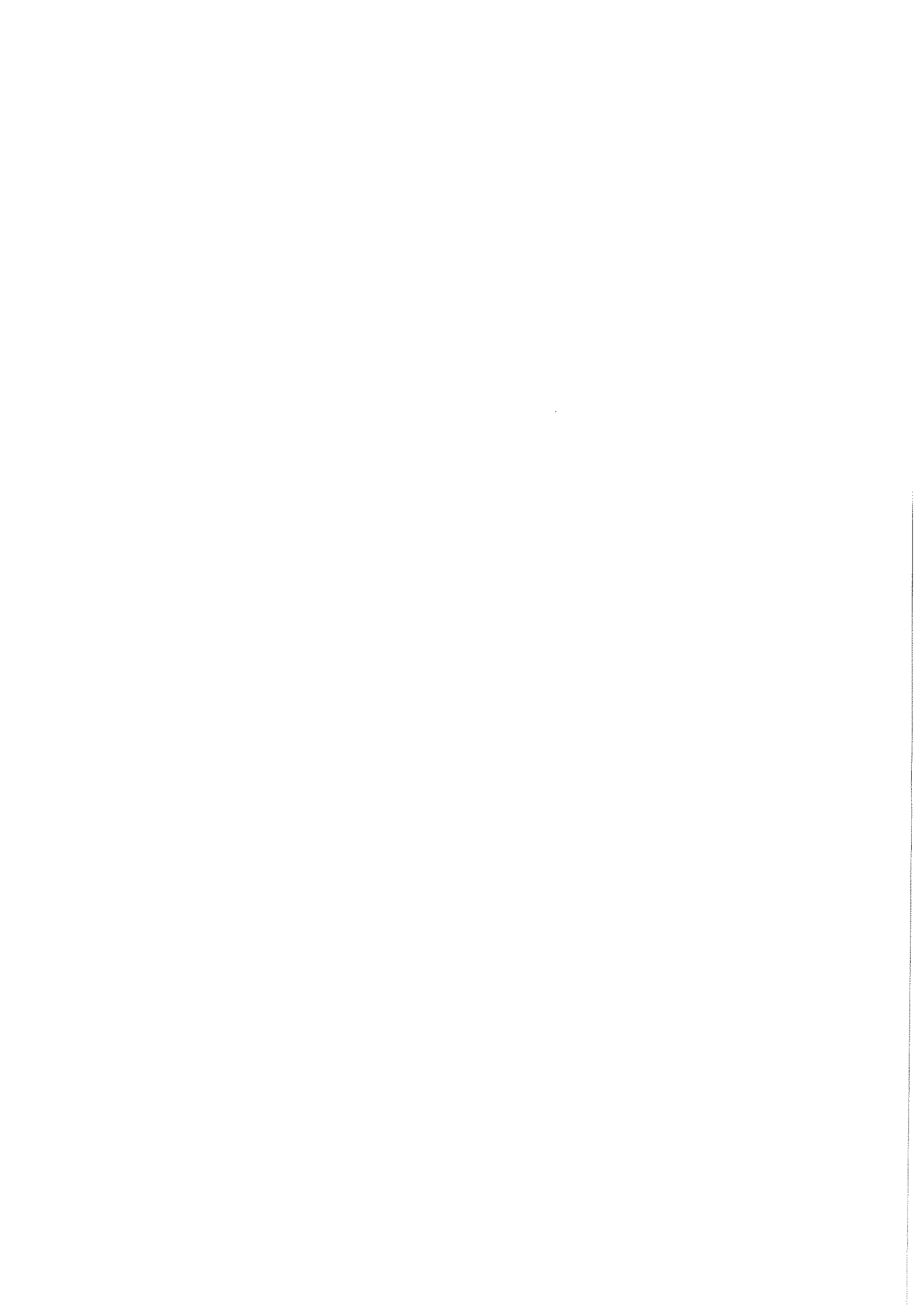
{REDACTED}, **Vice Principal – Forth Valley College**

{REDACTED}

{REDACTED}, **Depute Principal and COO – Forth Valley College**

All biographies to follow.

DRAFT





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- Comms official, Scottish Government

**Press**

- Media: {REDACTED}, TES

**Tour of the Alloa Campus**

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- Sport/Construction project. HND Fitness, Health & Exercise (level 7) and Brickwork PDA (level 6). Lecturer {REDACTED}. Room A030 Fitness Suite.
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- Computing Hardware. Lecturer TBC. Room TBC.

{REDACTED – out of scope}

**Additional Notes:**

A Lecturn will be available in the meeting room for the Minister to use if required.

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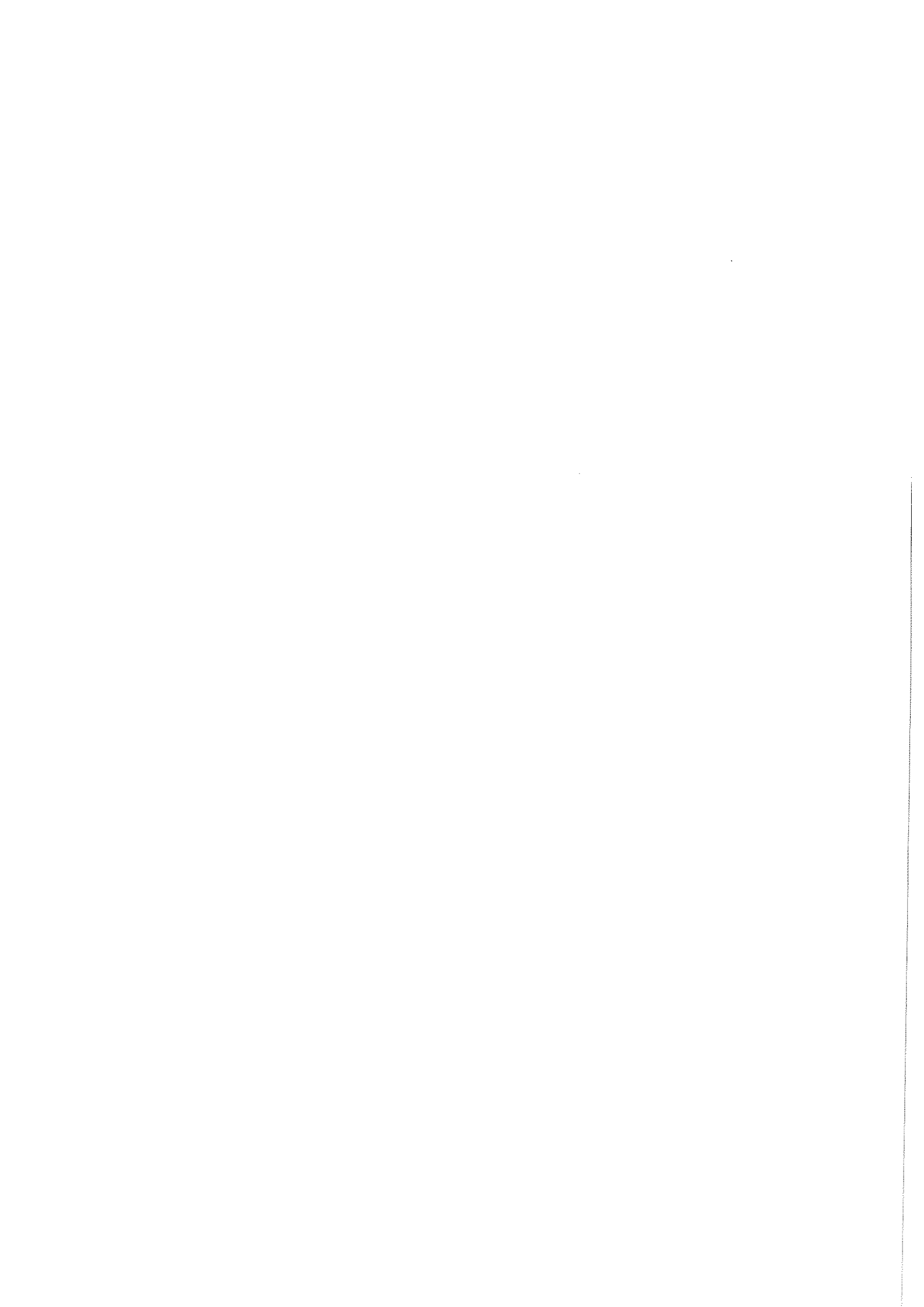
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{REDACTED}, **Vice Principal – Forth Valley College**  
{REDACTED}  
{REDACTED}

{REDACTED}, **Depute Principal and COO – Forth Valley College**  
{REDACTED}



**From:** {REDACTED} [mailto:{REDACTED}]  
**Sent:** 09 January 2018 16:55  
**To:** {REDACTED}  
**Cc:** {REDACTED}  
**Subject:** Tuition Fees

{REDACTED}

You will have seen the TES and Herald articles about tuition fees for students who drop-out of college early (attached above and at the link below).

[https://scotland.magazine.tes.com/editions/edition\\_edition\\_edition\\_2554.scotland/data/370986/index.html](https://scotland.magazine.tes.com/editions/edition_edition_edition_2554.scotland/data/370986/index.html)

{REDACTED}

I am contacting you because {REDACTED} had said that she had some discussion with you when this story was unfolding.

{REDACTED}

Email Confidentiality Notice - This email (including any attachments to it) is confidential and protected by copyright. If you receive this email in error, notify us immediately by reply email, delete it, and do not make use of, disclose or copy it. No liability is accepted for viruses and it is your responsibility to scan any attachments. The opinions expressed within this email are the opinions of the sender and do not necessarily constitute those of the Scottish Funding Council.

We welcome correspondence in Gaelic and endeavour to respond in Gaelic, acknowledging receipt within 20 working days.

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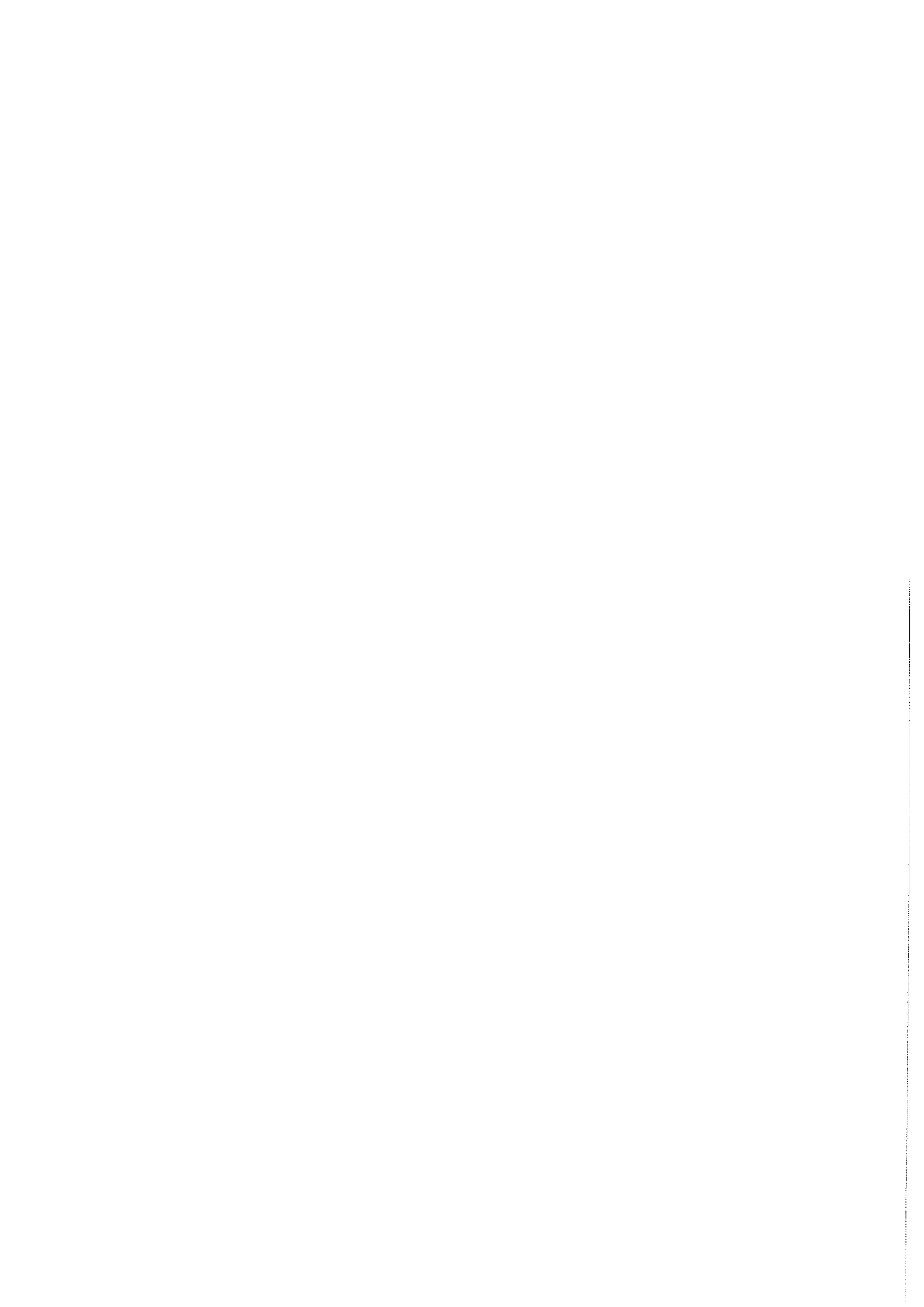
Tha am post-dealain seo (a' gabhail a-staigh faidhle sam bith na lùib) dìomhair agus air a dhìon le còraichean foillseachaidh. Mur robh còiragaibh am post-dealain seo fhaighinn, cuiribh fios thugainn gun dàil le freagairt post-dealain, dubhaibh às e, agus na dèanaibh feum, foillseachadh no lethbhreac dheth. Chan eil sinne cunntachail airson bhiorasan agus tha e an urra ribhse faidhleachan a sgrùdadh. 'S e nabeachdan taobh a-staigh a' phost-dealain seo beachdan an neach a chuir e agus dh'fhaodadh nach buin iad do bheachdan Comhairle Maoinachaidh na h-Alba.

Tha sinn a' cur fàilte air co-sgrìobhadh Gàidhlig agus nì sinn ar dìcheall freagairt innte, le bhith a' toirt fios- freagairt an ceann 20 latha cosnaidh.

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This email has been scanned by the Symantec Email Security.cloud service.  
For more information please visit <http://www.symanteccloud.com>

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From: {REDACTED}  
Advanced Learning and Science Directorate  
20 December 2017

Minister for Further Education, Higher Education and Science

**FURTHER EDUCATION (FE) STUDENT SUPPORT IN-YEAR REDISTRIBUTION (IYR) EXERCISE**

**Purpose**

1. To make you aware of the forthcoming publication of the outcome of the Scottish Funding Council's (SFC) IYR of FE student support funds.

**Timing**

2. Routine. The SFC expects to publish the outcome of the IYR in February 2018 – exact date to be confirmed. Further advice will be provided in the new year with final figures, date of release and media lines for your approval.

**Background**

3. Since 2006/07, the SFC have invited colleges annually to submit their anticipated spend for bursary, childcare and discretionary funds (FE student support components) and to confirm whether they wish to relinquish or request additional student support funds for the remainder of the academic year.

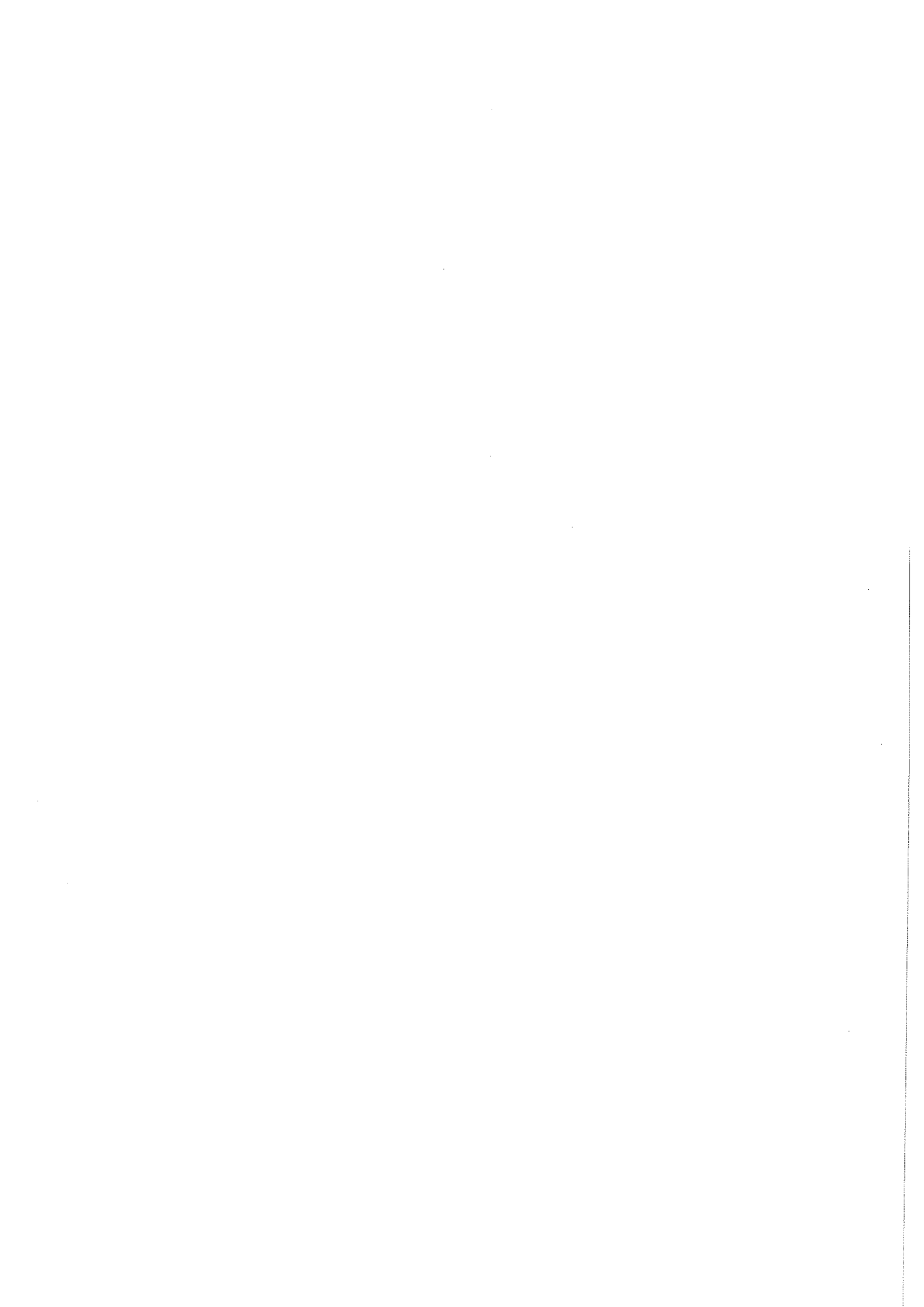
4. Demand for FE student support is unpredictable and can vary from year to year affected by changes to provision and socio-demographic factors. As the FE support system is discretionary, rather than entitlement based, SFC estimate demand in advance of the academic year. At midyear, colleges then estimate further demand.

{REDACTED}

**Recommendation**

10. That you note SFC's upcoming IYR exercise of FE student support funds for which further advice will be provided once final outcomes are known.

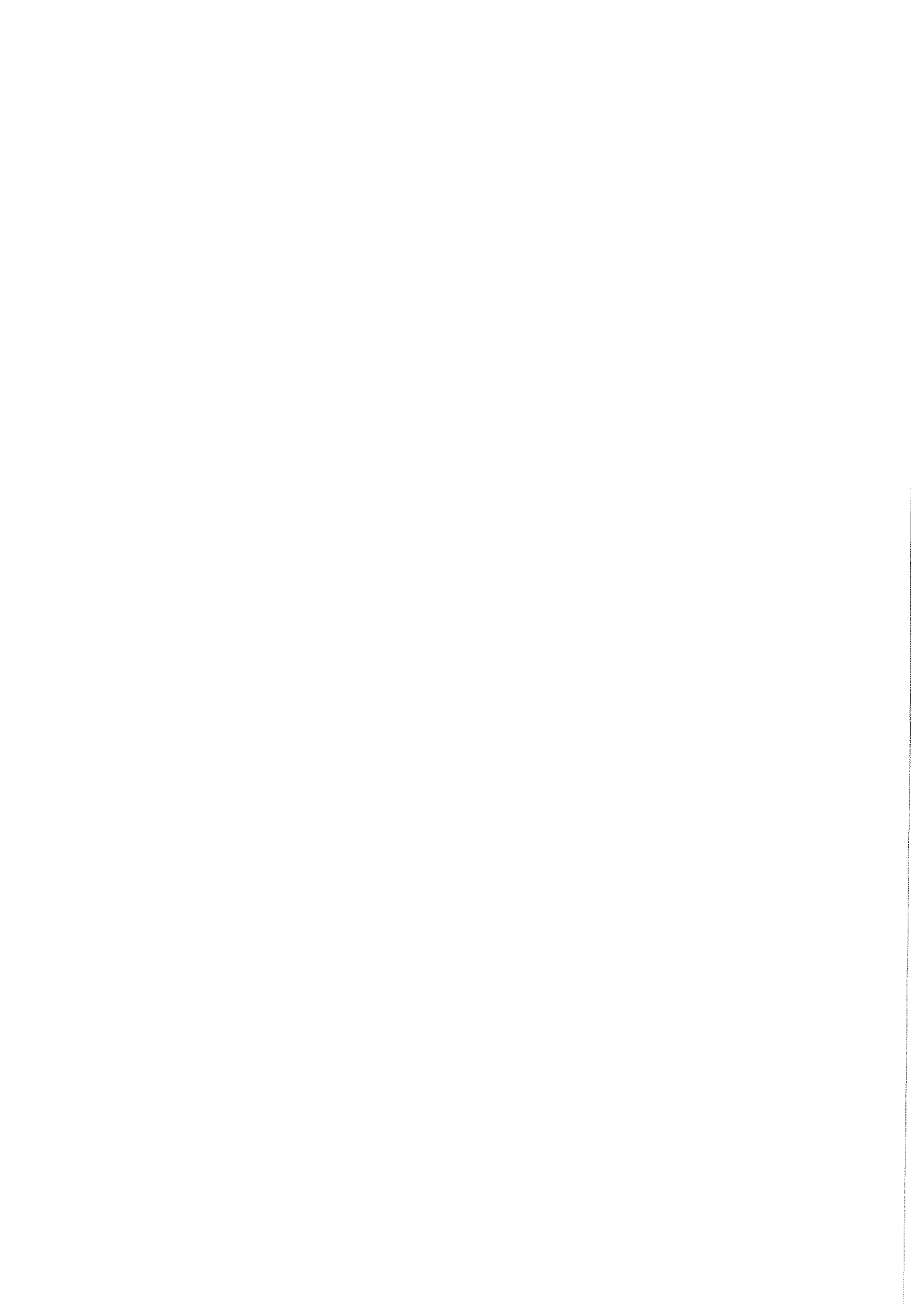
Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
Minister for Further Education, Higher Education and Science.			X		
Deputy First Minister and Cabinet Secretary for Education and Skills			X		
Director General Education, Communities and Justice Director of Advanced Learning and Science Paul Smart {REDACTED} {REDACTED} {REDACTED} {REDACTED} Communications DFM and Education {REDACTED} Colin McAllister Kate Higgins					





**ANNEX A**

{REDACTED}



Minister for Further Education, Higher Education and Science

## **SCOTLAND'S COLLEGES: DELIVERING FOR ALL**

### **Purpose**

1. To provide you with briefing ahead of your interview with (REDACTED) of TESS on 10 January.

### **Priority**

2. Routine.

### **Background**

3. Colin McAllister asked the College Policy Team to create and publish a short, mainly factual paper providing clarity around the current performance of the FE sector. The paper's aim is to reset the narrative for Scotland's colleges and dispel some of the myths relating to them (such as a lack of part-time learning opportunities) by presenting a clear narrative backed up by the key facts.

### **Vision for Scotland's colleges**

4. The vision is set out in the paper through four themes – these are largely derived from your keynote speech to the sector at Airth Castle in March 2017:

- *Our colleges have a strong track record of success*
- *Our colleges produce the workforce of the future*
- *Our colleges give everyone the chance to succeed*
- *Our colleges continually strive for improvement*

A college case study has been included in each of the themes to provide a tangible example of the excellent work being undertaken in colleges.

### **Key Points Summary**

In essence *Scotland's Colleges: Delivering for All* conveys two main messages:

5. The quality of learning at Scotland's colleges has never been higher – colleges expertly prepare people for the world of work, with colleges' provision now able to reflect the economic and skills needs of the regions they serve. This is being done primarily through focusing on purposeful learning leading to recognised qualifications.

6. The college sector has equality at its very heart – those furthest from the workplace and those with the greatest barriers to learning are given an equal chance of fulfilling their potential. This is being done in many ways, such as still offering a wealth of part-time opportunities; ensuring that care-experienced and learners with additional support needs are fully supported; and recruiting successfully from Scotland's most deprived areas.

### **Specific areas to emphasise**

7. This paper dispels some of the myths about the college sector – looking at the key facts this paper describes a vibrant and high-performing college sector which should be celebrated.

8. Learning opportunities are available for everyone, regardless of their circumstances – 72% of college enrolments are still on part-time courses (often favoured by female and older learners); colleges provide a crucial route into Higher Education; colleges play an important role in Modern and Foundation Apprenticeships.

9. The student experience is very positive - the evidence provided by college students paints a very positive picture of their college experience – 9 out of 10 students were satisfied that their time at college had given them the knowledge and skills needed in the workplace; while over 90% of college students were satisfied with their college experience.

10. We are not complacent and strive for improvement – we want Scotland's colleges to continue to build and grow, innovate and develop. Through Outcome Agreements we ensure colleges deliver in return for public investment; through the College Improvement Programme we want to boost retention and attainment rates for FE students; and we want colleges to become more involved in innovation.

### **{REDACTED} previous articles**

11. We have looked at {REDACTED} articles over the last year and the main themes are:

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- Student Support Review – most of {REDACTED} coverage focuses on the recommendation for a minimum income for students.

### **Next Steps**

- **Comms colleagues will provide further advice on handling at the pre-brief tomorrow afternoon.**
- **Planned publication date is 19 January to coincide with TESS coverage.**

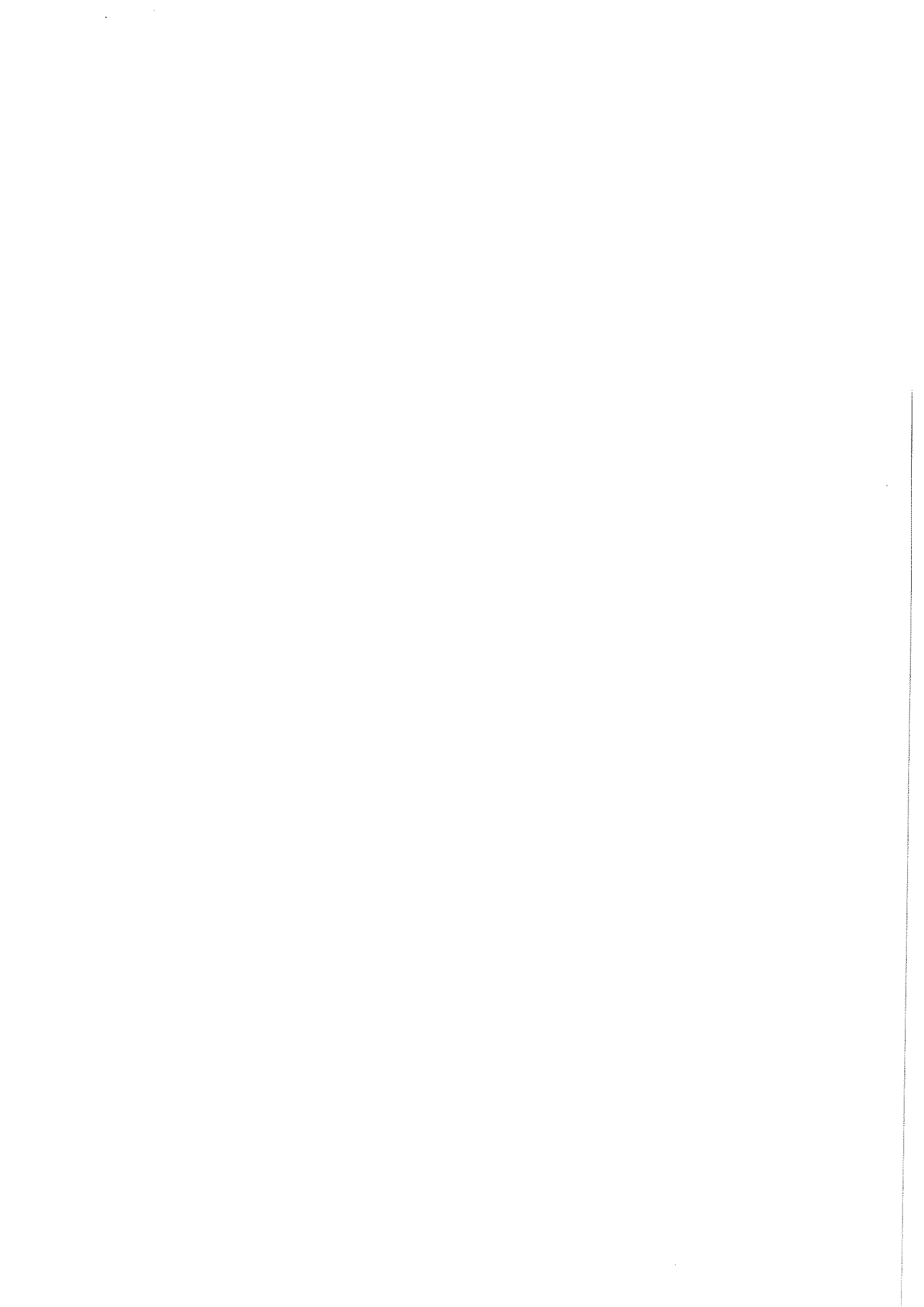
{REDACTED}

Ext. {REDACTED}

College Policy Team

9 January 2018

element	title
AMI	Achievement Measurement Indexing
BME	Black and Minority Ethnic
CDN	College Development Network
CPD	Continuing Professional Development
FE	Further Education
HE	Higher Education
ICT	Information and Communications Technology
ISTILE	Improving Skills through International Learning Exchanges
SDS	Skills Development Scotland
SFC	Scottish Funding Council
SIMD	Scottish Index of Multiple Deprivation
SME	Small to Medium Enterprise
UK	United Kingdom

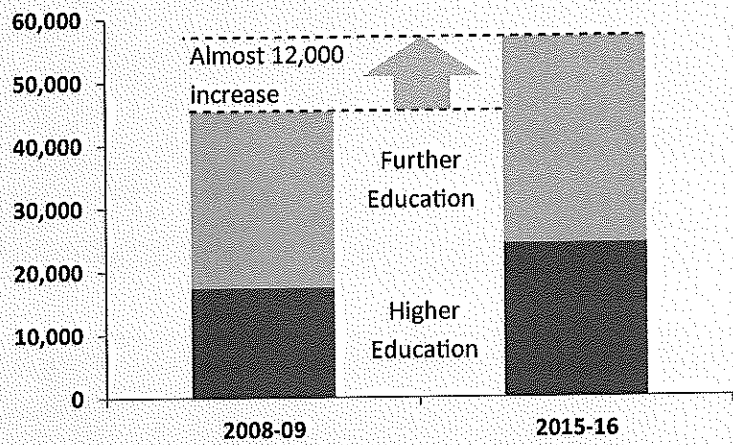


## The quality of learning at colleges has never been higher

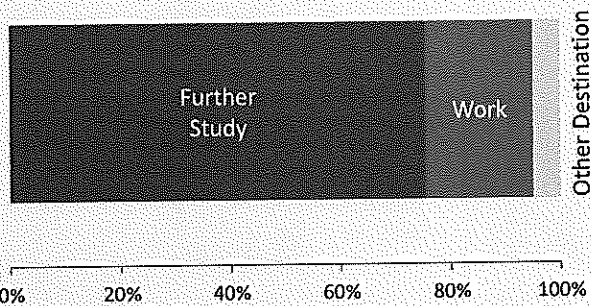


(8.5 percentage point increase since 2006/07)

Full-time college students successfully completed courses, 2015-16

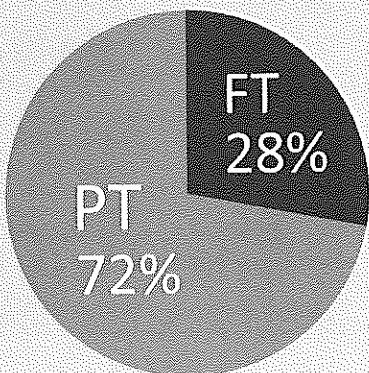


Close to 95% of college leavers progress to Positive Destinations, 2015-16

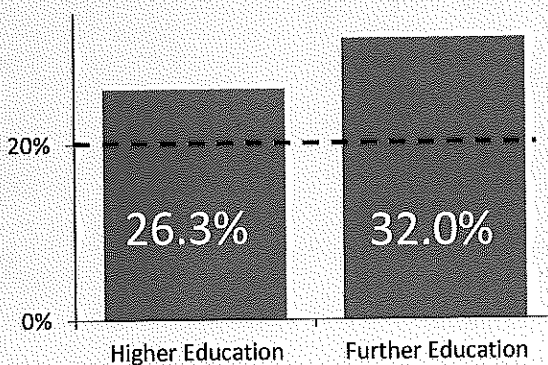


## The college sector has equality at its very heart

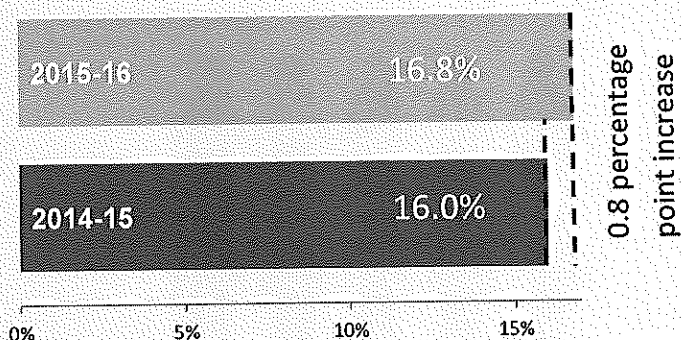
Majority of enrolments are on part-time courses, 2015-16



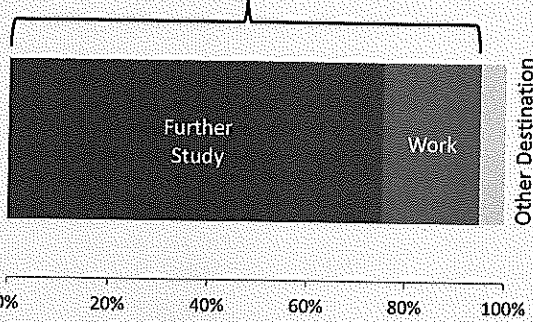
College entrants on courses over 160 hours from Scotland's 20% most deprived areas, 2015-16



Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



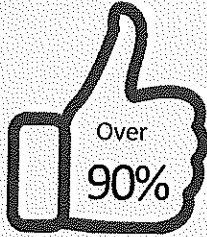
Close to 95% of college leavers progress to Positive Destinations, 2015-16



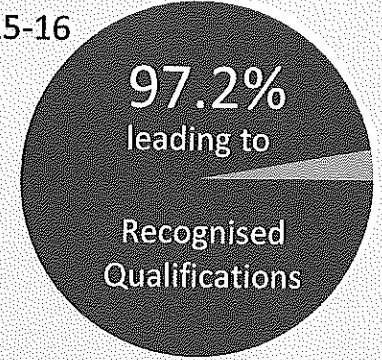
College Satisfaction 2016-17

Over 90%

Student Satisfaction

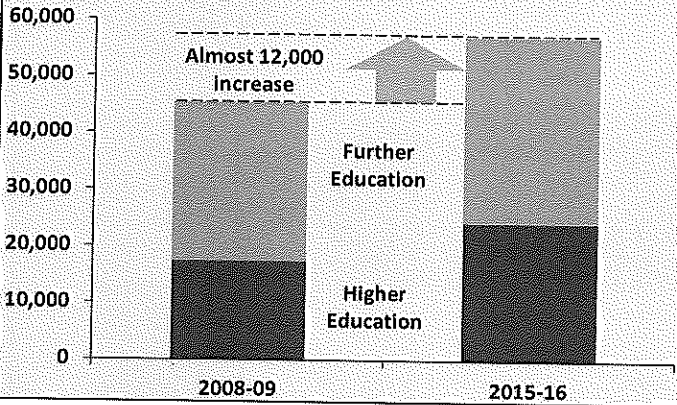


Percentage of Learning Hours, 2015-16



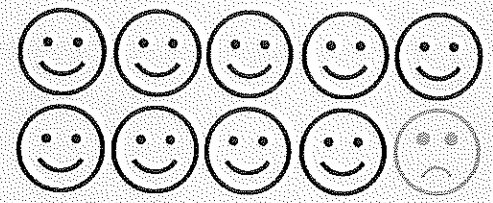
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Full-time college students successfully completed courses, 2015-16

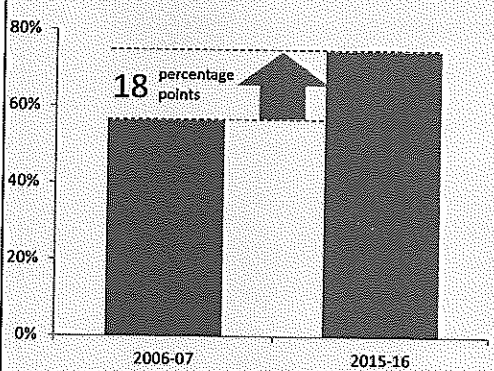


Time at college helps students develop *'knowledge and skills for the workplace'*. 2016-17

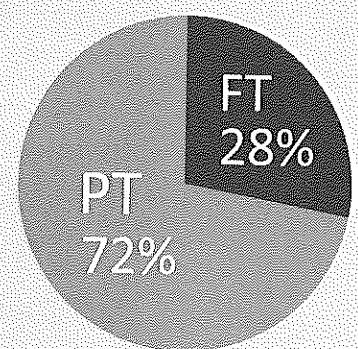
9 out of 10 agreed



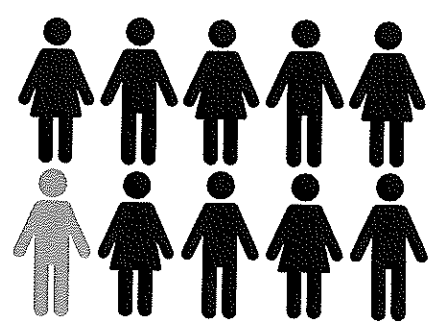
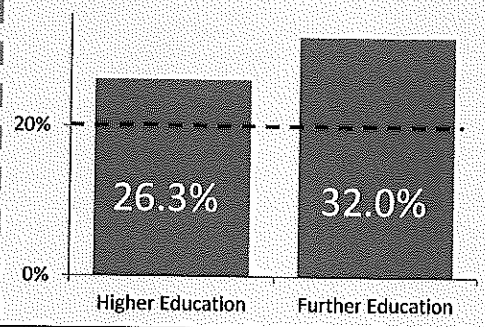
Enrolments aged 25 plus on recognised qualifications, 2015-16



Majority of enrolments are on part-time courses, 2015-16



College entrants on courses over 160 hours from Scotland's 20% most deprived areas, 2015-16





# Scotland's Colleges: Delivering For All

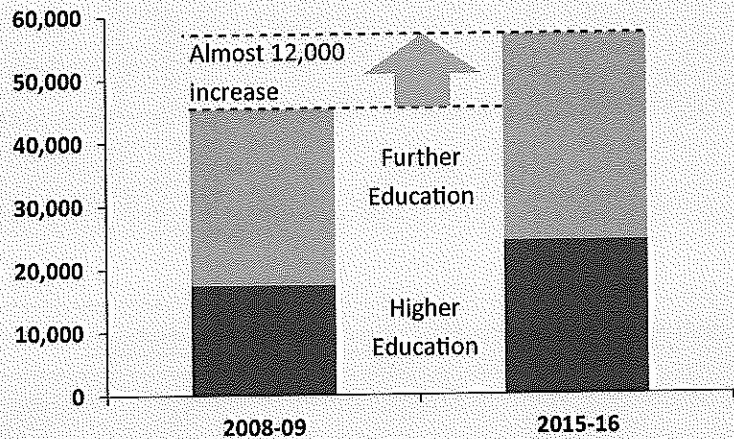
## The quality of learning at colleges has never been higher

Percentage of Learning Hours, 2015-16

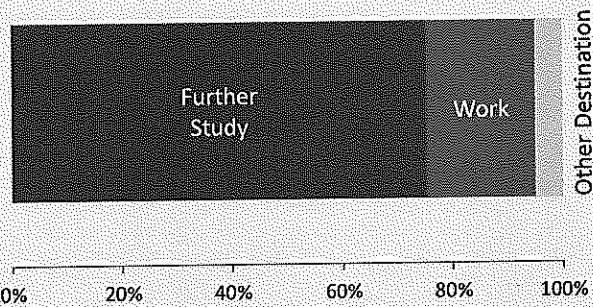


(8.5 percentage point increase since 2006/07)

Full-time college students successfully completed courses, 2015-16

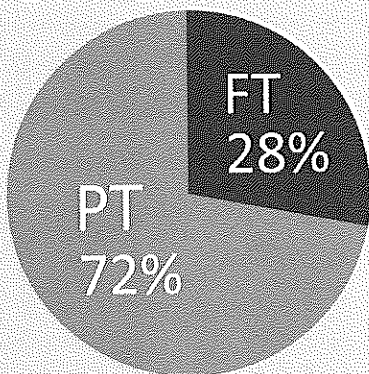


Close to 95% of college leavers progress to Positive Destinations, 2015-16

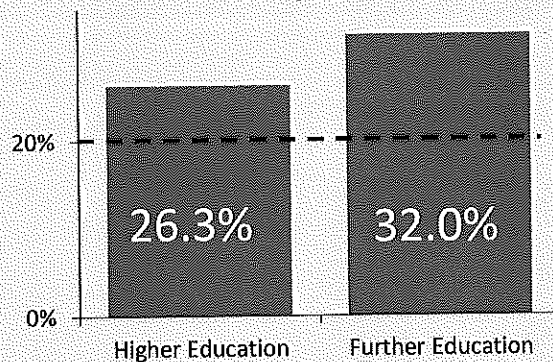


## The college sector has equality at its very heart

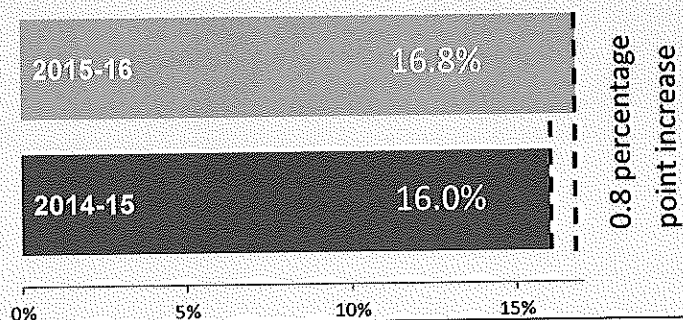
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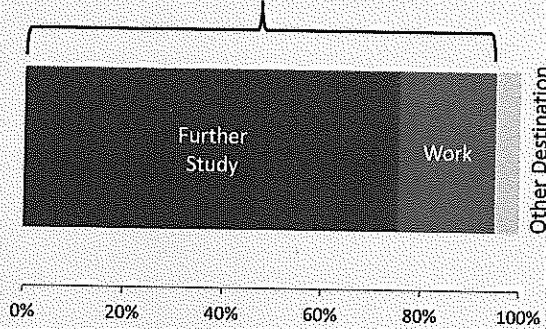


Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16

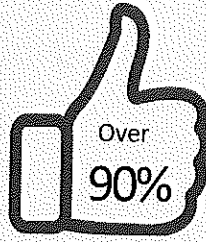


## Our colleges have a strong track record of success

Close to 95% of college leavers progress to Positive Destinations, 2015-16

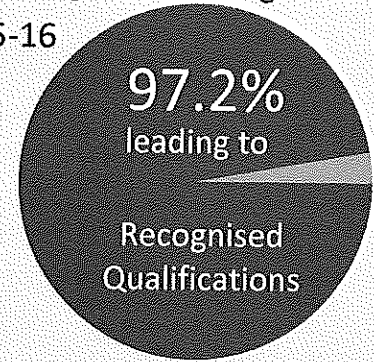


College Satisfaction 2016-17



Student Satisfaction

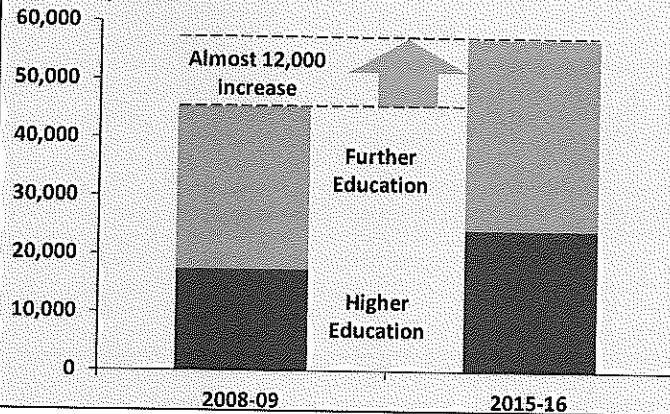
Percentage of Learning Hours, 2015-16



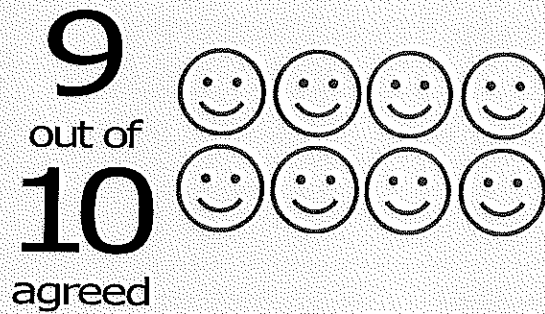
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## Our colleges produce the workforce the future

Full-time college students successfully completed courses, 2015-16

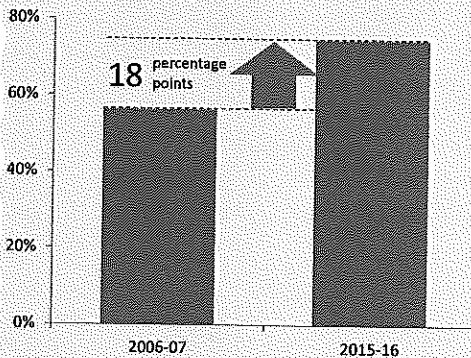


Time at college helps students develop *'knowledge and skills for the workplace'*. 2016-17

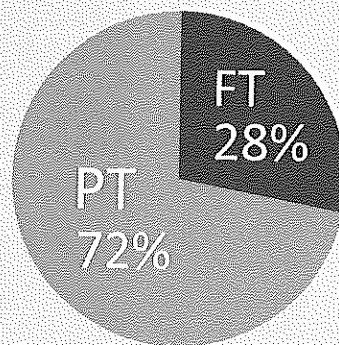


## Our colleges give everyone the chance to succeed

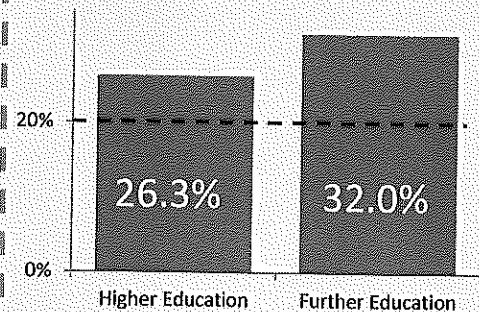
Enrolments aged 25 plus on recognised qualifications, 2015-16



Majority of enrolments are on part-time courses, 2015-16



College entrants on courses over 160 hours from Scotland's 20% most deprived areas, 2015-16

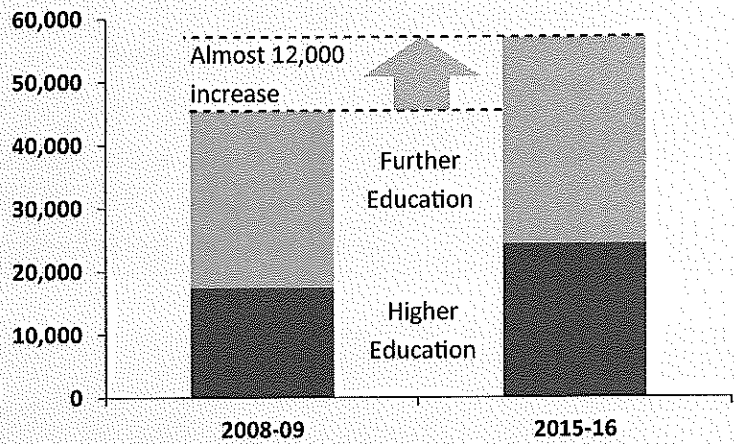


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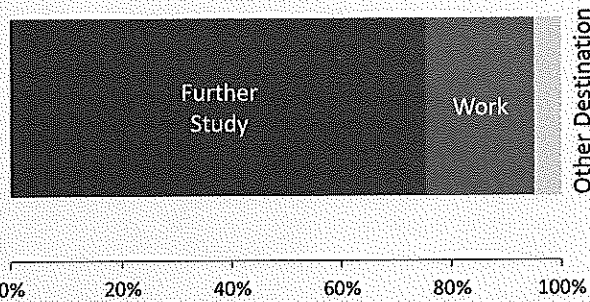


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Full-time college students successfully completed courses, 2015-16

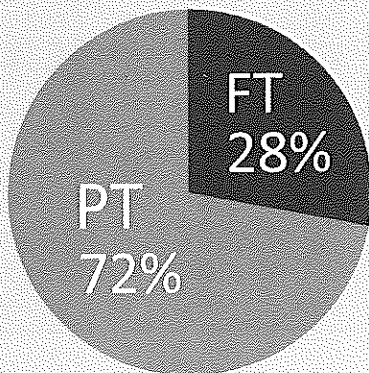


Close to 95% of college leavers progress to Positive Destinations, 2015-16

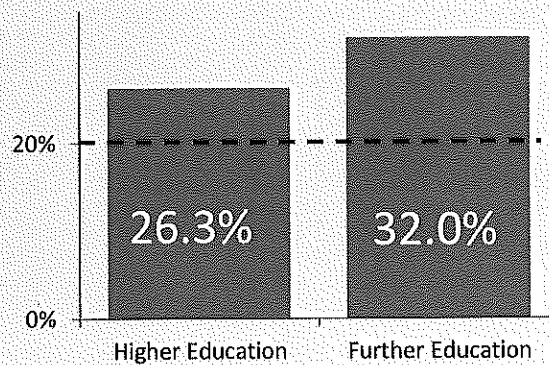


## The college sector has equality at its very heart

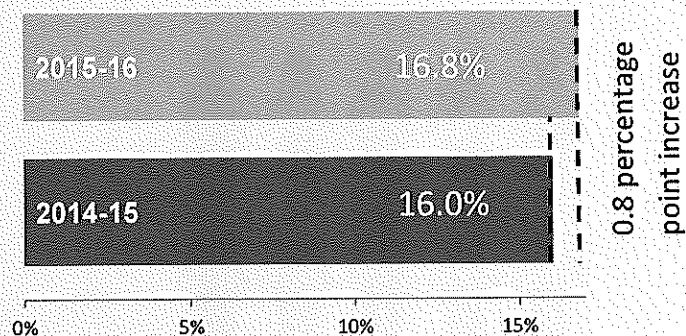
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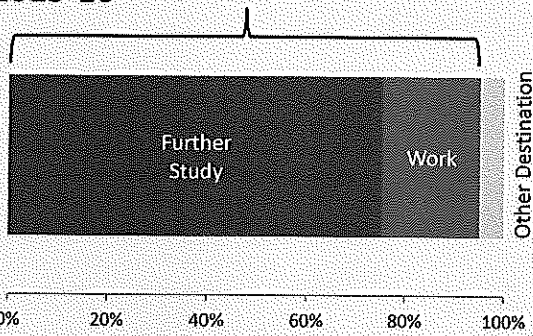
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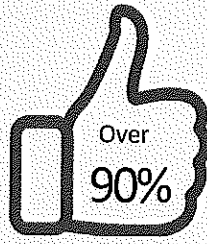
Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



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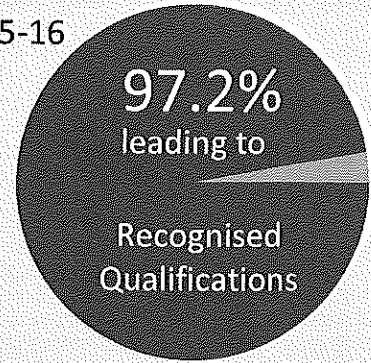


College Satisfaction 2016-17



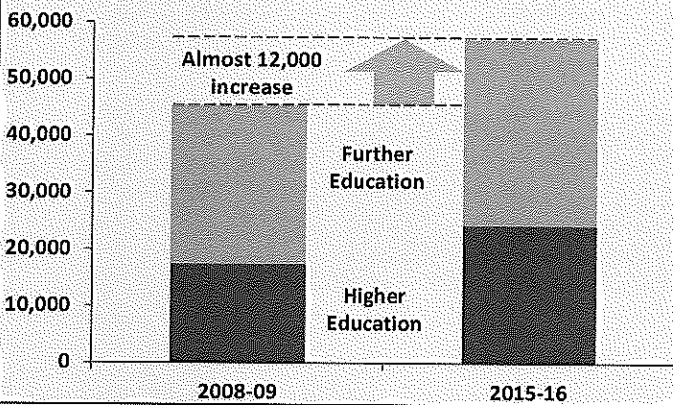
Student Satisfaction

Percentage of Learning Hours, 2015-16

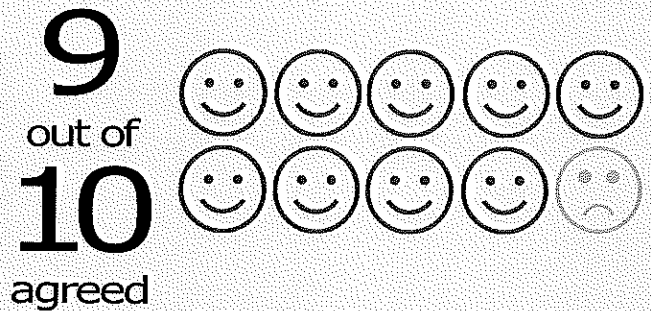


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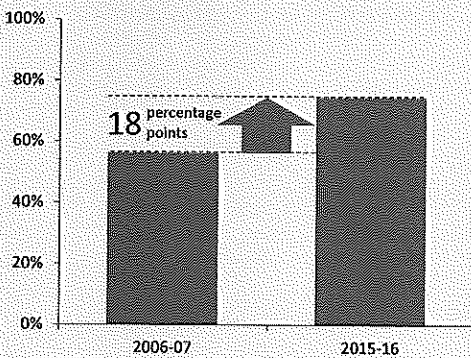
Full-time college students successfully completed courses, 2015-16



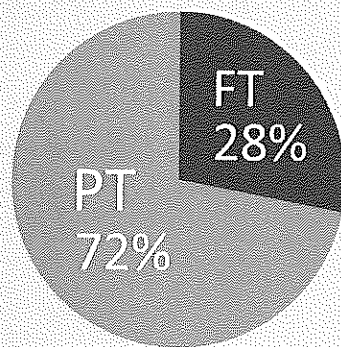
Time at college helps students develop 'knowledge and skills for the workplace'. 2016-17



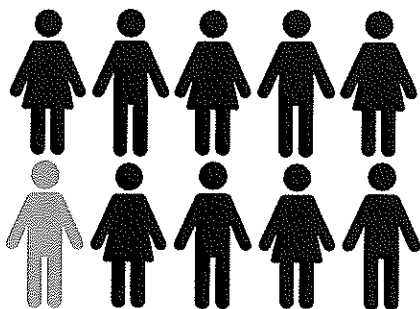
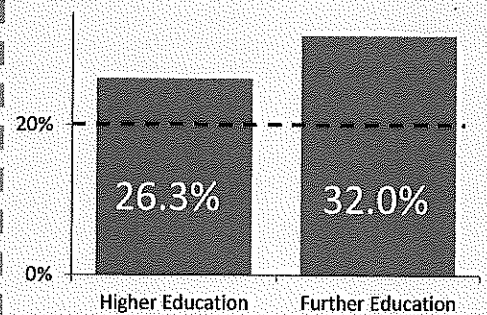
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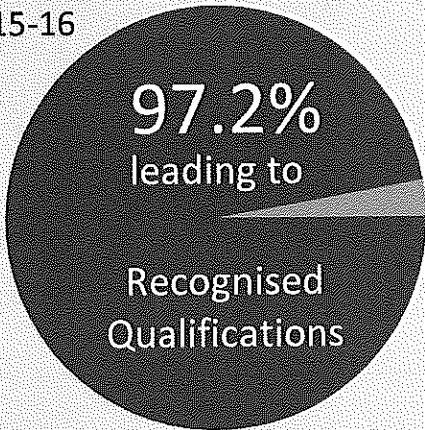
College entrants on courses over 160 hours from Scotland's 20% most deprived areas, 2015-16



# Scotland's Colleges: Delivering For All

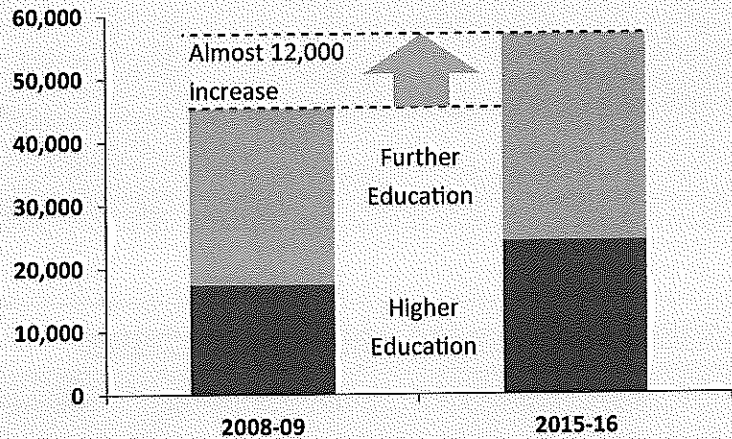
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Percentage of Learning Hours, 2015-16

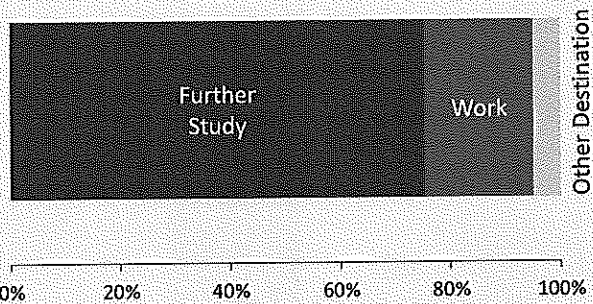


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Full-time college students successfully completed courses, 2015-16

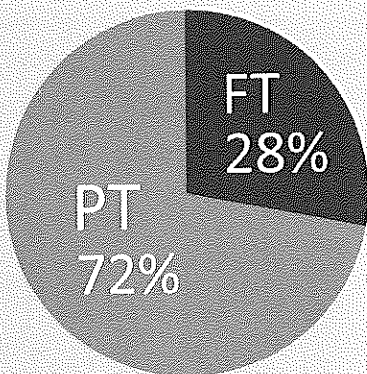


Close to 95% of college leavers progress to Positive Destinations, 2015-16

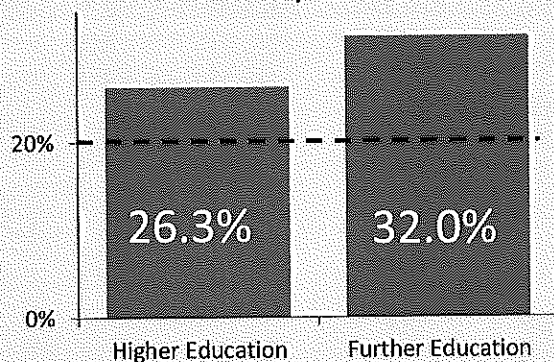


## The college sector has equality at its very heart

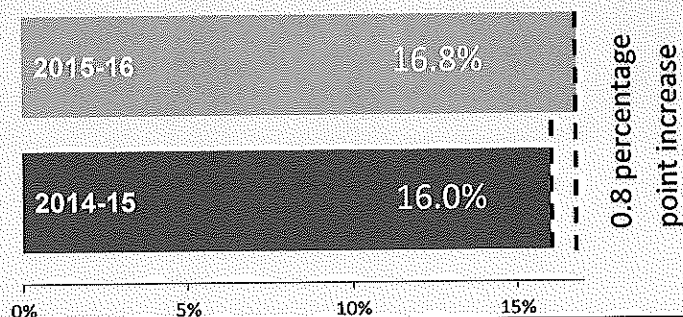
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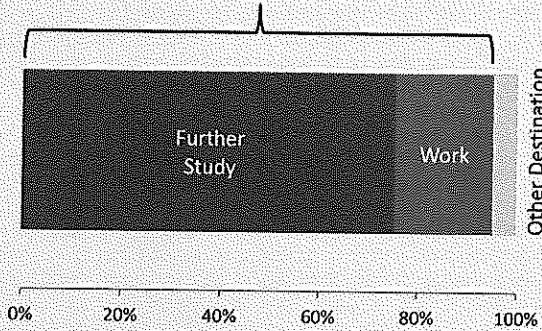


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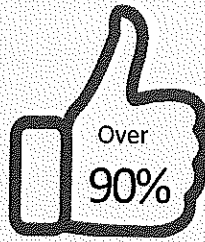


## Our colleges have a strong track record of success

Close to 95% of college leavers progress to Positive Destinations, 2015-16

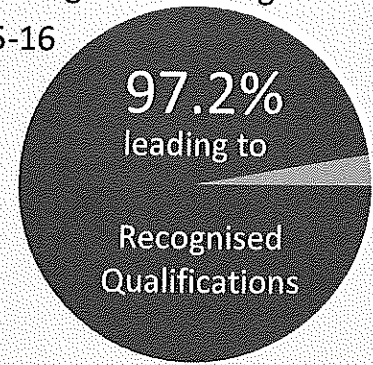


College Satisfaction 2016-17



Student Satisfaction

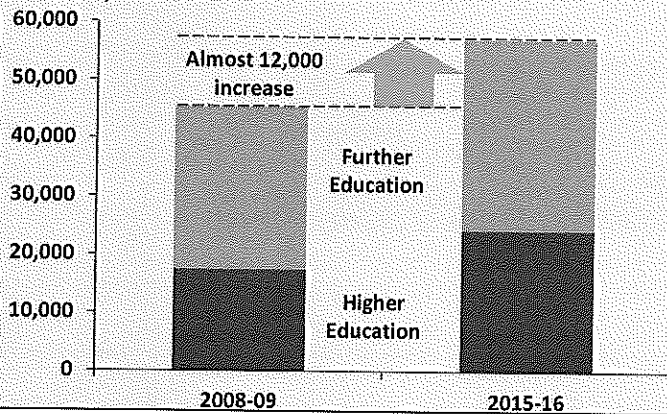
Percentage of Learning Hours, 2015-16



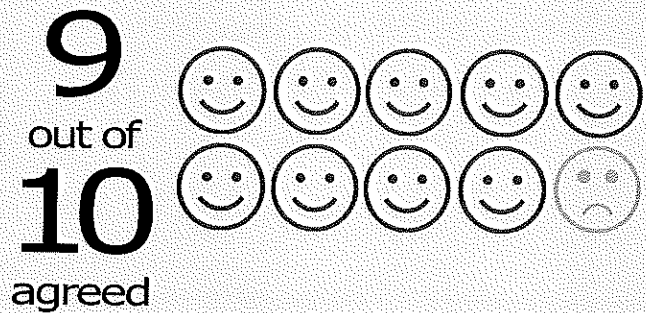
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## Our colleges produce the workforce the future

Full-time college students successfully completed courses, 2015-16

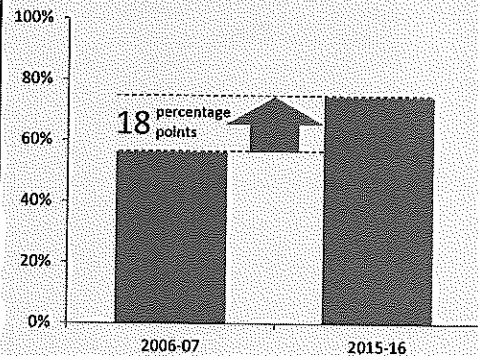


Time at college helps students develop *'knowledge and skills for the workplace'*. 2016-17

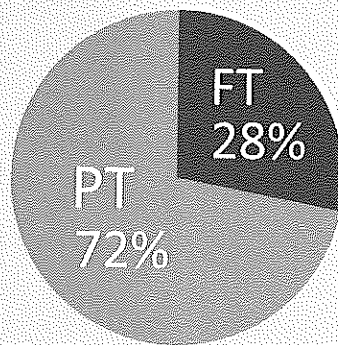


## Our colleges give everyone the chance to succeed

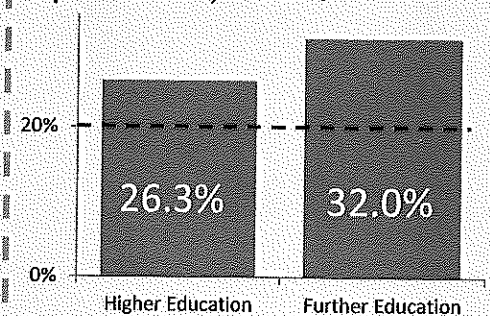
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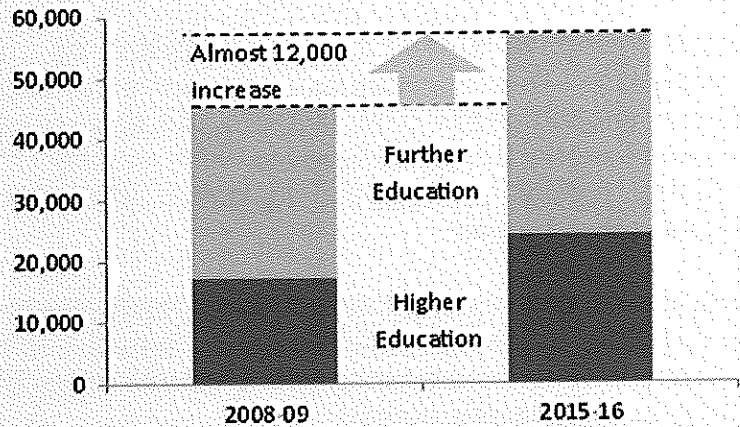
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Percentage of Learning Hours, 2015-16

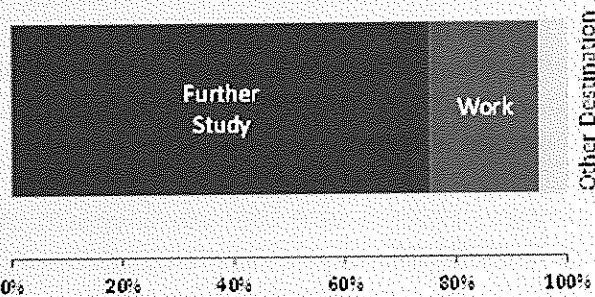


(8.5 percentage point increase since 2006-07)

College students successfully completed courses, 2015-16

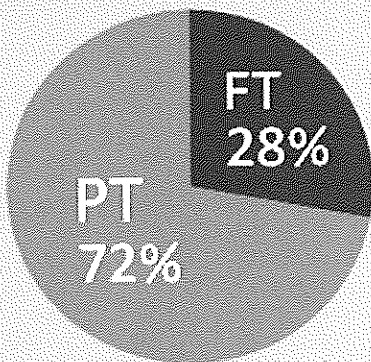


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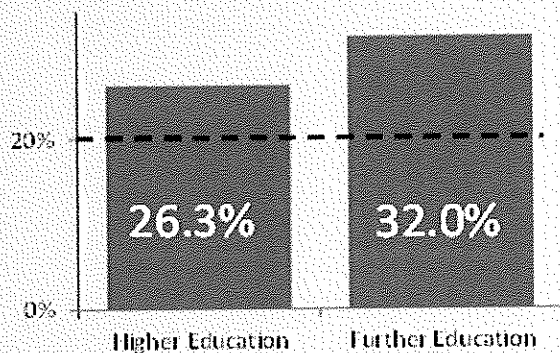


## The college sector has equality at its very heart

Majority of enrolments are on part-time courses, 2015-16



College entrants from Scotland's 20% most deprived areas, 2015-16



Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



## **Background**

Scotland's colleges have implemented the most profound set of public sector reforms in Scottish tertiary education for more than a generation. The reformed college sector is improving people's life chances and generating the skilled workforce needed for economic growth by focusing on job-related skills.

Colleges have built on their tradition of serving the most disadvantaged and those furthest from the workplace. They continue to serve our most deprived communities, as well as those with additional support needs; older learners and women; care-experienced students; and those from a Black and Minority Ethnic background. With equality sitting at the heart of the college sector, there are further ambitions in relation to looked after children and the gender imbalance found in particular subject areas.

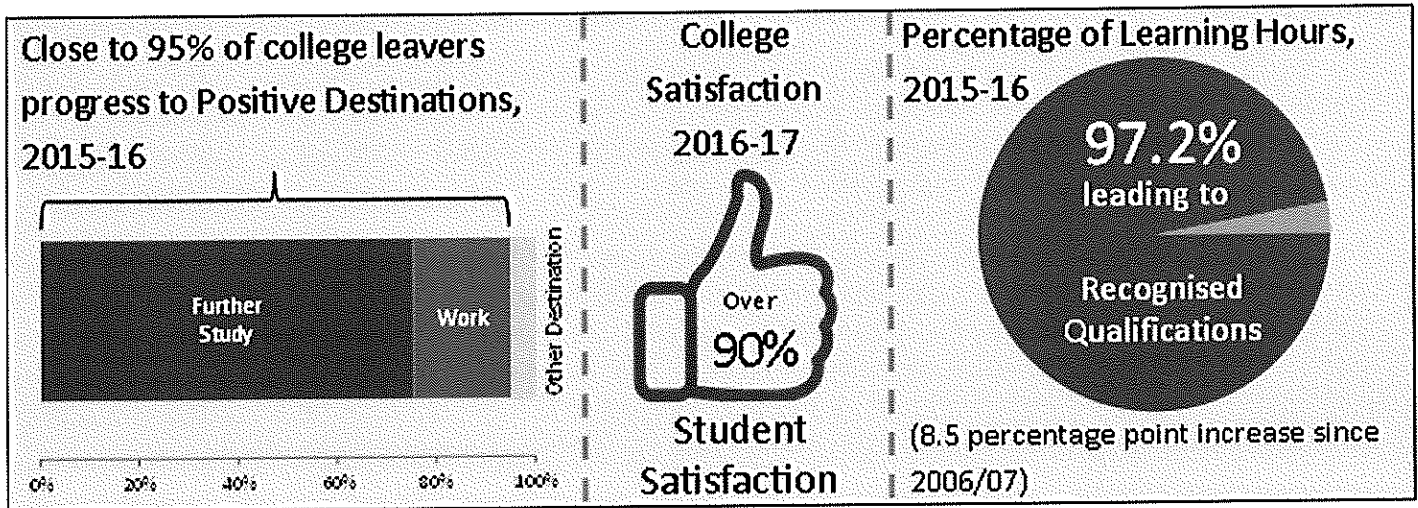
Strong partnership working has led to the development of Regional College Outcome Agreements that reflect the economic and skills needs in each region. Colleges are also crucial to Developing the Young Workforce; preparing young people for employment by offering them more choice and flexibility in their learner journey.

Further Education (FE) level students also continue to be supported with record levels of financial support, but rather than being complacent, we are considering the recommendations of the Independent Review of Student Support. The Review aimed to ensure that university and college students, and particularly the most vulnerable, benefit from a fair and effective package of appropriate financial support.

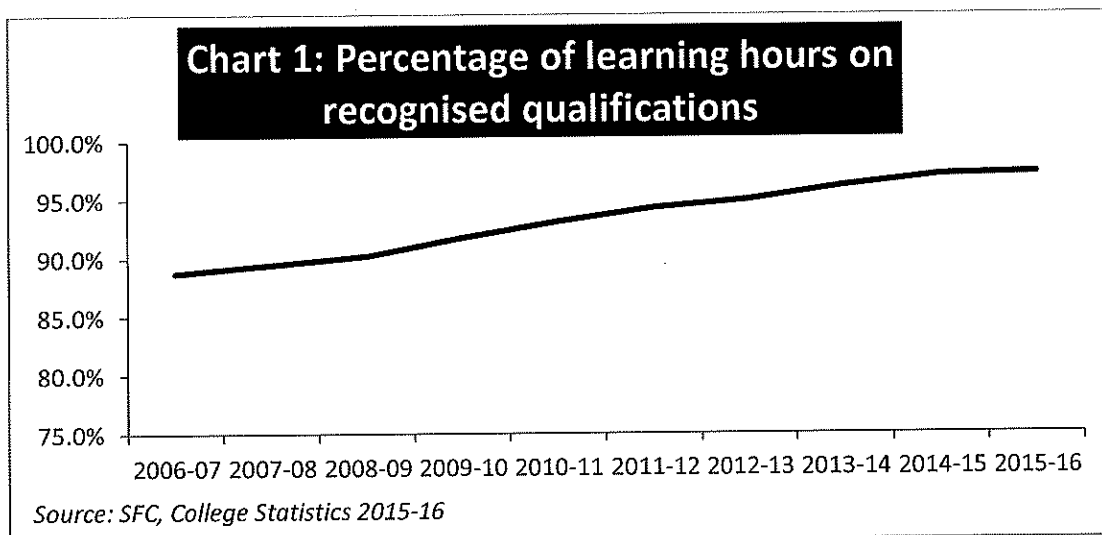
Scotland's college sector is one that continues to evolve and continues to deliver for the people and economy of Scotland.



**Our colleges have a strong track record of success**



In 2015/16, 97.2% of learning hours were delivered on courses that led to a recognised qualification – an 8.5 percentage point increase from 2006/07.



This good work from Scotland’s colleges means that of those with a known destination in 2015/16, nearly 95% of college leavers moved on to a positive destination, such as further study, training or employment.

Entrants to college now make up 37% of the total undergraduate students starting in Higher Education (HE), the highest proportion in the last 10 years. Perhaps even more impressive, is that over 41% of all full-time college activity was in HE-level courses in 2015/16, also the highest proportion ever.

College students are very happy with their experience: over 90% of full-time and over 94% of part-time students are satisfied with their college experience. FE students are being supported with record levels of support, with the 2017/18 budget of over £107m in college bursaries, childcare and discretionary funds being a real-terms increase of 32% since 2006/07. Indeed, the non-repayable bursary available in Scotland is the highest level anywhere in the UK.

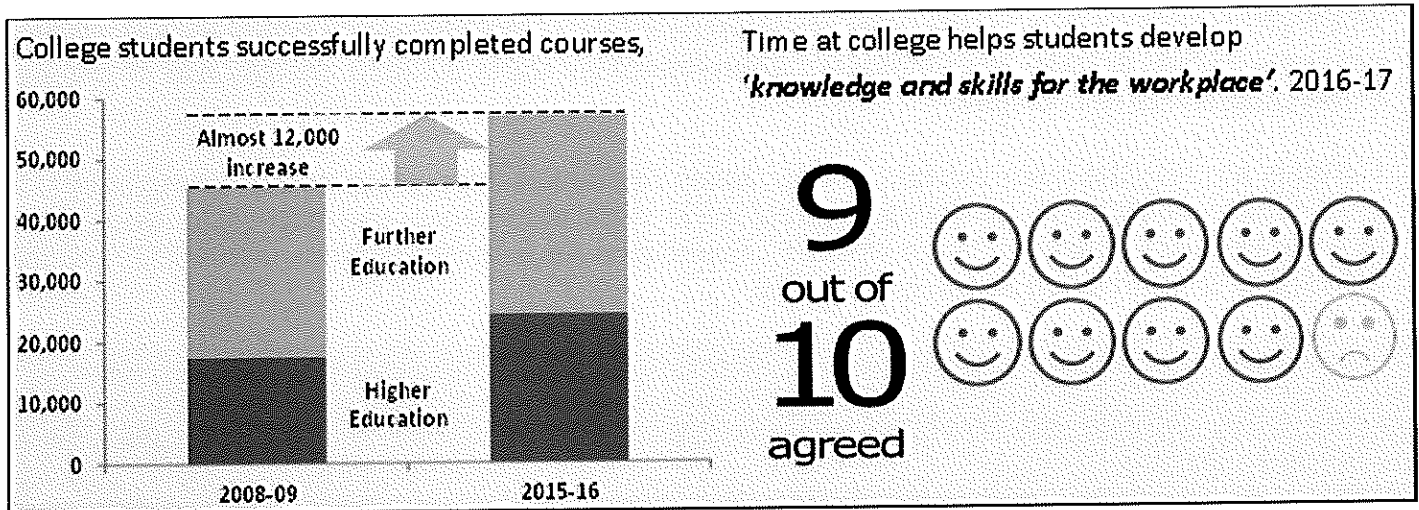
## **Case study**

### Dundee and Angus College (Winner at College Development Network [CDN] Annual Awards 2016): The D&A Code Academy

The College has responded to the digital skills shortage by launching the first ever Code Academy. This curriculum concept links the College with local schools, universities, and employers. It increases awareness of the importance of digital skills, and highlights career opportunities in the digital/ICT industries in the region.

The Code Academy offers code camps, workshops for school pupils, coding workshops for adults, and coding clubs for girls. Continuing Professional Development (CPD) for Computer Science school teachers has also been established, as well as industry master classes, career talks, Foundation and Modern Apprenticeships in Software Development, and a number of industry sponsored events such as an annual Game and App Jam. Over 500 students have benefited from the Code Academy and almost 96% have moved on to further study or employment.

## Our colleges produce the workforce of the future

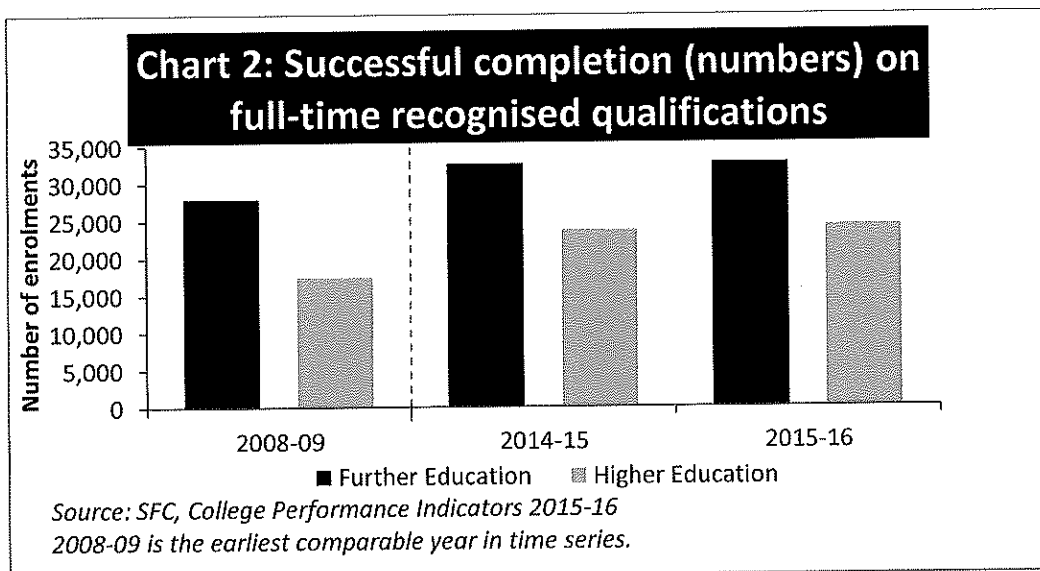


Colleges are crucial in bridging the gap between school and industry to create a skilled, employable future workforce which meets the needs of the regions they serve. Colleges are doing this by focusing on purposeful learning opportunities which lead to recognised qualifications.

This approach is clearly working. In 2015/16 almost 12,000 more students in both FE and HE at college successfully completed full-time courses leading to recognised qualifications than in 2008/09 (25.7% increase).

The number of full-time HE students studying for recognised qualifications at colleges has grown by 23.6% since 2008/09, and 2015/16 saw the highest ever number of full-time HE students successfully completing recognised qualifications (over 24,300).

Scottish Funding Council (SFC) statistics show 9 out of 10 of students were satisfied that their *'time at college had helped them develop knowledge and skills for the workplace.'*



Colleges also make a vital contribution to up-skilling and re-skilling the existing workforce, and that is why short courses leading to employment or progression continue to be funded. Statistics highlight the extent of part-time opportunities available at colleges – indeed, the majority of the total enrolments at college (FE and HE) are still on part-time courses (72.0%).

## Apprenticeships

Colleges play an important role in delivering the successful Modern Apprenticeship programme which offers opportunities to gain skills, experience and a qualification while in employment. With a national ambition to have 30,000 Modern Apprenticeships starts by 2020, the key role of colleges in this programme will continue.

Colleges are also the main provider of Foundation Apprenticeships which enable young people to gain industry-recognised qualifications, real-world work experience and access to work-based learning while still at school. There were 351 Foundation Apprenticeship starts in 2016/17, and this will expand to up to 5,000 by the end of 2019.

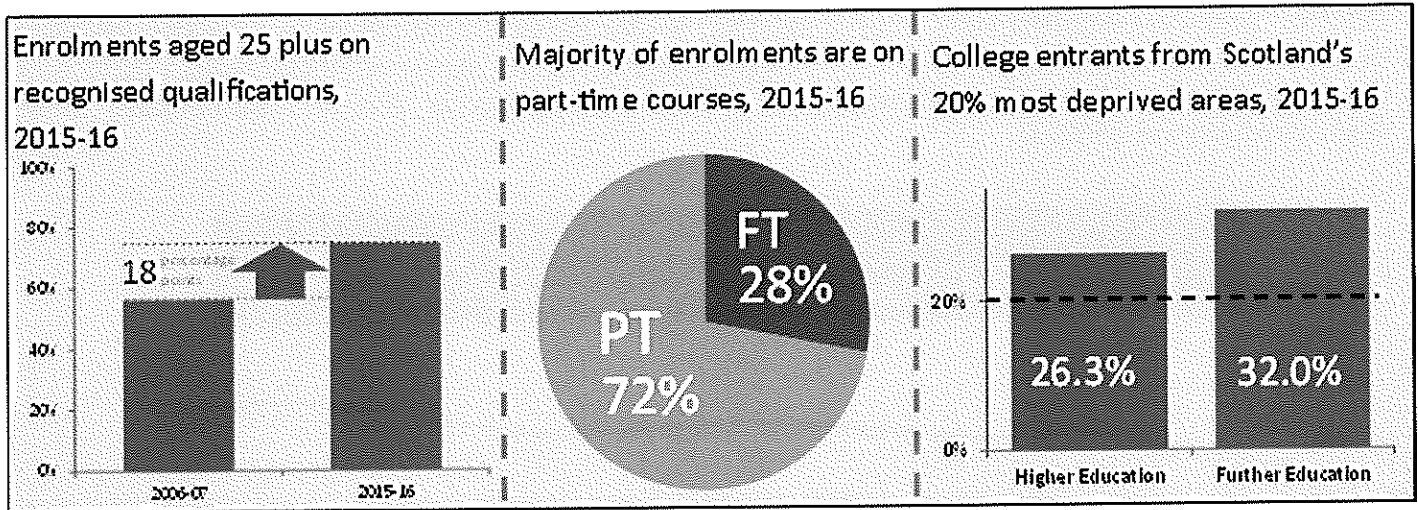
### **Case study**

#### Forth Valley College (Commended at CDN Annual Awards 2016): Making the Forth Valley Curriculum Work

Forth Valley College has developed, and is delivering on, a sustainable regional curriculum strategy, designed around both the needs of the region and national priorities. Serving the three diverse communities of Falkirk, Stirling, and Clackmannanshire – and with a campus in each of these areas – the College has strategically positioned its key curriculum areas in the campus localities that provide best fit with local economic, business, and industry profiles. This minimises duplication and maximises access to entry-level learning and progression to specialist, industry standard learning facilities.

In developing its curriculum strategy, the College has worked closely with its extensive base of employer and industry body contacts and Community Planning Partners in each locality; and drawn on up-to-date labour market information, through Regional Skills Assessments and Skills Investment Plans. As a result, they have implemented an efficient 'hub and spoke' system of learning provision, which provides access level study in most subject areas across all three campuses, with progression to higher level study centred where it provides best local fit.

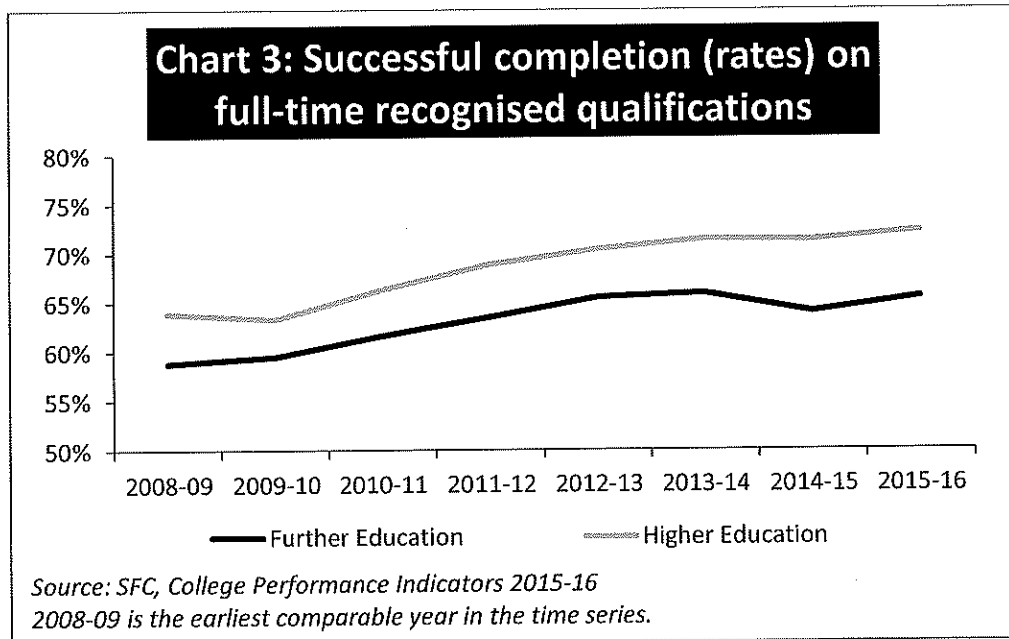
## Our colleges give everyone the chance to succeed



Our colleges are able to reach out to those furthest from the labour market and education, giving everyone an equal chance of fulfilling their potential, and having equal choices to succeed in life. They do this by delivering learning which is increasingly personalised and flexible, assisted by interactive technologies and tailored to the needs and aspirations of students.

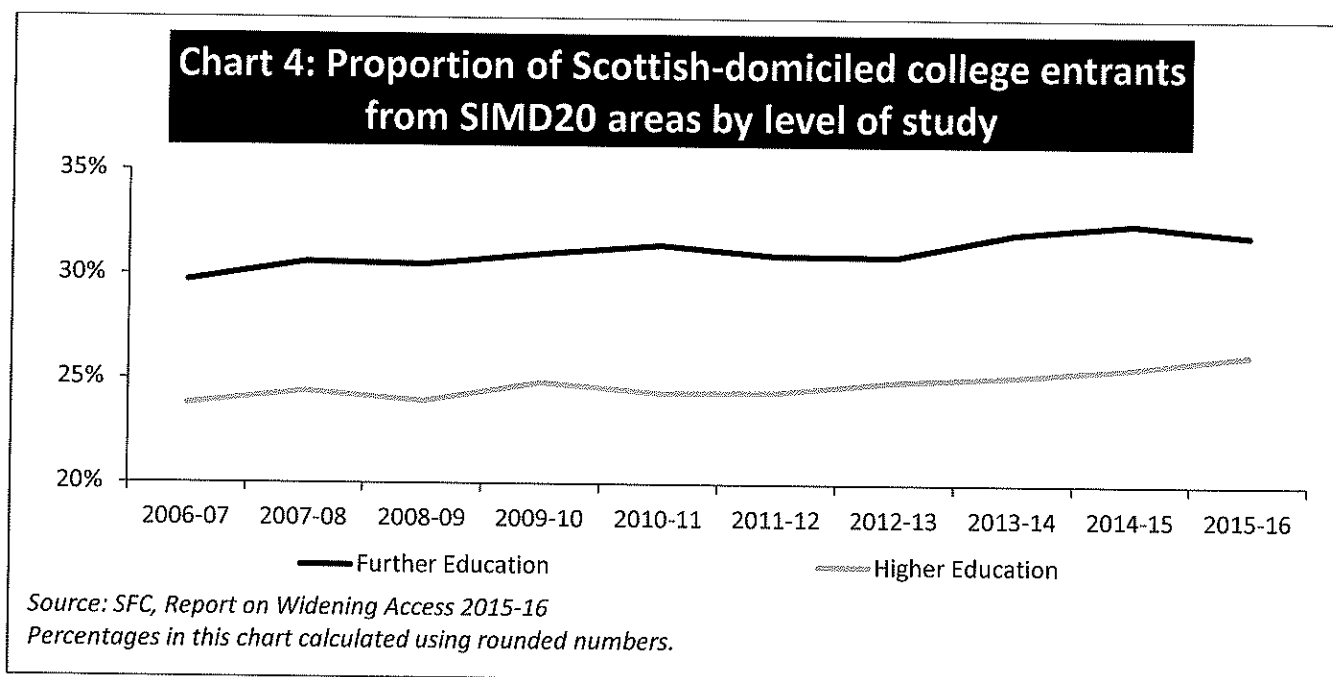
Successful completion rates for all full-time FE students have increased by 6.7 percentage points since 2008/09, while dropout rates have fallen by 2.4 percentage points in the same period.

Successful completion rates for all full-time HE students have increased by 8.3 percentage points since 2008/09, while dropout rates have fallen by 4.1 percentage points in the same period.



### Students from deprived areas

Colleges recruit well from the most deprived areas, with students from SIMD10, SIMD20 and SIMD40 areas overrepresented when compared to the general population. In 2015/16, 26.3% of college entrants in HE, and 32.0% of college entrants in FE, came from Scotland's 20% most deprived areas – this is an increase of 2.5 percentage points and 2.3 percentage points respectively since 2006/07.



The Commission on Widening Access acknowledged the distinctive role of colleges in serving Scotland's most deprived communities, concluding that '*colleges provide a crucial alternative route into higher education and can play a powerful role in expanding the limited applicant pool resulting from the school attainment gap.*'

### Female students

Women are well represented amongst college students, accounting for the majority of college enrolments (51% in 2015/16). The proportion of female students enrolled on recognised qualifications has increased by over 19 percentage points since 2006/07 (rising from 56.9% in 2006/07 to 76.0% in 2015/16).

As part of Developing the Young Workforce, the SFC published a Gender Action Plan in August 2016, setting out actions they will undertake in collaboration with the sector, and other partners, to address gender imbalances and reduce gender gaps in college and undergraduate courses.

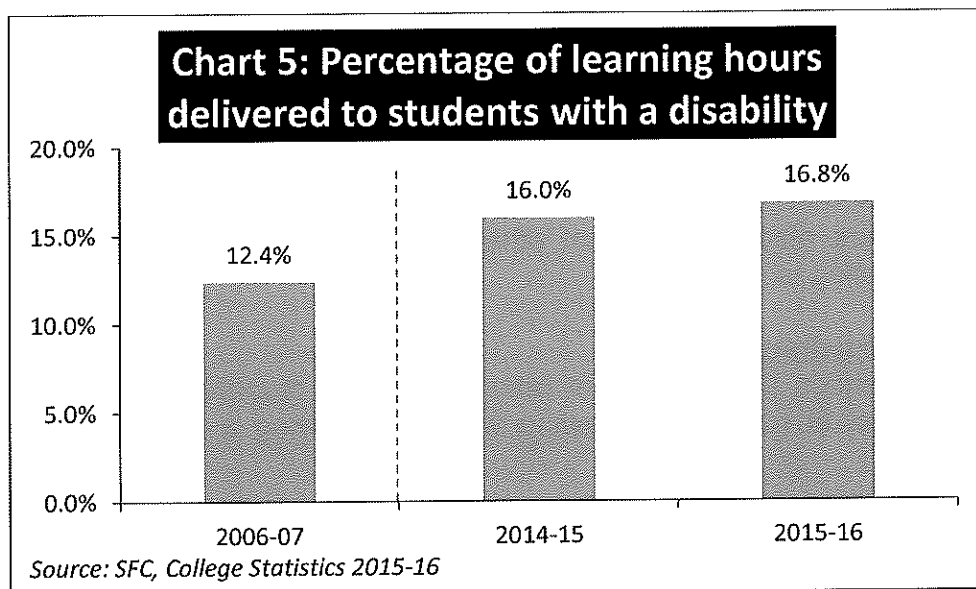
### Older learners

There are a wealth of learning opportunities at Scotland's colleges for students aged 25 and over. In 2015/16, 28.7% of all learning hours were delivered to students aged 25 and over, with nearly 43% of all Scotland's college students being within this age group.

Older learners are benefitting from the focus on improving employability through studying for recognised qualifications. The proportion of students aged 25 and over enrolled on recognised qualifications has increased by over 18 percentage points since 2006/07 (rising from 56.3% in 2006/07 to 74.5% in 2015/16).

### Students with additional support needs

Nearly 17% of all learning hours were delivered to students with a declared disability in 2015/16 - an increase of 4.4 percentage points from 2006/07.



Colleges have access to ring-fenced funding, via the SFC, to provide specialised support for individual students with specific educational support needs on mainstream courses – a total of £50 million. SFC also provide colleges with funding which supports bespoke provision.

#### Black and Minority Ethnic (BME) students

BME students are very well represented in Scotland's colleges. 6.0% of all college learning hours in 2015/16 were delivered to BME students (up from 5.6% in 2014/15 and the highest on record) – this is higher than the corresponding proportion of the population (4% in the 2011 Scottish Census).

This cohort achieve successful outcomes at college. In 2015/16, 71.8% of BME students successfully completed college courses lasting 160 hours or more (up from 70.2% in 2014/15), compared to 69.0% for all enrolments.

#### Care-experienced students

Considerable work has been undertaken to support care-experienced students at college. A national policy for FE bursaries was introduced in 2016/17 asking colleges to ensure care-experienced students receive the optimum award available taking into account their wider circumstances.

In recognition of the barriers to learning often faced by this group, the SFC set a National Ambition in 2016 with a target for there to be no difference in the outcomes of care-experienced learners comparative to their peers. The target is to improve the numbers of care-experienced students successfully completing full-time FE and HE courses by 5 percentage points by 2018/19.

Data collection has improved in relation to care-experienced students. SFC statistics show that 0.3% (148 out of 50,198) of full-time college qualifiers were care-experienced in 2014/15, rising to 1.1% (571 out of 50,682) in 2015/16.

#### **Case study**

##### West Lothian College (Winner at CDN Annual Awards 2016): ISTILE – Improving Skills through International Learning Exchanges

ISTILE is a two-year project designed to offer disadvantaged learners the opportunity to study and work in an overseas environment. It also offers the teaching team the opportunity to research and report on financial deprivation across Europe, and offer advice and recommendations around best practice when it comes to supporting young people who face barriers to learning caused by financial deprivation.

## **Our colleges continually strive for improvement**

Scotland's colleges must continue to build and grow, innovate and improve, change and develop – just what colleges' success to date has been built on. The SFC's Outcome Agreement process is a powerful lever in ensuring that colleges deliver in return for public investment, and reporting on those measures is now reinforced by Education Scotland's new quality framework, "How good is our college?". There are also a number of other specific ways in which improvement is being sought in Scotland's colleges including:

### College Improvement Programme

We want to boost retention and attainment rates among FE students, and particularly for those students currently most at risk of withdrawing without achieving a qualification or moving to a positive destination.

As part of our effort, we have commenced a national college improvement programme to look in detail at individual college level solutions to raise attainment and improve retention. Over the next two academic years the programme will examine and test improvements to overcome the issues and challenges that often contribute to students not gaining a qualification – or, indeed, dropping out. On behalf of the college sector, five colleges will form an improvement team and undertake testing, gather information about what works to share across the sector, contributing to an increase in attainment and retention within and between the five colleges. Their success will also be used to drive improvement across the sector as a whole.

### Innovation

There is also a desire for colleges to be more involved in innovation - our economy needs a highly skilled, adaptable and confident workforce, and colleges have excellent links with SMEs.

An action plan has been put in place by the SFC's College Innovation Working Group to ignite collaboration between colleges and businesses. This includes bringing colleges further into the community of Scotland's eight Innovation Centres, while the Scottish Government announced a College Innovation Fund (£500,000 in 2017/18) to support Scotland's colleges to work with businesses on innovation activity.

### **Case study**

#### West College Scotland: Innovation Voucher (James Frew Ltd)

James Frew Ltd is one of the largest privately owned building services companies in Scotland and was awarded an SFC Innovation Voucher, administered by Interface. This gives the company the opportunity to collaborate with West College Scotland to develop a new innovative training planning process, including the monitoring of certification renewals, development of individual training plans and the measurement of the impact of training through AMI (Achievement Measurement Indexing).

Through this, the College will improve its service delivery in gas engineering and develop a greater understanding of training needs analysis for the building services sector as a result of the collaboration. The project will also enhance understanding of industry within the College and support the development of processes that will make the College more responsive to business needs.

Roddy Frew, Managing Director, of James Frew Ltd, said *'we are delighted to work with West College Scotland on the Scottish Funding Council Innovation Voucher and it has helped us align training plans and enhance our service offer'*.



## Summary

The quality of learning at Scotland's colleges has never been higher, with colleges expertly preparing the people of Scotland for work and other positive destinations. This has not, however, been achieved at the expense of equality which remains at the very heart of the college sector and central to everything that it does.

Our colleges continue to evolve and strive for improvement, however, it is important that the many successes of the college sector are recognised and celebrated as it continues to benefit so many in so many ways.

## References

All statistics in this publication are sourced from the Scottish Funding Council (SFC) or Skills Development Scotland (SDS):

*College Statistics 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST032017.aspx>;

*College Performance Indicators 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST012017.aspx>;

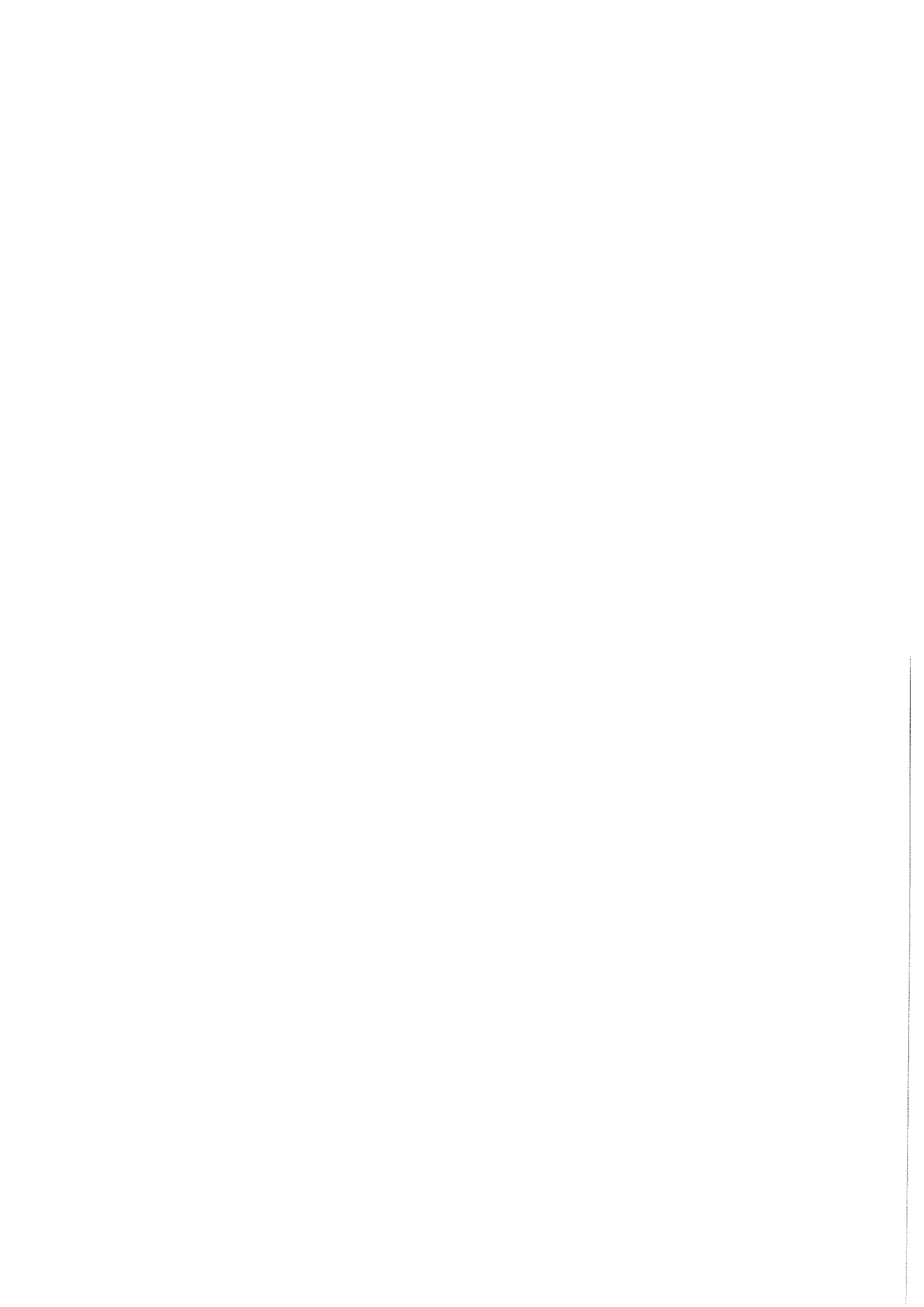
*SFC Report on Widening Access 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST082017.aspx>;

*College Leaver Destination 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST072017.aspx>;

*Student Satisfaction and Engagement 2016-17*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST092017.aspx>;

SFC Infact database: <https://stats.sfc.ac.uk/infact/index.htm>;

*Skills Development Scotland*: <https://www.skillsdevelopmentscotland.co.uk/news-events/2017/march/more-apprenticeship-opportunities-for-scottish-school-pupils/>



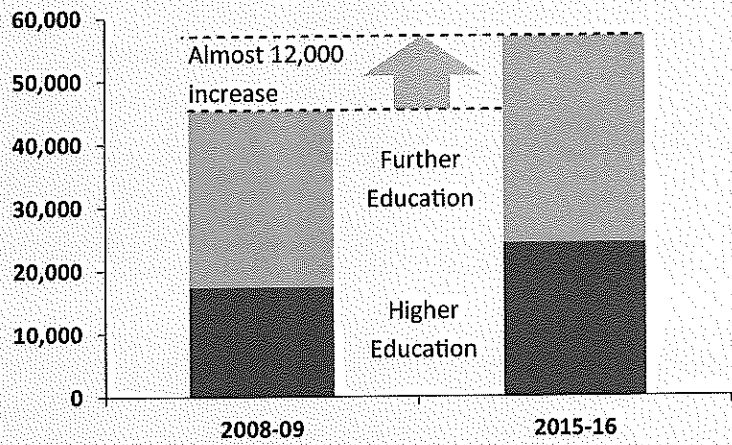
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Percentage of Learning Hours, 2015-16

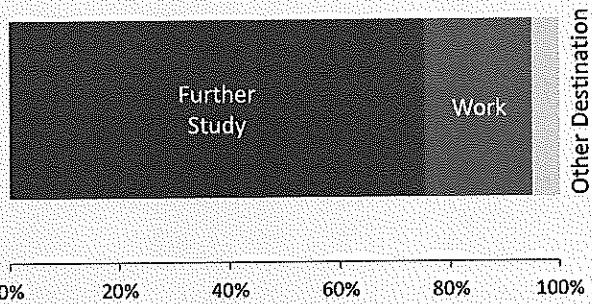


(8.5 percentage point increase since 2006/07)

College students successfully completed courses, 2015-16

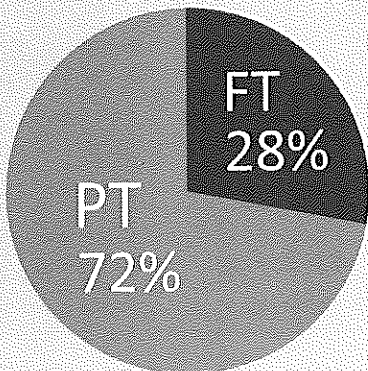


Close to 95% of college leavers progress to Positive Destinations, 2015-16

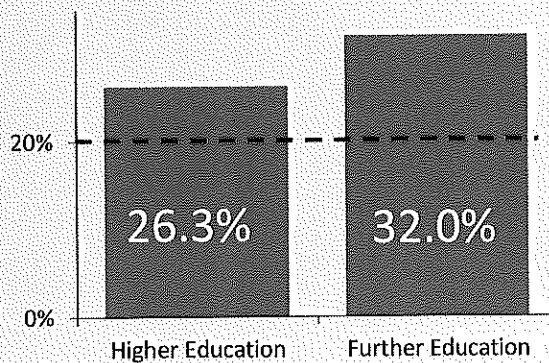


## The college sector has equality at its very heart

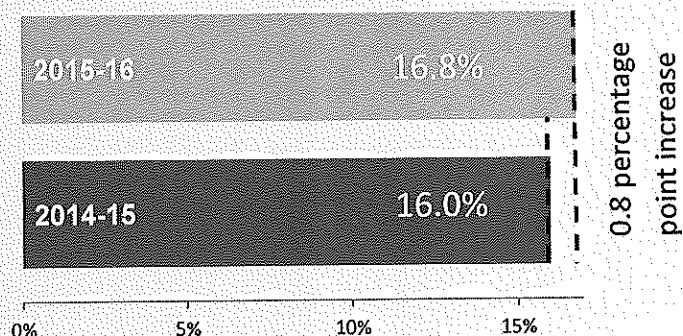
Majority of enrolments are on part-time courses, 2015-16



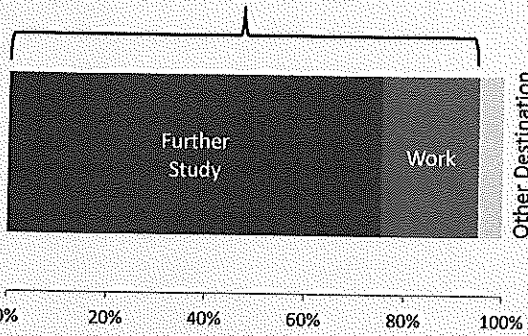
College entrants from Scotland's 20% most deprived areas, 2015-16



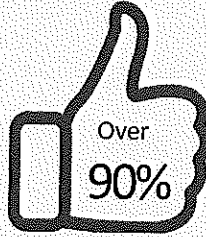
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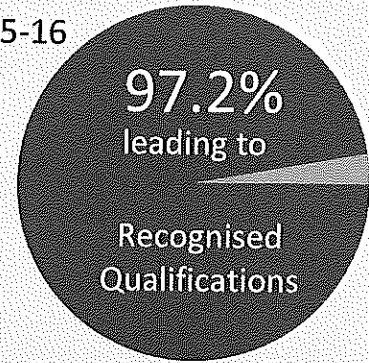


College Satisfaction 2016-17



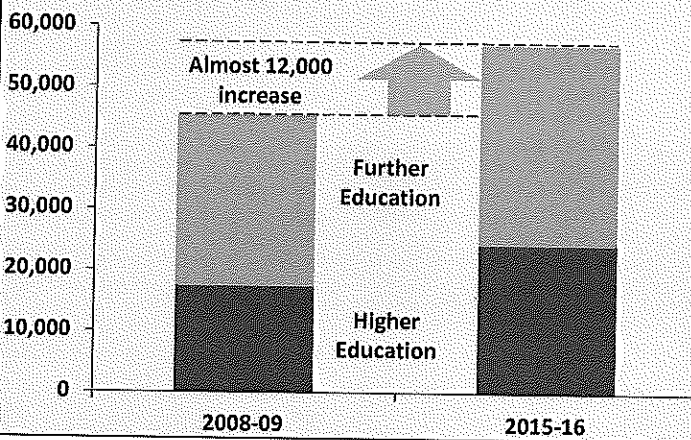
Student Satisfaction

Percentage of Learning Hours, 2015-16



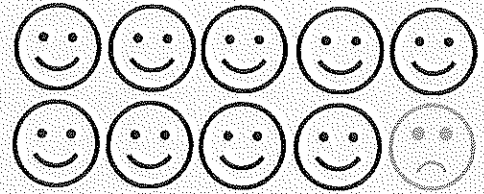
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College students successfully completed courses,

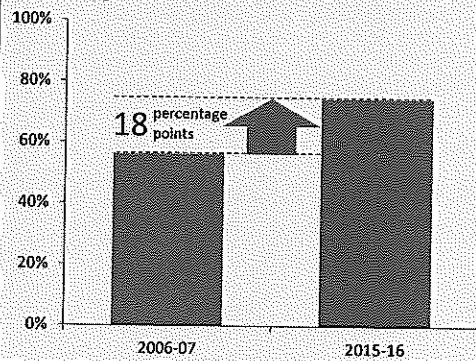


Time at college helps students develop 'knowledge and skills for the workplace'. 2016-17

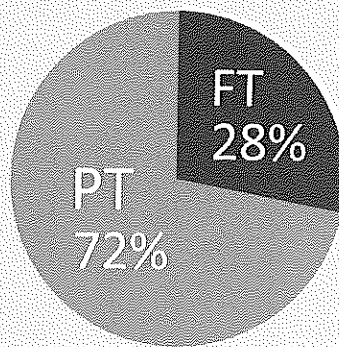
9 out of 10 agreed



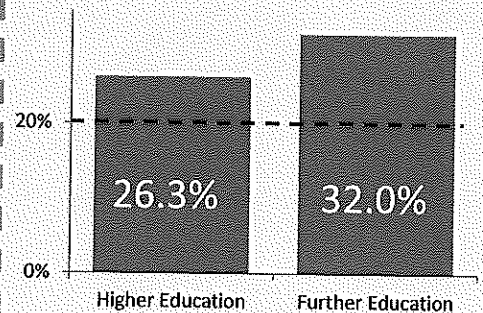
Enrolments aged 25 plus on recognised qualifications, 2015-16



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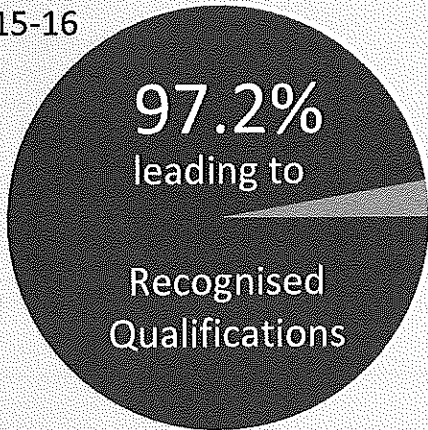
College entrants from Scotland's 20% most deprived areas, 2015-16



# Scotland's Colleges: Delivering For All

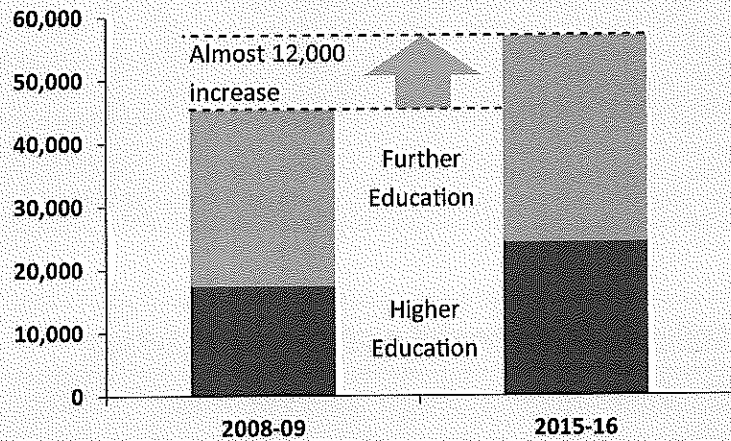
## The quality of learning at colleges has never been higher

Percentage of Learning Hours, 2015-16

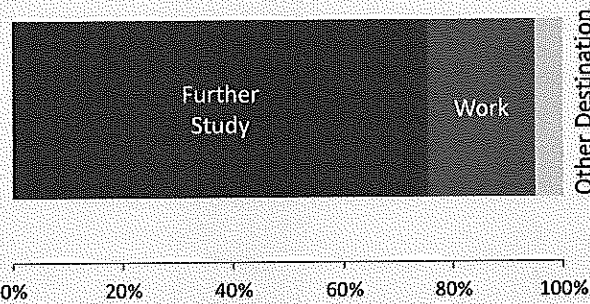


(8.5 percentage point increase since 2006/07)

College students successfully completed courses, 2015-16

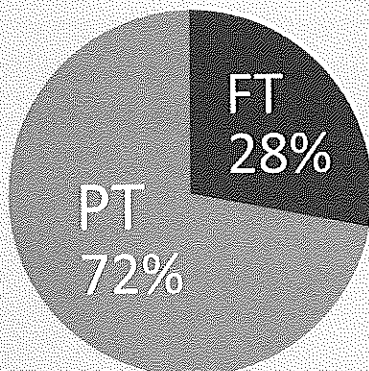


Close to 95% of college leavers progress to Positive Destinations, 2015-16

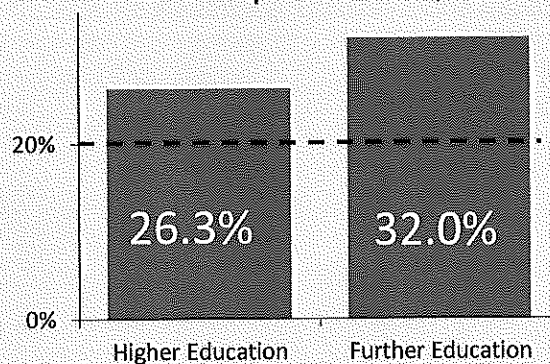


## The college sector has equality at its very heart

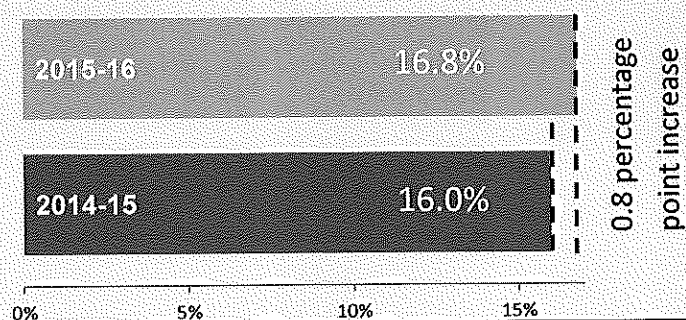
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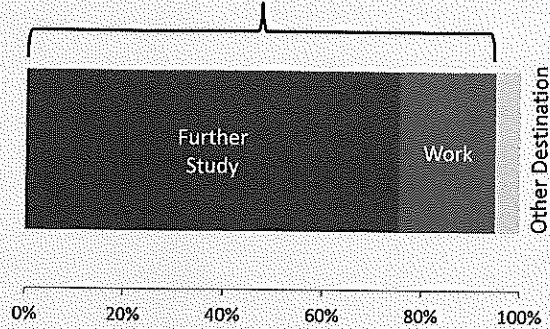


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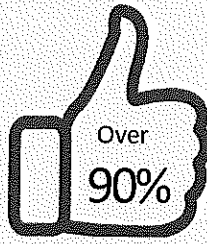


## Our colleges have a strong track record of success

Close to 95% of college leavers progress to Positive Destinations, 2015-16

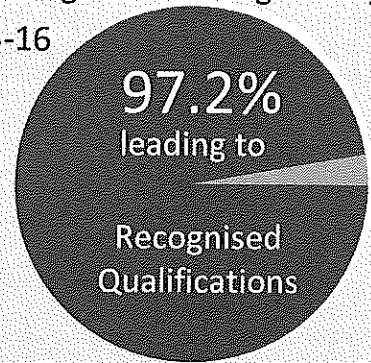


College Satisfaction 2016-17



Student Satisfaction

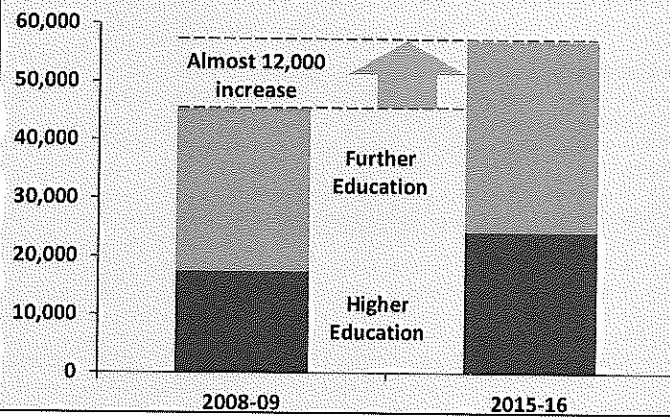
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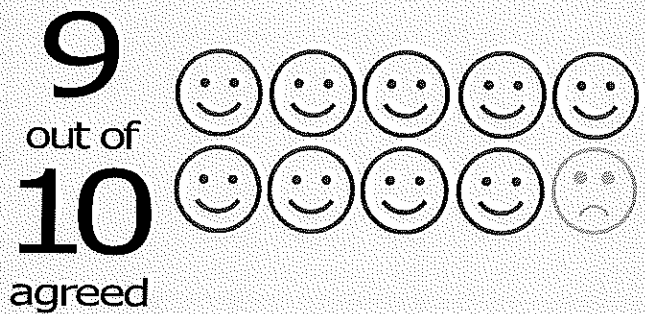
(8.5 percentage point increase since 2006/07)

## Our colleges produce the workforce the future

College students successfully completed courses, 2015-16

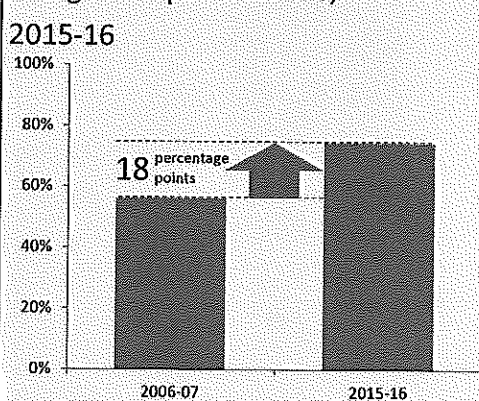


Time at college helps students develop 'knowledge and skills for the workplace'. 2016-17

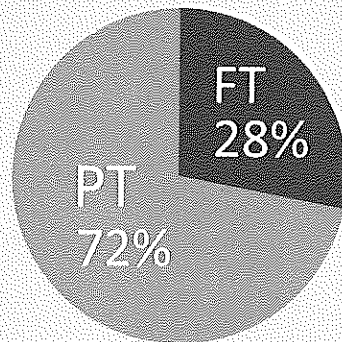


## Our colleges give everyone the chance to succeed

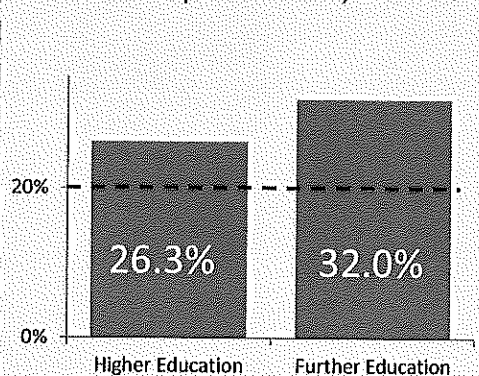
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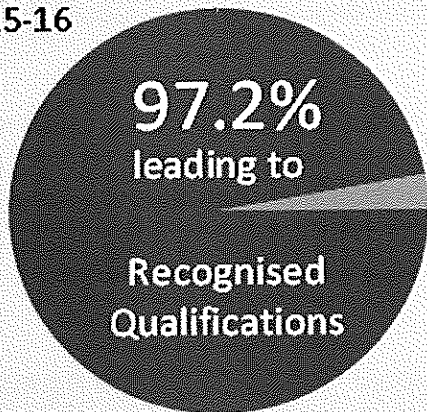


College entrants from Scotland's 20% most deprived areas, 2015-16



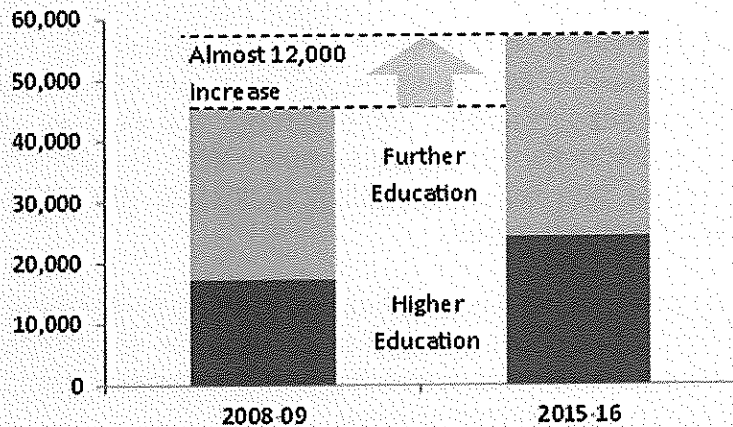
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Percentage of Learning Hours, 2015-16

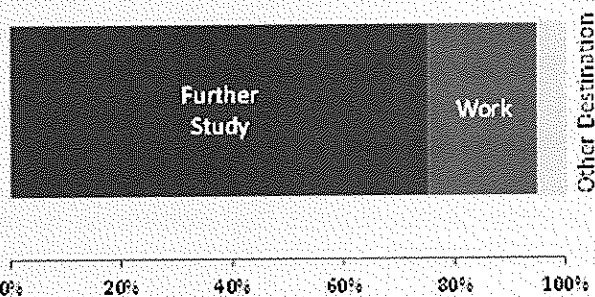


(8.5 percentage point increase since 2006-07)

College students successfully completed courses, 2015-16

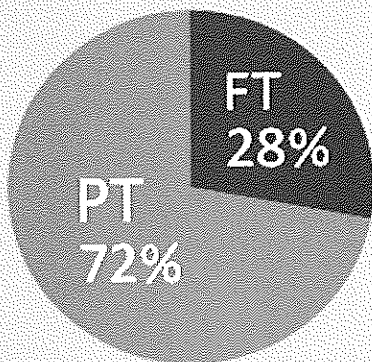


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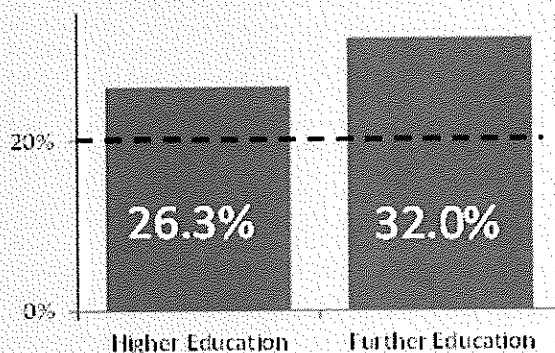


## The college sector has equality at its very heart

Majority of enrolments are on part-time courses, 2015-16



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Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



## **Background**

Scotland's colleges have implemented the most profound set of public sector reforms in Scottish tertiary education for more than a generation. The reformed college sector is improving people's life chances and generating the skilled workforce needed for economic growth by focusing on job-related skills.

Colleges have built on their tradition of serving the most disadvantaged and those furthest from the workplace. They continue to serve our most deprived communities, as well as those with additional support needs; older learners and women; care-experienced students; and those from a Black and Minority Ethnic background. With equality sitting at the heart of the college sector, there are further ambitions in relation to looked after children and the gender imbalance found in particular subject areas.

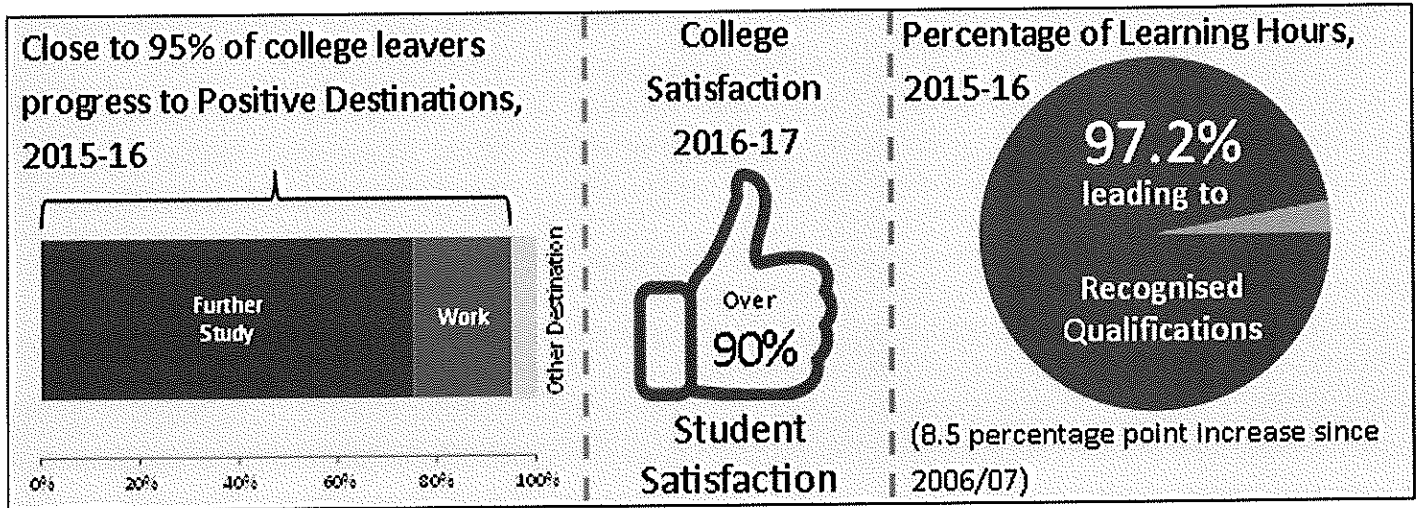
Strong partnership working has led to the development of Regional College Outcome Agreements that reflect the economic and skills needs in each region. Colleges are also crucial to Developing the Young Workforce; preparing young people for employment by offering them more choice and flexibility in their learner journey.

Further Education (FE) level students also continue to be supported with record levels of financial support, but rather than being complacent, we are considering the recommendations of the Independent Review of Student Support. The Review aimed to ensure that university and college students, and particularly the most vulnerable, benefit from a fair and effective package of appropriate financial support.

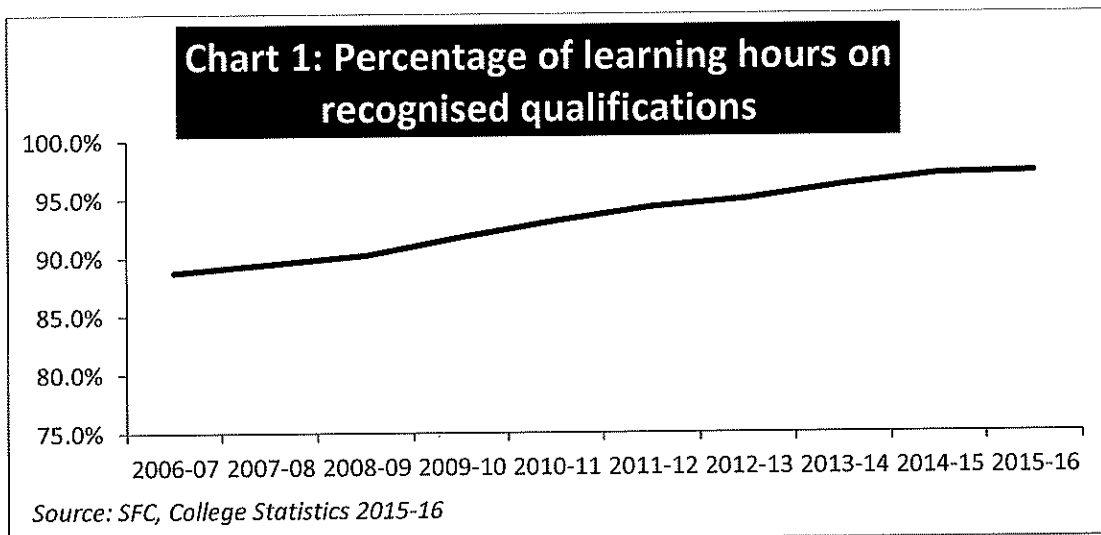
Scotland's college sector is one that continues to evolve and continues to deliver for the people and economy of Scotland.



**Our colleges have a strong track record of success**



In 2015/16, 97.2% of learning hours were delivered on courses that led to a recognised qualification – an 8.5 percentage point increase from 2006/07.



This good work from Scotland’s colleges means that of those with a known destination in 2015/16, nearly 95% of college leavers moved on to a positive destination, such as further study, training or employment.

Entrants to college now make up 37% of the total undergraduate students starting in Higher Education (HE), the highest proportion in the last 10 years. Perhaps even more impressive, is that over 41% of all full-time college activity was in HE-level courses in 2015/16, also the highest proportion ever.

College students are very happy with their experience: over 90% of full-time and over 94% of part-time students are satisfied with their college experience. FE students are being supported with record levels of support, with the 2017/18 budget of over £107m in college bursaries, childcare and discretionary funds being a real-terms increase of 32% since 2006/07. Indeed, the non-repayable bursary available in Scotland is the highest level anywhere in the UK.

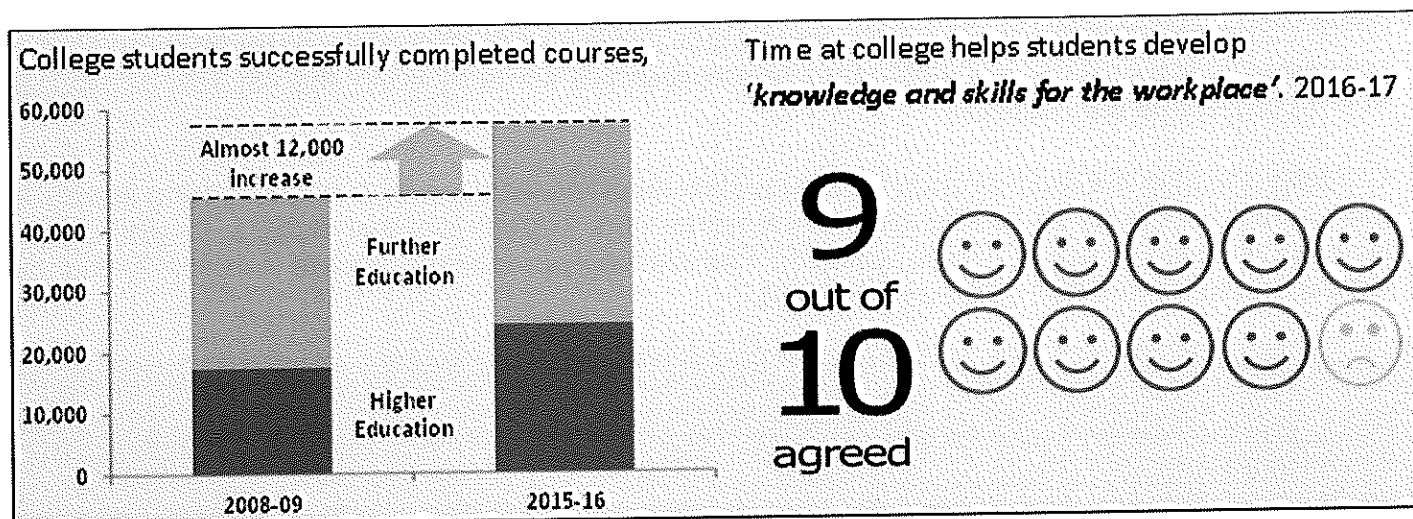
## **Case study**

### Dundee and Angus College (Winner at College Development Network [CDN] Annual Awards 2016): The D&A Code Academy

The College has responded to the digital skills shortage by launching the first ever Code Academy. This curriculum concept links the College with local schools, universities, and employers. It increases awareness of the importance of digital skills, and highlights career opportunities in the digital/ICT industries in the region.

The Code Academy offers code camps, workshops for school pupils, coding workshops for adults, and coding clubs for girls. Continuing Professional Development (CPD) for Computer Science school teachers has also been established, as well as industry master classes, career talks, Foundation and Modern Apprenticeships in Software Development, and a number of industry sponsored events such as an annual Game and App Jam. Over 500 students have benefited from the Code Academy and almost 96% have moved on to further study or employment.

## Our colleges produce the workforce of the future

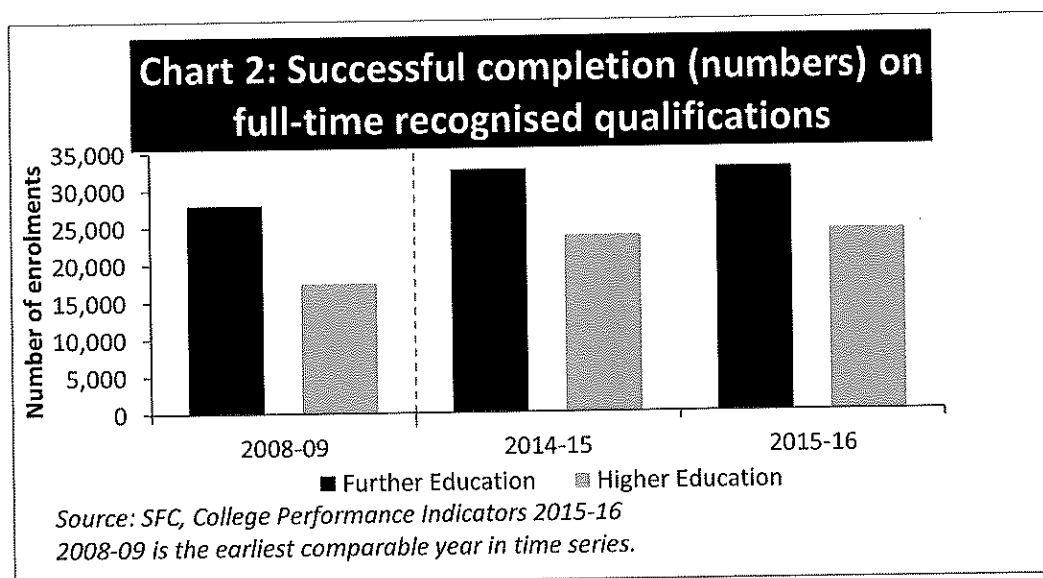


Colleges are crucial in bridging the gap between school and industry to create a skilled, employable future workforce which meets the needs of the regions they serve. Colleges are doing this by focusing on purposeful learning opportunities which lead to recognised qualifications.

This approach is clearly working. In 2015/16 almost 12,000 more students in both FE and HE at college successfully completed full-time courses leading to recognised qualifications than in 2008/09 (25.7% increase).

The number of full-time HE students studying for recognised qualifications at colleges has grown by 23.6% since 2008/09, and 2015/16 saw the highest ever number of full-time HE students successfully completing recognised qualifications (over 24,300).

Scottish Funding Council (SFC) statistics show 9 out of 10 of students were satisfied that their *'time at college had helped them develop knowledge and skills for the workplace.'*



Colleges also make a vital contribution to up-skilling and re-skilling the existing workforce, and that is why short courses leading to employment or progression continue to be funded. Statistics highlight the extent of part-time opportunities available at colleges – indeed, the majority of the total enrolments at college (FE and HE) are still on part-time courses (72.0%).

## Apprenticeships

Colleges play an important role in delivering the successful Modern Apprenticeship programme which offers opportunities to gain skills, experience and a qualification while in employment. With a national ambition to have 30,000 Modern Apprenticeships starts by 2020, the key role of colleges in this programme will continue.

Colleges are also the main provider of Foundation Apprenticeships which enable young people to gain industry-recognised qualifications, real-world work experience and access to work-based learning while still at school. There were 351 Foundation Apprenticeship starts in 2016/17, and this will expand to up to 5,000 by the end of 2019.

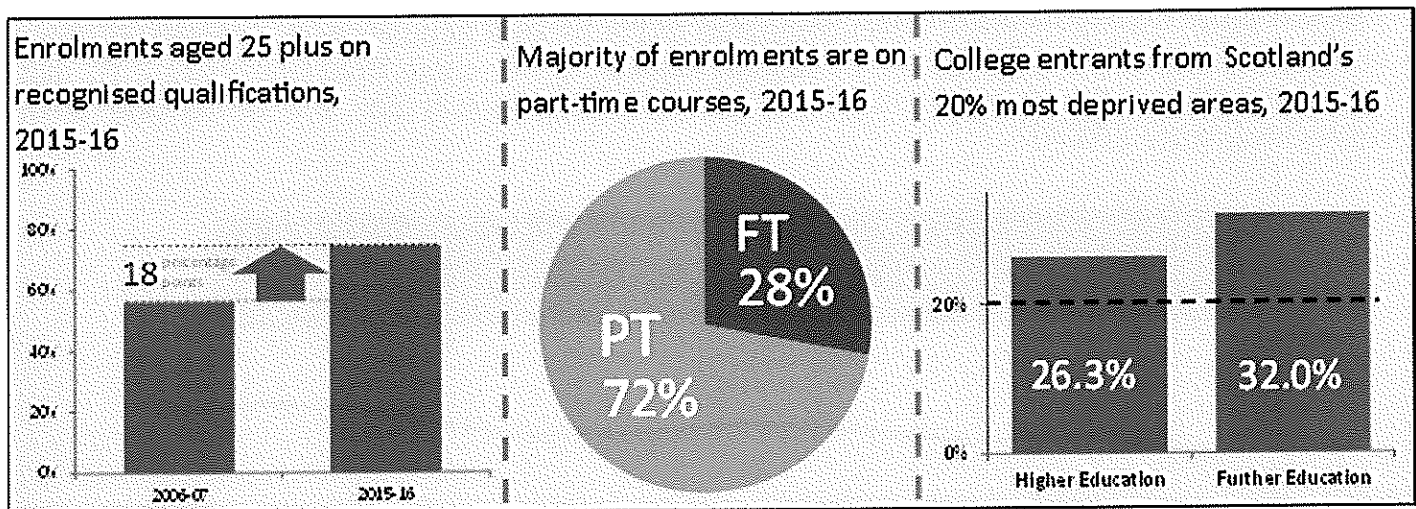
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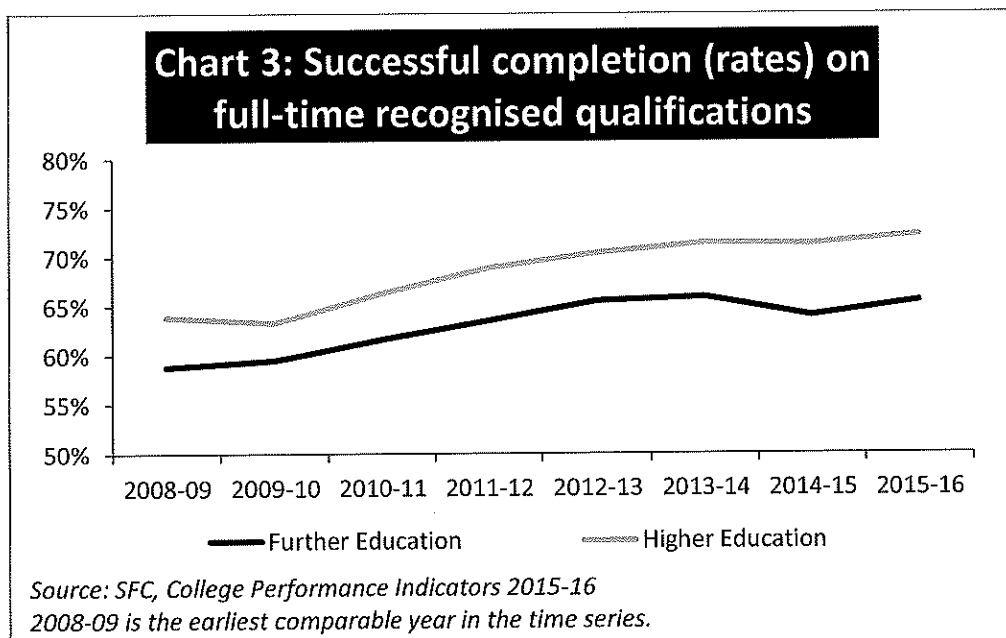
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Our colleges are able to reach out to those furthest from the labour market and education, giving everyone an equal chance of fulfilling their potential, and having equal choices to succeed in life. They do this by delivering learning which is increasingly personalised and flexible, assisted by interactive technologies and tailored to the needs and aspirations of students.

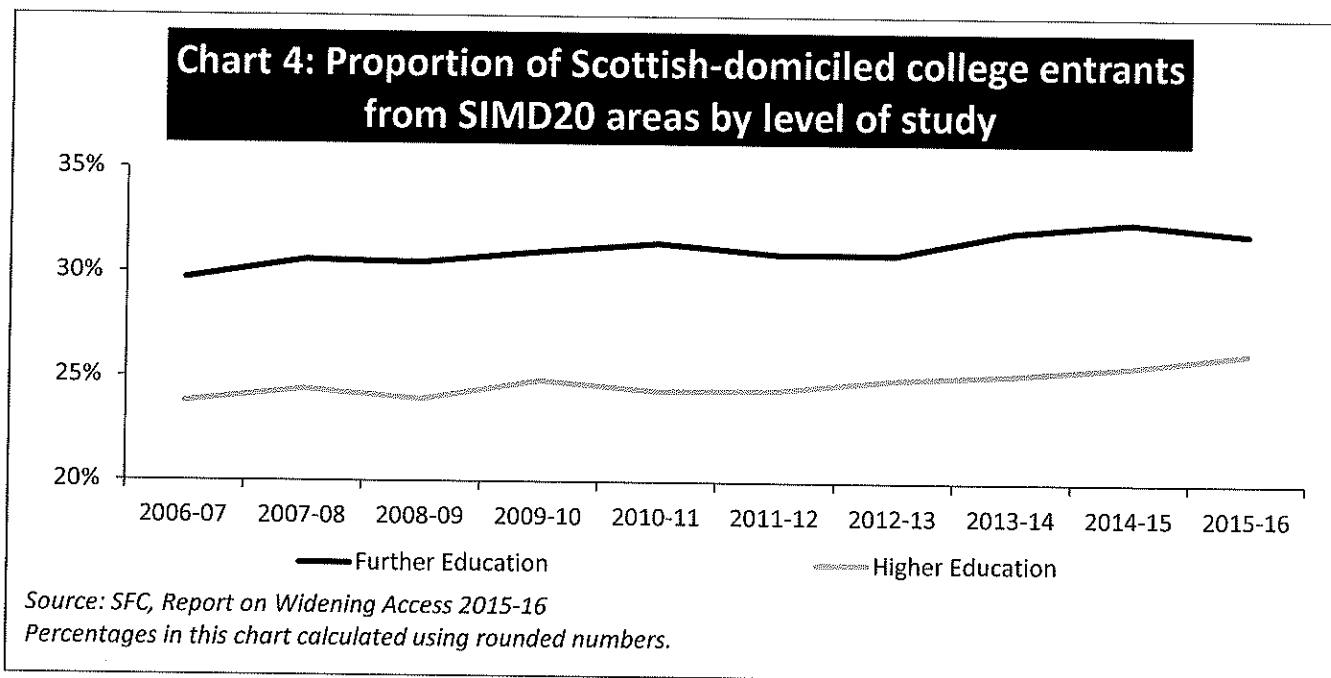
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The Commission on Widening Access acknowledged the distinctive role of colleges in serving Scotland's most deprived communities, concluding that *'colleges provide a crucial alternative route into higher education and can play a powerful role in expanding the limited applicant pool resulting from the school attainment gap.'*

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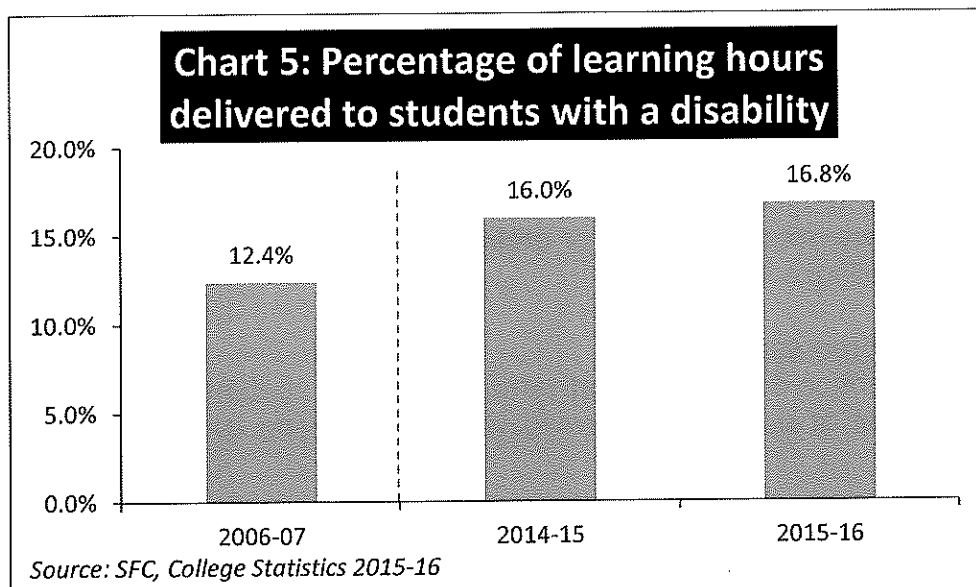
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Older learners are benefitting from the focus on improving employability through studying for recognised qualifications. The proportion of students aged 25 and over enrolled on recognised qualifications has increased by over 18 percentage points since 2006/07 (rising from 56.3% in 2006/07 to 74.5% in 2015/16).

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Colleges have access to ring-fenced funding, via the SFC, to provide specialised support for individual students with specific educational support needs on mainstream courses – a total of £50 million. SFC also provide colleges with funding which supports bespoke provision.

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This cohort achieve successful outcomes at college. In 2015/16, 71.8% of BME students successfully completed college courses lasting 160 hours or more (up from 70.2% in 2014/15), compared to 69.0% for all enrolments.

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In recognition of the barriers to learning often faced by this group, the SFC set a National Ambition in 2016 with a target for there to be no difference in the outcomes of care-experienced learners comparative to their peers. The target is to improve the numbers of care-experienced students successfully completing full-time FE and HE courses by 5 percentage points by 2018/19.

Data collection has improved in relation to care-experienced students. SFC statistics show that 0.3% (148 out of 50,198) of full-time college qualifiers were care-experienced in 2014/15, rising to 1.1% (571 out of 50,682) in 2015/16.

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## **Our colleges continually strive for improvement**

Scotland's colleges must continue to build and grow, innovate and improve, change and develop – just what colleges' success to date has been built on. The SFC's Outcome Agreement process is a powerful lever in ensuring that colleges deliver in return for public investment, and reporting on those measures is now reinforced by Education Scotland's new quality framework, "How good is our college?". There are also a number of other specific ways in which improvement is being sought in Scotland's colleges including:

### College Improvement Programme

We want to boost retention and attainment rates among FE students, and particularly for those students currently most at risk of withdrawing without achieving a qualification or moving to a positive destination.

As part of our effort, we have commenced a national college improvement programme to look in detail at individual college level solutions to raise attainment and improve retention. Over the next two academic years the programme will examine and test improvements to overcome the issues and challenges that often contribute to students not gaining a qualification – or, indeed, dropping out. On behalf of the college sector, five colleges will form an improvement team and undertake testing, gather information about what works to share across the sector, contributing to an increase in attainment and retention within and between the five colleges. Their success will also be used to drive improvement across the sector as a whole.

### Innovation

There is also a desire for colleges to be more involved in innovation - our economy needs a highly skilled, adaptable and confident workforce, and colleges have excellent links with SMEs.

An action plan has been put in place by the SFC's College Innovation Working Group to ignite collaboration between colleges and businesses. This includes bringing colleges further into the community of Scotland's eight Innovation Centres, while the Scottish Government announced a College Innovation Fund (£500,000 in 2017/18) to support Scotland's colleges to work with businesses on innovation activity.

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Through this, the College will improve its service delivery in gas engineering and develop a greater understanding of training needs analysis for the building services sector as a result of the collaboration. The project will also enhance understanding of industry within the College and support the development of processes that will make the College more responsive to business needs.

Roddy Frew, Managing Director, of James Frew Ltd, said *'we are delighted to work with West College Scotland on the Scottish Funding Council Innovation Voucher and it has helped us align training plans and enhance our service offer'*.



## Summary

The quality of learning at Scotland's colleges has never been higher, with colleges expertly preparing the people of Scotland for work and other positive destinations. This has not, however, been achieved at the expense of equality which remains at the very heart of the college sector and central to everything that it does.

Our colleges continue to evolve and strive for improvement, however, it is important that the many successes of the college sector are recognised and celebrated as it continues to benefit so many in so many ways.

## References

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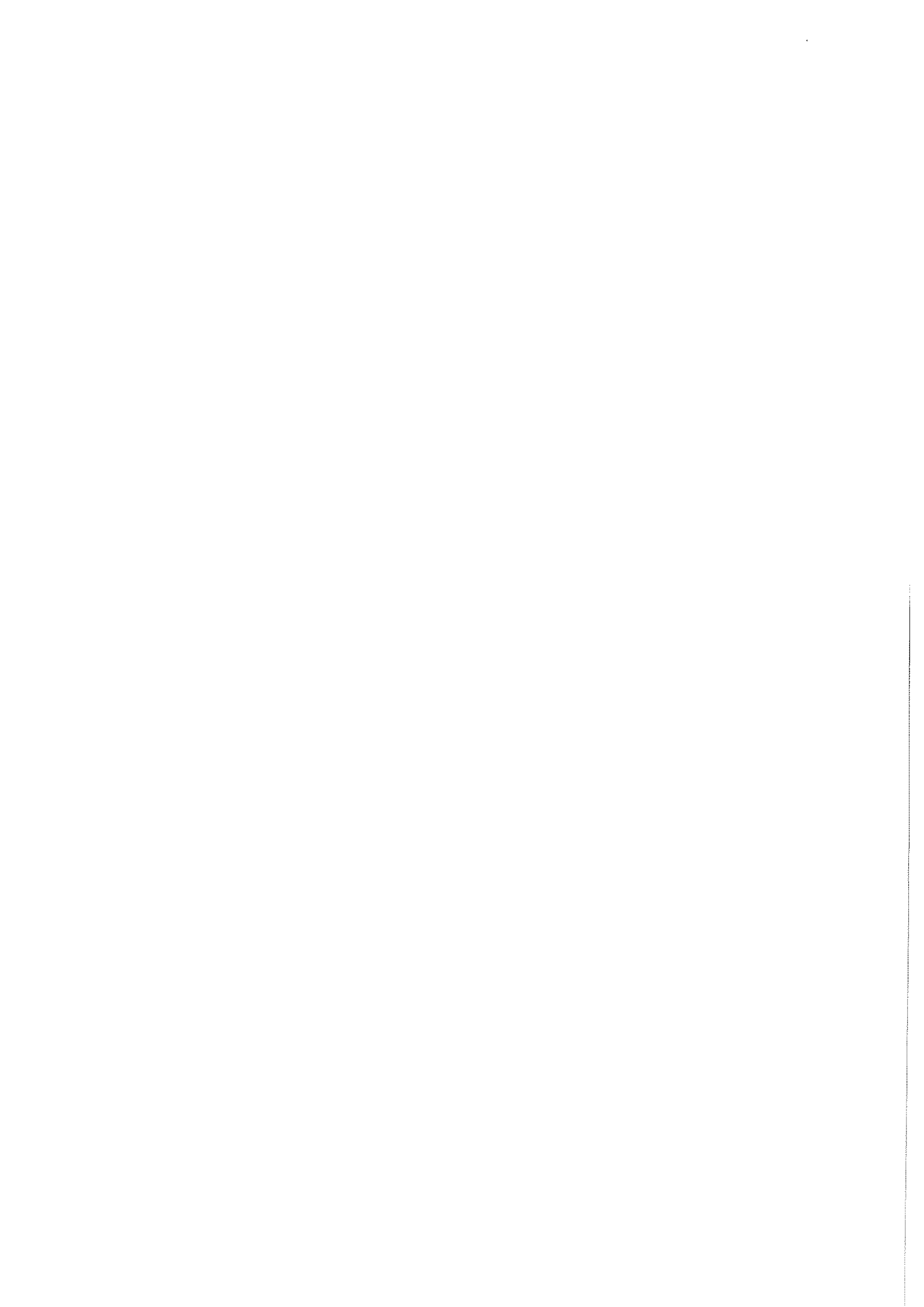
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*Skills Development Scotland*: <https://www.skillsdevelopmentscotland.co.uk/news-events/2017/march/more-apprenticeship-opportunities-for-scottish-school-pupils/>



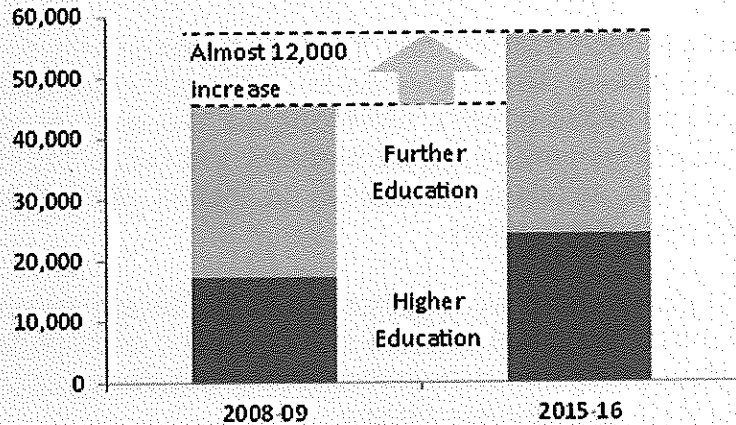
## The quality of learning at colleges has never been higher

Percentage of Learning Hours, 2015-16

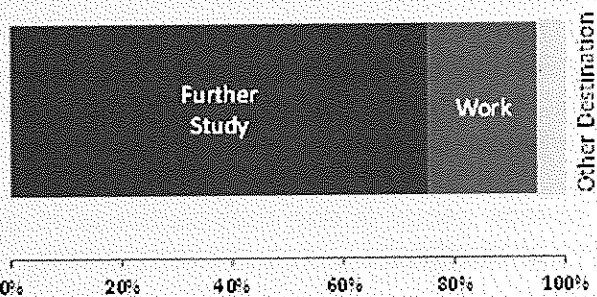


(8.5 percentage point increase since 2006-07)

College students successfully completed courses, 2015-16

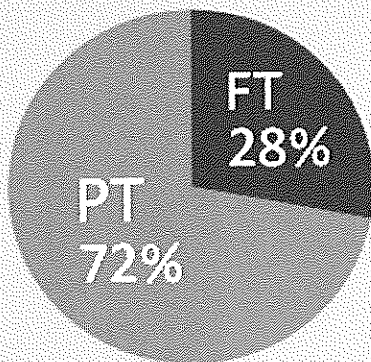


Close to 95% of college leavers progress to Positive Destinations, 2015-16

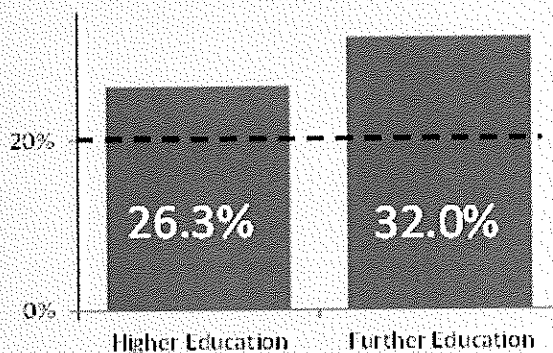


## The college sector has equality at its very heart

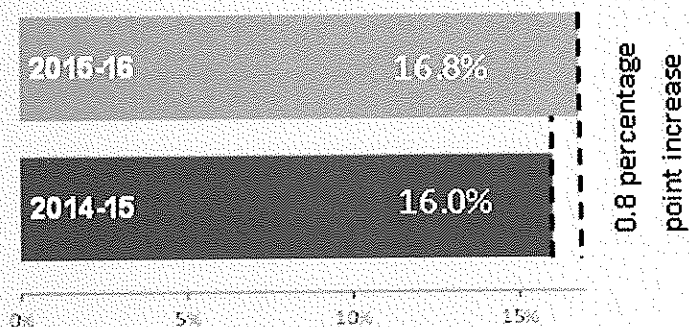
Majority of enrolments are on part-time courses, 2015-16



College entrants from Scotland's 20% most deprived areas, 2015-16



Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



## **Background**

Scotland's colleges have implemented the most profound set of public sector reforms in Scottish tertiary education for more than a generation. The reformed college sector is improving people's life chances and generating the skilled workforce needed for economic growth by focusing on job-related skills.

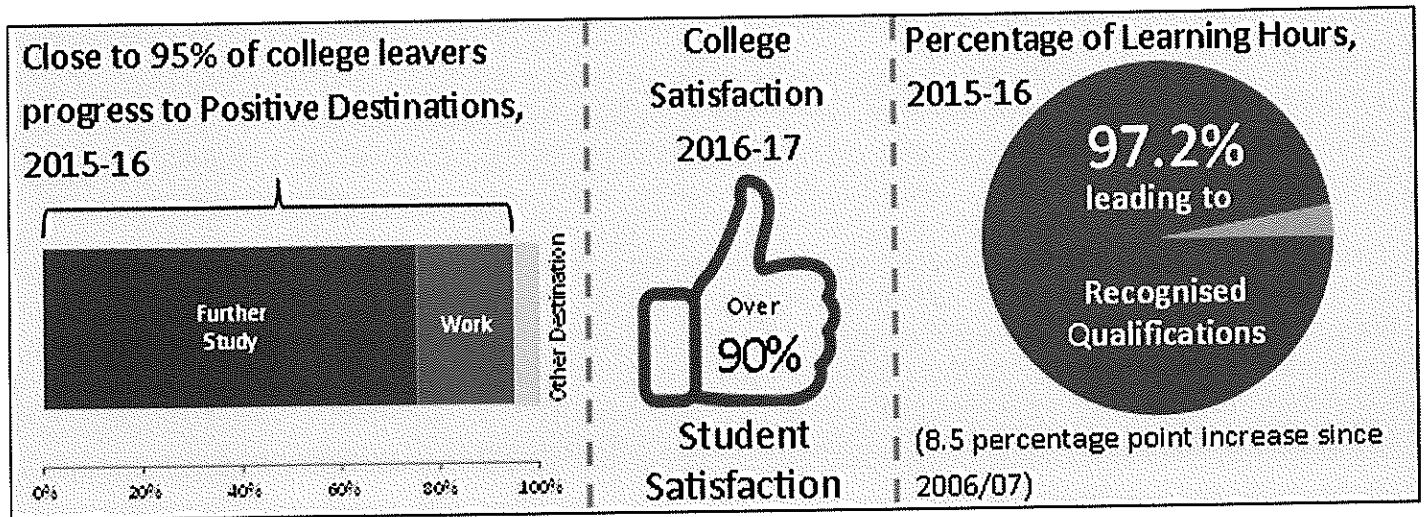
Colleges have built on their tradition of serving the most disadvantaged and those furthest from the workplace. They continue to serve our most deprived communities, as well as those with additional support needs; older learners and women; care-experienced students; and those from a Black and Minority Ethnic background. With equality sitting at the heart of the college sector, there are further ambitions in relation to looked after children and the gender imbalance found in particular subject areas.

Strong partnership working has led to the development of Regional College Outcome Agreements that reflect the economic and skills needs in each region. Colleges are also crucial to Developing the Young Workforce; preparing young people for employment by offering them more choice and flexibility in their learner journey.

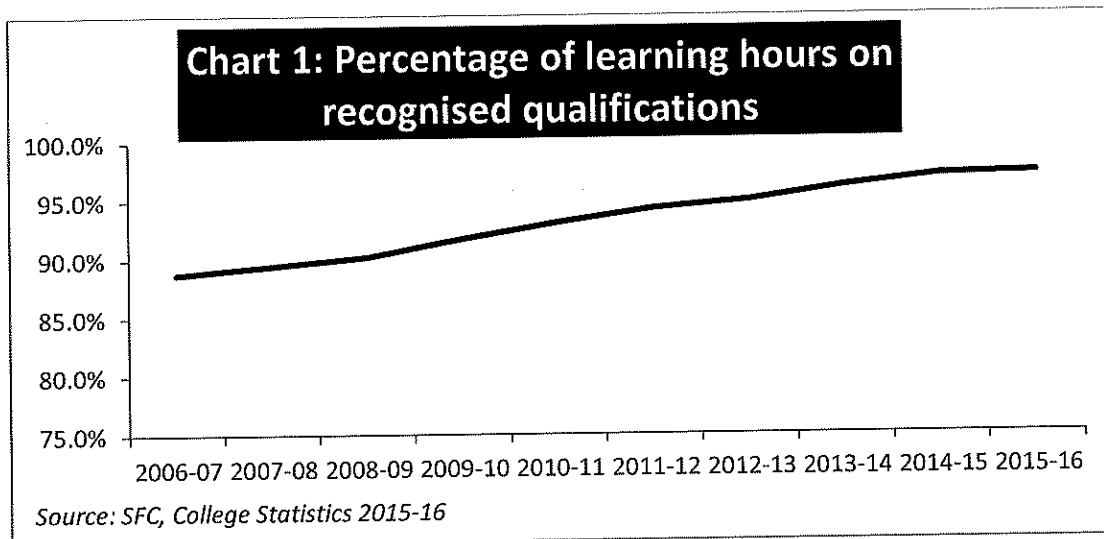
Further Education (FE) level students also continue to be supported with record levels of financial support, but rather than being complacent, we are considering the recommendations of the Independent Review of Student Support. The Review aimed to ensure that university and college students, and particularly the most vulnerable, benefit from a fair and effective package of appropriate financial support.

Scotland's college sector is one that continues to evolve and continues to deliver for the people and economy of Scotland.

**Our colleges have a strong track record of success**



In 2015/16, 97.2% of learning hours were delivered on courses that led to a recognised qualification – an 8.5 percentage point increase from 2006/07.



This good work from Scotland's colleges means that of those with a known destination in 2015/16, nearly 95% of college leavers moved on to a positive destination, such as further study, training or employment.

Entrants to college now make up 37% of the total undergraduate students starting in Higher Education (HE), the highest proportion in the last 10 years. Perhaps even more impressive, is that over 41% of all full-time college activity was in HE-level courses in 2015/16, also the highest proportion ever.

College students are very happy with their experience: over 90% of full-time and over 94% of part-time students are satisfied with their college experience. FE students are being supported with record levels of support, with the 2017/18 budget of over £107m in college bursaries, childcare and discretionary funds being a real-terms increase of 32% since 2006/07. Indeed, the non-repayable bursary available in Scotland is the highest level anywhere in the UK.

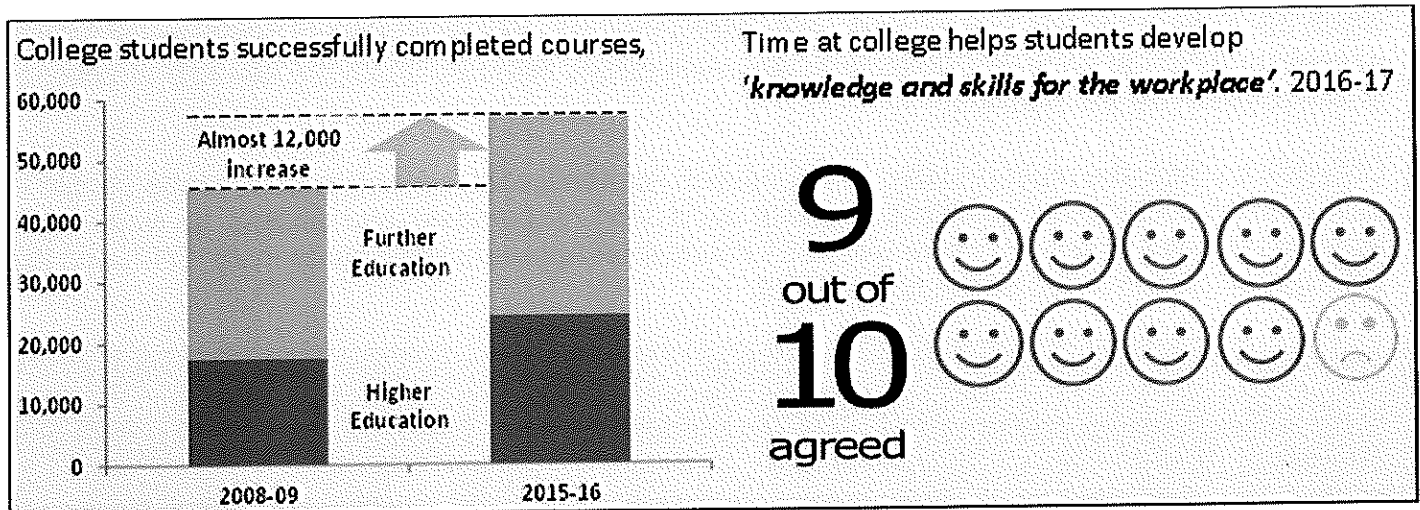
## **Case study**

### Dundee and Angus College (Winner at College Development Network [CDN] Annual Awards 2016): The D&A Code Academy

The College has responded to the digital skills shortage by launching the first ever Code Academy. This curriculum concept links the College with local schools, universities, and employers. It increases awareness of the importance of digital skills, and highlights career opportunities in the digital/ICT industries in the region.

The Code Academy offers code camps, workshops for school pupils, coding workshops for adults, and coding clubs for girls. Continuing Professional Development (CPD) for Computer Science school teachers has also been established, as well as industry master classes, career talks, Foundation and Modern Apprenticeships in Software Development, and a number of industry sponsored events such as an annual Game and App Jam. Over 500 students have benefited from the Code Academy and almost 96% have moved on to further study or employment.

## Our colleges produce the workforce of the future

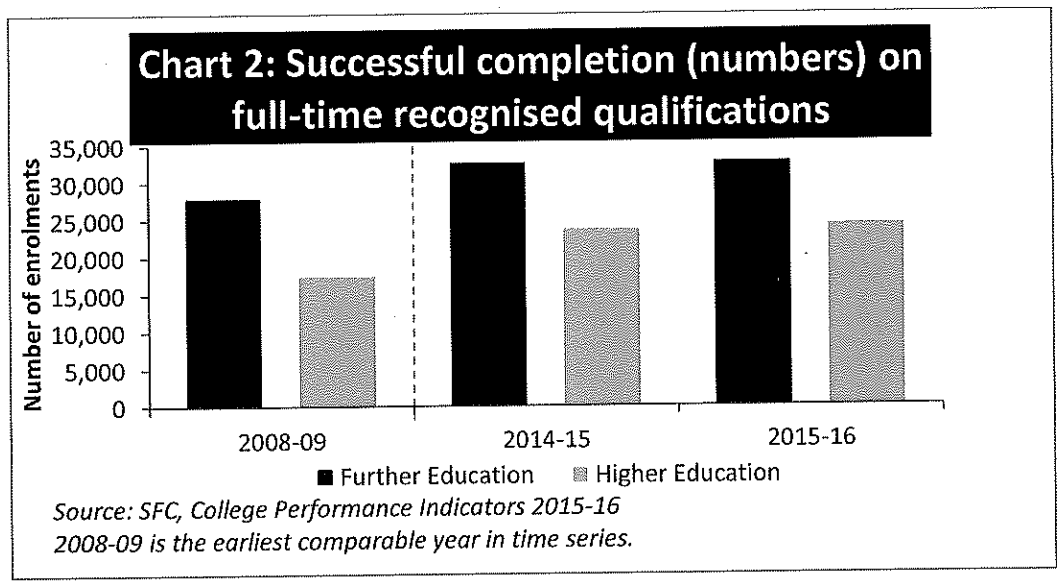


Colleges are crucial in bridging the gap between school and industry to create a skilled, employable future workforce which meets the needs of the regions they serve. Colleges are doing this by focusing on purposeful learning opportunities which lead to recognised qualifications.

This approach is clearly working. In 2015/16 almost 12,000 more students in both FE and HE at college successfully completed full-time courses leading to recognised qualifications than in 2008/09 (25.7% increase).

The number of full-time HE students studying for recognised qualifications at colleges has grown by 23.6% since 2008/09, and 2015/16 saw the highest ever number of full-time HE students successfully completing recognised qualifications (over 24,300).

Scottish Funding Council (SFC) statistics show 9 out of 10 of students were satisfied that their 'time at college had helped them develop knowledge and skills for the workplace.'



Colleges also make a vital contribution to up-skilling and re-skilling the existing workforce, and that is why short courses leading to employment or progression continue to be funded. Statistics highlight the extent of part-time opportunities available at colleges – indeed, the majority of the total enrolments at college (FE and HE) are still on part-time courses (72.0%).

## Apprenticeships

Colleges play an important role in delivering the successful Modern Apprenticeship programme which offers opportunities to gain skills, experience and a qualification while in employment. With a national ambition to have 30,000 Modern Apprenticeships starts by 2020, the key role of colleges in this programme will continue.

Colleges are also the main provider of Foundation Apprenticeships which enable young people to gain industry-recognised qualifications, real-world work experience and access to work-based learning while still at school. There were 351 Foundation Apprenticeship starts in 2016/17, and this will expand to up to 5,000 by the end of 2019.

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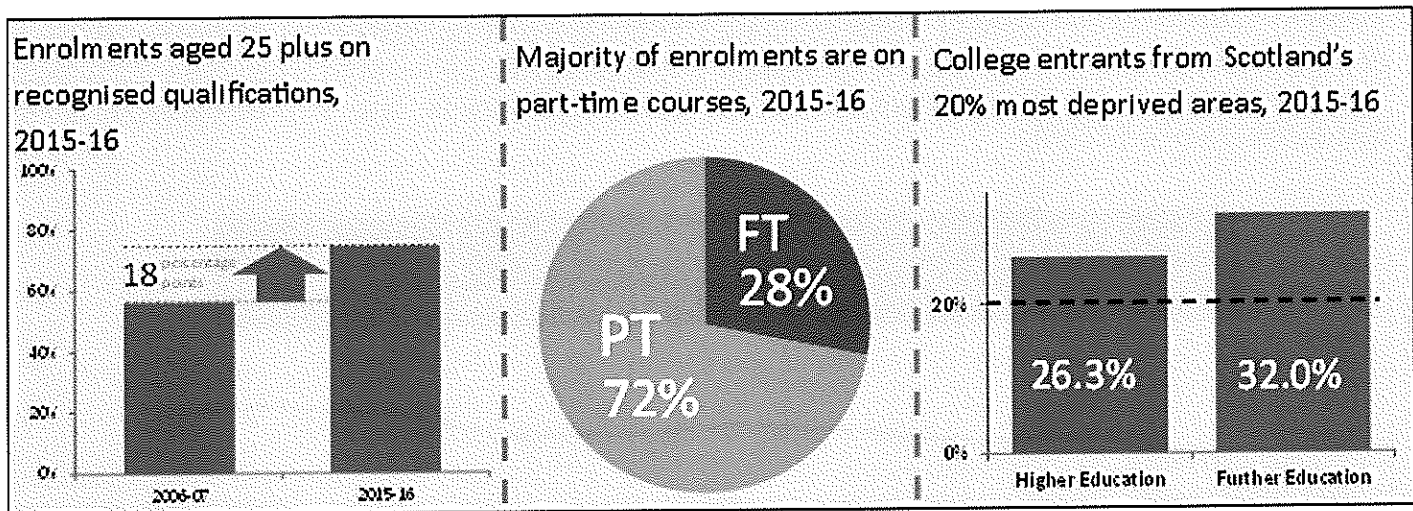
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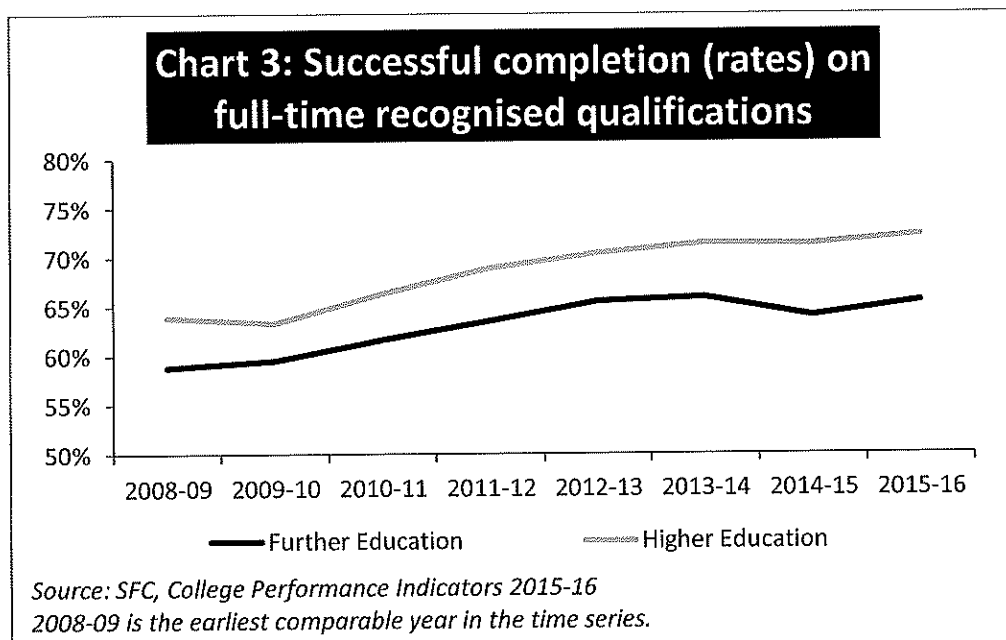
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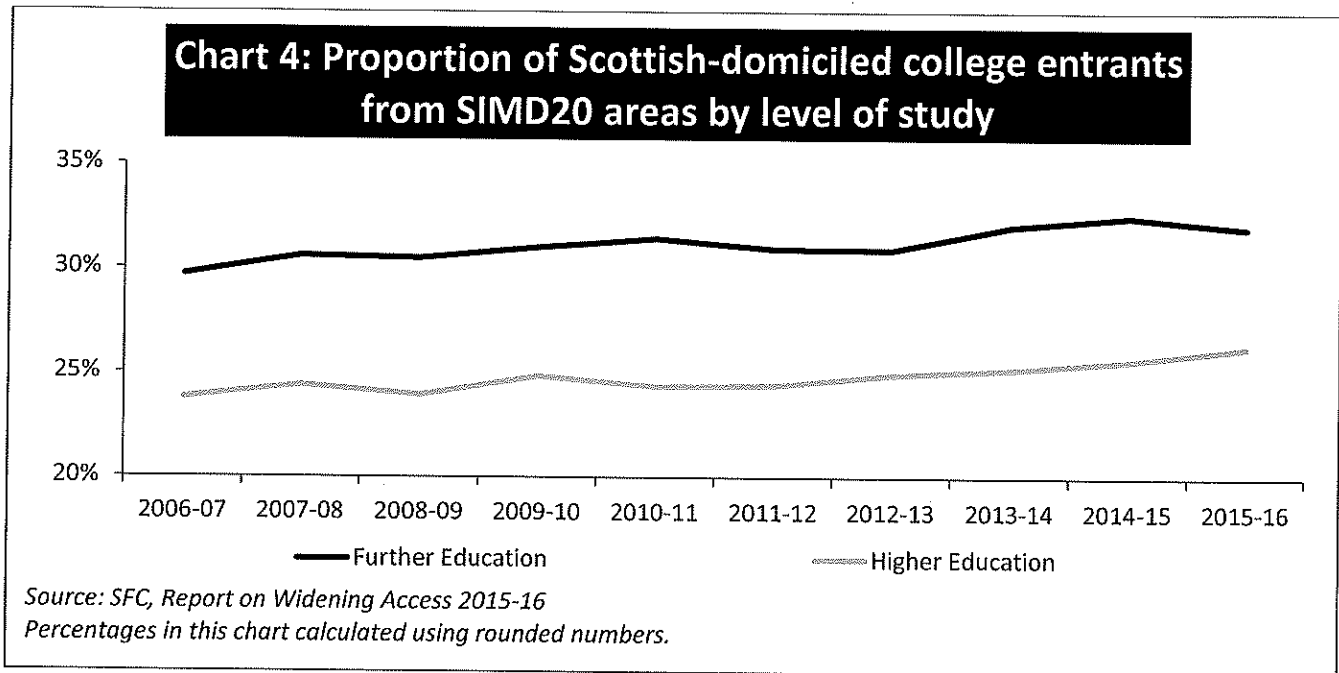
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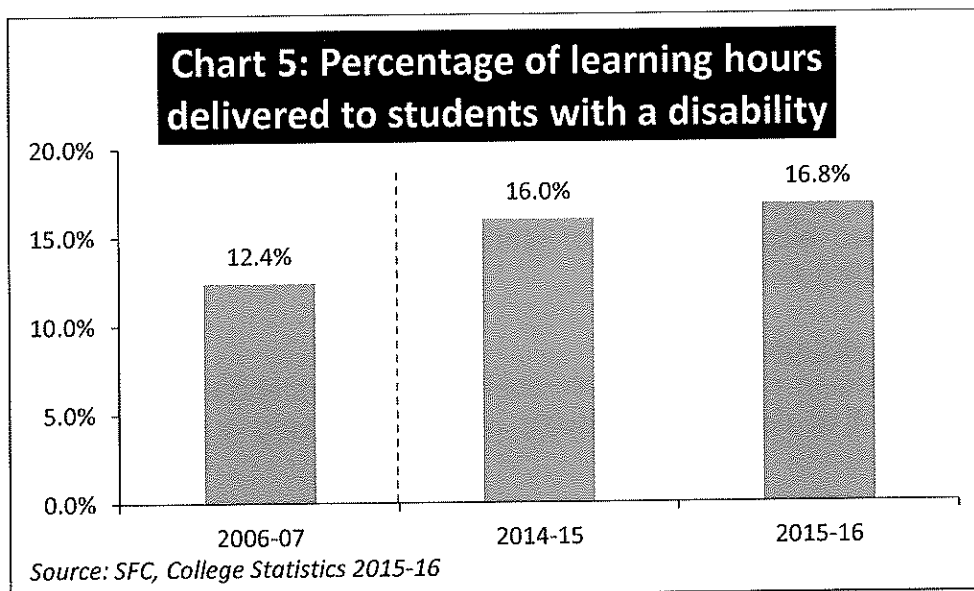
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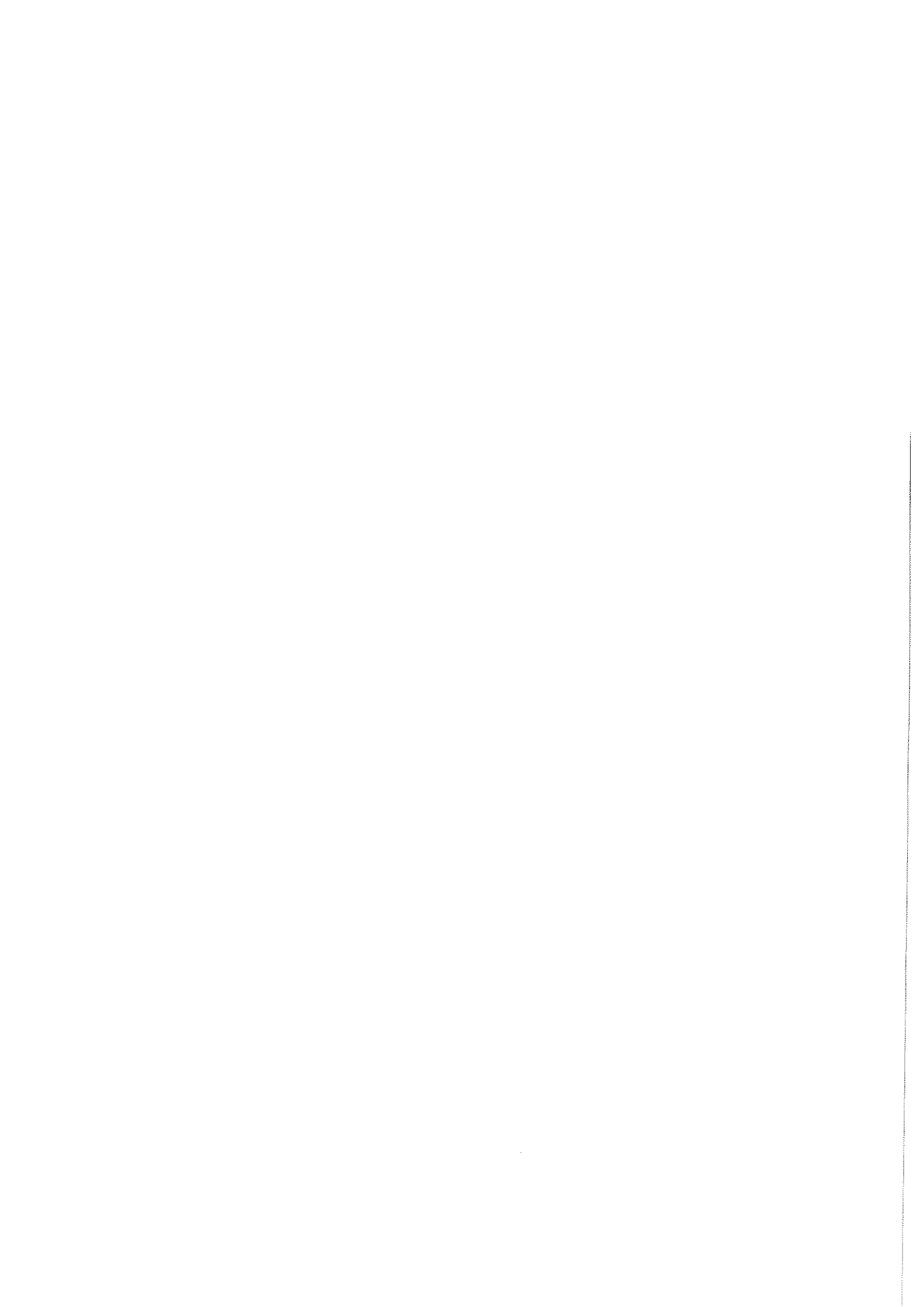
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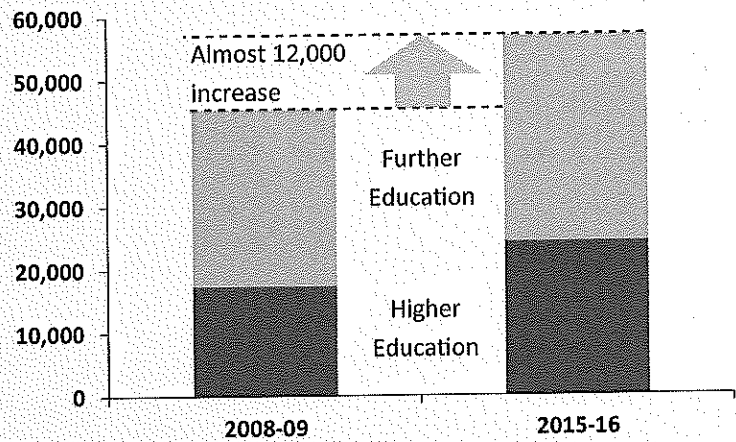
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Percentage of Learning Hours, 2015-16

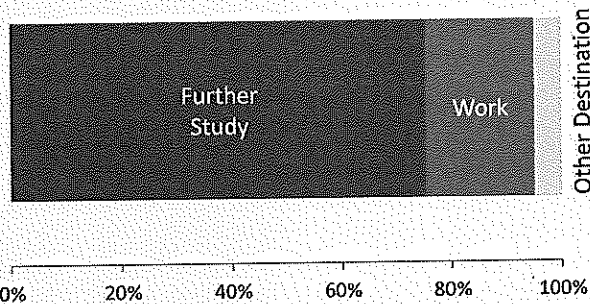


(8.5 percentage point increase since 2006/07)

College students successfully completed courses, 2015-16

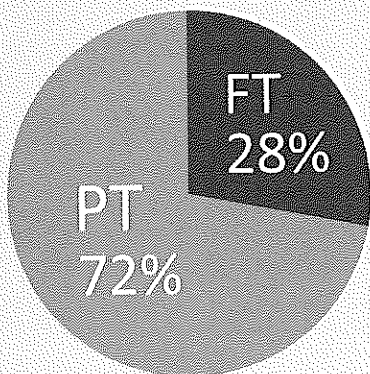


Close to 95% of college leavers progress to Positive Destinations, 2015-16

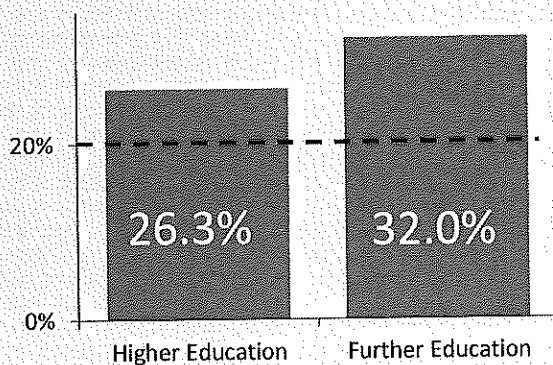


## The college sector has equality at its very heart

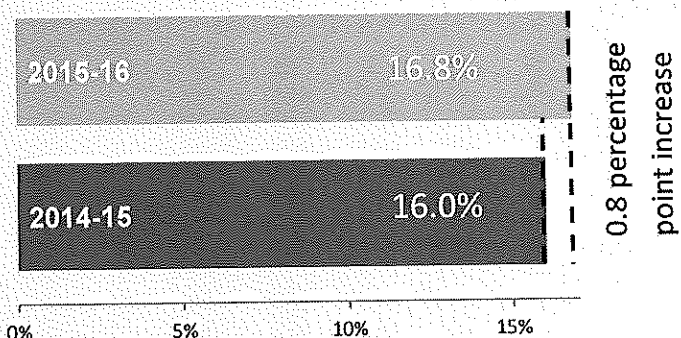
Majority of enrolments are on part-time courses, 2015-16



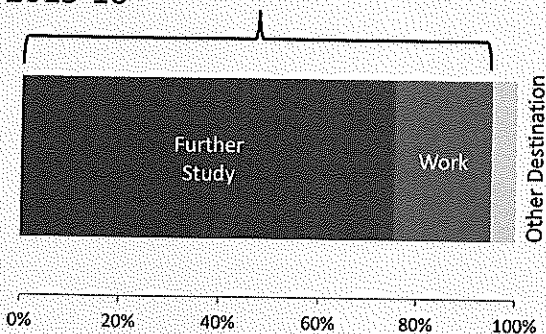
College entrants from Scotland's 20% most deprived areas, 2015-16



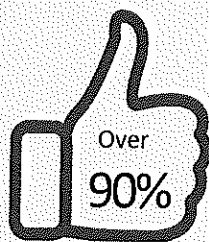
Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



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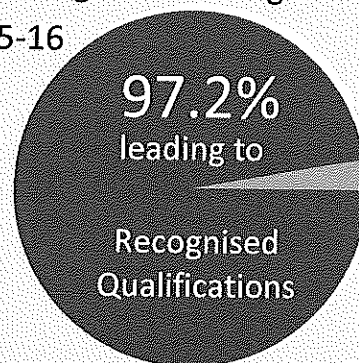


College Satisfaction 2016-17



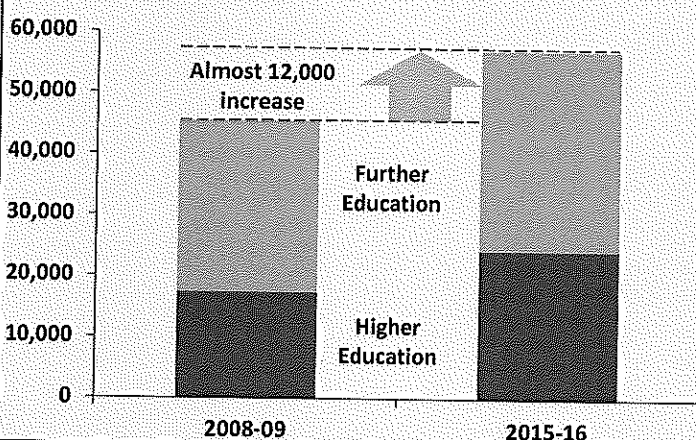
Student Satisfaction

Percentage of Learning Hours, 2015-16

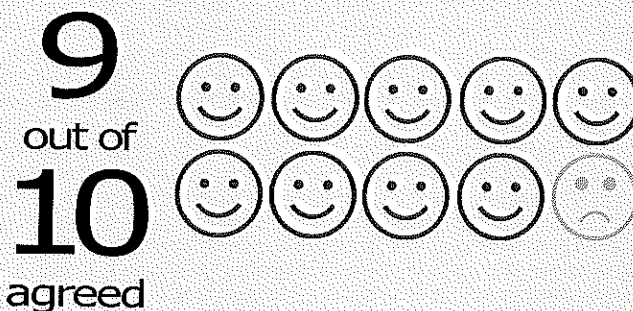


(8.5 percentage point increase since 2006/07)

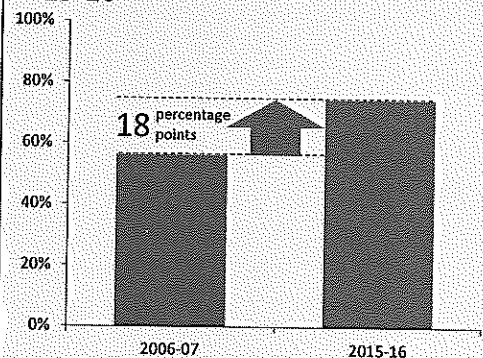
College students successfully completed courses,



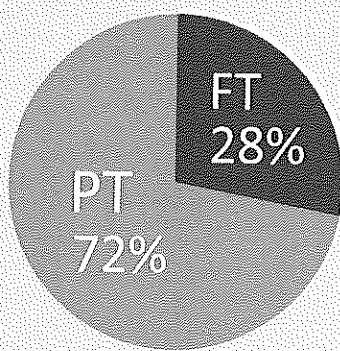
Time at college helps students develop 'knowledge and skills for the workplace'. 2016-17



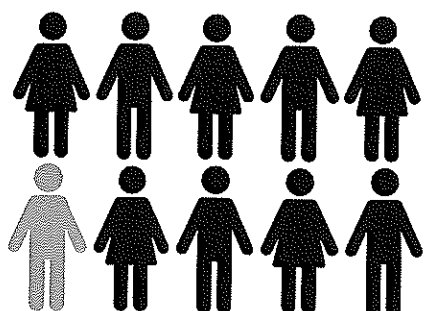
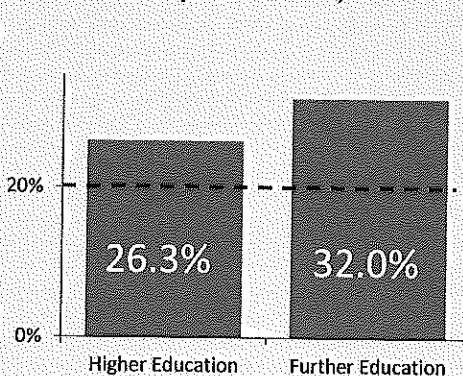
Enrolments aged 25 plus on recognised qualifications, 2015-16



Majority of enrolments are on part-time courses, 2015-16



College entrants from Scotland's 20% most deprived areas, 2015-16





# Scotland's Colleges: Delivering For All

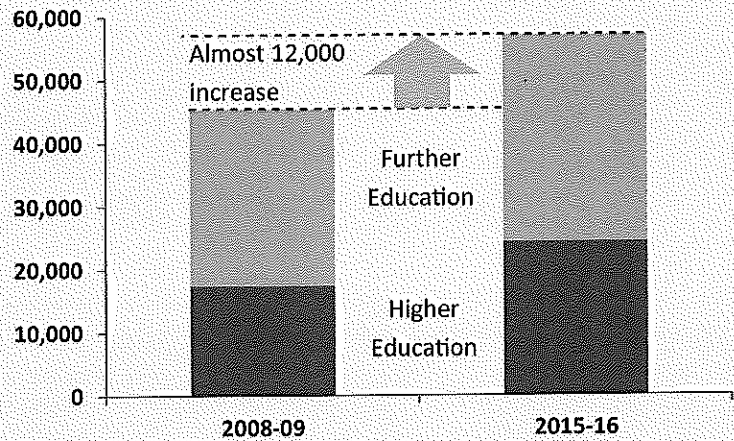
## The quality of learning at colleges has never been higher

Percentage of Learning Hours, 2015-16

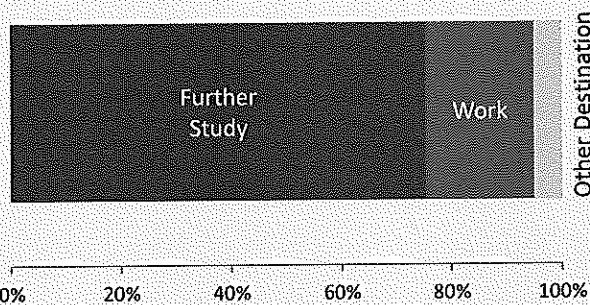


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College students successfully completed courses, 2015-16

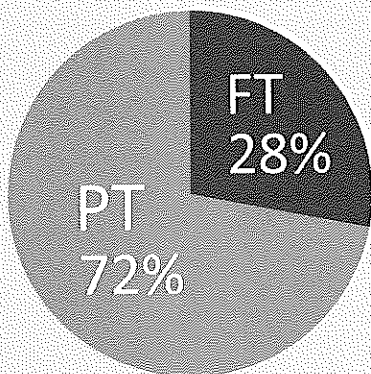


Close to 95% of college leavers progress to Positive Destinations, 2015-16



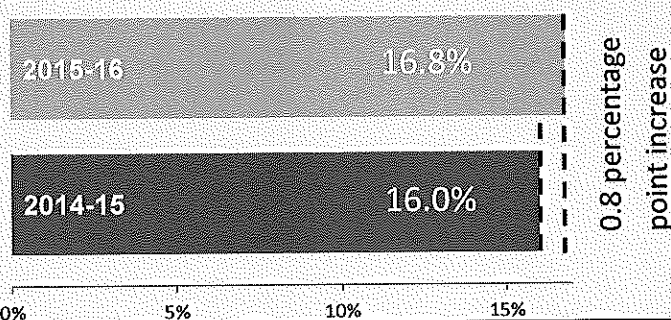
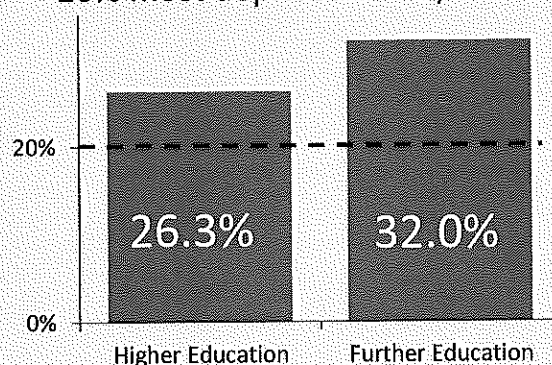
## The college sector has equality at its very heart

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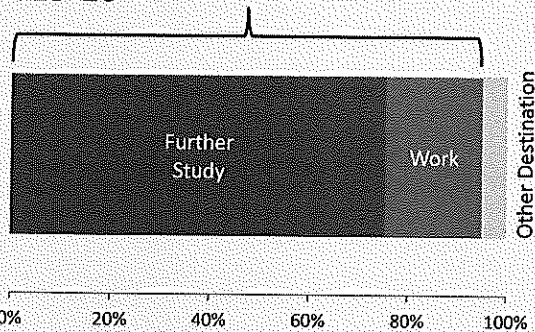
Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16

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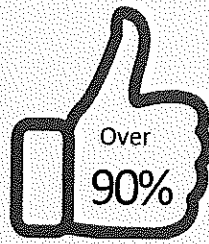


## Our colleges have a strong track record of success

Close to 95% of college leavers progress to Positive Destinations, 2015-16

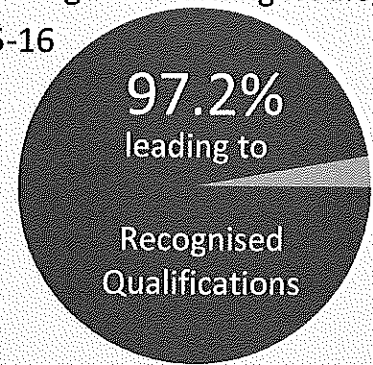


College Satisfaction 2016-17



Student Satisfaction

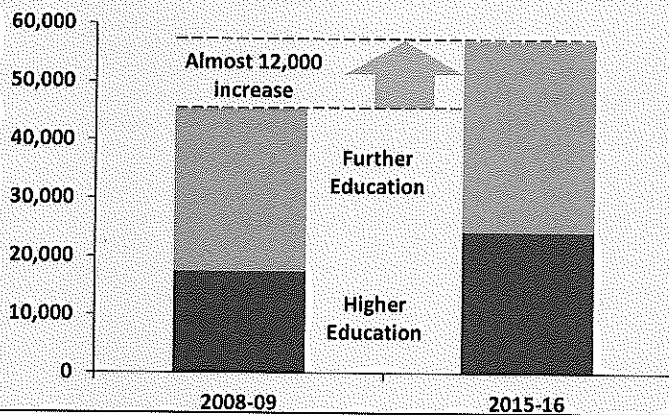
Percentage of Learning Hours, 2015-16



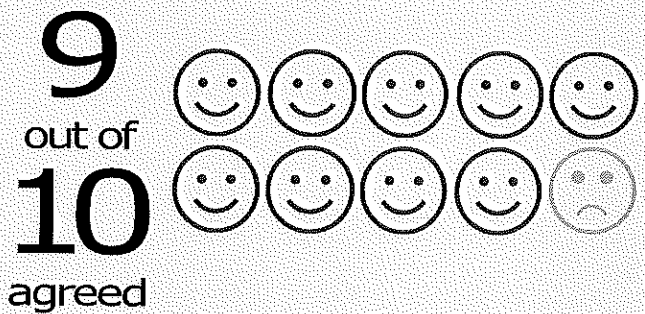
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## Our colleges produce the workforce the future

College students successfully completed courses, 2015-16

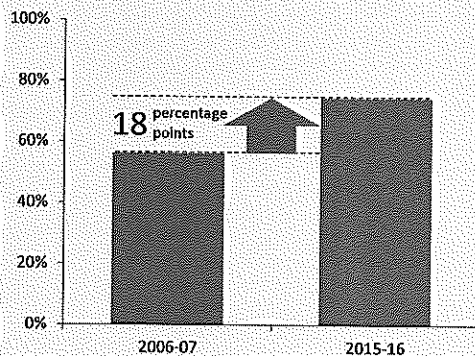


Time at college helps students develop *'knowledge and skills for the workplace'*. 2016-17

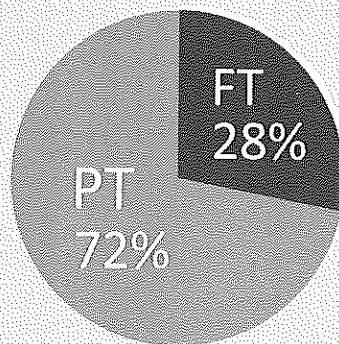


## Our colleges give everyone the chance to succeed

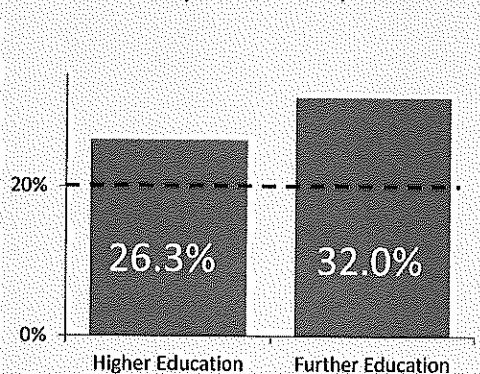
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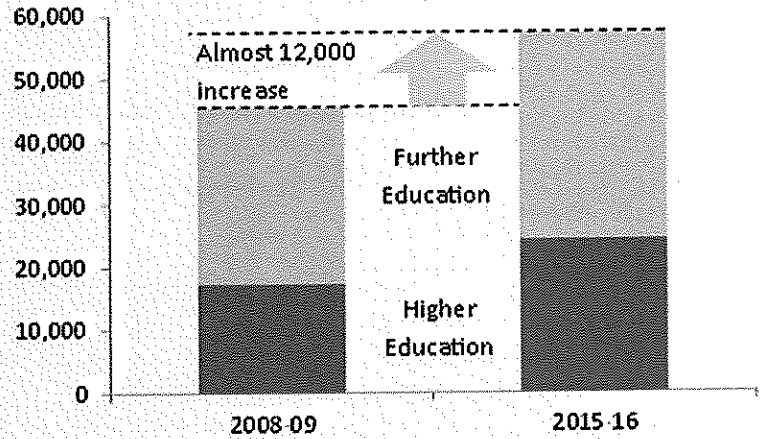
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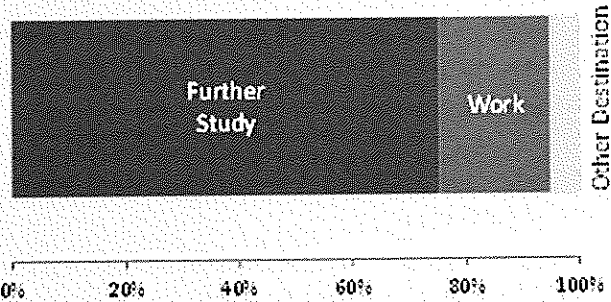


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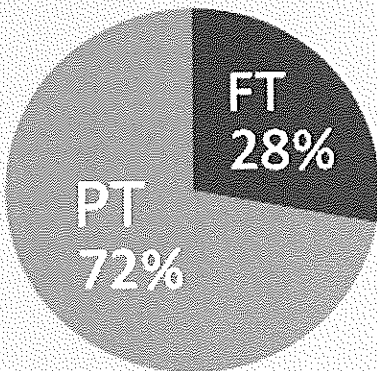


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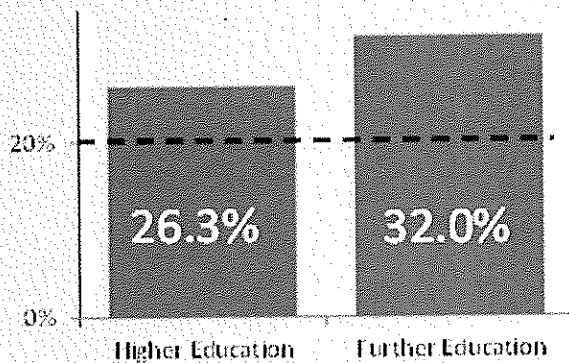


## The college sector has equality at its very heart

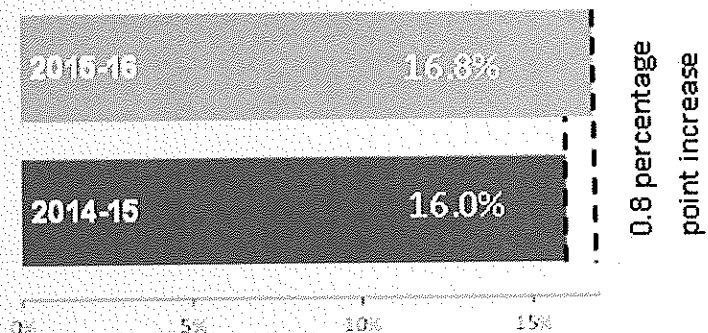
Majority of enrolments are on part-time courses, 2015-16



College entrants from Scotland's 20% most deprived areas, 2015-16



Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



## **Background**

Scotland's colleges have implemented the most profound set of public sector reforms in Scottish tertiary education for more than a generation. The reformed college sector is improving people's life chances and generating the skilled workforce needed for economic growth by focusing on job-related skills.

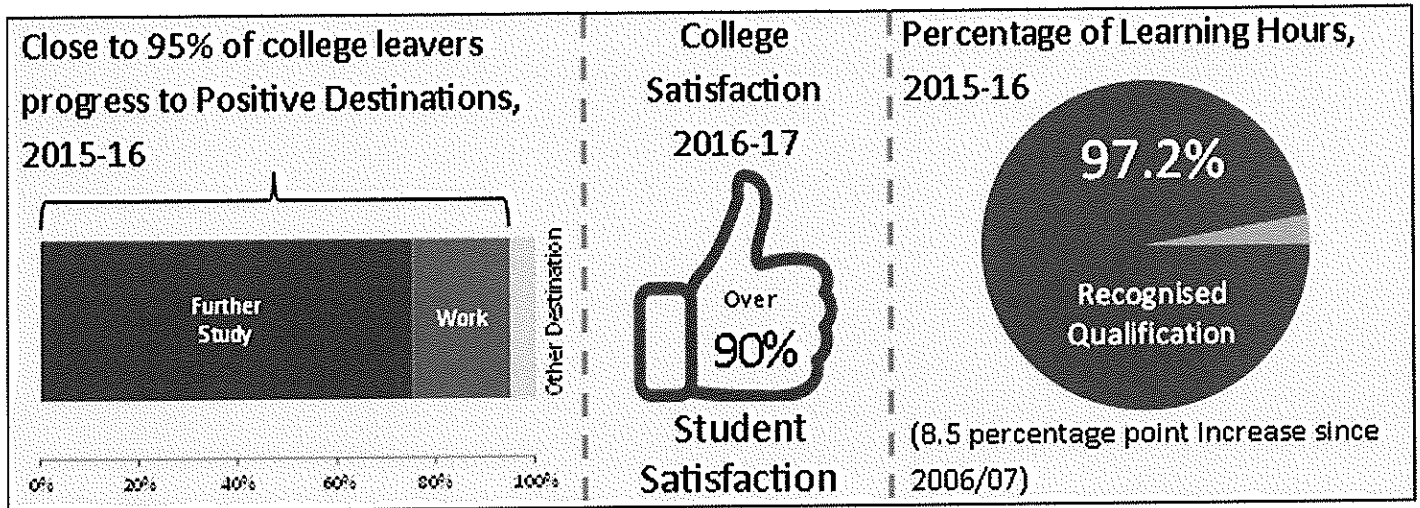
Colleges have built on their tradition of serving the most disadvantaged and those furthest from the workplace. They continue to serve our most deprived communities, as well as those with additional support needs; older learners and women; care-experienced students; and those from a Black and Minority Ethnic background. With equality sitting at the heart of the college sector, there are further ambitions in relation to looked after children and the gender imbalance found in particular subject areas.

Strong partnership working has led to the development of Regional College Outcome Agreements that reflect the economic and skills needs in each region. Colleges are also crucial to Developing the Young Workforce; preparing young people for employment by offering them more choice and flexibility in their learner journey.

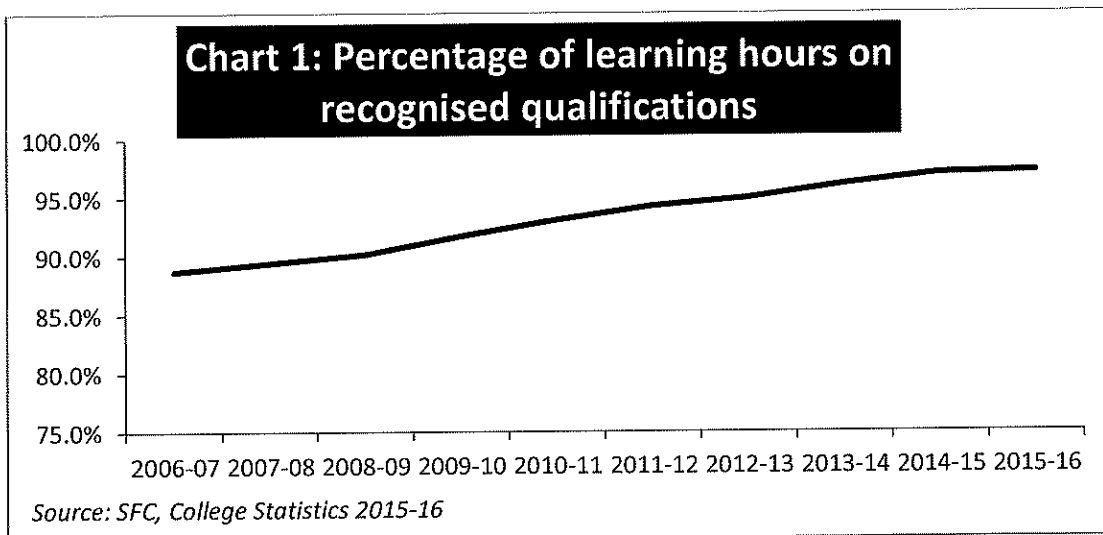
Further Education (FE) level students also continue to be supported with record levels of financial support, but rather than being complacent, we are considering the recommendations of the Independent Review of Student Support. The Review aimed to ensure that university and college students, and particularly the most vulnerable, benefit from a fair and effective package of appropriate financial support.

Scotland's college sector is one that continues to evolve and continues to deliver for the people and economy of Scotland.

**Our colleges have a strong track record of success**



In 2015/16, 97.2% of learning hours were delivered on courses that led to a recognised qualification – an 8.5 percentage point increase from 2006/07.



This good work from Scotland’s colleges means that of those with a known destination in 2015/16, nearly 95% of college leavers moved on to a positive destination, such as further study, training or employment.

Entrants to college now make up 37% of the total undergraduate students starting in Higher Education (HE), the highest proportion in the last 10 years. Perhaps even more impressive, is that over 41% of all full-time college activity was in HE-level courses in 2015/16, also the highest proportion ever.

College students are very happy with their experience: over 90% of full-time and over 94% of part-time students are satisfied with their college experience. FE students are being supported with record levels of support, with the 2017/18 budget of over £107m in college bursaries, childcare and discretionary funds being a real-terms increase of 32% since 2006/07. Indeed, the non-repayable bursary available in Scotland is the highest level anywhere in the UK.

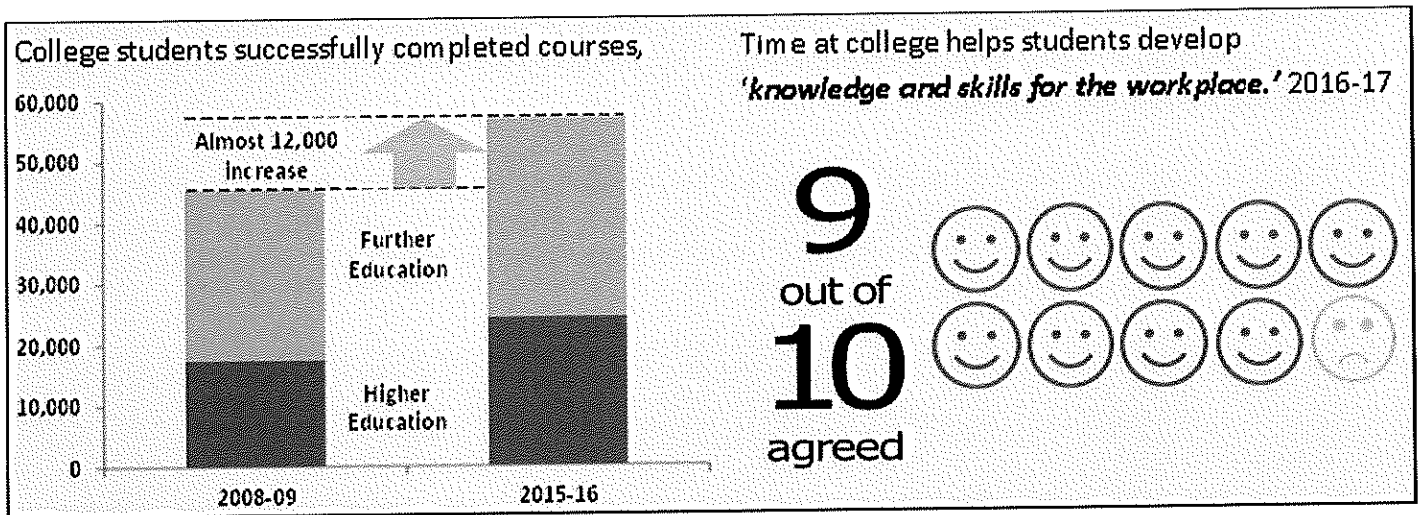
## **Case study**

### Dundee and Angus College (Winner at College Development Network [CDN] Annual Awards 2016): The D&A Code Academy

The College has responded to the digital skills shortage by launching the first ever Code Academy. This curriculum concept links the College with local schools, universities, and employers. It increases awareness of the importance of digital skills, and highlights career opportunities in the digital/ICT industries in the region.

The Code Academy offers code camps, workshops for school pupils, coding workshops for adults, and coding clubs for girls. Continuing Professional Development (CPD) for Computer Science school teachers has also been established, as well as industry master classes, career talks, Foundation and Modern Apprenticeships in Software Development, and a number of industry sponsored events such as an annual Game and App Jam. Over 500 students have benefited from the Code Academy and almost 96% have moved on to further study or employment.

## Our colleges produce the workforce of the future

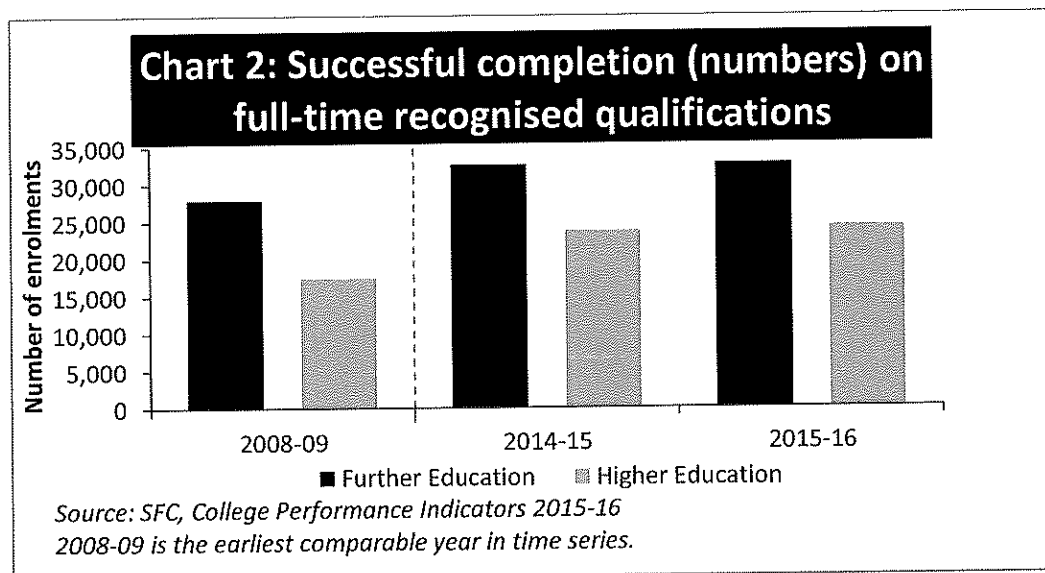


Colleges are crucial in bridging the gap between school and industry to create a skilled, employable future workforce which meets the needs of the regions they serve. Colleges are doing this by focusing on purposeful learning opportunities which lead to recognised qualifications.

This approach is clearly working. In 2015/16 almost 12,000 more students in both FE and HE at college successfully completed full-time courses leading to recognised qualifications than in 2008/09 (25.7% increase).

The number of full-time HE students studying for recognised qualifications at colleges has grown by 23.6% since 2008/09, and 2015/16 saw the highest ever number of full-time HE students successfully completing recognised qualifications (over 24,300).

Scottish Funding Council (SFC) statistics show 9 out of 10 of students were satisfied that their *'time at college had helped them develop knowledge and skills for the workplace.'*



Colleges also make a vital contribution to up-skilling and re-skilling the existing workforce, and that is why short courses leading to employment or progression continue to be funded. Statistics highlight the extent of part-time opportunities available at colleges – indeed, the majority of the total enrolments at college (FE and HE) are still on part-time courses (72.0%).

## Apprenticeships

Colleges play an important role in delivering the successful Modern Apprenticeship programme which offers opportunities to gain skills, experience and a qualification while in employment. With a national ambition to have 30,000 Modern Apprenticeships starts by 2020, the key role of colleges in this programme will continue.

Colleges are also the main provider of Foundation Apprenticeships which enable young people to gain industry-recognised qualifications, real-world work experience and access to work-based learning while still at school. There were 351 Foundation Apprenticeship starts in 2016/17, and this will expand to up to 5,000 by the end of 2019.

### **Case study**

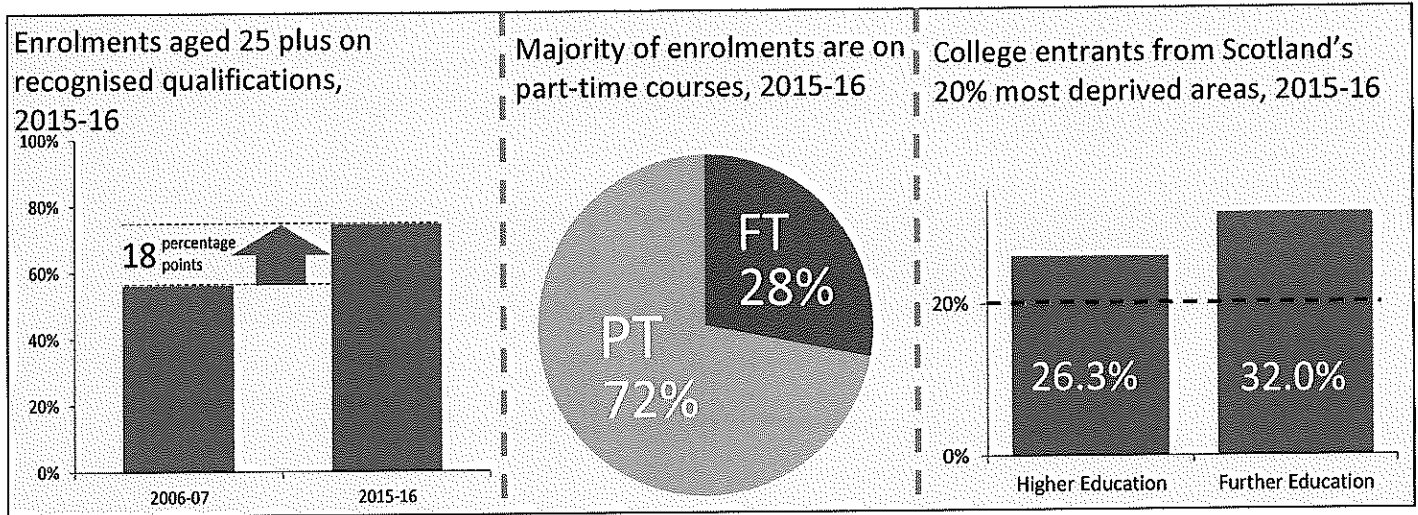
#### Forth Valley College (Commended at CDN Annual Awards 2016): Making the Forth Valley Curriculum Work

Forth Valley College has developed, and is delivering on, a sustainable regional curriculum strategy, designed around both the needs of the region and national priorities. Serving the three diverse communities of Falkirk, Stirling, and Clackmannanshire – and with a campus in each of these areas – the College has strategically positioned its key curriculum areas in the campus localities that provide best fit with local economic, business, and industry profiles. This minimises duplication and maximises access to entry-level learning and progression to specialist, industry standard learning facilities.

In developing its curriculum strategy, the College has worked closely with its extensive base of employer and industry body contacts and Community Planning Partners in each locality; and drawn on up-to-date labour market information, through Regional Skills Assessments and Skills Investment Plans. As a result, they have implemented an efficient 'hub and spoke' system of learning provision, which provides access level study in most subject areas across all three campuses, with progression to higher level study centred where it provides best local fit.



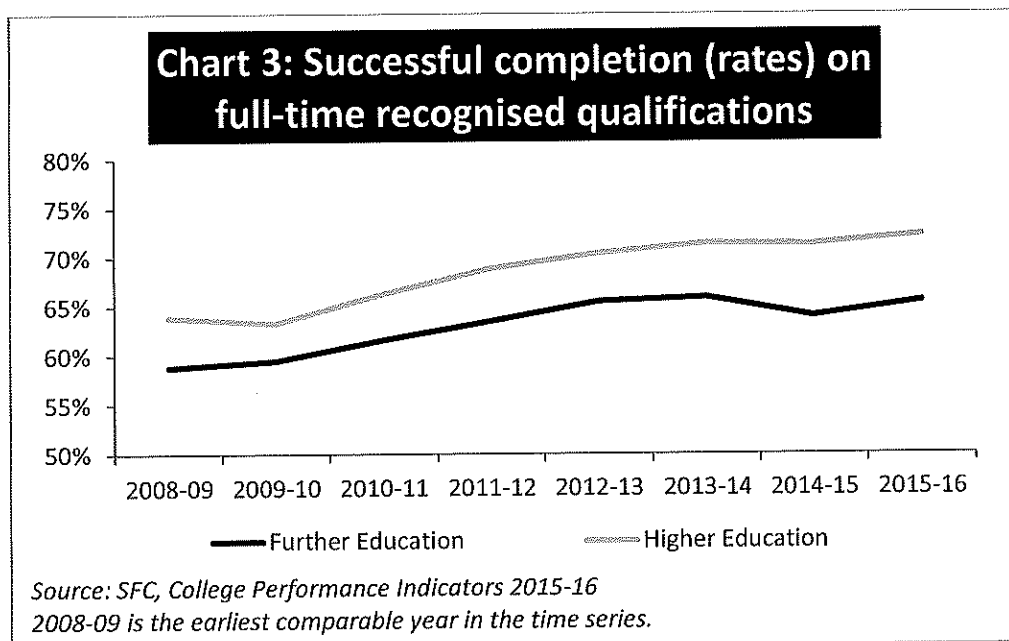
## Our colleges give everyone the chance to succeed



Our colleges are able to reach out to those furthest from the labour market and education, giving everyone an equal chance of fulfilling their potential, and having equal choices to succeed in life. They do this by delivering learning which is increasingly personalised and flexible, assisted by interactive technologies and tailored to the needs and aspirations of students.

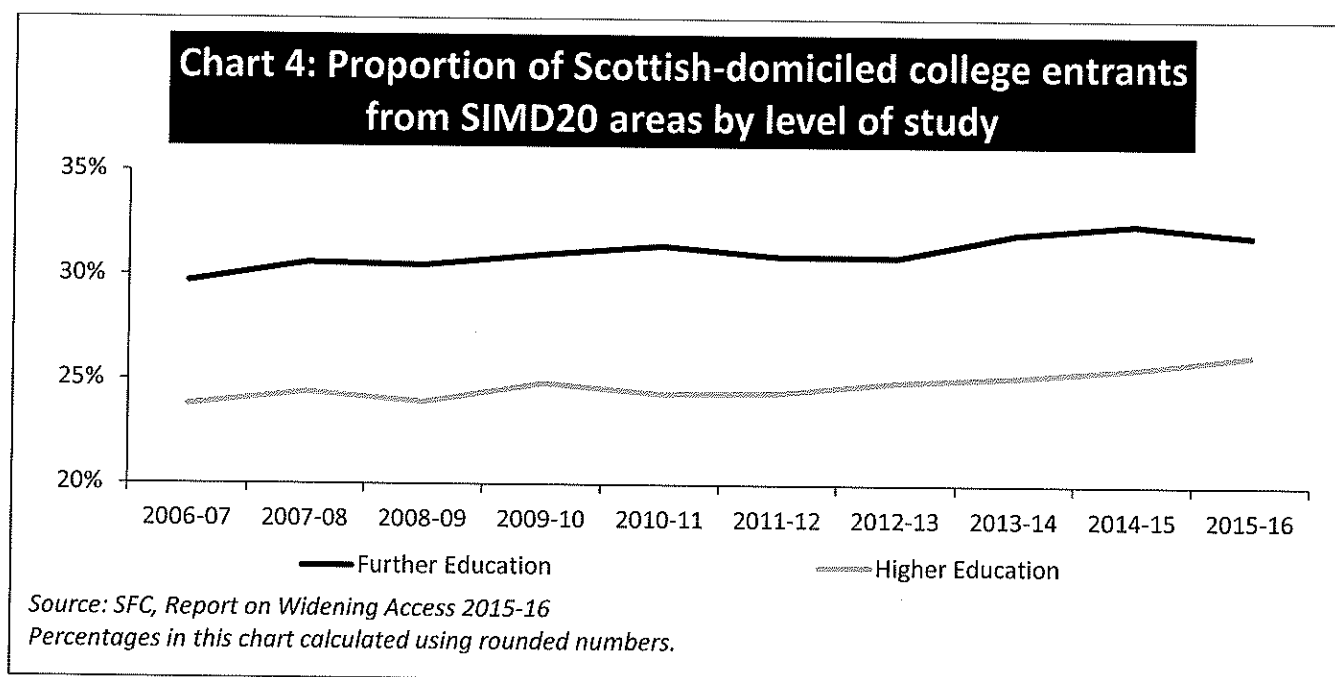
Successful completion rates for all full-time FE students have increased by 6.7 percentage points since 2008/09, while dropout rates have fallen by 2.4 percentage points in the same period.

Successful completion rates for all full-time HE students have increased by 8.3 percentage points since 2008/09, while dropout rates have fallen by 4.1 percentage points in the same period.



### Students from deprived areas

Colleges recruit well from the most deprived areas, with students from SIMD10, SIMD20 and SIMD40 areas overrepresented when compared to the general population. In 2015/16, 26.3% of college entrants in HE, and 32.0% of college entrants in FE, came from Scotland's 20% most deprived areas – this is an increase of 2.5 percentage points and 2.3 percentage points respectively since 2006/07.



The Commission on Widening Access acknowledged the distinctive role of colleges in serving Scotland's most deprived communities, concluding that '*colleges provide a crucial alternative route into higher education and can play a powerful role in expanding the limited applicant pool resulting from the school attainment gap.*'

### Female students

Women are well represented amongst college students, accounting for the majority of college enrolments (51% in 2015/16). The proportion of female students enrolled on recognised qualifications has increased by over 19 percentage points since 2006/07 (rising from 56.9% in 2006/07 to 76.0% in 2015/16).

As part of Developing the Young Workforce, the SFC published a Gender Action Plan in August 2016, setting out actions they will undertake in collaboration with the sector, and other partners, to address gender imbalances and reduce gender gaps in college and undergraduate courses.

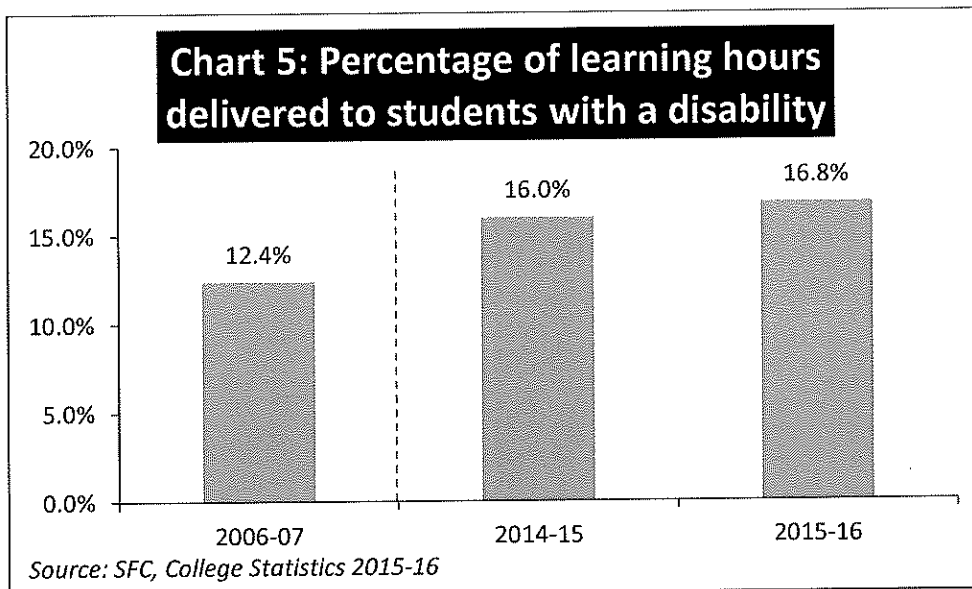
### Older learners

There are a wealth of learning opportunities at Scotland's colleges for students aged 25 and over. In 2015/16, 28.7% of all learning hours were delivered to students aged 25 and over, with nearly 43% of all Scotland's college students being within this age group.

Older learners are benefitting from the focus on improving employability through studying for recognised qualifications. The proportion of students aged 25 and over enrolled on recognised qualifications has increased by over 18 percentage points since 2006/07 (rising from 56.3% in 2006/07 to 74.5% in 2015/16).

### Students with additional support needs

Nearly 17% of all learning hours were delivered to students with a declared disability in 2015/16 - an increase of 4.4 percentage points from 2006/07.



Colleges have access to ring-fenced funding, via the SFC, to provide specialised support for individual students with specific educational support needs on mainstream courses – a total of £50 million. SFC also provide colleges with funding which supports bespoke provision.

#### Black and Minority Ethnic (BME) students

BME students are very well represented in Scotland's colleges. 6.0% of all college learning hours in 2015/16 were delivered to BME students (up from 5.6% in 2014/15 and the highest on record) – this is higher than the corresponding proportion of the population (4% in the 2011 Scottish Census).

This cohort achieve successful outcomes at college. In 2015/16, 71.8% of BME students successfully completed college courses lasting 160 hours or more (up from 70.2% in 2014/15), compared to 69.0% for all enrolments.

#### Care-experienced students

Considerable work has been undertaken to support care-experienced students at college. A national policy for FE bursaries was introduced in 2016/17 asking colleges to ensure care-experienced students receive the optimum award available taking into account their wider circumstances.

In recognition of the barriers to learning often faced by this group, the SFC set a National Ambition in 2016 with a target for there to be no difference in the outcomes of care-experienced learners comparative to their peers. The target is to improve the numbers of care-experienced students successfully completing full-time FE and HE courses by 5 percentage points by 2018/19.

Data collection has improved in relation to care-experienced students. SFC statistics show that 0.3% (148 out of 50,198) of full-time college qualifiers were care-experienced in 2014/15, rising to 1.1% (571 out of 50,682) in 2015/16.

#### **Case study**

##### West Lothian College (Winner at CDN Annual Awards 2016): ISTILE – Improving Skills through International Learning Exchanges

ISTILE is a two-year project designed to offer disadvantaged learners the opportunity to study and work in an overseas environment. It also offers the teaching team the opportunity to research and report on financial deprivation across Europe, and offer advice and recommendations around best practice when it comes to supporting young people who face barriers to learning caused by financial deprivation.



## Our colleges continually strive for improvement

Scotland's colleges must continue to build and grow, innovate and improve, change and develop – just what colleges' success to date has been built on. The SFC's Outcome Agreement process is a powerful lever in ensuring that colleges deliver in return for public investment, and reporting on those measures is now reinforced by Education Scotland's new quality framework, "How good is our college?". There are also a number of other specific ways in which improvement is being sought in Scotland's colleges including:

### College Improvement Programme

We want to boost retention and attainment rates among FE students, and particularly for those students currently most at risk of withdrawing without achieving a qualification or moving to a positive destination.

As part of our effort, we have commenced a national college improvement programme to look in detail at individual college level solutions to raise attainment and improve retention. Over the next two academic years the programme will examine and test improvements to overcome the issues and challenges that often contribute to students not gaining a qualification – or, indeed, dropping out. On behalf of the college sector, five colleges will form an improvement team and undertake testing, gather information about what works to share across the sector, contributing to an increase in attainment and retention within and between the five colleges. Their success will also be used to drive improvement across the sector as a whole.

### Innovation

There is also a desire for colleges to be more involved in innovation - our economy needs a highly skilled, adaptable and confident workforce, and colleges have excellent links with SMEs.

An action plan has been put in place by the SFC's College Innovation Working Group to ignite collaboration between colleges and businesses. This includes bringing colleges further into the community of Scotland's eight Innovation Centres, while the Scottish Government announced a College Innovation Fund (£500,000 in 2017/18) to support Scotland's colleges to work with businesses on innovation activity.

### **Case study**

#### West College Scotland: Innovation Voucher (James Frew Ltd)

James Frew Ltd is one of the largest privately owned building services companies in Scotland and was awarded an SFC Innovation Voucher, administered by Interface. This gives the company the opportunity to collaborate with West College Scotland to develop a new innovative training planning process, including the monitoring of certification renewals, development of individual training plans and the measurement of the impact of training through AMI (Achievement Measurement Indexing).

Through this, the College will improve its service delivery in gas engineering and develop a greater understanding of training needs analysis for the building services sector as a result of the collaboration. The project will also enhance understanding of industry within the College and support the development of processes that will make the College more responsive to business needs.

Roddy Frew, Managing Director, of James Frew Ltd, said '*we are delighted to work with West College Scotland on the Scottish Funding Council Innovation Voucher and it has helped us align training plans and enhance our service offer*'.

## Summary

The quality of learning at Scotland's colleges has never been higher, with colleges expertly preparing the people of Scotland for work and other positive destinations. This has not, however, been achieved at the expense of equality which remains at the very heart of the college sector and central to everything that it does.

Our colleges continue to evolve and strive for improvement, however, it is important that the many successes of the college sector are recognised and celebrated as it continues to benefit so many in so many ways.

## References

All statistics in this publication are sourced from the Scottish Funding Council (SFC) or Skills Development Scotland (SDS):

*College Statistics 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST032017.aspx>;

*College Performance Indicators 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST012017.aspx>;

*SFC Report on Widening Access 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST082017.aspx>;

*College Leaver Destination 2015-16*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST072017.aspx>;

*Student Satisfaction and Engagement 2016-17*: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST092017.aspx>;

SFC Infact database: <https://stats.sfc.ac.uk/infact/index.htm>;

*Skills Development Scotland*: <https://www.skillsdevelopmentscotland.co.uk/news-events/2017/march/more-apprenticeship-opportunities-for-scottish-school-pupils/>

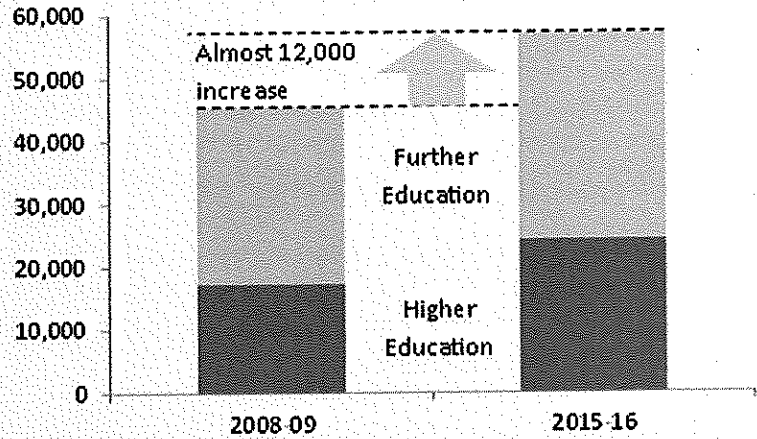
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Percentage of Learning Hours, 2015-16

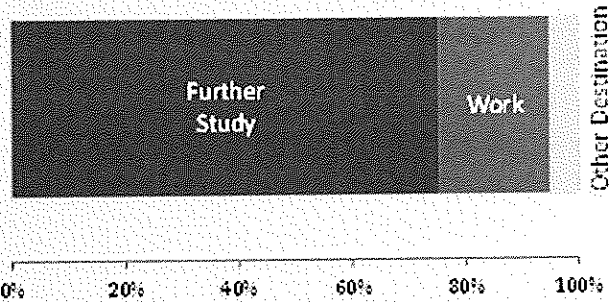


(8.5 percentage point Increase since 2006/07)

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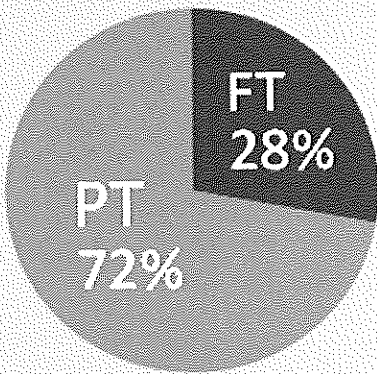


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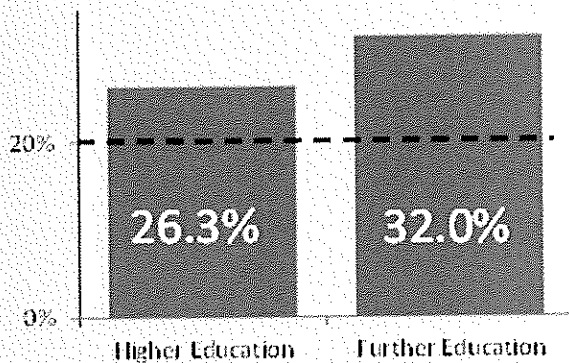


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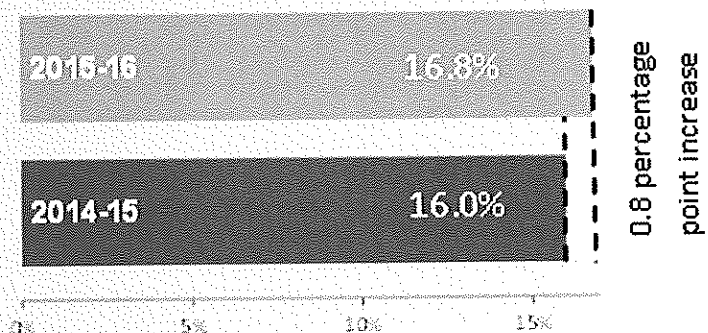
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## **Background**

Scotland's colleges have implemented the most profound set of public sector reforms in Scottish tertiary education for more than a generation. The reformed college sector is improving people's life chances and generating the skilled workforce needed for economic growth by focusing on job-related skills.

Colleges have built on their tradition of serving the most disadvantaged and those furthest from the workplace. They continue to serve our most deprived communities, as well as those with additional support needs; older learners and women; and those from a Black and Minority Ethnic background. With equality sitting at the heart of the college sector, there are further ambitions in relation to looked after children and the gender imbalance found in particular subject areas.

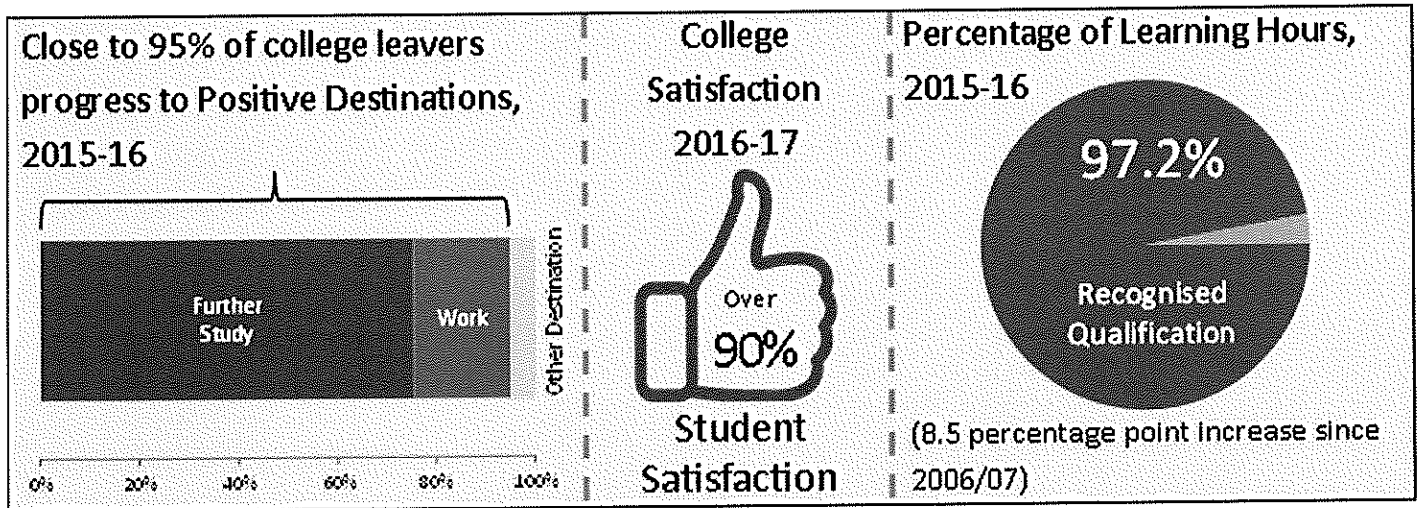
Strong partnership working has led to the development of Regional College Outcome Agreements that reflect the economic and skills needs in each region. Colleges are also crucial to Developing the Young Workforce; preparing young people for employment by offering them more choice and flexibility in their learner journey.

FE level students also continue to be supported with record levels of financial support, but rather than being complacent, we are considering the recommendations of the Independent Review of Student Support. The Review aimed to ensure that university and college students, and particularly the most vulnerable, benefit from a fair and effective package of appropriate financial support.

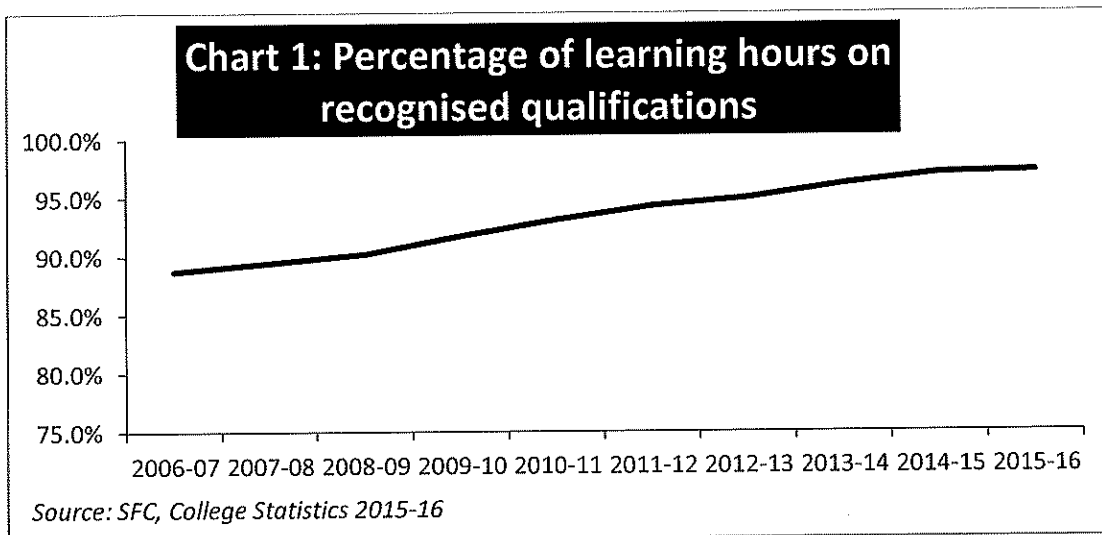
Scotland's college sector is one that continues to evolve and continues to deliver for the people and economy of Scotland.



**Our colleges have a strong track record of success**



In 2015/16, 97.2% of learning hours were delivered on courses that led to a recognised qualification – an 8.5 percentage point increase from 2006/07.



This good work from Scotland’s colleges means that of those with a known destination in 2015/16, nearly 95% of college leavers moved on to a positive destination, such as further study, training or employment.

Entrants to college now make up 37% of the total undergraduate students starting in HE, the highest proportion in the last 10 years. Perhaps even more impressive, is that over 41% of all full-time college activity was in HE-level courses in 2015/16, also the highest proportion ever.

College students are very happy with their experience: over 90% of full-time and over 94% of part-time students are satisfied with their college experience. FE students are being supported with record levels of support, with the 2017/18 budget of over £107m in college bursaries, childcare and discretionary funds being a real-terms increase of 32% since 2006/07. Indeed, the non-repayable bursary available in Scotland is the highest level anywhere in the UK.

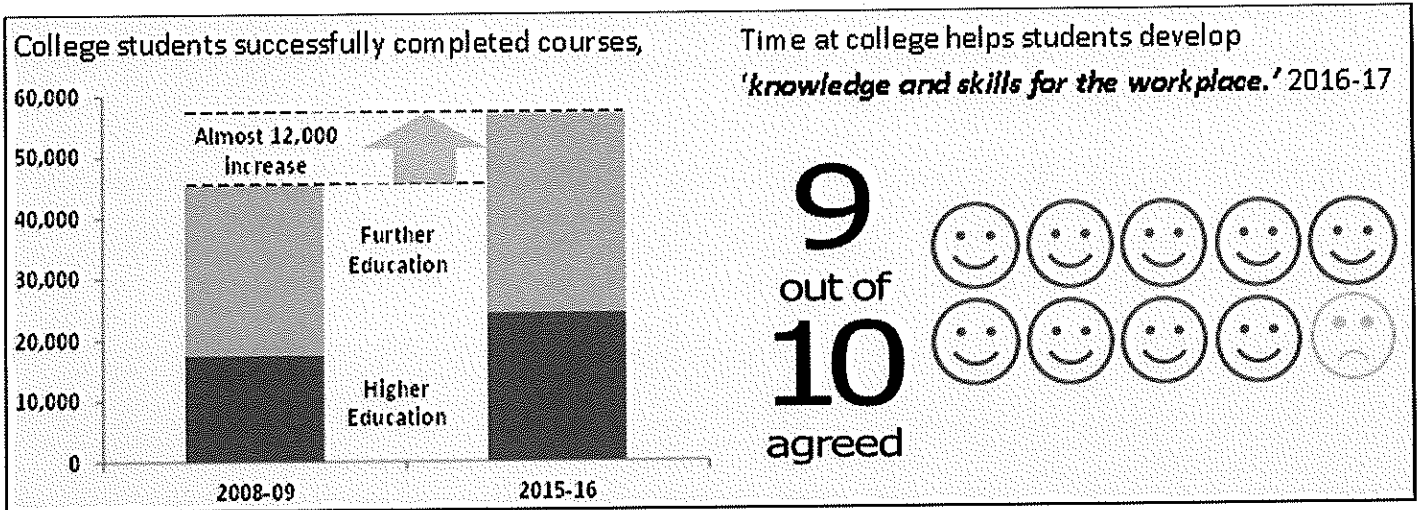
## Case study

### Dundee and Angus College (Winner at College Development Network [CDN] Annual Awards 2016): The D&A Code Academy

The College has responded to the digital skills shortage by launching the first ever Code Academy. This curriculum concept links the College with local schools, universities, and employers. It increases awareness of the importance of digital skills, and highlights career opportunities in the digital/ICT industries in the region.

The Code Academy offers code camps, workshops for school pupils, coding workshops for adults, and coding clubs for girls. Continuing Professional Development (CPD) for Computer Science school teachers has also been established, as well as industry master classes, career talks, Foundation and Modern Apprenticeships in Software Development, and a number of industry sponsored events such as an annual Game and App Jam. Over 500 students have benefited from the Code Academy and almost 96% have moved on to further study or employment.

## Our colleges produce the workforce of the future

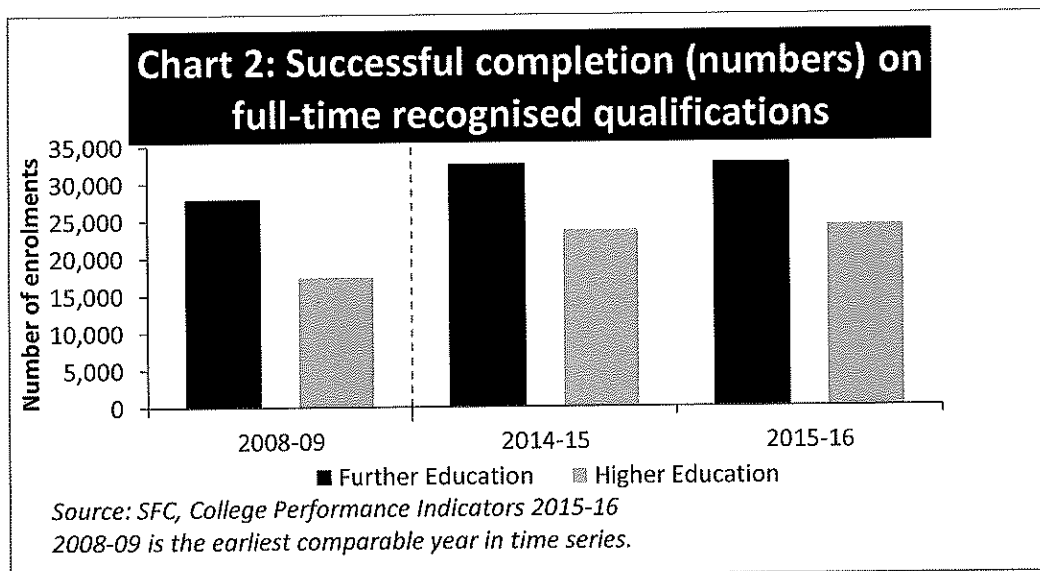


Colleges are crucial in bridging the gap between school and industry to create a skilled, employable future workforce which meets the needs of the regions they serve. Colleges are doing this by focusing on purposeful learning opportunities which lead to recognised qualifications.

This approach is clearly working. In 2015/16 almost 12,000 more students in both FE and HE at college successfully completed full-time courses leading to recognised qualifications than in 2008/09 (25.7% increase).

The number of full-time HE students studying for recognised qualifications at colleges has grown by 23.6% since 2008-09, and 2015-16 saw the highest ever number of full-time HE students successfully completing recognised qualifications (over 24,300).

SFC statistics show 9 out of 10 of students were satisfied that their *'time at college had helped them develop knowledge and skills for the workplace'*.



Colleges also make a vital contribution to up-skilling and re-skilling the existing workforce, and that is why short courses leading to employment or progression continue to be funded. Statistics highlight the extent of part-time opportunities available at colleges – indeed, the majority of the total enrolments at college (FE and HE) are still on part-time courses (72.0%).

## Apprenticeships

Colleges play an important role in delivering the successful Modern Apprenticeship programme which offers opportunities to gain skills, experience and a qualification while in employment. With a national ambition to have 30,000 Modern Apprenticeships starts by 2020, the key role of colleges in this programme will continue.

Colleges are also the main provider of Foundation Apprenticeships which enable young people to gain industry-recognised qualifications, real-world work experience and access to work-based learning while still at school. There were 351 Foundation Apprenticeship starts in 2016/17, and this will expand to up to 5,000 by the end of 2019.

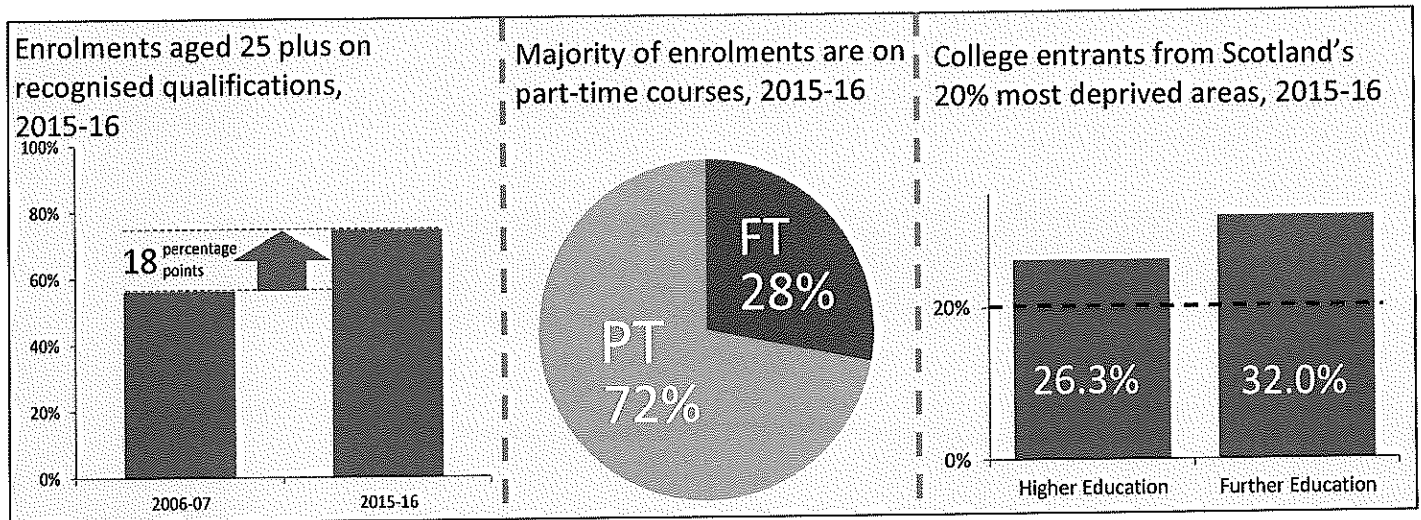
### **Case study**

#### Forth Valley College (Commended at CDN Annual Awards 2016): Making the Forth Valley Curriculum Work

Forth Valley College has developed, and is delivering on, a sustainable regional curriculum strategy, designed around both the needs of the region and national priorities. Serving the three diverse communities of Falkirk, Stirling, and Clackmannanshire – and with a campus in each of these areas – the College has strategically positioned its key curriculum areas in the campus localities that provide best fit with local economic, business, and industry profiles. This minimises duplication and maximises access to entry-level learning and progression to specialist, industry standard learning facilities.

In developing its curriculum strategy, the College has worked closely with its extensive base of employer and industry body contacts and Community Planning Partners in each locality; and drawn on up-to-date labour market information, through Regional Skills Assessments and Skills Investment Plans. As a result, they have implemented an efficient 'hub and spoke' system of learning provision, which provides access level study in most subject areas across all three campuses, with progression to higher level study centred where it provides best local fit.

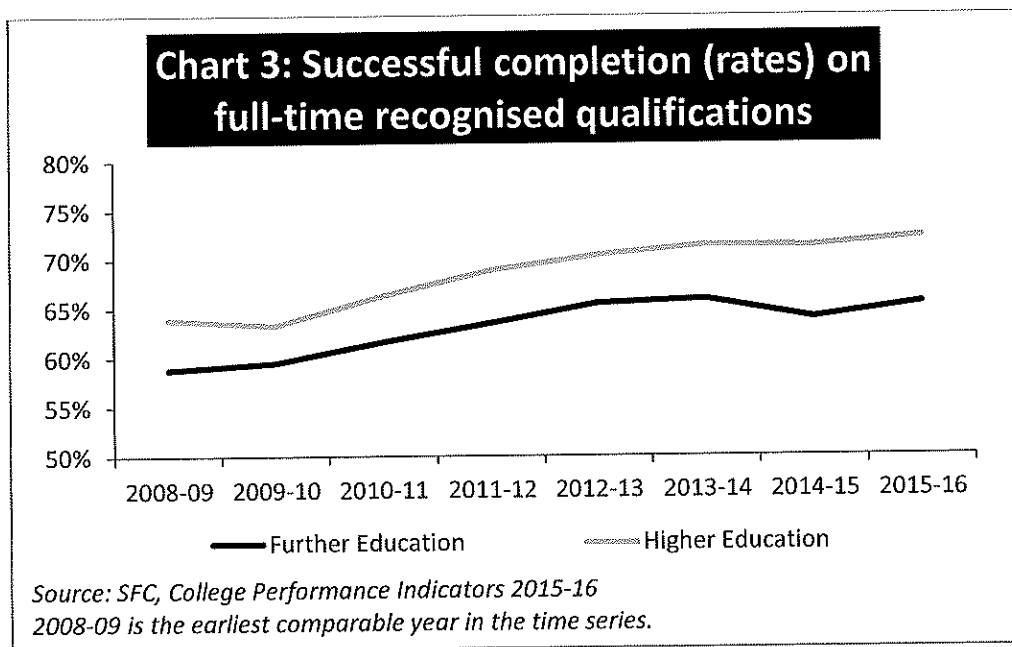
## Our colleges give everyone the chance to succeed



Our colleges are able to reach out to those furthest from the labour market and education, giving everyone an equal chance of fulfilling their potential, and having equal choices to succeed in life. They do this by delivering learning which is increasingly personalised and flexible, assisted by interactive technologies and tailored to the needs and aspirations of students.

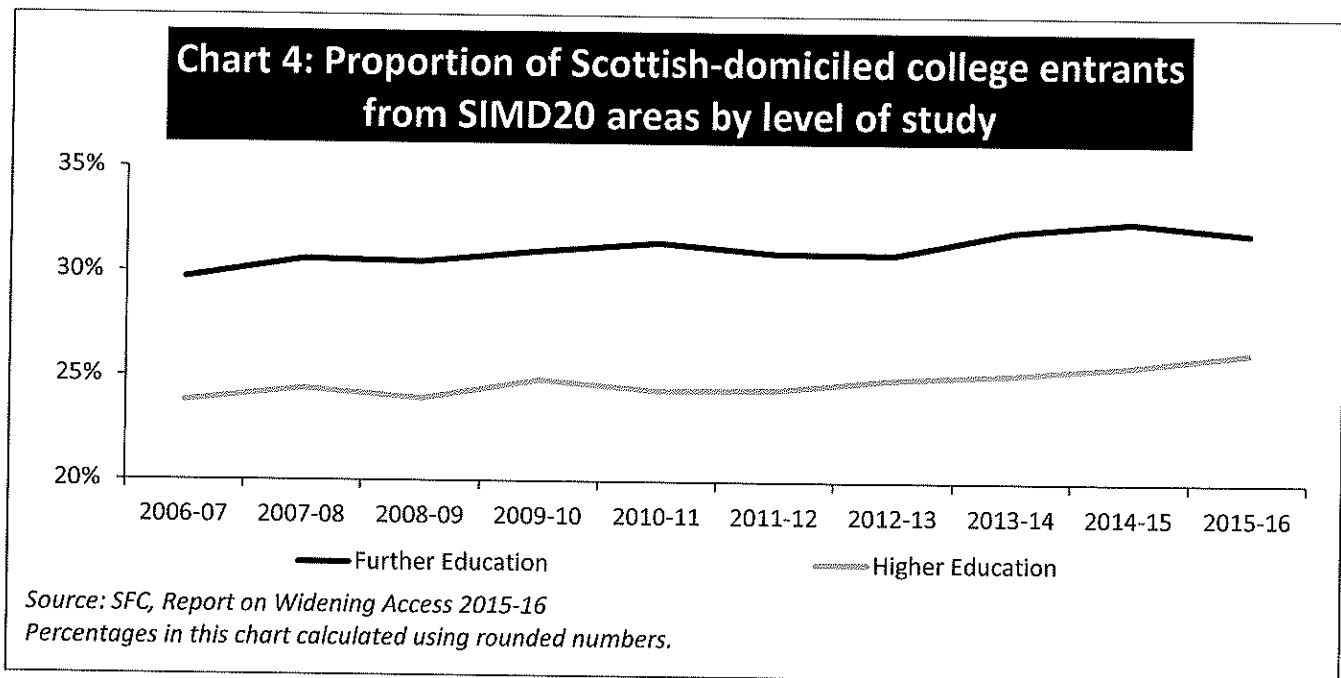
Successful completion rates for all full-time FE students have increased by 6.7 percentage points since 2008/09, while dropout rates have fallen by 2.4 percentage points in the same period.

Successful completion rates for all full-time HE students have increased by 8.3 percentage points since 2008/09, while dropout rates have fallen by 4.1 percentage points in the same period.



### Students from deprived areas

Colleges recruit well from the most deprived areas, with students from SIMD10, SIMD20 and SIMD40 areas overrepresented when compared to the general population. In 2015/16, 26.3% of college entrants in HE, and 32.0% of college entrants in FE, came from Scotland's 20% most deprived areas – this is an increase of 2.5 percentage points and 2.3 percentage points respectively since 2006/07.



The Commission on Widening Access acknowledged the distinctive role of colleges in serving Scotland's most deprived communities, concluding that *'colleges provide a crucial alternative route into higher education and can play a powerful role in expanding the limited applicant pool resulting from the school attainment gap.'*

### Female students

Women are well represented amongst college students, accounting for the majority of college enrolments (51% in 2015/16). The proportion of female students enrolled on recognised qualifications has increased by over 19 percentage points since 2006/07 (rising from 56.9% in 2006/07 to 76.0% in 2015/16).

As part of Developing the Young Workforce, the SFC published a Gender Action Plan in August 2016, setting out actions they will undertake in collaboration with the sector, and other partners, to address gender imbalances and reduce gender gaps in college and undergraduate courses.

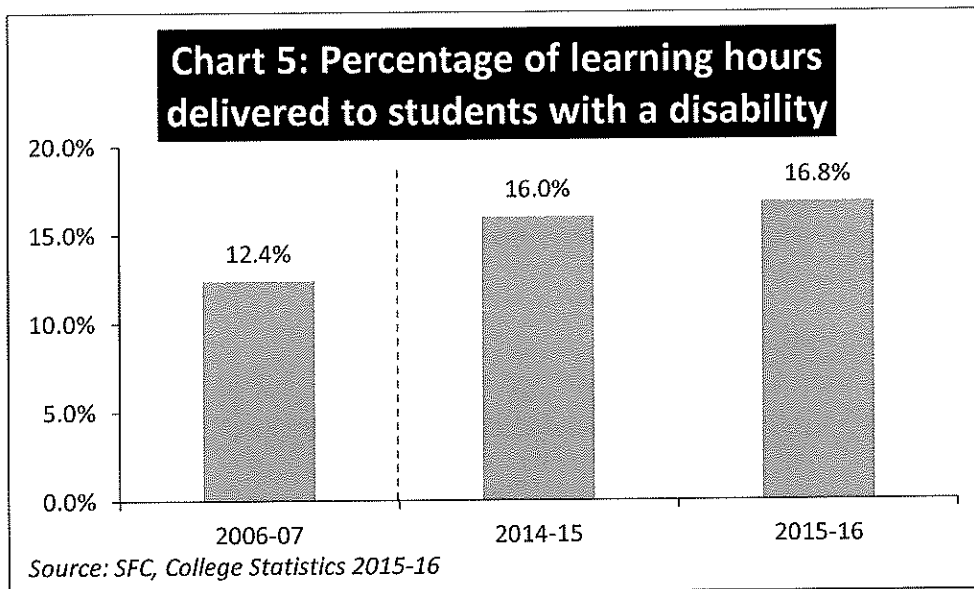
### Older learners

There are a wealth of learning opportunities at Scotland's colleges for students aged 25 and over. In 2015/16, 28.7% of all learning hours were delivered to students aged 25 and over, with nearly 43% of all Scotland's college students being within this age group.

Older learners are benefitting from the focus on improving employability through studying for recognised qualifications. The proportion of students aged 25 and over enrolled on recognised qualifications has increased by over 18 percentage points since 2006/07 (rising from 56.3% in 2006/07 to 74.5% in 2015/16).

### Students with additional support needs

Nearly 17% of all learning hours were delivered to students with a declared disability in 2015/16 - an increase of 4.4 percentage points from 2006/07.



Colleges have access to ring-fenced funding, via the SFC, to provide specialised support for individual students with specific educational support needs on mainstream courses – a total of £50 million. SFC also provide colleges with funding which supports bespoke provision.

#### Black and Minority Ethnic (BME) students

BME students are very well represented in Scotland's colleges. 6.0% of all college learning hours in 2015/16 were delivered to BME students (up from 5.6% in 2014/15 and the highest on record) – this is higher than the corresponding proportion of the population (4% in the 2011 Scottish Census).

This cohort achieve successful outcomes at college. In 2015/16, 71.8% of BME students successfully completed college courses lasting 160 hours or more (up from 70.2% in 2014/15), compared to 69.0% for all enrolments.

#### Care-experienced students

Considerable work has been undertaken to support care-experienced students at college. A national policy for FE bursaries was introduced in 2016/17 asking colleges to ensure care-experienced students receive the optimum award available taking into account their wider circumstances.

In recognition of the barriers to learning often faced by this group, the SFC set a National Ambition in 2016 with a target for there to be no difference in the outcomes of care-experienced learners comparative to their peers. The target is to improve the numbers of care-experienced students successfully completing full-time FE and HE courses by 5 percentage points by 2018/19.

Data collection has improved in relation to care-experienced students. SFC statistics show that 0.3% of full-time college qualifiers were care-experienced in 2014/15, rising to 1.1% in 2015/16.

#### **Case study**

##### West Lothian College (Winner at CDN Annual Awards 2016): ISTILE – Improving Skills through International Learning Exchanges

ISTILE is a two-year project designed to offer disadvantaged learners the opportunity to study and work in an overseas environment. It also offers the teaching team the opportunity to research and report on financial deprivation across Europe, and offer advice and recommendations around best practice when it comes to supporting young people who face barriers to learning caused by financial deprivation.

## **Our colleges continually strive for improvement**

Scotland's colleges must continue to build and grow, innovate and improve, change and develop – just what colleges' success to date has been built on. The SFC's Outcome Agreement process is a powerful lever in ensuring that colleges deliver in return for public investment, and reporting on those measures is now reinforced by Education Scotland's new quality framework, "How good is our college?". There are also a number of other specific ways in which improvement is being sought in Scotland's colleges including:

### College Improvement Programme

We want to boost retention and attainment rates among FE students, and particularly for those students currently most at risk of withdrawing without achieving a qualification or moving to a positive destination.

As part of our effort, we have commenced a national college improvement programme to look in detail at individual college level solutions to raise attainment and improve retention. Over the next two academic years the programme will examine and test improvements to overcome the issues and challenges that often contribute to students not gaining a qualification – or, indeed, dropping out. On behalf of the college sector, five colleges will form an improvement team and undertake testing, gather information about what works to share across the sector, contributing to an increase in attainment and retention within and between the five colleges. Their success will also be used to drive improvement across the sector as a whole.

### Innovation

There is also a desire for colleges to be more involved in innovation - our economy needs a highly skilled, adaptable and confident workforce, and colleges have excellent links with SMEs.

An action plan has been put in place by the SFC's College Innovation Working Group to ignite collaboration between colleges and businesses. This includes bringing colleges further into the community of Scotland's eight Innovation Centres, while the Scottish Government announced a College Innovation Fund (£500,000 in 2017/18) to support Scotland's colleges to work with businesses on innovation activity.

### **Case study**

#### West College Scotland: Innovation Voucher (James Frew Ltd)

James Frew Ltd is one of the largest privately owned building services companies in Scotland and was awarded an SFC Innovation Voucher, administered by Interface. This gives the company the opportunity to collaborate with West College Scotland to develop a new innovative training planning process, including the monitoring of certification renewals, development of individual training plans and the measurement of the impact of training through AMI (Achievement Measurement Indexing).

Through this, the College will improve its service delivery in gas engineering and develop a greater understanding of training needs analysis for the building services sector as a result of the collaboration. The project will also enhance understanding of industry within the College and support the development of processes that will make the College more responsive to business needs.

Roddy Frew, Managing Director, of James Frew Ltd, said *'we are delighted to work with West College Scotland on the Scottish Funding Council Innovation Voucher and it has helped us align training plans and enhance our service offer.'*



## Summary

The quality of learning at Scotland's colleges has never been higher, with colleges expertly preparing the people of Scotland for work and other positive destinations. This has not, however, been achieved at the expense of equality which remains at the very heart of the college sector and central to everything that it does

Our colleges continue to evolve and strive for improvement, however, it is important that the many successes of the college sector are recognised and celebrated as it continues to benefit so many in so many ways.

## References

All statistics in this publication are source from the Scottish Funding Council (SFC) or Skills Development Scotland (SDS);

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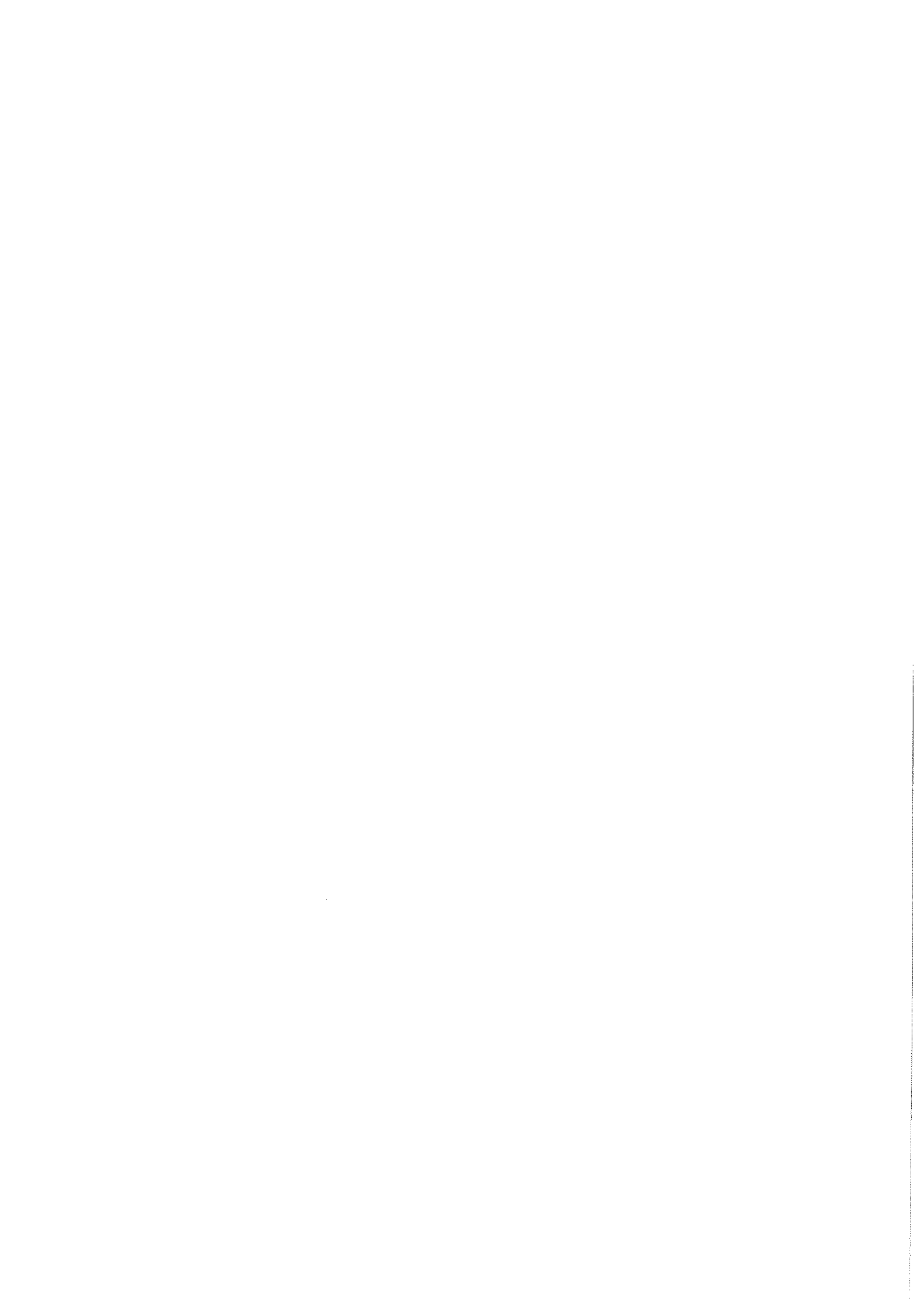
SFC Report on Widening Access 2015-16: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST082017.aspx>;

College Leaver Destination 2015-16: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST072017.aspx>;

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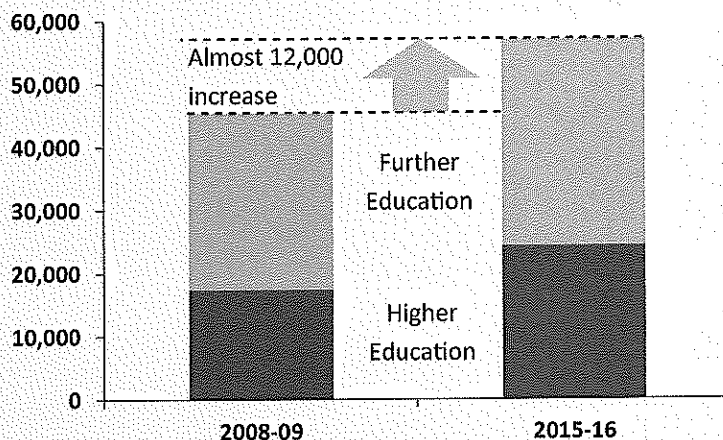
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Percentage of Learning Hours, 2015-16

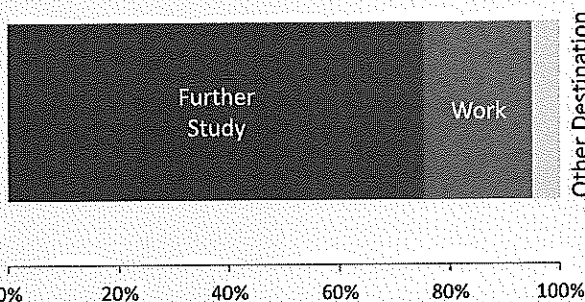


(8.5 percentage point increase since 2006/07)

College students successfully completed courses, 2015-16

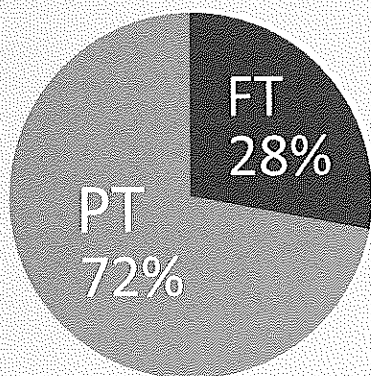


Close to 95% of college leavers progress to Positive Destinations, 2015-16

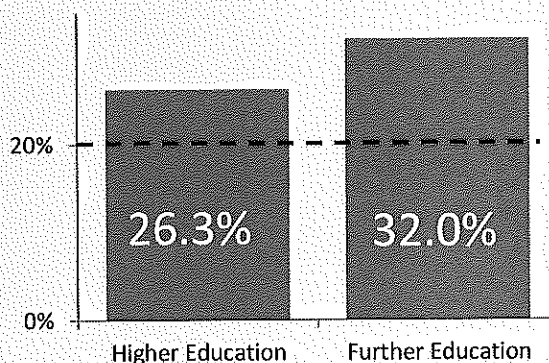


## The college sector has equality at its very heart

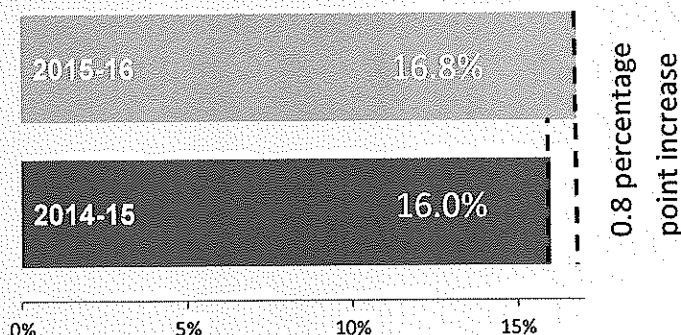
Majority of enrolments are on part-time courses, 2015-16



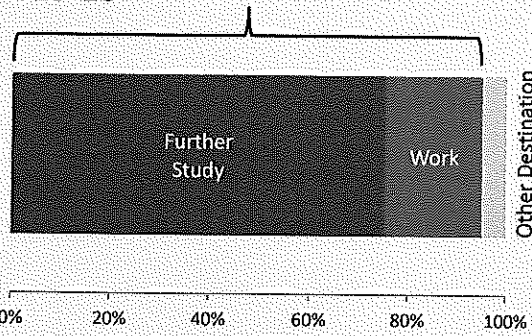
College entrants from Scotland's 20% most deprived areas, 2015-16



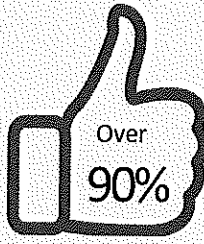
Nearly 17% of all learning hours were delivered to students with a declared disability, 2015-16



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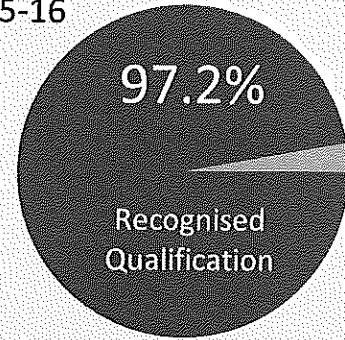


College Satisfaction 2016-17



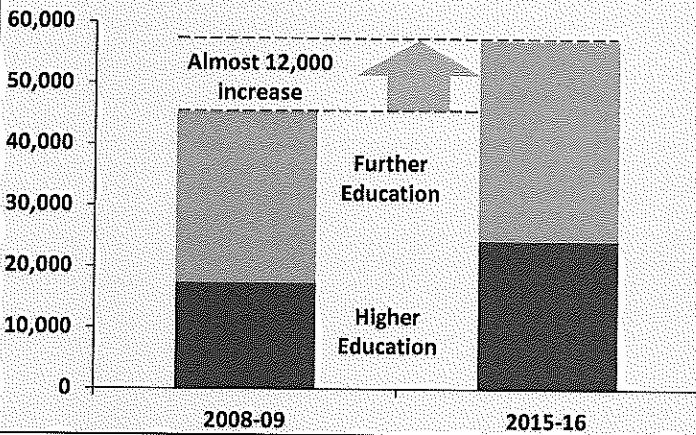
Student Satisfaction

Percentage of Learning Hours, 2015-16

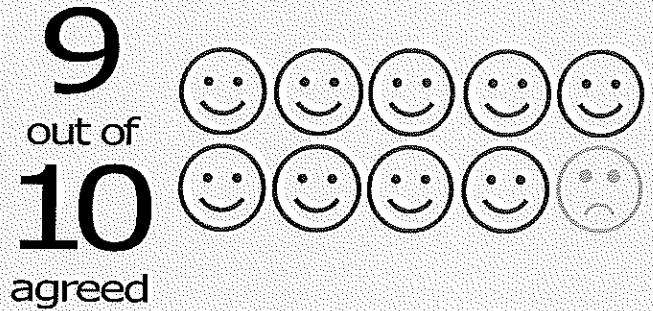


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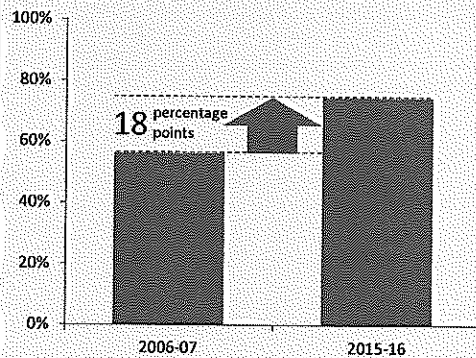
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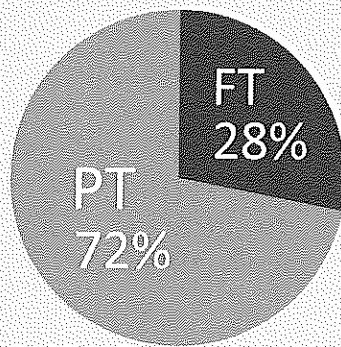
Time at college helps students develop 'knowledge and skills for the workplace'. 2016-17



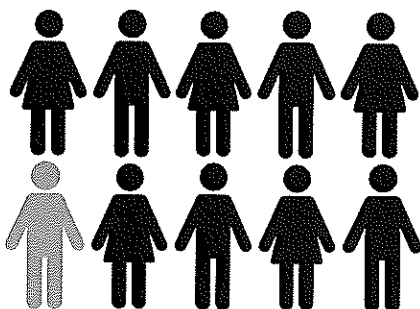
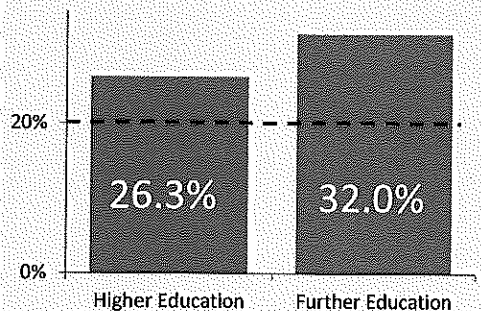
Enrolments aged 25 plus on recognised qualifications, 2015-16



Majority of enrolments are on part-time courses, 2015-16



College entrants from Scotland's 20% most deprived areas, 2015-16



# Scotland's Colleges: Delivering For All

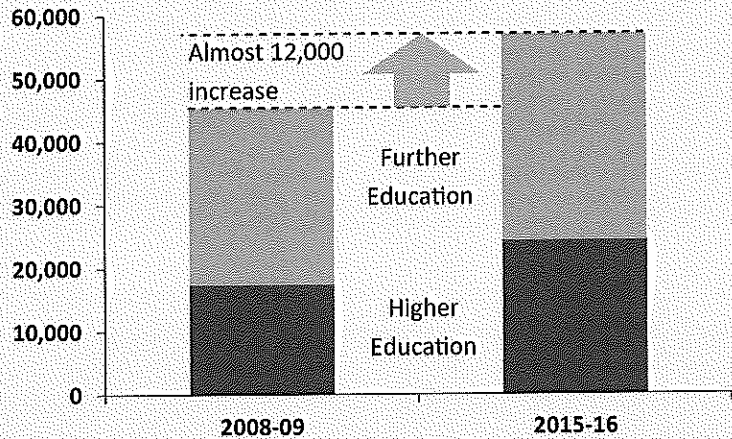
## The quality of learning at colleges has never been higher

Percentage of Learning Hours, 2015-16

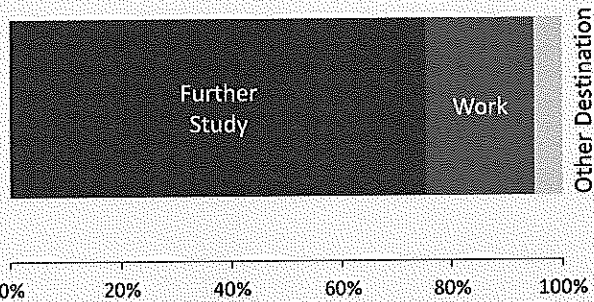


(8.5 percentage point increase since 2006/07)

College students successfully completed courses, 2015-16

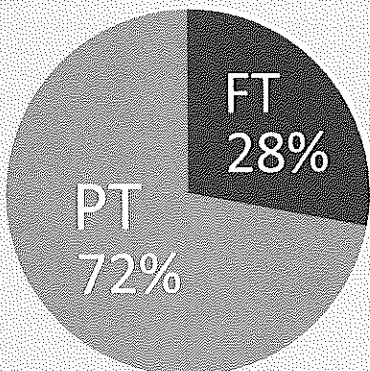


Close to 95% of college leavers progress to Positive Destinations, 2015-16



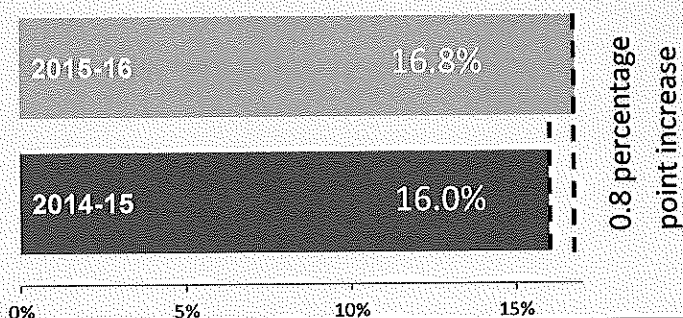
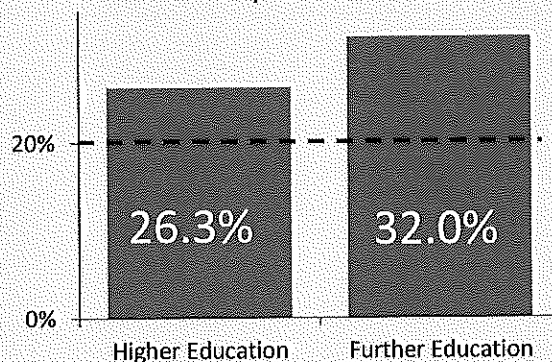
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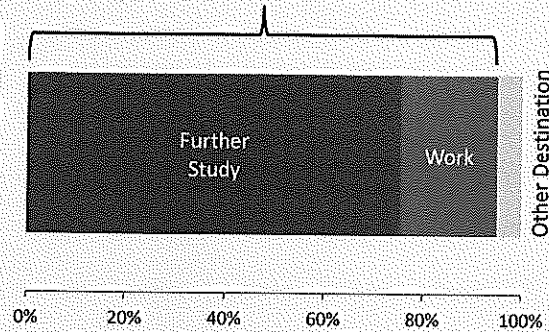
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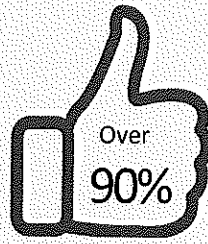


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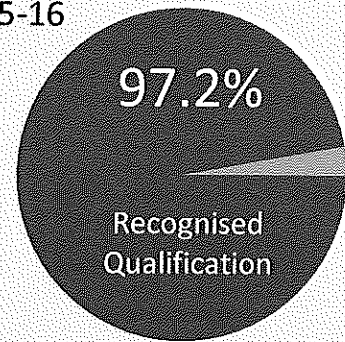


College Satisfaction 2016-17



Student Satisfaction

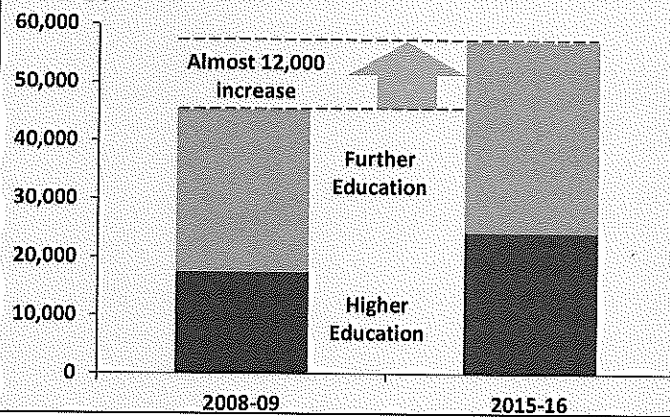
Percentage of Learning Hours, 2015-16



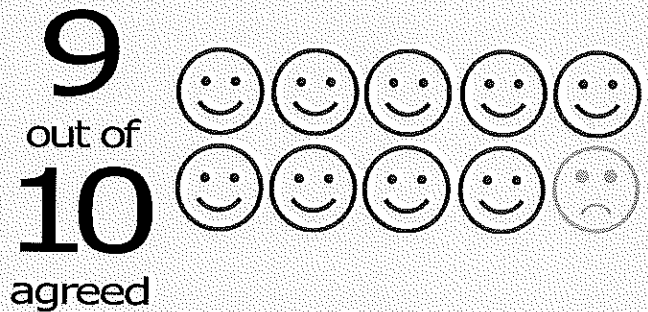
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## Our colleges produce the workforce the future

College students successfully completed courses, 2015-16

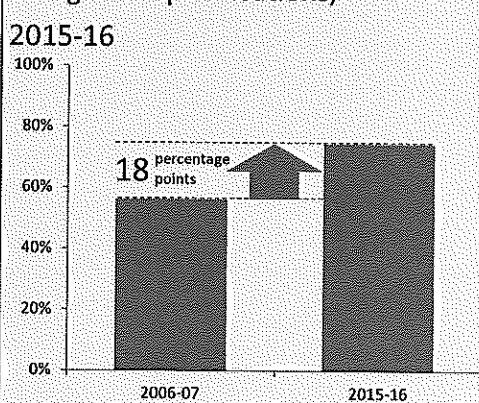


Time at college helps students develop *'knowledge and skills for the workplace'*. 2016-17

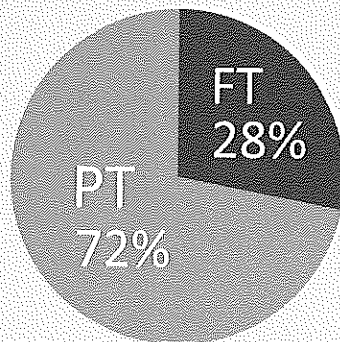


## Our colleges give everyone the chance to succeed

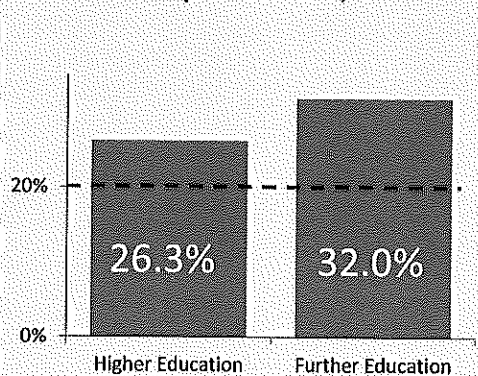
Enrolments aged 25 plus on recognised qualifications, 2015-16

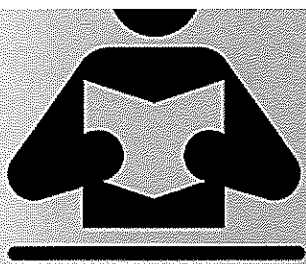


Majority of enrolments are on part-time courses, 2015-16

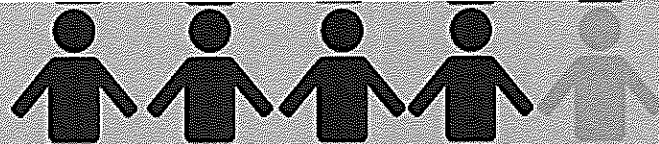


College entrants from Scotland's 20% most deprived areas, 2015-16



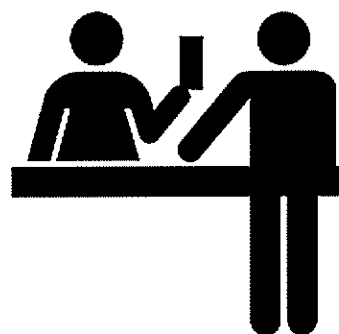
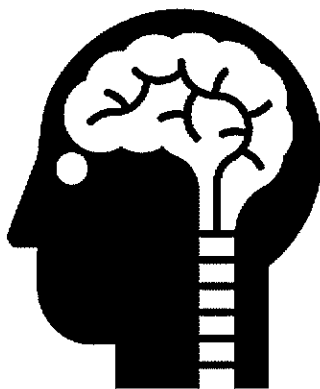
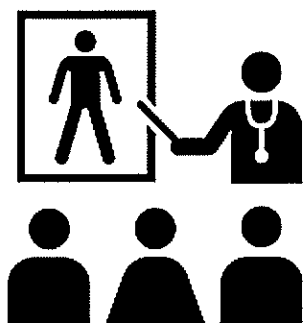
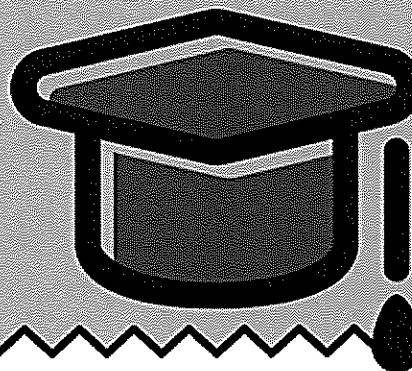


Of learning hours in 2015-16 were delivered on courses that led to a recognised qualification - an 8.5 percentage point increase from 2006/07.



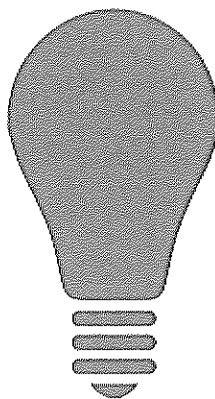
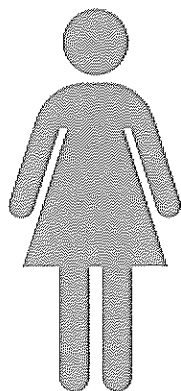
Around 90% of students are satisfied with their college experience and felt they had developed the right knowledge and skills for the workplace.

Entrants to college now make up 37% of the total undergraduate students starting in Higher Education - the highest proportion in the last ten years. And over 41% of all full-time college activity was in Higher Education level courses in 2015-16 - the highest proportion ever.



**95% of college leavers go on to positive destinations such as further study, training or employment.**

The proportion of female students enrolled on recognised qualifications in 2015-16 has increased by 19 percentage points since 2006-07



Students from Scotland's 20% most deprived areas made up 26.3% of all higher education and 32% of all further education college courses over 160 hours in 2015-16.





Ministear airson Foghlam Leantainneach, Foghlam Àrd-  
Ire agus Saidheans  
Minister for Further Education, Higher Education and  
Science  
Shirley-Anne Somerville BPA/MSP



Scottish Government  
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January 2018

I would like to draw your attention to the recent publication of *Scotland's Colleges: Delivering for All*, the Scottish Government's policy paper setting out the key facts celebrating the college sector in Scotland through four principle themes:

- Our colleges have a strong track record of success
- Our colleges produce the workforce of the future
- Our colleges give everyone the chance to succeed
- Our colleges continually strive for improvement

The paper was published on Friday 19<sup>th</sup> January and I launched it at the Alloa campus of Forth Valley College where I had the pleasure of seeing these principles in action at first hand when meeting students, staff and a number of the College's stakeholders.

The paper is available on the Scottish Government's website here:  
<http://www.gov.scot/Resource/0053/00530189.pdf>

*Scotland's Colleges: Delivering for All* conveys two main messages throughout - that the quality of learning at Scotland's colleges has never been higher; and that the college sector has equality at its very heart; with a college case study included in each of the publication's four themes as an example of the great work being undertaken in colleges.

I wanted to share this publication with you and I hope it is of interest.

**Shirley-Anne Somerville**



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26<sup>th</sup> January 2018

Dear Colleague,

I would like to draw your attention to the recent publication of *Scotland's Colleges: Delivering for All*, the Scottish Government's policy paper setting out the key facts celebrating the college sector in Scotland through four principle themes:

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**SHIRLEY-ANNE SOMERVILLE**



<p>5<sup>th</sup> January 2018</p> <p><a href="https://www.tes.com/news/tes-magazine/tes-magazine/colleges-hit-drop-outs-appalling-charges">https://www.tes.com/news/tes-magazine/tes-magazine/colleges-hit-drop-outs-appalling-charges</a></p>	<p>'Colleges hit drop-outs with 'appalling charges'</p> <p>Some Scottish colleges charging HE students for fees after dropping out.</p> <p>Contrasts with SG's 'commitment to free higher education.'</p>
<p>13<sup>th</sup> December 2017</p> <p><a href="https://www.tes.com/news/further-education/breaking-news/progress-he-access-scotland-not-spectacular-says-commissioner">https://www.tes.com/news/further-education/breaking-news/progress-he-access-scotland-not-spectacular-says-commissioner</a></p>	<p>'Progress on HE access in Scotland 'not spectacular', says commissioner'</p> <p>Highlights Commissioner for Fair Access' report and line on 'largely because of colleges that significant progress has been made to increasing HE participation.'</p>
<p>20<sup>th</sup> November 2017</p> <p><a href="https://www.tes.com/news/further-education/breaking-news/minimum-student-income-proposed-scottish-college-students">https://www.tes.com/news/further-education/breaking-news/minimum-student-income-proposed-scottish-college-students</a></p>	<p>'Minimum student income proposed for Scottish college students'</p> <p>Report on Student Support Review findings, highlighting minimum income recommendation.</p>
<p>10<sup>th</sup> November 2017</p> <p><a href="https://www.tes.com/news/tes-magazine/tes-magazine/colleges-get-thumbs-student-satisfaction-test">https://www.tes.com/news/tes-magazine/tes-magazine/colleges-get-thumbs-student-satisfaction-test</a></p>	<p>'Colleges get thumbs up in student satisfaction test'</p> <p>Report on student satisfaction figures, contains warning from NUS for colleges not to 'become complacent.'</p>
<p>14<sup>th</sup> July 2017</p> <p><a href="https://www.tes.com/news/further-education/breaking-news/third-scottish-colleges-have-find-ps1m-staff-pay-deals">https://www.tes.com/news/further-education/breaking-news/third-scottish-colleges-have-find-ps1m-staff-pay-deals</a></p> <p><a href="https://www.tes.com/news/tes-magazine/tes-magazine/third-colleges-face-ps1m-cost-pay-deals">https://www.tes.com/news/tes-magazine/tes-magazine/third-colleges-face-ps1m-cost-pay-deals</a></p> <p>22<sup>nd</sup> June 2017</p> <p><a href="https://www.tes.com/news/tes-magazine/tes-magazine/third-colleges-face-ps1m-cost-pay-deals">https://www.tes.com/news/tes-magazine/tes-magazine/third-colleges-face-ps1m-cost-pay-deals</a></p>	<p>Two articles on the costs of implementing lecturers' pay deal.</p> <p>June article reports on Auditor General's comments on colleges facing risk of losing 'ability to keep delivering on their government targets' due to funding pressures – also mentions costs of implementing pay deal.</p>

