



# SFC Guidance

**College Outcome Agreement Guidance 2020-21**

**Additional Information: Access and Inclusion Guidance AY 2020-23**



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## **College Outcome Agreement - Access and Inclusion Guidance AY 2020-23**

### **Background**

1. **Access and Inclusion Plans** - During AY 2015-16 SFC undertook a review of the Extended Learning Support (ELS) system which was part of our previous funding methodology. We concluded that from AY 2017-18 onwards these funds should be used by colleges to support their inclusive practices and that each college region should develop an evidence-based access and inclusion plan as part of their Outcome Agreement document to evidence their use of these funds. Colleges have developed these plans and published them on their websites.
2. Due to the in depth reporting provided we concluded that, as long as colleges refreshed these and ensured they covered the relevant Outcome Agreement period, colleges did not need to re-do this process annually but that we would look to update the guidance for AY 2020 onwards.
3. **Access and Inclusion Funding** - We also outlined that we would consider a better allocation method for these funds that reflects need rather than historic claims. This work has been ongoing and different models have been considered in depth. We will be undertaking a wider review of college funding and the work undertaken to develop an alternative allocation for access and inclusion funding will be considered as part of that review.

### **Access and Inclusion Funding**

4. SFC allocates Access and Inclusion funding to college regions to support their crucial role in access and inclusion. These funds are additional to core teaching funds and should be used to support the intake and support of key Scottish Government access priorities and to secure a parity of outcomes amongst students. It is recognised that these funds will support colleges in delivering their Outcome Agreement targets.
5. SFC will confirm your Access and Inclusion allocation for AY 2020-21 in the Final Funding Allocations.

### **Access and Inclusion Plans – high level guidance for AY 2020-23 onwards**

6. The plan should cover the period 2020-23 and be refreshed annually throughout this period. SFC will update this guidance as required but, unless essential, will limit these changes to a three year cycle.
7. The plan should define the inclusive service you provide and how you monitor its effectiveness and impact. It should outline the inclusive service you provide for your students and should set out your ambitions. As these funds are to support parity of intake and outcomes including destinations, colleges can consider using them to support students in moving towards employment.

8. These funds are not new funds and as such will already be supporting outcomes for your students. The plan should evidence that success i.e. what would not be possible without them.
  - All single college regions must have a published Access and Inclusion Plan that relates to the funding allocated to them by SFC. This plan should be provided as part of the Outcome Agreement document and once the Outcome Agreement is approved should be published on the college website. This plan must be identifiable as part of this Outcome Agreement document. It can be part of the document, an annex or a separate document but it must be clearly identifiable. Unless we provide additional guidance, please ensure you refresh your plans annually and provide a weblink in future published Outcome Agreements.
  - In the case of multiple college regions all colleges still need to have a published Access and Inclusion Plan in place but the Outcome Agreement itself should focus on how the Regional Board has overseen this process, ensured that all colleges have implemented this guidance in full and how the Regional Board has assured itself that the plans are in place and are being implemented. The Outcome Agreement should also outline how these plans relate to the funding allocated to the full region. Please also provide a weblink to a published Access and Inclusion Plan for each college within your region as part of the Outcome Agreement. Unless we provide additional guidance, please ensure colleges refresh their plans annually and provide a weblink to all the college Access and Inclusion Plans within your region in this and future Outcome Agreements.
9. The college region must consult with their Outcome Agreement manager, staff, particularly those involved in supporting students, and students in the development of this plan. We expect the college to involve and work with their Learning Support or equivalent teams in the development of this plan. As is the case for all Outcome Agreement processes, this should also include engagement with your Students' Association and your regional/community partners.
10. We would not normally expect any college Access and Inclusion Plan to exceed 10-15 pages. More detailed guidance on what should be included in an Access and Inclusion Plan is provided in the appendix. To assist colleges we have also provided a [template for colleges](#) and a [template for regional boards](#) to use in developing their Access and Inclusion Plans. Colleges must publish their use of access and inclusion funds on their websites.
11. Further information Fiona Burns, Assistant Director – Access and Outcomes, tel: 0131 313 6517; email: [fburns@sfc.ac.uk](mailto:fburns@sfc.ac.uk) .

## **Appendix: Access and Inclusion Plans – detailed guidance for AY 2020-23 onwards**

1. The following list outlines key areas we would expect colleges to consider in these plans:

### **Securing a parity of outcome**

- How you use this funding to target inequalities in the intake, success rate and destination of your students. As part of this we expect colleges to undertake a detailed assessment of outcomes by the following groups:
  - Protected characteristic (including care-experienced students and outcomes by disability type).
  - SCQF levels - particularly in relation to qualifications up to SCQF level 4.

We will provide each college region with a factsheet to support this process – this will provide information about their own college region comparative to Scotland.

### **College structure**

- The staff and teams supported (either partly or in full) by these funds including any specialist staff.
- How the funds are used to ensure the provision of accessible and appropriate ICT equipment (including software) for students.
- The college must outline their use of Price Group 5 within this plan and how that provision sits within an overall access and inclusion approach. Please note that we do not require PLSPs for Price Group 5 provision.

### **Training and development**

- How the funds are used to support ongoing CPD including ICT training for all staff on access issues.
- How the funds are used to support academic staff, inclusive practices and ongoing CPD on access and inclusion within teaching.

### **Health and well being**

- How the funds are used to support the welfare of students including initiatives to support health and well-being and to promote good mental health.
- How the funds are used to support students with mental health conditions.
- How the college uses these funds to support students with no or low qualifications (i.e. up to SCQF level 4).

### **Partnerships**

- How you maximise the impact of these funds by working in partnership with other organisations in your region e.g. NHS.

- How your college uses these funds to support the transition into education particularly in relation to access direct from school.

### **Individual support and referrals**

- It is our expectation that the funds are used to support inclusion which minimises the need for individual support packages. However, we recognise that at times the best support for the student will be an individual support package. Please outline how you use these funds to fund:
  - Individual support packages.
  - Support in accessing additional support e.g. referrals, SAAS applications etc.

To assist with our understanding of the use of these funds it would be helpful to outline what proportion of your funding is used for individual support and therefore what is available for broader inclusive practices.

### **Additional considerations**

2. Please note that this list is not designed to be exclusive and we ask colleges to identify groups they are supporting not covered by the above or within the Outcome Agreement such as travellers or young offenders etc. We ask colleges to outline the intake and successful completions of these groups wherever possible (and where possible their destinations).
3. To enhance the strategy and to provide context, colleges may want to include evidence of distance travelled or student satisfaction levels. Colleges may also wish to include qualitative evidence of their successes.