

Our Ref: 001/20

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 12 March 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

001/20 (1): Please advise over the period (1 April 2017 to 12 March 2020), the number of staff who listed stress as one of the reasons for sickness. For clarity, I would be grateful if you could supply figures broken down separately year on year for the following time periods (1 April 2017 to 31 March 2018, 1 April 2018 to 31 March 2019 and 1 April 2019 to 12 March 2020).

	Total no of staff listing stress as a reason for sickness	No of support staff listing stress as a reason for sickness	No of lecturers listing stress as a reason for sickness	No of staff earning over £70,000 PA listing stress as a reason for sickness
1 April 2017 – 31 March 2018	71	41	30	0
1 April 2018 – 31 March 2019	60	32	28	0
1 April 2019 – 12 March 2020	53	29	24	0

001/20 (2): Of these staff identified above, how many were subsequently discovered to be related to work? For clarity, I would be grateful if you could supply figures broken down separately year on year for the following time periods (1 April 2017 to 31 March 2018, 1 April 2018 to 31 March 2019 and 1 April 2019 to 12 March 2020).

	Total no of staff (work related stress)	No of support staff (work related stress)	No of lecturers (work related stress)	No of staff earning over £70,000 PA (work related stress)
1 April 2017 – 31 March 2018	26	15	11	0
1 April 2018 – 31 March 2019	23	9	14	0

1 April 2019 – 12 March 2020	24	12	12	0
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001/20 (3): How many days were lost as a result of any kind of stress? For clarity, I would be grateful if you could supply figures broken down separately year on year for the following time periods (1 April 2017 to 31 March 2018, 1 April 2018 to 31 March 2019 and 1 April 2019 to 12 March 2020).

	Total no of days lost to stress	No of support staff (days lost to stress)	No of lecturers (days lost to stress)	No of staff earning over £70,000 PA (days lost to stress)
1 April 2017 – 31 March 2018	2548.5	1199.5	1349	0
1 April 2018 – 31 March 2019	2686.5	1327	1359.5	0
1 April 2019 – 12 March 2020	2162.5	1268	894.5	0

001/20 (4): How many days were lost as a result of workplace stress? For clarity, I would be grateful if you could supply figures broken down separately year on year for the following time periods (1 April 2017 to 31 March 2018, 1 April 2018 to 31 March 2019 and 1 April 2019 to 12 March 2020).

	Total no of staff (work related stress)	No of support staff (work related stress)	No of lecturers (work related stress)	No of staff earning over £70,000 PA (work related stress)
1 April 2017 – 31 March 2018	889.5	203.5	686	0
1 April 2018 – 31 March 2019	1200.5	446	754.5	0
1 April 2019 – 12 March 2020	837.5	487	350.5	0

001/20 (5): How many individual stress risk assessments have been carried out by the College? For clarity, I would be grateful if you could supply figures broken down separately year on year for the following time periods (1 April 2017 to 31 March 2018, 1 April 2018 to 31 March 2019 and 1 April 2019 to 12 March 2020).

Stress risk assessments are not currently recorded other than locally for the information and action for the individuals involved. We are therefore unable to provide you with the requested figures.

001/20 (6): How many occupational group risk assessments have been carried out by the College? For clarity, I would be grateful if you could supply figures broken down separately year on year for the following time periods (1 April 2017 to 31 March 2018, 1 April 2018 to 31 March 2019 and 1 April 2019 to 12 March 2020).

0

Please note, risk assessments are carried out on specific hazards and not occupational groups.

001/20 (7): Do you have a specific stress Policy and/or procedure? If so, please attach. [Please find attached.](#)

001/20 (8): Do you have a specific stress workgroup? [No.](#)

001/20 (9): If so, please attach minutes/action points for last year. [N/A](#)

For each point, could you please provide the information broken down into numbers for support staff/lecturers and staff earning over £70,000 PA for each of the time periods listed above?

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You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research

4th Floor

Edinburgh College (Milton Road Campus)

[24 Milton Road East](#)

[Edinburgh](#)

[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website: www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

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You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards

FOI Team

Policy Number	005 (Draft)
Level	2
Issue	004
Issue date	30 Jan 18
EIA	N/A
Review Date	30 Jan 21
Author	Health and Safety
Committee approval	06 Jun 18



For the future you want

Health and Safety

The Prevention and Management of Work Related Stress



Health and Safety

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AIM AND SCOPE

01. The aim of this procedural guidance document is to outline the college's procedure to identify and reduce workplace stress in order to make reductions in absenteeism, accidents, and assist in increasing productivity and efficiency.

INTRODUCTION

02. Edinburgh College recognises that stressors can have a detrimental effect on the mental health and wellbeing of employees. The college will assess and manage activities to reduce stressors, but recognises that some stressors may be created by home and family life. While the college has no control over these factors, every effort will be made to support staff.

MANAGING STRESS AT WORK

03. The college is committed to protecting the health, safety and welfare of its employees by;

- a. Adhering to the principles of good job design.
- b. Ensuring employees have the skills development and training to enable them to meet the demands of their jobs.
- c. Raising awareness amongst employees and line managers of common workplace factors that contribute to stress and symptoms of stress, along with strategies to minimise the exposure to the effects of these.
- d. Carrying out stress risk assessments and committing to agreed action plans.
- e. Providing a range of employee support services and mechanisms, such as access to fitness facilities, Occupational Health, lifestyle advice and access to counselling and support through PAM Assist.
- f. Encouraging flexible ways of working where business restrictions allow.

04. The Health and Safety Executive (HSE) define stress as "the adverse reaction people have to excessive pressure or other types of demand placed on them". This makes an important distinction between pressure, which can be a positive state if managed correctly and stress which can be detrimental to health.

05. The HSE identifies six key areas called 'management standards' that can be causes of work related stress. These are;

- a. The **demands** of the job i.e. workload, work patterns and the work environment.
- b. The **control** the employee has over their work and how much say the person has in the way they do their work.
- c. The **support** staff receives. This includes the encouragement, mentoring, sponsorship and resources provided by the organisation, line management and colleagues.
- d. The **relationships** in the workplace which includes promoting positive working to avoid conflict and dealing with unacceptable behavior.
- e. The employee's **role** in the organization i.e. do people understand their role, are there any conflicting roles or are they trained to a sufficient level to carry out that role.
- f. Organisational **change** and how it is managed and communicated in the college.

06. The six management standards identified above should be primarily used in a proactive manner to prevent stress occurring within Edinburgh College. However, using these standards can also assist employees in identifying the causes of stress in the workplace as part of a return to work programme.

SIGNS OF WORK RELATED STRESS

07. Recognising the signs and symptoms of work related stress in yourself and in others at an early stage can assist in changing the circumstances that cause the stress. Below are some of the signs and symptoms that can occur to varying degrees. Some common psychological effects of stress may include:

- a. The feeling that you can't cope.
- b. Finding it hard to concentrate and remember things.
- c. Lacking confidence.
- d. Not feeling motivated or committed.
- e. Feeling disappointed with yourself.
- f. Indecisiveness.
- g. Feeling depressed or anxious or suffering mood swings
- h. Feeling more emotional – you might be more tearful, sensitive or overwhelmed.
- i. Feeling irritable, or having a short temper.

08. You might suffer from physical effects as well, which might include:

- a. Feeling tired and lacking energy
- b. Diarrhoea or constipation
- c. Aches and pains
- d. Indigestion and nausea
- e. Headaches
- f. Putting on, or losing weight
- g. Chest pains or tightness in your chest
- h. Eating more or less than usual
- i. Sleeping too much or too little
- j. Isolating yourself from others
- k. Drinking alcohol, smoking or taking illegal drugs to relax

ROLES AND RESPONSIBILITIES

Executive and Senior Management Group

09. This group are responsible for;

- a. Allocating suitable resources to allow for the implementation of the college's stress policy.
- b. Developing an open and supportive culture where issues such as stress can be discussed.
- c. Identifying and managing the factors as part of any change management process that may cause excessive stress.

Managers

10. Managers play an important role in managing work related stress. The responsibilities outlined below are complimented by additional information for line managers later in this guidance. Managers are responsible for the following;

- a. Identifying and managing excessive workplace pressures in their areas of responsibility that may cause excessive stress.
- b. Providing support to employees and making reasonable adjustment, where possible, if there is evidence of stress.
- c. Conducting stress risks assessments and implementing action plans within their respective areas of responsibility.
- d. Ensuring that adequate communication occurs between management and staff, particularly where there are organisational and procedural changes.

- e. Ensuring staff are provided with meaningful professional developmental opportunities.
- f. Monitoring workloads and working hours to ensure that people are not working beyond their capability and implementing reasonable adjustment where necessary.
- g. Monitoring breaks and holidays and ensuring that staff are taking their full entitlement.
- h. Ensuring that bullying and harassment is not tolerated within their respective areas.
- i. Seeking advice from the HR team, as appropriate, regarding how to assist an individual or address more effectively any challenges facing their team.

Occupational Health and health and safety

11. Occupational Health (OH) and the health and safety team can provide advice on stress related issues.
- a. OH will undertake referrals when referred by line management or HR.
 - b. Support individuals who have been off sick with stress and work with those individuals, their respective management and HR regarding a planned return to work.
 - c. Provide specialist advice, information and awareness on stress related issues.
 - d. Advise managers in implementing stress risk assessments and action plans.

Human Resources (HR) and Organisational Development (OD) Team

12. The HR team have the following responsibilities;
- a. Monitoring the effectiveness of measures to address stress by collating sickness absence statistics.
 - b. HR and OD are to advise managers and individuals on training requirements.
 - c. Providing sickness absence statistics, advice and continuing support to managers and individuals in a changing environment.
 - d. Making referrals to OH as required. During the referral process, work with the respective member of staff, line managers and OH.
 - e. Ensure that people's skills and abilities are matched to the job demands and that jobs are designed to be within the capabilities of employees.
 - f. Providing confidential counselling for staff affected by stress caused by either work or external factors.
 - g. Providing information to queries regarding terms and conditions of employment and to provide advice on employment policies and procedures.

Employees

13. Whilst Edinburgh College will control, where reasonably practicable, workplace stress, employees at all levels have responsibility for their own wellbeing. These responsibilities include;
- a. Aiming for an appropriate level of work life balance and maintaining a good working relationship with others.
 - b. Seeking assistance from their line management if they experience difficulties at work which have an impact on their wellbeing and ability to carry out their responsibilities.
 - c. Inform their line management at the earliest opportunity if they are unable to cope with the demands being placed upon them at work, or seek support from PAM Assist.
 - d. Planning and taking allocated breaks and holidays.
 - e. Complying with Edinburgh College's employment and health and safety policies and procedures.
 - f. Identifying any contributing stressors in the workplace and discussing these with line management, or safety representatives.
 - g. Accepting opportunities for counselling when recommended.

14. It is important to take action at a personal level and to review lifestyle to identify any contributing factors to stress that can be altered. For example;

- a. Eating on the run, or in a disorganised manner.
- b. Smoking, or drinking excessively.
- c. Rushing, hurrying and trying to be available to everyone.
- d. Trying to do several jobs at once.
- e. Missing breaks and taking work home.
- f. Taking no time for exercise and relaxation.

TRAINING, INSTRUCTION, INFORMATION

15. All members of staff will be offered training on stress at induction and routinely during their employment. This training can be found on Moodle which also contains a link to the stress procedure and risk assessment.

16. PAM Assist is a 24/7 confidential helpline that Edinburgh College staff can use for counselling and support.

ADVICE FOR LINE MANAGERS

17. Managers are responsible for the welfare of their staff. Identifying the signs of stress at an early stage can reduce the impacts of stress within the area of responsibility. When dealing with workplace stress reasonable adjustments may need to be made for an individual but consideration should always be given to the impact of stressed employees on other team members. There may be a requirement to escalate the issue if, after assessment, it is deemed more staff are required to carry out allocated duties.

18. Signs of stress is not always visible but some of the signs to watch for include;

- a. A person that has been absent from work due to work related stress or has had previous difficulties coping with workloads or personal issues.
- b. They may have personal difficulties which may be unrelated to work.
- c. They are inexperienced in their role.
- d. They may have experienced a period of uncertainty or change relating to their role.
- e. They may have a history of significant or persistent physical health problems.
- f. They may have a personality type which tends towards perfectionism, over work or being unable to cope with pressure.
- e. They demonstrate behaviors which could be attributed to work related stress.

19. Stress should not be a reason for managers to be afraid to manage. If a stress related illness is reported it should be treated as any other sickness absence. Below are some steps that should be taken.

- a. When an individual requests a meeting, allow reasonable time to discuss the issues raised. If either you or the individual is worried about their health it would be appropriate to discuss with HR and refer to OH for assessment and advice. The stress risk assessment and action plan must be completed by line management
- b. Treat stressed employees in the same way as those with a physical health problem. Discuss the issue with them and demonstrate that you are concerned for their health.
- c. Speak to the individual regarding actions that could be taken to alleviate the stress and ask if there is anything that can be done to assist. For example; simple changes to work and advising the individual about sources of help i.e. PAM Assist.
- d. Use the stress risk assessment to aid in identifying stress related issues and identify a viable action plan with the individual.
- e. Document the action plan, carry out the agreed actions and review the modifications to identify if the stress has been reduced. Annex 1 provides details on stress risk assessments.

REFERENCES

[SHE Stress guidance pack](#)

[PAM Assist UK](#)

STRESS RISK ASSESSMENT

01. The aim of any risk assessment is to identify the things that can cause harm (i.e. workload) and control that hazard to an acceptable level. For stress assessments, the HSE's 6 management standards should be treated as hazards and used proactively to mitigate the causes of stress. They can also be used reactively to assist in identifying the factors that can be controlled for employees that identify stress as an existing condition.

02. The risk assessment form and example can be found on [SHE](#). It provides guidance on how to carry out a risk assessment, an example assessment and a return to work questionnaire which can be completed by employees as part of a return to work procedure.

03. The steps to carrying out a stress risk assessment are outlined below.

Step 1 - Identify the stress risk factors (Management Standard)

- a. The college's risk assessment process is based on the Health and Safety Executive's management standards for work related stress. When assessing the risks to which employees are exposed to, it is important to consider organisational level issues that have the potential to impact on teams rather than solely focusing on individual employees.
- b. Aspects such as sickness absence data, Occupational Health referrals, survey results, exit interviews and staff turnover rates can provide a good indicator as to the level of stress within the college.
- c. Using the 6 management standards headings can assist in identifying what the actual cause of the stress is.

Step 2 - Decide who might be harmed and how

- a. Some people may be more vulnerable to developing work related stress than others. Each department may also be exposed a greater deal of stress than others. This should ideally be completed as part of any change management programme.

Step 3 - Evaluate the risks and assign control measures

- a. The risk assessment template has been designed for recording risks and allows any existing control measures to be added. Each assessment must be completed specifically for the individual or change. The guide tab on the risk assessment describes the evaluation process. The suggested control measures are not exhaustive.
- b. The 6 management standards can also be used to identify control measures. Examples are below for each of the management standards;

DEMANDS

- i. Can tasks be redesigned or reallocated?
- ii. Can adjustments be made to working hours or patterns?
- iii. Can changes be made to the way resources are managed or allocated?
- iv. Should further training be provided?
- v. Can changes be made to the work environment, equipment or resources?
- vi. Can deadlines and workflow be reviewed?
- vii. Are breaks and annual leave taken?

CONTROL

- i. Can the job design be altered to give more control over pace of the work?
- ii. Can adjustments be made to the working hours or patterns?
- iii. Are employees encouraged to develop new skills and use initiative?
- iv. Can further training be provided?

SUPPORT

- i. Are opportunities available to raise and resolve issues?
- ii. Are systems in place to give and receive regular feedback?
- iii. Do employees know how to access information, policies and procedures?
- iv. Do employees know how to access the resources necessary to do their job?
- v. Do employees know how to access support systems provided by the college?
- vi. Do employees have a supportive working environment where open communication is encouraged?

ROLE

- i. Are opportunities available to raise and resolve issues?
- ii. Is the job design safe and clear?
- iii. Are there conflicting demands which could be minimised?
- iv. Are systems in place to give and receive regular feedback?
- v. Are clear objectives set and policies and procedures communicated?
- vi. Are there clear lines of communication and line management structure?

RELATIONSHIPS

- i. Are opportunities available to raise and resolve issues?
- ii. Is conflict identified and addressed at an early stage?
- iii. Do employees know where to find information, policies and procedures relevant to their concerns?
- iv. Do employees know how to access support systems provided by the college?

CHANGE

- i. Are employees consulted on proposed changes in a timely manner where possible?
- ii. Are employees provided with information to help understand the reasons for change, if required?
- iii. Are systems in place to provide employees with information on the probable impact of change on their jobs?
- iv. Are systems in place to make employees aware of timescales for change?
- vi. Do employees know how to access support systems provided by the college?

Step 4 - Record the findings and implement action plans

04. Once the findings have been recorded, all agreed actions must be carried out in order to mitigate the risk.

Step 5 - Monitor and review action plans and assess effectiveness

05. The assessment must be reviewed periodically if there are changes to working practices or the levels of stress continue at the same level. Employees are responsible for advising their line manager of any changes in activity which may affect the findings of the risk assessment which may initiate a review. Ensure that the assessment review date is added and that changes are brought to the attention of all members of staff and others who may be affected.

Quality Assuring Holistic Assessment Decisions for HNC, HND, NC, NPA, selected PDAs, Edinburgh College devised qualifications and free-standing NQ units.

During the COVID-19 emergency of session 2019-20, all colleges are required by SQA to establish an Internal Quality Assurance (IQA) Panel to 'support, advise, moderate and confirm the work of course teams'. This requirement is necessary to support the change from assessment decisions being made by individual assessors, to a holistic, course team approach.

The IQA Panel: Key Principles

The panel will:

- Be documented
- Be risk-based and proportionate
- Promote a standardised and consistent approach across all teams
- Confirm validity and reliability in assessment
- Generate and retain evidence of internal quality assurance activities

The remit of the IQA Panel:

- To support, advise, moderate and confirm the work of course teams in line with SQA advice
- Ensure standardisation of course teams within the centre in the interpretation and use of the SQA decision tree and supporting guidance to ensure the objectivity, fairness and accuracy of assessment judgements at course level

The composition of the IQA Panel:

The IQA Panel will include:

- At least two people
- At least one person with experience of delivery of HN qualifications
- At least one person with experience of quality assuring assessment decisions
- No-one who is a member of a course team for the course the panel is overseeing

Members of the IQA Panel will be drawn from the Curriculum Planning and Performance Team in line with the SQA requirements stated above.

Which qualifications may be reviewed by the IQA?

- HNC, HND, NC, NPA, selected PDAs, Edinburgh College devised qualifications and freestanding NQ units
- The allocation will be risk-based and focus on qualification decisions determined by the lower stages of the decision tree.
- Heads of Faculty must refer all qualifications involving decisions of a difficult nature to the IQA Panel
- The IQA Panel will review all decisions to defer assessment decisions
- The IQA panel will review all decisions to grant an extension to students based on extenuating circumstances

Prior to the IQA Panel Meeting

- 1. Course Teams complete the Qualification Planning Rubric for the course. Where the decision has been to defer assessment for the course, the Curriculum Manager must inform their Head of Faculty in the first instance and contact the C19 assessment inbox to alert the IQA Panel to this proposed outcome. The Panel will schedule a meeting to consider the deferral recommendation and contact the Curriculum Manager within two days to ratify the recommendation, where appropriate.**
- 2. If students have completed an Assessment Extension Form and an extension has been recommended by the Course Team/CM, these recommendations should be sent to the Head of Faculty in the first instance. Completed forms, including CM recommendations, must then be sent to the C19 Assessment inbox for ratification. The Panel will review the reasons for granting an extension and will contact the CM within two days to ratify the recommendation, where appropriate.**
- 3. The IQA Panel will arrange to have student entries kept open until circumstances allow assessment to take place.**

Our Ref: 002/20

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 13 March 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

002/20 (1): Does your college provide onsite counselling services for students? [Yes](#).

002/20 (2): How many counsellors does your college employ? [None, the College works with an external agency to provide a counselling service for our students.](#)

002/20 (3): How many hours are each of your counsellors employed for? [The external agency provides two FT counsellors and one counsellor 3 days per week.](#)

002/20 (4): Are all of your counsellors fully qualified and registered counsellors? [Yes](#).

002/20 (5): Do you have designated counselling space for these services? [Yes, there is a wellbeing room on each Campus.](#)

002/20 (6): Does your college use external counselling services? [Yes](#).

002/20 (7): How many students have studied or study at your college in the previous and current academic year?

[2018/19: 26,547 students](#)

[2019/20 \(to date\): 23,869 students](#)

002/20 (8): How many appointments have been provided for your students by counsellors in the previous and current academic year?

[Aug 2018 -June 2019: 396 sessions](#)

[13 Jan 2020 – 16 March 2020: 248 sessions](#)

002/20 (9): Have you employed an additional counsellor as a result of the additional funding provided by the Scottish Government in relation to the provision of counselling services?

[No, please see response to 002/20 \(2\).](#)

002/20 (10): Have all staff been trained in signposting students who may benefit from counselling services to the appropriate support at your college?

[All staff are aware that they should signpost students to the Student Experience Team who can refer students to the counselling service. The College also employs a Student Wellbeing Adviser whose role is to work with students individually and in groups to manage their mental health and wellbeing using a variety of approaches. The College offers training for staff in Mental Health First Aid. The College Student Mental Health and Wellbeing Policy includes guidance for staff on crisis intervention. Support is also available to students through campus based Learning Support Teams,](#)

Learning Development Tutors and Students Association staff who provide mental health support to students as part of their wider role.

002/20 (11): Is this training voluntary or mandatory? [Voluntary](#).

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Regards

FOI Team

Our Ref: 003/20

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We refer to your request for information dated 19 March 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

003/20 (1): Q1. Companies awarded?

- (a) Photocopiers/MFDs [See below](#)
- (b) Printers [See below](#)
- (c) Print room / reprographics [See below](#)

[A printing, reprographics and photocopying contract was awarded to Capital Document Solutions Limited.](#)

003/20 (2): Q2. Length of contract/s and end dates?

- (a) Photocopiers/MFDs [See below](#)
- (b) Printers [See below](#)
- (c) Print room / reprographics [See below](#)

[3 April 2017 – 2 April 2022](#)

003/20 (3): Q3. Number of devices?

- (a) Photocopiers/MFDs [34 x colour and 20 x B/W](#)
- (b) Printers [3 x colour and 19 x B/W](#)
- (c) Print room / reprographics [3 x B/W and 1 x Colour](#)

003/20 (4): Q4. Annual print/copy volume

- (a) Photocopiers/MFDs [See below](#)
- (b) Printers [See below](#)
- (c) Print room / reprographics [See below](#)

[\(Academic Year 2018/19\) Total printed pages = 24,950,440](#)

003/20 (5): Q5. Annual spend?

- (a) Photocopiers/MFDs [£26,460.24](#)
- (b) Printers [£3,313.28](#)
- (c) Print room / reprographics [£17,987.16](#)

003/20 (6): Q6. Details on how these were procured. i.e. By Framework a. Procurement method b. If Framework, please state which one.

[The contract was competitively tendered using Scottish Procurement Framework SP-12-008 for the Provision of office equipment and print estate audit services](#)

003/20 (7): Q7. Do you have any print management software? [Yes](#)

003/20 (8): If so, which software? [Safecom](#)

003/20 (9): Q8. Do they supply you with any scanning software (additional to the software native to the device)? [No](#)

003/20 (10): Q9. What Document Management solution/s do you currently use within your organization? [Digital storefront](#)

003/20 (11): Q10. Who are the procurement & business/IT contacts within your organization responsible for the decision on MFD's and the contract(s)? What is their job title, and their contact telephone & email details?

Business/IT = Estates Services Manager, Dave.Keen@edinburghcollege.ac.uk

Procurement = Contact details for the procurement team are available on the APUC website: <http://www.apuc-scot.ac.uk/#!/teamdetail.php&a=enu>

Full details of the college's procurement process are available on the College's website: <http://www.edinburghcollege.ac.uk/Welcome/Procurement>

Please note, Edinburgh College seeks to use Frameworks accessed through APUC and the Scottish Government. Where Frameworks are not available Edinburgh College seeks quotes or tenders for purchases. It uses Public Contract Scotland for tendering purposes and tenders are evaluated in accordance with Scottish Government guidance and regulation. Where required, high value contracts will be tendered under EU Regulations.

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Edinburgh College (Milton Road Campus)

[24 Milton Road East](#)

[Edinburgh](#)

[EH15 2PP](#)

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The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards

FOI Team

Our Ref: 004/20

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 14 April 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

004/20 (1): HR Manager/Reward and Benefits Manager's name and email address?

N/A, the College does not currently have a post of "HR Manager" or "Reward and Benefits Manager".

004/20 (2): Number of College staff who are a member of the Local Government Pension Scheme (LGPS)? 562

004/20 (3): Number of LGPS members who have an Additional Voluntary Contribution (AVC) set up.

This information is exempt under Section 38 of the FOI(S) Act 2002 as due to the low numbers involved (less than five) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals' personal data.

004/20 (4): For the LGPS members who have an AVC set up, the total amount of AVCs made in the last month.

This information is exempt under Section 38 of the FOI(S) Act 2002 as due to the low numbers involved (less than five) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals' personal data.

004/20 (5): Do the College offer an AVC through salary sacrifice to LGPS members? No

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Regards

FOI Team

Our Ref: 005/20

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 02 May 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

005/20 (1): (1) How many hours of facility time per week are allocated to the various trade unions within your college for local business and how is this determined? Is it allocated by trade union or by steward? Please provide a breakdown by trade union.

EIS	60 hours per week
Unison	25 hours per week
Total	85 hours per week

Hours are covered in the two RPA's and determined by the unions

005/20 (2): (2) How many stewards do you have for each recognised union?

EIS: 14

UNISON: 3

005/20 (3): (3) Over and above the core allocation to the stewards involved in the local bargaining machinery, do you provide additional facility time to health and safety, learning or equalities reps? If so, please detail arrangements for each trade union and indicate whether or not this allocation is already covered in your response to question one or whether this is additional.

No, all hours are covered in response to **005/20 (1)** above.

005/20 (4): (4) Is more time given to stewards who are involved in the local bargaining machinery to those who are not? Please specify the amount per week for each trade union.

No, all hours are covered in response to **005/20 (1)** above.

005/20 (5): (5) Are any of your local stewards involved in the national bargaining machinery? If so, how much time is allocated to them per week to facilitate this and how many stewards are involved? Please detail for each trade union and indicate whether or not this time is already included in your response to question one or whether this is an additional allocation.

1 EIS rep currently at 6 hours pw – additional allocation

0 Unison

005/20 (6): (6) Are any of your local stewards on facility time to run a trade union branch? If so, how many for each trade union and how many hours per week are allocated? Again, is this additional to the response provided for question one? None

005/20 (7): (7) When stewards are on union business, are there back-filling arrangements in place to cover their work? Please detail the arrangements for each of the recognised unions.

Reps agree remission time with their managers who then ensure appropriate cover is put in place. EIS hours are backfilled. UNISON hours usually aren't backfilled, but some are on an informal basis.

005/20 (8): (8) Does your college support the notion of a central facility time fund whereby each college within the sector pays an equal share of the costs associated with national bargaining? [N/A](#)

005/20 (9): (9) If you answered yes to question 8, please indicate whether or not this position has been put formally to the Employers Association in any relevant discussions/votes. [N/A](#)

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Regards

FOI Team

Our Ref: 006/20

As of 1 October 2012, Edinburgh’s Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 19 June 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 (“FOISA”).

006/20 (1): Since lockdown until 19 June 2020, can you please provide details of the number of staff who have accessed the college buildings or otherwise travelled on college business? Can you please break this down into dates, roles, FTE numbers, duration in hours/minutes, reason for attendance and also indicate whether this was on a voluntary basis or for reasons connected with their substantive roles?

Meetings took place to assess hygiene measures and risk assessments on 15, 16, 17 and 19 June between 1000-1300. Attendance was on a voluntary basis.

Head of Health, Wellbeing & Social Sciences
Health & Safety Manager
Curriculum Manager x 10
Curriculum Leader x 2
Support staff x 4

The Waterfront Nursery is an Early Years Hub and has remained open to provide care for key worker children and vulnerable children. All staff were asked before the nursery agreed to continue operating and the team in place agreed they were happy to work.

2,374 hours worked between 30/03/20 – 19/06/20

Nursery Manager
Nursery Deputy Manager
Support staff x 11

Between 26/03/2020 – 19/06/2020 the Estates Services Manager has accessed the college buildings every Thursday for three hours in order to collect mail, distribute sanitary products to food banks, collate and distribute PPE for NHS and manage access to buildings for staff.

Between 23/03/2020 – 19/06/2020 the contractor maintenance team have accessed the college buildings for seven-hour days (Mon-Fri) in order to carry out mandatory PPM’s and flushing of water systems across all campuses.

Total FTE = 33.41

Details of other staff accessing College buildings is provided below:

Date	No of Staff	Total Duration	Reason
25/05/2020	1 support staff	20 mins	Refresh laptop
26/05/2020	7 lecturers	2hr 35mins	Collecting folders and resources

28/05/2020	2 support staff	25 mins	Footage of workshops
28/05/2020	2 lecturers	13 mins	Collect student files
02/06/2020	10 lecturers	9hrs	H&S walkrounds, collecting folders and resources
02/06/2020	1 support staff	3hrs	H&S walkrounds
04/06/2020	9 lecturers	6h 50mins	Collecting folders, student work and evidence, repairing/collecting of laptops
04/06/2020	2 support staff	27 mins	Collecting laptops and chairs
09/06/2020	13 lecturers	12hrs 30mins	Collecting folders, student work and evidence, repairing/collecting of laptops
11/06/2020	3 lecturers	1hr 35mins	Collecting folders, student work and evidence, repairing/collecting of laptops
11/06/2020	4 support staff	1hr 30mins	HR printing and staff collecting chairs
16/06/2020	4 lecturers	2hrs 30mins	Collecting folders, student work and evidence, repairing/collecting of laptops
18/06/2020	9 lecturers	10hrs 20mins	Collecting folders, student work and evidence, repairing/collecting of laptops
18/06/2020	1 support staff	10 mins	Pick up chair

006/20 (2): Please advise whether there was prior consultation with Trade Unions before staff entered the building or travelled on college business?

The 5 R Steering Group discussed key staff accessing campuses (first meeting 11 June). It was also discussed at the first Estates, H+S and IT sub groups on 1 June. Trade Unions were present at both meetings (and have been at all subsequent meetings).

Access prior to these meetings has either been due to staff requesting access or to undertake essential work. Government guidelines have been followed when staff enter College buildings.

006/20 (3): If not, please indicate your reasons.

Please see response to **006/20 (2)**.

006/20 (4): Were Trade Unions involved in the drafting/agreement of risk assessments prior to staff accessing the buildings and did staff have sight of these prior to entry?

Trade union reps are an integral part of a team agreeing the appropriate procedure/s for risk assessments.

006/20 (5): Did any staff members have to travel more than five miles in order to attend work under these circumstances?

Yes

006/20 (6): If so, how many?

15

006/20 (7): Did any staff have to use public transport to attend work under these circumstances?

Yes

006/20 (8): If so, how many?

2

006/20 (9): Was the decision to have staff attend work equality impact assessed?

No

006/20 (10): If not, why not?

To date, access to College buildings has either been due to staff requesting access or to undertake essential work. Government guidelines have been followed when staff enter College buildings.

The College's Restart action plans will be equality impact assessed.

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Regards

FOI Team

Our Ref: 007/20

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 21 July 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

007/20 (1): distribution of graded unit results for this year's class [HNC Business Full Time Sighthill F1B, TH15HBAC19-F1SB]:

This information is exempt under Section 38 of the FOI(S) Act 2002 as due to the low numbers involved individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals' personal data.

However, in order to advise and assist you in your enquiry, please see Table 1 for the distribution of graded unit results (Business: Graded Unit 1 (F8LD34)) for Full Time, Year 1 HNC/HND Business programmes only in academic year 2019/20.

007/20 (2): the results [distribution of grades] achieved by previous cohorts:

Please see table 1, below.

Table 1: Distribution of Business: Graded Unit 1 (F8LD34) grades, academic sessions 19-20 to 18-19. Full Time, Year 1, HNC/HND Business programmes only.

Academic Year	Unit	Programme	Cohort	Campus	A Grade	B Grade	C Grade	Withdrawn from Unit	Failed Unit	No Result against Graded Unit
19-20	Business Graded Unit F8LD34	Full Time HNC/ Full Time HND Business Year 1	All 1 st year Full Time HNC/D Business cohorts	All	8.74%	15.53%	47.57%	22.33%	4.85%	0.97%
18-19	Business Graded Unit F8LD34	Full Time HNC/	All 1 st year Full Time	All	6.85%	11.64%	27.40%	32.88%	21.23%	0.00%

		Full Time HND Business Year 1	HNC/D Business cohorts							
17-18	Business Graded Unit F8LD34	Full Time HNC/ Full Time HND Business Year 1	All 1 st year Full Time HNC/D Business cohorts	All	6.54%	12.15%	29.91%	30.84%	20.56%	0.00%
16-17	Business Graded Unit F8LD34	Full Time HNC/ Full Time HND Business Year 1	All 1 st year Full Time HNC/D Business cohorts	All	7.75%	20.93%	30.23%	16.28%	24.81%	0.00%

007/20 (3): the precise process used to determine my graded unit score:

Please see Covid-19 Qualification Planner & Assessment Arrangements Guidance Document May 2020, attached.

Please note, the make-up of the IQA panel as stated in the Assessment Evidence Guidelines was superseded on May 20 (IQA Panels V3, attached) following updated guidance from the Scottish Qualifications Authority (SQA).

007/20 (4): confirmation of the other details used in this determination:

Please see response to 007/20 (3).

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FOI Team

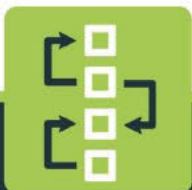
**UPDATED (04 MAY 2020) TO INCLUDE
QUALIFICATION RUBRIC / PLANNER
GUIDANCE INFORMATION**



For the future you want

COVID-19 Emergency Session 2019-20

Exceptional Circumstances Assessment Evidence
Guidelines for HNC, HND, NC, NPA, Skills for Work,
Selected PDAs, and NQ free-standing units



Curriculum Planning &
Performance

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1. OPERATING CONTEXT

College staff and students are working in exceptional circumstances to ensure that assessments for 2019/20 can continue to take place to ensure that no student faces any disadvantage to further their ambition for success. The College is working on the principle that every effort will be made to support students as much as we possibly can.

As a result of the COVID 19 pandemic, it is not possible to recognise learner achievement in the normal way. Following the closure of the College in March, 2020, all face-to-face teaching and assessment was suspended. At that point, assessment for most students was incomplete.

SQA and Colleges Scotland have agreed a holistic model for generating additional assessment evidence, where possible and practicable, in order to recognise learner achievement in as fair a way as possible, whilst maintaining appropriate standards. Therefore, during this emergency, student outcomes will be based on an overall assessment of whether or not they have achieved course aims/outcomes and not on a unit by unit basis. This model should also be applied to the qualifications of other awarding bodies whose courses are delivered at Edinburgh College.

This document sets out the process for generating assessment evidence during the period of this emergency through to the end of academic year 2019/20 and relates to Higher National qualifications, National Certificates, National Progression Awards and NQ free-standing units. This guidance may be subject to alteration if further updated guidance is received from the Scottish Government and/or the SQA.

2. KEY PRINCIPLES

1. Where possible, learners should continue to engage remotely in learning, teaching and assessment until the scheduled end of the semester, or to the point where the course team considers that sufficient evidence is in place to enable a final assessment judgement to be made (see 'Generating assessment evidence' below).

2. A broad range of evidence should be used where available including formative assessment, part-completed work, summative work completed to date, witness testimony, professional discussion, photographic/video evidence, staff knowledge of learner engagement, progress and achievements to date.
3. It is recognised that the gathering of additional evidence may not be possible for all learners and holistic outcome decisions may need to be based on the assessment evidence currently available. This should only be done as a last resort and with the agreement of the course team, who should document their decisions.
4. Where learners have real and significant barriers to learning, assessor judgement may be utilised to a greater extent. Justification for this approach must be provided by the Course Team.
5. The overriding principle to be applied is whether or not the student has achieved the course aims/outcomes.

3. THE DECISION-MAKING PROCESS

Course Teams should use the Decision Tree in Appendix 1 to determine whether additional assessment evidence is required to make holistic judgements on student outcomes.

Course Teams should map available evidence to course aims/outcomes and identify gaps where additional assessment evidence is required. A Qualification Plan & Outcome Template has been developed to support this process. This should be retained for review by IQA panels, if requested (see below).

Where it is possible to apply existing assessment arrangements, without detriment to the student, assessors should continue to gather and mark assessment evidence as usual.

Where this is not possible, assessors should:

- Utilise existing completed student work which demonstrates competence
- Utilise partially completed student work which demonstrates competence
- Cross reference evidence gathered from across other units in the course framework
- Use professional judgement to alter conditions of assessment where this is considered necessary for ongoing assessment activity to take place
- Use evidence-based assessor/course team judgements
- Focus at a holistic course aims and outcome level to make qualification judgements, not individual unit level

4. ADAPTING ASSESSMENT INSTRUMENTS AND CONDITIONS

Where it is possible to apply existing assessment instruments and conditions, assessors should continue to gather and mark assessment evidence in the normal way.

Where this is **not** possible, assessors/course teams may:

- Change a closed book assessment to an open book assessment. **N.B. assessment instruments on SQA Secure must not be used for this purpose**
- Change or adapt an assessment instrument to enable evidence to be generated in the circumstances
- Utilise a range of approaches to generate evidence including formative work, video evidence, time-limited assessments, projects, online assessment, real work activities, photographic evidence, case studies, witness testimonies, volunteering and recorded professional discussion
- Decide to postpone a practical assessment until conditions allow assessment to take place

These examples relate equally to Graded Units. Where these are incomplete and where further progress is not possible, course teams should refer to the Decision Tree to determine the next steps. In some cases, a grade may be determined, alongside other student evidence, based on progress and achievement to date, providing there is sufficient evidence in line with the grading criteria to meet course aims.

Adapted or new assessment instruments should be developed and internally verified by the course team before use. There is no need to submit new or adapted instruments to SQA for prior verification during the current emergency.

In subject areas where there are specific health and safety or competency requirements, assessment instruments and conditions should not be altered. Please refer to the SQA list of such courses. Further guidance on assessment arrangements for these courses will be provided separately.

5. ASSESSMENT OF EVIDENCE

Assessors should agree student outcomes through professional discussion within the course team.

- Assessment evidence should be judged holistically across the group award/course framework and with a view to inferring competence at course aim and outcome level
- Records must be kept to document this process
- Assessors should refer to the SQA Making Effective Assessment Decisions (MEAD) document when making decisions
- Course teams should use the Decision Tree to support their decision-making process
- Internal Quality Assurance (IQA) Panels will be set up to quality assure the work of course teams (see below).

Internal Quality Assurance (IQA) Panels

SQA has requested that IQA Panels be set up to quality assure the work of course teams. This will be done on a risk basis. By exception, Course Teams may request a referral to the IQA Panel where agreement cannot be reached within the Course Team. Where convened, IQA panels will consist of:

- Two assessors from within the Course Team
- One Internal Verifier from within the Course Team
- Either the relevant CL or CM or Head of Faculty
- One member of the Quality Team

IQA Panels will be convened to provide an audit trail for assessment decisions which demonstrates:

- A standardised and consistent approach to assessment decisions has been adopted across all course teams
- The validity and reliability of assessment decisions based on the evidence presented by course teams
- Assessment results that are consistent with previous performance as shown in 3-year trend data

Internal Verification

The Internal Verification process will be adapted during this emergency. Normal IV activity as scheduled in IV plans (IV2) will not take place for the remainder of this academic year (unless sanctions were applied to the qualification during session 2018-19, in which case affected units will require to be internally verified). The college Internal Verification process will be used to record standardisation of new and adapted assessment practices (IV3). It is the responsibility of the Course Team to identify an Internal Verifier to lead this process. Internal Verification activity will therefore be focused on:

- IV of new or adapted assessment instruments
- IV of holistic judgements and awarding of student outcomes
- IV of identified at risk subject areas
- Referral of identified 'at risk' courses or assessment decisions to the IQA Panel

Evidence Retention

Evidence of assessment decisions, including where professional judgement has been used, should be clearly documented by course teams and used by IQA Panels.

Records of course team judgements and IQA Panel rationale, discussion and decisions should be retained by Course Teams until 31 December, 2020, together with student evidence.

6. NOTIFICATION OF STUDENT OUTCOMES

Course Teams are responsible for making a holistic assessment of each student's achievement, based on the evidence available and their professional judgement. The rationale for decisions should be recorded for audit purposes. Once a final decision has been made by the Course Team, the agreed result should be entered in i-resulting. The Head of Curriculum Planning and Performance will sign off every cohort of results and inform the Course Team when this has been completed. The Course Team should then contact students to inform them of the outcome.

Where the student has not achieved the award and this is considered a direct result of the impact of cessation of face to face teaching and college closure, the Course Team should refer to the IQA Panel and request that the entry be kept open and the student be given the opportunity to engage in further learning, teaching and assessment when conditions allow. This should only be done where a student has undertaken only a small proportion of the qualification, where there are substantive new subject areas within the group award that the learner has not undertaken (resulting in the course aims not being achieved), or where changes to assessment methods are not possible

Student Appeals

The normal appeals procedure will continue to apply. Assessment feedback and IV documentation should be completed and retained to support the appeals process. Where new and adapted assessment practice has been used and where student outcomes have been awarded using professional, holistic judgement, the guidance outlined within this document will apply (COVID 19 Emergency, session 2019-20, Exceptional Circumstances Assessment Evidence Guidelines).

APPENDIX 1

****** SEE FOOTNOTE

Log into Edinburgh College remote access. The link to the Qualification Planner for HN, NC, NPA, SFW, and NQ Freestanding Units is now available below (left-click image to access the hyperlink):



In order to complete this exercise, please follow the steps below:

Where applicable, check the subject-specific guidance document (available in Moodle), in order to identify any elements of the course that may have to be deferred in light of health and safety, or other concerns:

COVID-19: HN subject-specific guidance	
Group Award Title:	HNC Beauty Therapy HND Beauty Therapy
Group Award Code:	GN87 15 GN88 16 and G7WY 16 (lapsed July 2019)

Copy over all 'Course General Aims' (including numbers) to the Qualification Planner from the arrangements document / group award specification, available at: <https://www.sqa.org.uk/sqa/25147.html>

3.1 General aims of the qualification

All HNC/HND qualifications have a range of broad aims that are generally applicable to all equivalent HE qualifications:

- 1 Develop critical and evaluative thinking.
- 2 Develop problem solving.
- 3 Develop the ability to manage and absorb information.
- 4 Develop communication skills and presentation techniques.
- 5 Develop the ability to be flexible and to work co-operatively with others.
- 6 Develop personal effectiveness and self-reflection skills.
- 7 Develop the ability to take responsibility for one's own learning.
- 8 Develop study and research skills.
- 9 Develop skills in IT.
- 10 Develop current employment skills and expertise.
- 11 Provide opportunities for career planning.
- 12 Enhance employment prospects for learners undertaking the course/s.
- 13 Enable progression within the SCOP including progression to HE.

Don't forget to save your changes.

*** Group Award Specification for:**

HNC Social Sciences
Group Award Code: GP1K 15

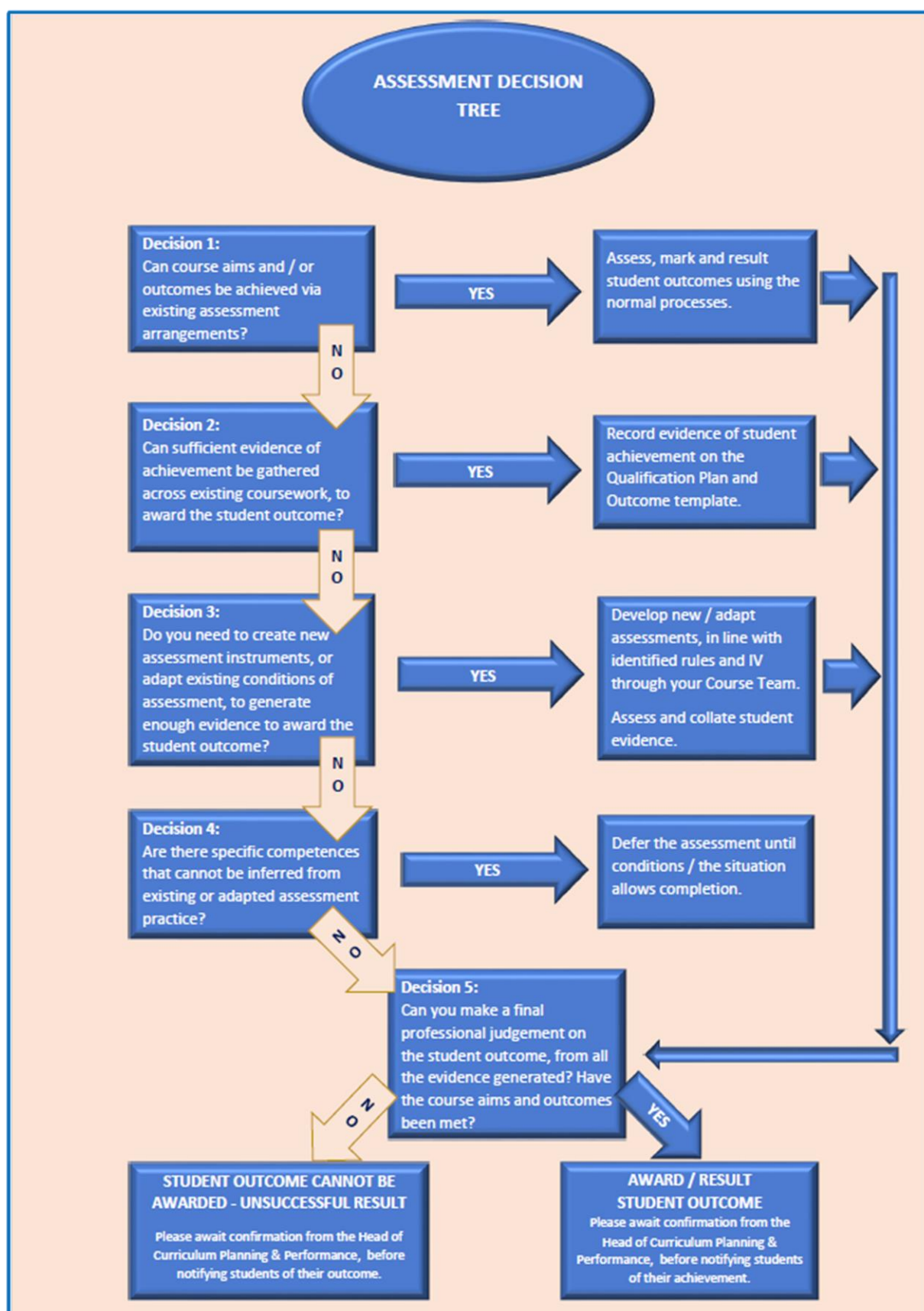
HND Social Sciences
Group Award Code: GP2N 16

Validation date: June 2018

***** If your course does not have a group award, the team should agree the course aims and type these in.

****** If your team has already created an alternative version of this holistic planner, please send it to: C19Assessment@edinburghcollege.ac.uk

Use the decision tree to determine whether or not all outcomes can be achieved by employing existing assessment arrangements, or if alternative assessment arrangements are required:



FREQUENTLY ASKED QUESTIONS – STAFF

Q: How can we ensure standardisation in assessment judgements across the sector?

A: The guidance provided by SQA and included in Edinburgh College emergency arrangements, supports standardisation of approach across the sector. These are truly exceptional circumstances and, in light of timescales and logistics, it will not be possible to moderate assessment judgements sector wide. SQA have acknowledged that colleges are experienced, trusted and trustworthy institutions that are able to utilise and apply professional judgement and evidence to deliver fair and reasonable outcomes for our students.

Q: How do we quality assure?

A: Internal Quality Assurance will be strengthened within each college to support, advise, moderate and confirm the work of course teams in line with SQA guidance. This will support the change from assessment decisions being made by individual assessors to a holistic, course team approach to decision making.

Q: Can we share resources and approaches across the sector?

A: SQA will support with guidance and resources wherever possible. Colleges may use existing networks for sharing of resources where possible and practicable – however, approaches for supporting students in generating assessment evidence are dependent on a wide range of local factors including the stage to which assessment has already been achieved, access to equipment and resources, remote communication networks and therefore assessment approaches and conditions will be based on professional judgement at local level.

Q: Can we use open book assessment in lieu of closed book?

A: Yes, this would be a suitable alternative approach in some cases, in agreement with SQA. For example, it may be desirable to set this as a timed assessment. Whilst flexibility around conditions of assessment may allow open book activities to replace established closed book practice, care must be taken not to compromise existing secure assessment materials.

Q: Will staff be able to devise and implement alternative assessment instruments without having these prior verified?

A: The approaches to alternative assessment and the development of any additional instruments of assessment would be entrusted in these exceptional circumstances to the professional judgement of the course team, and subject to normal internal verification arrangements.

Q: How will all of this apply to students with additional support needs?

A: Staff should choose the most appropriate assessment methodology to make the assessment accessible. This will be in partnership with college student support services. This could include, for example, the use of professional discussion as an alternative to written evidence if a scribe is usually required.

Q: What about SVQ, can we apply the same guidance?

A: No. SVQs are subject to regulatory requirements and separate guidance will be issued in respect of these.

Q: How can we apply a grade to a Graded Unit where this cannot be completed and may even be the weakest element of available evidence?

A: The Graded Unit is the summation and application of the candidate's understanding of appropriate mandatory units in the HN to meet the course aims. The course team, through a professional discussion, review the quality and sufficiency of candidate evidence, in addition to any work submitted for the Graded Unit, to determine a grade.

Q: Are we expected to keep assessing students?

A: Yes. We will continue to deliver learning and teaching and assess students, where possible, until the scheduled end of the semester, or to the point where the course team considers that sufficient evidence is in place to enable a final assessment judgement to be made.

Q: How should I approach re-sits from Semester 1?

A: This should be considered as part of the holistic evaluation of the student performance. If all other evidence suggests that they would have achieved the qualification, then a pass should be awarded.

Q: Should we defer students if they have not achieved all units on a qualification?

A: No, deferrals should always be the last measure and should only be used if the qualification team is not able to develop suitable alternative methods of assessment e.g. for health and safety reasons, where there are license-to-practice requirements or for practical assessments where competence cannot be demonstrated.

Q: How will we deal with students whose assessments have been deferred due to COVID-19?

A: The College will put in place an action plan detailing how we will address all deferrals when we return after the lock down.

Q: What if a student does not agree with their result? What is the process for dealing with this?

A: We have reviewed our Appeals Procedure, taking into account the COVID-19 exceptional circumstances arrangements. It remains as before and the procedure should be followed in the normal way.

Q: What if a student is sick or fails to submit assessments online or claims they couldn't get access?

A: All normal college policies apply for sickness or failure to submit. Access should be discussed with students in advance to minimise any issues and IT support secured. Teaching staff should apply prior knowledge of students and college policies in all cases.

Q: How should I result the outcomes?

A: Resulting should be completed by unit, considering the holistic approach to reaching assessment decisions. If a student has been deemed to achieve the course aims/outcomes, then all units contributing to the qualification should be resulted as a pass.

Q: What should I do about core skills or serviced units on my course?

A: Establish if they are essential to the achievement of the qualification aims. If so, contact the core skills or servicing lecturer to agree any revised assessment plans to ensure that these are appropriately completed.

Q: What do I do about infill students?

A: Complete as for other students if the unit is being treated as part of the course aims. If not, see if an alternative is possible to allow them to complete their course. Final option would be to offer them a refund if the unit is their only option and is not being completed this year.

Q: What do I do about students who have failures from Semester 1?

A: Undertake a holistic review of their achievement and make a professional judgement as to whether or not they have achieved the qualification aims without having achieved every aspect of all units.

Q: What should I do if I think there are inconsistencies in the information/guidance being offered by SQA?

A: Contact C19assessment@edinburghcollege.ac.uk and a member of the Quality Team will get back to you with clarification.

Q: Does there need to be evidence for all outcomes?

A: The course team, using professional discussion and judgement will reach an outcome decision, where possible, based on a holistic review of all available student evidence, as well as staff knowledge of their students, their engagement, progress and their achievements to date. This may include areas where the available evidence is used to infer competence or predict an outcome that is reasonable and justifiable in respect of the wider evidence base available.

Our Ref: **009/20**

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 31 August 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

009/20 (1): request for your [PASS] plans to request campus access for some of the delivery.

Please find attached a copy of the PASS risk assessment requesting campus access for some of the delivery.

Please note, the College adheres to the Scottish Government's Coronavirus (Covid-19) guidance for universities, colleges and student accommodation providers:

<https://www.gov.scot/publications/coronavirus-covid-19-universities-colleges-and-student-accommodation-providers/>

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research

4th Floor

Edinburgh College (Milton Road Campus)

[24 Milton Road East](#)

[Edinburgh](#)

[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:

www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards

FOI Team

Our Ref: **010/20**

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 22 September 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

Details of discretionary funding

010/20 (1): Details of your institutions' discretionary funding including the different funding streams on offer, (e.g. hardship funding, childcare support, housing support etc.) eligibility, and any changes made during the Covid-19 pandemic

The College operates four discretionary funding streams that are available to students. FE bursary, childcare funds and discretionary funds are provided by the Scottish Funding Council (SFC). The HE discretionary fund is provided by SAAS.

Please find attached SAAS guidance for the HE discretionary fund.

Details of eligibility for the SFC funds are detailed in the fund policy documents, with which the College is fully compliant.

Bursary fund policy: <http://www.sfc.ac.uk/publications-statistics/guidance/2020/SFCGD082020.aspx>

Childcare fund policy: <http://www.sfc.ac.uk/publications-statistics/guidance/2020/SFCGD112020.aspx>

FE discretionary fund policy: <http://www.sfc.ac.uk/publications-statistics/guidance/2020/SFCGD102020.aspx>

The SFC Further Education (FE) Student Support AY 2020-21: Covid-19 FAQs details Covid-19 specific policy changes and guidance for the bursary, childcare and FE discretionary funds:
http://www.sfc.ac.uk/web/FILES/covid-19/FE_Student_Support_Covid-19_FAQs_AY_2020-21.pdf

010/20 (2): The same detail for any other student support funds administered by your institution, including funds provided by donors

None.

010/20 (3): Details of how your institution promotes student support funding streams to students, and any changes made during the Covid-19 pandemic

Student support funding streams are promoted to students:

- College website;
- Moodle;
- Welcome events;
- Induction;
- Learning Development Tutors (LDTs);
- Guidance team.

Further information can be found on the College website:
<http://www.edinburghcollege.ac.uk/Student-Life/Student-Funding-And-Fees>

The Discretionary Fund went online at the end of March 2020 (replacing the paper based system).

We emailed you on 08 October 2020 to advise that the level of work involved in preparing the requested information relating to the “number of applications” and “total amount paid” would exceed the £600 fee. Under our duty to provide advice and assistance, we confirmed that the College would alternatively be able to provide you – without charge – the following breakdown by primary fund, semester and academic session (rather than tax year):

- FE discretionary, HE discretionary and childcare fund: total successful awards semester 1, total successful awards semester 2, total refusals semester 1, total refusals semester 2, for both 2018-19 and 2019-20 academic sessions;
- Bursary: total successful awards semester 1, total successful awards semester 2, total refusals where no alternate FE discretionary support claimed for semester 1 and semester 2, for both 2018-19 and 2019-20 academic sessions.

Please find this information detailed below:

Academic Session 2018-19				
Semester 1 = 27/08/2018 – 18/01/2019				
Semester 2 - 21/01/2019 – 14/06/2019				
Fund	Successful Awards (Semester 1)	Successful Awards (Semester 2)	Refusals (Semester 1)	Refusals (Semester 2)
Bursary	3543	568	131	16
Childcare	454	84	40	0
FE discretionary	1007	622	79	63
HE discretionary	313	173	20	17

Academic Session 2019-20				
Semester 1 = 26/08/2019 – 17/01/2020				
Semester 2 - 20/01/2020 – 12/06/2020				
Fund	Successful Awards (Semester 1)	Successful Awards (Semester 2)	Refusals (Semester 1)	Refusals (Semester 2)
Bursary	3526	630	132	18
Childcare	416	77	34	*
FE discretionary	724	405	75	71
HE discretionary	323	141	9	14

* Numbers of less than five are not shown to protect confidentiality. This information is exempt under Section 38 of the FOI(S) Act 2002 as (due to the low numbers involved) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals’ personal data.

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds

for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research

4th Floor

Edinburgh College (Milton Road Campus)

[24 Milton Road East](#)

[Edinburgh](#)

[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:

www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards

FOI Team



Higher Education Discretionary Funds Guidance

2020-21



The Scottish Government
Riaghaltas na h-Alba

USEFUL CONTACTS

Student Awards Agency Scotland

Saughton House
Broomhouse Drive
EDINBURGH
EH11 3UT
0300 555 0505

<http://www.saas.gov.uk/>

If you have any queries about eligibility or implementation of the regulations presented in this guidance, please contact the SAAS Policy Team who will be able to advise you further.

Saas_policy@gov.scot



The Scottish Government

Student Support and Participation Team
Atlantic Quay
150 Broomielaw
Glasgow
G2 8LU

<https://www.gov.scot/>



**The Scottish
Government**

IMPORTANT DATES

31st October

✓ Audited Fund Accounts to be sent to SAAS

31st March

✓ SAAS will contact Fund Managers to provide End of Tax Year Interim Balance (until 31st March) in early April

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INTRODUCTION

These notes provide guidance to assist Fund Managers in the operation of the Higher Education (HE) undergraduate and postgraduate Discretionary Funds which have been allocated to them by Scottish Ministers.

Institutions should use these guidelines to assist them to devise suitable systems, for which they will be accountable, to undertake the receipt and disbursement of the funds.

ABOUT THE FUND

Changes for 2020-21

- Any eligible students impacted financially by COVID-19 have been added to the list of priority groups.
- The 2020-21 funds will be disbursed in three payments. One in **April 2020** and then the final two payments will take place in **June 2020** and **February 2021**. The June payment allows HEI's to support continuing students who are impacted financially by COVID-19 over the summer.
- An additional £2.2M is being added to the Higher Education Discretionary Fund for 2020-21 in the form of a ring-fenced payment in April to help manage the financial impact of COVID-19 for students during the remainder of 2019-20 (April to end of September). **Note that you can now use this money to support students up to the end of September 2020 (this has been extended from the end of July).**
- The COVID-19 payment issued in April, should be detailed in the returns at the end of October 2020. Please familiarise yourself with the information on page 16 of this guidance.
- A new 'COVID-19' section has been added to the Q + A at the end of this guidance.
- Any unspent funds from 2019-20 can be retained and do not have to be returned to SAAS. However, you will still need to complete an audited return by 31 October 2020.
- The £4,000 cap per student does not apply for 2020-21.
- Eligible students only have to access some form of living cost loan or bursary from their funding body. The requirement to be in receipt of the maximum funding package before being eligible to apply for HE Discretionary Funds is removed for 2020-21.

Purpose of the Discretionary Funds

Discretionary Funds are intended to provide non-repayable assistance for students in financial difficulties in order for them to access and/or continue in Higher Education (HE) and are paid in addition to any other forms of student support. In HE, Discretionary Funds are allocated by Scottish Ministers, via Student Awards Agency Scotland (SAAS) and are administered by individual institutions. For students in Further Education, the Scottish Funding Council (SFC) issues separate guidance on the disbursement of Discretionary and Childcare Funds. Further information will be available in due course at www.sfc.ac.uk.

The further and higher education childcare funds **in the college sector** are pooled creating a FE/HE discretionary childcare fund administered by the colleges. SFC will issue separate guidance for funding officers.

It will be for fund Managers to decide how to disburse funds to individual students. The funds should be targeted to those students in particular need, while the criteria being applied should be flexible enough to allow a fair and just response to individual cases. There is no maximum award from the funds to individual students but you should only consider awarding larger sums in exceptional circumstances.

Higher Education Undergraduate (UG) Discretionary Fund

Support from the UG Discretionary Fund is available to eligible full and part-time students who are undertaking HNC, HND, degree or equivalent courses and to those on PGDE courses. Eligible students must satisfy the various criteria laid out in this guidance. Students in receipt of a Nursing and Midwifery Student Bursary and new students from rUK undertaking a Nursing course, are not eligible for assistance from this fund. However, they may be entitled to support from the Nursing and Midwifery Discretionary Fund. Further information about this fund will be provided by SAAS in May/June on behalf of the Scottish Government Health Directorate (SGHD).

Postgraduate (PG) Discretionary Fund

Support from the Discretionary Fund is available to eligible students who are undertaking a course of full or part-time study unless they are also in receipt of a Nursing and Midwifery Student Bursary. Students in receipt of a Nursing and Midwifery Student Bursary may be entitled to support from the Nursing and Midwifery Discretionary Fund. Further information about this fund will be provided by SAAS on behalf of SGHD.

Please note, students in receipt of an Educational Psychology training grant as part of the two year MSc in Educational Psychology will not be entitled to support from PG Discretionary Funds.

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ELIGIBILITY

Eligibility Table

Residence

Ordinary Residence

Non-UK EU Nationals

Forces Personnel

Other Residency Exceptions

Age

Attendance

Previous Study

Other Support

Maintenance Loan

Tuition Fee Loan

Mode of Study

Disabled Students

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ELIGIBILITY TABLE

The table below outlines the criteria for full-time and part-time **Undergraduate and Postgraduate** students who can apply for help from the discretionary funds:

Eligible to apply to:	The Undergraduate Discretionary Fund		The Postgraduate Discretionary Fund
<u>Domicile/residence</u>	Is UK domiciled and meets residency criteria set out in the Education (Access Funds) (Scotland) Determination 2018, or is eligible to receive maintenance support under legislation applicable in other parts of the UK. Criteria is set out in this guidance and SAAS Residency Criteria .		Is UK domiciled and meets residency criteria set out in the Education (Access Funds) (Scotland) Determination 2018, or is eligible to receive maintenance support under legislation applicable in other parts of the UK. Criteria is set out in this guidance and SAAS Residency Criteria .
<u>Age</u>	Must be 16 years or over and past compulsory school leaving age.		Must be 16 years or over and past compulsory school leaving age.
<u>Eligible Courses</u>	Must be attending an undergraduate course of study as defined by SAAS		Must be attending a postgraduate course of study
<u>Other Support</u>	Must have used some entitlement of all other available support such as student maintenance support. (including living cost loan or bursary)		Must have used some entitlement of all other available support such as student maintenance support. (including living cost loan)
<u>Priority Groups for this fund</u>	Students with at least one dependent child; part-time students; care experienced students; estranged students; final year students, students who are carers, students impacted financially by COVID-19.		Students who receive full time postgraduate fee support from SAAS and students who receive part time postgraduate fee support from SAAS, students impacted financially by COVID-19.

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RESIDENCE

Ordinary Residence

To be eligible to apply for support from the Discretionary Funds, you must meet the following conditions:

- Be ordinarily resident in the United Kingdom, the Channel Islands or the Isle of Man for the three years immediately before the relevant date (the first day of the first academic year of the course). If you fall short of being ordinarily resident in the UK and Islands for the three year qualifying period, even by one day, you will not be eligible to apply for support under the normal residence conditions, AND
- If you are not a UK or other EU national, you must have 'settled status' in the UK (as set out in the Immigration Act 1971) on the relevant date, AND
- Be ordinarily resident in Scotland on the relevant date. We will not treat you as being ordinarily resident in Scotland if your main purpose in coming here has been to receive fulltime education and that you would have otherwise been living elsewhere.

Non-UK EU nationals

A person who is a non-UK EU national (or the family member of such a person) is eligible to apply for support from the Discretionary Fund, provided they meet the following conditions:

- Be ordinarily resident in Scotland on the first day of the first academic year of the course, AND
- Has been ordinarily resident in the UK and Islands throughout the immediately preceding three year period (provided that if that residence has been wholly or mainly for the purpose of receiving full time education, the person was ordinarily resident in the EEA or Switzerland immediately before the 3 year period).

Non-UK EU Nationals who are only eligible for fees only support from SAAS are not eligible to receive support from the Discretionary Funds.

People Granted Discretionary Leave as a Victim of Modern Slavery

If you have been granted Discretionary leave due to being identified as a victim of modern slavery you will be eligible to apply to SAAS for funding providing you meet the conditions set out below:

- Have been granted Discretionary Leave to Remain in the UK due to being identified as a victim of modern slavery including human trafficking, slavery, servitude and forced or compulsory labour: AND
- Have been ordinarily resident in the UK since they were granted this status; AND
- Are ordinarily resident in Scotland on the relevant date.

Forces Personnel

Under the temporary non-resident arrangements, forces personnel are treated as being resident in the country in which they were ordinarily resident before they "signed up/enlisted". If they are ordinarily resident in Scotland but are serving overseas, they would also be eligible. Family members of serving forces personnel are also considered eligible in the country in which the serving forces personnel was ordinarily resident before they signed up/enlisted.

Other Residency Exceptions

If a student is not eligible for support under the general residence conditions, they may still be eligible to apply to the Discretionary Funds for support under one of the exceptions to the ordinary residence conditions. Detailed information about the exceptions to our residency criteria can be found on our website at <https://www.saas.gov.uk/files/288/saas-exceptions-to-the-general-residence-conditions.pdf> . If you need further clarification on residency eligibility, please contact the [SAAS Policy Team](#), who will be happy to assist you.

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AGE

Students are not eligible for support from Discretionary Funds unless they are deemed to have attained the age of 16 years under section 33 of the Education (Scotland) Act 1980. Therefore, students entering HE before they are deemed to have reached the age of 16 are not eligible to apply for support from the Discretionary Funds.

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ATTENDANCE

Institutions must be satisfied that students are undertaking an appropriate course of education and that their attendance is satisfactory. Students who are on medical leave of absence, have temporarily suspended their studies and are not eligible to receive benefits are eligible to apply to the funds. However, institutions should consider the level of support to be awarded given that they are not attending.

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PREVIOUS STUDY RULE/LINK TO TUITION FEE ELIGIBILITY

There are no previous study rules which attach to the Discretionary Fund. Students who cannot attract tuition fee support due to previous study can still be considered eligible for support from the Discretionary Funds.

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OTHER SUPPORT

Maintenance Loan

Student loans are an integral part of the system of student support. Students who are eligible for a maintenance student loan are, of course, free to decide whether to take out a loan and, if so, how much to borrow.

However, a full-time student must have taken out, or applied for, a living cost loan and/or bursary

The only exception to this rule is when the application is in relation to Disabled Students Allowance (DSA), see [Disabled Students section](#) for further details. Institutions should contact SAAS if they are unsure whether a student has applied for any living cost support entitlement.

Tuition Fee Loan

Students do not need to have taken out their tuition fee loan (if eligible) in order to receive assistance from the Discretionary Funds. However, HEIs should be satisfied that the decision not to take out a tuition fee loan is not impacting on their ability to meet other living-costs for which they are seeking assistance from the Discretionary Funds.

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MODE OF STUDY

The Discretionary Funds must only be used to assist students in one of the following groups:

- For the Undergraduate Discretionary Fund, students who are undertaking full or part-time undergraduate courses in HE
- For the Postgraduate Discretionary Fund, full or part-time postgraduate students who are studying in HE at levels above first degree. Please note, students in receipt of an Educational Psychology training grant as part of the two year MSc in Educational Psychology) will not be entitled to support from PG Discretionary Funds

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DISABLED STUDENTS

Discretionary Funds are not intended to provide additional study support that is available from the Disabled Students' Allowance (DSA) unless:

- the DSA is insufficient to cover the whole cost, such as costs for required equipment,
- The cost cannot be met from the DSA
- The funds are to be used to meet the cost of a diagnostic assessment (mainly for dyslexic students, there is no requirement for the student to have taken out a student maintenance loan).

Neither should the funds be used to provide any support that should be met by the institution as a 'reasonable adjustment' under the Equality Act 2010.

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ASSESSMENTS

How Needs Are Assessed

Factors for Consideration in the Assessment of Need

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HOW NEEDS ARE ASSESSED

Institutions are best placed to decide who, based on need, should receive support from the Discretionary Fund.

In the needs assessment, institutions will need to consider what evidence should be provided of a student's financial position.

For example, instead of a single bank account balance, monthly statements may better indicate this. Evidence regarding student loan support might also be helpful, for example, a copy of the loan agreement/award letter.

When assessing applications, details of the student's weekly income (including partner's income where applicable) and expenditure should be provided. Information that will typically be required from students to support their application is detailed below as a guide.

HOUSEHOLD INCOME	EXPENDITURE
Gross Income/Earnings from Employment	Mortgage/Rent
Pension Income	Council Tax
Benefits Income*	Formal Childcare Costs
Income from Rent/Lettings	Bank Loan Repayments
Career Development Loan	Food/Housekeeping
Scholarship Income	Gas/Electricity
Child maintenance income	Child maintenance payments
Student Loan	
Living Costs Grants (other than DSA)	

(* excluding DLA (Disability Living Allowance) and PIP (Personal Independence Payment))

Institutions may ask students to provide any other information which they believe is relevant to the application, for example:

- marital status;
- number of dependent children and their ages;
- whether the student is a homeowner or tenant;
- any outstanding debts incurred prior to the start of the course;
- whether the student has savings etc.

It is for institutions to decide what evidence is required in order to verify the information provided by the student. However, in the interests of prudence and value for money, institutions should examine a random sample of cases to compare estimated expenditure with actual expenditure incurred. Students should therefore be informed that they may be asked to provide proof of actual expenditure later in the year. Institutions must remember however, that payments from the undergraduate Discretionary Fund should only be made when the student has applied for a living cost student loan and/or bursary (if eligible).

Institutions may wish to devise their own proforma for students to sign before gaining support from the funds. This should include a declaration from the student that they are getting support from SAAS.

Factors for consideration in the assessment of need:

- Whether the claimed deficit between income and expenditure constitutes real need and cannot reasonably be reduced to a manageable level by the student;
- Whether the payment should be in instalments or in the form of a short term repayable cash advance;
- The availability of support from alternative sources, for example, bursaries, assistance from SAAS, assistance from a Local Education Authority (for students from England, Wales and Northern Ireland), Social Security Benefits.
- The circumstances of students and types of need prevalent locally and any existing local schemes for improving access;
- The frequency with which payments to individuals should be made and entitlement reviewed; and
- In considering requests for support from the Funds from students who have temporarily suspended their studies through illness, or who may be experiencing difficulty in finding a placement in industry as an essential part of their course, institutions should first check whether the student continues to be registered as a student. They should also take into account the prospect of the student resuming his or her course and the availability of support from other sources.

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ADVICE TO STUDENTS

Institutions may receive enquiries about assistance from all the Funds before courses actually start. Those administering these Funds may advise prospective eligible students of the amount which they will receive on starting their course

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FINANCIAL PROCESSES

Disbursement and Payment Amounts

Students on benefit in the second and subsequent years of their course

Treatment of Funds by Institutions

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Publicity

Treatment by the Department of Work and Pensions (DWP) of payments from both funds

Administration

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Transfer and Carry Forward of Funds

Institution Administration

Annual Audited Returns Required by SAAS

In Year Redistribution of Supplementary Funds

Financial Year Information Required by SAAS

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DISBURSEMENT AND PAYMENT AMOUNTS

Assistance from all the funds should be given in the form of a cash payment to the student, although we are aware that vouchers may be more appropriate in certain circumstances.

Institutions will decide how to disburse funds to individual students. The funds should be targeted to those students in particular need, while the criteria being applied should be flexible enough to allow fair and proportionate response to individual cases.

It should be remembered that very large individual payments to a few students disproportionately reduces the amount of funds available for other cases of hardship. Normally, individuals should not receive payments totalling more than £4,000. However, this rule has been waived for 2020-21 and does not apply. Similarly, very small amounts may cause an administrative burden, however, if the payment of small amounts is considered to be an effective means of dealing with an application, then institutions are free to disburse as they consider appropriate.

Managers are free to take account of any other factors they decide are appropriate.

Institutions should operate a rolling programme for applications so that students can apply for help at any time during the academic year as opposed to institutions simply considering applications for assistance at two or three fixed times a year. Institutions should also seek to ensure that applications are processed as quickly as practicable, taking into account that some payments will be issued while remote working practices continue.

Included in the allocation of Discretionary Funds is a fund for administration which can be used to cover reasonable costs for **audit, advertising and publicity** of the Discretionary and Childcare funds.

Institutions will wish to ensure that a disproportionate amount of funds are not being used to recruit those who would otherwise be deterred from commencing a course rather than meeting cases of hardship ensuing after students have started their courses.

Some continuing students find that they need financial assistance late in the academic year to help support them over the long summer vacation. Institutions may wish to consider holding back some of the funds, and keep in place arrangements for considering late applications.

Institutions can use the Discretionary Funds to provide scholarships or bursaries to assist with meeting the living costs, **but not the tuition fees**, of students who would otherwise be deterred from entering or continuing HE because of their financial circumstances. Students must meet the overall eligibility criteria for the Discretionary Funds to receive bursary/scholarship assistance from the Discretionary Funds.

The total that can be spent by institutions on new bursaries in the academic year should not exceed 10% of the institutions' total Discretionary Fund budget.

A key principle of this bursary scheme is that students should know in advance of starting their course what assistance will be available to them, although no payments should be made until the student has enrolled. The bursary scheme should not be used, however, to top up an existing studentship or postgraduate award made by SAAS or any Research Council.

Institutions should be aware of the need to retain enough money in the Discretionary Fund for emergency use and the potential impact of bursary support on benefits entitlement.

Institutions should also ensure that rUK students are aware of their eligibility to access support through Discretionary Funds, to ensure that those that require financial support can apply for it.

Students on benefit in the second and subsequent years of their course

Students commencing their course in the coming academic year continue to be able to claim any income-related benefits to which they are entitled until such time as they commence their course. Continuing students, however, are unlikely to be able to claim benefits such as Universal Credits over the summer. As a result, some continuing students may need assistance from the Discretionary Fund until they receive their loan payment at the start of the autumn term.

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TREATMENT OF FUNDS BY INSTITUTIONS

Appeals, Applications and Decision-Making Process

Institutions should have an appeals procedure in place for cases where students have applied unsuccessfully for help from all the funds. This procedure should be clear and students should be informed of their right to appeal. It will be for each institution to resolve any appeals internally with individual students about the award of a payment from the funds. Appeals should not be referred to the Scottish Ministers or SAAS.

Institutions should have a transparent application and decision-making process. Again it will be for each institution to ensure that they have their own arrangements in place.

Publicity

Institutions are responsible for publicising the availability of these funds to their students.

Treatment by the Department of Work and Pensions (DWP) of payments from both funds

Payments from the funds will be disregarded as long as they are not intended for general living costs and do not, therefore, duplicate provision from the benefits system. However, payments in relation to housing costs which could be met by income related benefits will be regarded as income by the DWP.

For further information on benefits for students, please see CPAG's **Benefits for Students in Scotland** Handbook on their [online publications page](#).

This handbook explains:

- benefit and tax credit entitlement for full-time and part-time students
- how Scottish grants and loans affect benefits
- how much benefit is paid in term time and vacations
- your entitlement to the new universal credit

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ADMINISTRATION

Allocation and payment of funds

The total funds to be allocated to each institution will be disbursed in three payments. The first in April 2020 (ring-fenced COVID-19 payment), the second in June 2020, and the final payment in February 2021.

The Undergraduate Discretionary Fund allocations take into account:

- the overall numbers of full-time equivalent students,
- the number of full-time equivalent students aged 25 and over
- the number of SAAS supported students declaring parental/spousal income less than £19,000.

The Postgraduate Discretionary Funds are allocated on the basis of each institution's share of UK domiciled postgraduate (excluding PGDE who are funded like undergraduates through the undergraduate funds) FTEs both full and part-time.

Transfer and carry forward of funds



- All transfers between funds must be accounted for in the audited returns to SAAS at the end of October.
- Institutions can carry forward any of their total funds allocation from 2019-20 into the 2020-21 academic year. **Any unspent funds from the ring-fenced April COVID-19 payment should be returned to SAAS at the ends of October 2020.**

Institution administration

Each institution must nominate a **Fund Manager** to administer each (or all) of the funds. Payment of funds is conditional on the acceptance, in writing, by the Fund Manager(s) of the following requirements:

- Full and proper accounting records will be kept of all Fund transactions;
- Adequate systems of financial management and control are in place; and
- All funds will be applied in accordance with the requirements set out in annual guidance.

It is the responsibility of individual HEIs to notify the SAAS Finance Team of any changes to their nominated Funds Manager.

Institutions should operate a separate interest bearing account for the funds and any interest that accrues should be recognised as income for the funds. Institutions must not transfer accrued interest to any other accounts

Institutions must advise SAAS, in writing, if the details of their Fund Manager(s) and/or bank account(s) change. SAAS will provide a form for this purpose to be completed and returned by the institution.

Institutions must not spend more than their total allocated funds in any academic year as this places the following year's students at an immediate disadvantage in terms of the funds available. If a supplementary allocation of funds is required, an application should be made from the in-year redistribution. Institutions should manage budgets based on their initial allocation as there is no guarantee any funds will be available for redistribution in-year.

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Annual audited returns required by SAAS

Each year, when funds are allocated and paid by SAAS, Fund Accounts returns for the previous academic year are distributed to institutions for completion and submission to SAAS **by 31 October**. The Fund Accounts must be audited separately from the Institution's accounts.

Each institution will provide SAAS with:

- Audited income and expenditure Fund Accounts for the preceding academic year, signed/authorised by the Principal and independent Auditor;
- Details of Funds expenditure;
- Repayment of any unused Funds, as recorded in the return.

Funding allocations and timings have changed this year due to COVID-19. Key changes are:

- **The COVID-19 payment issued in April should be ring-fenced by each college and university and is to be used to support any eligible student impacted financially by COVID-19 up to 30 September 2020.**
- **We will require you to account separately for any payments paid out from this ring-fenced allocation. This can be recorded as a separate line on your audited return. We will ask you for an interim unaudited return specifically for the ring-fenced allocation in October 2020, and any unused ring-fenced funds will require to be repaid.**
- **Audited returns will be required for 2019-20 by 31 October 2020. However, we are not asking for any unspent funds from 2019-20 to be repaid to SAAS. These funds can be combined with your 2020-21 funds and will form part of the returns in October 2021.**

Fund Managers shall engage the services of an independent auditor who is eligible for appointment as a company auditor under the terms of section 485 of the Companies Act 2006. Alternatively, where this proves impractical, permission may be sought from SAAS to use a suitably qualified person (e.g. CIPFA).

For the purpose of administering the funds, the Fund Managers shall maintain an adequate system of financial management and internal controls, including safeguards against fraud, and shall require their auditors, as part of their audit, to report on the adequacy or otherwise of that system. **A copy of the auditor's report should accompany the Fund Accounts and must be submitted to SAAS by 31 October.**

The auditor's report should

- give an opinion on each of the fund accounts,
- say whether, in the auditor's opinion, the funds have been properly applied in accordance with the requirements set out in this guidance.

Reasonable administration expenses for auditor's fees and publicity for both Childcare and Discretionary Funds can be met from the HE Discretionary Fund.

Books and other documents relating to all Fund Accounts shall be open to inspection by Scottish Ministers and by the Comptroller and Auditor General (Audit Scotland).

Returns must only be made on the Annexes provided by SAAS and should be sent to:

Finance Team
SAAS
Saughton House
Broomhouse Drive
Edinburgh
EH11 3UT

Telephone 0131 244 4393

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In-year redistribution of supplementary funds

Towards the end of the calendar year, SAAS **may** accept applications from institutions that need an additional in-year supplementary allocation of funding. **(Please note that as we are allowing HEI's to retain unspent funds from 2019-20, that is likely to have an impact on any funds being available for redistribution).** SAAS will contact Fund Managers, by email, and invite applications. Any supplementary funds available for allocation across institutions will generally be as a result of monies unspent by institutions in the previous academic session and repaid to SAAS.

There is no guarantee of supplementary funds being available. Recent years continue to show a significant drop in the amount of funds returned to SAAS for redistribution. Accordingly, institutions should not plan or commit expenditure on an expectation of receiving supplementary funding from returned underspends. Supplementary allocations are determined as follows:

- If funds are sufficient, the full amounts requested will be paid as supplementary allocations
- If funds are insufficient, allocations may/will be less than requested
- If funds are severely limited, allocation will be determined on a needs basis

All supplementary funds will be allocated as **Undergraduate Discretionary Funds** and should be distributed by applying the Undergraduate Discretionary Fund criteria.

Failure to provide audited Fund Accounts by the 31 October deadline will have an impact on the value and timing of the allocation of supplementary funds and may result in requests for supplementary funds being denied.

Financial year information required by SAAS

SAAS has a responsibility to report its expenditure on a financial year basis (01 April to 31 March). And therefore requires interim fund balance information as at 31 March 2021.

SAAS will write to all Fund Managers in March 2021 to request the value of funds that have not been spent at 31 March and will require the information by early April to incorporate into the Scottish Government's audited accounts.

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[Higher Education \(HE\) Discretionary Fund](#)

[Allocations Process](#)

[Part Time Higher Education](#)

[COVID-19](#)

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HIGHER EDUCATION (HE) DISCRETIONARY FUND Q + A

Q. What changes have you made this year?

A. Details of the changes for 2020-21 are available on [page four](#).

Q. Some students won't take out a maintenance loan because of their religious beliefs. Are they eligible for assistance from the Discretionary Fund?

A. Full-time students must take out a living cost loan or bursary, if they are eligible for one, in order to be considered for support from the Discretionary Funds. Institutions may, however, find it helpful to explain that the interest rate attached to student loans merely repays the loan in real terms and is tied to the rate of inflation. It is not an interest rate in the commercial sense of the word, and no profit is made from the interest paid by borrowers.

Q. Can the Discretionary Fund be used to pay the arrears on a student loan, where the student has defaulted?

A. No. However, if a student were in difficulty as a result of not being able to receive a student loan, the student would be able to apply for help in meeting their living costs.

Q. Can students apply more than once during an academic year for help from the Discretionary Fund?

A. Yes. Students' circumstances change in the course of a year, and there should not be any set limit on the number of times a student can apply for help through the Discretionary Fund.

Q. Can the Discretionary Fund be used to pay the tuition fees of those students who continue to be liable for their fees e.g. Part-time students?

A. No, the Discretionary Fund must not be used to help students meet their tuition fees.

Q. Previously we gave Discretionary Funds to a student who we later found out was ineligible. As it wasn't the student's fault, can we continue to support the student this year even though they continue to be ineligible?

A. No. Payments from the Discretionary Fund should not be given to ineligible students, even where previous payments were made as a result of a mistake or misunderstanding.

Q. Can the Discretionary Fund be used to provide support for prisoners studying a course of HE?

A. No. Prisoners are only entitled to tuition fee support.

Q. Are students who are on a year out (of study), eligible to apply for assistance from the Discretionary Fund?

A. No. There is a requirement that students still have to be registered as an actual student and should be attending a course. For students who have temporarily suspended their studies through illness, or who may be experiencing difficulty in finding a placement in industry as an essential part of their course, institutions should first check whether the student continues to be registered as a student. They should also take into account the prospect of the student resuming his or her course and the availability of support from other sources.

Q. Are institutions free to move Discretionary Funds between themselves?

A. No. There would be no guarantee that another institution would not be in greater need of those funds.

Q. Can institutions use the Discretionary Fund to meet the cost of outstanding accommodation fees from students who have withdrawn?

A. No. This is an internal matter for each institution in terms of how they administer applications for halls of residence. Institutions cannot use the fund for backdated payments to students who have already left.

Q. Is a student undertaking a Distance Learning course – with no requirement to attend the institution at any time – eligible to apply for help from the Discretionary Fund?

A. Yes. As long as the applicant meets the residence criteria which apply to student loans, then they can apply. Their course must also have tutor support.

Q. Can Discretionary Funds be used to assist students who are attending Access courses?

A. If attendance on the Access Course is required by the institution to enable the student to progress to a Full or Part-time course, then Discretionary Funds can be used if required but it is at the discretion of the institution as to what support is provided.

Q. Can we transfer funds from our college joint FE/HE Childcare Fund into the HE Discretionary Funds?

A. No. Since the funding for HE childcare in the college sector had been transferred from SAAS to the SFC, and subsequently allocated by the SFC to the colleges, it will not be possible to transfer funds from the joint childcare pool of funds in colleges to the HE Discretionary Funds. However, colleges will be allowed to transfer funds from the joint childcare fund into the FE Discretionary Funds to be used for FE students.

Q. Can the Discretionary Funds be used to support students during the summer vacation?

A. Yes. Applications can be considered from continuing students who require additional support over the long summer vacation, for example because they are unable to access benefits and have been unable to find sufficient temporary work or have additional course related costs such as the requirement to undertake a placement.

Q. Who is eligible for Postgraduate Discretionary Funds?

A. All postgraduate students, full-time or part-time, are eligible to apply for this apart from postgraduate nursing students who receive the Nursing and Midwifery Student Bursary. Those students may be entitled to support from the Nursing and Midwifery Discretionary Fund. Further information about this fund will be provided by the Scottish Government Health Directorate.

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ALLOCATIONS PROCESS Q + A

Q. What are the allocations of HE Discretionary Funds based on?

A. The 2020-21 allocations are based on information from Student Awards Agency for Scotland (SAAS), Higher Education Statistics Agency (HESA) and Scottish Funding Council (SFC) for academic year 2018-19, which is the most recent complete set of data available.

The Undergraduate Discretionary Fund allocations take into account the overall numbers of full-time equivalent students, the number of full-time equivalent students aged 25 and over and the number of SAAS supported students declaring household income less than £19,000.

The Postgraduate Discretionary Funds are allocated on the basis of each institution's share of UK domiciled postgraduate (excluding PGDE who are funded like undergraduates through the undergraduate funds) FTEs both full and part-time.

A further adjustment of the allocations is made to benchmark against the financial returns provided by institutions each year.

Q. Can I move money from my FE funds to my HE ones?

A. No. Institutions cannot at present move money between FE discretionary and HE discretionary funds.

Q. We have money left over from last year – what can we do with it?

A. Because of the exceptional circumstances, we are allowing HEI's to retain any unspent funds from 2019-20 to bolster your fund for 2020-21.

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PART-TIME HIGHER EDUCATION Q + A

Q. What extra funding is available for institutions' Discretionary Funds for part-time students?

A. There will be no extra funding for part-time students. However, part-time students will be a priority group when deciding who to help from that fund. Part-time students had always been eligible to access the general discretionary fund when the part-time funds were exhausted but some institutions may have been reluctant to use 'full-time' funds for part-time students. In amalgamating both funds it's hoped that part-time students will be given the same opportunities as full-time students to benefit from the funds. Colleges and universities will be able to provide more flexible support for part-time students and can use the general discretionary funds to help them with study costs, travel costs and childcare costs, based on individual need.

Q. How are the HE Discretionary Funds, which had previously been ring-fenced for part-time students and are now included in the general fund, allocated?

A. The allocation of the funds is based on the full-time equivalent number of part-time students at each institution. This gives a higher weighting to students who are studying a greater percentage of a course because such students will have a higher full-time equivalent. For example a student studying 50% of a full-time course will have a higher full-time equivalent value than a student studying 30%. This is the same allocation process as that used for the Undergraduate Discretionary Fund.

Q. Can students who are in employment and attending college on a part-time day release basis access the Discretionary Funds?

A. Yes but their earnings from part-time work should be taken into account as part of the needs assessment.

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COVID-19 RELATED Q + A

Q. Why are the first two instalments of the 2020-21 fund being issued during the 2019-20 session?

A. Because of the on-going impact of COVID-19 the normal timetable for Discretionary Funds will not apply. It is important that we make additional funds available to current students affected financially by this, as soon as possible.

Q. Can I move money from the COVID-19 Discretionary Funds instalment, issued in April, into the main 2019-20 fund, or the main 2020-21 fund?

A. No. This money cannot be transferred into any other fund and should only be used to help students impacted financially by COVID-19. Equally, you should not transfer any money from the main fund into the COVID-19 pot. However, you can still use the main fund to support students affected by COVID-19.

Q. In what circumstances should we be using the COVID-19 Discretionary Funds April instalment?

A. We would ask institutions to use their discretion but likely examples will include:

- Students who have lost employment or face reduced hours/pay.
- Students whose parents/partners have lost employment or face reduced hours/pay.
- Students who incur additional childcare costs where they may have had to remove their child/children early from the provider.
- Students having to care for a family member or neighbour which has impacted on their ability to work.
- Students who are incurring additional accommodation costs. Particularly those students who may extend their existing accommodation arrangements rather than travelling home and those that have broken existing rental agreements by already vacating properties.

Q. Can the Discretionary Funds be used to support students faced with digital poverty because they are having to undertake remote or blended learning and are required to purchase additional IT equipment and support?

A. Colleges and universities should have measures in place to ensure that no students are disadvantaged due to being unable to access appropriate technology needed to be able to continue to engage in the current remote learning environment – this includes the loaning of equipment, where possible.

However, if students do experience financial hardship because they have had to purchase additional equipment/incur extra costs (e.g. laptop or home broadband) SG have introduced a Digital Poverty Fund for students. This is being administered by SFC and funds are allocated to each college and university to support students faced with digital poverty. This fund should be used for this purpose rather than the HE Discretionary Funds. You can find further details about the fund at www.sfc.ac.uk/publications-statistics/announcements/2020/SFCAN122020.aspx.

Q. Can we use the main 2020-21 Discretionary Funds instalments in June 2020 and February 2021 to support students impacted by COVID-19

A. Yes. Those affected financially by COVID-19 are now one of the key priority groups.

Q. Can we use Discretionary Funds to support students in the summer once their term ends?

A. Yes. Providing the students are due to return to college/university in the autumn. This can include students who are changing to a different institution in 2020-21 but you would need to be satisfied that the individual is planning to remain a student in 2020-21. We would encourage the **outgoing** institution to provide support up to the end of the academic year 2019-20. Universities and colleges will need to consider the circumstances of each case, particularly where some students may be able to claim benefits over the summer. The award of Discretionary Funds can have an impact on Universal Credits, for example, so consideration needs to be given to what is best for the student.

Q. Can we use the COVID-19 instalment to support students not normally eligible for Discretionary Funds on residency grounds?

A. No. The normal residency conditions apply. Further information is available on page 7.

Q. Should we seek recovery of Childcare costs from students who have been paid in advance but no longer face any costs from their provider?

A. We would ask institutions to apply discretion in such cases and be mindful of the circumstances of every individual.

Q. Will the £4,000 limit still be in place for students?

A. No. The limit will be removed from the HE Discretionary Fund for 2020-21.

Q. Can we use the Discretionary Funds to support new students from the start of the academic year?

A. No. You can only use the funds to support any new students from the date their course commences.

Q. Can we use the COVID-19 instalment to support students in receipt of the Nursing and Midwifery bursary?

A. No. Universities should continue to use the existing 2019-20 Nursing Discretionary Fund. Eligible nursing and midwifery students can still retain their bursary up to the end of term, which is normally later in the summer. Details of the 2020-21 Nursing Discretionary Fund should be issued as normal in the summer.

Q. Will students still have to have taken out their maximum support package from SAAS and other funding bodies?

A. Because of the exceptional circumstances, we are relaxing this rule for the 2020-21 Discretionary Funds. However, we would expect eligible students to be in receipt of (or have applied for) some form of living cost support from their funding body, if their course attracts funding. This means that students who have applied for tuition fees only and are not in receipt of any living cost support (but were eligible to apply), cannot receive support.

Q. Can we use the COVID-19 Discretionary Funds April instalment for any advertising/audit and administrative costs?

A. No. These costs should be met from the main Discretionary Fund.

Q. With many students studying remotely, is there any flexibility in how we administer funds?

A. We recognise that there will be challenges for all of you in administering the funds with students studying remotely. You should consider the acceptance of electronic signatures and digital copies of any evidence when administering the funds. Evidence across the sector, suggests this practice is happening already. The priority is to ensure that students can receive support as quickly as possible and we would ask HEI's to take a flexible approach where possible, in administering the funds.

Q. Can we continue to support students with the use of supermarket vouchers?

A. Following discussions with NUS Scotland, we would ask HEI's, where possible, to try and provide this support to students in cash, rather than supermarket vouchers.

Q. Can we use the COVID-19 Discretionary Funds instalment to support any other measures my university/college are taking to support students in financial hardship because of COVID-19?

A. Yes. If you consider it more appropriate, you can use some of the fund to support other causes. Examples could include:

- Supporting student associations who may be assisting with student wellbeing, or
- Supporting a foodbank for students to access, or

We are aware there will be a number of measures you are all taking so we want to make the fund as flexible as possible. However, we would expect the fund to be used to fund direct support to students.

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Our Ref: **011/20**

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 09 October 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

011/20 (1): Could you please provide data on Edinburgh College's total annual spend on fair trade goods [within the financial year 2019 to 2020]? Could you break it down by vendor name; whether they were contracted/non-contracted; description of item(s) purchased; and the total value per order? I've attached an example below for further clarification. Could you also include items purchased for resale?

I am aware that, given potential limitations, you may only be able to capture spend where purchasers have specifically used such terms as "fair" and "trade", "fairtrade" or "fairly" and "traded" in their requisitions, and so items where buyers have used catalogue item numbers will not be reflected in the data. I will be sure to state these issues in my research paper.

There are no transactions that note "Fair Trade/Fairtrade" or "Fairly Traded".

Please note, when directly tendering the College promotes - where appropriate - the inclusion of Ethical Trading Initiatives (including products such as applicable food types, beverages, timber supplies and furniture).

The College uses National and other framework providers such as APUC, The Scottish Government, TUCO, CCS plus others in the HE/FE sector who emphasise and specify sustainability (covering such initiatives such as Fair Trade, Rainforest Alliance, FLEGT-licensed, FSC, PEFC etc.)

011/20 (2): As a final request, could you also attach your current general policy on the procurement of fairly and ethically traded goods and services, in line with section 15(5)(b)(v) of the Procurement Reform (Scotland) Act 2014?

This information is publicly available in the College's Annual Procurement Report:
<http://doc.edinburghcollege.ac.uk/procurement/annual%20procurement%20report.pdf>

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research

4th Floor

Edinburgh College (Milton Road Campus)

[24 Milton Road East](#)

[Edinburgh](#)

[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:

www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards

FOI Team

Our Ref: **012/20**

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 12 October 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

012/20 (1): Please advise the total spend on recruitment agencies in the last during 2018/2019 ?

£235,210

012/20 (2): Please advise what the temporary agency spend for admin, call centre, data processing and clerical roles during 2018/2019 ?

£61,325

012/20 (3): Please advise what the temporary agency spend for roles such as warehouse, catering and cleaners during 2018/2019?

£64,957

012/20 (4): Please advise what the permanent agency spend has been during 2018/2019 ?

None.

012/20 (5): Which recruitment agencies have you used in the last 12 months for admin, call centre, data processing , clerical, warehouse, catering and cleaners?

Blue Arrow, Pertemps Recruitment Partnership, Brightwork Ltd, Robert Half Finance & Accounting, Michael Page and Reed Specialist Recruitment Ltd.

012/20 (6): Which framework agreements do you use for agencies? ie Scottish Government, APUC, Crown Commercial Services?

The College uses frameworks promoted by APUC i.e. Scottish Government and TUCO frameworks.

012/20 (7): What process do recruitment agencies have to follow to be given jobs to work on?

Low value, short term recruitments are managed at a devolved level by departments. The individual rules of the Frameworks are followed, for example using the Ranked Options of the Scottish Government Frameworks.

Larger value, longer term recruitments are conducted through Mini-Competition by Procurement. There were no such recruitments in 2018/19 or 2019/20.

012/20 (8): Who is responsible for engaging new recruitment agencies?

Please see response to **012/20 (7)**.

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Regards

FOI Team

Our Ref: **013/20**

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 19 October 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

013/20 (1): Thank you for confirming on 03 November 2020 that you are content to reduce the scope of your FOI relating to the "discretionary funding applications" and "total amount paid or refused" to the following breakdown by primary fund and semester (rather than tax year):

- FE discretionary, HE discretionary and childcare fund: total successful awards semester 1 (31 Aug 2020 - 19 Oct 2020), total value of successful awards semester 1 (31 Aug 2020 - 19 Oct 2020), total refusals semester 1 (31 Aug 2020 - 19 Oct 2020);
- Bursary: total successful awards semester 1 (31 Aug 2020 – 19 Oct 2020), total value of awards semester 1 (31 Aug 2020 – 19 Oct 2020), total refusals where no alternate FE discretionary support claimed for semester 1 (31 Aug 2020 – 19 Oct 2020).

Please find the information detailed below:

Academic Session 2020-21			
Semester 1 = 31/08/2020 – 19/10/2020			
Fund	Successful Awards (Semester 1)	Total Value of Successful Awards (Semester 1)	Refusals (Semester 1)
Bursary	2027	£7,052,275	76
Childcare	125	£511,129	7
FE discretionary	167	£57,458	19
HE discretionary	58	£23,046	6

013/20 (2): Digital inclusion funding Details of whether and how your institution is administering [SFC funding to tackle digital exclusion](#) (including details of equipment that has been purchased or any plans to do so, how this being provided to students, and the number of students who have benefitted.)

The College has put in place the following:

- An initial digital survey generated 6778 responses;
- 513 students identified requiring Digital Fund support through a short application process;
- Referrals are also made from teaching, support teams and the Student Association;
- Staff have mechanisms for assisting students to apply for Digital Fund support;
- Students who presented in crises were prioritised;
- New students enrolling for College will automatically be sent information on the digital fund.

582 students have requested a laptop/tablet from the College.

At 23/10/2020 170 laptop devices had been made available to students. An additional 310 chrome books are being imaged and scheduled for collection. A further batch of 102 chrome books will be acquired and imaged once individual curriculum needs have been matched with students and confirmed.

IT suites and library areas have been made COVID-safe and available from October 2020 to students unable to access online sessions from their place of residence.

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

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The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

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You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards

FOI Team

Our Ref: **014/20**

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 22 October 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

014/20 (1): A breakdown of FTE numbers for support staff, teaching staff and senior staff.

	Support Staff	Teaching Staff	Senior Staff
Total FTE	191.43	0	0

014/20 (2): Details of how much revenue was generated from the furlough exercise by category - support staff, teaching staff and senior staff.

	Support Staff	Teaching Staff	Senior Staff
Total (March – 30 September 2020)	£1,143,867.01	£0	£0

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You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research

4th Floor

Edinburgh College (Milton Road Campus)

[24 Milton Road East](#)

[Edinburgh](#)

[EH15 2PP](#)

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Regards

FOI Team

Our Ref: **015/20**

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We refer to your request for information dated 01 November 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

015/20 (1): Q1 Please provide the contact details for the person responsible in procurement for PPE. i.e. name and email address. If unable to provide individual name, please provide a general email for Procurement

Procurement@edinburghcollege.ac.uk

015/20 (2): Q2 Can you confirm if hand gel / hand sanitiser is being procured to combat Covid-19 and if so, can you please provide alcohol content and the sizes of bottles being purchased i.e. 100ml, 236ml, 500ml and 5L

Yes, a mixture of alcohol content (65-80%).

Hand gel/sanitiser has been ordered in the following sizes: 5 litres, 500 ml and 100 ml.

015/20 (3): Q3 In respect of Q2, can you please confirm the estimated usage on a monthly basis for each of the sizes i.e. 100ml, 236ml, 500ml and 5L

100ml	18 per month
500ml	112 per month
5 litres	13 per month

015/20 (4): Q4 In respect of Q3, can you please confirm the estimated monthly spend on each of the sizes i.e. 100ml, 236ml, 500ml and 5L

100ml and 500ml	£555.13 per month
5 litres	£411.5 per month

015/20 (5): Q5 Please provide the name of the company(s) currently supplying Hand Gel

[Ellisons beauty and Alliance](#)

015/20 (6): Q6 Can you confirm if Nitrile Gloves EN455 is being procured to combat Covid-19 and if so can you please provide the sizes of gloves being purchased i.e. small, medium, large, extra large

Yes, gloves are procured in all available sizes.

015/20 (7): Q7 In respect of Q6, can you please confirm the estimated usage on a monthly basis for each of the sizes i.e. small, medium, large, extra large

Small	5 boxes
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Medium	17.5 boxes
Large	17.5 boxes
X Large	7.5 boxes
Hairdressing and Beauty	60 boxes per month (mix of all sizes, mostly small and medium)

015/20 (8): Q8 In respect of Question 7, can you please confirm the estimated monthly spend on each of the sizes i.e. small, medium, large, extra large

Small	£63.75
Medium	£154.12
Large	£154.12
X Large	£59.5
Hairdressing and Beauty	£237

015/20 (9): Q9 Please provide the name of the company(s) currently supplying Nitrile Gloves
Sally salon services, Ellisons beauty and DenCoWear.

015/20 (10): Q10 Can you confirm if Type IIR Face Masks is being procured to combat Covid-19
Yes.

015/20 (11): Q11 In respect of Question 10, can you please confirm the estimated usage on a monthly basis of Type IIR Face Masks
3125 per month.

015/20 (12): Q12 In respect of Question 11, can you please confirm the estimated monthly spend on Type IIR Face Masks
£2,398.75 per month.

015/20 (13): Q13 Please provide the name of the company(s) currently supplying Type IIR Face Masks
RS Components, Valiance and DenCoWear.

015/20 (14): Q14 Can you confirm if Alcohol Antibacterial Wipes is being procured to combat Covid-19
Yes

015/20 (15): Q15 In respect of Question 14 can you confirm the sizes currently being procured i.e. Tub of 100 and or Tub of 500.
100 pack.

015/20 (16): Q16 In respect of Q15 can you please confirm the estimated usage on a monthly basis for each of the sizes i.e. Tubs of 100 and Tubs of 500 Alcohol Antibacterial Wipes

[111 per month.](#)

015/20 (17): Q17 In respect of Question 16, can you please confirm the estimated monthly spend on Tubs of 100 and Tubs of 500 Alcohol Antibacterial Wipes

[£465.64](#)

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Regards

FOI Team

Our Ref: **016/20**

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We refer to your request for information dated 07 December 2020. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

016/20 (1): I would like to request anonymised information regarding statistics of this course - how many Scottish comparing to foreign nationals have been accepted for this course [Course PDA Financial and Professional Services Fast Track Award]?

Semester One 2020/21		
Nationality	Offers Made to Applicants	Enrolments
Scottish	11	11
Non-Scottish	13	11

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017/20 (1): Below we’ve added a list of all technical related courses offered by your institution. We are looking to gather application numbers, and actual matriculation numbers, for all courses (current year plus three):

Thank you for confirming you are seeking application and matriculation figures. Please find the requested information detailed below:

Course	2020/21		2019/20		2018/19		2017/18	
	Applications	Matriculated	Applications	Matriculated	Applications	Matriculated	Applications	Matriculated
HNC Creative industries: Radio (Renamed HNC Radio and podcasting in 2020/21)	22	11	21	16	24	17	21	16
HNC Fashion Make-up	22	16	16	11	35	22	53	17
HND Costume for Stage and Screen	46	36	42	32	39	30	39	27
HND Make Up Artistry	82	58	69	51	78	48	106	46
HND Tech Theatre	59	38	51	34	43	29	39	19
NC Make-up Artistry	0	0	50	22	41	22	0	0
NC Media:Broadcast (Renamed Media Broadcast Level 6 in 2020/21)	40	22	30	0	38	0	0	0
NC Theatre Design	0	0	17	13	41	17	18	15
NPA in Costume	0	0	0	0	0	0	0	0
NPA Make-up Artistry (Make-up Skills)	34	14	30	16	41	10	109	22
NPA Tech Theatre	5	*	10	8	*	6	0	22

* Numbers of less than five are not shown to protect confidentiality. This information is exempt under Section 38 of the FOI(S) Act 2002 as (due to the low numbers involved) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals' personal data.

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