Ayrshire College

Addendum to the Outcome Agreement
for Ayrshire College 2016-17

Contents

2016-17 Addendum to Ayrshire College Outcome Agreement - Final

Context and Policy Drivers

At a national level, the College will ensure its activity supports the inclusive growth agenda set out in the Government Economic Strategy, particularly in relation to innovation, inclusion and investment. The Skills Assessment for Ayrshire, published by Skills Development Scotland (SDS) in January 2016, presents a similar regional analysis to its predecessor, demonstrating that the economic and social context in Ayrshire has not changed significantly.

Economic challenges caused by the downturn in the oil and gas sector impacted on some engineering companies in Ayrshire during 2015-16, resulting in a number of redundancies across the region. The College worked with partners to provide training and upskilling for individuals affected and will continue to respond proactively in 2016-17. Despite this, the regional skills assessment highlights that demand for skills in the engineering sector continues, particularly in relation to the need for replacement jobs.

The priority industry sectors in the region continue to be engineering, health and social care, hospitality and tourism, with digital identified as a growth area, particularly as it impacts on other businesses. The College continues to address the relevant skills needs outlined in the Skills Investment Plans (SIP) corresponding to these sectors (we expect a SIP for the care sector to be published by SDS in 2016). The College and three CPPs recognise the importance of the digital sector and will focus on developing the skills base to support the needs outlined in the ICT and Digital Technology Sector SIP. Life sciences is an important sector particularly in North Ayrshire and the College is supporting the skills needs of businesses as outlined in the life science and chemical science SIPs.

At a regional level, key economic developments in 2016-17 will include the Ayrshire Growth Deal and the Prestwick Aerospace Project, and the College is supporting these important developments, particularly in relation to aerospace, engineering, life science and care (the latter from an employability and inclusive growth perspective).

In 2015, the College played an important role in establishing the Developing the Young Workforce Ayrshire (DYWA) regional group and worked with steering group members and the DYWA team throughout 2015-16 to make progress on enhancing engagement between employers and education. In 2016-17, the College will continue to work collaboratively with private, public and third sector partners to meet the key performance indicators identified for the regional group.

At a local level, the College has established itself as an important partner in CPPs and will continue to contribute to strategic and operational economy, employability and skills groups in East, North and South Ayrshire. We are working with the three local authorities, individually and collectively, to ensure the region meets the objectives set out in Developing the Young Workforce.

Widening access to further and higher education for people across the region will continue to be a priority. The College will strengthen opportunities for people to achieve higher level qualifications to help fulfil the aims set out by the Commission for Widening Access and to address the lower than Scotland average of the population educated to HE level.

Right Learning in the Right Place

Demand-led curriculum

External engagement with employers, local authorities and community partners influences course design which, in turn, creates opportunities for students and for validating college provision. College-led employer skills forums in areas such as aerospace, renewables, science and engineering comprise employers, college managers, sector skills councils, national skills and economic agencies, and local authorities. Intelligence gained from these forums and our extensive engagement with employers and business organisations, combined with analysis presented in the Skills Assessment for Ayrshire and the Skills Investment Plans for various industry sectors, shape our Curriculum Delivery Plan (CDP) each year.

Extensive engagement with local authorities and schools determines college provision for senior phase pupils and school leavers. The key themes driving the 2016-17 CDP are:

- Courses no longer in demand, or not achieving successful outcomes, have been removed, and in others the programme design has been modified to improve the student experience and KPIs
- To address consistent feedback from employers, NC programmes have been increased from 16 to 18 credits, a change underpinned by an integrated essential skills model across SCQF levels 4 to 6. A further vocational credit has been included in NC and some HNC courses to provide broader content which better supports students at each exit or progression point
- Enhancements to current courses to support transition at HN level and progression to university
- A broader vocational curriculum offer for schools in each local authority
- New curriculum developments such as Foundation Apprenticeships to implement recommendations from *Developing the Young Workforce*
- New short full time courses, mainly at SCQF level 4, to provide 16-18 year-old students with a broader curriculum choice at entry and provide pathway opportunities for school winter leavers
- Supporting local communities, with the Employability Fund activity complementing courses planned within the CDP
- Continued standardisation of course content to ensure that students work towards achieving nationally recognised qualifications.

Priorities for 2016-17

Our priorities for 2016-17, with underpinning themes of improving retention and attainment, are:

- Making progress on achieving the aims of Developing the Young Workforce by working in partnership with local authorities, schools, employers, the DYWA group and other stakeholders

- Widening access, particularly to care experienced young people

- Tackling inequalities.

The College will work in partnership with North Ayrshire Council throughout 2016-17 to establish a facility to replace our ageing Nethermains Campus which is no longer fit for purpose to enhance our engineering and trades curriculum offer to senior phase pupils and school leavers.

In response to increasing demand from the aerospace and renewables sectors, the College will enhance our composites facility in our aeronautical training centre at our Ayr Campus by the creation of an Advances Composites Laboratory.

The new campus in Kilmarnock, which will open to students in the 2016-17 academic session, will provide significant opportunities for innovation in learning and teaching, particularly in hospitality, STEM, sport, and hair, beauty and complementary therapies.

State of the art ICT infrastructure introduced in the new campus will provide students with excellent digital facilities for learning. This technology can also be scaled up to provide the same benefits for students on the College's other campuses.

Care experienced students

The College is committed to enhancing support for all students and fully endorses the *Getting it Right for Every Child* strategy and works with partners to support this objective. In our *Equality Outcomes 2013-2017* document, we make a commitment that *"students who are looked after and accommodated or identified as a care leaver will achieve positive outcomes to the same degree as students who are not looked after and accommodated or a care leaver".*

The Director of Student Services has overall responsibility for promoting access and support for care experienced students, assisted by the Student Services Manager. Campus Team Leaders are named college contacts for care experienced young people and act as the main practitioner liaison for each local authority to facilitate seamless transitions into college. The Student Services directorate provides impartial advice on courses to all students and specific advice on financial support. Other support services, including extended learning support, are offered on an individual basis, as appropriate to the young person's personal circumstances. The College works in partnership with schools, SDS and local authorities to deliver tailored support.

In 2016-17, the College will put in place actions to meet the SFC's ambitions to increase the intake of care experienced students and to improve the completed success rates of these young people. We will continue to engage with the three local authorities on their corporate parenting plans and further develop processes for better sharing of data with them and SDS to ensure more effective, proactive support for care experienced young people.

Providing a high level of support for care experienced students remains a priority for 2016-17 and, in partnership with the Students' Association, we will support the care experienced students' forum which was established in 2016. To raise awareness of the support available to care experienced students and challenge the stigma they face, the College will

promote positive stories about care experienced young people, for example through our widely read blog and in the regional newspapers.

In 2015-16, in partnership with Who Cares? Scotland, we delivered Level 2 corporate parent training to Board members, senior college managers and Student Association officers. The College signed a 'Pledge to Listen' in December 2015 to celebrate our commitment to corporate parenting. We will build on this work in 2016-17 to develop our capacity as corporate parents by delivering Level 1 training for 250 staff across the College, working with Who Cares? Scotland on the development of a customised training package for colleges. This will include developing our Corporate Parent Plan with Who Cares? Scotland and other stakeholders.

Support for young people with complex needs

In 2016-17, we plan to offer 24 courses for 288 young people with additional support needs currently at school who are seeking to make the transition to college. Working with organisations like Enable, the SCQF Level 4 employability course *Routes to Careers* aims to ensure positive transitions from the College into employment. Aimed at students who are not yet able to progress to SCQF level 4 courses in a vocational area, the overall approach is modelled on the successful Project Search programme, delivered in partnership with East Ayrshire Council and NHS Ayrshire and Arran.

The *Step into Employment* course offered through the HIVE will support the diversity of available job opportunities which students in East and North Ayrshire in particular are looking for.

Developing the young workforce

Senior Phase Vocational Pathways

The College will continue to work in partnership with East, North and South Ayrshire Councils to offer a blended and flexible approach to learning in the senior phase of secondary school. We will offer senior phase pupils a wide range of pathways and options, in particular vocational qualifications, in line with labour market demands. We will work with schools and employers to deliver learning that is directly relevant to securing employment. Courses on each of the College's three main campuses will be on offer to school pupils from any of the three local authorities. The College will continue to raise awareness of the range of vocational courses available to senior pupils and the benefits they bring so that young people will understand the choices that can be made, how qualifications lead to a breadth of occupations and that learning can take place in a variety of places.

Pupils will have access to a range of qualifications from SCQF levels 2 to 7, (84 courses for over 1,100 pupils) including Skills for Work, National Progression Awards National Qualifications, National Certificates, Foundation Apprenticeships and Higher National Certificates delivered in school, in college or through a joint delivery model.

The College, with the three local authorities in 2016-17, will develop a pan-Ayrshire SCQF Level 7 strategy for schools for implementation in 2017-18. This will include support for the four schools engaged in the Scottish Higher Education Programme through Focus West. SCQF Level 7 courses which will be offered to senior phase pupils in 2016-17 include Advanced Highers Biology and Chemistry, Advanced Media, PDA Politics, PDA Sociology.

We will develop and encourage the use of virtual learning environments to improve access for schools with geographical barriers to participation. Senior phase pupils participating in College courses will be given access to the full range of College facilities and treated as returning students, resulting in priority within our application processes.

All courses delivered as part of the school-college partnership are quality assured through the College's quality enhancement cycle. The DYW Manager and the Head of Quality Enhancement meet regularly with vocational teams to monitor the quality and consistency of delivery and outcomes. All schools classes have nominated Class Representatives who meet twice per year with the Student Association to discuss challenges and offer suggestions for improvement. In addition, all school pupils are invited to complete a questionnaire about their college experience. These results are analysed along with performance indicators as part of the team evaluation process.

Foundation Apprenticeships

The College has worked with the three local authorities to offer three Foundation Apprenticeships to senior phase pupils from August 2016. These Foundation Apprenticeships will be available to senior pupils in all schools across Ayrshire and SDS is supporting travel costs to facilitate this. They are:

- Information Technology: Software Development - delivered at the Kilmarnock Campus
- Social Service (Children and Young People) – delivered at the Ayr Campus

- Engineering – delivered at the Skills Centre of Excellence in Irvine

Throughout 2016-17, the College will run a promotional campaign on Foundation Apprenticeships targeted at young people, parents and teachers to increase uptake in future years. A dedicated team is in place to lead on this and work collaboratively with schools, employers and local authorities.

The Developing the Young Workforce Ayrshire regional group will support the College in identifying 300 hours of work experience for the three cohorts of senior phase pupils on these Foundation Apprenticeships. We will also work closely with the Developing the Young Workforce Ayrshire regional group to extend the number of substantial work experience opportunities for full-time students.

Focus on STEM

Reflecting labour market demand within the region, STEM subjects will continue to be a major focus of the College's curriculum delivery plan for 2016-17. In addition to introducing the two STEM Foundation Apprenticeships described in the previous section, other developments include:

- Introduction of HND Mechanical Engineering at the Kilmarnock Campus and HND Electrical Engineering at the Ayr Campus
- Supporting students through the Strathclyde Engineering Academy
- Introducing HNC Quantity Surveying
- Addressing poor student outcomes by replacing multi-trade NPA Construction Level 5 with trade-specific City and Guild Level 4 courses
- Offering Level 4 Introduction to Coding as an entry point for school pupils.

Working in partnership with schools, the College will continue to promote opportunities in science, engineering, technology and construction to primary and secondary pupils, for example by presenting at school assemblies, parents' evenings and careers fairs.

The College is a partner in an Education Scotland pilot to jointly develop a STEM strategy in 2016-17 for 3-18 year-olds with Ardrossan Academy, cluster primary schools and business partners. The STEM strategy will ensure that we engage in a planned and coordinated way with all pupils from their very first steps in education through to the senior phase.

The College will evaluate the Mission Discovery programme it is running in June 2016 with support from the Ayrshire College Foundation. Mission Discovery involves NASA scientists, engineers and astronauts in delivering a week-long programme to 200 Ayrshire school secondary pupils and college students.

Responding to the momentum created with the CoderDojo computer coding clubs the College delivers on campus, in schools and in cultural venues across Ayrshire, we will deliver a comprehensive range of support to primary and secondary age young people throughout 2016-17.

Developing capacity

Building on activity in 2015-16, College staff will deliver training sessions to teachers, guidance staff and SDS careers advisers in secondary schools on online applications system for school-link courses. Two networking sessions were held for guidance teachers and SDS careers. The College will provide staff development for school teachers in specialist areas like computing.

A Developed Workforce

Employer engagement

The College's engagement with employers is substantial and supported by a programme of structured activity. Annually, the College hosts a number of large events aimed at employers who already work with the College and those who do not. Strategically, the College will continue to work collaboratively with the Chamber of Commerce, the Developing the Young Workforce Ayrshire regional group, the Federation for Small Businesses, the Ayrshire Association of Business Women and other employer bodies in the region.

At an industry sector level, we will continue to play a proactive and lead role in determining the future skills needs of employers in sectors such as engineering, hospitality and tourism, energy, health and social care and digital. Employer skills forums, which have already resulted in significant partnership projects with the private sector, will continue to play a key role in this. College senior managers will continue to support the economic and skills growth agendas of the three CPPs, working with local business advisers to support employers.

Employer Skills Forums, where the College brings together employers, sector skills councils, SDS, Scottish Enterprise and other partners to focus on the skills needs of particular sectors, will continue throughout 2016-17. These are well established in STEM areas such as engineering, aerospace and renewable energy. Our focus in 2016-17 will be on holding a regular cycle of forums and introducing new forums for industry sectors such as hospitality, tourism and care sectors.

In 2014, we launched our employer engagement strategy, *Making Your Business Our Business* and in 2015-16 we will consolidate our offer to employers and communicate this to companies which do not yet engage with the College. This highlights the various opportunities for engagement and support we offer businesses, and how this will benefit the workforce, our students and local communities. The key objectives of the strategy are to:

- Ensure our courses are relevant and aligned to business needs and the region's economy
- Increase the number of employers we engage with
- Achieve the volume of new Modern Apprenticeship starts each year
- Increase job opportunities for students and job seekers
- Extend the range and uptake of training courses delivered to industry.

Modern Apprenticeships

In partnership with SDS and the CPPs, the College is developing a strategic and ambitious approach to apprenticeships across the region. As apprentices need to be employed, we will continue to promote their benefits to employers in order to stimulate demand. Alongside our well-established offer to larger organisations, the College will engage on a one to one basis with small and medium sized businesses to offer specialist support, with a view to increase the number of apprentices they employ.

In 2016-17, the College will deliver an increased number of Modern Apprenticeship (MA) starts, the majority contracted directly with SDS in frameworks such as engineering, hospitality, automotive and hairdressing. We will extend our offer to employers by supporting apprenticeship starts in Health and Social Care and Horticulture. The College has secured 185 SDS Modern Apprenticeship starts for 2016-17 in the following areas:

SDS Area - Lowlands & Uplands	Volume of New Starts											
	Level 2			Level 3			Level 4			Level 5		
Occupational Group	16-19	20-24	25+	16-19	20-24	25+	16-19	20-24	25+	16-19	20-24	25+
Animal Care, Land and Water based				6								
Automotive				14	5	4						
Chemicals and Biotechnology Related				2								
Construction and Related				4								
Creative and Cultural Skills	2	4										
Engineering and Energy				47	24	6		1	2			
Hospitality and Tourism	6	7	4						2			
Other Services	3											
Personal Services	14	4		1	1							
Sport, Health and Social Care	10	2			10							
	35	17	4	74	40	10		1	4			

In addition to our SDS contract, we will deliver the educational programmes of an increased volume of MAs for industry trade bodies such as the CITB, SNIPEF and SECTT in construction, plumbing and electrical installation. We will also deliver apprenticeships in construction, automotive, hospitality and horticulture for local authorities.

Employability Provision

Courses to support employability are designed in partnership with the CPPs, the Department of Work and Pensions and other partners to support local needs. The College will continue to concentrate Employability Fund (EF) activity on short courses at stage 4 of the strategic skills pipeline to enable job seekers or redundant employees to move towards employment. This approach was very successful in 2015-16 with the College exceeding the number of EF places originally awarded. One of the main factors in the successful application of the College's EF places is how well we work with local employers such as Prestwick Aerospace Maintenance Ltd and the RAD Group to address their skills needs, which in turn leads to them offering substantial work experience opportunities for students on EF courses, and ultimately jobs.

For 2016-17, the College has been successful in securing 204 Employability Fund places; 70 for East Ayrshire, 88 for North Ayrshire and 46 for South Ayrshire, as shown in the following table.

	New Starts Stage 2		New Starts Stage 3		New Starts Stage 4	
LEP Area	16-17	18+	16-17	18+	16-17	18+
East Ayrshire					0	0
East Ayrshire (Ring Fenced)			5	10	15	40
North Ayrshire					0	0
North Ayrshire (Ring Fenced)			3	12	15	58
South Ayrshire					0	0
South Ayrshire (Ring Fenced)					15	31

In 2015-16, the College consolidated its role as a key contributor to the regional PACE partnership by working closely with SDS, local authorities and other training providers to support employees being made redundant by providing training and accreditation to help

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them move quickly back into employment. This approach will continue in 2016-17 and will incorporate a wider range of provision, providing basic employability skills as well as sector specific accreditation and training.

High Quality and Efficient Learning

Ayrshire College was one of three pilot colleges working in partnership with the Scottish Funding Council and Education Scotland on an action learning pilot during 2014-15 and 2015-16 to develop a new approach to quality enhancement. This was built on four key principles of integration, regional approach, ownership and challenge.

Rolling out our enhanced quality cycle

To create a sustainable model of evaluation the College began a 5-year rolling programme of evaluation focusing on two curriculum areas per year, starting in 2015-16 with hospitality and tourism, and business and computing. In 2016-17 the areas of health, social care and early years; and sport and social science will take part in a range of evaluation activities with partners from Education Scotland, the Student Association and colleagues from service areas in the College. The focus is to improve outcomes for students by enhancing the student experience of learning and teaching, reducing withdrawals and improving attainment and progression.

Within our new quality enhancement model the College will evaluate wider cross-college themes in order to drive improvement and in 2016-17, specifically our Essential Skills model and our higher education provision. Feedback from employers in 2015-16 indicated that a priority for the development of their workforce is the development of core employability skills, and this evaluation will ensure we have the right model to meet the needs of employers in the region. Successful completion on our HE courses has been consistently low since before merger and further evaluation of this activity in 2016-17 will consider how to improve these performance indicators.

Learning and Teaching Strategy

In 2016, we published our first Learning and Teaching Strategy as Ayrshire College with the following vision:

> *Our students will have the qualifications, skills, qualities and confidence that they require to be successful in a competitive employment market and key contributors to the growth of the local, national and global economy.*

This vision will be achieved by delivering the following key objectives, each of which has a number of underpinning actions:

- Delivering a high quality, demand-led curriculum
- Maximising student success
- Building on inspiring sector leading teams
- Delivering innovation and excellence in learning and teaching
- Delivering continuous quality improvement.

In 2016-17, curriculum teams will focus on developing and implementing action plans around the key objectives in the Learning and Teaching Strategy.

Intelligence-led organisation

Qlikview will continue to be developed as a business intelligence tool across the College. Key targets such as *early withdrawal* and *completed successful* are now built into the dashboard, and progress against targets is measured and available on a real-time basis to managers and curriculum staff. Planned developments for 2016-17 include a separate dashboard to report progress against all 17 Outcome Agreement measures and making all dashboards mobile friendly so that information can be accessed easily at all times.

In 2015-16 the Performance and Planning team created a tool to assist with tracking student attendance and improving retention. This will be deployed from the start of 2016-17 as part of a retention strategy aimed at improving our early and further withdrawal rates.

A predictive data analytics model is being developed to be layered across student enrolments for 2016-17. This analyses a range of factors which may impact on student success such as SIMD profile, funding, additional support needs, attendance and volume of Moodle activity in order to predict students who are at risk of disengaging. This will allow curriculum and student services teams to deliver a more targeted approach to improving the retention and outcomes of students.

A cross-college group - with representation from staff at all levels of curriculum, the Students' Association, EIS-FELA, quality enhancement and the Staff Learning and Development Manager - has been established to create a peer review process. This will be based on a supportive and developmental model which provides staff with a toolkit of options to evaluate the effectiveness of their learning and teaching practice. This will ensure we are delivering a high quality learning experience based on effective student engagement, and will demonstrate innovation and creativity. It will ensure that we are meeting the Professional Standards for Lecturers in Scotland's Colleges and provide targeted CPD activities to assist with the design, development and delivery of our learning and teaching practice.

Enhancing the student voice

Quality enhancement and student services staff and the Students' Association are working closely to develop a consistent approach to student engagement. This will be further enhanced during 2016-17 to deliver a uniform approach to student focus groups, surveys and participation in course teams.

Tackling Inequalities

Tackling inequalities is at the heart of all college activity and reflected in strategic documents such as our three-year outcome agreement, strategic plan, learning and teaching strategy and employer engagement strategy. The College's equality outcomes require to be reviewed in 2017. The priority actions outlined in this 2016-17 outcome agreement addendum are underpinned by our four equality outcomes which are:

1. We are an inclusive organisation which respects and encourages diversity in all our activities
2. We advance equality of opportunity for all students and staff who share particular protected characteristics to participate in College life and achieve positive outcomes
3. We promote wellbeing to improve the positive mental health of students and staff
4. We will increase male and female student participation in subjects where they are under-represented

For Equality Outcome 1, we will focus in for 2016-17 on the following areas:

- Staff governance and management arrangements
- Equality impact assessment
- Staff equalities disclosure and data collection
- Staff development

Our focus for Equality Outcome 2 in 2016-17 will be on taking forward a range of activities under our safeguarding framework - *We Protect, We Prevent, We Parent.* The College works collaboratively with Community Planning Partnerships to improve the life chances of individuals and families within our communities. A safe and supportive learning environment is fundamental to advance equality of opportunity for students to achieve positive outcomes.

Our focus for Equality Outcome 3 in 2016-17 will be on:

- Mentally Healthy Colleges Action Plan 2016-19
- Mindfulness staff development
- #MyMentalHealthMatters campaign

Tackling gender imbalance in career and learning choices

Our focus for Equality Outcome 4 in 2016-17 will be on encouraging and supporting male and female students to pursue subject choices and areas of study out with traditional stereotypes in order to increase better gender balance in subjects at all stages of the student journey including recruitment, enrolment, retention, attainment and progression.

The College will continue with its strategic approach to tackling gender imbalance throughout 2016-17 which we will set out in a Gender Action Plan for 2017-20. This will demonstrate how we will make progress towards the longer term SFC/DYW goals to reduce gender imbalance in subject areas.

- Work with the Equality Challenge Unit (ECU) on a three-year project on diversity in recruitment, which focuses on women into computing and engineering, and men into health and social care
- Sustain and evaluate our boys/men into care, childcare and hairdressing campaigns
- Sustain and evaluate our girls/women into STEM campaign
- Build on successful use of social media, video and blogging to promote positive female and male role models
- Help female STEM students take advantage of the mentoring network established in 2015-16 to build their confidence and contacts for studying and working in male-dominated areas.

Sustainable Institution

Culture

In 2015-16, the College conducted a culture study as a follow up to that completed prior to the merger. The resulting positive report was communicated to staff in May 2016 and actions will be taken forward in 2016-17. Actions, which will involve staff engagement, will also arise from the Investors in People review and our Staff Governance Standard.

Carbon footprint

The College will reduce its carbon footprint by adopting sustainable facilities management practices, promoting awareness of environmental sustainability in the curriculum and embedding the use of sustainable resources in the delivery of learning and teaching. Moving from the existing Kilmarnock campus building to the new campus in 2016 will have a radical impact on the College's overall carbon footprint.

Building on existing carbon management plans, the College will develop and implement a holistic strategy which will include measures, for example, to manage power and fuel usage which will lead to a managed reduction of the gross carbon footprint over a three-year period.

Funding

College funding settlements continue to present significant barriers to meeting our aspirations and strategic objectives. The College is concerned about the overall SFC funding allocation for 2016-17 and, in particular, the 29 percent reduction in our capital maintenance grant. This is an important budget for the College to ensure suitable and sustainable investment is available to provide fit for purpose learning facilities, industry standard equipment and facilities, and an ICT environment which enhances our students' learning experiences.

For both 2015-16 and 2016-17, the College has been impacted by a range of national cost pressures including structural changes in national insurance, pension contribution increases and the costs arising from national bargaining. The current situation does not enable effective organisational planning to be completed. The College believes that it is critical that SFC provides evidential data to demonstrate the importance of the college sector in implementing Scottish Government priorities in order to secure additional and sustainable funding.

Outcome Agreement Measures

Measure	Actual 2013-14	Actual 2014-15	Target 2015-16	Target 2016-17	Note
SFC Priority – Efficient & Sustainability					
1. Gross carbon footprint (three-year period)		2,897.4 tCO2e			
SFC Priority – Right learning in the right place					
2. *Volume of Credits delivered ESF Credits **Total Credits**			124,252 1,255 **125,507**	124,252 1,255 **125,507**	
3. Volume and proportion of Credits delivered to learners Aged 16-19 Aged 20-24	52% 22%	53% 23%	62,753 50% 25,101 20%	62,753 50% 25,101 20%	
4. Volume and proportion of Credits delivered to full-time learners aged Aged 16-19 Aged 20-24	54% 23%	54% 23%	52,807 50% 21,123 20%	52,807 50% 21,123 20%	
5. *Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	19.5%	20%	25,101 20%	26,356 21%	
6. Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)					For 2015-16, SDS provided information on 250 care experienced young people identified at school. In 2016-17, we aim to capture those individuals on our system in order to target support
7. Volume and proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement				140 0.1%	Based on SCQF Level 1 provision in the 2016-17 CDP
8. Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.4%	2.6%	4.6%	3,900 3.1%	Based on schools provision in the 2016-17 CDP
9. Volume and proportion of Credits delivered at HE level to learners from SHEP schools			4,132 3.3%	4,132 3.3%	The 2015-16 figure is based on students who previously attended the relevant four schools. The 2016-17 figure is based on the previous year
10. Volume and proportion of			22,813	22,660	Based on SFC guidance

	Credits delivered to learners enrolled on STEM courses			18.2%	18.1%	on which superclasses to include
SFC Priority – High quality learning						
11.	*Proportion of enrolled students successfully achieving a recognised qualification	97%	97%	97%	97%	
	FEFT completed successfully	65.8%	58.6%	68%	70%	Figures for 2015-16 and 2016-17 are targets set in the 2014-17 Outcome Agreement.
	HEFT completed successfully	66%	62.3%	70%	71%	
	FEPT completed successfully	74.8%	77.7%			
	HEPT completed successfully	80.4%	72.9%			
12.	*Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	383 44%	366 50%	370	380	Requires data from the National Articulation Database
13.	*Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying		3,971 84.1%			Figures based on latest SFC College Leavers Destinations Survey 2014-15
SFC Priority – A developed workforce						
14.	The number of starts for Modern Apprenticeships ○ SDS ○ Sub-contracted	160 103	164 105	154 120	185 120	
15.	Number of full-time learners with substantial 'work experience' as part of their programme of study			2,055	2,250	Figures derived from college records. Target based on DYW Ayrshire regional group KPI to increase by 10% annually
16.	Number of senior phase pupils studying vocational qualifications delivered by colleges				560	Based on 2016-17 CDP
17.	Volume and proportion of Credits delivered to senior phase pupils studying vocational qualifications delivered by colleges				2,847	Based on 2016-17 CDP

*Measures shaded above and marked with * are key national priorities*

START HERE

GO

ANYWHERE

Ayrshire College

Raising Aspirations
Inspiring Achievement
Increasing Opportunities

Outcome Agreement between Ayrshire College and the Scottish Funding Council for AY 2016-17
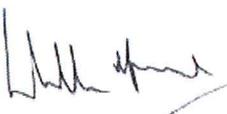
On behalf of Ayrshire College:

Signed:

Print name: Heather Dunk

Position: Principal

Date: 06 July 2016

Signed:

Print name: Willie Mackie

Position: Regional Chair

Date: 06 July 2016

On behalf of the Scottish Funding Council:

Signed:

Print name: Laurence Howells

Position: Chief Executive

Date: 19 July 2016

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