

**Minute of the Learning & Teaching
Committee Meeting
Held at the Kilmarnock Campus,
On Thursday 1 June 2017**



(Paper 1)

Present: Barbara Graham (Committee Chair)
Margarette Bryan
Heather Dunk
Alan McGregor
Lainey McKinlay

In attendance: Brendan Ferguson (Board Secretary)
Jackie Galbraith (VP)
Elaine Hutton (Director – Creative)
Julie Maxwell (Director – Care, Education, Sport and Fitness)
Michael McHugh (Director - Quality Enhancement)
Jane McKie (VP)
Carol Nisbet (Director – Partnerships and Employability)
Lesley Russell (Executive Assistant)

1 Welcome and Declarations of Interest

The Chair welcomed everyone to the meeting and in particular Mrs Lesley Russell, newly appointed Executive Assistant who was attending her first college committee meeting. There were no declarations of interest.

2 Apologies

Apologies were received from committee members Holly Bates, Julie Bradley and Bill Costley. Apologies were also received from EMT members Michael Breen and Donna Vallance.

3 Minute of the Previous Meeting held on 23 February 2017 *(Paper 1)*

The minutes were approved as a correct record.

Proposed: Alan McGregor
Seconded: Heather Dunk

4 Matters Arising

Update on SFC Review of Extended Learning Support; Page 4, Item 12 – H Dunk reported that the matter remained under consideration and the sector has proposed to SFC that the model be replaced by a more accurate and responsive model based on actual need rather than a mean figure calculated across the sector.

5 Student Association Report (*Paper 3*)

L McKinlay took the Committee through the report as written, pointing out that the 2017/18 sabbatical officers elected at recent student elections were:

President Elect: Lainey McKinlay
Vice President Elect: Lora Miller.

The Committee noted and welcomed the above report and congratulated the two sabbatical officers elect.

The Committee also noted and commended Lainey McKinlay for all of her work in recent months when, as a result of illness, she had been carrying out many of the duties of the President in addition to her own responsibilities.

6 Draft Outcome Agreement 2017-20 (*Paper 2*)

J Galbraith introduced the draft Outcome Agreement. It was noted that the draft document set the context within the regional demographic and labour market, which in turn drives the curriculum design and provision to meet the learning needs of the Ayrshire region. Progress towards meeting challenging targets was described in the draft Outcome Agreement, and proposed initiatives designed to achieve further progress, in a challenging fiscal environment, were outlined in the document.

The Committee regretted that destination statistics were not required in the format of the Outcome Agreement as determined by SFC, but was pleased to note that the College intends to adopt this factor as an additional performance indicator by monitoring trends in destinations of College leavers.

Subject to the inclusion of appropriate graphics, the Committee welcomed and supported the draft Outcome Agreement 2017-20 and commended it to the Board of Management for approval.

7 Progress on Retention 2017/18 (*Paper 4*)

M McHugh introduced Paper 4 and took the Committee through it, in the process explaining the improved retention statistics across all of the campuses resultant on the targeted support processes put in place by the College. In addition, it was noted that the retention statistics had now moved into alignment across all three main campuses. The Committee also noted the significant improvement in the under 16 retention statistics, but were aware that the figures presented remained below the sector average. J Galbraith commented that the College was continuing to work on processes designed to bring about further improvement in under 16 retention figures and the Committee noted that particular issues were associated with this student age group.

The Committee noted and welcomed the information contained in Paper 4 and commended the work being undertaken by the College and the resultant improvements in retention.

The Committee also noted the position in relation to under 16 retentions which, despite significant improvement, remained below the national average. The Committee was aware of the particular challenges associated with this age group within Ayrshire and looked forward to hearing further on the steps being taken by the College to address these challenges.

8 2016-17 Credit Report as at 24 May 2017 (Paper 5)

J Galbraith introduced Paper 5, and the Committee noted that the College was projected to meet the SFC activity target for 2016-17. However, a number of questions remained in relation to the SFC policy on “one plus” activity, which related to the addition of credits within some courses to improve a learner’s employment prospects. While it was noted that this was a sector wide issue, the uncertainty surrounding this while SFC came to a view as to whether it should claw back funds across the sector was considered to be regrettable, particularly during a period of austerity and tight funding settlements.

The Committee noted Paper 5 and welcomed the projected achievement of the 2016-17 activity target.

The Committee regretted the uncertainty surrounding possible SFC clawback of £120k in relation to “one plus” activity. While recognising that SFC had still to come to a sector wide view on this, the uncertainty occasioned by the delay in reaching a decision was not considered to be helpful to the sector or to individual Colleges during a period of ongoing tight fiscal constraint.

9 2017-18 Applications Status as at 16 May 2017 (Paper 6), 2017-18 School-College Programme Application Status (Paper 7)

M McHugh and C Nisbet introduced Papers 6 and 7 respectively. The Committee noted and welcomed the progress being made towards meeting the 2017-18 recruitment targets.

In considering Paper 6, members asked whether there was any evidence of a positive correlation between interviewing prospective Ayrshire College students and their subsequent performance and progression on their chosen programme of study. Evidence from studies elsewhere suggested that there was no correlation, but the Committee was interested to know what the Ayrshire College statistics might reveal.

The Committee welcomed the information in Paper 7 that the school-college programme target had already been met, and the work undertaken with schools and local authorities to ensure that course provision met actual demand.

The Committee noted and welcomed the very positive information contained in Papers 6 and 7. In particular the Committee commended the College for the work undertaken with schools and local authorities to ensure that the

targets for the school-college applications programme was met and that the courses offered were in line with actual demand.

The Committee asked that information be brought to a future meeting which demonstrated whether any correlation existed between those students who were interviewed prior to being offered a place on a course and their subsequent performance and progression on that course.

10 2016-17 Student Support Funds as at 20 April 2017 (*Paper 8*)

H Dunk introduced Paper 8 explaining that there had been sufficient funds in place during 2016-17 to meet all student needs.

The Committee welcomed the content of Paper 8 and commended the work of the staffing team in Student Services and Student Funding.

11 2017-18 Student Support Funds Allocation (*Paper 9*)

H Dunk took the Committee through the above paper, noting that the amount allocated to the College had decreased in line with 2016-17 spending. However, the College did not feel this raised any undue issues, and at this stage, the allocation was felt to be adequate.

The Committee noted the above Paper.

12 Corporate Risk Register: LTC Extract (V4) at June 2017 (*Paper 10*)

The Committee discussed the Risk Register Extract and agreed the following:

L&T1, 2, 4 and 5 – remain as is.

L&T3 – In light of recent industrial action and the possible implications of National Bargaining outcomes, L&T3 be raised to 16, with increases in both likelihood and impact.

13 Directors Reports (*Verbal*)

The Curriculum Directors provided verbal reports on matters of development and interest in the curriculum area for which they are responsible.

14 Papers Received for Information

Education Contracts and Business Development Report (*Paper 11*)

Although this paper was received for information, the Committee wished to record its welcome for the paper's content and its congratulations to all staff involved

- 14 Date of Next Meeting** – The next meeting of the Committee would be confirmed following consideration by the Board of Management of the standing committee structure review.

Publication

This paper will be published on the College website.

Learning and Teaching Committee Terms of Reference

Introduction

The Learning and Teaching Committee is identified as a Committee of the Ayrshire College Board of Management. The approved Terms of Reference and information on the composition and frequency of the Committee will be considered as an integral part of the College Standing Orders.

The Committee will be known as the Learning and Teaching Committee of the College Board and will be a Standing Committee of the Board of Management. For the purposes of the Terms of Reference, unless otherwise indicated, 'The Board' means the Ayrshire College Board of Management.

Remit

The Committee will be responsible for overseeing all matters related to the strategic and operational planning of Learning and Teaching within the College and provide assurance to the Board on students' issues and the learning and teaching performance of the College.

Committee Membership

The Committee membership shall consist of a minimum of four members from the Board, which should include one staff representative and a College Student President.

The Committee Chair and remaining members will be appointed by the Board.

Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members.

Quorum

50% of the total membership of the Committee will constitute a quorum.

Attendance

The Committee may co-opt additional advisors as required. Details of proposed co-opted advisors will be notified to the Chair of the College Board in advance. The role, remit and term of membership of co-opted advisors will be determined by the Committee.

The Vice Principal Learning and Teaching, and, where appropriate, other staff should attend meetings of the Committee to provide information and reports as appropriate.

Meetings

The Committee shall normally meet on a quarterly basis, but shall meet on a minimum of three occasions per annum.

Any member of the Committee may convene additional meetings of the Committee as and when required by giving a minimum of ten working days' notice to the Secretary to the Board of Management to call a meeting.

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Duties

- To agree Strategies within the Committee's overall remit subject to Board of Management Approval.
- To approve the curriculum portfolio within the context of the College's strategic objectives and to meet the requirements of the Ayrshire College Outcome Agreement.
- To agree the College strategy on provision for young people (16-19), disadvantaged groups, the unemployed, employed and lifelong learners.
- To scrutinise performance indicators (PI's) in relation to student success including but not limited to; student retention and student outcome data, SIMD and post course destinations and consider action taken to improve performance where the PI's fall below national benchmarks.
- To monitor the progress and outcomes of the College curriculum directorates and service areas self-evaluation reports.
- To consider and review strategies supporting learning, teaching and assessment and student support funds.
- To review and monitor all College services which are provided to support the student journey, including the quality of learning and teaching and student satisfaction.
- To monitor equality and diversity strategies, scrutinise data and receive reports on learner profiles and interventions.
- To monitor the use of student funds including; bursaries, educational maintenance allowance (EMA) childcare and discretionary funds.
- To review student feedback on their College experience using a range of methods and monitor actions for improvement.
- To monitor transition agreements between local schools, the College, university partners and employers and receive annual reports.

- To receive an annual report on student complaints and how they are dealt with.
- To receive an annual report on Student Welfare incorporating safeguarding and behavioural management issues.
- To receive a Student Satisfaction Annual Report.
- To celebrate success with staff and students.

Authority

The Committee is authorised to investigate any matters which fall within its Terms of Reference.

The Committee is authorised to seek and obtain any information it requires from any Senior Manager or Employee of the College, its Advisors or Member of the Board of Management whilst taking account of policy and legal rights and responsibilities.

Reporting Arrangements

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the Chair of the Committee and the Committee Executive Management Team representative for checking. It is expected that minutes will be checked timeously and any amendments advised to the Secretary to the Board of Management.

The Secretary to the Board of Management will prepare a "Staff Briefing Note" of the Committee proceedings, which will be posted on Staff Notice Boards throughout the College and also on the College intranet as part of the College communication system.

The Chair of the Committee shall report on the work and recommendations of the Committee and submit approved Committee minutes to the Board meeting for information.

Publication

This paper will be published on the College website.

Learning and Teaching Committee work plan 2017-18

September	November	March	June
Student Association Report	Student Association Report	Student Association Report	Student Association Report
2016-17: Performance Indicators Credit Report* Student Funding Report* Student Services Report	2017-18: Credit Report* Student Funding report*	Outcome Agreement 2017-20 addendum (draft)	Outcome Agreement 2017-20 addendum
2017-18: Enrolment Report	2018-19: Draft CDP	2017-18: Credit Report* Student Funding Report*	2017-18: Credit Report* Student Funding Report* Applications – schools 2018-19
Quality Report 2016-17	Student Survey Report* (enrolment/induction)	Student Survey Semester 1 Report*	Student Services Report
Risk Register 2017-18	Retention Report* Risk Register	Student Services Report 2016-17 Sector KPI's	Risk Register
Equity and Excellence Report Phase 1		Risk Register	Nethermains Provision
Nethermains Provision	Nethermains Provision	Nethermains Provision	Business Development Report
Business Development Report	Business Development Report	Business Development Report	

For information:

Directorate Report (each meeting)
Student Survey reports
Enrolment report
CDP 2018-19

*Board require material events only to be reported – variance reporting to be adopted

Learning and Teaching Committee

7 September 2017

Subject:	Student Association Report
Purpose:	To update Committee Members on Student Association activity since the last meeting
Recommendation:	That Committee Members note the content of the report and feedback any recommendations they may have

1. Background

After a month long period of induction and training, Student President, Lainey McKinlay, and Student Vice President, Lora Miller, officially took up their positions on the 31 July.

Both officers attended the NUS Scotland 'Lead and Change' training in July in preparation for their new roles.

A review of both the ACSA Constitution and Student Partnership Agreement took place during this time and the results of the changes will be considered at the Board of Management Meeting on 28 September.

2. Current Situation

Following a period of evaluation, review and planning over the summer, ACSA has set out its priorities for the year ahead which include; communication (in particular use of ACSA social media, Moodle and the College website), student carers, care experienced students and there will also be a focus on under-represented groups with particular attention to evening class and apprenticeship/day release students.

The Student President has been working on work plans for the new executive officers who will take up post in October, following online executive elections. The work plans are based upon ACSA priorities and events calendar commitments for the year.

The Student Association Advisor is working with the Marketing team to create more relevant and dynamic content for the ACSA pages of the website, will continue to update Moodle and will be responsible for ensuring that students are kept informed on the work of the association through the 'You said, we did together...' monthly e-newsletter.

ACSA is delighted to be moving into its new office at the Kilwinning campus. The situation and accessibility of the new office will improve visibility at the campus and will hopefully raise ACSA's profile.

3. Association Activity

Transition and Keeping Warm Input

ACSA has delivered presentations on the work of the association to Inclusive Learning students on each campus as part of the summer transition programme. ACSA was also invited to input at various keep warm sessions across different curriculum areas which presented the opportunity to discuss the work of the association and the importance of student representation.

Curriculum Team Evaluations

ACSA was represented at each of the curriculum team evaluations which took place at the end of August. Representatives were able to contribute to conversations and found these helpful in providing an insight into the work of each curriculum area. These also gave ACSA the opportunity to promote itself to curriculum members of staff, some of whom have invited us into the classroom to deliver sessions on the work of the association and to help with the class rep election process.

Class Representatives

Following on from last year's success, where ACSA delivered the Sparqs Class Rep training for the first time across the College, the team have been working on organising the training schedule for this year's delivery, which will take place in October with further sessions planned for early February. Evaluation of last year's class rep programme has raised a few areas for improvement, namely providing better information to curriculum staff and students on the electronic registration process, ongoing tracking of curriculum areas to identify those which are under-represented, the development of an effective system for alternative modes of study, such as evening class students, and a better system for getting the Sparqs certificates out to reps in a timely manner. ACSA will continue to work with the Schools Partnership team to help in the facilitation of focus groups to school pupils.

Fresher's Events

The association has planned two Fresher's events on each main campus and a mini Fresher's on the Irvine campus as follows:

Tues 5 Sept	Wed 6 Sept	Thurs 7 Sept	Thurs 14 Sept
Ayr	Kilwinning	Ayr	Irvine
Kilwinning	Kilmarnock	Kilmarnock	

Stallholders include a mix of third sector organisations, companies offering discounts to students and the campus liaison officers.

My Mental Health Matters

ACSA have been involved in a working group tasked with organising awareness raising activities for #MyMentalHealthMatters month, an Ayrshire College campaign which runs from 10 September (World Suicide Prevention Day) to 10 October (World Mental Health Day). Feedback from last year's campaign which included conversation

cards on the tables in the refectories, was extremely positive and we are arranging these for this year's campaign.

Conference Attendance

NUS Lead and Change – The Student President and Student Vice-President attended this training which has been specifically designed for new and returning sabbatical officers.

That's Quality! Colleges – the Student Vice President and Student Association Advisor attended this event which provided a comprehensive introduction to the national arrangements and processes and encouraged consideration of how best to use these arrangements in our roles.

The Gathering - The Student Vice President attended the NUS Scotland's Gathering event which brings together examples of best practice from Student Associations from across the sector.

Achievements

Student President, Lainey McKinlay, has taken part in a ten day long volunteering expedition to Uganda to support young women in adverse situations. Lainey's work included structured play with children in an orphanage and delivering workshops on Sexual Violence to young women. As part of the preparation for her visit, Lainey collected packs of underwear from students and staff at Ayrshire College to distribute to girls and young women. Women in Uganda who wear underwear are less likely to be the victims of sexual assault. Lainey managed to travel with 1000 pairs of underwear and hopes to set up a regular supply network through an ongoing project.

4. Proposals

N/A

5. Risks

Due to the challenging issues dealt with within the SA there is a risk of reputational damage.

6. Equality Impact Assessment

Due to the nature of this paper an equality impact assessment has not been undertaken.

7. Conclusion

The ACSA will continue to work alongside staff in order to best support and encourage students, and make the 2017-18 session both enjoyable and successful for students.

**Lainey McKinlay
Student President
28 August 2017**

Publication

This paper will be published on the College website.

Learning and Teaching Committee

7 September 2017

- Subject:** 2016-17 Student Satisfaction and Engagement Survey
- Purpose:** To provide an update on the results of the 2016-17 Student Satisfaction and Engagement Survey and actions arising from it.
- Recommendation:** The Learning and Teaching Committee is invited to consider the contents of this paper.
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1. Background

As part of the national quality arrangements, all colleges are required by the Scottish Funding Council (SFC) to conduct a national annual student satisfaction and engagement survey. The survey takes place from March to April each year and all students are encouraged to complete it. Ten questions in the survey are set by SFC for the purposes of national comparison. Responses to these questions are set out in Appendix 1.

Survey results are interrogated at course level enabling staff to review feedback for their own areas and compare their results with the College average, other campuses and courses for the purpose of identifying and sharing good practice. Curriculum Heads and Managers share the feedback from the survey with their teams to promote reflection and inform their team evaluation activities and improvement plans.

In addition to surveys, the College gathers qualitative student feedback throughout the year through a range of activities. For example, the Student Association holds class representative focus groups during the year on each campus which are supported by the Quality Enhancement team. The Schools Partnership team, assisted by the Student Association, facilitates class representative focus groups to gain feedback from school pupils on each campus. In addition, *Have Your Say* events are planned to take place on each campus in both semesters.

Sector average responses are not yet available for the 2016-17 survey. These are usually published by SFC towards the end of the calendar year.

The outputs and feedback from the student satisfaction and engagement survey will inform the College Evaluative Report and Enhancement Plan.

2. Analysis and Actions

Participation in the survey

The SFC target is for the survey to be completed by 50% of students. To achieve this target, the College tries to incentivise students to complete the survey in a variety of

ways, such as promoting it on social media and offering prizes. The Student Association, Heads of Learning and Skills and Curriculum Managers actively encouraged students to participate in the survey, and we hosted the survey in our virtual learning environment, Moodle, for greater visibility to students.

Despite these efforts just 1,654 students completed the survey, 356 fewer than in 2015-16. Table 1 demonstrates that most responses received were from full-time students, particularly at FE level.

Table 1: Response rate by mode of delivery

FE full-time students	31.15%
HE full-time students	22.23%
FE part-time students	3.75%
HE part-time students	2.9%

We are aware of 'survey fatigue' amongst students and it is likely that the lengthy survey (which includes 27 questions in addition to the ten set by SFC) is contributing to this. For the 2017-18 survey, we will reduce the survey to a maximum of 15 questions.

The Quality Enhancement team is working with the Student Association, Learning Technologists and Student Services to identify innovative ways to encourage students to complete the survey. We will seek to identify colleges which are achieving high rates of student participation in the survey to learn from good practice in the sector.

Table 1 illustrates particularly low levels of participation from part-time students. Part-time students are very diverse and include those attending evening classes, participating in day release courses, attending school-college programmes and taking part in employability courses in the community. The College is investigating bespoke ways to engage these students in the survey.

Analysis of responses

Analysis of the 2016-17 survey indicates a slight overall decrease in student satisfaction, with most responses decreasing by approximately one percentage point over the year. While this may, in part, be a consequence of industrial action during the year, the College takes this very seriously and continues to seek ways to improve the student experience. Recent team evaluations have illustrated excellent examples in all curriculum areas of acting on student suggestions received through course team meetings and ongoing feedback mechanisms with class groups.

Three questions saw a more significant decrease over the year and addressing these will be a priority for the College in the current academic session.

- The statement '*I believe student suggestions are taken seriously*' saw a four percentage point decrease in positive responses over the year.
- There was a five percentage point decrease in positive responses to the statement '*I believe all students at the college are treated equally and fairly by staff*'.

- There was a five percentage point decrease in positive responses to the statement *'The college Students' Association influences change for the better'*.

Comments from students

Students were invited to comment on their learning and teaching experience, the College and the support they received. The themes which emerged from these comments are summarised below.

1) *Support for Learning*

The majority of comments about support for learning by teaching staff were positive:

- 'my lecturers give me huge support in my studies'
- 'lecturers are always on hand to help when needed'
- 'tutors have been excellent and understanding'
- 'wouldn't have gone on to HND if it hadn't been for the staff'
- 'I feel I can trust and share with my lecturers about my concerns'

However, some students commented negatively on communication issues, lack of feedback and learning styles:

- 'some lecturers do not communicate with their students'
- 'need more ongoing feedback about our progress in specific subjects'
- 'lecturers should take into consideration how a person learns'.

There were very few comments about support services. Where there were, they were generally about funding issues which were outwith the College's control (e.g. 'EMA is too low'; 'I am not eligible for SAAS funding').

2) *Equipment and Resources*

There were comments on poor wi-fi access, out-of-date hardware and software and a lack of laptops, and course specific comments about equipment. There were also some negative comments on the use of Moodle:

- 'Moodle is too slow and you can't upload work onto it'
- 'some lecturers don't explain things further – they just say "it is on Moodle"'
- 'lots of the course materials on Moodle are out of date and not interactive'

3) *Student Discipline*

Some students commented on student discipline issues that they felt are not being addressed, mainly around timekeeping, late submissions, use of mobile phones in class and lack of respect:

- 'deadlines are shifted to suit students who don't submit on time – this is unfair'
- 'some students are constantly late for class and disruptive and are not dealt with. This doesn't prepare them for work'
- 'Deadlines should be deadlines'
- 'disruptive students hinder the learning process greatly'

4) *General Comments*

- There were a few negative comments regarding the relevance of core skills.
- A number of students commented on the negative effect of strike action.
- Some students requested the return of smoking shelters.
- There were a number of comments regarding car parking issues.

Many of these points are already being addressed by the College. For example, following our recent consultation with staff on the delivery model for core skills, we will continue to contextualise core skills for vocational areas and recent team evaluations have reinforced how successful this model is.

With support from funding from the Ayrshire College Foundation, we are rolling out the innovative and successful ICT solution on our Kilmarnock Campus to other campuses, which will enhance the student experience.

Staff sharing sessions have been planned throughout the year to enable lecturers to learn from each other about effective approaches to learning and teaching, and providing feedback to students.

The College continues to improve the accessibility and usability of Moodle for students, and to develop staff in the effective use of Moodle to support learning and teaching.

3. Consultation

No formal consultation is required.

4. Resource Implications

No resource implications require to be noted in this paper.

5. Risks

The survey presents a reputational risk if concerns raised are not addressed by the College and individual areas fail to take account of student feedback to inform improvements to their service.

6. Equality Impact Assessment

Given the subject matter of this report, a formal impact assessment of this paper is not required.

7. Conclusion

The Learning and Teaching Committee is invited to consider the contents of this paper.

Jackie Galbraith
Vice Principal, Strategy and Skills
1 September 2017

APPENDIX 1 - STUDENT SATISFACTION AND ENGAGEMENT SURVEY RESPONSES TO SFC QUESTIONS

Question	Positive responses	Positive responses	Change over the year
	2015-16	2016-17	
Overall, I am satisfied with my college experience	94%	93%	-1%
Staff regularly discuss my progress with me	83%	83%	-
Staff encourage students to take responsibility for their learning	98%	97%	-1%
I am able to influence learning on my course	90%	89%	-1%
I receive useful feedback which informs my future learning	88%	88%	-
The way I'm taught helps me learn	88%	87%	-1%
My time at college has helped me develop knowledge and skills for the workplace	93%	92%	-1%
I believe student suggestions are taken seriously	78%	74%	-4%
I believe all students at the college are treated equally and fairly by staff	82%	77%	-5%
The college Students' Association influences change for the better	54%	49%	-5%
Number of respondents	2,010 (18.3%)	1,654 (15.8%)	-356

Publication

This paper will be published on the College website.

Learning and Teaching Committee

7 September 2017

Subject:	Student Services Annual Report 2016-17
Purpose:	To provide the Learning and Teaching Committee with a summary of the activity and outcomes for Student Services 2016-17
Recommendation:	The Learning and Teaching Committee note the contents of this report

1. Background

This report provides an overview of the type and volume of activity, which has supported students during academic year 2016-17.

2. Current Situation

2.1 Student Services

The table below shows the significant activity to support students which has been delivered during 2016-17.

Activity	2014-15	2015-16	2016-17	Percentage Change
Service Desk Enquiries	33,520	31,598	25,925	-17.9%
Student Supported 1-2-1	5,134	6,666	8,789	+32.1%
Disciplinary Referrals	161	168	206	+22.6%
Safe Guarding Concerns	117	194	161	-17%
PVGs Completed	1,493	1,619	1,343	-17%
Workshops Delivered	775	718	591	-17.7%
Students Attending Workshops	9,777	9,178	7,540	-17.8%
UCAS Applications	720	840	690	-17.9%
Counselling Session	527	652	536	-17.8%

It can be seen that there has been a fluctuation in demand for delivery of many of our key services. Service desk demand has reduced by 17.9%. The main contributory factors are:

- The Student Funding team continues to improve processing times reducing the number of desk enquiries
- The new desk arrangements at each campus, including the move to the new Kilmarnock campus, have resulted in Student Funding and Inclusive Learning having dedicated staff available to answer queries at the desk (previously Student Services staff passed on messages to staff at their desks – these were

recorded as enquiries). Appendix 1 shows the details of enquiries at each campus.

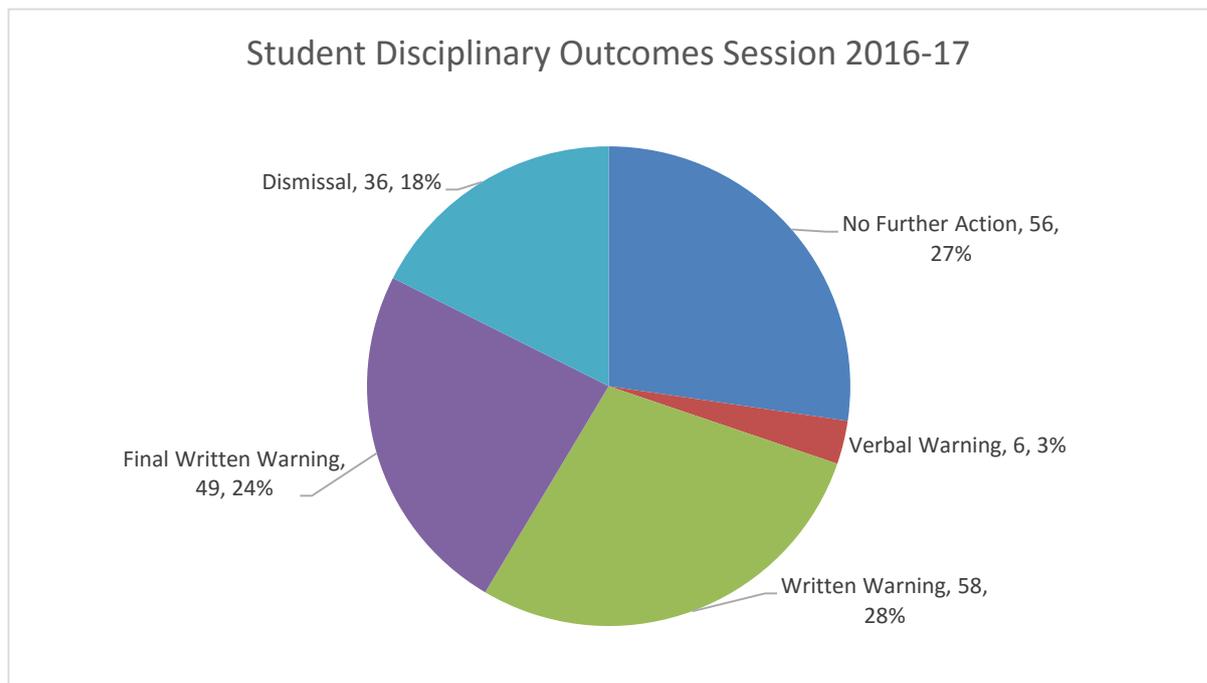
The reasons for the reduction are shown in Appendix 2, which highlights the top ten reasons for a student enquiry.

It should be noted that workshop delivery has reduced substantially this year. This was as a result of focusing resources on retention activity. Although there were 176 fewer workshops delivered, staff held a total of 756 retention meetings with curriculum colleagues. It can also be seen that this approach has contributed to the 32.1% increase in 1-2-1 support delivered. In addition to this work, we have continued to administer the Curriculum Discretionary Fund making 630 payments to 455 of our most vulnerable students compared to 550 payments 386 students in 2015-16. All of this has made a significant contribution to the 2.8% reduction in full-time withdrawals (363 students).

There has been a significant decrease (19.9%) in the number of students making UCAS applications. This is out of proportion with the slight decrease in HE enrolments (-2%) and further work is required to fully understand this reduction. However, funding may be a growing issue for students.

The reduction in the number of PVGs processed is a reflection of changes within the Health, Social Care and Early Education Directorate course portfolio, which now requires less placements.

There has been a significant increase in the number of students referred to the Student Disciplinary process (+22.6%) and an increase in the number of dismissals from 11 to 36 students. Appendix 3 gives details of the reasons for initiating the disciplinary process. The chart below illustrates the outcomes.



There has been a decrease of 17% in safeguarding concerns across the College. Of the 161 referrals, 37 required no further action, 69 were referred to external agencies

for support, 41 are being supported by College services only, and 14 involved a criminal or disciplinary element.

We have had a number of challenges this year in maintaining the number of volunteer counsellors supporting students. Work has been ongoing with the University of Strathclyde and The Glasgow Cognitive Behaviour Therapy Centre to identify further volunteers for next session.

A number of key developments have been achieved this year including:

- Implementation of a Student Services database to improve access to key data
- A PREVENT action plan has been developed for the College
- Student induction has been reviewed and updated following student feedback to include a 'condensed' online induction for returning students. This has been supported by our Learning Technologists
- Development of Student Association Partnership Agreement
- Following the consultation on the Skills for Life Learning and Work unit, we have developed an interim Personal Development Log and accompanying delivery guide for curriculum staff. This incorporates seven mandatory units that will be delivered by the Student Services team, all our Liaison Officers, and the LRC team. A working group will design a new delivery model for session 2018-19.

2.1.1 Police Scotland Partnership

Throughout this academic year, our Campus Liaison Officer (CLO) has delivered 133 workshops to 2,559 students, and 23 workshops to 400 staff. She has also supported or organised a wide range of events designed to engage students in making positive life choices and contribution to their communities, which includes:

- Freshers Fayre
- Care Leavers Event
- 'Let's Talk about Trans' – Convo Cafe
- Reclaim the Night
- Alcohol Awareness Week
- Student Safety Week
- Refreshers Events
- Drug Awareness Week
- Purple Friday
- 'Get Safe Online' Day

In addition to the support for student, the CLO has been instrumental in the College developing its capacity to meet our PREVENT obligations and this year a further 362 staff have completed WRAP (Workshop to Raise Awareness of Prevent) training. The CLO also supported Student Services with a number of safeguarding issues.

The CLO worked in partnership with the 'Prince's Trust Course' within the Kilwinning campus to provide a two week "Day in the Life of a Police Officer" work experience for a selected student. Over the two weeks, the CLO organised and accompanied the student to various departments within, or associated with, Police Scotland including, Courts, the Road Policing Department, Mounted and Dog Branches, Force Training

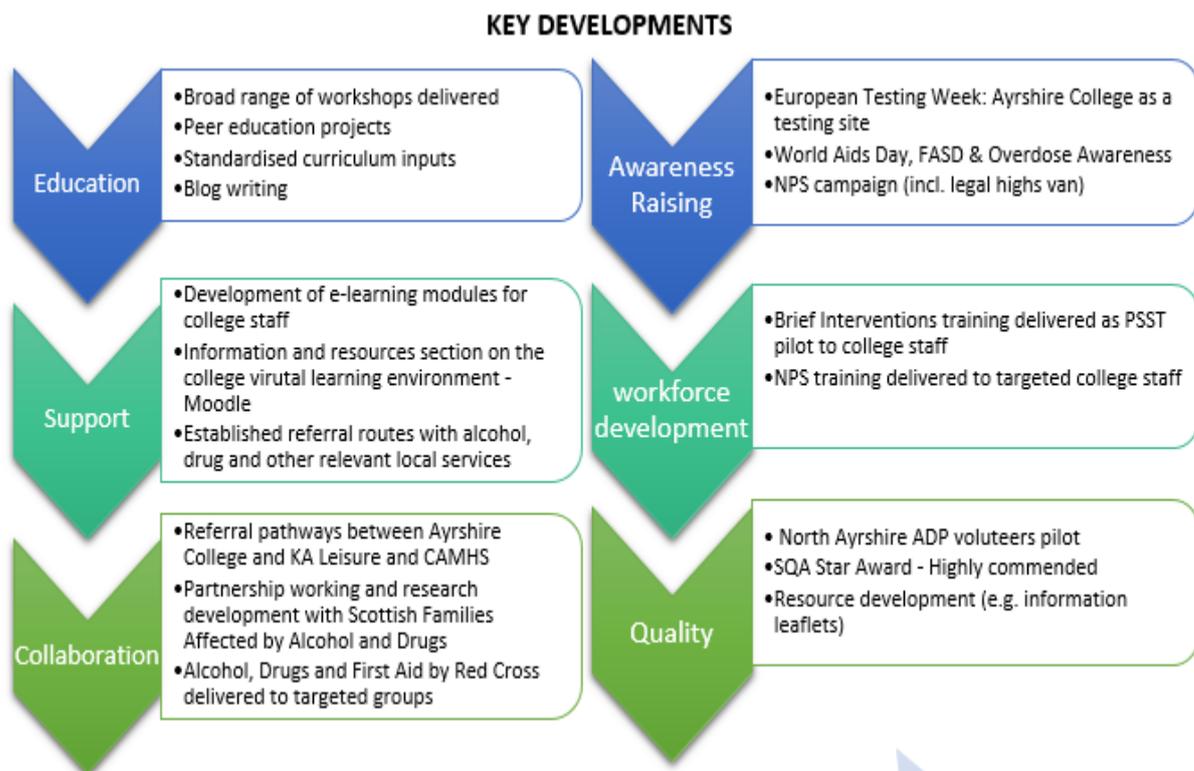
and Recruitment Centre and Kilmarnock Police Office. The CLO also prepared and took part in a police based fitness test which was carried out over the two weeks in order to measure and improve the student's performance. The project was followed on Police Social media sites and a 'Blog' from the student was published on the College website and was covered by the local press.

2.1.2 NHS Alcohol and Drugs Partnership

This has been another successful year for our partnership with our NHS Alcohol and Drug Liaison Officer (ADLO). The figure below illustrates a significant increase in the number of individuals engaging with the support provided by the ADLO.

- 301 workshops delivered to 4,267 students
- 55 workshops delivered by external agencies coordinated to 931 participants
- 89 brief interventions delivered – a 178% increase
- 58 students have been referred to a specialist alcohol or drugs service – a 480% increase
- 148 students have been signposted, provided with education/advice – a 383% increase
- Over 100 members of college staff have been provided with support or advice – an increase of 170%
- 8 health promoting campaigns have been co-ordinated by the ADO with support

The ALO has also delivered a number of developments across the College as shown below:

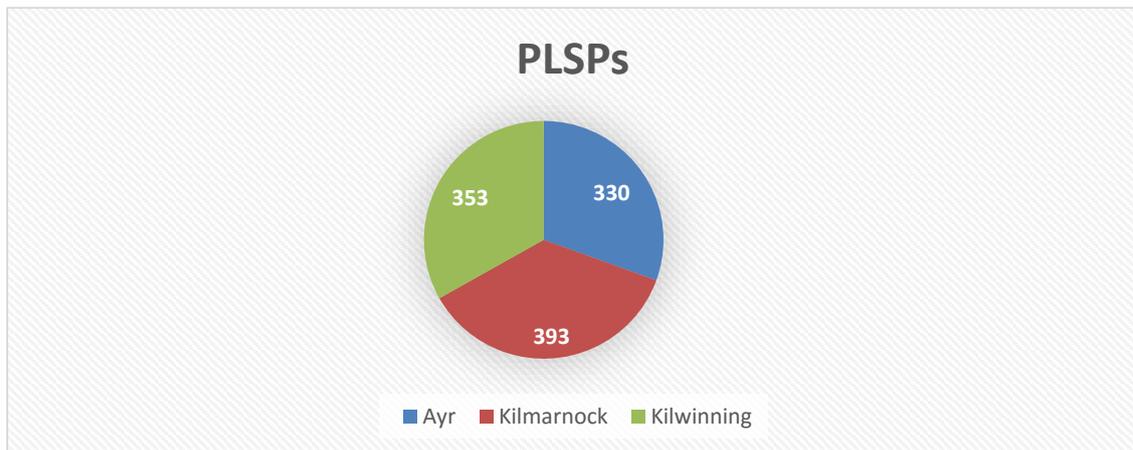


2.2 Inclusive Learning

Activity	2014-15	2015-16	2016-17	Percentage Change
Learning Support Referrals	1373	1650	2861	+73.4%
PLSPs Complete	790	1018	1076	+5.7%
PLSPs Initiated	62	76	238	+213%

Although the number of referrals has increased by 73.4% to 2861, a total of 1,426 referrals either did not enrol on their course or did not require support. There has been a 5.7% increase in students (1076) who have a PLSP completed which meets the current audit requirements. In addition, a further 238 students, including 69 students on schools programmes, were supported. This represents an increase of 20.1% (220) in the number of students supported from 2015-16.

The chart below shows the distribution of PLSPs across campuses:



The table below shows the outcomes for students who received ELS support in comparison with those who did not during 2016-17.

ELS/Non ELS Student Outcomes			
	Students Flagged as ELS	Non ELS	Difference
Completed Successful			
FE F/T	454 (72.1%)	65.2%	+6.9%
FE P/T	86 (68.8%)	75.5%	-6.7%
HE F/T	207 (70.9%)	67.4%	+3.5%
HE P/T	18 (85.7%)	80.7%	+5%
Partial Success			
	137 (12.8%)	9.8%	-2.6%
Early Withdrawal			
	25 (2.3%)	7.3%	+4.9%
Further Withdrawal			
	141 (13.2%)	11.2%	-2%

It can be seen that students on FE full-time and HE full and part-time course all had better outcomes than their peers in 2016-17 and that the outcomes for these groups also improved significantly for 2015-16 as shown in the table below.

The number of FE part-time ELS students who completed successfully is 6.7% lower than for non ELS FE part-time students. This is a 6.8% decrease on 2015-16.

ELS Student Outcomes Comparison 2015-16/2016-17			
	2015-16	2016-17	Difference
Completed Successful			
FE F/T	65.8%	72.1%	+6.3%
FE P/T	75.6%	68.8%	-6.8%
HE F/T	66.2%	70.9%	+4.7%
HE P/T	72.0%	85.7%	+13.7%
Partial Success	17.4%	12.8%	+4.6%
Early Withdrawal	2.3%	2.3%	0%
Further Withdrawal	12.2%	13.2%	-1%

Further analysis of the 56 FE part-time students who had non successful outcomes is required to establish how we can better support part-time FE students. Initial review shows that of the 56, there were 21 withdrawals and 18 students who achieved partial success.

Withdrawals include:

- 6 Higher English/Nat 5 Evening students
- 6 Day Release students who left their jobs and were no longer eligible to attend their course.

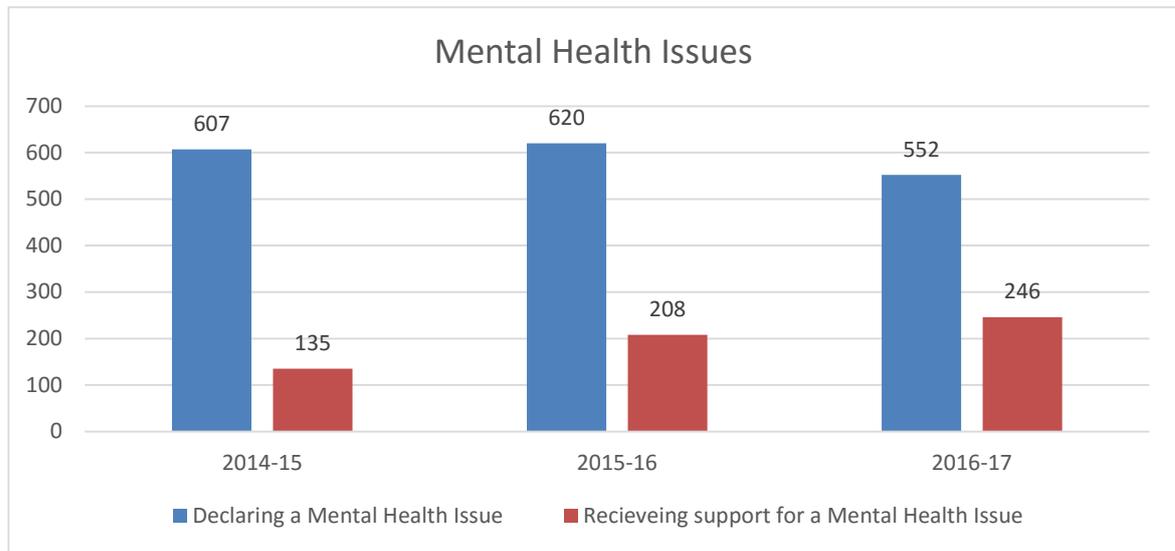
Of the 18 students who achieved partial success, several progressed from Supported Learning to NC Business Admin. All of the students faced considerable personal barriers to learning which impacted on their ability to complete all aspects of their course. Three students were care experienced.

Additional performance indicators for Inclusive can be seen in Appendix 4

A major challenge this year has been ensuring appropriate in class support in a timely manner. Matching bank staff availability with student timetables has been the major issue; at one point 61 students were awaiting support. To address this issue for 2017-18, we are running a pilot with an alternative staffing model.

2.2.1 Health and Social Care Partnership - Mental Health

Mental Health continues to be an area of concern for our students.



The chart above shows that there has been a reduction in students declaring a mental health issue in the last year (11%); however, there has been an increase in the number of students being supported - 18.3% last year and 82% over a two-year period.

Initial analysis shows that this group had higher withdrawal rates than their peers in 2016-17. Early withdrawal was 4.9% higher and further withdrawal was 5.9% higher.

The College continues to build its capacity to support student with mental health issues and to raise awareness of supporting mental wellbeing across the College. We have established a Promoting Mental Wellbeing Group and continued to train staff. With the support of our three Ayrshire Health and Social Care Partners, the College appointed a Mental Health and Wellbeing Liaison Officer. The post is the first of its kind in Scotland and Paul Hough took up post in February 2017.

Feedback has been sought from students and staff in relation to their awareness of mental health and wellbeing issues (see Appendix 5). This has been used to identify key areas of work moving forward as below:

- All FE students will complete a 'How to look after your Mental Health' workshop in 2017-18
- Mental Health Referral routes will be formalised to external agencies and health services
- Weekly case meetings have been established on all campuses to aid Student Services staff to support students
- Two pilot groups have been identified to give targeted support at the beginning of term
- A 'Wellbeing Hub' has been created on model where all students can access resources to support their mental wellbeing and to provide contacts for self-referral.

In addition to the key actions above, a range of workshops have been developed to assist with mental wellbeing and can be booked through Student Services.

2.2.2 Corporate Parenting

We have made substantial progress in fulfilling our responsibility as Corporate Parents. We have been working closely with other Corporate Parents and sit on Corporate Parenting Groups within each of our three partner local authorities. We organised our first Corporate Parent Networking Event which took place in February 2017. All of these discussions have informed the priorities for our plan.

To be an effective Corporate Parent, it was essential that care experienced young people felt comfortable sharing their status with us, and they were made aware of the range of support available to them. We prioritised this work and through discussions with care experienced students and advocates from Who Cares? Scotland we were able to establish some immediate actions to improve self-declaration and information on support services, which were included in our action plan.

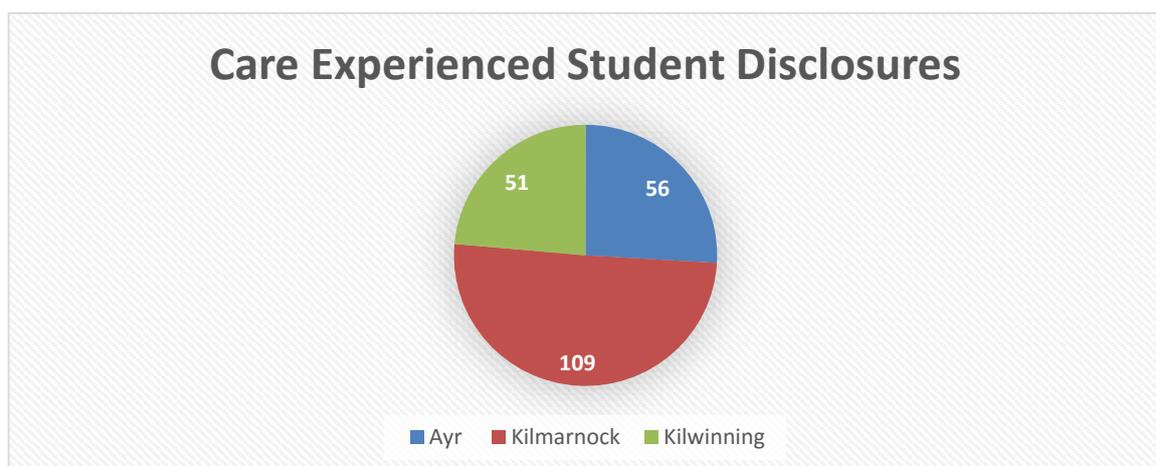
The link below gives an overview of our journey in developing our Corporate Parenting Action Plan: <https://www.youtube.com/watch?v=xZdOChE1MwU&feature=youtu.be>

The plan can be accessed at:

<http://www1.ayrshire.ac.uk/media/4872/corporate-parenting-action-plan.pdf>

Implementation of the actions from the plan has resulted in the number of students who disclosed that they were care experienced rising from 35 in 2015-16 to 216 in 2016-17. The number of students supported was 151. This significant increase in disclosure is testament to the efforts that have been made across the College to encourage students to disclose.

The chart below shows that more than 50% of self-identified care experienced students are studying at the Kilmarnock campus.



We now have a baseline for outcome for this groups, which can be seen in the table below. It is interesting to note that those on HE programmes had better outcomes than their peers in the last year. However, there is significant work to be done to provide the appropriate support to improve the outcomes for FE students.

	Care Experienced Students	Non-Care Experienced	Difference
Completed Successful			
FE F/T	80 (62.5%)	66.5%	-4%
FE P/T	48 (60.8%)	75.5%	-14.7%
HE F/T	5 (71.4%)	67.8%	+3.6%
HE P/T	2 (100%)	80.8%	+19.2%
Partial Success	27 (12.4%)	10%	-2.4%
Early Withdrawal	24 (11.1%)	6.8%	-4.3%
Further Withdrawal	31 (14.3%)	11.3%	-3%

2.3 Learning Resource Centres

Our Learning Resource Centres have continued to improve the learning environment and support for students. The new Kilmarnock campus facility opened in October 2016 and was immediately embraced positively by students and staff. The open learning spaces and the Citrix ICT solution have improved both the learning environment and computing speed.

The table below illustrates the type and volume of activity across the College.

Activity	2014-15	2015-16	2017-18	Percentage Change
Footfall	86,694*	145,959*	218,120*	
Printing	618,632*	782,652	845,894	+8%
Books	12,602	9,228	7,863	-14.8%
Laptops	11,235	17,637	19,057	+8.1%
PC Logins	52,832	68,075	71,539*	
Workshops delivered	63	496	775	+56.3%
1-2-1 support sessions	31	141		

**full data is not available as footfall recording was interrupted due to the work to upgrade each of the facilities*

Demand for most services within the Learning Resource Centres continues to rise. This has been supported by the recent developments in the Ayr campus, and moving to the new campus at Kilmarnock. Visits to the facilities continue to rise. Whilst a definitive footfall figure is not available for this year; it should be noted however that the figure above does not include the Kilmarnock campus. Demand for computing resources also continues to rise; again the figure listed above does not include Kilmarnock campus for this year. We have been working with colleagues to adapt our tracking system to align with Citrix. The Citrix ICT solution has been well received by students the system allows the quicker access and reduced computing times.

Book lending continues to reduce with more emphasis on on-line resources. The workshops delivered by the campus teams continue to be well received and there has been a 56% increase in delivery. In addition to the workshops, a further 179 students have been supported with their learning on a 1-2-1 basis.

There have been a number of developments this year to enhance learning resources and customer service including:

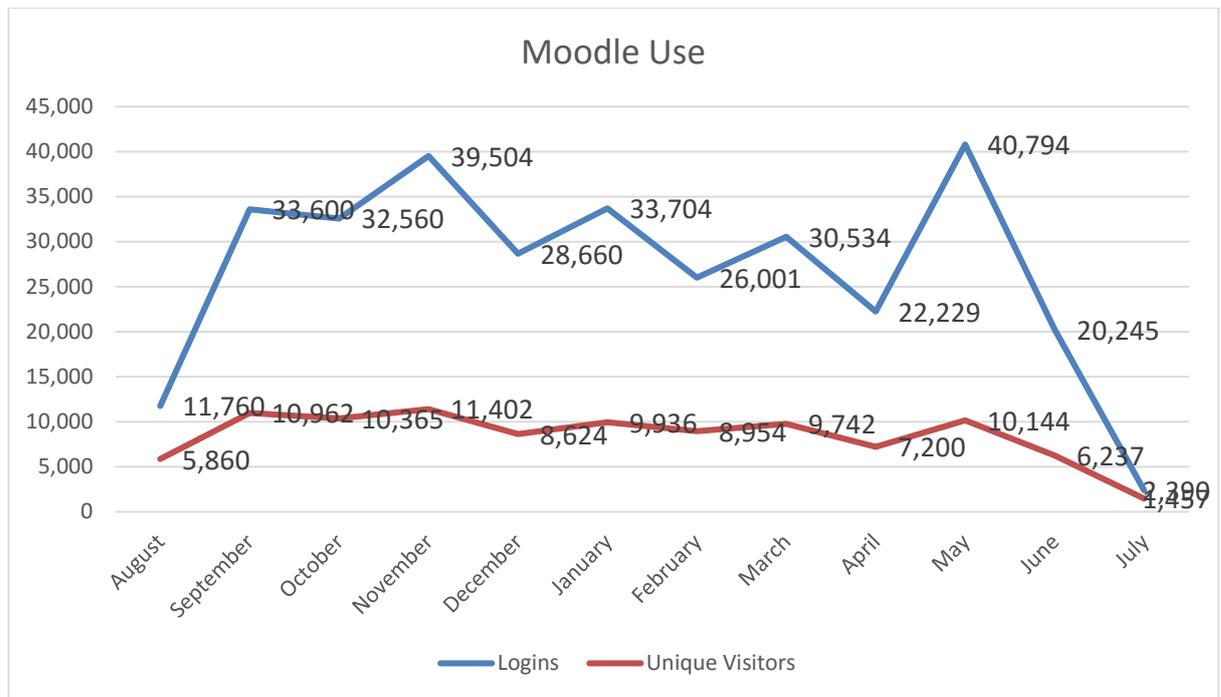
- **Clickview** – a new online resource has been rolled out which allows staff to easily create interactive learning and teaching materials. Initial feedback has been very positive
- **Workshops** – our range of workshops has been extended to include online resources, and the existing workshops have been redesigned for more efficient delivery. All workshops are also available on a 1-2-1 basis during holidays as well as on Moodle
- **Increased provision of academic journals** – we now have Sport and Fitness journals available which have been requested by the department
- **Online library now usable on Moodle** - this allows students/staff to search and reserve LRC resources or extend book issues
- **New resources available from each LRC** – Swivl robots, class sets of VR headsets, 360 cameras. These complement the existing class sets of iPads
- **Library catalogue** – now displayed on iPad kiosks within each LRC.

Last session, we carried out an initial analysis on the relationship between student withdrawal and engagement with learning resources. For the second year, we have seen the same trend illustrated below. This demonstrated that the LRC team have a significant role to play in supporting retention and outcomes for our students.



2.3.1 Learning Technologies

The use of our VLE system Moodle has continued to grow. The chart below illustrates usage in the last 12 months.



It can be seen from the figures below that more people are using the platform more often.

- Unique visitors per month (academic year): 9,039, an increase of 13% on the same period last year (8005)
- Total site logins: 321,981, an increase of 34% on the same period last year (239,913)
- Average logins per month (academic year): 29,054, an increase of 35% on the same period last year (21,478).

As staff become more familiar with the system, the type of support required is changing.

- Face to face training delivered – down 17% from 230 hours to 190 hours
- Moodle helpdesk enquiries received – down 57% from 4,515 to 1,946
- Learning Technologists drop-in sessions – up 164% from 14 to 37 hours
- Online training guides created – 28
- Online training viewed – 148 hours

The Learning Technologists drop in sessions have been well received with 85% of staff saying that their issue was resolved on the day.

There have also been a number of key Moodle developments this year to improve the user experience including:

- **Auto enrolment** – negates the need for students to enrol using enrolment keys or cohort enrolments. Only FE institution in Scotland to have this feature
- **Moodle standardisation** – large scale standardisation project which had to be completed in order to allow automatic enrolment to work. Provides many additional benefits

- **New password expiry system** – for network passwords built into Moodle, significantly reducing the number of students losing access over the Christmas/Spring breaks
- **Turnitin anti-plagiarism tool** – has now been built into the default Moodle assignment activity, allowing giving all assignments on Moodle the features of Turnitin.

The team have also delivered a number of other developments to improve information systems, the student induction experience and learning and teaching for example:

- **Creation of ELS database**
- **Creation of Student Services database**
- **Improved online induction** – the online induction has been redesigned based on feedback from students to be more user friendly. A compacted version of the induction has also been created for returning students, again based on feedback
- **Rollout of Virtual Reality** – first College in Scotland to host the Google team as part of their Pioneer programme, showcasing how virtual reality can be utilised in the classroom. We now offer class sets of VR headsets on each campus and next academic year a class set of smartphones will be available. We also completed a project with Police Scotland and Scottish Fire and Rescue to create a bespoke VR training experience which they have been showcasing at events and will be using for training purposes.

All of this work is having a positive effect in retention and outcomes. Top level analysis of all enrolled students is as follows:

Moodle Engagement

Total students – 13,437

- Students who logged into Moodle – 8,105 (60.3%)
- Students who logged in 2+ times per week – 3,321 (24.7%)
- Students who logged in 4+ times per week – 1,604 (12%)

Student success vs Moodle engagement

- Students who logged into Moodle – 77.4% (+6%)
- Students who logged in 2+ times per week – 86.8% (+15.4%)
- Students who logged in 4+ times per week – 92.2% (+20.8%)

Again, this is the second year where we have been able to correlate Moodle use with successful outcomes.

This year, 71.2% of all students completed successfully. It can be seen that 92.2% of students frequently using Moodle completed successfully.

This data highlights the potential to build on the improvement in student outcomes achieved this session. Further analysis is being undertaken to identify specific opportunities.

3. Current Priorities

The list below gives a flavour of the current work and development priorities for the Student Services Directorate for 2017-18.

- Development of a BSL action plan
- Shibboleth portal introduction
- Review of Corporate Parenting action plan
- Evaluation of the in class student support pilot
- Retention support – continue to support the development of more effective retention processes.
- Personal Development workshop delivery
- Development of model to replace Skills for Life, Learning and Work
- Review of in-class student support pilot
- Review of Mental Health shared post impact
- Main stream use of assistive technology software
- Evaluation of revised student PVG arrangements
- Develop a curriculum Moodle engagement plan with curriculum colleagues.

4. Conclusion

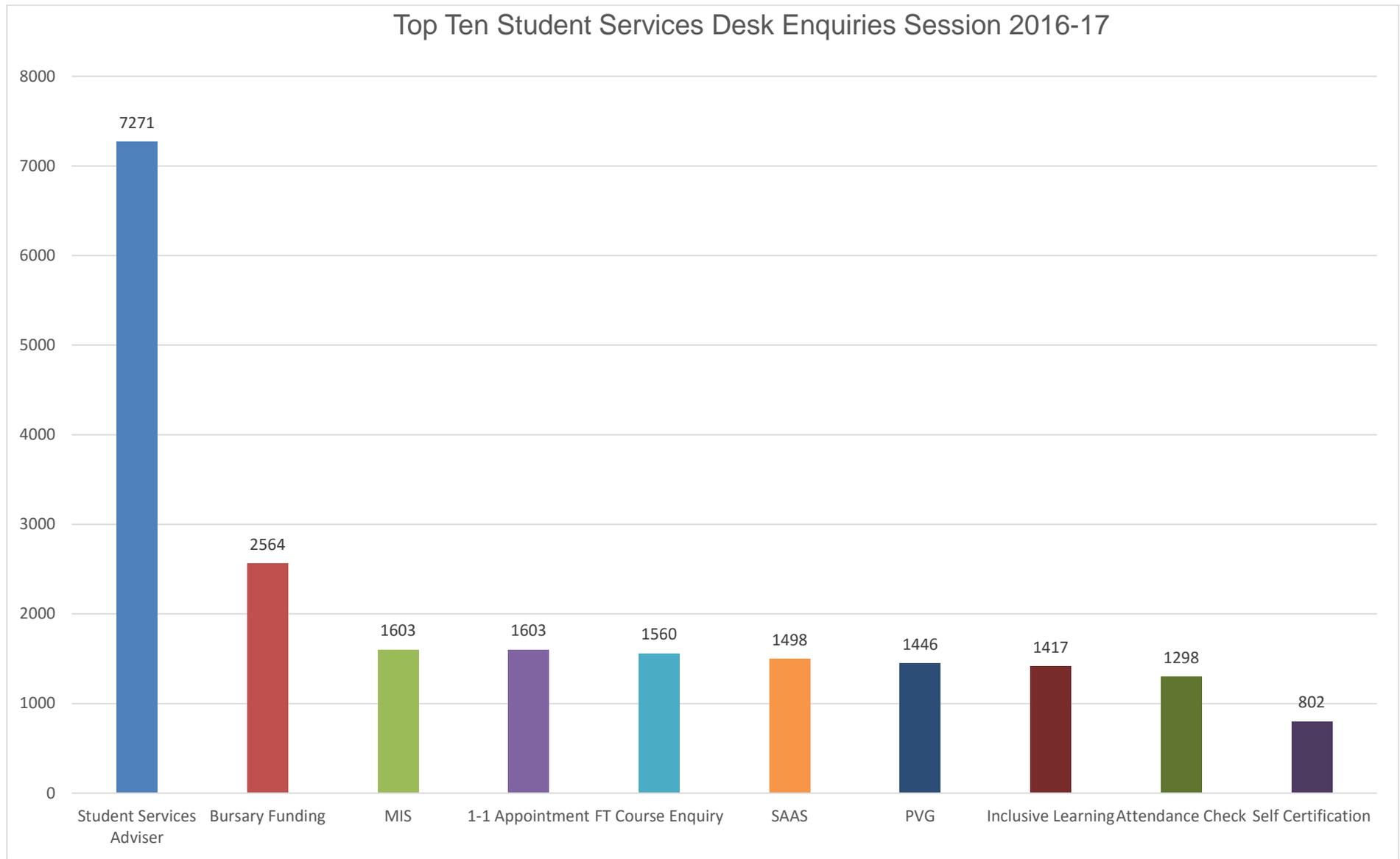
It is becoming increasingly clear that the services delivered to students and staff by the Student Services Directorate have a significant impact on student success. We continue to build our capacity to collect and analyse data giving us a better understand how to provide effective support. This paper illustrates the positive impact of the services currently offered and the potential for greater success. The student voice is vital to understanding student needs and opinions. Appendix 6 gives a flavour of feedback from our students.

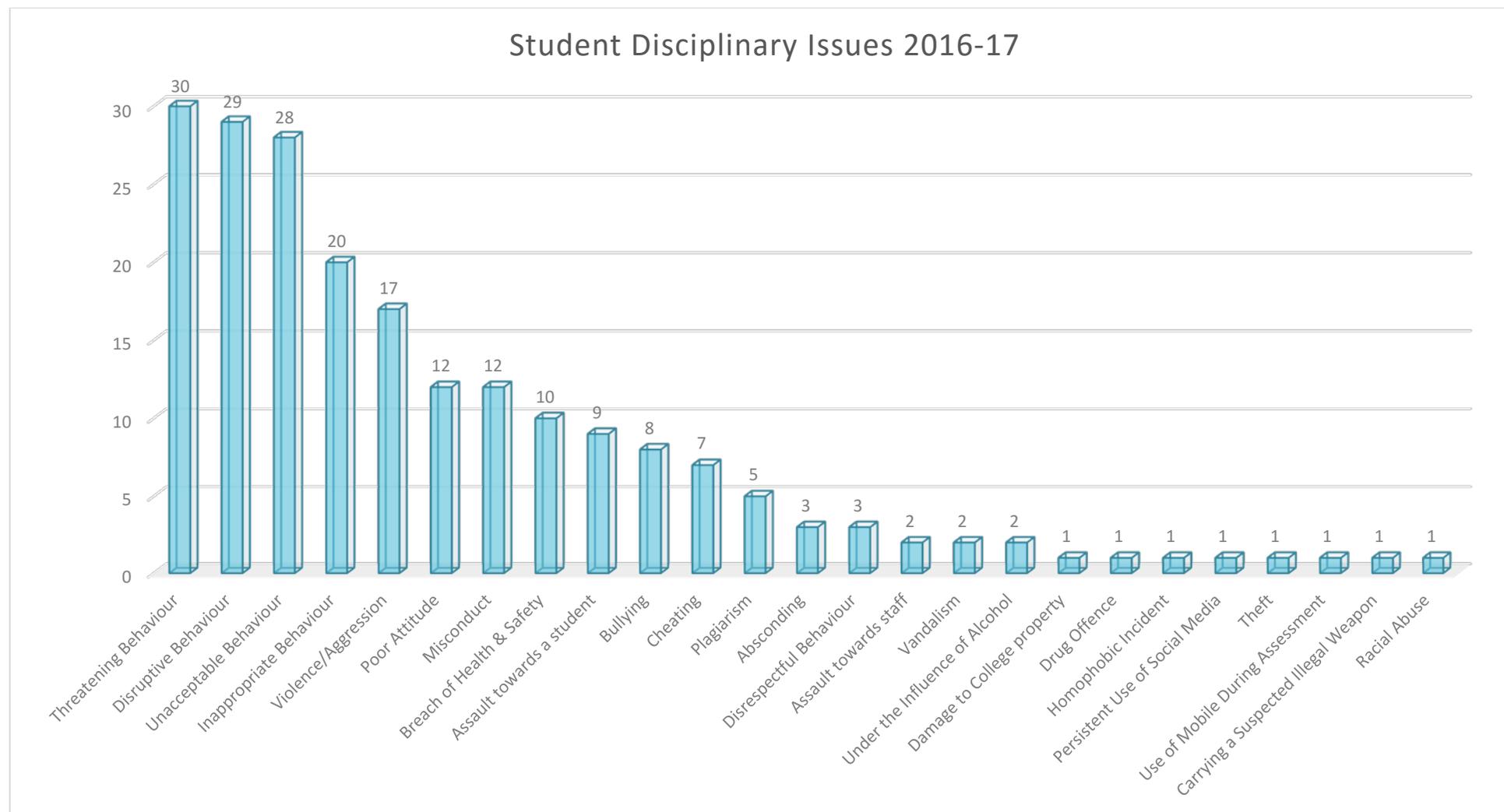
We work to continuously improve all our services and identify new opportunities to work with partners to deliver positively impact the lives of our students and the wider community.

Helen Canning
Director of Student Services
28 August 2017

Appendix 1
Total Enquiries and Reasons for Enquiry

	2015-16	2016-17	% Difference
Ayrshire Total Enquiries	33,956	25,820	-24%
Ayr Total Enquiries	14,897	10,661	-28%
Ayr Bursary Enquiries	2,831	402	-86%
Ayr Inclusive Learning Enquiries	94	79	-16%
Kilmarnock Total Enquiries	11,435	9,701	-15%
Kilmarnock Bursary Enquiries	1,675	1,334	-20%
Kilmarnock Inclusive Learning Enquiries	2,566	1,023	-60%
Kilwinning Total Enquiries	7,624	5,458	-28%
Kilwinning Bursary Enquiries	1,139	828	-27%
Kilwinning Inclusive Learning Enquiries	1,143	315	-72%





Supporting Priority Groups

Inclusive Learning supports a number of 'at risk' students. The tables below show the numbers of students with a specific additional support need who successfully completed their course. Students who were supported by Inclusive Learning are flagged as ELS. Students flagged as non-ELS are those who have indicated an additional support need but who have not requested support from Inclusive Learning.

KPIs Deaf and Hearing Impaired Students 2016-17				
	ELS (36)	Non-ELS (62)	Combined	No Known Disability
FE F/T	63.2%	61.5%	62.5%	66.1%
FE P/T	60%	81.8%	79.6%	70.3%
HE F/T	60%	50%	55%	68.7%
HE P/T	50%	50%	50%	80.2%

KPIs Students With a Mental Health Condition 2016-17				
	ELS (244)	Non-ELS (565)	Combined	No Known Disability
FE F/T	66.7%	46.9%	55.4%	66.1%
FE P/T	70%	69.9%	69.9%	70.3%
HE F/T	73%	44.1%	55.8%	68.7%
HE P/T	70%	64.7%	66.7%	80.2%

KPIs Students With a Social/Communication Difficulty Including Autistic Spectrum Disorder 2016-17				
	ELS (133)	Non-ELS (190)	Combined	No Known Disability
FE F/T	62.7%	88.9%	74.6%	66.1%
FE P/T	71.4%	84.9%	83.8%	70.3%
HE F/T	71.1%	75%	72.1%	68.7%
HE P/T	N/A	66.7%	66.7%	80.2%

KPIs Care Experienced Students 2016-17				
	ELS (55)	Non-ELS (168)	Combined	Not Care Experienced
FE F/T	63.6%	61.9%	62.5%	66.5%
FE P/T	57.1%	61.5%	60.8%	75.5%
HE F/T	50%	100%	71.4%	67.8%
HE P/T	N/A	100%	100%	80.8%

Assessment Arrangements

Inclusive Learning have responsibility for organising assessment arrangements for students who require this support. The following table shows the number of assessment arrangements organised in 2016-17.

Number of Assessments Arranged 2016-17										
Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
0	114	247	103	78	108	243	63	287	77	1320

Moodle

Inclusive Learning now have a link on the front page of Moodle. We can monitor the number of students and staff members who view the Inclusive Learning page and analyse and compare the figures with other service areas. The table below outlines the number of views of the Inclusive Learning page.

Number of Views of Inclusive Learning Page	
	2016-17
Student Views	6,454
Staff Views	32,123
Total Views	38,577

CPD

The Inclusive Learning team have taken part in numerous CPD and training activities this session. This ensures that staff members have up to date skills and knowledge to fully support students with a wide range of additional support needs. The table below outlines the number of CPD hours undertaken.

Number of Hours of CPD	
	2016-17
Average per staff member	91.5 hours
Total hours of CPD	1,556.5

Sessions have included training on:

- ADHD Awareness
- Understanding Eating Disorders
- Sleep Hygiene
- Epilepsy Awareness
- Accessibility apps for iPads
- Safe Talk, Applied Suicide Intervention Skills Training and STORM suicide training
- Self-Harm
- Wellness Recovery Action Planning (WRAP)
- Transitions for Students with an Autism Spectrum Disorder
- Visual Perception Difficulties
- Assistive Technologies including iHear, Global Autocorrect and Humanware

Disabled Students' Allowance (DSA)

The Inclusive Learning Officers support students at HE Level to apply for DSA where appropriate. The table below outlines the average number of days taken to process the application from the date of the DSA assessment to the date the report is sent to SAAS. The target outlined in the DSA timeline states that we will aim to send reports to SAAS within 10 working days of the DSA assessment.

DSA Timescale (average number of days from date of DSA assessment to date report sent to SAAS)	
	2016-17
Kilmarnock	12.2 days
Kilwinning	11.2 days
Ayr	12.9 days

Student Feedback

All students who received support from Inclusive Learning were asked to complete an evaluation questionnaire. The table below shows the number of responses and results from one of the key questions.

Student Evaluation	
	2016-17
Number of responses	224
% students rating support by Inclusive Learning as effective or very effective	83%

Use of Equipment

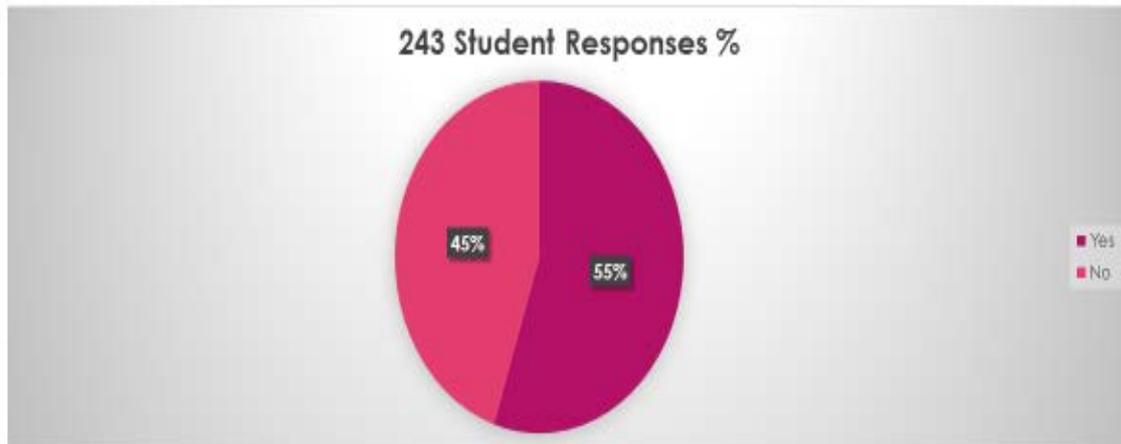
In 2016-17, the College made a significant investment in additional assistive technologies to support inclusion and independence across all campuses. New resources included:

- 60 laptops to lend to students across three campuses
- 15 assessment laptops
- 15 iPads
- 15 Digital Voice Recorders
- 6 DSA Demonstration laptops and software
- 9 Livescribe pens

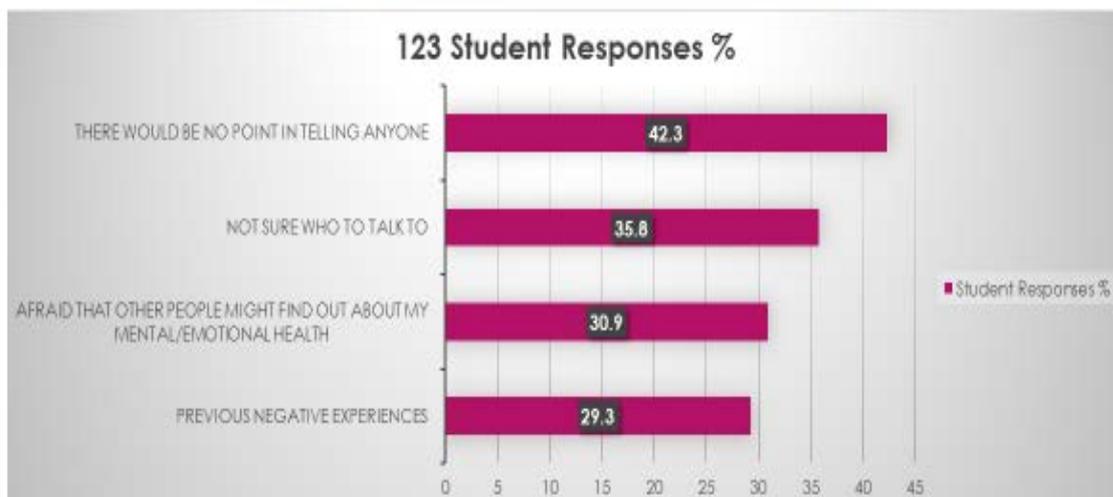
The table below outlines the number of students who have borrowed equipment in 2016-17.

Number of Students Borrowing Equipment				
	Kilwinning	Ayr	Kilmarnock	Total
Laptops	33	24	60	117
Equipment (including Livescribe pens and DVRs)	43	51	58	152
Total	76	76	118	269

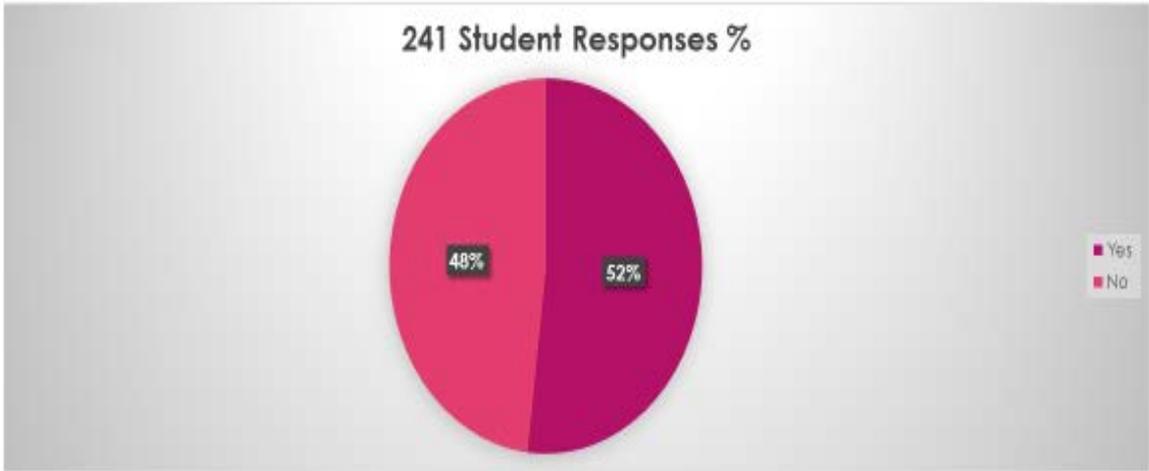
Are you willing to speak to a member of staff about any issues you have in relation to your mental/emotional health?



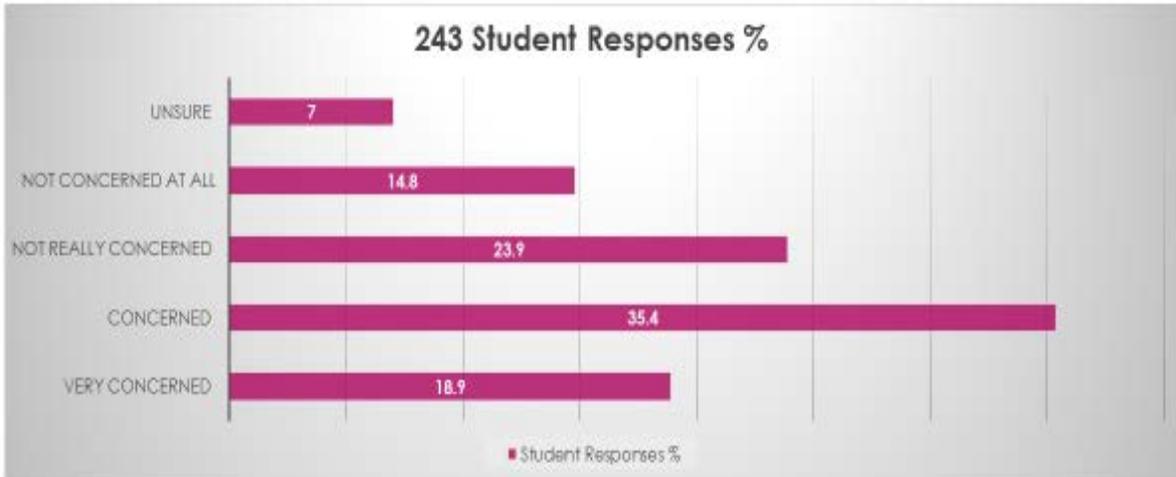
Top 4 reasons you would not be willing to approach a member of staff.



Do you know what support is available within the College and how to access this should you need support with your mental/emotional health?



How concerned are you about your mental or emotional wellbeing?



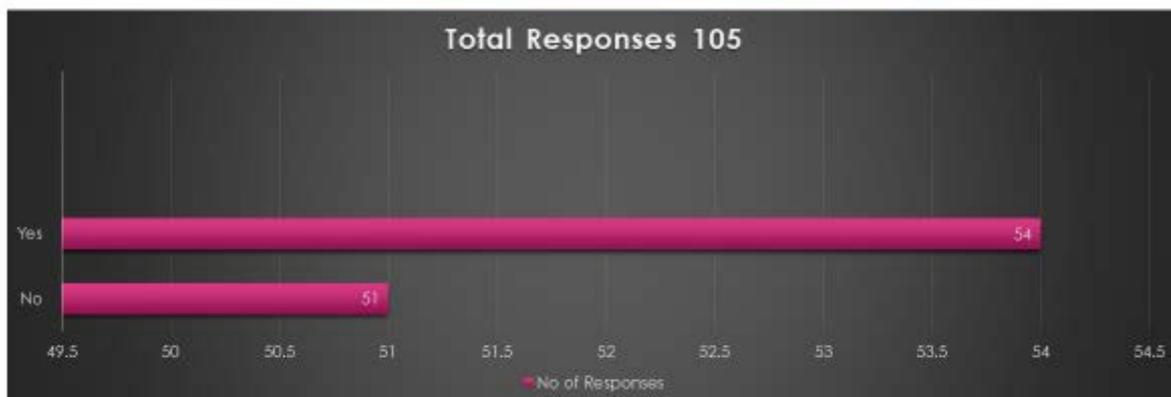
Staff Comments

"A large number of our students have mental health issues. I find there is an increasing number each year which is a worrying trend."

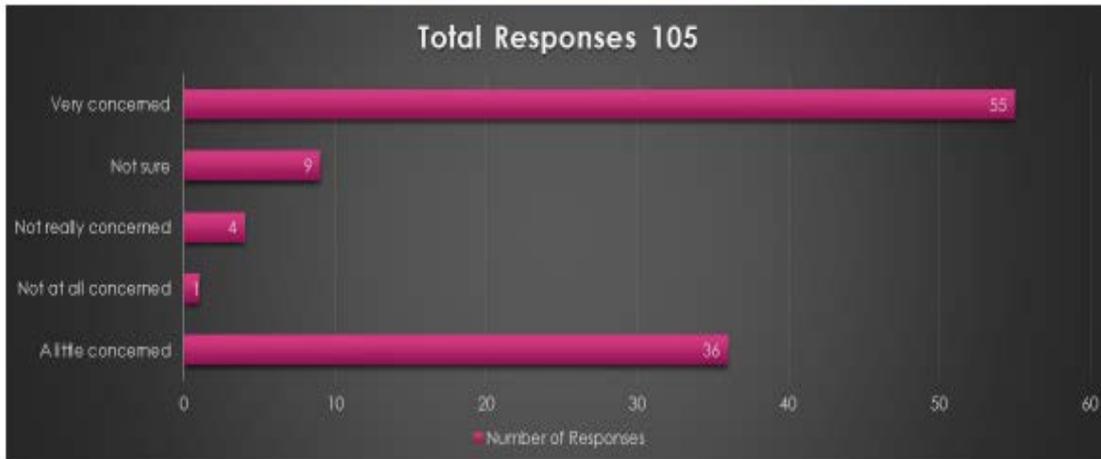
"I feel that we need more up to date resources. There are a lot but it is hard to know what one exactly to use without overwhelming the student."

"Providing specific guidance on specific strategies to students to empower them to improve their mental health."

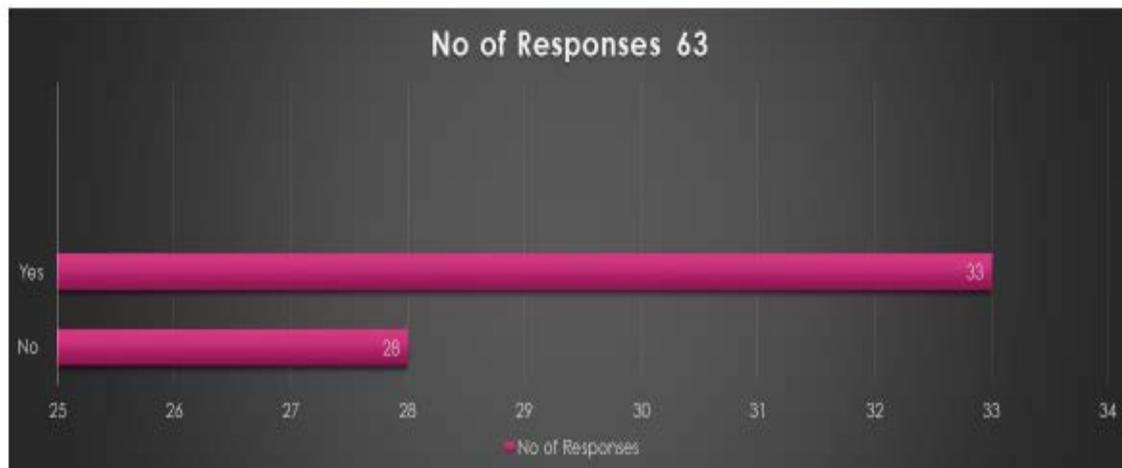
Do you feel you have enough knowledge and info to be able to spot early warning signs that a student is struggling with their MH?



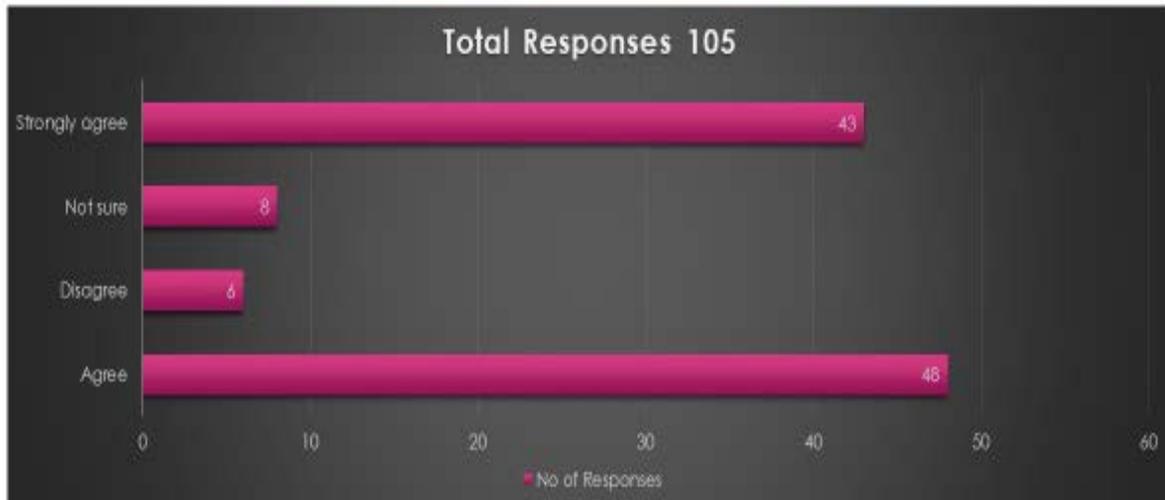
How concerned are you about student mental health?



Do you feel you have enough guidance about what to do? (Curriculum only)

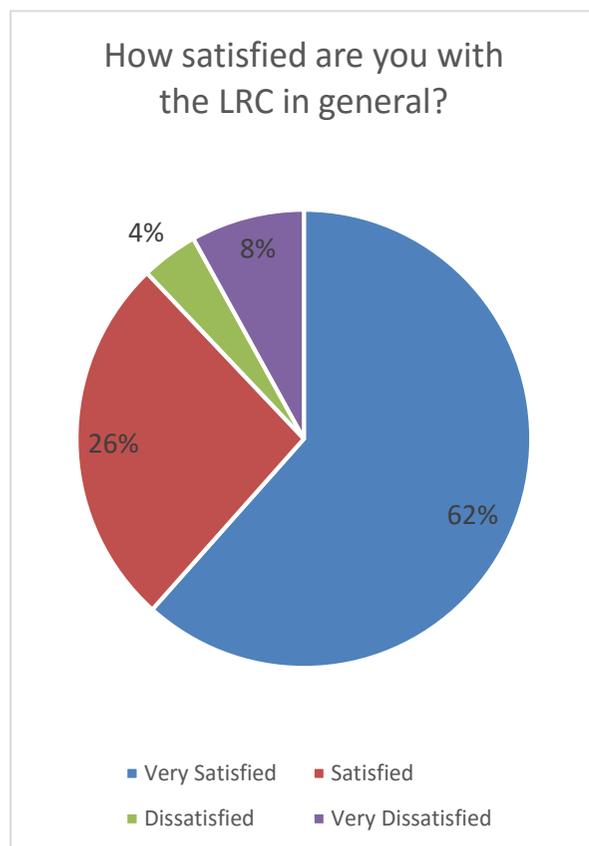


Do you feel stigma is still an issue?



The Student Voice

Learning Resource Centre



Very helpful”

“Good to know there’s help available”

“Wee guy was fab”

“I use resources for my course”

“Good to know I can find books I need”

“Access to useful material”

“They gave me lots of information on things I didn’t know were there”

“Showed me what to do”

“Useful”

“Good”

“Peace & quiet”

“Really helpful”

“Committed to helping students”

“Really good”

“Area outside LRC is noisy”

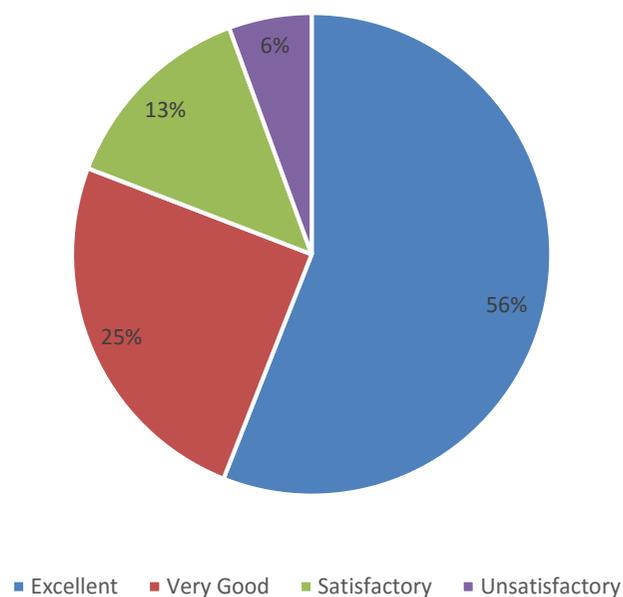
“Feng shui of room needs adjusted!”

“There have been times where i have found holding concentration in the LRC to be difficult due to the volume of noise that can sometimes be present, but this is only during busier times and the LRC staff do a satisfactory job at trying to keep the noise levels acceptable, Jamie does this very frequently, and i realize that this can be a difficult job at times, overall my time in the LRC has been enjoyable and without the very helpful staff and resources i would have struggled to complete my course.”

“People sitting outside the LRC can get quite loud and distracting”

Student Services

Google Forms Survey
125 Respondents



Selected comments:

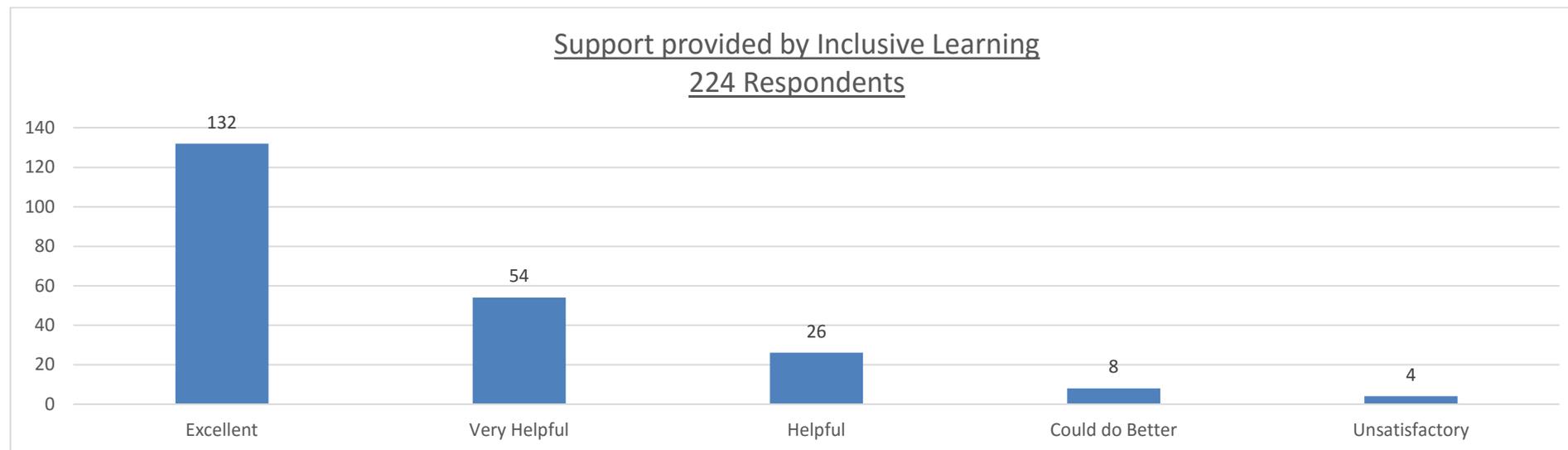
“Everything I have needed help with has been dealt with and I have never had a problem with any of the staff. I think they have done everyone correct and within their powers to help each and every individual person accordingly”

“I feel the student services have done very well in supporting me as a student as without the help I don’t know if I would be qualifying in less than a week’s time”

“Get out and about in the college grounds and be more engaging”

“More staff to go round”

Inclusive Learning



- You lot are very friendly to approach and all have a non-judgmental approach and that made it easier for me to ask for help as I am an older student
- Helpful
- It was really good and helped me to complete my course work
- I was referred late on in the course, but I wouldn't have caught up without the help.
- ABSOLUTE AMAZING if it wasn't for the support i would have failed my course so thank u very much but a massive thanks to Graeme. He was the most nicest person ever met and I wish to continue my studies with him by my side
- Helped a lot and was very beneficial
- I felt it was very supportive

Publication

This paper will be published on the College website.

Learning and Teaching Committee

7 September 2017

Subject:	External Verification Report 2016-17
Purpose:	To inform the Learning and Teaching Committee of the overall results of external verification activity in 2016-17
Recommendation	The Learning and Teaching Committee is invited to note the information contained in this paper

1. External Verification Activity 2016-17

In 2016-17, the College was externally verified by a number of Awarding Bodies with visits being spread across the three main campuses. The College participated in a total of 86 external verification activities (compared to 88 in 2015-16) as follows:

- 72 SQA visits (68 in 2015-16)
- 4 SQA postal/central verifications (8 in 2015-16)
- 10 visits from other Awarding Bodies (12 in 2015-16)

In total, 83 external verifications were successful at the first visit and certification was recommended in all but three occasions (an improvement on 8 in 2015-16). All holds were lifted quickly once actions had been taken or further documentation supplied and all eligible students were certificated on time.

Overall, this has been another successful year for external verification visits indicating that the College's internal processes to assure the quality of our assessment decisions are working well. Appropriate actions have been taken in areas where issues were highlighted and staff development and support from the Quality Enhancement team will continue.

Many External Verifiers identified areas of good practice including:

- The College has developed excellent support documentation to assist with the reliability and consistency of assessment decisions.
- Learning and teaching materials are prepared to a very high standard to support the delivery and assessment of the unit.
- The College has robust practices in place for review and verification of assessment and assessor judgements.
- Excellent and relevant CPD recorded activities for delivery staff.

- Very good candidate support, in particular where alternative assessment arrangements are required.
- Very good level of feedback between all parties, in particular from assessor to candidates.
- Good, positive feedback being used well to encourage candidates to greater effort.
- The master folders for each unit have been developed to a very high standard and provide excellent support to all parties involved in the assessment, delivery and internal verification of the units.
- The use of feedback from student feedback and evaluation documentation in the curriculum review process is to be commended.
- Candidates reported a general process of receiving one-to-one feedback within a week of any assignments being submitted. Ongoing and regular personal support of staff is highly valued.

2. Conclusion

The external verification visits for 2016-17 have been successful and build on the progress made year on year. External visits help to confirm that the College is maintaining high standards and continuing to develop good practice in inspiring and innovative ways. The College will continue to embrace and welcome the opportunity to work with our Awarding Bodies.

The Learning and Teaching Committee is invited to note the contents of this paper.

Michael McHugh
Director, Quality Enhancement and Business Improvement
1 September 2017

Publication

This paper will be published on the College website.

Learning and Teaching Committee**7 September 2017****Subject:** 2016-17 Credit Report - position at August 2017**Purpose:** To advise the Learning and Teaching Committee of the 2016-17 final credit position as at August 2017 and provide an analysis on actual performance against the SFC activity target set.**Recommendation:** The Learning and Teaching Committee is invited to note the contents of this paper.**1. Background**

A key strategic aim of the College is to meet the annual credit activity target set by the Scottish Funding Council (SFC) and agreed as part of the Outcome Agreement process.

2. Current Situation

The overall activity target agreed with SFC for 2016-17 was 125,507 credits. Table 1 below provides an analysis between core credits and those allocated separately by SFC as part of its European Social Fund (ESF) programme.

Table 1: SFC Credit Target 2016-17

	2016-17
SFC Core credit target	124,252
SFC ESF credit target	1,255
Total SFC credit target	125,507

To achieve the 125,507 credit target the College planned to deliver 126,544 credits through the 2016-17 Curriculum Delivery Plan. The total planning leeway was therefore 1,037 credits or 0.83%. The College is not funded for over delivery and the planning margins are a significant factor in the overall approach undertaken.

Credit position at August 2017

Regular credit reports were produced and analysed by various teams during the year. Table 2 below details both the SFC credit target and the number of credits delivered to August 2017.

Table 2: Credit Delivery 2016-17

SFC credit target	125,507
Total credits	126,628
Difference in credits over target	1,121 (0.89%)

In addition to the above, as part of a separate articulation agreement with UWS, the College also delivered approximately 435 credits to 29 full-time HE students. Therefore, this brings the total number of credits delivered in 2016-17 to 127,063.

One-plus activity

The topic of “one-plus” activity has been discussed regularly at Executive and Senior Management meetings, and reported to the Board. The College submitted a paper to SFC on 9 March 2017 on our one-plus activity which included a detailed analysis and rationale. SFC has advised informally that they will take a position when the overall national picture is known. SFC guidance originally stated that one-plus activity should be capped at 1% of overall credit activity. SFC has revised that figure and indicated that one-plus activity of up to 2.5% in 2016-17 is acceptable. Table 2 provides a detailed breakdown of our current one-plus activity.

Table 2

	Credits
FE full-time one-plus	2379.73
HE full-time one-plus	1553.98
FE/HE part-time one-plus	674.08
Total one-plus credits	4607.78
Total credits	126,628
One-plus credits as a percentage of total	3.64%

Colleges have been invited to submit to SFC any courses they believe should be exempt from “one-plus” in 2017-18 by 30 September 2017. The College has submitted five courses with a total of 448 one-plus credits.

3. Proposals

No further proposals are included in this report.

4. Consultation

No formal consultation is required to be completed given the subject matter of this report. However, the current credit and projected credit position for Academic Year 2016-17 is discussed as a standing agenda item by the Executive Management Team

at its regular meetings. It is also monitored regularly by Learning and Skills Directors and other teams in the College.

5. Resource Implications

No resource implications require to be noted in this paper. However, the SFC reserves the right to clawback funding should the college not meet the agreed activity level.

6. Risks

As well as the risk of financial clawback, the failure to meet the SFC activity target also presents a reputational risk to the College which could affect future activity levels. These risks are included within the corporate risk register.

7. Equality Impact Assessment

Given the subject matter of this report, a formal impact assessment of this paper is not required.

8. Conclusion

The College has exceeded the SFC activity level set for 2016-17. It is expected that there will be slight variations to the figure noted above as the College completes the final stages of the Further Education Statistics (FES) return. However, the total credits recorded on the student information system will provide a buffer for the College during its final FES validation processes and through the annual SFC audit.

The Learning and Teaching Committee is invited to note the contents of this paper.

Jackie Galbraith
Vice Principal, Strategy and Skills
1 September 2017

Publication

This paper will be published on the College website.

Learning and Teaching Committee

7 September 2017

Subject: Industry Programmes

Purpose: To advise the Learning and Teaching Committee of our industry focused activity in 2016-17

Recommendation: Members are asked to note the contents of this paper

1. Background

The focus of the College's industry training activity is to work in partnership with curriculum staff and external partners to respond to employer demand. Importantly, commercial, apprenticeship and employability provision complements and enriches the core curriculum offer, with each of the curriculum directorates able to demonstrate significant added value to students, employers and communities.

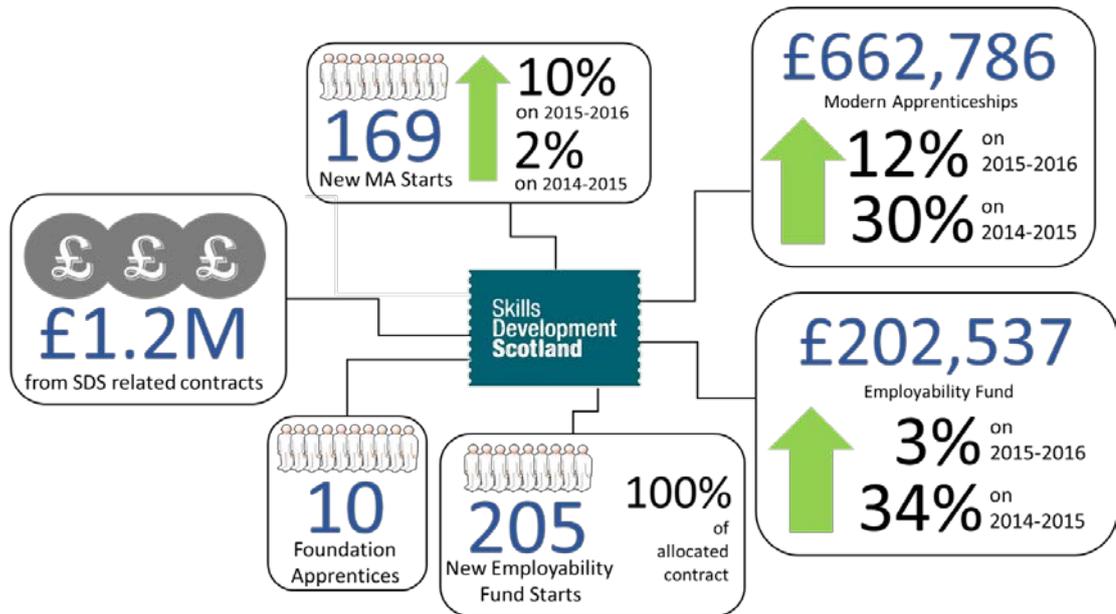
This range of activity usually supports stages four and five of the Scottish Government's employability pipeline. It is designed to provide people with the skills and accreditation to directly access jobs or support the skills development and career prospects of those already in employment.

The following paper summarises activity and achievements in the academic year 2016-17 and provides a detailed breakdown of Modern Apprenticeship and Business Solutions provision in the period.

2. 2016-17 Activity and Achievements

Skills Development Scotland Contracts (SDS contractual year is April-March)

A summary of SDS contract activity is shown in the following diagram.



Information in Figures 1 and 2 relate to Modern Apprentices supported through our SDS contract.

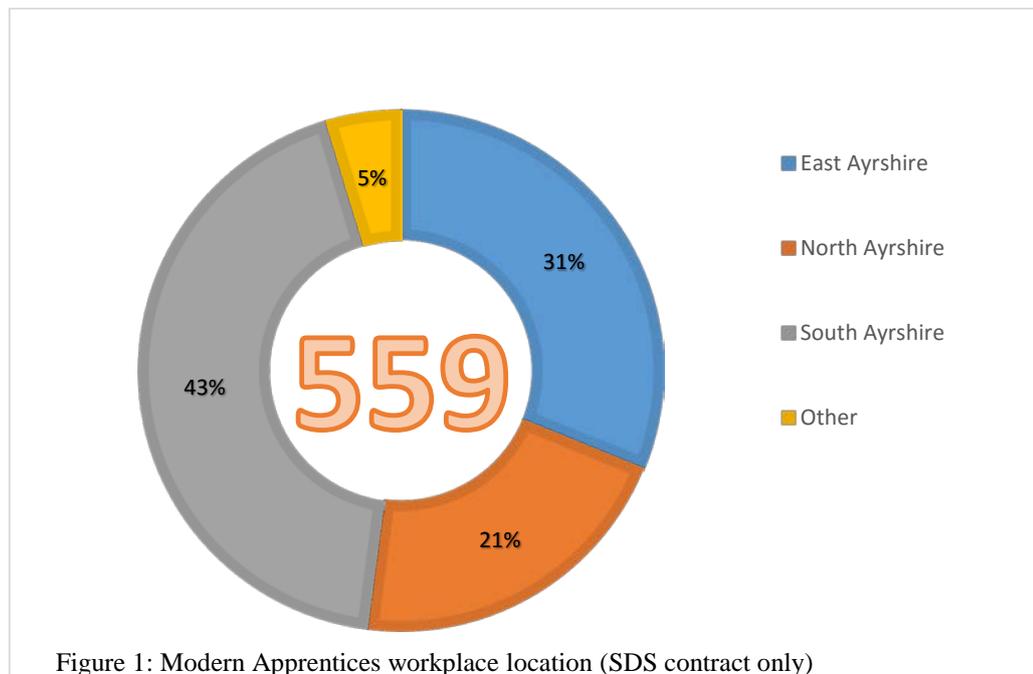
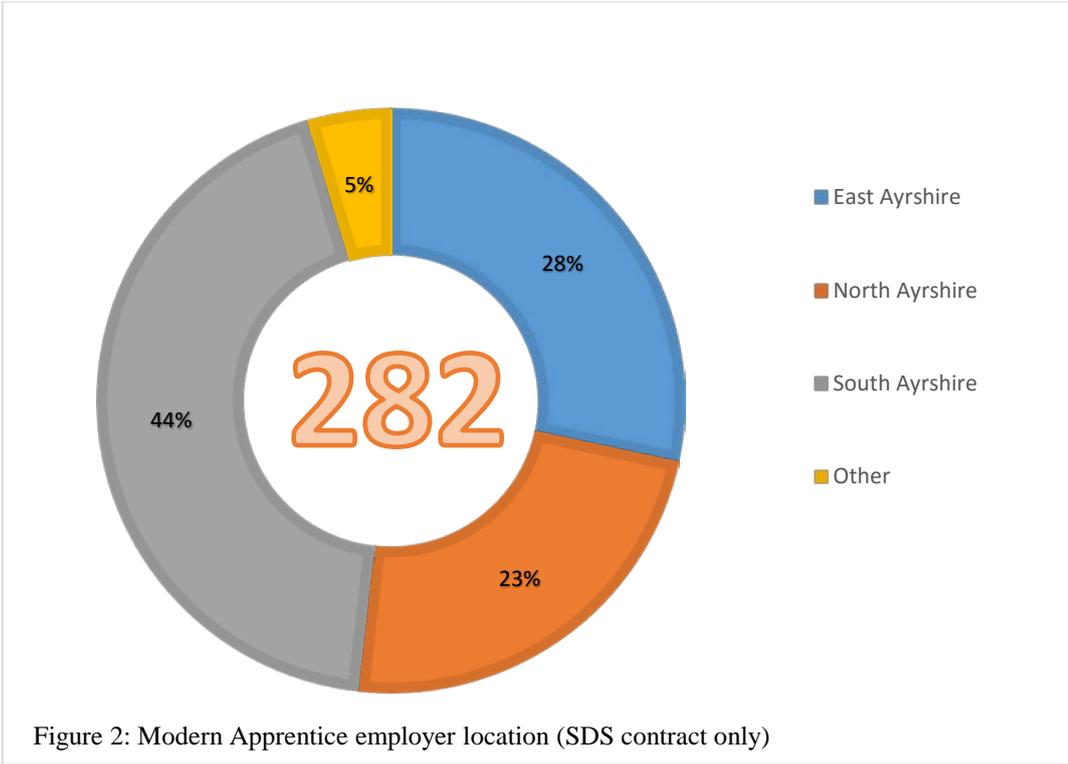
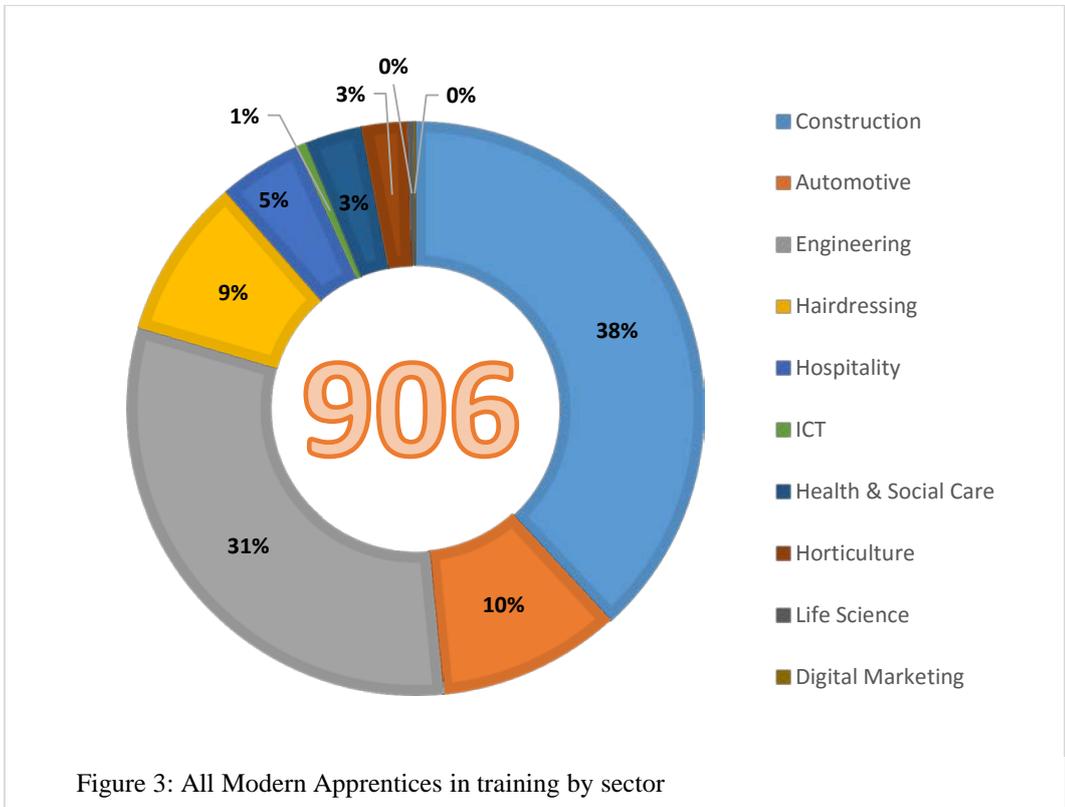


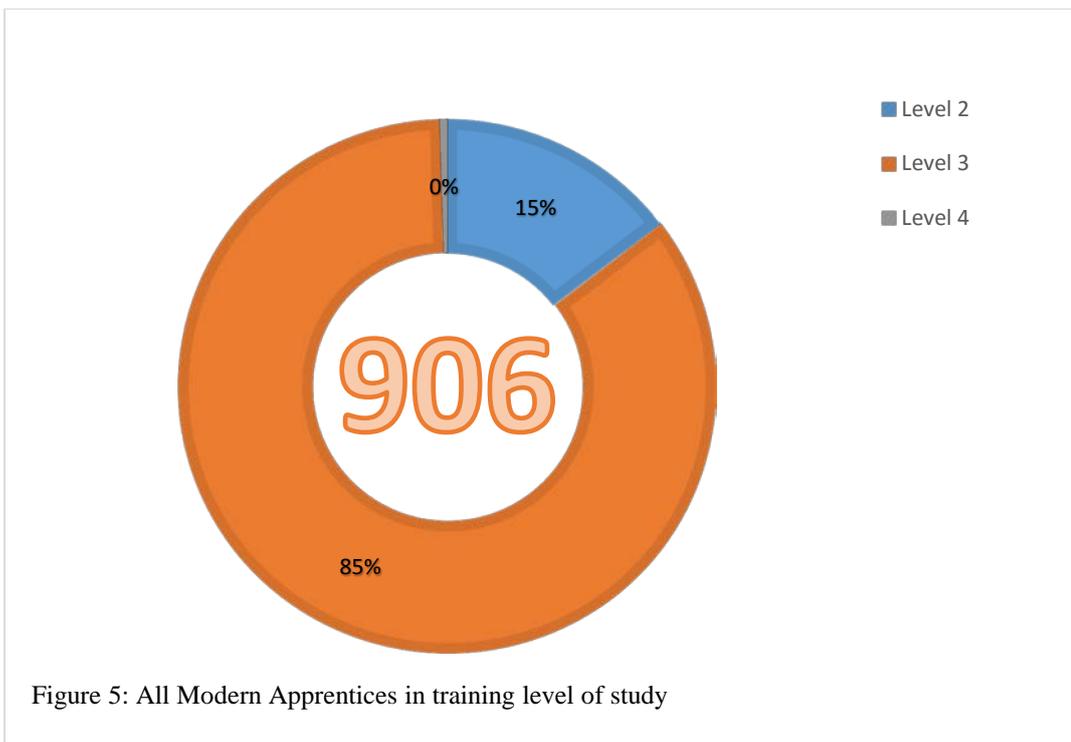
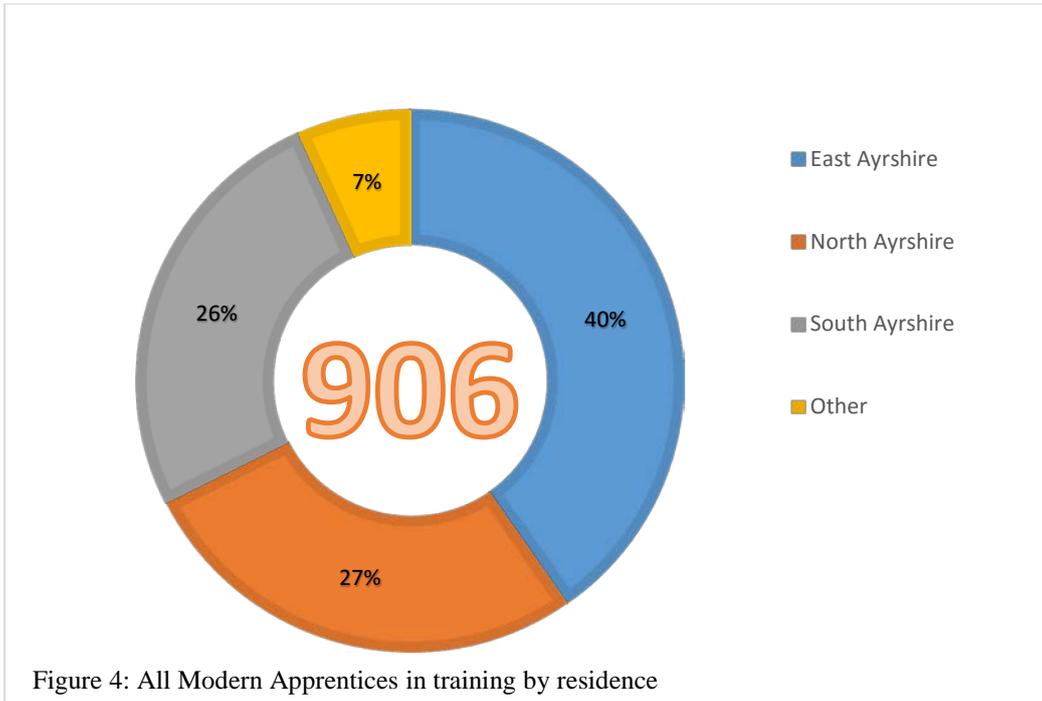
Figure 1: Modern Apprentices workplace location (SDS contract only)

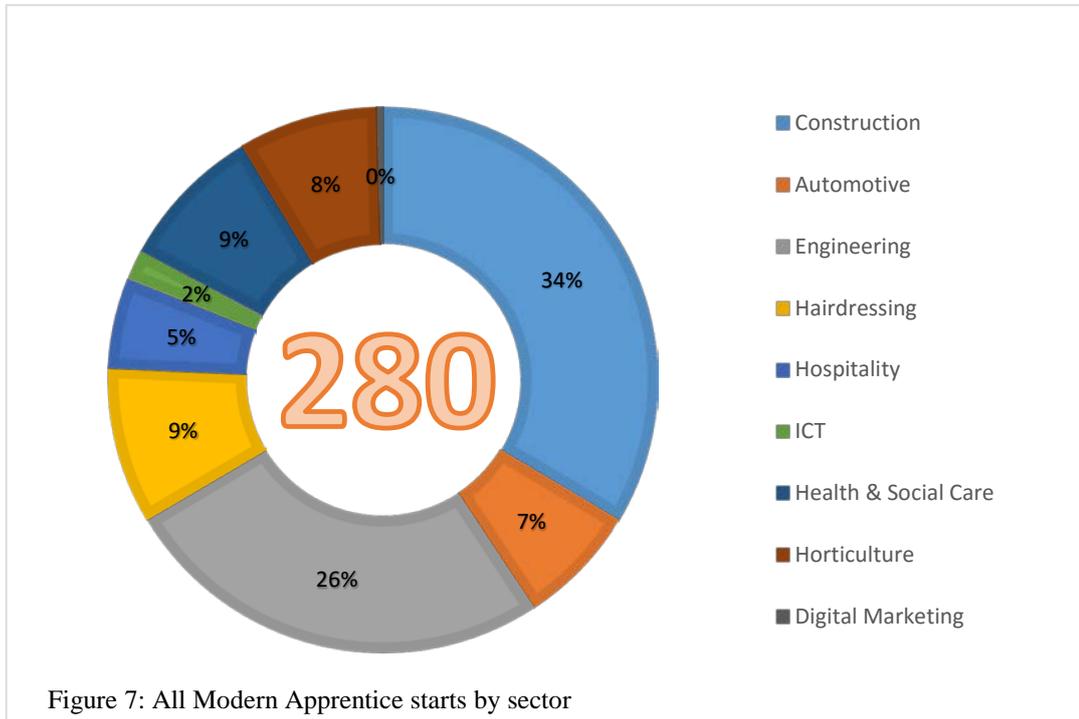
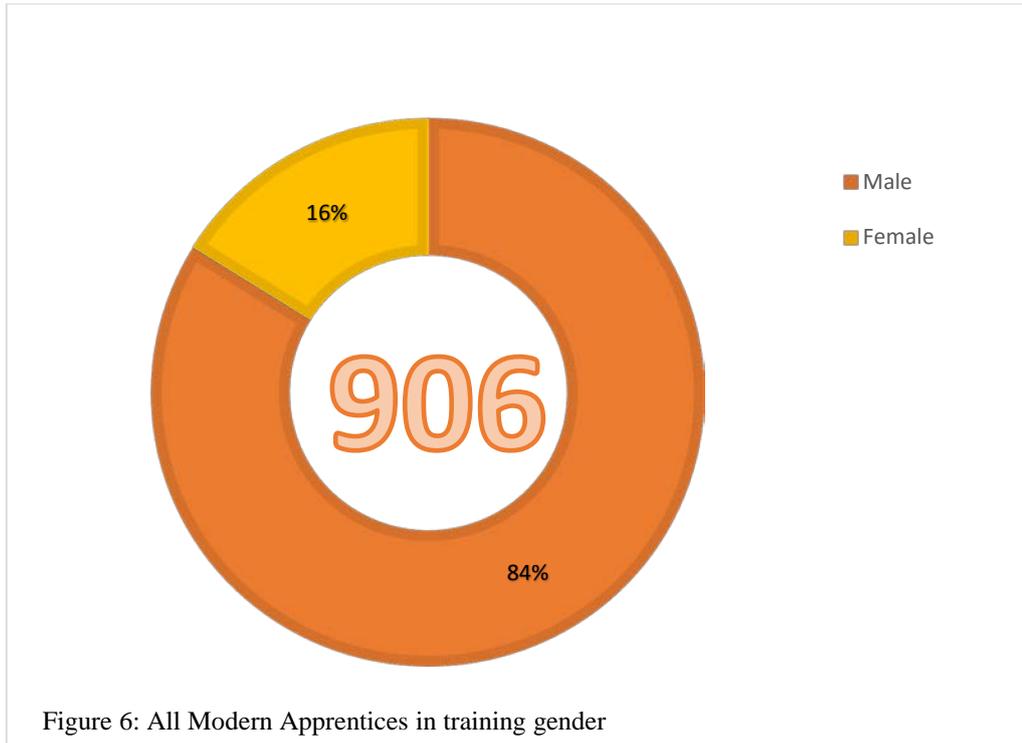


Modern Apprenticeship Key Facts

Information in the following charts relate to all of our apprentices in training, including those sub-contracted by industry bodies like CITB.

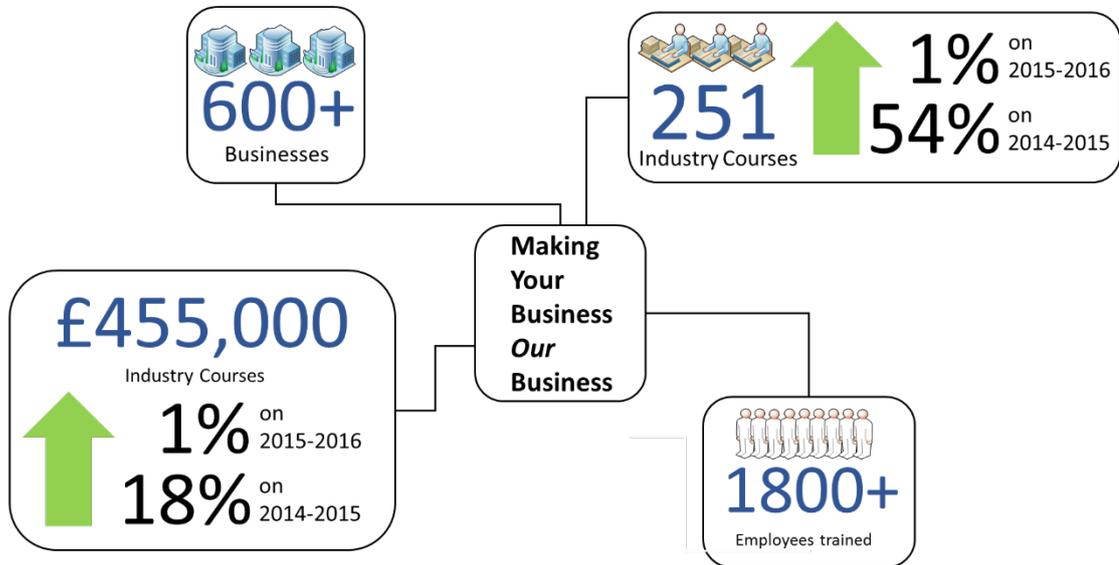




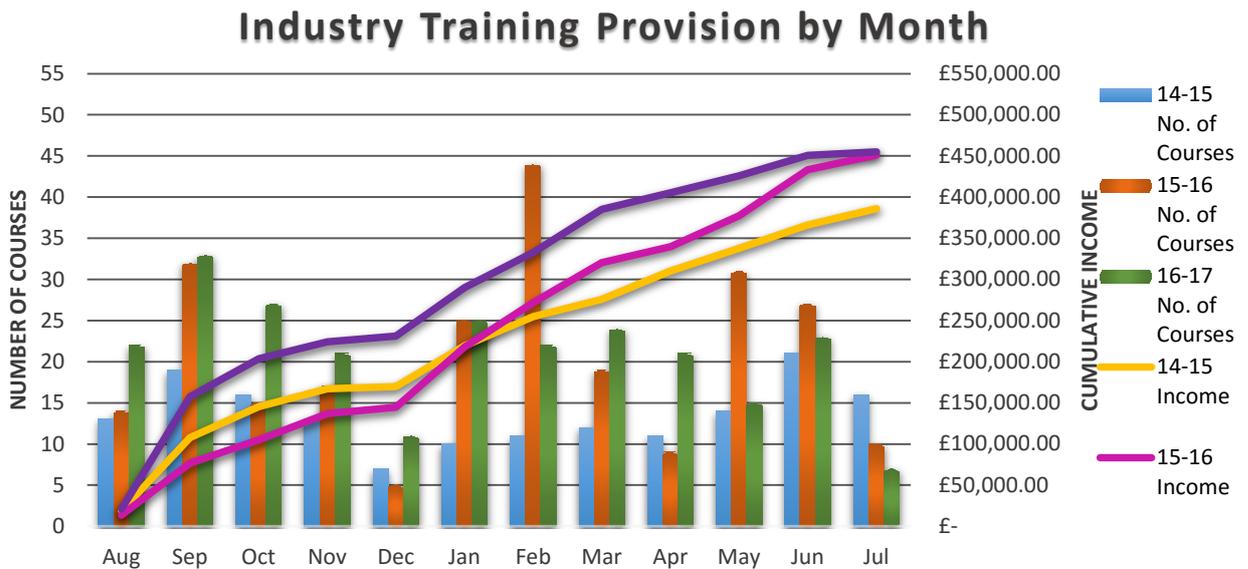


Business Solutions

Business Solutions provision continued to grow in 2016-2017 compared to the previous two years. An increased number of courses were delivered to more employees, generating an associated increase in revenue.



As can be seen in the graph below, activity and income tracked significantly above previous years for the majority of the period but was adversely affected by the period of industrial action. Activity in May dropped significantly below expected levels.



Case Study – UTC Kaizen Exercise

Kaizen is a Japanese term meaning continuous improvement and is a methodology widely used in industry to improve processes or systems throughout the business.

UTC Aerospace Systems in Prestwick ran a Kaizen exercise in November 2016, aiming to evaluate their apprenticeship programme and improve it where possible.

Taking part in events such as these is an invaluable opportunity for College staff to gain deeper understanding of how our industry partners work and learn from the processes they employ to improve their business. The College will develop its relationship to be an indispensable partner to the company. Alongside this, it also gives the College an opportunity to influence business processes.

As part of the exercise, UTC highlighted a desire to improve the gender balance of its apprenticeship intake. Representatives from the College reviewed UTC's recruitment policy and highlighted that insisting on a craft qualification from school was likely to exclude many females at the first stage, particularly as the apprenticeship would develop these hand skills appropriately. UTC agreed that it would remove the requirement for a school craft qualification for their 2017 intake to evaluate the impact this would have. This action has resulted in UTC's first female apprentice in almost twenty years.

Flexible Workforce Development Fund

Discussions with Scottish Government, Scottish Funding Council, Skills Development Scotland and colleges have continued and are nearing conclusion. The Minister for Employability and Training will launch the £10m fund in September. Final details are being developed and known facts regarding the fund at the time of writing are summarised below:

- Fund value - £10,000,000
- Funds will be allocated to colleges via the Scottish Funding Council
- Regional allocations will be based on volume of levy payers in each area, to apply principle of being an employer driven fund
- Open to all levy payers, including public sector
- There is likely to be a cap on funds available to each organisation
- The purpose of the fund will be, broadly, to address the following aspects:
 - Deliver increased productivity
 - Fill identified gap in skills
 - Focus on specific skill groups, e.g. digital, leadership and business improvement skills
 - Allow for regional priorities
- Administrative simplicity is an ambition.

3. Risks

The time taken to formalise the operational arrangements of the Flexible Workforce Delivery Fund may impact on the college sector's ability to deliver fully at the start of the fund.

4. Conclusion

Members are asked to note the contents of the paper.

Stuart Millar
Director of Industry Programmes
28 August 2017

Publication

This paper will be published on the College website.

Learning and Teaching Committee

7 September 2017

- Subject:** 2016-17 Student Support Funds final position at July 2017
- Purpose:** To update the Learning and Teaching Committee on the final Student Support Funds position for AY 2016-17
- Recommendation:** The Learning and Teaching Committee notes the contents of this paper.

1. Current Situation

As noted at previous Committee meetings, the total 2016-17 SFC Support Funds (including ESF funding of £306,939) is **£10,671,230**. No 'In Year Distribution' request for additional funds was made by the College to SFC this year.

The following sections provide details of the final positions of these funds at July 2017.

1.1 SFC Funds provided for Bursary Support

Table 1

Student Support Fund	Budget	Expenditure	Difference
SFC Bursary	£8,911,618	£8,126,497	£785,121
FE Childcare	£933,767	£570,706	£363,061
HE Childcare	£362,592	£315,414	£47,178
FE Discretionary	£463,253	£473,807	£(10,554)
Total	£10,671,230	£9,486,424	£1,184,806

The College has an overall underspend of £1,184,806 or approx 11%. The underspend on ringfenced childcare funds account for approximately 35% of this total. By way of context, the underspend of £785,121 equates to approx 177 students (based on a student with a weekly bursary of approx £96 and average travel costs) The underspend will be reclaimed by SFC usually in the first quarter of AY 2017-18.

1.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year old students. The actual amount paid out to Students to July 2017 was £669,090. EMA costs are reimbursed in full to the College a month in arrears.

1.3 SAAS Funds provided for Higher Education Discretionary support

The College is also allocated funding from the Student Awards Agency for Scotland (SAAS) for eligible students completing HE programmes. This budget is administered in line with SAAS guidance

Table 2 below details the HE Discretionary Fund Budget made available by SAAS for 2016-17 together with final expenditure to July 2017.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary	£135,072		
Additional Funding*	£49,732	£163,243	£21,561
Total	£184,804	£163,243	£21,561

**The College made an In Year Distribution request to SAAS in early January 2017 for £49,732. This was agreed in full by SAAS, giving the College flexibility to meet further applications from HE students.*

2. Consultation

No formal consultation is required given the subject of this paper.

3. Risks

The disbursement of student support funds and financial monitoring arrangements are key areas of financial risk for the College. In addition, issues arising from the management of the student support funds can impact significantly on the reputation of the College.

4. Equality Impact Assessment

An impact assessment has been completed in respect of the 2016-17 Student Funding Policy and Procedures.

5. Conclusion

The Learning and Teaching Committee notes the contents of this paper.

Michael Breen
Vice Principal, Finance and Skills
31 August 2017

Publication

This paper will be published on the College website.

Learning and Teaching Committee

7 September 2017

Subject:	Innovating for Learning Fund
Purpose:	To provide the Learning and Teaching Committee with details of this new fund
Recommendation:	The Learning and Teaching Committee is invited to note the contents of this paper

1. Background

The *Innovating for Learning Fund*, supported by £250,000 over three years from the Ayrshire College Foundation, was launched at our staff conference on Wednesday 16 August. Information about the fund is available in Appendix 1.

Innovating for Learning is one of three funds under the umbrella of *Ambitious for Ayrshire*. It supports innovative projects from curriculum and service staff which will ultimately help to improve student outcomes. The other funds are *Enterprising Students* and *Collaborating Communities*. Details of these funds will be agreed at the next meeting of the Foundation.

2. Current Situation

Applications for the *Innovating for Learning Fund* can be submitted at any time over the next three years. Building on the enthusiasm and ideas generated at the staff conference, we have invited staff to submit early applications by Friday 15 September.

A panel, chaired by the Principal, will meet on a regular basis to review applications. Members of the panel include the Chair of the Learning and Teaching Committee, a representative from the Ayrshire College Foundation, a Student Association representative and a representative from senior management.

The panel will meet in late September with a view to communicating initial outcomes by early October.

3. Conclusion

The Learning and Teaching Committee is invited to note this paper.

Jackie Galbraith
Vice Principal, Strategy and Skills
31 August 2017

Innovating for learning

Ayrshire College Innovating for Learning Fund - Application Form

Title of project:	
Brief description of project (maximum 500 words); this should include a clear indication of the need for the project, its aims/objectives, and how the Innovation funding will be used:	
Your name and contact details	
Name(s) of staff who will be involved in the project, and an indication of the proportion of time they are intending to devote to it.	
Amount requested, including detailed breakdown of costs	
How will you involve students in the planning, implementation and evaluation of the project?	

How will the success of the project be measured?
How will the project be financed after expiry of the grant (if applicable)?
How will you assess the wider relevance of the project?
Indicate any relevant permissions needed and whether they have been obtained (eg. health and safety)

For more details please contact:
 Angela Scoular
 Executive Assistant, Vice Principal of Strategy and Skills
angela.scoular@ayrshire.ac.uk

Publication

This paper will be published on the College website.