

Ayrshire College

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 **six** members from the Board, which should include **at least** one staff representative and **at least one student representative**.

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. **The Board will seek to ensure that all members will normally serve at least one year as a member of the Committee during their period of appointment.**

Quorum

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

Attendance

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

Attendance is open to all Vice Principals, 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, disadvantaged groups, the unemployed, employed and lifelong learners.
- To scrutinise key performance indicators (KPIs) in relation to student success including, but not limited to, student retention and outcome data, SIMD and post course destinations, and consider action taken to improve performance where the PI's fall below national benchmarks.
- **To consider and approve the annual Evaluative Report and Enhancement Plan, a key aspect of the national quality framework, *How good is our college*.**
- 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, 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 to receive annual reports.
- To receive and consider an annual report on student complaints and what the College has learned from these.
- To receive and consider an annual report on Student Welfare incorporating safeguarding and behavioural management issues.
- To receive and consider a Student Satisfaction Annual Report.
- To receive and consider the Committee's extract from the current version of the Corporate Risk Register and to advise the Audit Committee accordingly
- To receive and consider reports on industry programmes
- 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

At the end of each meeting, the Committee will decide on the business of the meeting that may be fully published on the College website. Normally it would be expected that complete minutes and papers will be published. The exceptions to this are:

- where there is inclusion of personal data collectively in relation to individuals or an individual;
- where there is inclusion of information which may be considered commercially sensitive to the operation of the College;
- where there is the inclusion of information that in the view of the Committee and the Chair of the Board it would not be in the public interest to publish.

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.¹~~

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

Publication

This paper will be published on the College website.

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¹ This requirement is now redundant as minutes are published on the College Website

Learning and Teaching Committee**29 November 2017**

Subject:	Student Satisfaction and Engagement Survey 2016-17
Purpose:	To provide Learning and Teaching Committee Members with an overview of the Student Satisfaction and Engagement Survey for 2015-16
Recommendation:	Committee Members are asked to note the analysis of the survey responses.

1. Introduction

Colleges are required to conduct a student engagement and satisfaction survey on an annual basis for all further and higher education students covering all modes of attendance. This supports ongoing collaborative work between SFC and colleges to measure and improve performance and is covered in measure 9 of the Regional Outcome Agreement.

The national survey consists of the following ten statements:

1. I am able to influence learning on my course
2. I believe all students at the college are treated equally and fairly by staff
3. I believe student suggestions are taken seriously
4. I receive useful feedback which helps inform my future learning
5. My time at college has helped me develop knowledge and skills for the workplace
6. Staff encourage students to take responsibility for their learning
7. Staff regularly discuss my progress with me
8. The college Students' Association influences change for the better
9. The way I'm taught helps me learn
10. Overall, I am satisfied with my college experience

Students can strongly agree / agree / strongly disagree / disagree with each statement and there is also a "don't know" option.

The overall satisfaction figure is the key outcome agreement measure for student satisfaction and is based on the combined figure for *strongly agree* and *agree* for the statement "Overall, I am satisfied with my college experience".

2. Current Situation

A key highlight in the survey is that Ayrshire College's average for overall satisfaction is 93.7% compared to the sector average of 91.0%. Table 1 provides a breakdown and comparisons to the questions which indicate the highest and lowest levels of satisfaction.

Table 1: Responses to Student Satisfaction Survey

	Sector average	Ayrshire College	Difference
Overall satisfaction			
All full-time students	90.2%	93.4%	+3.2%
All part time students	94.6%	95.7%	+1.1%
Distance learning students	92.7%	100%	+7.3%
Full-time FE students	92.1%	94.6%	+2.5%
Full -ime HE students	87.4%	90.4%	+3.0%
Question with highest level of satisfaction:			
<i>Staff encourage students to take responsibility for their learning</i>	94.5%	97.1%	+2.6%
Question with lowest level of satisfaction			
<i>I believe student suggestions are taken seriously</i>	76.7%	74.6%	-2.1%

For the engagement question “*The college Students’ Association influences change for the better*” the average satisfaction for full-time and part-time students decreased nationally by 1.5 percentage points from 59.5% in 2015-16 to 58.0% in 2016-17. Our satisfaction rate was 49.9%. This is less likely to be an indication that the Student Association does not influence change for the better, but that there continues to be a lack of awareness of the role and function of the Student Association within the wider student body. The Student Association has made good progress on raising awareness amongst students.

For the statement “*My time at college has helped me develop knowledge and skills for the workplace*” the college satisfaction rate was 92.6% - 2.9 percentage points better than the national rate of 89.7%.

Overall, the results of the 2016-17 Student Satisfaction and Engagement Survey are very positive for Ayrshire College. Results of the survey have been disseminated to all curriculum teams and is used on an ongoing basis to inform improvement actions.

On 31 October 2017, SFC published a national statistical publication, *College Student Satisfaction and Engagement Survey 2016-17*,. It is available at http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcst092017/College_Student_Satisfaction_Survey_2016-17.pdf.

3. Consultation

Curriculum Directors, Quality Enhancement, and Business Intelligence were consulted in the drafting of this report.

4. Risks

A risk for the college is that we do not provide a high quality student experience which could result in low levels of student satisfaction and engagement, and poorer outcomes for students. There are a range of mitigating actions in place, which are outlined in the risk register, and the positive results contained in this report indicate that these controls are working effectively.

5. Equality Impact Assessment

An equality impact assessment is not required for this paper.

6. Conclusion

Members of the Learning and Teaching Committee are invited to note the analysis presented in this paper.

Michael McHugh
Director – Quality Enhancement and Business Improvement
21 November 2017

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

29 November 2017

Subject: 2016-17 *How Good Is Our College?* Evaluative Report and Enhancement Plan

Purpose: To provide the Learning and Teaching Committee with the 2016-17 Evaluative Report and Enhancement Plan and an update on process for agreeing endorsement of the report with Education Scotland and SFC

Recommendation: The Learning and Teaching Committee is invited to approve the Evaluative Report and Enhancement Plan and note the process outlined in this paper

1. Background

The new national quality framework *How Good Is Our College?* was launched in December 2016 and the accompanying arrangements document outlined the evaluation and reporting requirements for all colleges in Scotland.

In line with the requirements of the framework, every college was required to submit an Evaluative Report and Enhancement Plan to SFC on 31 October 2017.

The final stage of the process is the formal scrutiny and endorsement of the evaluative report and enhancement plan which consists of three stages:

1. Independent scrutiny and endorsement meeting
2. Formal notification of endorsement
3. Education Scotland presentation to the Board of Management

2. Current Situation

A pre-endorsement visit to discuss the College's draft report took place in October with our College HMle (Ian Beach), Moderating HMle (Andrew Brawley), Outcome Agreement manager (Alison Cook), and members of the EMT and SMT.

Following feedback from Education Scotland, the Principal, the Chair of the Learning and Teaching Committee, the Student Association and senior staff, the final report was prepared and submitted to SFC.

The formal endorsement meeting is scheduled for 5 December and it will be chaired by an independent Reviewing HMle (Peter Connelly). At this meeting, our report and action plan will either be endorsed or not endorsed.

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Following this endorsement meeting, our College HMI and Outcome Agreement Manager will present the final outcome to the Board of Management at the next appropriate meeting.

3. Conclusion

Members of the Learning and Teaching Committee are invited to approve the Evaluative Report and Enhancement Plan in Appendix 1 and note the contents of this paper.

Jackie Galbraith
Vice Principal – Strategy and Skills
22 November 2017

[Michael McHugh
Director - Quality Enhancement and Business Improvement]

Publication

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Evaluative Report and Enhancement Plan

2016-17



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Context

Ayrshire College is a large regional college formed in 2013 from the merger of the former Ayr and Kilmarnock Colleges and the Ayrshire campuses of the former James Watt College.

The College has 901 staff spread over three large campuses in the towns of Ayr, Kilmarnock and Kilwinning, and a Skills Centre of Excellence located in a secondary school in Irvine. The new campus in Kilmarnock, made possible with £53 million from the Scottish Government, opened to students and staff in October 2016. The Kilwinning Campus is a PFI building and the Skills Centre of Excellence was supported with funding from the Scottish Funding Council (SFC) and The Edge Foundation.

In 2016-17, for the second consecutive year, the College exceeded the activity target set by the SFC and delivered 125,749 credits.

Over 95% of the College's students reside in Ayrshire, and the majority of students in each of the College's main campuses live in the local authority area in which the campus is located. Reflecting the social and economic challenges facing the region, over a third of the College's full-time students live in SIMD20 areas, and this has increased steadily each year.

In 2016-17, there were 14,151 enrolments from 12,442 students. Just over half of all students (51%) attended college on a full-time basis. Of the 18 Education Scotland subject groupings, the College offered courses for fourteen at FE level and thirteen at HE level. The FE/HE balance of students on full-time courses has changed over three years with FE declining from 67% to 62% and HE increasing from 33% to 38%.

The College works with the three local authorities - East, North and South Ayrshire - and plays an active role in the corresponding community planning partnerships. It works with all 26 secondary schools, as well as special schools, in the region.



Over the past four years, a declining number of school leavers and a reduction in youth unemployment in the region have contributed to a fall in full-time enrolments, most sharply at FE level which has seen a twenty percent drop (HE full-time enrolments reduced by 3%). Over the period, the trend is reducing numbers in the 16-19 and 20-24 age groups, and a corresponding increase in the number of students aged over-25.

The 16-19 Participation Measure in two of the three local authorities is below the Scottish average of 91.1% (East Ayrshire 88.1% and North Ayrshire 90.3%). The most recent Scottish Government's follow up destinations analysis of school leavers demonstrates that East and North Ayrshire local authorities continued to have a significantly higher proportion of leavers who move onto FE study than the national average (33% and 30% respectively, compared with a Scotland average of 22%). Conversely, a higher proportion of South Ayrshire leavers moved onto HE study than the national average (42% versus 37%).

East and North Ayrshire local authorities are amongst the top six councils with the highest local share of SIMD20 datazones in Scotland, and the region has 11 areas of deep-rooted poverty which have been consistently among the most deprived 5% in Scotland since 2004. Two of the region's local authorities have the highest rates of children living in poverty in Scotland outside of Glasgow City - 28.0% in East Ayrshire and 30.4% in North Ayrshire – and ten percent of care experienced school leavers in Scotland live in Ayrshire.

The College is a strategic business partner of the Ayrshire Chamber of Commerce and a member of the Developing the Young Workforce Ayrshire Steering Group. Significant economic sectors in the region include aerospace, engineering, health and social care, early education, and hospitality and tourism. The College collaborates with employers and industry bodies to plan the provision of courses to address growth in these and other sectors. With over 900 apprentices in training at any given time, the College is the main provider of STEM apprenticeships in the region, and in 2016-17 introduced an engineering foundation apprenticeship.

The College has been an integral partner in the development of the Ayrshire Growth Deal and its associated projects since inception, helping to promote the projects to senior representatives from the Scottish Government, raising awareness within the UK Government at Westminster and communicating benefits to the local business base through formal and informal events. The College has engaged with all relevant projects which make up the growth deal to ensure that the skills system supports and is aligned to growth opportunities.

Strategic objectives for 2017-20 are set out in the College's **Strategic Plan** and **Outcome Agreement**. The College consulted widely with stakeholders, employers, students and staff on these, and community planning partners approved the Outcome Agreement for 2017-20. Summary information about the College is provided in the **Key Facts** publication (extract on p57).

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Methodology

Ayrshire College was one of three colleges which participated in the national action learning quality pilot with SFC and Education Scotland from summer 2015 to autumn 2016. From the start, the College embedded the four principles of the pilot - integration, ownership, challenge and regional approach.

Integration has been an important aspect of our methodology. Shortly after merger, following consultation with staff, the College established a new quality cycle which integrated curriculum and service staff in team evaluations which considered all aspects of delivery of learning and services to support learning. The national pilot enabled us to take this further by integrating the reporting of the quality of learning and teaching with that of our Outcome Agreement and Strategic Plan.

One of the most significant outcomes of the changes to our quality enhancement cycle is that they have acted as a catalyst for culture change. Strategic leadership, complemented by an approach which engaged all staff, resulted in all staff taking ownership of their role to support students to achieve successful outcomes. Staff have a clear understanding of how they contribute to enhancing the student experience and, coupled with a more comprehensive awareness of their role in achieving the goals of key college strategies, are more willing to challenge each other in an open, constructive and respectful manner.

Improved application of the data visualisation tool, Qlikview, provided staff with real-time data which they analysed at course level to put in place measures to retain more students and reduce partial success. Importantly, staff analyse this data proactively throughout the year and are not dependant on data being presented to them by a central team for analysis.

During the year, we took our application of data analytics a step further by introducing predictive analytics to enhance our already powerful retention tool and process. Using machine learning algorithms, our tool provides a predicted score of a student's likelihood of withdrawal on a weekly basis by providing an 'at risk' score based on patterns of previous success, attendance, engagement with Moodle, student funding, as well as demographic information.

In 2016-17, we continued to enhance our quality cycle by introducing business improvement techniques. Preparations throughout the year on the forthcoming **How good is our college?** arrangements made the introduction of the new national quality framework a natural and logical step for staff. The framework has been used in ongoing evaluation throughout the year, aided by partnership working with Education Scotland in carrying out classroom observations, in-depth evaluation of identified curriculum areas and evaluating student engagement.

This report is a product of team evaluations and comprehensive analysis of 2016-17 key performance indicators. All Heads of curriculum and service areas provided short summaries of how their teams had performed over the year against the three main themes of leadership and quality culture, delivery of learning and services to support learning, and outcomes and impact. Individuals or small teams were identified to lead on specific challenge questions and identify areas of positive practice as well as areas for development. Their contributions were synthesised into this evaluation report and enhancement plan.



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Leadership and Quality Culture

The culture of Ayrshire College is built on the vision **Raise Aspirations | Inspire Achievement | Increase Opportunities**. Strong leadership and a student-centred focus from the Chair and the Principal have ensured that this vision is well understood by staff and students, visible to partners and visitors to the College, and widely communicated to communities in Ayrshire.

Over the past year, senior managers have invested significant time in strategic planning with a focus on improving learning and teaching. This has contributed to developing a clear line of sight from the strategic plan to the outcome agreement to other critical college strategies such as the learning and teaching strategy. Importantly, all strategic developments have been consulted on with key stakeholders, employers, staff and the Student Association, with outcomes reported back to illustrate how their feedback influenced the final outcomes.

The College's culture has improved significantly since merger, aided by our involvement in the national quality action learning pilot. The resulting changes to our quality enhancement process, based on the four underpinning principles of the pilot - integration, ownership, challenge and regional approach - are now embedded across the College, which has helped with the transition to the new national framework, **How good is our college?**

The integration of our team evaluation process, in which curriculum and service staff jointly evaluate the delivery of learning and services to support learning, has been supported by integrated forums for heads and managers at all levels which take forward actions for improvement throughout the year. At a strategic level, this has been further enhanced by each of the Vice Principals now having portfolios which include service and curriculum responsibilities. In 2016-17, the College invested time in looking outwards to identify and evaluate different approaches to delivery of learning and services to support learning. Cross-college teams comprising managers, lecturers and service staff visited colleges which had made good progress on student outcomes over a number of years. Findings were considered by senior managers and communicated by the principal at meetings with all staff.

In parallel, the College continued to look inwards to support ongoing improvement. For example, during the year, business improvement techniques were used to look at our application process, this challenged staff to critique their own practices, compare them with other colleges and identify how to make our application process easier for students.

Looking forward, the new regional improvement collaborative will be essential for coordinated and successful outcomes for young people and the College will engage proactively with it and other partners to ensure that government ambitions, for example on widening access to higher education, developing the young workforce and developing STEM capacity, are met.

We are confident that our leadership and approach to improvement will be significant contributory factors in achieving these stretching goals.

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1.1 How Good is Our Governance and Leadership of Change

Areas of Positive Practice

Governance and leadership

- Leadership from the Chair and members of the board of management is very strong. An externally-led Review of Board Governance Effectiveness in 2016-17 stated that board members “were proactive in seeking solutions that support their students and in challenging assumptions or existing arrangements”.
- The board of management understands very well how effectively the College is delivering against its strategic objectives and is highly effective in providing strategic direction, scrutiny and robust challenge to the management team which have contributed to ongoing improvements in student outcomes.
- Progress on Outcome Agreement targets and the student experience is discussed throughout the year at board and committee meetings. Reports on progress against outcomes are presented to community planning partnerships to prompt discussion on how the members can work together to achieve shared priorities.
- Outside of board meetings, members offer their professional skills and expertise to enhance the student experience, for example securing agreement from businesses to provide work experience opportunities for our engineering foundation apprentices, delivering master classes for hospitality students, and supporting the co-design of employability programmes with the third sector for young people with additional support needs.
- The board engages effectively with the Student Association and “works to ensure that students are at the centre of everything it does.” Student feedback is prioritised at board and committee meetings where actions are agreed and monitored.
- The Chair, Principal and board members are very proactive in engaging strategically with stakeholders to improve outcomes for students, and play an important role in strategic external projects such as the Ayrshire Growth Deal, as well as at the College’s annual business dinner to develop new relationships with employers in and outside the region.
- The Chair and the Principal provide very strong and effective leadership, and how they communicate their shared priorities is a powerful motivator and catalyst for coherent and pragmatic leadership across the College by managers at all levels.

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Developing a shared vision, values and aims

- The College's well-defined, clear vision has been externally acknowledged by Investors in People (IiP) and the board governance review. The vision is expressed in the strategic plan and was developed through extensive consultation with board members, key stakeholders, employers, staff and the Student Association.
- National, regional and local priorities are clearly reflected in the strategic plan, outcome agreement and other college strategies. This has resulted in effective target setting which meets the needs of all partners, and is reviewed throughout the year to ensure partners' priorities are addressed.
- Strategic objectives are communicated through well-planned all-staff and campus-specific events led by the Principal, which are supported by the Chair, board members and senior managers. These events promote very effectively a culture of enablement, challenge, accountability and celebration, to which all staff and the Student Association are highly committed.
- A consultation with students and staff in autumn 2016 identified three core values, that everyone should be supportive, open and honest, and respectful. These values have been embedded throughout the College, amongst leaders, staff and the Student Association.
- The College achieved IiP Gold in June 2016 in recognition of its people management approach. This accreditation and partnership working with IiP supports the College in our planning, delivery and evaluation of learning and development activities. Further acknowledgement of the College's leadership was evident when the Ayrshire Chamber of Commerce at the Ayrshire Business Awards in October 2017 awarded the College the Excellence in People Development award.

Planning for continuous improvement

- The board of management carries out an annual self-evaluation process which is completed individually by each member and contributes to a comprehensive evaluative report which is monitored by the board. Coupled with one-to-one yearly evaluations of members performance by the Chair, development opportunities have been identified which have enhanced collective and individual performance.
- The Student Association is a critical voice on all board and committee meetings, and engage with staff on all team evaluation activities which identify priority areas for improvement. This was referred to in an externally-led audit, Student Experience – Student Voice, which recognised the College's "strong commitment to engaging with its students".



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1.2 How Good is Our Leadership of Learning and Teaching

Areas of Positive Practice

Leadership for improvement of learning and teaching

- Strategic leadership of learning and teaching is provided by the principal and executive management team. Each Vice-Principal has leadership responsibility for curriculum as well as range of service areas, and work collaboratively with directors and other managers to ensure that consistent messages on learning and teaching are communicated throughout the College.
- Reflective practice, enterprise and innovation are encouraged and celebrated in the College, supported by resources like the Innovating for Learning Fund which was introduced in August 2017 with funding from the Ayrshire College Foundation. This is a good example of an arms-length foundation using funds to encourage staff to be ambitious in developing their approaches to learning and teaching to an even higher standard and enhancing students' employability. Twenty-four high quality proposals were received within one month of the fund being opened, which is a strong measure of staff's appetite for innovation and continuous improvement.
- Strategies for learning and teaching are driven by the ambitions set out in the College's Strategic Plan and Outcome Agreement, and are communicated through all-staff conferences, campus-specific meetings and reflected in team action plans.
- Priority areas for improvement in learning and teaching are reinforced at monthly forums, which are attended by all college managers and adopt an integrated, supportive and solutions-focused approach to addressing areas of concern.
- The diversity, quality and regularity of communication from the Principal, for example through a weekly email update, campus and all-staff meetings are highly valued by staff and provides motivation and reinforcement of priorities on improving student outcomes.

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Leadership of staff

- Leadership of staff is very effective and is directed through a comprehensive structure of forums led by senior managers which bring together curriculum and service staff. These enable clear communication and participation and encourage staff to be creative in their approaches to learning and teaching.
- Collaborative leadership at all levels across curriculum and service areas provides clear direction, context and shared priorities for staff, resulting in effective and coherent efforts across the College to improve student outcomes.
- Curriculum and service managers lead monthly course team meetings at which lecturers and other staff involved in the delivery of learning and teaching are encouraged to reflect on their teaching practices, consider how they can improve delivery, share innovative approaches, use technology to enhance the learning experience and develop suitable methods for co-creation of learning to meet individual student needs.
- A programme of internal management development was established following merger and continues to support managers in working with key internal policies, procedures, systems and processes.

Career-long professional learning

- Teaching staff are knowledgeable and well qualified, with 299 out of 332 (90%) lecturing staff holding a recognised teaching qualification. Staff are supported by a comprehensive and effective programme of CPD delivered throughout the year which facilitates peer learning on strategies for teaching and assessment, and technologies to support learning.
- The College's innovative approaches to career-long professional learning was recognised in the region when it was awarded the Ayrshire Business Excellence in People Development Award in October 2017. This award celebrated our model of staff-supportive CPD for teaching staff where those involved in the delivery of learning and teaching are encouraged to share personal examples of good practice which have worked well for them and had a positive impact on their students.
- In 2016-17, the College introduced Teachmeets to Ayrshire, nationally recognised learning sessions open to anyone who delivers education in the region. Attendees at informal evening sessions include college staff, primary and secondary school teachers who discuss teaching practice and innovations in pedagogy such as the learning technologies that they are adopting.
- The College transformed its annual staff CPD event to adopt a more participative approach. This year half of the 21 workshops were experiential and delivered by college lecturing staff, based on personal experiences. The attendance and feedback from lecturers for these sessions was extremely positive.
- The process of Professional and Personal Development Review (PPDR) is now well embedded across all staff groups including senior and executive management.

Learners leading learning

- Curriculum directors and heads ensure that employers in their sector influence strategies for the development of learning and teaching. For example, our Prepare to Care – a Career in Care course, nominated for this year's College Development Network's Regional Curriculum Award, was designed to address recruitment and retention challenges in the care at home sector following requests from North Ayrshire and South Ayrshire councils.
- The portfolio of courses offered by the College's HIVE (Hope, Innovation and Vision in Education) centres are co-created and reviewed by students and staff. HIVE students are involved in the recruitment of the staff who deliver these courses, evaluating potential candidates and contributing to the decision to appoint.
- Curriculum managers encourage active participation by class representatives in regular course team meetings and in innovative feedback sessions such as 'Ask the Curriculum Manager' which ensure that students influence the design and delivery of learning and teaching.
- Student Association meetings are held monthly on each campus with class reps discussing a range of issues important to students and identifying improvements. Relevant staff are invited to attend these meetings to discuss concerns directly with students and provide feedback on the actions being taken.
- In accordance with the recommendations from the Audit Scotland 2016 Review of the Sector, the College has identified a comprehensive framework to support workforce planning, which will be integrated with other key business planning processes, and will support the strategic alignment of career and succession planning.

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1.3 How Good is Our Leadership of Services to Support Learning

Areas of Positive Practice

Leadership for improvement of services to support learning

- The Principal, executive and senior management team provide leadership of services to support learning at a strategic level and demonstrate a commitment to continuous learning and development. Reflective practice, enterprise and innovation are encouraged and celebrated in the College, supported by resources like the Innovating for Learning Fund which was introduced in August 2017.
- Service managers across the College have a clear strategy, which is shared by curriculum managers, to focus efforts on improving student retention, which is underpinned by a continuous improvement methodology and supported by sophisticated data analysis using Qlikview and the College-developed retention tool. This contributed to a reduction in student withdrawals and improved attainment.
- All managers collaborate and communicate effectively with each other through monthly management forums and are increasingly willing to challenge each other constructively towards the achievement of shared goals. This has resulted in effective and coherent efforts across the College to improve student outcomes.

Leadership of staff

- Regular forums at all levels of management integrate service and curriculum staff and are used very effectively to identify priority areas of improvement within support services. This provides coherent and consistent support for service staff who are encouraged to participate in improvement activities within teams or as part of wider cross-college groups.
- Service teams are led well by managers who share with staff a clear and consistent understanding of college priorities and their contribution to improving student outcomes. The strategy of continuous improvement enables service staff from different areas to work together to evaluate service delivery, identify and implement actions for improvement. For example, the Student Funding team implemented improvements on the College website on funding and fees, simplifying the language and making information more accessible.
- Staff at all levels are encouraged to identify improvements in practice resulting in processes being streamlined and support being provided to students timeously. For example, an online portal was developed to allow key support staff to access critical information relating to student retention and provide a cross college platform to record interactions with students, which resulted in a five percentage point improvement in withdrawals over a three-year period.

- A programme of internal management development was established following merger and continues to support managers in working with key internal policies, procedures, systems and processes.

Account of current and projected needs of students

- Service managers use comprehensive internal and external data to predict students at risk of withdrawal and understand the needs of future student cohorts, adapt their provision accordingly and deliver high quality support services.
- The College has achieved national recognition, for example winning the Scottish Digital Business Awards and being a finalist in The College Development Network's Innovative College Award for its use of predictive analytics. All managers access, analyse and act on real-time data to support effective decision making and enable staff to provide suitable interventions to support students at greatest risk of a negative outcome.

Career long professional learning

- Staff are knowledgeable and competent in their fields, and staff development activities are well planned and coordinated flexibly throughout the year in partnership with staff, with an increasing focus on competency development. These arrangements resulted in improved service delivery and better outcomes for students.
- Creative approaches to staff development, such as the introduction of an action learning pilot with five groups of five managers meeting at regular intervals, have supported peer learning and sharing of experience and expertise between managers.
- An improved induction programme for new staff, which include opportunities to meet senior managers and collaborate with colleagues, provides a comprehensive introduction to college values, strategies and objectives, and demonstrates how their roles contribute to ensuring successful student outcomes.
- A well-established approach to Professional and Personal Development Review (PPDR) is highly valued by all staff groups including senior and executive management.
- Investment in the College's new HR information system is enabling staff to plan and take greater ownership of their own professional learning and development.

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Partnerships with other agencies

- The College works very well with all community planning partners to provide effective support for students.
- Three unique shared posts, funded in partnership with NHS Ayrshire & Arran, Police Scotland and the three Health and Social Care Partnerships, supported a range of intervention and prevention strategies and contributed to improving support for students at risk.
- The introduction of a Student Association Care Experienced Executive Officer, dissemination of case studies of care experienced students in The College blog and magazines, collaboration with partners like Who Cares Scotland and a bespoke information and guidance pack led to the more effective promotion of support available for care experienced students. This contributed to the number of students self-declaring as care experienced increasing from 35 in 2015-16 to 217 in 2016-17.

1.4 How Good is Our Evaluation Leading to Improvement

Areas of Positive Practice

Analysis and evaluation

- The College's engagement in the national quality pilot was a catalyst for significant culture change, particularly in relation to how effectively curriculum and service teams work collaboratively to enhance the student experience. The College's "keen focus on improvement" was externally acknowledged by Investors in People in June 2016.
- The College has embedded a team approach to evaluation, through which curriculum and service staff and the Student Association evaluate provision in an open and constructively challenging way. This integrated approach has been very effective in embedding the principles of **How good is our college?** as delivery of learning and services to support learning were already jointly evaluated. This has led to quantifiable improvement for students, particularly those most at risk. The Student Association is fully engaged in the quality enhancement process, attending all curriculum team evaluation sessions and participating actively in business improvement projects throughout the year.
- A critical component of our evaluation activity is student feedback and a range of mechanisms are in place to gather student feedback and we use this to drive improvement. The Quality Enhancement team conduct an initial experiences survey in November, the national Student Satisfaction and Engagement Survey in March and a pre-exit survey in April. Have Your Say events are held on each campus to provide opportunities for students to provide deeper feedback. The Student Association lead monthly class rep meetings, class reps regularly attend course team meetings and the Student Association is represented on the board of management and all board committees.
- Real-time student feedback is provided through social media and staff teams use this feedback to make changes and improve services for students.
- As well as initial experience and student satisfaction surveys, a wide range of mechanisms are used effectively throughout the year gain student feedback on the quality of their learning experience. The Student Association introduced a monthly 'You said, we did together' ezine, which closes the feedback loop by letting students know what actions have resulted from their feedback.
- A key feature of our quality enhancement cycle is regular engagement with employers and partners to inform evaluation activity. We have established employer skills forums in health and social care, early education and childcare, engineering, renewables and aerospace, and digital. Further employer forums will be developed from our existing engagement with other sectors. These formal structures are complemented by regular engagement with all community planning partners, the Chamber of Commerce, DYW Ayrshire, college business conferences and dinners, and bilateral meetings with employers.

- Managers at all levels in the College make sophisticated use of predictive and learning analytics, and analysis of real-time performance data by all curriculum and student-focused service teams has led to a detailed understanding of our student profile by characteristics like SIMD10, care experience, age and disability. This has resulted in proactive, customised approaches to the delivery of learning and teaching and provision of support which had a significant improvement in attainment on full-time courses from 62% to 67% over the year.
- A cross-college continuous improvement group reviewed the College's application and admissions process in 2016-17. The Student Association was a key member of the steering group and student focus groups were involved in the evaluation of each stage in the process. This led to positive enhancements such as improvements to the College website, application form and enrolment process.
- A course improvement process was introduced which, using analytics tools, enables 'at risk' courses to be identified and improvement actions and interventions to be agreed, implemented and monitored, which led to some courses changing their delivery plans for 2017-18.

Collaborative approaches to evaluation and data sharing

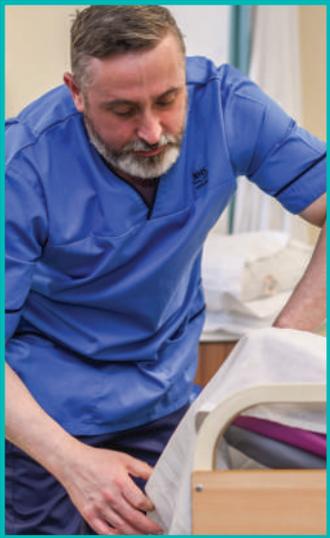
- Strategic review groups, comprising the chief executives, directors of education of local authorities and the principal and senior leaders in the College, were a vehicle for collaboration, sharing performance data and constructive challenge. The groups achieved innovative approaches to addressing shared priorities such as supporting school pupils at risk of negative destinations and developing sector-based vocational pathways.
- The College established a partnership forum with local authorities and SDS to share data and intelligence on vulnerable young people which led to early intervention resulting in significant improvement in student outcomes for these groups. For example, successful outcomes for full-time students aged under-16, who are typically reluctant to remain in education, rose by ten percent over the year.
- Joint quality enhancement and evaluation between the College and industry led to changes to recruitment practices which, for example, resulted in one major company employing a female engineering apprentice for the first time.

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Impact on learners' success and achievements

- Evaluation activity is based on sound analysis of a range of data available to all managers via our business intelligence platform which is used to excellent effect to monitor KPI performance and inform strategic decision making to identify priority areas for improvement leading to significant increases in student success, particularly for priority groups.





Delivery of Learning and Services to Support Learning

2016-17 was a year of physical renewal for the College. A major cross-college effort resulted in the new campus in Kilmarnock being opened to staff and students in October 2016. In the year that followed, that campus has become a lively hub of activity for communities, employers and partners, who make full use of facilities like the Partnership Centre. Financial support from the Ayrshire College Foundation was instrumental in bringing important parts of the College estate in Ayr and Kilwinning up to the same standard as the Kilmarnock Campus.

The College's regional curriculum is driven by the labour market, and takes full account of the Regional Skills Assessment for Ayrshire and relevant sector skills investment plans. Employers continued to work with the College throughout the year to ensure that our courses and the skills gained by our students reflected developments in their industries. Our extensive engagement with employers resulted in an increasing number of opportunities for students to gain experience of work.

Our comprehensive schools offer was developed in partnership with the three local authorities. It comprises innovative senior phase vocational pathways, effective engagement of our HIVE teams with young people disengaged from education and at risk of a negative destination, and a very successful project-based suite of courses for young people with additional support needs. In 2016-17, we added a range of new programmes to our schools portfolio in partnership with the DYW Ayrshire employers' group and Prince's Trust.

A culture of partnership working is embedded across the College, and throughout the year we invested significant time in enhancing existing private, public and third sector partnerships, as well as developing new ones. This collaborative approach led to innovation in delivery, for example, in employability programmes like Me2U, Skills for Life and Learning for Life which were designed and delivered in partnership with schools, local authorities, national agencies and employers. Our partnership approach with universities resulted in success of students gaining access to degree programmes with advanced standing.

Throughout the year, the College worked with partners to increase the focus on STEM education across Ayrshire. For example, to stimulate interest in digital technologies we continued to run coding clubs for 7-17 year olds across the region and over 1,000 young people have now participated in these. In partnership with SmartSTEMs, we held a Technology Workout for 250 S1 and S2 female school pupils as part of our ongoing This Ayrshire Girl Can campaign. In June 2017, we delivered our second Mission Discovery Ayrshire with the International Space School Education Trust, the main component of which was an intensive programme over four days for 150 fifth and sixth year pupils.

Innovation, excellence and progress in the College have been acknowledged externally throughout the year by a range of independent external panels in industry and education sectors. Amongst the many awards we have won are SEMTA's UK Training Provider of the Year for our support for the engineering sector, the Scottish Digital Business Awards Public Sector award for our use of predictive analytics to aid student retention, and the Scottish Diversity Awards Diversity Rising Star award recognising the volunteering work of one of our students.

2.1 How Good is Our Safeguarding and Child Protection

Areas of Positive Practice

- Three innovative shared posts, co-funded with partners including NHS Ayrshire and Arran and Police Scotland, play a major role in focusing and cohering the College's support for safeguarding by supporting intervention and prevention strategies and delivering workshops, mobilising resources from partner agencies and offering advice to students and staff.
- A well developed and current Protect, Prevent and Parent strategy and comprehensive Corporate Parenting Plan, created in collaboration with students and external partners, ensures that the College has effective arrangements in place for supporting and safeguarding all students, including care experienced students.
- Over the year 400 staff, including 362 who completed WRAP (Workshop to Raise Awareness of Prevent) training, participated in 23 workshops on a range of safeguarding topics delivered by our Police Scotland campus liaison officer. This approach built confidence in staff to report areas of concern and keep students safe.
- An online training module developed by the College to support our Protect, Prevent and Parent strategy was made mandatory for all staff.
- The College's preventative approach resulted in 4,022 students participating in prevention and early intervention workshops delivered by our shared partnership officers on issues such as drug and alcohol awareness, gender-based violence and the dangers of social media. Survey-based evaluation of participants (return rate of 65%) showed that 94% found the workshops useful and 88% stated that their knowledge had increased as a result.
- Increased awareness amongst students, supported for example by campaigns like Safety Week leading up to the festive break, and well-established safeguarding teams on each campus ensured that all safeguarding issues were reported and actioned in an effective and timeous manner. Of 161 safeguarding reports in 2016-17, 69 were referred to external agencies for support, 41 were supported by college services, 14 required a criminal or disciplinary intervention and 37 needed no further action.
- A cross-college Safeguarding Steering Group, which includes Student Association representation, provides internal leadership on safeguarding arrangements which ensures coherent planning and monitoring of arrangements, and consistency in the dissemination of information to students and staff.

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- The College is a member of the Safer North Ayrshire Partnership Group, the East Ayrshire Community Safety Group and the Ayrshire Community Justice Board which contributes to strong partnership working and ensures that college safeguarding arrangements are consistent with current practice across Ayrshire.
- Safeguarding awareness is included as an essential part of development training for board members.

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2.2 How Good is Our Curriculum

Areas of Positive Practice

Rationale, design and development

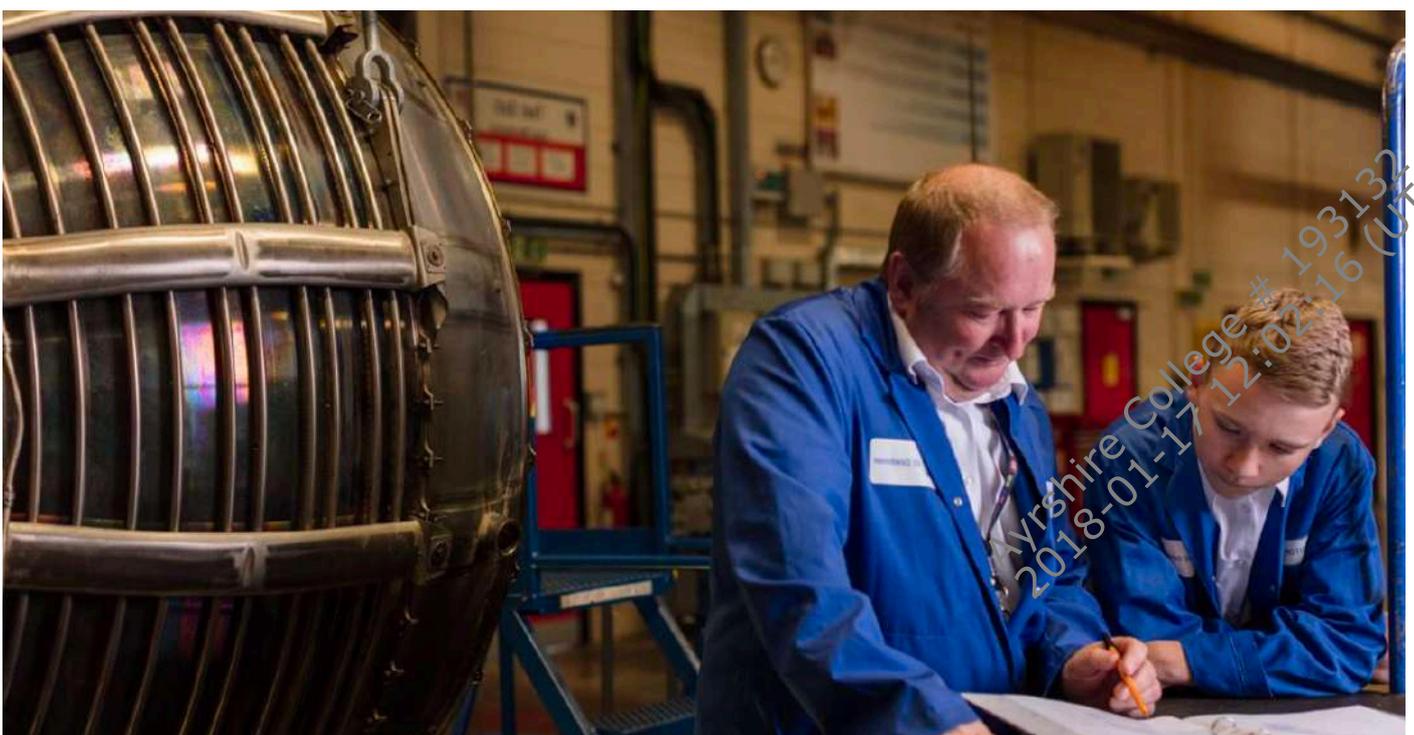
- The College has a well-developed process for curriculum planning which involves employers, business organisations, economic development and education teams in local authorities, national agencies and other community planning partners. Industry sector specific skills forums led by the College enable employers in those sectors to critically evaluate our provision and contribute to the design of new or adapted courses. This produces a comprehensive suite of courses that meet the skills needs of employers in the region.
- The College hosted four major business conferences in 2016-17 to engage an ever-increasing number of employers. To ensure the best possible reach to companies not currently engaged with education, these events were designed and delivered with partners such as the Chamber of Commerce, local authority economic development departments, the DYW Ayrshire regional employer group and Skills Development Scotland.
- Managers take good account of national policy drivers like the Scottish Government's youth employment strategy and the SFC's widening access agenda, and make extensive use of comprehensive internal data, the Regional Skills Assessment and relevant skills investment plans to identify shifts in the region's workforce demand and align their curriculum offer accordingly.
- Responding to the needs of partners like local authorities and JobCentre Plus, the College delivers a wide range of community-based courses to enable unemployed people to develop skills and confidence for employment. For example, 115 long-term unemployed people have successfully completed the Learning 4 Life course delivered in partnership with Diageo and supported by 42 local businesses, with 80% securing and maintaining employment twelve months after the course completion.

Effectiveness and appropriateness of the curriculum

- The College is recognised by the aerospace sector in Ayrshire as providing niche skills support and is viewed by the industry, as well as by organisations which support the sector, as the key training partner of choice in the region.
- The relevance, quality and breadth of The College's STEM provision has been recognised nationally, for example, by achieving STEM Assured accreditation, being awarded SEMTA's UK Training Partner of the Year and winning a Global Game Changers award for Innovation in STEM Education and Training.

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- Integrating equality and diversity into course design is a priority for all curriculum areas, and very good progress has been made on this. For example, all sports students work with disabled young people and adults, and participate in activities which promote diversity in gender, race and sexual orientation. This inclusive approach to course design has been recognised nationally with the College being shortlisted for a College Development Network Inclusive College award.
- Targeted activity by a dedicated college Bridge to Business officer focused on specific curriculum areas to help lecturers embed enterprise in courses where micro and start-up businesses dominate the related industry sector. For example, a group of HNC Sound Production students set up a college record label, Sun Turtle Label, and released a single which received national recognition on BBC Radio Scotland.
- Reports from external verifiers from a range of awarding bodies confirm the appropriateness of the curriculum delivery and comment positively on the support provided to students in preparation for assessment.
- Curriculum teams take account of student feedback when planning courses and make adjustments and improvements. For example, in consultation with students, the Business curriculum team altered the sequencing of units on HN courses and replaced a number of optional units.
- Volunteering activities enrich students' learning experiences, promote active citizenship and contribute to developing the broader skills of our students who, through their involvement with people of different ages, abilities and cultures are more empathetic, tolerant and employable individuals.



Skills for learning, life and work

- Students are provided with opportunities to achieve more widely, and recognition of the impact they have on communities and Ayrshire's economy is widespread at local, regional and national level. For example, two of this year's finalists and the previous three winners of the College Candidate of the Year at the SQA Star Awards are Ayrshire College students.
- Essential skills are delivered in all FE courses. While they are contextualised to vocational areas, they also enable students to be well prepared to meet the challenges of changing employment circumstances within and outwith their chosen vocation.
- Curriculum areas make good use of volunteering, work experience, live briefs and community projects to enable students to develop essential skills for learning, life and work.
- The College has embedded career management skills into all FE courses which enables students to be self-reflective, understand and develop the skills required to achieve their career aspirations. Bespoke workshops delivered by Student Services address specific needs such as strategies for successful learning and CV writing.
- The Graded Unit on all HE courses is used to discuss and promote career and life opportunities for HE students. Curriculum teams ensure that students have access to a range of guest speakers including employers and university partners to raise awareness of both academic and transferrable skills required to progress. For example, in the care sector, we host an annual careers event in each of the three main campuses allowing students to hear first-hand from employers about the range of opportunities available with advice and guidance on access and progression.

Learning pathways

- In partnership with employers, DYW Ayrshire, local authorities and schools, the College continued to create innovative and flexible learning pathways in key industry sectors for senior phase pupils. For example, in partnership with Loudoun Academy, East Ayrshire Council and Buzzworks Holdings Ltd, we offer an NC Hospitality Level 5 over two years for S4 and S5 pupils. Building on this successful model, in partnership with the same school and a number of engineering companies, 11 fourth year pupils at the same school are participating in SVQ Level 5 Performing Engineering Operations in partnership with local companies such as QTS and Dustacco Engineering.
- Furthering our strategic approach to growing our senior phase offer, we delivered our first Foundation Apprenticeship framework in 2016-17 and secured excellent commitment from engineering companies across Ayrshire who are providing students with high quality work placements. Responding to demand from employers, schools and local authorities, we are delivering three frameworks in 2017-18 and plan to deliver five frameworks in 2018-19.

- In partnership with the Prince's Trust and DYW Ayrshire, the College delivered four innovative projects to schools in 2016-17 to enable pupils to gain employability skills as they prepare for the next stage of their life beyond school. The success of these initial projects has led to twenty being delivered in 2017-18.
- All proposed new courses must apply for approval through the College's internal approval process. All applications are scrutinised to ensure that there are appropriate entry requirements, progression opportunities and exit points as well as resources.
- Curriculum areas have a comprehensive and coherent suite of courses at a range of SCQF levels to allow students to progress incrementally with a wide range of flexible entry and exit points.
- An increasing number of full-time students' progress on to Modern Apprenticeships. In 2016-17, 70 engineering students gained apprenticeships in local companies, demonstrating the confidence that employers have that our full-time students are developing relevant skills for their industry.
- The College has clear progression routes to university for HNC/D courses and partnership arrangements in place to enable students to articulate with advanced standing. Published figures for 2014-15 show that 366 students articulated from the College to degree level courses with advanced standing, the fourth highest number of all college regions.

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2.3 How Good is Our Learning, Teaching and Assessment

Areas of Positive Practice

Learning and engagement

- Students are highly motivated and very engaged in their learning experience, which was evident from feedback from Education Scotland on the classroom observations conducted in November 2016, and demonstrated by the increasing numbers of students completing courses and achieving a successful outcome.
- Staff use a wide range of assessment methods and assistive technologies to support inclusion and independence in learning, receiving positive feedback from a number of awarding body external verifiers.
- Students make extensive use of the high quality industry standard resources available to them, and the College's estate and ICT infrastructure have been significantly upgraded over the year. The classroom ICT infrastructure in our new Kilmarnock Campus has been recognised nationally as a finalist in the 2017 BCS UK IT Awards and has received very positive feedback from students and this will be rolled out across all campuses to enhance the learning experience of all students.
- The majority of courses have embedded work experience, community projects or volunteering opportunities which contributed to the development of students' employability skills. Essential skills delivery on FE courses involve projects specifically aimed at developing employability skills in the context of the relevant vocational area. For example, Level 5 Hospitality students worked with a local restaurant to create a dish which was marketed by the company and included on their menu.
- Students receive extensive feedback from staff in a range of ways, including in class and through Moodle. In the Student Satisfaction and Engagement Survey 97% of students indicated that they were encouraged by staff to take responsibility for their own learning and 89% indicated that they were able to influence learning on their course.
- Over the year, eighteen class rep meetings took place supported by the Student Association with minutes forwarded to relevant curriculum teams for action. In addition, service staff are invited to discuss issues relating to their provision and provide feedback on actions being taken to address issues which are raised.
- High quality physical learning environments in the new campus in Kilmarnock, as well as in the significantly refurbished Ayr and Kilwinning campuses, present a positive atmosphere for learning which has led to enhanced student engagement, evidenced by increased usage of LRC resources and social learning spaces.

Teaching

- Staff expertise in the use of information and communications technologies to enhance learning and teaching has increased significantly. Staff effectively used a range of high quality resources and in their delivery, and student usage of Moodle increased by a third over the year. The use by staff in different curriculum areas of resources such as Kahoot, Crevado, Recap, Virtual Reality and Box of Broadcasts are enhancing the learning experience for students and resulting in improved success. For example, construction technology lecturers made extensive use of LinkedIn to build relationships with employers in and outside the region to secure high quality work placements for their HNC students which led directly to improvement in successful outcomes from 53% to 74%.
- The College was recognised by the Scottish Digital Business Awards for our use of closed Facebook groups to engage with new and existing students on different courses across a range of curriculum areas.
- Our unique approach to supporting harder to reach groups is delivered by learner engagement officers who co-create courses with students and support the development of essential employability skills to enable them to progress onto vocational courses, apprenticeships or employment.
- Staff are highly skilled with expert subject knowledge and effectively check student understanding to ensure they are progressing well, developing skills and successfully achieving on their course. Almost all staff used a range of experiential, project-led approaches with a strong emphasis on industry-relevant practical activities, taking account of different learning styles and contextualising delivery.

Assessment

- Staff use a comprehensive range of assessment methods and use assistive digital technology to support the needs of individual students. Course teams meet regularly to plan the assessment arrangements for individual courses and ensure that opportunities for integration of assessments are utilised effectively. Highly effective collaborative working between curriculum, quality enhancement and inclusive learning staff ensure that needs assessments are carried out and individual tailored plans put in place to take account of students with additional barriers.
- Staff use a range of formative and summative assessment techniques together detailed information of individual student performance which is used to provide extensive feedback and allow students to reflect on, and improve their performance.
- A high number of external verifier visits (83 out of 86) were successful at the first visit and almost all reports identified significant strengths in assessment, highlighting many areas of good practice.

Evaluation of the learning experience

- Curriculum teams hold monthly team and quarterly course meetings with input from class reps which contribute to ongoing evaluation and improvement. Curriculum teams prepare thoroughly for these meetings, and encourage student engagement and feedback which helps identify clear actions. Students are active participants in discussions and student views and performance data are used to implement actions for improvement.
- Course teams have strong industry links and employers influence course design and delivery, ensuring that students are suitably prepared for employment or progression in their chosen sector. For example, the Computing curriculum area has developed productive relationships with local tech companies such as Microtech and Utopia, as well as with large Glasgow-based companies like JP Morgan.
- Curriculum teams gather and use feedback from students and unit performance data to evaluate course performance and plan for enhancement, resulting in effective plans to address areas under target which contributed to significant improvement in full-time FE and HE student outcomes.
- Class reps were SPARQs-trained internally by the Student Association and supported by the Student Services and Quality Enhancement teams, which enabled them to effectively engage with processes to enhance the quality of learning and teaching, and fulfil their responsibilities with confidence. A bespoke training session was delivered by Sparqs for supported learning students who provided very positive feedback.

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2.4 How Good Are Our Services to Support Learning

Areas of Positive Practice

Management of services to support learning

- Service teams and curriculum administrators, demonstrated highly effective partnerships to ensure that prospective students benefitted from extensive support and guidance throughout the application process. A number of enhancements to the applications process were made by a cross-college continuous improvement group with further improvements already being developed for 2018-19 applicants.
- Staff from the School Partnerships, Inclusive Learning and Employability and Engagement teams work effectively with regional partners to plan transitions and ensure appropriate strategies are in place to support students.
- Key services for students such as interviews, clearing events, online induction and enrolment are planned and delivered effectively by cross-college service and curriculum teams, resulting in positive early experiences for students. During the academic year, weekly meetings involving curriculum managers and student services, supported by a sophisticated retention tool, resulted in early intervention and preventative action leading to a 2.5 percentage point reduction in full-time withdrawals.
- Student funding teams on all campuses worked closely with staff and students throughout the year to ensure applications were processed timeously, bursaries were in place at the start of session and students in hardship were provided with a clear and fast access route to discretionary funding.
- A wide range of system enhancements improved the student experience, for example, the bursary application form can be completed on a mobile device and documentary evidence uploaded securely with students using an online portal to submit self-certificates when required.

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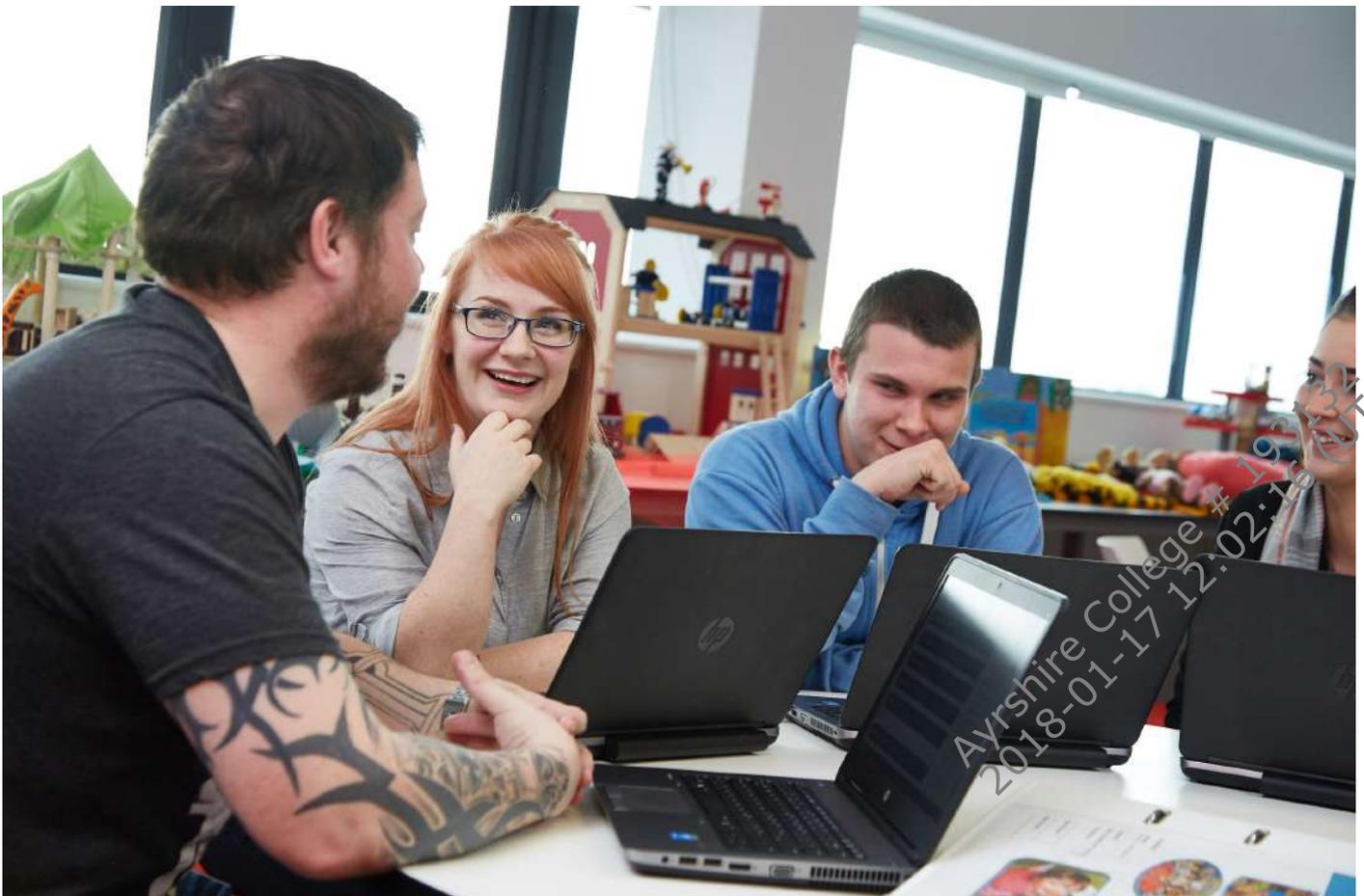
Services which contribute to achievement, attainment and progression

- The Inclusive Learning team works with a large number of partners across Ayrshire such as West of Scotland Care Leavers' Forum, Population Mental Health Leadership Group, ASN network, SDS and social work teams to plan appropriate support and transitions for students prior to enrolment. This support ensures an increasing number of students remain on course and achieve a positive outcome.
- Targeted support from services across the College has contributed to increased outcomes over three years for care experienced students, students from SIMD10 postcodes and students with a declared disability. For example, the College exceeded SFC's national ambition targets for 2016-17 to improve successful outcomes for care experienced students. The target for FEFT was 57% and The College achieved 62.5%; for HEFT, the target was 60% and The College achieved 71.4%.
- The College established a highly successful pre-enrolment programme for students on the autistic spectrum to support accessibility and promote inclusion. The number of students taking part increased from 21 in 2016 to 30 in 2017.
- The number of students accessing extended learning support (ELS) has increased over three years, with a corresponding increase in attainment of nearly six percentage points for full-time students receiving ELS. College performance data shows a direct correlation between extended learning support and student success, particularly for students most at risk.
- Major refurbishment on all campuses to improve the physical visibility of the Student Association and services such as student funding and student services have resulted in a 'one-stop' shop which has greatly improved ease of access to key resources.

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Services which contribute to progression to a positive destination

- Our Employability and Engagement team works with all curriculum teams and with a range of external partners to support students, particularly those most disengaged from learning and furthest from the labour market. For example, our nationally-recognised innovative Me2You community partnership programme gives unemployed people the opportunity to volunteer in a school two days per week and attend training at the College two days per week. Over 75% of students move on to a positive destination.
- Our HIVE (Hope, Inspiration, Vision in Education) team runs a wide range of courses throughout the year for unemployed people, disengaged school leavers and young people in school at risk of a negative destination. These bespoke programmes supported a total of 1,179 students in 2016-17 with 71.3% successfully completing their course, and a further 12.7% completing and achieving partial success.
- Combined efforts from curriculum and service teams ensure that students progress well and move onto a positive destination.



2.5 How Good Are Our Transitions

Areas of Positive Practice

Collaborative planning and delivery

- The College has strong links with employers, schools, SDS, universities and local authorities, and involves them in planning and reviewing college provision to ensure that courses meet students' needs, and that clear progression pathways lead to effective transitions into and out of college courses.
- Proactive engagement with schools, participation in external forums and strategic groups such as the Principal Teacher Pupil Support Forum, ASN Forum and Access and Inclusion Forum, and effective liaison with relevant college teams improved transitions and support for all students including school-college students.
- Successful events for partners, parents and prospective students including taster days, course information sessions for SDS careers advisers and guidance teachers, Creating Connections and Moving On events. These events resulted in a greater awareness of college courses and progression opportunities.
- The College makes extensive and effective use of the SDS 16+ Data Hub to achieve the aspirations set out in the government's Opportunities for All policy. Business Intelligence, Student Services and Inclusive Learning teams use this data to plan effective interventions to support our most vulnerable students. Our innovative use of the Data Hub was recognised by SDS and published on their website as a good practice case study.
- The College's award-winning partnership with the Open University gives students who have achieved an HND but who might otherwise not have been able to go to university an alternative route to achieving a social sciences degree over two years in familiar surroundings where they receive support from OU lecturers as well as college lecturers they already know. In 2016-17, the first Ayrshire College student from this partnership was awarded a Masters degree from the OU.
- Published figures for 2014-15 show that 366 students articulated from the College to degree level courses with advanced standing, the fourth highest number of all college regions.

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Arrangements to support students

- Staff attend school transition and tracking meetings with external partners to plan transitions for 'at risk' pupils, including students with additional support needs and care leavers. These meetings enable pupils to make informed choices about the next phase of their learning and allow staff to plan appropriate support.
- Delivery of bespoke courses, including HIVE and community-based provision for young people and unemployed adults, was extended successfully to schools. For example, employability and engagement officers delivered employability, citizenship and ASDAN courses over the school year to ensure smooth transitions to college.
- In partnership with local authorities, the College delivered a successful summer programme for 72 young people identified as at risk of a negative destination. All students completed the programme which was held over four weeks in July and all progressed to a positive destination.
- Inclusive Learning staff delivered a bespoke transition programme for students with an Autism Spectrum Disorder which ensured a smooth transition to college, and supported positive retention and attainment.



2.6 How Good Are Our Partnerships

Areas of Positive Practice

Collaborative arrangements

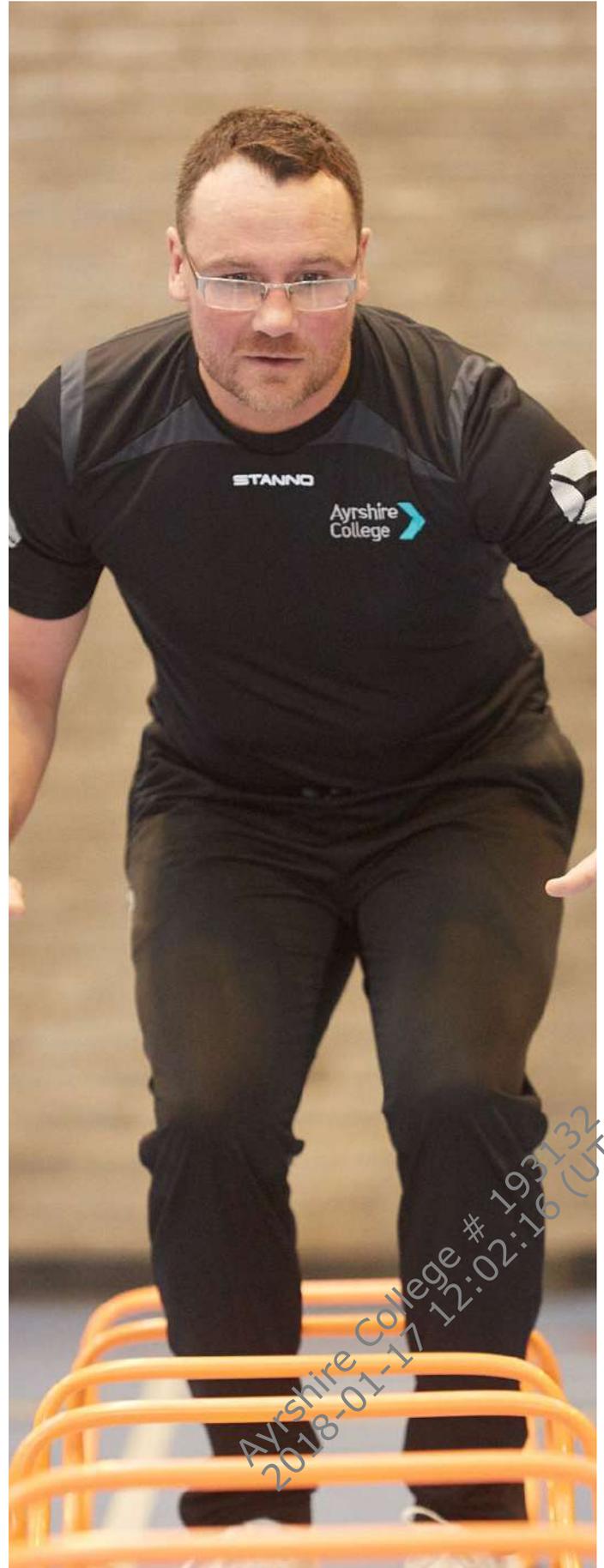
- College courses are designed in partnership with employers to align to local job opportunities and 60% of our STEM apprenticeships were recruited from college courses. As well as apprenticeship programmes, we help a wide variety of people find employment through our employability courses which, for example, re-train unemployed engineers into jobs as sheet-metal workers for the aircraft maintenance industry.
- Partnership working across the College is very strong and highly effective. Students benefit from a wide range of partnerships at local, regional and national level, resulting in successful programmes delivered in partnership with others such as Me2You, Skills for Life and Learning for Life.
- Programmes like Project Search, delivered in partnership with East Ayrshire Council and NHS Ayrshire at Crosshouse Hospital, and WG13, delivered in partnership with the third sector, improve the employability skills of young people with a learning disability or autism and almost all students who take part move onto a positive destination.
- Working closely with Skills Development Scotland and the ASN Forum for Ayrshire, the College raises awareness of employment opportunities, training and progression routes after school for young people with an additional support need. The College hosts an annual Creating Connections event to provide parents, teachers, and young people a better understanding of the opportunities that exist as pupils start to move beyond the senior phase of school.
- The College attends all school transition meetings in the senior phase and collaborates with schools, parents, pupils and social work to plan the most appropriate journey into further education that meet the young person's specific learning needs.
- Sustained efforts with industry partners and organisations like SmartSTEMs through campaigns like This Ayrshire Girl Can, Man in the Mirror and This Man Cares, are helping to achieve a better gender balance in curriculum areas such as STEM, and health and social care by stimulating interest amongst young people and adult returners who had not previously considered them.
- The College is recognised by senior stakeholders as playing an important role in the three community planning partnerships (CPPs) which cover Ayrshire and help each to achieve the objectives set out in their single outcome agreements.
- In partnership with NHS Ayrshire and Arran, Police Scotland, and the three Health and Social Care Partnerships in Ayrshire The College hosts three jointly funded posts. They provide effective support to students by working collaboratively with colleagues across the College, and making full use of resources and expertise from partner agencies.

- Senior managers engage proactively with national organisations critical to achieving strategic goals important for Ayrshire. For example, recognising the critical role of digital skills in the Ayrshire Growth Deal and for student success, the College developed a strategic partnership with The Data Lab and was the only college in Scotland to play a strategic role in the innovation centre's data festival in 2017 which, along with our application of data analytics, was recognised by winning the Public Sector Award at the Scottish Digital Business Awards.
- Collaboration with ISSET, employers and the three local authorities on Mission Discovery space school engaged hundreds of secondary and primary school pupils, stimulating interest in STEM subjects and careers.

Responsiveness to the needs of external stakeholders

- Well-established partnerships with East, North and South Ayrshire local authorities enable the College to deliver courses in communities across the region to individuals furthest from the labour market as well as to employees made redundant, lone parents and ex-offenders.
- Effective working relationships with third sector partners like the Alcohol and Drug Partnership and East Ayrshire Council of Voluntary Organisations led to positive outcomes for vulnerable young people.
- The College helped to coordinate public sector skills and recruitment support for businesses by building on strong links with economic development departments in all local authorities and playing a key role in private sector led pioneering partnerships like Team North Ayrshire.
- The College is playing a key strategic role in workforce planning and development of early years education regionally and is represented on the Early Years Expansion Board of North Ayrshire Council. We are leading a pan-Ayrshire workforce development forum including the three local authorities, secondary schools and UWS to ensure we are meeting Scottish Government targets that by 2020 we have a cohort of highly skilled and qualified practitioners to deliver the national ambitions for early years education.
- The College has particular strength in engineering apprenticeships with achievement rates above the national average, and was recognised by the industry for the high quality of our training provision, our activity to achieve a better gender balance in engineering apprenticeships and our partnership approach to meeting the sector's skills needs.
- Partnership work with the Prestwick Aerospace group ensured that business growth was reflected in growth in apprenticeship demand and excellent engagement with employers delivered training solutions to meet business needs, for example gas installation training for local employers and national blue-chip companies like Scottish Southern Energy and Scottish Gas Network.

- Industry sector specific skills forums led by the College enable employers in those sectors to critically evaluate our provision and contribute to the design of new or adapted courses. For example, employers evaluating college provision at our Aerospace Skills Forum identified a need for composite courses. The College responded by designing bespoke courses to meet their immediate skills needs and integrated composites into full-time courses to meet longer term demand.
- In response to a request from North and South Ayrshire councils to create a course to promote the care at home sector, the College created Career in Care which develops the knowledge and value base required for working in contemporary practice in health and social care. Although designed in response to the needs of two councils, all three Ayrshire local authorities are now using it to address recruitment and retention needs in the sector. As a result, the College is now working with the health and social care sector to deliver courses which address workforce development needs across the region.





Outcomes and Impact

Over the past three years, the College has made good progress on Scottish Funding Council (SFC) priorities for improving outcomes for full-time students. A strategic, proactive and college-wide focus on reducing withdrawals and increasing success led to significant increases in full-time FE and HE student outcomes.

Assisted by extensive collaborative working with local, regional and national partners, above college average improvement for vulnerable student groups has contributed to overall improvement. For example, a coordinated approach with partners led to a record number of students self-declaring as care experienced in 2016-17 and their outcomes exceeded SFC targets for success.

Outside of Glasgow, North and East Ayrshire local authorities have the highest rates of children living in poverty, North Ayrshire has the highest youth unemployment rate, and the region has a higher proportion of people of working age with low or no qualifications. Community planning partners report that children in the poorest areas in the region have major communication challenges, evident in early, primary and secondary schools.

These demographic factors impact on college provision in Ayrshire. School leavers in the region are more likely to move on to FE courses than other parts of Scotland, with East and North Ayrshire significantly higher than the Scottish average. Over the past three years, the College has responded to decreasing literacy levels in new student cohorts.

As well as diversity in regional economies and population profiles, there is significant diversity across Scotland's colleges in how students are enrolled. This makes national comparisons problematic. Similarly, diversity in FE course design makes comparisons at subject level challenging. For example, since merger, Ayrshire has offered full 12-credit National Certificate programmes to full-time FE students, while other regions deliver smaller group awards. Rather than focus on national comparisons between very diverse regions, our focus over the past three years has been on continuous improvement within the College and learning from good practice in other colleges for the benefit of our students.

We will continue on our journey of improvement and remain focused on increasing student attainment. In particular, we will focus on continuing to improve full-time HE success, and part-time FE where there has been a decline in success over the period. There is considerable diversity in the types of part-time FE courses offered by the College ranging from apprenticeships to training at the College and in the workplace, short courses to help unemployed people into work, evening classes, specialist courses aimed at young people disengaged from education to school-college courses.

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Success rates are similarly diverse. For example, while students undertaking apprenticeships and work-based learning have very good outcomes, students on school-college courses are less successful. Contributory factors include pupils not attending college courses during school exam study periods which has a negative impact on outcomes. In the year ahead, the College will continue to work with local authorities, schools and the new Regional Improvement Collaborative on how we can improve these outcomes in partnership.

Ayrshire College is acknowledged by partners and recognised externally as an inclusive college. Consistent and proactive efforts on access, inclusion and diversity have created a strong ethos amongst staff and students. This has been a critical success factor in increasing student outcomes year on year and it will continue to be a driver for improvement in student outcomes over the next three years.



3.1 How Good is Our Wellbeing, Equality and Inclusion

Areas of Positive Practice

Statutory duties

- As well as meeting our Public Sector Equality Duty requirements the College developed shared regional Equality Outcomes for 2017-21 with community planning partners which include NHS Ayrshire and Arran, the three local authorities and Health and Social Care partnerships.
- The College contributes to achieving the outcomes in the single outcome agreements for all CPPs in Ayrshire.
- Our 2017-20 Strategic Plan, Outcome Agreement and Equality Outcomes have been aligned to ensure a consistent strategic approach to equality and inclusion, and the board scrutinises how we are mainstreaming equality and inclusion.
- The College's comprehensive programme of staff development on equality and inclusion, including legislative requirements, has online modules for mandatory training on safeguarding and transgender awareness.

Inclusion and equality

- The College's shared partnership posts - Drug and Alcohol Liaison Officer, Campus Officer, and Mental Health and Wellbeing Officer - play a major role in prevention and intervention strategies, promoting inclusion, equality and diversity in the College. Working closely with the Student Association, college teams and an extensive range of external organisations promote respect, good citizenship and challenge inappropriate behaviours.
- Staff and students are highly committed to equality and diversity, and a culture of access and inclusion supports the vision and ethos of the College. Sustained campaigns to challenge racist and sectarian language and behaviours, and disability sports, for example, our Mental Health Matters campaign, LGBT+ activity such as Let's Talk About Trans and sports College Development Network Inclusive College award nomination
- Our three-year Attracting Diversity project with the Equality Challenge Unit on gender representation and Foundation Apprenticeships, which is nearing completion, has had a positive impact in relation to the enrolment of females in the Engineering Foundation Apprenticeship and males in the Social Services: Children and Young People Foundation Apprenticeship.

- Values, Inclusion, Equality and Wellbeing steering group, which includes staff and students, to progress equality outcomes as part of the continued mainstreaming of equality, inclusion and wellbeing across the College fosters a culture of enablement.
- Real-time data on students residing in SIMD10 datazones is analysed very well by managers in all curriculum and service areas to ensure that students from these areas are progressing well. Our enhanced business intelligence system provides sophisticated analysis of protected characteristics and SIMD in relation to enrolment, retention and attainment to improve student outcomes.
- For the second consecutive year, the College was awarded the Rising Star Diversity award at the Scottish Diversity Awards for an outstanding individual who promotes and raises awareness of the benefits of diversity and has made a significant impact in successful promotion of diversity and equality. This year's winner was a student, last year's was a member of staff.
- The College is providing leadership across the region in challenging gender stereotypes through publications and nationally recognised campaigns such as This Ayrshire Girl Can, This Man Cares and Man in the Mirror, and through its Ayrshire Connects mentoring network for women in STEM.
- The College's This Ayrshire Girl Can initiative has been recognised nationally and externally, for example by being awarded the Scottish Diversity Awards Best Diversity Campaign in October 2016, a Global Game Changers Innovating in STEM Award in September 2017, and being a finalist for the Scottish Women in Technology Employer of the Year Award in October 2017.
- The College continued to tackle gender imbalance in course and career choices and make progress towards the targets set out in our Gender Action Plan. This led to an increase over the year in the proportion of female full-time enrolments in courses in areas such as aeronautical, construction and science. Female students were proportionately more successful than their male peers in most male-dominated curriculum areas. Male full-time enrolments increased in health and social care and hairdressing courses. Male students performed better than females in hairdressing but less well in health and social care.

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3.2 How Good is Our Equity, Attainment and Achievement for all Learners

Areas of Positive Practice

Learner success over time

- Continued improvement in student outcomes over the last three years, which in 2016-17 were the best since merger. The College saw significant improvement in completed success for FE full-time students at 67%, which was an increase of six percentage points over the year and placed the College above the sector average. At 68%, success for HE full-time students increased by more than four percentage points over the year. Although HEFT success is still below the latest published sector average, the rate of improvement over the last three years provides confidence that the College is on track to realise SFC's ambition that, by 2020-21, 75% of all full-time students will successfully complete their course.
- Of the sixteen Education Scotland subject groupings offered at FE level, success for full-time students has increased in twelve subject areas over three years, with nine subject areas exceeding the most recent nationally published averages. Of the twelve Education Scotland subject groupings offered at HE level, success for full-time students has increased in ten subject areas over three years.
- The 2015-16 College Leaver Destinations survey showed that, of 26 colleges in Scotland, Ayrshire College was one of only eight to show an increase in positive destination of students, with 85.3% of students moving onto a positive destination which was above the national average of 82.7%.

Essential skills including skills for life and work

- Almost all vocational areas have embedded the College's contextualised model of core skills delivery which has contributed to improvement in success in all core skills and of eleven percentage points overall over two years, with a six percentage points increase over the year.
- Students are prepared well for the world of work, with learning connected to employment and expectations of employers. For example, following a request from students on our Wind Turbine Technician course for more work experience opportunities, the College worked in partnership with the Energy Skills Partnership and Scottish and Southern Energy to provide students with access to a range of sector specialists as well as providing access to a working wind turbine. This partnership has enhanced our students' employability in this industry.

Equity for learners

- Significant progress has been made in achieving SFC targets for specific groups with over a fifth of credits (21%) in 2016-17 delivered to students residing in SIMD10 datazones (the SFC target for all colleges is 20% by 2020). Outcomes for these students improved at a greater rate than the College average over three years (up ten and nine percentage points for FEFT and HEFT respectively).
- Enhanced and coherent efforts to support care experienced students resulted in 216 young people self-declaring as care experienced, a major contribution to the SFC national ambition for 673 care experienced students for all colleges in 2016-17. Effective and proactive support led to successful outcomes for care experienced students which exceeded SFC's national ambition targets for 2016-17 by over five percentage points to 62.5% for FEFT, and over eleven percentage points to 71.4% for HEFT.
- Effective promotion of extended learning support led to an increase in full-time ELS enrolments increasing from 760 to 922 over three years, with success increasing by six percentage points over the same period to 72%. Significantly higher than the College average of 67%.
- The proportion of credits of students with a declared disability increased to 23% in 2016-17 and effective strategies for support led to successful outcomes for full-time students with a declared disability improving by five percentage points over the year.

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- Proactive engagement with local authorities and Skills Development Scotland, and targeted support for 106 full-time exceptional entry students aged under-16 (more of whom lived in SIMD20 datazones than the College average), led to a ten percentage points increase in success over the year (although still 14 percentage points below the College average), for this age group.
- Working with local employability partnerships and employers, the College has built the confidence and skills of people in communities to take advantage of opportunities in sectors like care, hospitality and construction. Courses such as Me 2 You, Skills for Life and Ayrshire Bartender have returned many long-term unemployed back to work. For example, in 2016-17, 229 people attended 18 of these employability programmes, with 75% achieving a positive destination.
- The College's project-based approach to learning, coupled with experiences of volunteering or work placement has developed the confidence and independence of full-time supported learning students with successful outcomes increasing from 58% to 87% over three years.
- Upgrading of learning resources centres and social learning spaces on the Ayr and Kilwinning campuses to match those on the new Kilmarnock campus, is impacting positively on the student experience.

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Areas for Development

Leadership and Quality Culture

- Continue to develop diverse approaches to gathering student feedback, to provide the Board and college managers with information and provide timely communication of actions taken.

Delivery of Learning and Services to Support Learning

- The college has demonstrated significant improvement in a number of key performance areas over two years. To sustain this rate of improvement we will focus on:
 - evaluating learning and teaching
 - retention and attainment
 - developing staff capacity
 - enhancing course design
 - improving support services through innovation

Outcomes and Impact

- While there was a 5% increase in successful completion by students on HE full time courses in 2016-17, the College is below the most recent sector average of 72%. We will continue with our ongoing programme of improvement to increase HE full-time success rates to meet the SFC target of 75% of students completing their course successfully by 2020-21.
- Part-time successful completion rates have declined over three years, primarily due to the performance of school-college courses. The College will continue to work with local authorities, schools and the new Regional Improvement Collaborative to develop a coherent focus on raising attainment, closing the attainment gap and improving outcomes for school pupils studying part-time qualifications.
- Success rates for some of our most vulnerable students have improved considerably over three years. We will continue with focused student support interventions and innovative approaches to learning and teaching to ensure equity of outcomes for all full-time students.

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Leadership and Quality Culture

Area for Development	Planned Actions
<p>Continue to develop diverse approaches to gathering student feedback, to provide the Board and college managers with information and provide timely communication of actions taken.</p>	<p>Implement the board’s decision that all members should have the opportunity to serve on the Learning and Teaching Committee during their term of office</p> <p>In partnership with the Student Association, identify the most effective methods of gathering student feedback and create a cycle of engagement activities to be communicated to all staff</p> <p>Raise awareness of the “You Said, We Did Together” e-zine of actions taken in response to student feedback</p>

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	Lead Person	Timescale
	Board Chair	January 2018
	Head of Quality Enhancement	February 2018
	Student Association Adviser	January 2018

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Delivery of Learning and Services to Support Learning

Area for Development	Planned Actions
<p>The college has demonstrated significant improvement in a number of key performance areas over two years. To sustain this rate of improvement we will focus on:</p> <ul style="list-style-type: none"> • evaluating learning and teaching • retention and attainment • developing staff capacity • enhancing course design • improving support services through innovation 	<p>Introduce a new personal development slot on all FE full time courses to provide pastoral support and academic guidance for students.</p> <p>Review delivery approaches for students studying at SCQF Level 4 to provide support for students with low levels of literacy and numeracy.</p> <p>Extend our inclusive classroom approach and provide enhanced ICT facilities to develop and continuously improve the student experience.</p> <p>Empower curriculum staff to proactively identify and undertake enhanced levels of CPD to make full use of the range of innovative staff development opportunities.</p> <p>Complete the process of engaging with staff and the Student Association to refresh the learning and teaching strategy, provide line of sight to the 2017-20 Strategic Plan and Outcome Agreement, and embed the strategy in operational planning for 2018-19</p> <p>Develop enhanced approaches for reviewing and assessing the effectiveness of learning and teaching to support and improve the high standards delivered to our students. Short life working group to be established to develop methodology and toolkit for evaluating effectiveness of teaching.</p> <p>Launch Ayrshire College Foundation's Enterprising Students Fund will help students to establish micro businesses or launch into freelance work</p>

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	Lead Person	Timescale
	<p>Director of Student Services</p> <p>Director of Learning and Skills: Business, IT, Sport and Social Science Director of Schools, Essential Skills and Widening Access</p> <p>Curriculum Managers / Staff Learning and Development Manager</p> <p>Director of HR and Organisational Development</p> <p>Director of Industry Programmes and Director of Learning and Skills: Creative</p> <p>Director of HR and Organisational Development and Director of Quality Enhancement and Business Improvement</p> <p>Director of Industry Programmes</p>	<p>February 2018</p> <p>March 2018</p> <p>January 2018</p> <p>January 2018</p> <p>October 2017</p> <p>January 2018</p> <p>January 2018</p>

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Outcomes and Impact

Area for Development	Planned Actions
<p>While there was a 5% increase in successful completion by students on HE full time courses in 2016-17, the College is below the most recent sector average of 72%. We will continue with our ongoing programme of improvement to increase HE full-time success rates to meet the SFC target of 75% of students completing their course successfully by 2020-21.</p> <p>Part-time successful completion rates have declined over three years, primarily due to the performance of school-college courses. The College will continue to work with local authorities, schools and the new Regional Improvement Collaborative to develop a coherent focus on raising attainment, closing the attainment gap and improving outcomes for school pupils studying part-time qualifications.</p> <p>Success rates for some of our most vulnerable students have improved considerably over three years. We will continue with focused student support interventions and innovative approaches to learning and teaching to ensure equity of outcomes for all full-time students.</p>	<p>Through our course improvement process, we will focus on HE courses where performance has been consistently low and support teaching staff with strategies for improvement</p> <p>Continue to evaluate our school-college programme in line with A Self-Evaluation Guide for School/College Partnerships to deliver appropriate courses at SCQF levels 4-7</p> <p>Develop joint CPD opportunities for senior phase teaching staff in schools and the College</p> <p>Use our course improvement process to focus on specific school-college courses where outcomes are low</p> <p>Develop cross college strategy involving curriculum and support staff to improve outcomes for vulnerable groups</p>

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	Lead Person	Timescale
	Director of Quality Enhancement and Business Improvement	June 2018
	Director of Schools, Essential Skills and Widening Access	June 2018
	Director of Quality Enhancement and Business Improvement	June 2018

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Capacity For Improvement

Clear vision, strong and highly effective leadership and prioritisation have led to significant improvements in student outcomes over two years, with highly motivated staff focused on the common purpose of raising aspirations, inspiring achievement and increasing opportunities. Four years on from the merger, staff are now settled in post, organisational structures are highly effective and the Ayrshire College culture has been embedded. Core systems and processes have been refined, providing good access to high quality data which aids decision making, this has been a key factor in overall improvement.

Effective collaborative working between service and curriculum teams is supporting more students to remain on their course and succeed. Staff have a comprehensive understanding of the factors contributing to withdrawal and success rates, aided by real-time, accurate data upon which they introduce targeted interventions to support the student experience.

Strong and highly effective partnership working with employers, community planning partnerships and schools has shaped a regional curriculum which meets their needs and enhanced the support provided to students to enable them to succeed.

Over the next three years, the College will focus its improvement efforts on achieving the 3-year outcome agreement targets for student success set by the Scottish Funding Council.

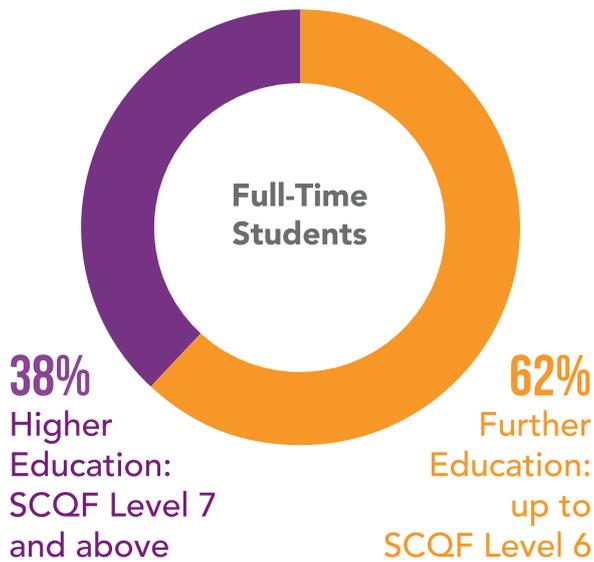


Key Facts

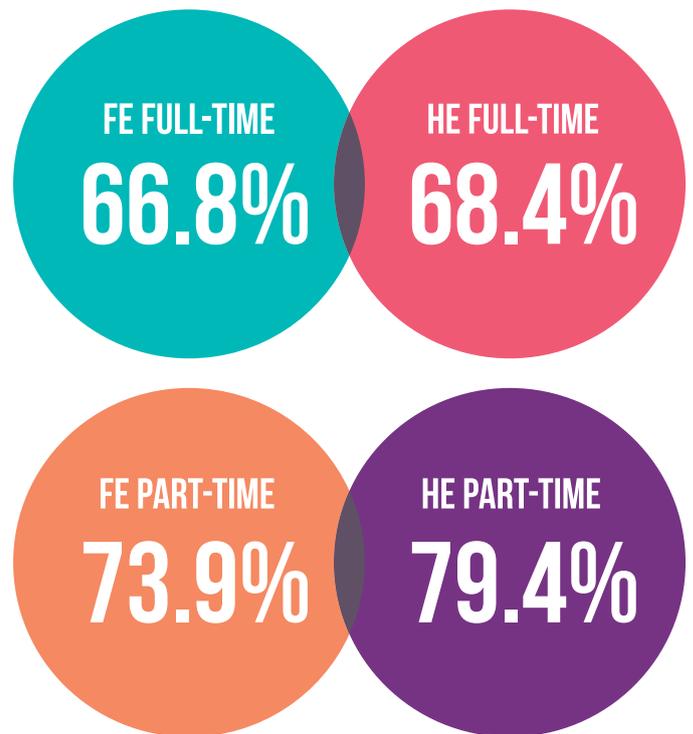
Proportion of credits delivered to students living in SIMD10 data zones:



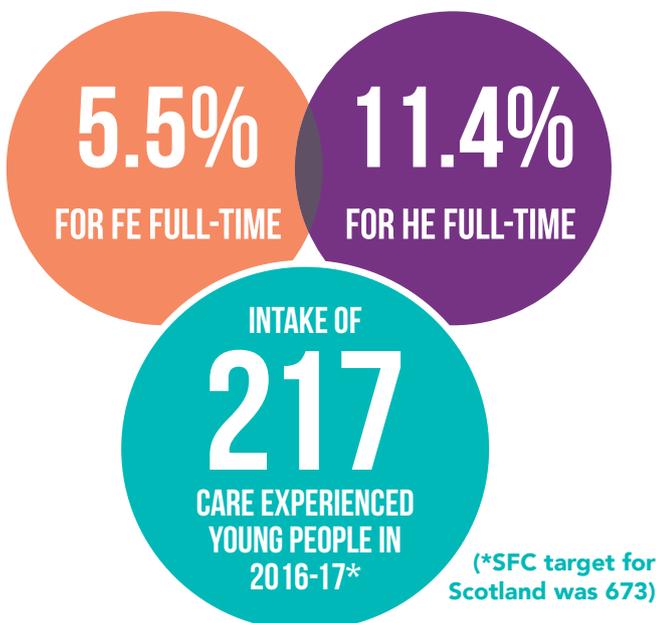
Level of Study



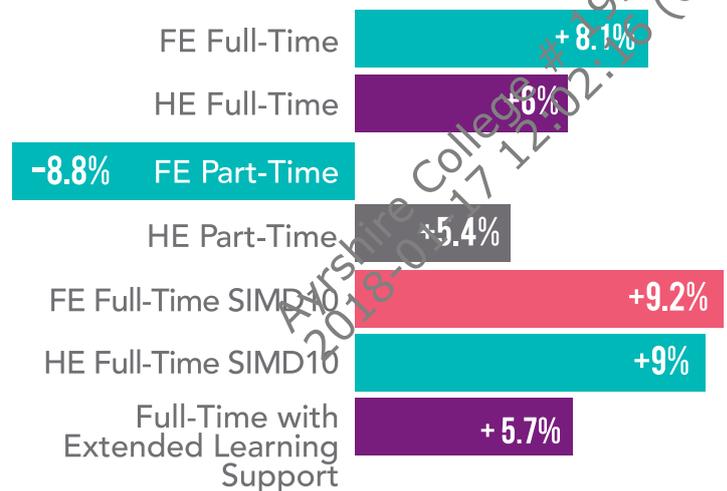
2016-17 Completed Success Outcomes



We exceeded the Scottish Funding Council's targets for success for care experienced students by:



Trend Over Three Years (by % increase)





AYR CAMPUS

DAM PARK
AYR
KA8 0EU

TEL: 0300 303 0303

KILMARNOCK CAMPUS

HILL STREET
KILMARNOCK
KA1 3HY

TEL: 0300 303 0303

KILWINNING CAMPUS

LAUCLAN WAY
KILWINNING
KA13 6DE

TEL: 0300 303 0303



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Learning and Teaching Committee

29 November 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

This has been a busy period for ACSA, with both the Executive Committee Elections and the roll out of the class rep training programme. The election returned six out of the nine Executive Officers with vacancies remaining for positions of Young Student's Officer, BME Student's Officer and Care Experienced Student's Officer. The Student President has been working on targeting individuals for the vacant roles and we have recently received a manifesto from a student wishing to put themselves forward for the position of Care Experienced Officer. This has been put to the Executive Committee for consideration with a view of co-opting the student onto the committee. The Student President will provide mentoring to the Executive Officers and will be supporting them with their individual work plans. The Student Vice President has recently completed the mandatory Board Member Induction at College Development Network and has also attended a supplementary training session on College Board Membership delivered by NUS Scotland.

2. Current Situation

ACSA has recently completed a programme of class rep recruitment and training across the College. There are currently 306 class reps registered with ongoing communication with curriculum areas with low representation to encourage them to facilitate the class rep election process. In total, 159 class reps attended the training which took place over the course of two weeks with the delivery of two sessions per day. There was a bespoke session delivered to supported learning students on the Kilmarnock Campus and the Student President has arranged to deliver a further session to the Irvine Campus class reps. ACSA is planning to deliver a further two rounds of training across all campuses which will comprise of two sessions per campus during December and February.

3. Association Activity

Peer Mentoring Training

The Student President delivered peer mentoring training to the Access to Nursing class at the Kilwinning Campus. The students who took part will use peer mentoring as the practical element of their course and will be matched with Ayrshire College

students from Supported Learning or the HIVE. The feedback from the training was extremely positive from both the participants and the Curriculum Manager.

Care Experienced Events

ACSA took part in the recent Care Experienced events which were hosted by the College in partnership with the Health and Social Care Partnerships in each local authority. ACSA hosted a stall and gave out goodie bags to the participants. This gave ACSA the opportunity to talk to potential students about the student experience here at Ayrshire College and also to promote the Care Experienced Student's Officer's role.

Student Fundraising Survey

ACSA worked in partnership with the Finance team to evaluate the process for student fundraising within the College. Due to the many challenges faced by both teams with regards to the amount of work generated by student fundraising, it was decided that students and staff should choose five charities per year which will be the College's nominated charities for that year. This means that any fundraising taking place within the College would be for one of the nominated charities, with the additional option of fundraising for the large fundraising campaigns such as Go Purple and Children in Need.

ACSA created a survey which went out to all students and staff. The choice of charities included on the survey were taken from the list of charities that students have fundraised for within the College over the past three years. The charities with the highest percentage of votes in each category and who will be the Ayrshire College's nominated charities for 2017-18 are:

Cancer Research UK
Glasgow Children's Hospital (Yorkhill)
MS Society Ayrshire and Arran
Hillhouse Children
Ayrshire Hospice

Opening of the College's New Facilities

The Student President was delighted to be asked to deliver the vote of thanks at the recent opening of the new facilities at the Kilwinning Campus and the opening of the Inver training restaurant at Ayr. Student feedback regarding the new facilities at both campuses has been extremely positive.

Kilmarnock Campus Graduation

The Student President and Student Vice President took part in the recent Kilmarnock Campus graduation ceremony, with the Student President delivering the vote of thanks at the event. Kilmarnock staff members, Diane Neil and Heather Wyllie, kindly volunteered to ensure that Ollie the Owl put in an appearance in his graduation gown. Both officers, and Ollie, will be attending the up and coming graduation ceremonies at the Ayr and Kilwinning Campuses.

Future Activity

Alcohol Awareness Week

ACSA hosted a stall at each of the Alcohol Awareness Week events which were organised by the Alcohol and Drugs Liaison Officer, Cara Durnie, and which took place across the main campuses between 7 – 9 November. We have been working with student volunteers who will be providing a 'Mocktails' stall at the event on behalf of the Student Association.

Reclaim the Night

As part of this year's '16 Days of Action', which runs from 25 November – 10 December and aims to eradicate gender based violence against women, ACSA is hosting its third 'Reclaim the Night' event on Thursday 23 November. Students, staff and members of the public will come together to join ACSA to take back the streets of Kilmarnock and demonstrate their support for safe streets for everyone.

The night will start in the Kilmarnock Campus atrium at 5.30pm with opening speeches and a fun warm up followed by the march. The march itself will consist of two circuits of Kilmarnock town centre and will end back at the Kilmarnock Campus where participants will enjoy soup, teas and coffees and a marketplace event with stalls from local agencies. The event is open to all ages and genders and will be supported by Police Scotland.

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
10 November 2017

Publication

This paper will be published on the College website.
Learning and Teaching Committee, 29 November 2017

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Learning and Teaching Committee

29 November 2017

- Subject:** 2017-18 Credit Report - position at 15 November 2017
- Purpose:** To advise the Learning and Teaching Committee of the 2017-18 credit position
- Recommendation:** The Learning and Teaching Committee is invited to note the contents of this paper.

1. Background

A key strategic objective 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 AY 2017-18 is **126,625** credits. Table 1 provides a breakdown of the overall credit target, indicating core credits, those allocated separately by SFC as part of its European Social Fund (ESF) programme, and additional credits allocated for Early Years provision.

Table 1: 2017-18 Credit target

	2016-17
SFC Core credit target	124,252
SFC ESF credit target	1,255
Additional Early Years credits	1,118
Total SFC credit target	126,625

To achieve the 126,625 credit target, the College planned to deliver 129,352 credits through the 2017-18 Curriculum Delivery Plan (CDP).

Credits can only be claimed for students who attend after the 25% delivery point for their course. For full-time courses this was 1 November 2017.

Credit reports are available in Qlikview and teams analyse their position throughout the year.

Current credit position at 15 November 2017

Table 2 details the SFC credit target, the actual number of credits currently recorded in our system, and projected activity still to be delivered. For comparison, the position at 15 November 2016 was 116,012 credits. We currently predict to be approximately 1,000 credits below target but a number of mitigating actions (detailed in section 3) are being considered to allow us to meet the target of 126,625.

Table 2: Credit target and delivery to date (at 15 November 2017)

(A) SFC activity target

Total SFC credit target	126,625
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(B) Current credit position

Total current credits	116,280
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(C) Activity still to be delivered

Total credits still to be delivered as per CDP	6,252
Activity to mitigate any shortfall in planned credits	3,200

(D) UWS credits

Total UWS credits	-150
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(E) Projected final credit position

Total credits	125,582
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(G) Difference

Difference in credits	1,043 or -0.82%
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Recruitment / Early Withdrawals

The college recruited to 89% of target for August full-time courses and based on our current position, we expect that early withdrawals will be slightly worse than last year. These factors combined are impacting negatively on our current credit position.

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One-plus activity

The topic of one-plus activity has been discussed regularly at Executive and Senior Management meetings, and by the Learning and Teaching Committee throughout the year. The SFC has indicated that one-plus activity will be capped at 2.5% in 2017-18, as it was during 2016-17.

The College submitted a request to SFC for seven courses to be excluded from our one-plus activity. We were advised on 16 November that one of these, the Wind Turbine course, which has been developed nationally in partnership with employers, can be excluded. We await a decision from SFC on the other courses for this academic year or next. Table 3 provides a detailed breakdown of our one-plus activity to date.

Table 3: One-plus activity (at 15 November 2017)

	Credits
FE full-time one-plus	1,573.90
HE full-time one-plus	1,147.35
FE/HE part-time one-plus	351.05
Approved exemption for wind turbine course	-200.00
One plus total	2,872.29
Total credits	116,280
One-plus credits as a percentage of actual credits	2.47%

3. Proposals

Vice Principals and Curriculum Directors have met regularly to discuss contingency plans to address a potential credit shortfall and considered a number of options, including:

- Identifying a range of short courses and additional activity which can be delivered
- Increasing the number of credits delivered to current students on part-time courses
- A number of current students on full-time courses have been identified who are not currently attached to the maximum of 15 credits for HE courses or 18 credits for FE courses

We have now passed the early retention cut-off date of 1 November for full-time courses and the majority of early withdrawals have been processed, which is reflected in the current credit position. However, as data is updated throughout the year, there could be additional withdrawals processed which would impact negatively on credits.

Planning margins are becoming increasingly constrained and external factors such as one-plus are limiting the number of strategies that the College can implement to ensure we achieve our credit target. Given that we achieved the 2016-17 target at a margin of 0.1% over target, it is anticipated that the position for 2017-18 will again be very tight.

4. Consultation

No formal consultation is required to be completed given the subject matter of this report.

5. Resource Implications

Members should be aware that the SFC reserve the right to clawback funding should the College not meet the agreed activity level target. Equally, the College is not funded for over delivery and therefore planning margins are a significant factor in the overall approach undertaken.

6. Risks

In addition to a financial clawback, the failure to meet the SFC activity target also presents a reputational risk to the College and may affect future activity levels. These risks are included in 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 Learning and Teaching Committee is invited to note the contents of this paper.

Michael McHugh
Director - Quality Enhancement and Business Improvement
23 November 2017

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

29 November 2017

- Subject:** 2017-18 Student Support Funds Position at 12 October 2017
- Purpose:** To update the Learning and Teaching Committee on the Student Support Funds position as at 12 October 2017
- Recommendation:** The Learning and Teaching Committee notes the contents of this paper.

1. Current Situation

The following sections of this report provide details of the position of each fund at 12 October 2017.

Members should note that while projected expenditure figures are included within this report there are a significant number of variables still to be factored including final student retention rates, actual awards still outstanding and January 2018 start courses.

Financial projections will continue to be refined throughout the year for reporting to both EMT/SMT and the Business, Resources and Infrastructure Committee.

SFC has published its 'In Year Distribution' request and the final date for requesting additional funds is 24 November 2017. The College will decide at that point whether to submit a funding request based on more up to date projections.

1.1 SFC Funds provided for Bursary Support

Total 2017-18 SFC Student Support Funds (including ESF funding of £306,939) is **£10,376,780**.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£8,632,135	£8,727,432	(£95,297)
FE Childcare	£921,264	£821,160	£100,104
HE Childcare	£375,095	£327,495	£47,600
FE Discretionary	£448,286	£468,029	£(19,743)
Total	£10,376,780	£10,344,116	£32,664

The above figures exclude January 2018 start courses. However, these courses have traditionally attracted students who would be EMA eligible rather than eligible for Bursary due to their age.

1.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year old students. The College estimated a £800,000 spend for AY 2017-18 and at this point of the year, we are projecting £749,897. Again, this excludes January 2018 courses.

There is no financial risk in this area as actual amounts paid out 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 Additional Funding	£130,880	£130,880	£(0)
Total	£130,880	£130,880	£(0)

The College at this stage cannot allocate more than the original budget of £135,072. However, we have outstanding student applications for HE discretionary support and we will submit a request for additional funding support to SAAS in January 2018 in line with their timescales. At this stage the level of request has been estimated at £60,000.

Members are reminded that the College initial budget for AY 2016-17 was £135,072 and we made an In Year Distribution request to SAAS in early January 2017 for a further £49,732. This was agreed in full by SAAS and the final budget for the year was £184,804.

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 2017-18 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
6 November 2017

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

29 November 2017

Subject: Industry Programmes

Purpose: To advise the Learning and Teaching Committee of our industry focused activity in 2017-18

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 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.

This report summarises activity in the first three months of academic year 2017-18.

2. Activity Update

Skills Development Scotland Contracts

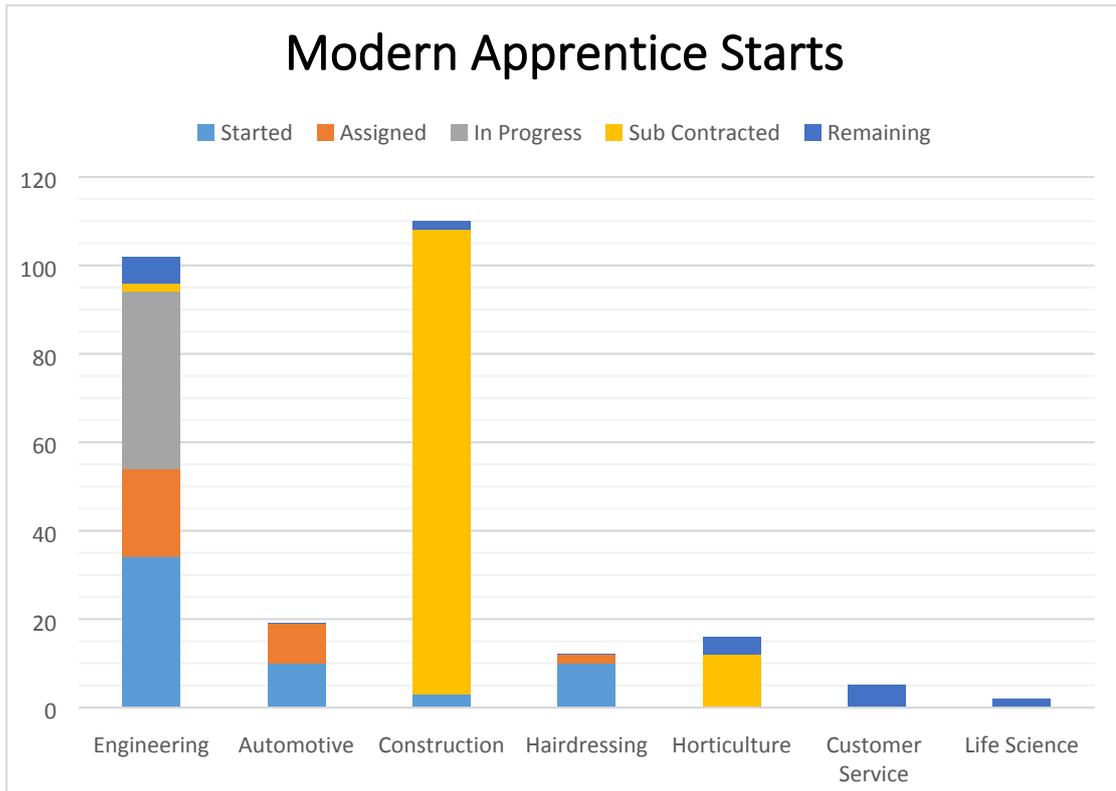
Modern Apprenticeships

Starts to date achieved through the College's Modern Apprentice contracts, held directly with Skills Development Scotland, can be seen in Figure 1.

Currently, 128 of the allocated 147 starts from our SDS contract have either started, been assigned, or have a lead identified and are in-progress.

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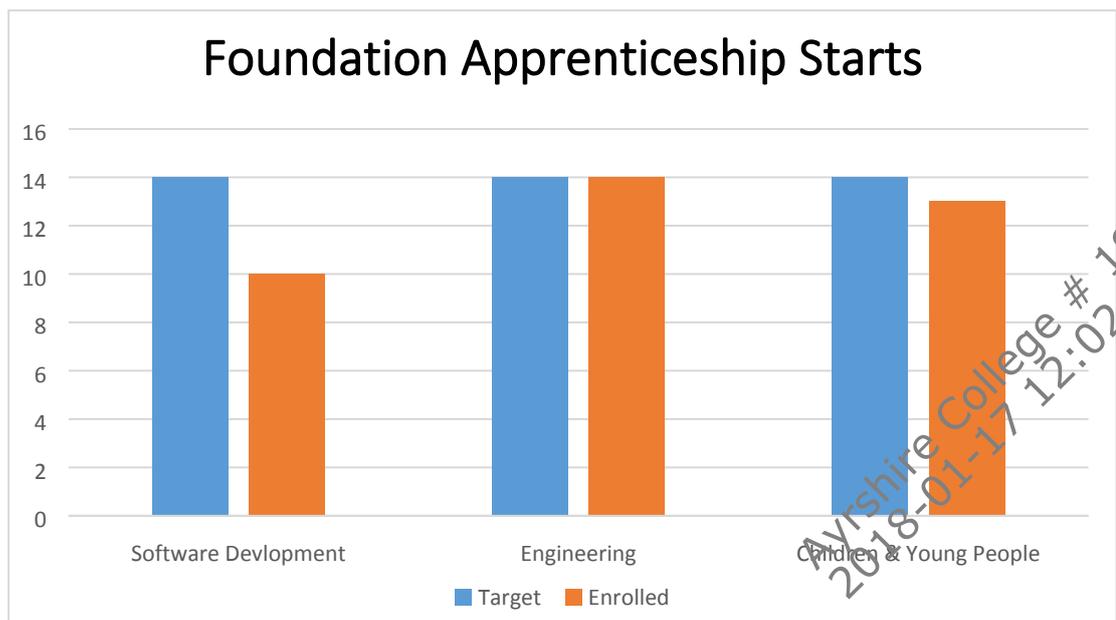
Figure 1: Modern Apprenticeship Starts 2017-18



Foundation Apprenticeships

Figure 2 demonstrates that recruitment to our Foundation Apprenticeship courses has been strong in 2017-18. We have seen an upturn in applications and enrolments as schools and careers guidance become more aware of, and confident in, the programme.

Figure 2: Foundation Apprenticeship Starts 2017-18

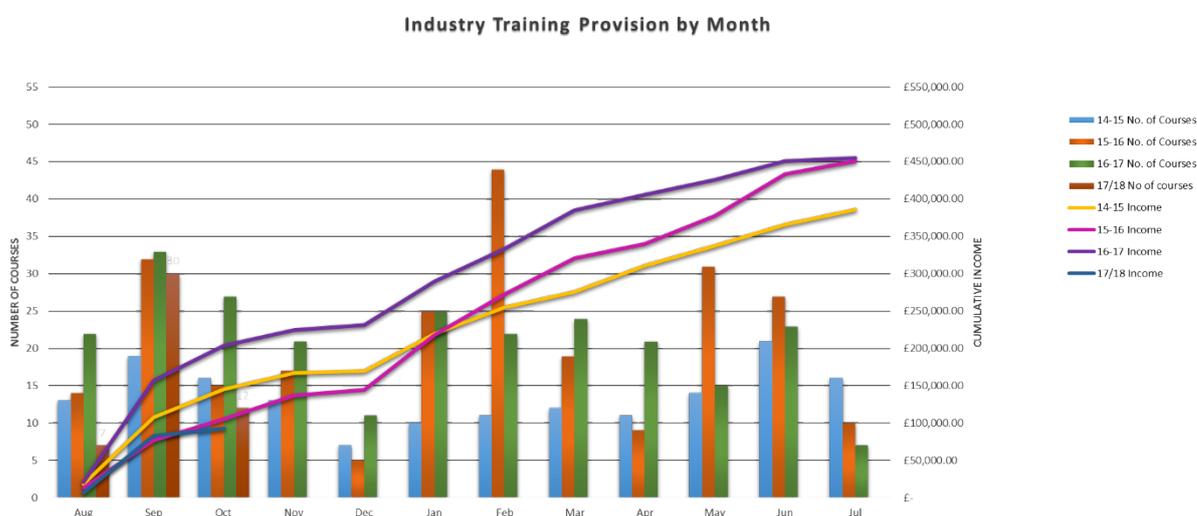


Our bid for places for the 2018-20 contract was submitted on 29 September and was awarded in November 2017. The College is approved to deliver seven cohorts across five frameworks for that period (2 x Engineering, 2 x Children and Young People, 1 x ICT Software Development, 1 x ICT Hardware Support, 1 x Civil Engineering).

Business Solutions

Figure 3 shows that Business Solutions activity is slightly below levels that would normally be expected at this time of the year. August saw a relatively low number of courses run due to a smaller number of SVQs in Health and Social care being signed up in that month. September returned to normal levels of activity and income. Activity dropped in October, relative to previous years, due to the gap in Individual Training Account funding and the focus of staff on developing our Flexible Workforce Development Fund offer.

Figure 3: Industry training provision



Individual Training Accounts

Individual Training Accounts (ITA) were introduced by Scottish Government In October 2017 to help unemployed or low paid employees to develop the skills they need for work or progression. The fund provides up to £200 for individuals to access training and is a replacement for Individual Learning Accounts (ILA), which were phased out from May to September 2017. The phasing of the change resulted in a period between June and October when individuals could not apply for an account and subsequently book onto a course. This, and the new processes involved with the new fund, has resulted in reduced accessibility to courses intended to run in October and November 2017.

Flexible Workforce Development Fund

The College was allocated £475,000 to deliver the Flexible Workforce Development Fund and activity is underway. Marketing activity was undertaken by email and social media to raise awareness of the fund to potential levy-paying companies in Ayrshire. Companies have been identified by local knowledge,

reviewing Companies House information and through suggestions by partners such as the economic development departments of local authorities and Scottish Enterprise. Subsequent personalised correspondence with identified companies has been followed up with one-to-one meetings to develop interest and analyse needs. Currently, 35 companies are engaged in this process with others being contacted presently.

Organisations in process include:

- GSK
- Ardagh Glass
- Mahle
- Glasgow Prestwick Airport
- Turnberry
- Wallace McDowall
- BAe Systems
- Spirit Aerosystems
- UTC Aerospace Systems
- South Ayrshire Council
- North Ayrshire Council
- East Ayrshire Council
- GE Caledonian
- NHS Ayrshire & Arran
- Auchrannie
- Hyster Yale
- Hillhouse Quarry
- Egger Barony
- Ryanair
- Buzzworks
- Windhoist
- Affinity Trust
- Ashleigh Construction
- Ayrshire Hospice
- Western House
- Neogen
- Nestle
- RAD Group
- McTaggart Construction
- McTaggart Civils
- ABN Services
- McTaggart Scaffolding/ GRM Scotland
- Tod Timber Engineering
- Merck
- Grants

Work to identify and contact levy-paying companies and subsequently develop the training offered through the fund is ongoing. The response from employers to the fund has been generally positive as most are very keen to access their allocation. The fund is helping to develop our relationship with affected companies.

Engage | Develop | Grow Employer Conference

As part of Ayrshire Business Week, the College hosted a skills for business conference in October 2017 in partnership with North Ayrshire Council, Skills Development Scotland and Developing the Young Workforce Ayrshire at our Kilwinning Campus. Over 100 people attended the event, two thirds from the private sector. Speakers included Ashleigh Construction, Ardrossan Academy, GE Caledonian, James Frew, Booth Welsh, Scottish Enterprise, Opus Couture and Ayrshire College. Feedback from the event was very positive.

Spirit AeroSystems Technical Training

Spirit AeroSystems is a global aerospace company, designing and manufacturing aerostructures for civilian and defence companies. Spirit's Prestwick site designs and manufactures components for the wings of the Airbus and Boeing family of aircraft.

Prior to acquisition by Spirit, while operating as British Aerospace, the company had its own large internal training school, managing all aspects of staff training and apprenticeships. The training school was downsized a number of years ago with management of the apprenticeship programme being outsourced to Ayrshire College.

Recently, as part of their global standardised approach and to bring it in to line with best practice in the Wichita headquarters, Spirit has asked the College to deliver technical training for their new and current staff. The provision will include full training courses for new staff and ongoing re-accreditation for current staff. The College is currently recruiting a Vocational Trainer to undertake this contract.

This is an excellent opportunity for the College to partner closely with one of Ayrshire's largest and most innovative companies, delivering valuable training and development for the company whilst also supporting the College's development as industry moves forward and introduces new technology.

Stuart Millar
Director - Industry Programmes
20 November 2017

Publication

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Learning and Teaching Committee

29 November 2017

Subject:	College Leaver Destinations 2015-16
Purpose:	To provide Learning and Teaching Committee Members with an overview of college leaver destinations for 2015-16
Recommendation:	Committee Members are asked to note the analysis of 2015-16 College Leaver Destination survey responses.

1. Introduction

Each year, all colleges conduct a survey of the destinations of successful full-time leavers and submit this information to the Scottish Funding Council.

The College Leaver Destination (CLD) survey includes further and higher education students. Collation of this data provides a comprehensive picture of the destinations of students who have completed courses successfully at college.

The most recent survey report focuses on students who studied a course in academic year 2015-16 and would have completed their course in June 2016 with a successful outcome. The data reports on their position as at 31 December 2016.

Scotland has 26 colleges split across 13 regions and national data is presented at a regional and college level. For the purposes of this paper, comparisons to national averages are at college level.

Student destinations are classed as either positive or negative. Positive destinations include either securing employment or going on to further study.

2. Current Situation

A significant aspect of regionalisation and the development of outcome agreements has been a stronger focus on the positive effects of college learning on the lives of students. Post-course destination data provides a key measure of the impact of undertaking a college course and is monitored under National Measure 8 (number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying) in our Outcome Agreement 2017-20.

This measure does not take account of part-time students, many of whom progress directly to employment.

The College achieved a return rate of 90.6%, confirming the destinations of 4,173 college leavers out of a total of 4,608, and meeting the SFC survey completion target of 80%.

Table 1 provides a summary of the confirmed destinations of Ayrshire College leavers.

Table 1: Confirmed destinations of Ayrshire College leavers

Moved on to further study		Moved on to employment		Other	Moved on to a negative destination
Full-time study	Part-time study	Full-time work	Part-time work		
3,197	26	586	120	53	191
76.6%	0.6%	14.0%	2.9%		
3,223 77.2%		706 16.9%			
3,929 94.2%				53 1.3%	191 4.6%
Positive				Other	Negative

The main highlight is that 94.2% of Ayrshire College leavers are in a positive destination six months after completing their course of study. This is 6.6 percentage points above the sector average. The data in Table 1 shows that, of known destinations, the majority of students (77.2%) were undertaking further study six months after successful completion of their full-time course, and that 16.9% had moved into employment.

Ayrshire College has the second highest proportion of FE students in the sector in 2015-16 and we would expect that a high percentage of those students would return for further study at FE or HE level, particularly as a large number of students progress through more than one year of study.

Table 2 provides a breakdown of the destinations of students who left the college sector. Encouragingly, a higher proportion of our leavers who left the college sector moved into employment (53.6%) compared to the national average of 47.9%.

Table 2: Destinations of Ayrshire College leavers who left the college sector

Ayrshire College sector leavers	1,318	31.6%	
FE to university	21	1.6%	81.5%
HE to university	347	26.3%	
FE / HE to employment	706	53.6%	
Unavailable for work	75	5.7%	18.5%
Unemployed	169	12.8%	

Table 3 provides a breakdown for leavers who moved into work, whether or not their course was related to their employment. It is very encouraging that the percentage of students who indicated in the survey that their subsequent employment after leaving college was related to their course (73.2%) was significantly higher than the sector average of 67.5%.

Table 3: Destinations of Ayrshire College leavers who entered work

Entered work related to their course	Entered work unrelated to their course	Total
426	156	582
73.2%	26.8%	100%

A detailed breakdown of the underlying data has been provided to all curriculum teams and is used on an ongoing basis to inform improvement action plans and future curriculum delivery plans.

The Scottish Funding Council published a national statistical publication on 2015-16 College Leaver Destinations on 26 September 2017. This is available at http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcst072017/SFCST072017_College_Leaver_Destinations_2015-16.pdf.

3. Consultation

Curriculum Directors, the Quality Enhancement team and the Business Intelligence team were consulted in the drafting of this report.

4. Risks

Robust collection of leaver destination data can be resource intensive, particularly when a high response rate is required. Many leavers are unavailable to give feedback during daytime working hours. Due to Regional Outcome Agreement targets, there will be continued pressure to maintain adequate college response rates.

5. Equality Impact Assessment

An equality impact assessment is not required for this paper.

6. Conclusion

Members of the Learning and Teaching Committee are invited to note the analysis presented in this paper and the actions the College is taking to improve the rate of progression of leavers into positive destinations.

Jackie Galbraith
Vice Principal – Strategy and Skills
20 November 2017

[Michael McHugh
Director – Quality Enhancement and Business Improvement]

Publication

This paper will be published on the College website.

Learning and Teaching Committee**29 November 2017****Subject:** Innovating for Learning Fund Progress Report**Purpose:** To update the Learning and Teaching Committee on the outcomes of applications received to date**Recommendation:** The Learning and Teaching Committee is invited to note the contents of this paper.**1. Current Situation**

The Innovating for Learning Fund was launched by the Chair of the Ayrshire College Foundation, Tracey Stark, at the staff conference on Wednesday 16 August 2017. Staff were asked to submit applications for the first round of funding by 15 September.

To date, 26 applications have been received from staff across curriculum and service areas in the College. These applications were considered at panel meetings which took place on 27 September and 25 October. Seven proposals have received a total of £56,225.80.

Successful applications

Details of the seven successful applications are noted in the table below:

Title	Description	Value
Delivery of work experience in College training restaurants	Students will be able to carry out work placements in the training restaurants when they would normally be closed during holiday periods. A pre-course summer school will be offered to new students due to start in the Autumn term. The funds requested will cover staff costs to supervise the students.	£8,640
AC Productions	The purpose of this project is to provide a project based creative environment for students where they can develop essential freelance skills. The project will address the high demand for video content with local businesses, College departments and charities and local services. Staff will manage the production, acting in the role of producers, and provide technical support. Students will occupy technical and creative roles through all stages of the production. Briefs, deadlines and quality are driven by the needs of the client.	£11,800

	The key objective is to improve the destination outcomes for media students, either articulation to degree programmes or direct entry into employment or freelance work. The funds requested will cover staff costs and enable the department to purchase a new camera, lights and other consumables.	
Digital upskilling	The key objective is to conduct market research into the demand from business students for digital marketing and work experience within their courses. A survey and a series of focus groups will be carried out to determine students' needs. The funds requested will cover the cost of two paid internships for a two-month period during the summer holidays.	£6,000
Promoting access and inclusion through technology	Inclusive Learning and the wider Student Services team are keen to develop new ways of promoting inclusion, developing students' independence and enhancing access to support and guidance through the use of technology. The funds will enable the team to purchase 15 C-Reader Pens and 15 C-Reader Exam Pens which would be used across all campuses. The funds will also be used to fund a Live Chat licence for a two year trial period to provide students with additional communication with Student Services.	£7,969
Installation of MDM server to better improve the usage and maintenance of College iPads	The funding would be used to install a Mobile Device Management System which would enable full remote management of the class sets of iPads which are bookable from each Learning Resource Centre. Having this system would enable the Learning Technologists to access and control multiple devices at the one time. The funds requested will cover the cost of a year's licence for 20 x iPads per campus.	£3,600
Sun Turtle Records	In 2017, staff and students from the HNC Sound Production course independently created and ran two new production companies in the Creative department - Sun Turtle Records and High Tide PR Management. The fund will enable these projects to continue develop further towards a sustainable added-value component alongside the group award. The funds requested will cover the purchase of new equipment as well as staff costs.	£12,575
Enhanced CPR and First Aid training equipment	The project will equip the clinical simulation room at the Ayr Campus as a proof of concept area to evaluate the effectiveness of feedback mannequins against traditional mannequins on the performance of students	£5,641.80

	being taught CPR and first aid. The project will provide students with access to sector-leading technology and training, and funding will cover the cost of various equipment required.	
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The next round of applications will be promoted to staff in December and applications will be reviewed in late January/early February 2018.

2. Conclusion

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

Jackie Galbraith
Vice Principal - Strategy and Skills
16 November 2017

Publication

This paper will be published on the College website.

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OUTCOMES OF AWARD ENTRIES

AWARDS WON IN 2017

Scottish Apprenticeship Awards - 16 November

Former student, Spirit AeroSystems' Anna Manson, won the **Apprentice Ambassador of the Year Award**. This award was open to former Modern Apprentices who continue to champion the Apprenticeship programme. Anna completed her apprenticeship at Ayrshire College and has promoted this career route as part of our This Ayrshire Girl Can and What I Actually Do campaigns, as well as external campaigns delivered by Skills Development Scotland and the Daily Record.

Green Gown Awards - 15 November

Winner of **Student Engagement Award** for the Park Life project, where our Environmental Management students work with conservation staff at Dean Castle Country Park on a voluntary basis to conserve the natural environment for future generations.

Highly Commended for **The Community Award** for the work our Sports and Fitness students do with older adults. Throughout the year, a group of older adults (aged 60-86) meet staff and students to develop and maintain their health and wellbeing. The focus has been to inspire them to get more active.

East Ayrshire Employee Excellence Awards – 9 November

The Me2U project won the **Economy and Skills Award**. Me2U is a partnership between the College, Cumnock Academy and East Ayrshire Council that provides long-term unemployed people with an opportunity to gain SQA qualifications while carrying out voluntary work placement over a 9-week period in a school setting.

SQA Star Awards - 3 November

Winner of the **College Candidate of the Year Award** was former Sport and Fitness student, James O'Neill.

Our unique partnership project, Me2U, was Highly Commended in the **Innovation Award** category.

Prince's Trust Excellence Awards – 26 October

Team150 won the **National Prince's Trust Community Impact Award** for the community project at Doonfoot Primary School where they built a sensory garden for pupils with autism who attend the support base in the school.

North Ayrshire Community Sports Awards - 24 October

Of the seven nominations at the North Ayrshire Community Sports Awards, we won four.

Lecturer Kirsty Cameron won the **Sports Ambassador of the Year Award**, Stuart Drummond won the **Young Coach of the Year**, Adrienne Thomson won the **Sports Young Volunteer of the Year** and the Sport and Fitness team at the Skills Centre of Excellence won the **Partnership in Sport Award** category.

Scottish Digital Business Awards - 19 October

Winner of the **Public Sector Award** category for how we use learning and predictive analytics to help reduce student withdrawals and improve attainment, and for how we brought together employers and students at our Ayrshire Bytes conference in March to share our knowledge with other industry sectors impacted by digital technology.

Ayrshire Business Awards - 13 October

Winner of the **Excellence in People Development Award** for our training and development strategy and practices, in particular our model of staff-supportive CPD.

Scottish Diversity Awards - 12 October

Former Sport and Fitness student, Kayleigh Haggo, won the **Diversity Rising Star Award**. Kayleigh was nominated for the tremendous impact she made on her HNC Sports Coaching and Development course in 2016-17. She has used her Para sports experience to coach and inspire young people throughout Scotland.

Global Game Changers Awards – 13 September

We received a commendation for **Innovating in STEM Education and Training** for the work we are doing to tackle gender inequalities in STEM.

SEMTA UK Training Provider of the Year Awards – 8 and 9 March

The College was won the **UK Training Partner of the Year Award**, reflecting the excellent partnership work being undertaken with employers by our curriculum and Industry Programmes teams.

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SHORTLISTED AWARDS STILL TO BE DECIDED

College Development Network Awards - 23 November

We are shortlisted in five categories:

- **Developing a Regional Curriculum Award** for our 'Prepare to Care – a Career in Care' course which was designed to address recruitment and retention in the care at home sector.
- **Employer Connections Award** for successful working relationships with employers, resulting in increased employment in the aerospace and STEM sector for Ayrshire's young people.
- **Inclusive College Award** for two student-led Sport and Fitness events - 'One Ayrshire, Many Cultures' and '#EqualityIsQuality' - which were organised as part of an overarching 'Respect Ayrshire' campaign.
- **Innovative College Award** for leading the sector in using learning and predictive analytics to help reduce student withdrawals and improve attainment.
- **Student Citizenship Award.** Former student Kayleigh Haggo has been nominated for being a role model encouraging more young women to study sports and fitness courses.

Civic Trust Awards – 9 March 2018

For our new campus in Kilmarnock, we are a regional finalist and will be put forward to National Panel for second tier consideration. The National Panel will review all Regional Finalists and consider them for a National/International Civic Trust Award or Commendation. We will be notified on Thursday 14 December if we are through to the final round.

Publication

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