

Learning and Teaching Committee

8 March 2018

- 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

ACSA (Ayrshire College Student Association) has been continuing to support students across the college and has been invited into many curriculum areas to deliver input which has helped to raise our profile, as well as build positive relationships with staff.

2. Current Situation

ACSA is currently preparing for the Student President Elections which will be taking place from 19– 23 March. Nominations for the elections open on Monday 26 February. The outgoing Student President has devised a programme of promotion to students to ensure that the elections follow a competitive and democratic process. The President has been meeting individual students and class groups to chat with them about her experience of the role.

3. Association Activity

Winter Markets

In December, ACSA hosted a Winter Market on each campus where students were given the opportunity to purchase Christmas gifts and decorations from fellow students and external vendors. Feedback from students and the stallholders was very positive.

New Year, New You

The Student Association contributed to this campaign, aimed at encouraging students to make more positive lifestyle choices, by creating a January Survival Guide on Moodle. The purpose of the guide was to give students information and links related to the issues that tend to raise their heads during the long winter months. Topics covered included what's on, money advice and emergency numbers. As well as the Survival Guide, ACSA distributed free fruit, kindly donated by Tesco, to students as part of the campaign.

Class Input

The Student Association was invited to input to the January starts induction programmes in a range of curriculum areas, which gave us the opportunity to promote the association and its work and to promote the upcoming elections. We were also able to assist several lecturers to undertake their class rep elections.

Refreshers

Refreshers events to welcome new students and remind existing students of the services available to them were held on each campus on 6, 7 and 8 February. Stall holders included representatives from Stagecoach, Co-op Food, the Travel Hubs, Fresh Ayr-Shire.

Budget for Better Campaign

The Student Association, in support of NUS Scotland's Budget for Better campaign, co-hosted a stall on the Kilmarnock Campus on 8 February to encourage students to sign up to lobby their local MSPs. ACSA support NUS in calling for a budget for increased bursaries, a better deal for graduates with regards to student loans, and a budget for better mental health support. Two hundred and nine signatures were collected from students which were inserted by NUS into a program which automatically generates a letter to the student's local MSP on behalf of the student.

Gender Recognition Act Consultation Awareness

The Student Association, with support from the Equality and Inclusion Advisor, held an awareness raising stall on each campus on 21 February to draw students' attention to the Government's review of the Gender Recognition Act. Students were given the opportunity to give their responses to proposed changes through the Government's online consultation portal.

Future Activity

Class Rep Training

The Student Association will be holding an additional class rep training session on each campus for January starts and to capture students who, for various reasons, were unable to attend the original sessions in November. These will take place on 27 February in Ayr, 28 February in Kilwinning, and 1 March in Kilmarnock.

Student President Elections

Student President Elections will be held on Moodle from 19 – 23 March. Students will be invited to nominate themselves from 26 February with nominations closing on 9 March at which point campaigning will commence.

This year, in line with changes to the constitution, there will be one election. The candidate who receives the most student votes will be appointed Student President and the candidate with the second highest number of votes will be appointed as Student Vice President. Results will be announced at 4pm on Friday 23 March.

4. Proposals

N/A

5. Risks

Due to the challenging issues dealt with within the Student Association, 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

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
23 February 2018**

Publication

This paper will be published on the College website.

Learning and Teaching Committee

8 March 2018

- Subject:** Outcome Agreement Targets for 2018-19
- Purpose:** To present the proposed targets against national measures for the 2018-19 Outcome Agreement
- Recommendation:** The Learning and Teaching Committee is invited to note the information contained in this paper and discuss the targets proposed for the 2018-19 Outcome Agreement
-

1. Background

Every college and university agrees an Outcome Agreement (OA) which outlines how they intend to meet objectives set out by the Scottish Funding Council (SFC). OAs cover a three-year period and SFC requires colleges to update their OAs on an annual basis.

SFC announced indicative funding allocations and credit target for colleges on Tuesday 27 February. These figures determine the final Outcome Agreements agreed for 2018-19. The College is working with our SFC OA Manager on this, with the expectation that final allocation of funding will be announced in April and Outcome Agreements will be published in May.

2. Current Situation

The SFC requires colleges to set out how they intend to achieve the following outcomes for 2018-19:

- A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds
- An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities
- A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference
- High-performing, sustainable institutions with modern, transparent and accountable governance arrangements.

- Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

How the College intends to achieve these outcomes will be set out in narrative form in a revised Outcome Agreement document.

Integral to the OA process is completing a table of targets and measures identified by SFC. The document attached at Appendix 1 sets out how the College plans to fulfil these national measures.

3. Consultation

The process of drafting the 2018-19 Outcome Agreement involves consultation internally and externally, and this is underway.

4. Risks

The Outcome Agreement illustrates how the College plans to meet SFC objectives for the period 2018-19. The risks associated with delivering our core business, as outlined in the Curriculum Delivery Plan which has already been approved by the Learning and Teaching Committee, are captured in the Risk Register.

6. Equality and Diversity Impact Assessment

An impact assessment will be drafted in parallel with the 2018-19 Outcome Agreement.

7. Conclusion

The Learning and Teaching Committee is invited to discuss the proposed targets for SFC national measures for the 2018-19 Outcome Agreement.

Jackie Galbraith
Vice Principal, Strategy and Skills
5 March 2018

Publication

This paper will be published on the College website.

APPENDIX 1 – AYRSHIRE COLLEGE OUTCOME AGREEMENT TARGETS 2018-19

APPENDIX 2 – SFC NATIONAL PERFORMANCE MEASURES FOR 2017-18

	Measure
Measure 1 (a)	Credits delivered (Core / ESF / Core + ESF)
Measure 1 (b)	Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24
Measure 1 (c)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas
Measure 1 (d)	The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers
Measure 2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by colleges
Measure 2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
Measure 2 (c)	Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision
Measure 2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP (Scottish Higher Education Partnership) secondary schools with consistently low rates of progression to higher education
Measure 3	Volume and proportion of Credits delivered to learners enrolled on STEM courses
Measure 4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT and PT)
Measure 4 (b)	Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT and PT)
Measure 4 (c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges
Measure 5	The number of starts for direct contracted apprenticeships (including with industry bodies such CITB and SECTT)
Measure 6	Number of full-time learners with high quality work placement or work place “experience” as part of their programme of study
Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Measure 8	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
Measure 9	Student Satisfaction and Engagement Survey - the percentage of students overall satisfied with their college experience
Measure 10	Gross carbon footprint (3 year period)

National Measure	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
					updated 28/2/18			
1(a)* The volume of Credits delivered								
The volume of Credits delivered (core)	130,550	131,415		124,271	124,424			
info. Core Credits target (region)	See Note 1		125,507	125,507	125,370	125,581		
info. % towards core Credits target (region)	See Note 1		101.56%	99.02%	99.25%			
The volume of Credits delivered (ESF)		TBC		1478				
The volume of Credits delivered (core + ESF)		TBC	127,467	125,749	124,424			
info. The volume of wSUMs delivered	179,883	181,035						
info. % towards core wSUMs target	98.20%	98.80%						
1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24								
Volume of Credits delivered to learners aged 16-19	67,717	66,829	64,361	62,606		61,535	0	0
Proportion of Credits delivered to learners aged 16-19	51.90%	50.90%	50.50%	49.79%		49%	48.5%	48%
Volume of Credits delivered to learners aged 20-24	29,147	30,710	28,679	26,818		26,372		
Proportion of Credits delivered to learners aged 20-24	22.30%	23.40%	22.50%	21.33%		21%	20.5%	20%
info. Volume of Credits delivered to full-time learners	106,655	105,781	101,711	100,210	100191	96286		
Volume of Credits delivered to full-time learners aged 16-19	57,533	54,956	52,494	50,614		62,791		
Proportion of Credits delivered to full-time learners aged 16-19	53.90%	52.00%	51.60%	50.51%		50%	49.5%	49%
Volume of Credits delivered to full-time learners aged 20-24	24,034	24,694	23,463	21,746		27,000		
Proportion of Credits delivered to full-time learners aged 20-24	22.50%	23.30%	23.10%	21.70%		21.5%	21.2%	21%
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas								
Volume of Credits delivered to learners in the most deprived 10% postcode areas	24,561	26,705	26,116	27,039		27,628		
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	18.80%	20.30%	20.50%	21.50%		22%	22.5%	23%
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced								
Gender -								
Volume of Credits delivered to Male learners		61,881	60,282	59,670		60,028		
Proportion of Credits delivered to Male learners	47.37%	47.10%	47.29%	47.45%		47.8%	48%	48.2%
Volume of Credits delivered to Female learners		69,535	67,184	65,912		65,553		
Proportion of Credits delivered to Female learners	52.63%	52.90%	52.71%	52.42%		52.2%	51.8%	
Volume of Credits delivered to Other learners		0	1	77		188		
Proportion of Credits delivered to Other learners		0.00%	0.00%	0.06%		0.15%	0.20%	0.22%
Ethnicity -								
Volume of Credits delivered to BME learners	1,684	1,812	1,580	2,781		1,884		
Proportion of Credits delivered to BME learners	1.30%	1.40%	1.20%	2.21%		1.5%	1.5%	1.5%
Disability -								
Volume of Credits delivered to students with a known disability		25,380	26,743	29,611		30,139		
Proportion of Credits delivered to students with a known disability	14.90%	19.30%	21.00%	23.55%		24%	24.5%	25%
Care Experience -								
Volume of Credits delivered to students with Care Experience	16	66	89	2,614		2,888		
Proportion of Credits delivered to students with Care Experience	0%	0.05%	0.07%	2.09%		2.3%	2.5%	2.7%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	282	318	405	314	300	340		
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	3262	1,010	693	1,467		1,758		
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.5%	0.8%	0.5%	1.2%		1.4%	1.5%	2.0%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision								
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	4,475	4,236	3,329	5,871		6,028		
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.4%	3.2%	2.6%	4.7%		4.8%	5.2%	6.0%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)								
Volume of Credits delivered at HE level	See Note 2							
Volume of Credits delivered at HE level to learners from SHEP schools	See Note 2							
Proportion of Credits delivered at HE level to learners from SHEP schools	See Note 2							
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses								
Volume of Credits delivered to learners enrolled on STEM courses	31,214	30,318	28,570	27,358		27,377		
Proportion of Credits delivered to learners enrolled on STEM courses	23.9%	23.1%	22.4%	21.8%		21.8%	21.8%	22.0%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification								
The number of FT FE enrolled students achieving a recognised qualification		2,890	2,757	2,637		3473		
The total number of FT FE enrolled students		4,932	4,507	3,952		4,962		
The percentage of FT FE enrolled students achieving a recognised qualification	65.8%	58.6%	61.2%	66.7%	68%	70%	73.2%	75%
The number of PT FE enrolled students achieving a recognised qualification		5,069	3,660	3,323		2,474		
The total number of PT FE enrolled students		6,525	5,254	4,812		3,389		
The percentage of PT FE enrolled students achieving a recognised qualification	74.7%	77.7%	69.7%	69.1%		73%	75%	77%
The number of FT HE enrolled students achieving a recognised qualification		1,502	1,575	1,665		1,720		
The total number of FT HE enrolled students		2,412	2,498	2,436		2,457		
The percentage of FT HE enrolled students achieving a recognised qualification	66.5%	62.3%	63.1%	68.3%	69%	70%	72.5%	75%
The number of PT HE enrolled students achieving a recognised qualification		447	464	493		374		
The total number of PT HE enrolled students		613	570	632		468		
The percentage of PT HE enrolled students achieving a recognised qualification	80.4%	72.9%	81.4%	78.0%		80%	82%	84%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification								
The number of MD10 FT FE enrolled students achieving a recognised qualification		523	562	614		568		
The total number of MD10 FT FE enrolled students		968	940	969	844	850		
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	61.4%	54.0%	59.8%	63.4%		66.8%	70.4%	72%
The number of MD10 PT FE enrolled students achieving a recognised qualification		1,414	1,064	734		635		
The total number of MD10 PT FE enrolled students		1,746	1,443	1,054	903	870		
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	73.3%	81.0%	73.7%	69.6%		73%	75%	77%
The number of MD10 FT HE enrolled students achieving a recognised qualification		203	198	277		265		
The total number of MD10 FT HE enrolled students		375	353	437	383	400		
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	63.3%	54.1%	56.1%	63.4%		66.2%	68.8%	72.0%
The number of MD10 PT HE enrolled students achieving a recognised qualification		54	63	57		65		
The total number of MD10 PT HE enrolled students		81	76	71	85	80		
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	78.3%	66.7%	82.9%	80.3%		81%	82%	83%
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges								
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	88	1	-	18		0		
The total number of Senior Phase FT FE enrolled students	136	1	-	34	0	0		
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	64.7%	100.0%	-	52.9%		54%	55%	56%
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	49	128	-	127		207.4		
The total number of Senior Phase PT FE enrolled students	71	241	-	221	300	340		
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	69.0%	53.1%	-	57.5%		61%	63%	65%
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	42	8	-	0		0		
The total number of Senior Phase FT HE enrolled students	62	12	-	0	0	0		
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	67.7%	66.7%	-	-		0%		
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	0	0	-	0		0		
The total number of Senior Phase PT HE enrolled students	0	0	-	0	0	0		
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	-	-	-	-		0%		
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification								
The number of CE FT FE enrolled students achieving a recognised qualification	-	-	-	79		102		
The total number of CE FT FE enrolled students	-	-	-	128	153	160		

National Measure	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
The percentage of CE FT FE enrolled students achieving a recognised qualification	-	-	-	61.7%		64%	66%	69%
The number of CE FT HE enrolled students achieving a recognised qualification	-	-	-	5		28		
The total number of CE FT HE enrolled students	-	-	-	7	33	40		
The percentage of CE FT HE enrolled students achieving a recognised qualification	-	-	-	71.4%		70%	71%	72%
4(e)* Proportion of full-time enrolled students aged 16-19 successfully achieving a recognised qualification								
The number of FT FE students aged 16-19 achieving a recognised qualification				1,420		1,470		
The total number of FT FE students aged 16-19				2,225	2,211	2,100		
The percentage of FT FE students aged 16-19 achieving a recognised qualification				63.8%		70%		
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	See Note 3	366	249	280		300	310	320
6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study	See Note 4							
Total number of full time students				6,388	0	7,419		
Number of full time students with substantial "work placement experience" as part of their programme of study				1,577		1900		
Percentage of full time students with substantial "work placement experience" as part of their programme of study				25%	#DIV/0!	26%		
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing								
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	863	-	-	736		750		
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	380	-	-	366		380		
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	44%	-	-	50%		51%	51%	52%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying								
The total number of full-time FE college qualifiers (confirmed destinations)		2,936	2,796	2016/17 data not published yet		2900		
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		2,861	2,627			2750		
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		97%	94%			95%		
The total number of full-time HE college qualifiers (confirmed destinations)		1,084	1,377			1450		
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		1,052	1,302			1380		
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		97%	95%			95%		
9. The percentage of students overall, satisfied with their college experience (SSES survey)	See Note 5		83%	94%	94%	95%	96%	
Response rate				16%		20%		
Full-time				93%		94%		
Part-time				96%		97%		
Distance learning				100%		100%		
10. Gross carbon footprint (tCO2e)	See Note 6							

Note 1 - Credits targets introduced in 2015-16

Note 2 - SHEP data currently not available. Previous institution field being added to FES from 2016-17.

Note 3 - Data not available. Colleges to provide.

Note 4 - Data available from 2015-16.

Note 5 - Data available from 2015-16.

Note 6 - The SG passed legislation in 2015 to make reporting mandatory. Data will be available in early 2017. A trial run was held in 2015 and most institutions submitted reports which can be viewed on the Keep Scotland Beautiful website.

Other notes:

1. Targets in red have been set by Scottish Funding Council

2. 2014-15 and 2015-16 data for measure 7 not available yet.

Learning and Teaching Committee

8 March 2018

Subject: Learning and Teaching Strategy 2017-20

Purpose: To seek approval of the refreshed Learning and Teaching Strategy

Recommendation: Members are invited to approve the Learning and Teaching strategy

1. Background

The College's Strategic Plan 2017-20 set out our vision, how we plan to achieve it and what success will look like. The most critical element to success in achieving our goals is the learning and teaching that we deliver.

Following the publication of our new Strategic Plan and Regional Outcome Agreement in 2017, the College decided to refresh our Learning and Teaching Strategy to reflect the vision, objectives and values set out in these documents.

Directors were invited to volunteer to draft the refreshed strategy, consulting with their peers in the first instance, then with managers and staff across the organisation.

2. Proposals

The draft strategy is attached for consideration at Appendix 1. The refreshed strategy is intended to encourage staff engagement through:

- Keeping content succinct and engaging
- Aligning the strategy to our core beliefs
- Aligning our learning and teaching to student success
- Informing staff how the strategy sits in the regional and national landscape
- Linking what we do on a daily basis to our strategic goals
- Presenting the strategy in a format that staff can use regularly.

3. Consultation

The draft strategy was circulated by survey to all staff for consultation. Responses were received from 74 members of staff and were very positive. The draft strategy was discussed at a range of staff forums.

4. Equality Impact Assessment

An equality impact assessment has been completed.

5. Conclusion

Members are invited to note and approve the contents of the strategy.

Stuart Millar
Director, Industry Programmes

Elaine Hutton
Director, Creative

26 February 2018

Publication

This paper will be published on the College website.



Attitude, Skills and Knowledge

Learning and Teaching
Strategy 2017-2020



We believe...

Everyone has the potential to be successful and change their world.

A positive attitude, industry relevant skills and current knowledge are key to unlocking this potential.

We will help to develop these by empowering our students and supporting businesses and communities to succeed.

Ayrshire College's Strategic Goals

01

To be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive

02

To develop people and communities, and support inclusive growth, through high quality learning and skills

03

To be a high-performing, sustainable college recognised for excellence and integrity



The Strategic Landscape



 National

 Tactical

 Regional

 Operational



Zoe McCarlie
Prince's Trust Team
Programme 2016

Trainee Sheet Metal
Worker, Prestwick
Aircraft Maintenance
(Ryanair)

**To be an ambitious,
innovative and inclusive learning
and skills organisation in which
students and staff thrive, we will...**

- 1.1 Enhance our teaching styles and assessment skills to deliver excellence, adapting to new technology and techniques
- 1.2 Develop curriculum and service staff teams to support all students and their diverse needs, ensuring that barriers to learning are removed
- 1.3 Inspire students through the integration of the latest industry standard technology, equipment and techniques
- 1.4 Recognise and reward the success of staff and students to encourage excellence, innovation and ambition



Kayleigh Haggio
HNC Coaching and
Developing Sports
2017

World record holding
athlete and swimmer

**To develop people and
communities, and support inclusive
growth, through high quality
learning and skills, we will...**

- 2.1. Deliver an inclusive range of courses that reflects the needs of employers and communities in Ayrshire
- 2.2. Offer an agile curriculum designed and updated by structured engagement with employers and aligned to current and future job opportunities, regionally and nationally
- 2.3. Work with partners to develop an ever improving flow of skills from school through further and higher education to employment
- 2.4. Promote and nurture enterprise, confidence and innovation in our students through high quality teaching and support for learning



**Cameron Nilsen
Barnes**
Connect to Learning
2016
Young Scot Finalist
2016, First Minister's
Nomination

**To be a high-performing,
sustainable college recognised for
excellence and integrity, we will...**

- 3.1. Improve our learning, teaching and assessment support systems to focus on high quality student experiences
- 3.2. Enhance the student experience by resourcing our facilities to support high quality learning
- 3.3. Improve student employability by offering a wide range of extra-curricular activities through competition, volunteering and work experience
- 3.4. Improve all students' attainment, success and satisfaction

Implementation

We will achieve our goals by using an approach that looks to the future, to our external environment and to our experience. Our plans will be:

Visionary

We will look to the future and document how we expect our service will change



Operational

We will create annual operational plans to set and achieve our targets



Sectoral

We will examine the industries we serve and identify what we can do to support their needs now and in the future



Evaluative

We will continually analyse our performance through team evaluation, peer review, continuous improvement, professional development and the quality framework



FORWARDS - OUTWARDS - INWARDS

Implementation

We will know we have been successful when:

All students, irrespective of protected characteristics, ability or background have the best possible learning experience

All students, regardless of their learning styles, can access a range of teaching and assessment techniques or support appropriate to their needs

All staff are current on their subject or specialism and maintain links with industry experts

Students remain the priority and the right support is available to help them stay on course and succeed

All students have the best opportunity to succeed in their chosen career path

Alumni:



Bill Costley
Owner,
Costley and
Costley



Scott McLarty
Vice President
UK & Malaysia
Spirit Aerosystems



Eileen Frater
Prancing Jack
Productions



Ayr Campus

Dam Park
Ayr
KA8 0EU
Tel: 0300 303 0303

Kilmarnock Campus

Hill Street
Kilmarnock
KA1 3HY
Tel: 01563 523501

Kilwinning Campus

Lauchlan Way
Kilwinning
KA13 6DE
Tel: 0300 303 0303



www.ayrshire.ac.uk

Ayrshire College is a registered Scottish charity. Reg No SC021177

Learning and Teaching Committee

8 March 2018

- Subject:** 2017-18 Semester One Student Satisfaction and Engagement Activities
- Purpose:** To provide an update on the results of the 2017-18 Semester One Student Satisfaction and Engagement Survey and *Have Your Say* events, and actions arising from them.
- Recommendation:** The Learning and Teaching Committee is invited to discuss the contents of this paper.
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1. Background

In the first semester of 2017-18, the Quality Enhancement team and the Student Association undertook a range of student engagement activities to enable students to take part in the life and work of the College and provide feedback to inform our planning and evaluation processes.

In Semester 1, all students were invited to complete an Initial Experiences Survey on Moodle. This was followed up by a number of *Have Your Say* events on all campuses, which gathered the views of a further 746 students.

In addition, the Student Association held class representative focus groups on each campus.

2. Analysis of Initial Experience Survey

The Initial Experience Survey was completed by 2,374 students. Appendix 1 details the percentage of positive responses in 2016-17 and 2017-18, where green indicates an improvement in satisfaction levels from last year and red shows a decrease.

The survey indicates an improvement in satisfaction in 6 statements, a decrease in satisfaction in 6 statements, and no change in 3.

The highest increase (3%) was to the statement 'my course materials are available on Moodle'. The Learning Resource Centre staff will continue to work with curriculum staff to make better, more innovative use of Moodle.

There was an increase of 1% in satisfaction regarding finding course information on the college website. Last year the college reviewed the website and, this year, is improving the course information on the website and making it easier to search.

Fewer students indicated in Semester 1 that they 'know what the Student Association does' (down 1%). The Student Association has been working to improve its profile and ensure that students are aware of its role and the activities it undertakes on behalf of all students. The Semester 2 survey will provide an indication of how successful this has been.

There was a 3% decrease in positive responses to the statement 'my course is well organised'. All curriculum Heads will review the survey responses with their Curriculum Managers to identify which courses this applies to and formulate improvement actions. This will be monitored by the Quality Enhancement Team and through team evaluations.

There was a 1% decrease in positive responses to the statement 'I received the information I needed to organise my funding in time'. The Funding team is continuing to investigate ways to improve the dissemination of information to students/prospective students.

Overall, 94% of respondents (down 2%) were satisfied with their college experience

The results of the Initial Experiences Survey are published on Qlikview where the Executive and Senior Management Teams, Heads of Learning and Skills, Curriculum Managers and Service Managers can access them. The results can be drilled down to course level, enabling managers to review the feedback for their own areas and compare the results with the college, other campuses and courses. Heads and Managers share the feedback for the survey with their teams and use this to promote discussion and reflection and to agree their teams' actions for improvement and areas of good practice.

3. Analysis of *Have Your Say* events

The Quality Enhancement team engaged with 746 students across the campuses during the *Have Your Say* events (282 more students than in 2016).

Almost all were happy with their experience and comments include:

- *The application went very smooth and I got introduced into the class very well.*
- *Excellent staff were very helpful. Taking time to get me through to starting college.*
- *The process was easy and convenient and tailored to suit myself.*
- *Applying was a very easy process. First day was very beneficial and well presented.*
- *My first day at college was very enjoyable and made me want to continue with the course.*
- *Welcoming - lecturers were very helpful.*
- *Very impressed at how smoothly and organisation of the first day. Lecturers were helpful and made everyone welcome and feel settled.*
- *Everyone was very respectful no matter who you are.*
- *The first day was too fast and not productive.*

Student feedback has led to improvements being made in curriculum and service areas. For example:

- 1) Students told us that there were limited practical sports facilities in Irvine and there was inequity of provision given the quality of facilities at Kilmarnock Campus. The college is now using The Portal in Irvine for a number of practical classes. The students are very satisfied with this arrangement.
- 2) Students told us that the lockers at the kitchens in Kilmarnock were not suitable for them to store their knife kits but they should not be transporting their knives outwith College. Additional lockers were provided for the students and they are now allocated their 'own' locker to store knives and secure their belongings when they are in practical classes.
- 3) Students on the NC Mechanical course told us that they would like more practical units on their course. The course team reviewed the course and replaced a theory unit with a practical unit. The course team will review the success of this at the end of this session.
- 4) Students told the Inclusive Learning team that the DSA (Disabled Students' Allowance) process needed to start sooner and it was taking too long for them to get their equipment. Inclusive Learning amended the timeline for DSA and rearranged the process for carrying out needs assessments for HN students so that students would be seen more quickly. This has resulted in more students having their DSA application approved prior to starting their course, or early in their course, meaning that they had access to any equipment and support they require more quickly.
- 5) Students told Inclusive Learning that there were not enough loan laptops. The College purchased an additional 60 loan laptops which means more students can borrow a laptop for use at home.
- 6) Some of our students with an autism spectrum disorder told Inclusive Learning that they found transitions to College really difficult. As a result, a transition programme for students with an ASD was introduced to allow them to come in to College prior to the start of their course to familiarise themselves with the environment and get to know other students and key staff members.
- 7) Students complained about the National 5 maths entry requirement to get into the Social Work degree at Glasgow Caledonian University (GCU). The curriculum area met GCU and assisted mapping the HNC Social Services framework to the degree programme. As a result, GCU is now happy to

accept our students without National 5 Maths. In addition, Ayrshire College lecturers will be assisting with GCU interviews for social work.

- 8) The National 4 Access to Early Years class felt that they had too much written work. The course team reviewed the course and increased the use of practical activities with follow-up written work which builds up the language and skill set required for this level. Clearer information has been produced for the recruitment process and marketing materials to ensure applicants understand that this is not purely a practical course.

In Semester 2, the College will undertake the Student Satisfaction and Engagement Survey which contains ten questions which are reported back to the Scottish Funding Council. Further *Have Your Say* events will be held across the campuses. This feedback will help to inform the College's Evaluative Report and Enhancement Plan.

5. Conclusion

The Learning and Teaching Committee is invited to note the analysis contained within this paper and the action being taken in response to student feedback.

Michael McHugh
Director, Quality Enhancement and Business Improvement
26 February 2018

[Ann Heron
Head of Quality Enhancement]

APPENDIX 1 - SEMESTER ONE SURVEY RESULTS

2,374 respondents (2,277 respondents in Semester 1 2016-17)

	2016/17	2017/18
I found all the course information I needed on the Ayrshire College website.	90%	91%
I found it easy to apply for my course	96%	96%
I received the information I needed to organise my funding in time	82%	81%
I felt welcome on my first day at college	96%	97%
I am happy with the initial online induction on Moodle	89%	90%
My course is well organised.	87%	84%
My course materials are available on Moodle	87%	90%
I am encouraged to use Moodle to support my studies	89%	90%
I am receiving the support I need to help me to progress	94%	93%
I know how to get additional support to help me learn	93%	94%
The teaching and learning methods used on my course suit me	91%	89%
I know when my assessments are due	92%	92%
I know what I am doing well and what I need to do to improve	92%	92%
I know what the Student Association does	70%	69%
Overall, I am satisfied with my college experience	96%	94%

Green = increase in % agreeing with the statement from previous year

Red = decrease in % agreeing with the statement from previous year

Publication

This paper will be published on the College website.

Learning and Teaching Committee

8 March 2018

- Subject:** 2017-18 Credit Report (position at 20 February 2018)
- Purpose:** To advise the Learning and Teaching Committee of our 2017-18 credit position
- Recommendation:** The Learning and Teaching Committee is invited to note the contents of this paper

1. Background

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

2. Current Situation

The overall activity target agreed with SFC for AY 2017-18 was **126,625** credits, which comprised a combination of core, ESF and additional Early Years credits. Following discussions with SFC in January 2018, the College relinquished the 1,255 ESF credits, resulting in a revised activity target of **125,370**. Table 1 provides a breakdown of core credits and those specifically allocated for courses within early years education.

Table 1 – Credit Target, 2017-18

	2017-18
SFC Core credit target	124,252
Additional Early Years credits	1,118
Total SFC credit target	125,370

The credit target includes an estimated 150 credits to be delivered as part of a UWS articulation agreement which has a separate funding arrangement.

The College can only claim credits for students who attend after the 25% delivery point for their course, For full-time courses this was 1 November 2017. Table 2 provides detail of the current position, projected further activity, withdrawals and the anticipated final position.

Table 2 - Credit target and delivery to date (at 20 February 2018)

(A) SFC Activity Target

Revised SFC credit target	125,370
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(B) Current credit position

Total current credits	124,268
-----------------------	---------

(C) Activity Still to be delivered

Total credits planned to be delivered in CDP	2,599
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(D) Projected withdrawals

Projected January start withdrawals	-576	-1,201
Potential early withdrawals from part-time courses	-625	

(E) UWS credits

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

Total credits	125,516
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(G) Difference

Difference to revised SFC credit target of 125,370	+146 100.12%
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3. Analysis

SFC has communicated that one-plus activity will be capped at 2.5% in 2017-18 as it was during 2016-17. One-plus activity has been discussed regularly at Executive and Senior Management meetings, and also reported to the Board of Management.

The College submitted a request for a range of courses to be excluded from our one-plus activity. The following exemptions were granted:

- City and Guilds Wind Turbine Technician
- SVQ Level 3 Hairdressing
- HNC Care and Administrative Practice
- HNC Childhood Practice

Table 3 provides a detailed breakdown of our current one-plus activity. Based on the current actual credits delivered, at 2.59%, our one-plus activity is currently sitting at marginally above the threshold set by SFC.

Table 3: One-plus activity (at 20 February 2018)

	Credits
FE full-time one-plus	1,674
HE full-time one-plus	751
FE/HE part-time one-plus	736
Sub-total	3,160
Actual credits	124,268
One-plus credits as a percentage of actual credits	2.59%

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 the 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 both included within the corporate risk register.

7. Equality Impact Assessment

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

8. Conclusion

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

Jackie Galbraith
Vice Principal, Strategy and Skills
26 February 2018

[Michael McHugh
Director, Quality Enhancement and Business Improvement]

Publication

This paper will be published on the College website.

Learning and Teaching Committee

8 March 2018

Subject:	2017-18 Semester One Early Withdrawals
Purpose:	To update the Learning and Teaching Committee on student retention in 2017-18
Recommendation:	The Learning and Teaching Committee is asked to note the contents of this paper

1. Background

The Scottish Funding Council allocates main grant funding to achieve an agreed credit target and colleges are required to monitor progress in achieving this. SFC only funds students who attend college after 25% of their course has elapsed. For full-time courses in 2017-18, this cut-off date was 1 November.

Good progress has been made over the last two years to improve the volume, quality and presentation of data, allowing teams to intervene earlier and provide support to enable students to remain on course.

2. Progress in 2017-18

The retention tool, first developed in 2015-16, was redesigned and enhanced for the 2016-17 academic year. The tool extracts student attendance from our Unit-e database and presents it in an easily accessible format. With automatic text messaging and email functionality built in, a student can be contacted quickly if they have been absent from a class to ascertain the reason why, offer support if required and re-engage them in their studies. The tool is mainly used by Curriculum Administrators, Student Services staff and Curriculum Managers.

Weekly curriculum meetings discuss at-risk students, the contact that has taken place with them and the actions resulting from this. Cross-college support teams provide access to discretionary funding, lunch vouchers and extended learning support where required.

Actions taken to retain students

A *Promoting Wellbeing* group has been established and an action plan includes a specific action to challenge stigma surrounding mental health by organising three campaigns throughout the academic year. The *#MyMentalHealthMatters* campaign took place in September with various activities on social media and the plasma screens to mark Suicide Prevention Day, the use of VLOGS and social media to share inspiring messages and lived experiences of dealing with mental health issues, and conversation cards in the refectories to promote positive messages about mental health and wellbeing. Staff and students also took part in the See Me *Pass The Badge*

campaign. The *Promoting Wellbeing* group also organised a full programme of activities as part of the *New Year, New You* campaign in January.

Our Mental Health and Wellbeing Advisor is encouraging students and staff to discuss mental health issues, and a Wellbeing Hub has recently been launched in Moodle. Our advisor is delivering workshops to specific groups of students where there is an identified need for support with mental health issues.

Student Services continues to offer a range of financial advice and support to individual students to help retain them on their course by issuing lunch vouchers and foodbank vouchers, helping students with discretionary payments and assisting students to make funding appeals.

Our Student Funding team prioritised bursary applications for students who had identified themselves as care experienced. The online bursary application form was adapted to add an additional section on care experienced and students were identified on a weekly basis and contacted individually to discuss progress and offer support as required.

Effectiveness of process

Live in-year data indicates that our early withdrawal rate for full-time students has increased slightly over one year from 8.1% to 9.0%. Table 1 outlines our overall withdrawal rates per campus over a four-year period.

Table 1: Campus Early Withdrawal Rates

	Kilwinning	Ayr	Kilmarnock	Ayrshire
2015-16	10.3%	10.7%	11.5%	10.8%
2016-17	8.7%	8.0%	7.9%	8.2%
2017-18	9.5%	9.3%	8.3%	9.1%

Groups of Specific Interest – Under-16s

The Committee is aware from previous papers that under-16s studying on full-time courses are a particular group of high risk students. The College identified these 'exceptional entry' students as a priority for improvement in 2017-18.

In 2017-18, we enrolled 87 students under the age of 16 on full-time courses. These students were contacted individually at the beginning of the academic session by Student Services to discuss support options available to them. This information was communicated to curriculum teams to ensure that they were aware of the students and receiving appropriate help to complete their course successfully.

Skills Development Scotland works on campus once a month with Student Services to discuss progress of exceptional entry students. This ensures that further support is provided to this vulnerable group of students and that our efforts are coordinated throughout the year to improve retention and attainment.

We are pleased to report a significant improvement in the retention rates for this particular cohort of students as outlined in Table 2.

Table 2: Under-16 withdrawal rates

Year	Number enrolled	Early withdrawals	
		Number	Percentage
2015-16	135	60	44.4%
2016-17	106	38	35.8%
2017-18	87	9	10.3%

Groups of Specific Interest – Care Experienced

There is an increasing number of students self-declaring as care experienced. This demonstrates the inclusive environment of the College, and enables us to provide a proactive and effective support package more quickly. It is pleasing to note that, as the number of care experienced students enrolling is increasing, the withdrawal rate from full-time courses has improved significantly over 3 years as outlined in Table 3.

Table 3: Care experienced withdrawal rates

Year	Number enrolled	Early withdrawals	
		Number	Percentage
2015-16	7	1	14.3%
2016-17	135	15	11.1%
2017-18	186	13	7.0%

3. Risks

The College is now focused on improving further withdrawals and reducing partial success to ensure as many students as possible achieve a successful outcome on their course.

4. Conclusion

It is anticipated that the combined cross-college efforts, systems and processes outlined in this paper will reduce overall withdrawals in 2017-18, improve outcomes for students and lead to further improvement in the College's KPIs.

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

Jackie Galbraith
Vice Principal, Strategy and Skills
26 February 2018

[Michael McHugh
Director, Quality Enhancement and Business Improvement]

Publication

This paper will be published on the College website.

Learning and Teaching Committee

8 March 2018

Subject: Industry Programmes Progress Report

Purpose: To advise the Learning and Teaching Committee of 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. 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 paper summarises activity to date in academic year 2017-18.

2. Apprenticeships

Modern Apprenticeships (MAs)

Currently, 128 of the allocated 147 starts from our 2017-18 Skills Development Scotland contract have either started, been assigned, or have a lead identified and are in progress.

Over a number of years, the number of engineering apprentices recruited in Ayrshire has remained fairly static, a trend seen across Scotland. This can be traced back to the global recession and more recently to the drop in oil and gas prices. While overall apprentice recruitment numbers have been steady, growth has been difficult to achieve with the cohort size of apprentices recruited by individual companies reducing over this time. However, there are signs of recovery.

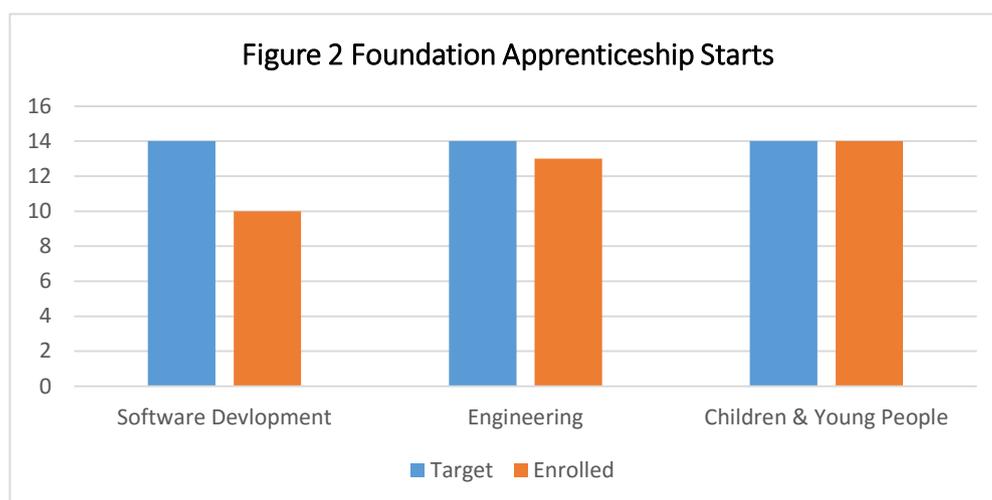
Affected significantly by the recession but largely unaffected by the oil and gas crisis, aerospace apprenticeship recruitment has been first to recover in recent years. This trend looks set to continue with companies such as Prestwick Aircraft Maintenance (Ryanair) continuing to recruit large cohorts of apprentices. GE Caledonian and Spirit Aerosystems have confirmed increased cohort sizes, up to ten and fifteen respectively. This is a doubling of GE's 2015-16 intake and a trebling of Spirit's from the same period.

Affected by both recession and the oil and gas crisis, the wider engineering sector has had a longer period of stagnation than aerospace. There are signs

of recovery, however, with companies such as Mahle, Hyspec and SAS International currently recruiting apprentices.

Foundation Apprenticeships

Recruitment to our three Foundation Apprenticeship courses has been strong this year. We have witnessed an upturn in applications and enrolments as schools become more aware of, and confident in, the programme. Enrolments are summarised in Figure 2.



The second year of the engineering FA, started in 2016-17, is also delivered in 2017-18. To reflect the increased levels of interest in the courses, the College bid for and has been contracted to deliver further expansion of our FA programme in 2018-19 as follows:

- Engineering - 30 starts
- Civil Engineering - 14 starts
- ICT Software Development - 12 starts
- ICT Hardware Development - 12 starts
- Children & Young People - 30 starts

The second year of the three current FA cohorts will also continue in 2018-19.

CITB and Construction Modern Apprenticeship

The College has delivered apprentices on a sub-contract basis for the Construction Industry Training Board (CITB) for a number of years in the carpentry and joinery, brickwork and painting and decorating trades. The previous framework took the following form:

- A Professional Development Award (PDA) relevant to the appropriate trade
- A Scottish Vocational Qualification (SVQ)
- Annual “phase testing”
- A skills test refresher week in the apprentice’s final year.

A skills test for each apprentice was also arranged at contracted test centres. Ayrshire College was not a contracted test centre. Skills tests were funded by the SDS contracted training provider which was CITB in the majority of cases.

Changes to the apprenticeship framework were introduced at the start of Academic Year 2017-18. In summary, the changes are:

- The SVQ cannot be achieved by matching and simulation. Work based evidence is required.
- The skills test is now an SVQ unit, to be delivered by the training provider. This was updated in January 2018.
- The revised skills test is being retro-fitted into the qualifications of those apprentices who started in 2014-15, 2015-16 and 2016-17 from January 2018 onwards

While the changes should ultimately result in a more robust apprenticeship framework, the process of introduction has been unsatisfactory. The changes impact on college staff and resources required and have been introduced in a short timeframe without prior consultation with the college sector. Issues with deliverability of the framework have been raised subsequently that could affect quality and the student experience.

CITB has also attempted to introduce the framework without including financial compensation for the additional resources colleges need to deliver it. We are continuing to negotiate with CITB and SQA to identify solutions that will overcome the deliverability issues that have been raised, ensure that the College is adequately financed to deliver the framework, and maintain a high quality experience for apprentices.

3. Business Solutions

Business Solutions activity is as expected at this time of the year. Work is ongoing to consolidate courses, concentrating on delivering fewer courses with higher numbers of students enrolled on each. Income generated is tracking closely to that achieved in 2016-17 and is on course to meet the target for 2017-18.

Flexible Workforce Development Fund

Work to deliver the Flexible Workforce Development Fund is ongoing. Marketing activity to raise awareness of the Fund was followed up with direct contact with Apprenticeship Levy paying organisations. Feedback has been positive, with over forty Ayrshire companies indicating their intention to access the Fund.

This initial interest is now being converted into specific, detailed applications to the Fund. This is a time-intensive process requiring a high level of internal and external negotiation. Although each business has their own specific training

needs, common themes have emerged around management and digital training as well as composite training for the aerospace industry.

Spirit Aerosystems Technical Training

Spirit Aerosystems is a global supplier to the aerospace industry and employs almost 1000 people. For a number of years, the College has delivered the company's Modern Apprenticeships. In January 2018, we expanded our partnership with Spirit to deliver technical training to current and new members of staff.

Our new vocational trainer started in January and has been working with Spirit staff to begin delivery of staff training and re-accreditation. In February 2018, approximately 450 staff participated in the first batch of training courses, delivered in partnership with Spirit. From March 2018 onwards, the College will assume full responsibility for delivery through our vocational trainer.

This partnership will expand into new areas of the Spirit business, including the newly acquired Airbus Spoiler contract. This product will require a new set of skills and may provide an insight into the types of skills an aerospace engineer of the future will need. To this effect, the new partnership will help ensure our future curriculum is aligned to the needs of industry.

Innovation Sessions

As part of our work to promote the Flexible Workforce Development Fund, a number of organisations have visited the college to view the advances in learning technology that the College is developing. The College's Learning Technology team has worked with Business Solutions to demonstrate technology such as augmented reality to organisations including Glaxo-SmithKline, Merck and Prestwick Airport.

These sessions have been very well received and the organisations involved intend to incorporate some of the technology that has been demonstrated. The demonstrations are greatly enhancing the College's reputation as an innovative training partner.

4. Conclusion

Learning and Teaching Committee members are invited to note the information contained in the progress report.

Stuart Millar
Director, Industry Programmes
19 February 2018

Publication

This paper will be published on the College website.

Learning and Teaching Committee

8 March 2018

- Subject:** 2017-18 Student Support Funds Position at 14 February 2018
- Purpose:** To update the Learning and Teaching Committee on the Student Support Funds position as at 14 February 2018
- 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 14 February 2018.

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**. However, the College informed SFC in January 2018 that we will not be able to meet the separate ESF credit target and as such total budgets noted in the Table below have been reduced by £306,939 to **£10,065,322**.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£8,371,237	£8,373,017	(£1,780)
FE Childcare	£835,967*	£638,909	£197,058
HE Childcare	£370,576	£311,774	£58,802
FE Discretionary	£487,542*	£548,120	(£60,578)
Total	£10,065,322	£9,871,819	£193,503

*SFC approved virement of £39,256 from Childcare to Discretionary.

Members should note that the projected expenditure figures include a significant number of estimates including estimated retention rates, actual awards still outstanding, withheld funds due to attendance criteria not being met and January 2018 start courses.

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 £768,367.

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. The College submitted 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. We are still awaiting confirmation from SAAS on whether this additional funding will be provided.

Members are reminded that the College's 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
16 February 2018

[James Thomson
Director, Finance and Student Funding]

Publication

This paper will be published on the College website.

RSA Insight Report: Supporting Slides

Ayrshire

comprising East Ayrshire, North Ayrshire and South Ayrshire

Evidence Base Team

Contents

- **Explanation of Thermometer Chart**
- **1. The Ayrshire Region**

[Distribution of GVA \(£million constant 2013 prices\) and Productivity \(per job\) by Region 2015](#)

[Distribution of GVA \(£million constant 2013 prices\) and Productivity \(per job\) by RSA Local Authority 2015](#)

[Sectoral Breakdown of Business Base 2016](#)

[Proportions of Businesses by Size Band \(2016\)](#)

[Business births and deaths per 10000 population \(2005-2015\) and Business survival index \(2011-2015\)](#)

[Resident and workplace based earnings 2016 \(Median\)](#)

[Ayrshire's local authorities out commuting proportions by occupational grouping \(SOC\)](#)

[Deprivation in Ayrshire by SIMD \(2016\) Deciles 1-10](#)

[Population projections change by age band 2014 – 2037](#)

[Distribution of Unemployment and Inactivity by Region](#)

[Distribution of Unemployment and Inactivity by Local Authority](#)

[School Leaver Destinations 2009/10 and 2015/16](#)

• 2. Demand for Ayrshire

[Total Employment Projections \(jobs\) 2000-2027](#)

[Total Employment \(jobs\) projections 2000-2027 by status and gender](#)

[Ayrshire Occupational Structure 2000 and 2017 \(people 000s\)](#)

[Total employment \(people 000s\) by occupation 2017 and 2027](#)

[Proportion of occupations at higher, middle and lower levels of labour market 2027](#)

[Expansion demand replacement demand and total requirement \(people 000s\) Ayrshire 2017-2027](#)

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[Expansion demand replacement demand and total requirement \(jobs 000s\) Ayrshire 2017-2027](#)

[Employment by qualification \(000s\) Ayrshire 2017 and 2027](#)

[Total Requirement by qualification \(people 000s\) Ayrshire 2017-2027](#)

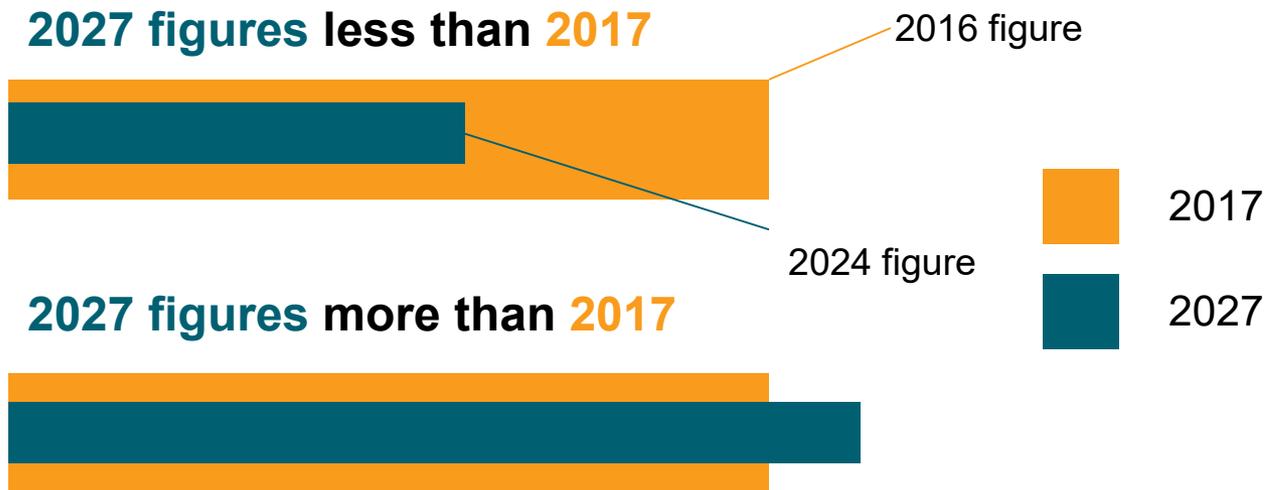
Explanation of thermometer/bullet chart

Although most people are familiar with a grouped bar chart:...



... a **thermometer (or bullet) chart** shows both bars in one, enabling more space to be used, which is more practical when dealing with more cluttered charts, showing 2 digit SIC and SOC for example.

The 2017 figures are the 'thermometer' and the 2027 figures act as the 'mercury'. This enables a comparison to be made as to whether there has been a rise or fall compared with the 2017 baseline. An example is given below:



1. The Ayrshire Region



Figure 2.1: Distribution of GVA (£million, constant 2013 prices) and Productivity (per job) by Region, 2015



Source: Oxford Economics forecasts

Note: the data is scaled - the units used are standard deviations from the mean.

Figure 2.2: Distribution of GVA (£million, constant 2013 prices) and Productivity (per job) by RSA Local Authority, 2015



Source: Oxford Economics forecasts

Note: the data is scaled - the units used are standard deviations from the mean.

Table 2.1: Sectoral Breakdown of Business Base, 2016

	Ayrshire	East Ayrshire	North Ayrshire	South Ayrshire	Scotland
Agriculture, forestry & fishing	13%	14%	8%	12%	10%
Production	6%	7%	7%	5%	6%
Construction	9%	12%	13%	12%	11%
Motor trades	2%	4%	3%	3%	3%
Wholesale	3%	3%	3%	4%	3%
Retail	5%	10%	10%	10%	8%
Transport & storage	2%	4%	4%	3%	3%
Accommodation & food services	5%	8%	11%	9%	8%
Information & communication	3%	3%	3%	4%	6%
Financial & insurance	1%	1%	1%	2%	2%
Property	2%	2%	2%	4%	3%
Professional, scientific & technical	33%	13%	17%	14%	19%
Business administration & support services	8%	6%	7%	6%	7%
Public administration & defence	0%	0%	0%	0%	0%
Education	1%	0%	1%	1%	1%
Health	2%	3%	4%	4%	4%
Arts, entertainment, recreation & other services	5%	9%	8%	9%	7%
Total	9,800	3,130	3,185	3,495	171,905

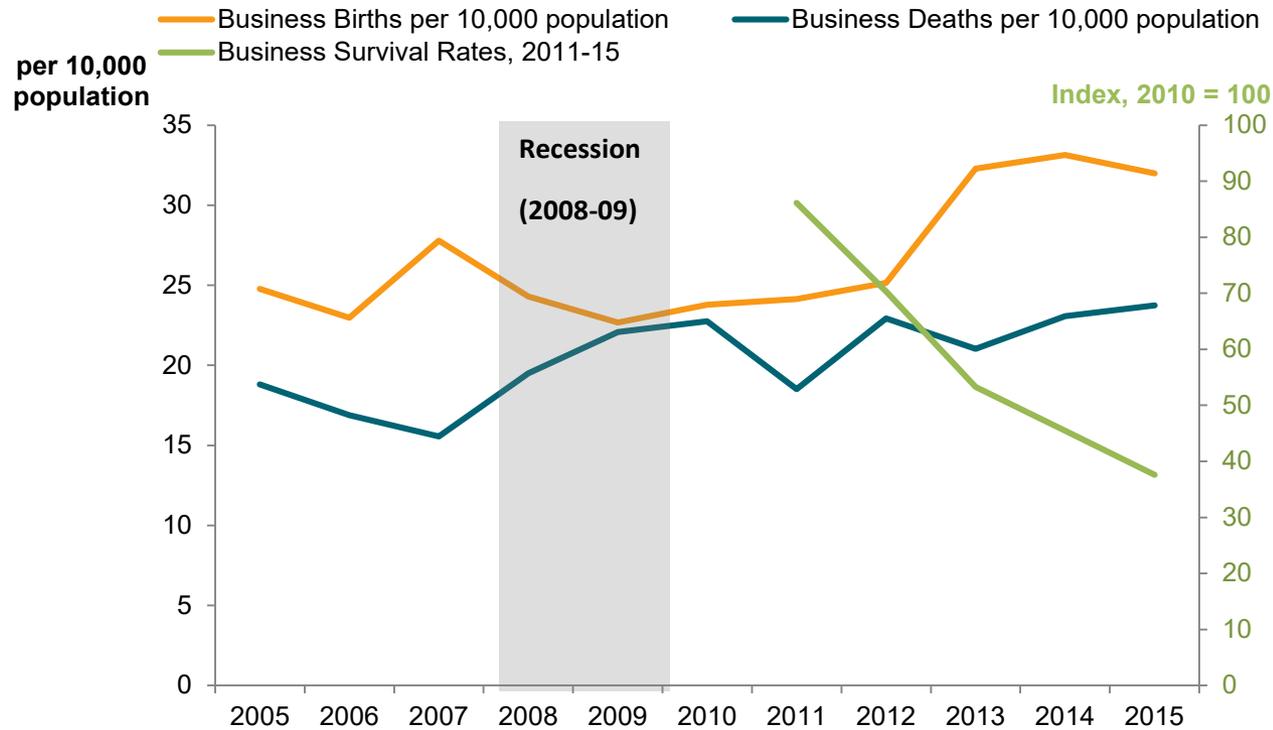
Source: UK Business Counts. 2016.

Table 2.2: Proportions of businesses by size band, 2016

% of businesses by size band	East Ayrshire	North Ayrshire	South Ayrshire	Ayrshire	Scotland
0-9	89%	89%	88%	88%	88%
10-49	9%	10%	10%	10%	10%
50-249	1%	1%	1%	1%	2%
250+	0%	0%	0%	0%	0%

Source: UK Business Counts

Figure 2.3: Business births and deaths per 10,000 population (2005-2015) and Business survival index (2011-2015)



Source: ONS Business Demography and Mid-Year Population Estimates

Note: data for Business Survival Rates only available for 2010-15 in Evidence Base.

Table 2.3: Resident and workplace based earnings, 2016 (Median)

Area	Resident Earnings	Workplace Earnings	Difference between resident and workplace earnings
East Ayrshire	£426	£396	£30
North Ayrshire	£427	£407	£21
South Ayrshire	£424	£391	£32
Scottish Average	£434	£432	£2

Source: Annual Survey of Hours and Earnings. Figures based on weekly pay of all workers.

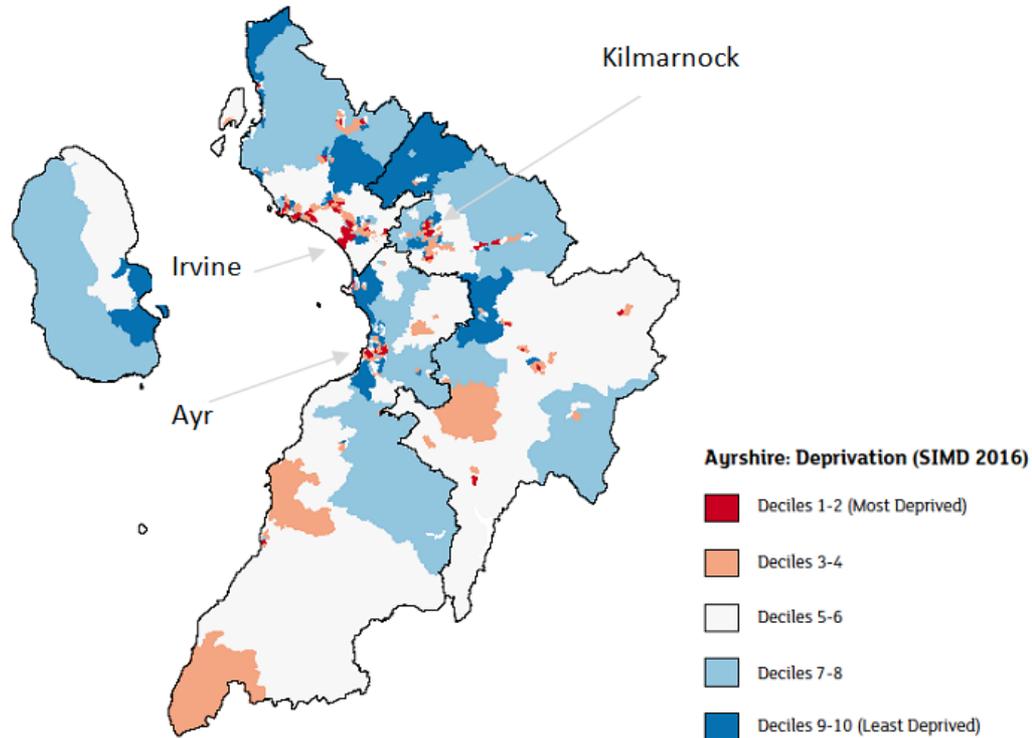
Table 2.4: Ayrshire's local authorities out commuting proportions by occupational grouping (SOC¹)

	SOC 1-3	SOC 4-6	SOC 7-9
East Ayrshire	43%	31%	26%
North Ayrshire	42%	31%	26%
South Ayrshire	56%	25%	19%

Source: *Origin Destination statistics by Local Authority, open access (WB07BUK_la)*, UK Data Service

Note: denominator = total trips out of the local authority

Figure 2.4: Deprivation in Ayrshire by SIMD (2016) Deciles² 1-10



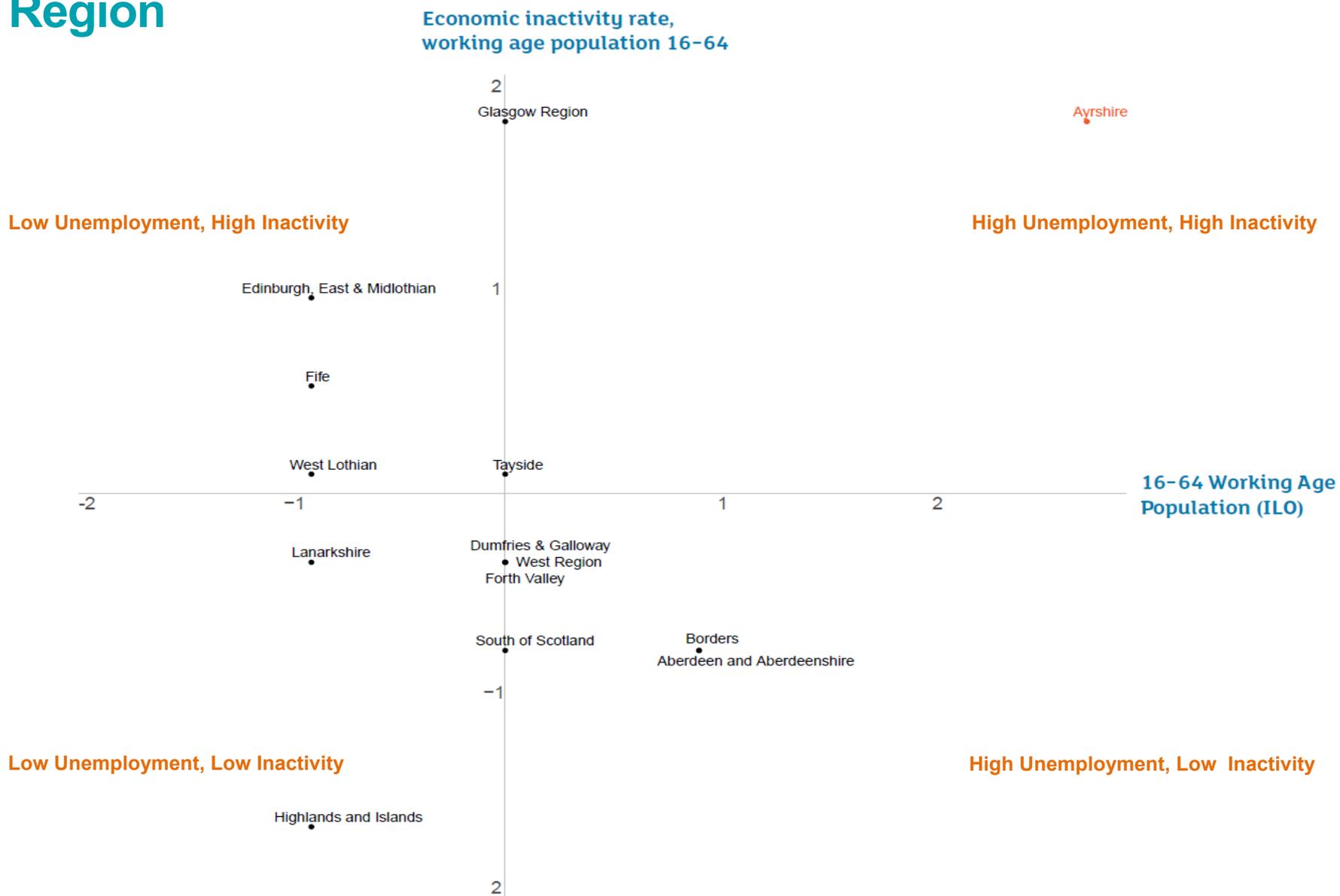
Source: Scottish Government, 2016

Table 2.5: Population projections, % change by age band, 2014 – 2039

	0 -15	16-29	30-49	50-64	65-74	75+	Total
East Ayrshire	-9%	-16%	-17%	-18%	22%	77%	-4%
North Ayrshire	-14%	-22%	-22%	-25%	12%	88%	-7%
South Ayrshire	-7%	-15%	-14%	-24%	10%	82%	-2%
Ayrshire (RSA)	-11%	-18%	-18%	-22%	14%	82%	-5%
Scotland	1%	-8%	-2%	-6%	27%	85%	7%

Source: National Records of Scotland

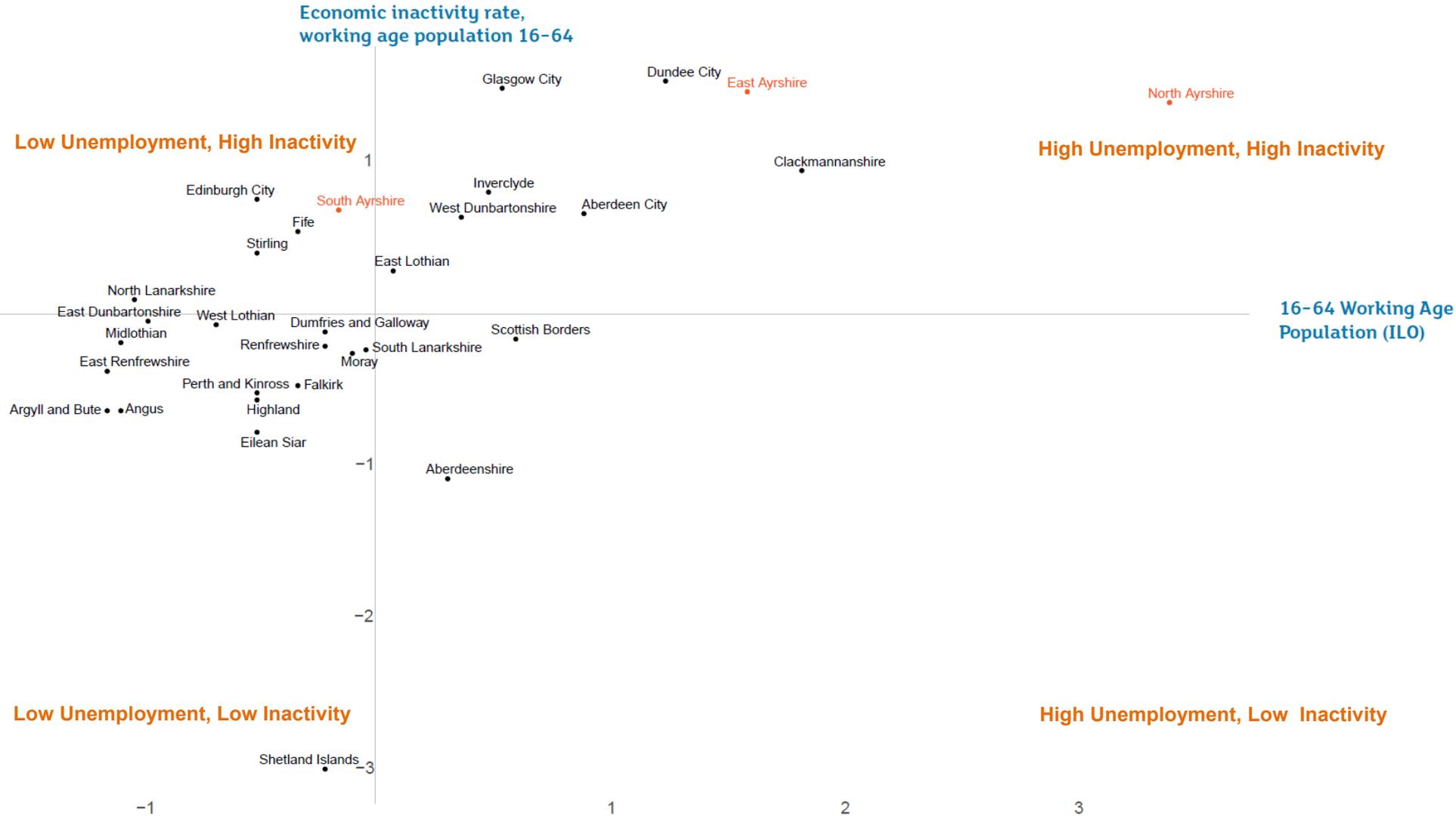
Figure 2.5: Distribution of Unemployment and Inactivity, by Region



Source: Annual Population Survey (resident based), January to December, 2016.

Note: the data is scaled - the units used are standard deviations from the mean.

Figure 2.6: Distribution of Unemployment and Inactivity, by Local Authority



Source: Annual Population Survey (resident based), January to December, 2016.

Note: the data is scaled - the units used are standard deviations from the mean..

Table 2.6: School Leaver Destinations, 2009/10 and 2015/16

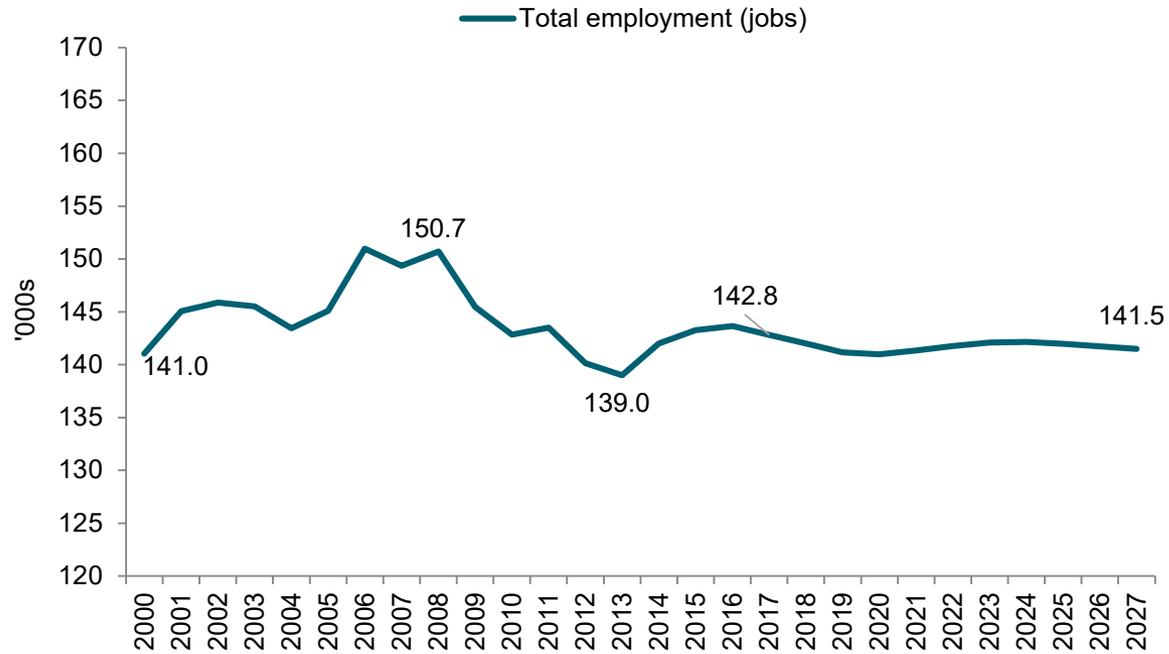
Destination	Ayrshire	East Ayrshire	North Ayrshire	South Ayrshire
Higher education (%)				
2009/10	34%	32%	33%	38%
2015/16	36%	33%	35%	42%
Change	2%	0%	2%	4%
Further education (%)				
2009/10	30%	29%	31%	29%
2015/16	29%	33%	30%	23%
Change	-1%	4%	-1%	-6%
Employment (%)				
2009/10	17%	17%	16%	17%
2015/16	23%	21%	24%	23%
Change	6%	4%	8%	6%
Unemployed (%)				
2009/10	14%	16%	14%	16%
2015/16	8%	9%	8%	8%
Change	-6%	-7%	-6%	-8%

Unemployment Seeking and Unemployment Not Seeking
 Source: Scottish Government School Leavers Destination Dataset

2. Demand for Skills in Ayrshire

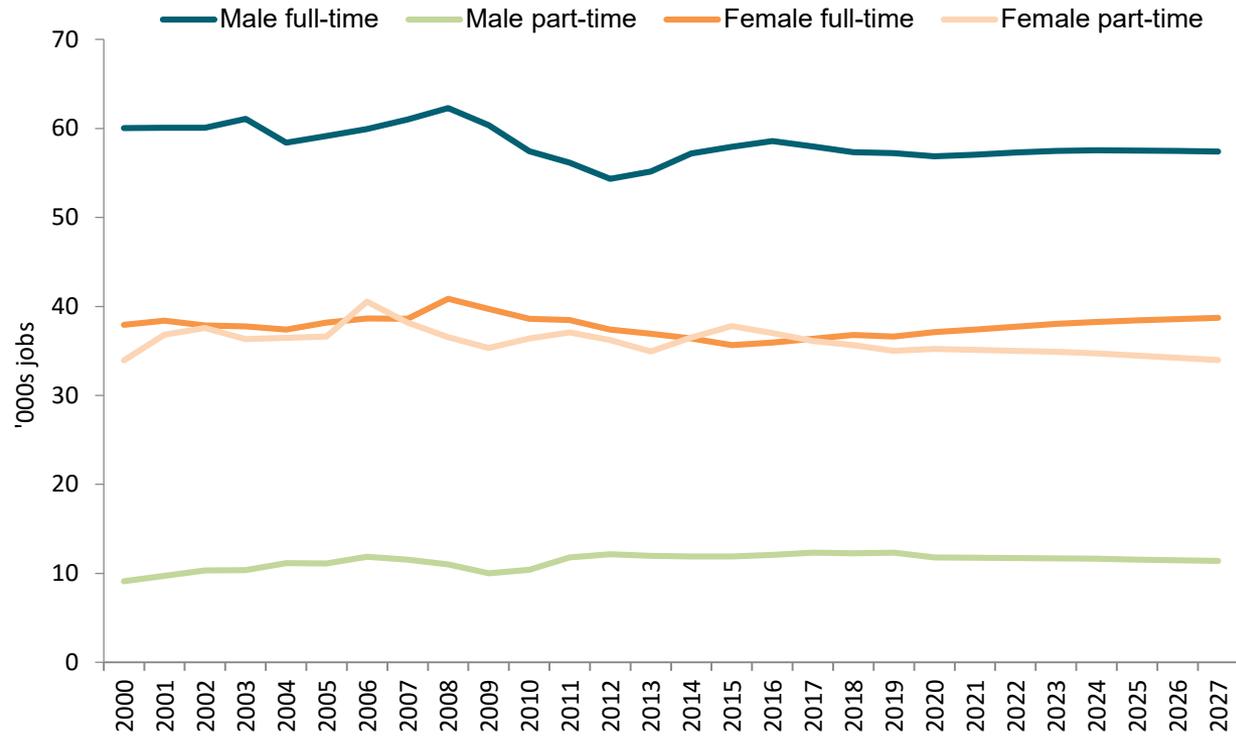


Figure 3.1: Total Employment Projections (jobs), 2000-2027



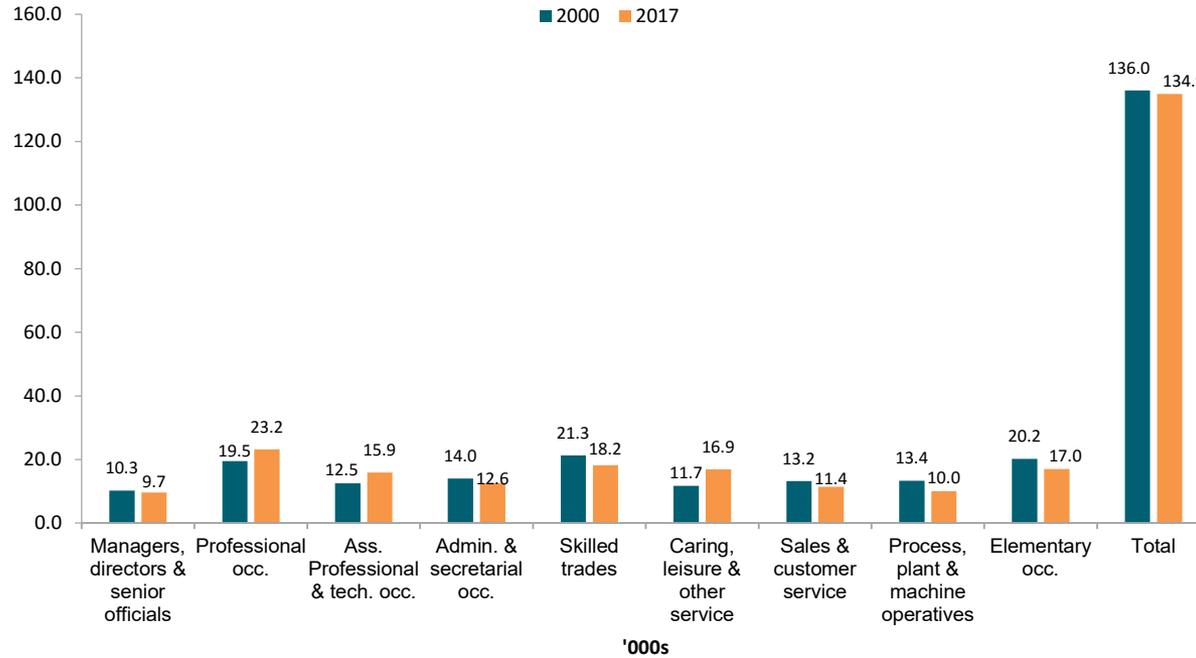
Source: Oxford Economics

Figure 3.2: Total Employment (jobs) projections, 2000-2027 by status and gender



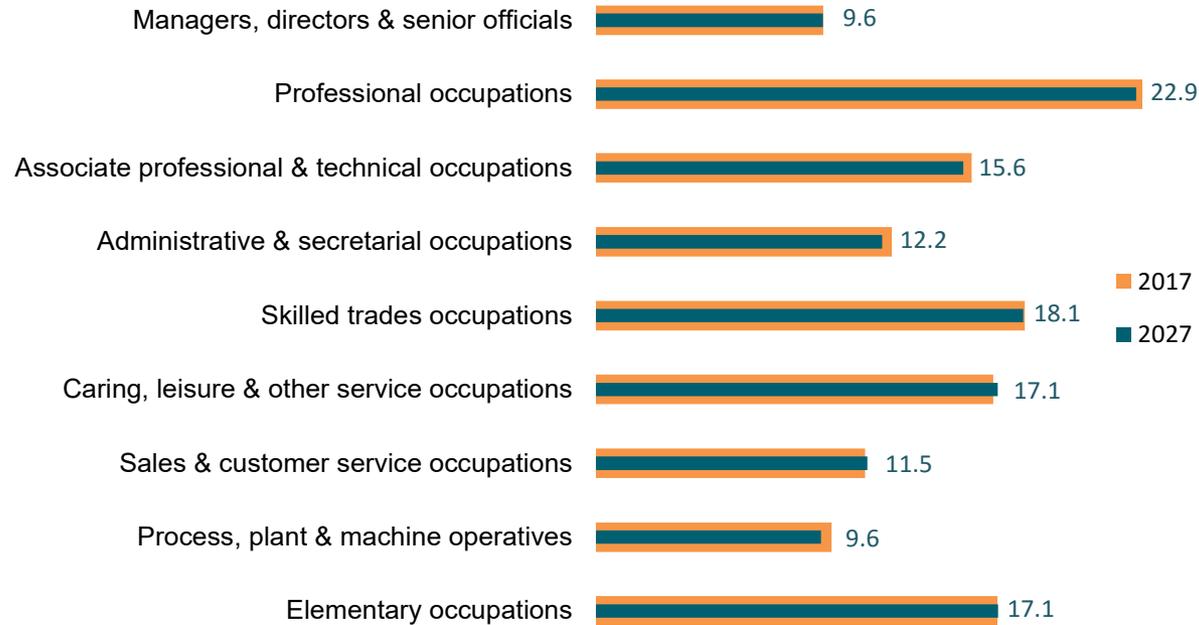
Source: Oxford Economics

Figure 3.3: Ayrshire Occupational Structure, 2000 and 2017 (people, 000s)



Source: Oxford Economics

Figure 3.4: Total employment (people, 000s) by occupation, 2017 and 2027



Source: Oxford Economics. Note: Figures for 2027 only

Table 3.1: Proportion of occupations at higher, middle and lower levels of labour market, 2027

	Ayrshire	East Ayrshire	North Ayrshire	South Ayrshire
Higher level jobs	36%	36%	34%	38%
Middle level jobs	35%	38%	32%	36%
Bottom level jobs	29%	26%	34%	26%

Source: Oxford Economics Forecast data. N.B. These groupings are categorised as follows: Higher level – SOC codes 1 to 3; Middle level – SOC codes 4 to 6; and Lower level – SOC codes 7 to 9.

Table 3.2: Expansion demand, replacement demand and total requirement (people, 000s) Ayrshire, 2017-2027

Occupation	Expansion Demand	Replacement Demand	Total Requirement
Managers, directors & senior officials	-0.1	2.3	2.2
Professional occupations	-0.4	11.9	11.5
Associate professional & technical occupations	-0.5	4.5	4.0
Administrative & secretarial occupations	-0.5	5.4	4.9
Skilled trades occupations	-0.1	6.9	6.8
Caring, leisure & other service occupations	0.2	5.8	6.0
Sales & customer service occupations	-0.1	8.7	8.7
Process, plant & machine operatives	-0.5	3.8	3.4
Elementary occupations	-0.1	14.2	14.1
Total	-2.0	63.4	61.4

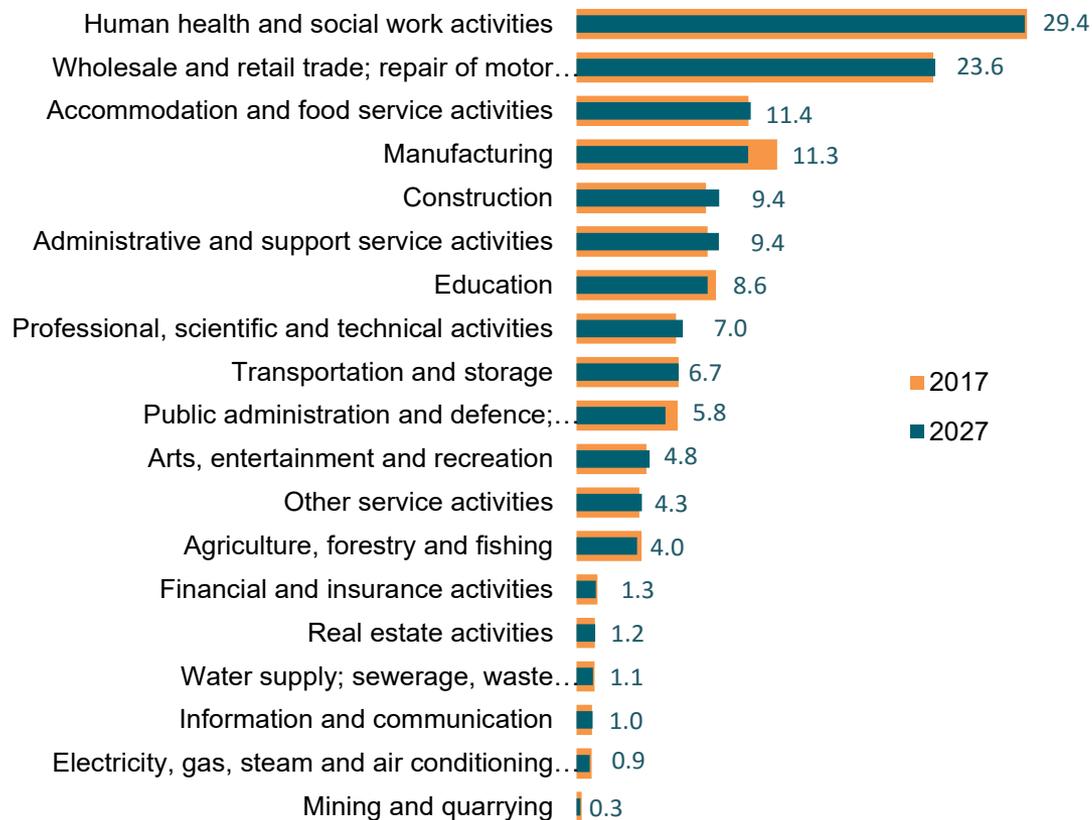
Source: Oxford Economics Forecast data.

Table 3.3: Proportion of total requirement at higher, middle and lower levels of labour market, 2017-2027

	Ayrshire	East Ayrshire	North Ayrshire	South Ayrshire
Higher level jobs	29%	31%	24%	33%
Middle level jobs	29%	33%	27%	25%
Bottom level jobs	43%	36%	48%	42%

Source: Oxford Economics Forecast data. N.B. These groupings are categorised as follows: Higher level – SOC codes 1 to 3; Middle level – SOC codes 4 to 6; and Lower level – SOC codes 7 to 9.

Figure 3.5: Total employment (jobs) by industrial sector, 2017 and 2027



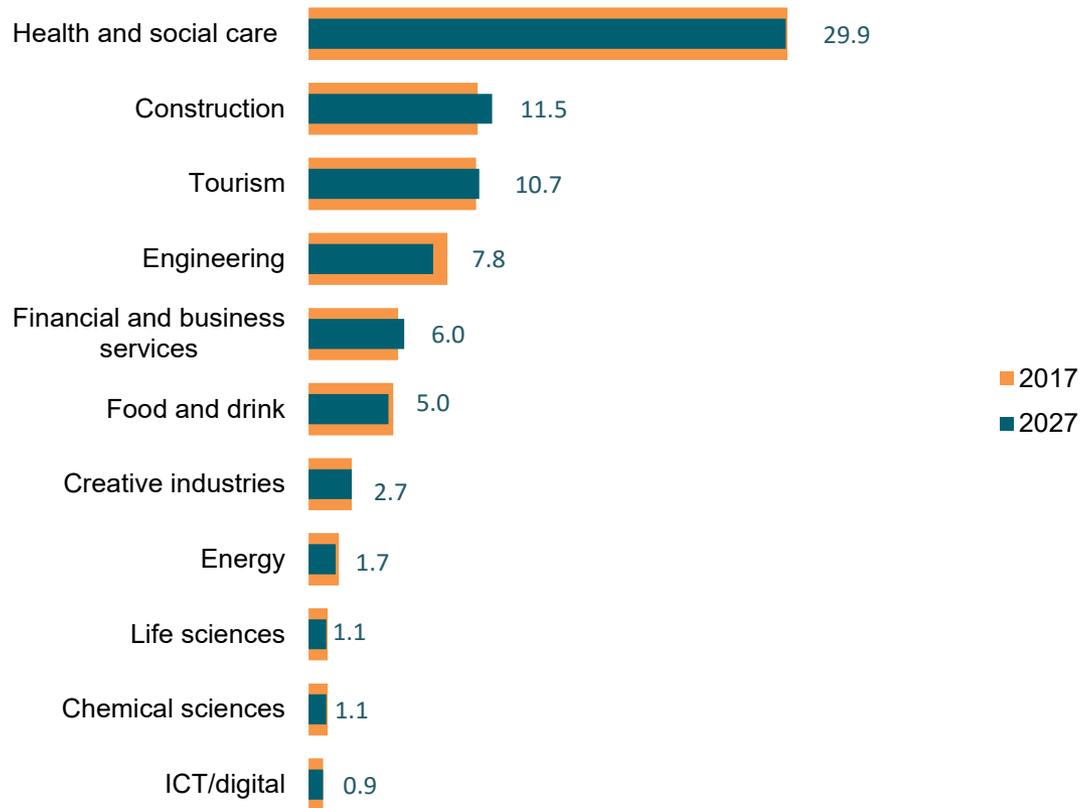
Source: Oxford Economics. Note: Figures for 2027 only

Table 3.4: Expansion demand, replacement demand and total requirement (jobs, 000s) Ayrshire, 2017-2027

Sector	Expansion Demand	Replacement Demand	Total Requirement
Agriculture, forestry and fishing	-0.16	3.9	3.7
Mining and quarrying	-0.1	0.1	0.01
Manufacturing	-2.0	3.5	1.5
Electricity, gas, steam and air conditioning	-0.1	0.4	0.3
Water supply, sewerage, waste management	-0.1	1.6	1.5
Construction	0.8	3.1	3.9
Wholesale and retail trade	-0.2	15.9	15.7
Transport and storage	0.0	5.6	5.6
Accommodation and food services	0.1	7.0	7.2
Information and communication	0.0	0.1	0.1
Financial and insurance activities	-0.1	0.1	-0.1
Real estate activities	0.0	0.0	0.02
Professional, scientific and technical	0.5	0.1	0.5
Admin. and support services	0.8	6.9	7.7
Public admin. and defence	-1.0	3.0	2.0
Education	-0.6	4.1	3.5
Human health and social work	-0.4	9.3	9.0
Arts, entertainment and recreation	0.2	3.3	3.6
Other service activities	0.2	0.1	0.2
Total	-2.2	68.1	65.9

Source: Oxford Economics

Figure 3.6: Total employment (jobs, 000s) by key sector, 2017 and 2027



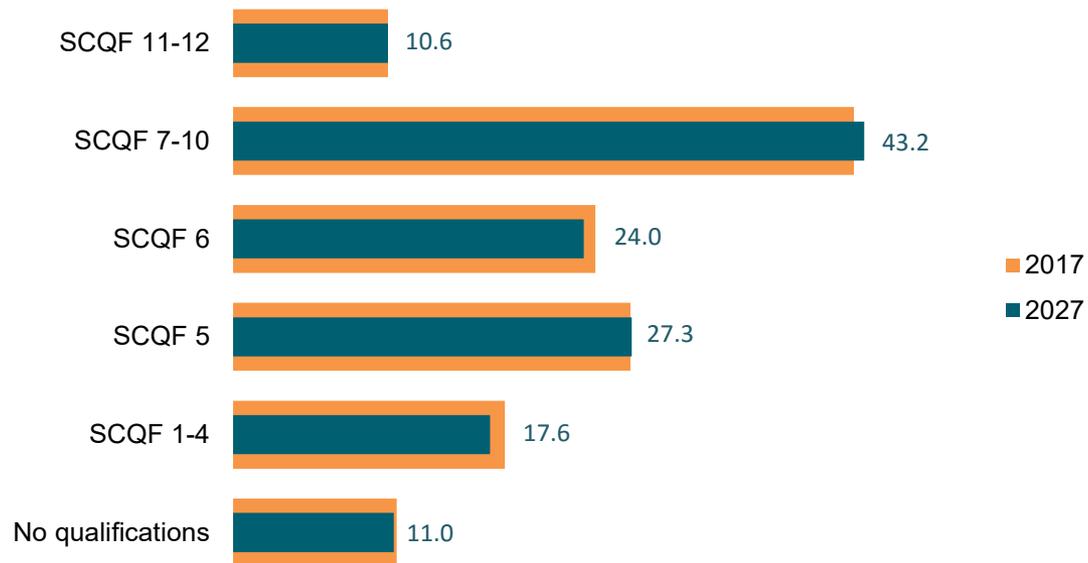
Source: Oxford Economics. Note: Figures for 2027 only

Table 3.5 Expansion demand, replacement demand and total requirement (jobs, 000s) Ayrshire, 2017-2027

Key Sector	Expansion Demand	Replacement Demand	Total Requirement
Chemical sciences	-0.17	0.4	0.2
Construction	0.8	3.5	4.2
Creative industries	-0.01	0.7	0.7
Energy	-0.2	0.8	0.6
Engineering	0.9	1.6	0.8
Financial and business services	0.4	2.2	2.6
Food and drink	-0.3	4.3	4.0
Health and social care	-0.4	9.3	9.0
ICT/digital	0.0	0.1	0.1
Life sciences	-0.1	0.3	0.2
Tourism	0.2	7.9	8.1
Total	-0.5	31.1	30.6

Source: Oxford Economics

Figure 3.7: Employment by qualification (000s), Ayrshire, 2017 and 2027



Source: Oxford Economics. Note: Figures for 2027 only

Table 3.6: Total Requirement by qualification (people, 000s), Ayrshire, 2017-2027

Qualification	Expansion Demand	Replacement Demand	Total Requirement
SCQF 11 -12	-0.1	2.7	2.6
SCQF 7 - 10	-0.5	26.1	26.6
SCQF 6	-1.1	10.1	9.0
SCQF 5	-0.1	15.3	15.2
SCQF 1-4	-1.1	3.7	2.5
No Qualifications	-0.2	5.7	5.4
Total	-2.0	63.4	61.4

Source: Oxford Economics.