

Learning and Teaching Committee

31 May 2018

Subject:	Student Association Report
Purpose:	To update Learning and Teaching Committee Members on Student Association activity since the last meeting
Recommendation:	Committee Members are invited to 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

The ACSA Student President Elections held in March returned a new Student President and Student Vice President for the 2018-19 academic session. The Student President Elect is Kevin Simpson, currently studying HND Sports and Fitness at our Irvine Campus. The Student Vice President Elect is Jack McCrindle, currently studying NC Sound Production at our Ayr Campus.

The Student Association team look forward to welcoming Kevin and Jack on 1 July 2018 for a one-month handover before they officially take up their roles on 1 August 2018. The current Student President and Student Vice President will remain in post until 31 July 2018.

3. Association Activity

NUS Scotland Student of the Year Award

Following a nomination submission from ACSA, with regards to her work placement with the Student Association, we were delighted that Ayrshire College student Loren Gemmell won the NUS Scotland Student of the Year Award at the NUS Scotland Conference in March. Loren is the first supported learning student ever to receive this award.

As Loren was unable to attend the Award Ceremony at the conference, the Student President arranged for Loren to receive her award as part of a special awards event held in Kilmarnock Campus on 27 March for Loren's class. As well as Loren receiving her trophy, all students in the class were nominated by their classmates to receive a certificate for the unique skills they had brought to the success of the group. The students received their awards from the Principal.

NUS Scotland National Conference

The Student Association sent four delegates to attend the three-day NUS Scotland Conference in Dunblane from 27-29 March. Delegates included the Student President, Student Vice President, the ACSA LGBT+ Students Officer and the ACSA Young Students Officer. All officers enjoyed taking part in electing the new NUS Scotland Officers for 2018-19 and voting on motions, including debates on a more radical NUS Scotland, status of elected NUS Officers, student finance, lecturer strikes and climate change.

NUS National Conference

The Student President, Student Vice President and Student Association Advisor attended the NUS national conference which took place in Glasgow from 27–29 March. As well as officer elections, the conference included the debates of mental health, the Abortion Act, decriminalisation of sex workers and the Poverty Commission.

Fairtrade Steering Group

ACSA has been invited to sit on the College's Fair Trade Steering Group, chaired by Elaine Hutton, which has been created to work towards the College achieving Fair Trade status.

Bus Users Scotland Focus Group

The Student Association, in partnership with Bus Users Scotland, facilitated a focus group in the Kilmarnock Campus with regards to students' experience of local transport and what improvements to local bus services they would like to see. Greig Mackay from Bus Users Scotland will use this information to help inform change to bus provision. A further two focus groups, to be held in the Kilwinning and Ayr campuses, will be organised for the new academic session.

Mental Health Awareness Week

ACSA, in partnership with the Mental Health Liaison Officer, Paul Hough, organised a marketplace event on each campus on 9-11 May to mark National Mental Health Awareness Week which takes place from 14-20 May.

ACSA hosted interactive activities which included a Chill Out Zone, giving students the opportunity to try some of the recommended mental health apps. There was also a Positivitree, where students were invited to fill the branches with leaves of positivity in the form of examples of the strategies and activities they use to de-stress. Feedback from students regarding the events has been positive.

Future Activity

The Student President will be delivering the Vote of Thanks at the forthcoming Excellence Awards which take place on 23 May, 30 May and 6 June.

Awards

- Winner of NUS Scotland Student of the Year (Loren Gemmell)
- Winner of NUS UK Liberation FE Union of the Year
- Winner of NUS UK Liberation Campaign of the Year (Invisible made VisABLE)
- Finalist in NUS Scotland Campaign of the Year (#notaluxury.period)

4. Student Association Expenditure 2017-18

The first Learning and Teaching Committee meeting of the new academic year 2018-19 will receive a breakdown of ACSA expenditure for 2017-18.

5. Proposals

N/A

6. Risks

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

7. Equality Impact Assessment

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

8. Conclusion

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

Lainey McKinlay
Student President
16 May 2018

Publication

This paper will be published on the College website.

Learning and Teaching Committee

31 May 2018

- Subject:** Sector Key Performance Indicators 2016-17
- Purpose:** To advise the Learning and Teaching Committee of the College's 2016-17 performance relative to the wider sector
- Recommendation:** The Learning and Teaching Committee is invited to note the contents of this paper
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1. Background

The Scottish Funding Council (SFC) published the college sector's performance indicators (PIs) for 2016-17 on 27 February 2017. Reported PIs support quality enhancement by helping colleges evaluate their performance over time, against other colleges, and within specific subject areas. The PIs in published reports are validated by the SFC from the Further Education Statistics return from colleges.

The main performance indicators for students undertaking further education full-time (FEFT), further education part-time (FEPT), higher education full-time (HEFT) and higher education part-time (HEPT) qualifications are:

Category	Definition
Completed successful	Students who completed their course and achieved the qualification they were working towards
Partial success	Students who completed their course but did not gain the full qualification (they may have passed some units on their course)
Early withdrawal	Students who withdrew before 25% of their course had elapsed
Further withdrawal	Students who withdrew from courses after the 25% point

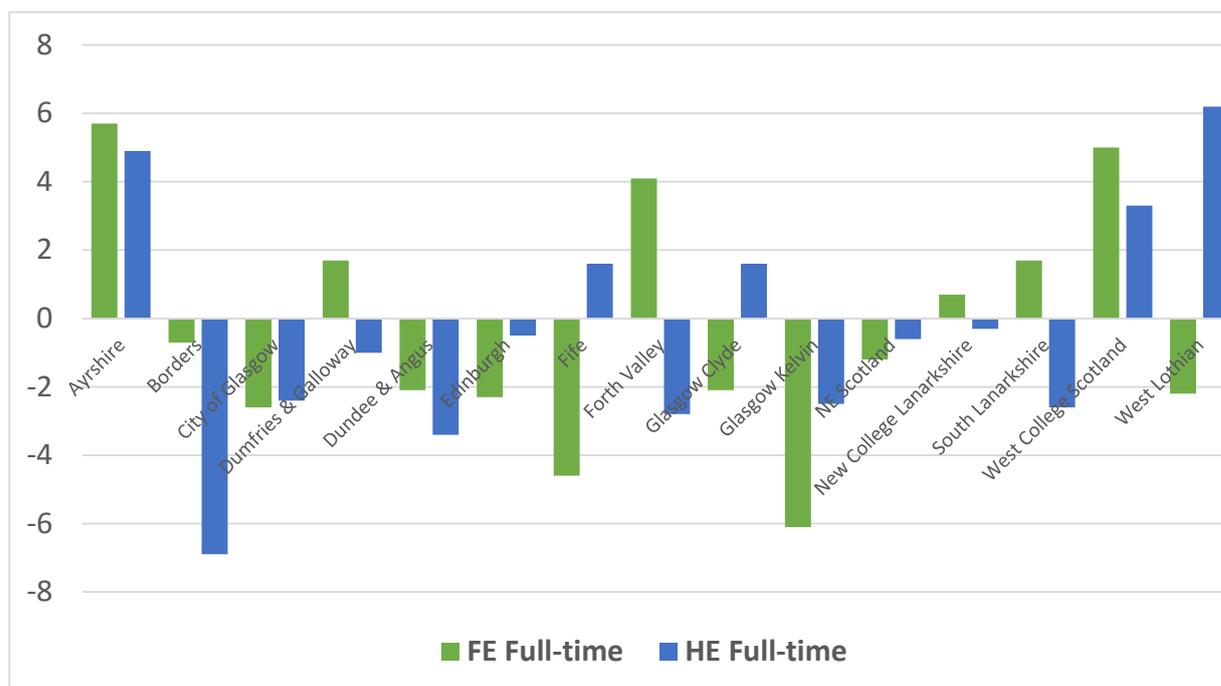
This paper focuses on the *Completed successful* performance indicator.

2. Current Situation

In a presentation to the Learning and Teaching Committee on 7 September 2017 we outlined the College's 2016-17 performance and demonstrated significant improvement on full-time PIs from the previous year.

SFC statistics demonstrate that the College was one of only two to improve performance in 2016-17 for both FE and HE full-time students (see Figure 1), and that our success rates for full-time students in 2016-17 were the highest since merger (see Appendix 1).

Figure 1: Improvement on student success in 2016-17



Our performance for full-time student success is summarised in the table below.

Ayrshire College	2014-15	2015-16	2016-17	3 year trend
FE full-time (FEFT)	58.6%	61.2%	66.9%	+8.3%
HE full-time (HEFT)	62.3%	63.1%	68.0%	+5.7%

Scotland				
FE full-time (FEFT)	64.0%	65.5%	65.3%	+1.3%
HE full-time (HEFT)	70.8%	71.7%	71.6%	+0.8%

The College has increased success by a significantly higher rate than the sector average and, for the first time since merger, we were above the sector average for FE full-time. However, although we were just one of five colleges which improved HE full-time outcomes over the year, we remain below the sector average (Appendix 1). Section 3 of this report outlines our actions for improvement in HE full-time success which was identified in our Enhancement Plan 2017-18 as a priority.

SFC also reports on part-time provision and our performance for these indicators are shown in the table below.

Ayrshire College	2014-15	2015-16	2016-17	3 year trend
FE part-time (FEPT)	77.7%	69.7%	69.0%	-8.7%
HE part-time (HEPT)	72.9%	81.4%	79.4%	+6.5%
Scotland				
FE part-time (FEPT)	75.9%	74.3%	77.1%	+1.2%
HE part-time (HEPT)	78.3%	78.8%	78.6%	+0.3%

These figures demonstrate that there has been improvement in our HE part-time performance over three years, which in 2016-17 was slightly better than the national average by 0.8 percentage points.

However, our FE part-time performance has declined over a three-year period. FE part-time provision is extremely varied compared to HE part-time and includes:

- Work-based vocational qualifications
- Evening classes
- Community courses
- Schools provision.

Having analysed student outcomes for each of these, the area of greatest concern is our schools provision, for which 58% of students completed successfully in 2016-17. Section 3 outlines actions being taken to improve HEFT and FEPT.

In terms of volume, our HE part-time provision has been steady and accounts for approximately 440 enrolments in each of the last three years. The volume of FE part-time activity is significantly greater and has declined over three years with 5,000 enrolments in 2014-5, 3,600 in 2015-16 and 3,400 in 2016-17.

A summary of the main highlights of our performance in 2016-17 over 2015-16 follows.

Activity target and overall success

- The college delivered 0.19% above (125,749) the Scottish Funding Council's activity target of 125,507 credits
- Students successfully completing FE full-time courses improved by 5.7%
- Students successfully completing HE full-time courses improved by 4.9%

Success by age

- Students successfully completing full-time courses improved in all age ranges

Age category	2015-16	2016-17	Difference
Under 18	54.7%	58.2%	+3.5%
18 – 20	63.9%	68.3%	+4.4%
21 – 24	61.7%	71.2%	+9.5%
25 – 40	68.3%	71.7%	+3.4%
41 and over	71.2%	72.2%	+1.0%

Success by Gender

- Success for female and male students improved for both FE and HE full-time

Category	2015-16	2016-17	Difference
FE females	58.1%	64.8%	+6.7%
FE males	64.3%	67.3%	+3.0%
HE females	69.4%	71.5%	+2.1%
HE males	61.5%	67.0%	+5.5%

Key Groups of Students

SFC publishes performance data for key groups of students which are tied to national measures in college outcome agreements. In 2016-17, performance for these groups improved compared to the previous year.

However, there are variances within individual groups, some above and some below the national averages, as illustrated in the table below.

Category	Ayrshire College 2015-16	Ayrshire College 2016-17	Difference over year	2016-17 Sector average	Comparison with sector average
SIMD10	59.8%	64.1%	+4.3%	66.1%	-2.0%
SIMD20	59.9%	64.8%	+7.9%	66.2%	-1.4%
Disability	61.0%	67.6%	+6.6%	66.5%	+1.1%
Care experienced	NA	60.6%	NA	57.2%	+3.4%

SFC expects 75% of all full-time students to complete their course successfully by 2021.

Performance at subject level

There are eighteen subject groupings defined by Education Scotland - the College offers sixteen at FE level and fourteen at HE level. In 2016-17, we performed better than the sector average in 9 out of 16 subjects at FE level, and 3 out of 14 at HE level (see Appendix 2).

3. Actions for improvement

Comprehensive performance data, shared with all curriculum teams in March 2018, highlighted key themes and outlined the following priority actions for staff:

- *Continued focus on retention*

Curriculum and service teams working together to provide focused interventions to retain as many students as possible

- *Continued focus on attainment*

Improving partial success and ensuring as many students as possible achieve their qualification.

In our 2017-18 Enhancement Plan, developed as part of the *How Good Is Our College?* Framework, we identified a number of priorities for improvement. These included a need to focus on improving HE full-time and FE part-time (schools programmes) student outcomes.

HE Full-time

The following curriculum areas were identified as carrying the greatest risk in terms of performance over three years and compared with the College's overall HEFT average:

- Engineering and Science
- Hospitality and Tourism
- Business and Computing
- Hair, Beauty and Complementary Therapies.

The Director and Head of Quality Enhancement have met the Heads and Curriculum Managers for each of the four priority areas to discuss approaches to course design, timetabling and assessment to support staff and improve outcomes for students.

Working in partnership with Education Scotland, we arranged for observations of the delivery of learning and teaching on HEFT courses in the Engineering and Science curriculum during May 2018. Initial feedback from Education Scotland has been very positive. In summary:

- The quality of learning and teaching observed was viewed to be of a high standard
- Students appeared well motivated and engaged
- Staff made good use of resources
- Strong links with Student Services helped to support individual student needs.

FE Part-time (schools programmes)

In partnership with Education Scotland, we are planning a series of lesson observations of our schools programmes in October 2018 to review the quality of learning and teaching, and establish actions for improvement. A dedicated dashboard has been established in Qlikview to allow managers more rigorous analysis of in-year data relating to schools programmes.

To plan senior phase vocational pathways at a more strategic level, the College has taken part in South West Regional Improvement Collaborative activities organised for headteachers. The Director for Schools, Essential Skills and Widening Access is meeting all headteachers individually in their schools to develop this further, and a working lunch for headteachers, directors of education and curriculum directors is taking place on 19 June.

4. Consultation

Performance indicators are discussed in detail at all management forums in the College and staff are engaged fully in the monitoring of performance and actions for improvement.

5. Risks

The risk of not acting to improve performance indicators could result in poorer outcomes for students and significant damage to the College's reputation.

6. Conclusion

SFC has set stretching targets for colleges over the course of the next Outcome Agreement cycle (2018-21) which we have reflected in our plans.

We have demonstrated our strong improvement journey over the last three years and, with the continued focus of all teams on improving retention, increasing attainment and improving the quality of the student experience through effective learning and teaching, we remain confident in achieving the ambitious performance targets set in our Outcome Agreement.

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

Jackie Galbraith
Vice Principal, Strategy and Skills
14 May 2018

[Michael McHugh
Director, Quality Enhancement and Business Improvement]

Publication

This paper will be published on the College website.

APPENDIX 1 – SECTOR PERFORMANCE DATA, 2016-17

FE FULL-TIME

College	2016-17								
	FE Full-time success number	FE Full-time Outcome	Rank 2016-17	Rank 2016-17	Rank 2015-16	Rank 2014-15	Rank 2013-14	Rank 2012-13	Rank 2011-12
Newbattle	41	77.4%	1	1	5	1	9	1	17
Forth Valley	1,516	73.5%	2	2	4	5	5	6	4
Dundee & Angus College	2,359	70.8%	3	3	1	2	2	4	5
South Lanarkshire	1,107	70.2%	4	4	6	4	6	2	3
SRUC	647	70.1%	5	5	3	7	3	3	2
City of Glasgow	1,892	69.1%	6	6	2	3	4	16	7
West College Scotland	3,173	68.7%	7	7	13	15	11	11	9
Ayrshire College	2,666	66.9%	8	8	15	17	8	7	8
NE Scotland	2,649	66.2%	9	9	7	13	7	10	14
Borders	651	65.9%	10	10	9	6	1	5	1
Edinburgh College	3,259	62.9%	11	11	10	16	10	8	6
D & G	646	62.5%	12	12	16	9	17	14	12
Glasgow Clyde	2,403	62.1%	13	13	11	8	15	15	15
West Lothian	788	61.9%	14	14	12	11	14	9	10
Glasgow Kelvin	1,000	60.8%	15	15	8	10	12	13	13
New College Lanarkshire	2,659	59.4%	16	16	17	12	16	12	11
Fife College	2,168	57.4%	17	17	14	14	13	17	16
Scotland Average		65.3%			65.5%	64.0%	66.0%	65.4%	63.6%

HE FULL-TIME

College	2016-17								
	HE Full-time success number	HE Full-time Outcome	Rank 2016-17	Rank 2016-17	Rank 2015-16	Rank 2014-15	Rank 2013-14	Rank 2012-13	Rank 2011-12
NE Scotland	2,135	75.0%	1	1	2	8	9	8	12
South Lanarkshire	649	74.8%	2	2	1	3	4	3	1
City of Glasgow	5,145	73.8%	3	3	5	2	3	11	10
Glasgow Clyde	2,137	73.8%	4	4	9	6	5	2	5
Dundee & Angus College	1,507	73.2%	5	5	3	7	1	11	8
Edinburgh College	2,735	73.1%	6	6	7	5	6	4	2
West Lothian	525	72.5%	7	7	12	9	12	12	3
Glasgow Kelvin	1,050	70.8%	8	8	8	11	15	5	11
Forth Valley	930	70.3%	9	9	6	1	7	7	4
D & G	366	70.2%	10	10	10	10	8	10	7
Borders	149	69.6%	11	11	4	4	2	6	9
West College Scotland	1,849	68.7%	12	12	14	13	11	15	13
Fife College	1,555	68.4%	13	13	11	12	10	14	15
Ayrshire College	1,636	68.0%	14	14	15	15	14	13	14
New College Lanarkshire	1,876	66.5%	15	15	13	14	13	9	6
Scotland Average		71.6%			71.7%	70.8%	71.4%	70.4%	68.9%

APPENDIX 2 – SUBJECT PERFORMANCE 2016-17

FE Subject Area (160 hours or more)	Sector average	Ayrshire College	Difference
Art and design	64.8%	71.5%	6.7%
Business, Management and Administration	65.2%	69.9%	4.6%
Care	64.1%	67.4%	3.3%
Computing and ICT	65.2%	68.6%	3.4%
Construction	73.2%	68.3%	-4.9%
Education and training	66.0%	60.0%	-6.0%
Engineering	75.4%	68.7%	-6.7%
Hairdressing, Beauty and Complementary Therapies	62.5%	62.7%	0.2%
Hospitality and tourism	65.4%	65.5%	0.1%
Land-based industries	73.2%	72.5%	-0.7%
Media	61.7%	68.8%	7.0%
Performing arts	67.9%	70.4%	2.5%
Science	56.1%	44.6%	-11.5%
Social subjects	54.4%	51.6%	-2.7%
Special Programmes	73.2%	75.1%	1.9%
Sport and Leisure	63.2%	62.1%	-1.1%

HE Subject Area (160 hours or more)	Sector average	Ayrshire College	Difference
Art and design	78.0%	76.3%	-1.7%
Business, Management and Administration	70.4%	66.3%	-4.1%
Care	72.4%	72.0%	-0.4%
Computing and ICT	69.7%	59.7%	-10.0%
Construction	77.9%	78.7%	0.7%
Education and training	72.1%	26.7%	-45.4%
Engineering	72.4%	72.4%	0.0%
Hairdressing, Beauty and Complementary Therapies	75.0%	72.2%	-2.8%
Hospitality and tourism	65.4%	49.4%	-16.0%
Media	73.5%	73.7%	0.2%
Performing arts	81.9%	73.8%	-8.1%
Science	66.3%	54.2%	-12.1%
Social subjects	70.2%	65.9%	-4.3%
Sport and Leisure	70.1%	74.0%	3.9%

Learning and Teaching Committee

31 May 2018

Subject:	15-24 Learner Journey Review Report
Purpose:	To provide the Learning and Teaching Committee with details of the recommendations highlighted in the recently published report
Recommendation:	The Learning and Teaching Committee is invited to note the contents of this paper

1. Background

In 2016, the Scottish Government initiated a review the education and skills system and its impact on young people aged 15-24. The review concluded on 10 May 2018, when the Deputy First Minister launched the *15-24 Learner Journey Review* report. The report identified three priority improvements for the education and skills system:

- Young people need better advice
- There should be more work-based learning
- Learning journeys should be shorter.

Short, medium and longer term improvements are that there should be:

- A shared vision and smoother transitions across sectors (1-3 years)
- A fully aligned 15-24 education and skills system (3 years plus).

Priority areas for improvement are outlined in the following table.

Priority	Improvement will be achieved by ...
Information, advice and support to deliver greater personalisation	<i>Making it easier for young people to understand their learning and career choices at the earliest stage, and providing long term person-centred support for those who need it most</i>
Provision to deliver real choice	<i>Broadening our approach to education and reframing our offer, doing more for those who get the least out of the system, and ensuring all young people access the high level work-based skills the economy needs</i>
Alignment to deliver system purpose	<i>Making the best use of our four year degree to give greater flexibility for more learners to move from S5 to year one of a degree, more from S6 to year two, and more from college into years 2 and 3 of a degree, where appropriate</i>
Leadership to deliver system vision	<i>Building a collective leadership across the education and skills system</i>
Performance to deliver system success	<i>Knowing how well our education and skills system is performing</i>

2. Current Situation

The Scottish Government will be working with colleges and other stakeholders in the coming weeks to discuss the report's seventeen recommendations which are attached at Appendix 1.

Colleges are described in the report as having a lynch pin role. The main short term implications for colleges from the recommendations are to:

- Intensify our efforts in developing senior phase vocational pathways in partnership with schools, local authorities, the South West Educational Improvement Collaborative and Developing the Young Workforce Ayrshire Regional Group
- Embed Foundation Apprenticeships and other vocational qualifications in the senior phase
- Engage with universities on the development and delivery of Graduate Apprenticeships
- Minimise unnecessary duplication at SCQF level 7 through more articulation arrangements with universities which properly take account of students who have achieved Higher National qualifications.

The College's Outcome Agreement, revised for 2018-19, demonstrates our commitment to progressing all of these in the year ahead.

3. Risks

If the College does not act to address the relevant recommendations contained within the *15-24 Learner Journey Review* report, there would be reputational as well as funding risks, as many of our Outcome Agreement measures are linked to fulfilling the specific ambitions set out in the report.

4. Conclusion

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

Jackie Galbraith
Vice Principal, Strategy and Skills
24 May 2018

Publication

This paper will be published on the College website.

APPENDIX 1 – 15-24 LEARNER JOURNEY REVIEW RECOMMENDATIONS

1. We will ensure every learner in Scotland has an online learner account to link their skills and attributes to better course choices. This work will start in 2018.
2. We will support practitioners, parents, carers and learners to have access to an online prospectus setting out the learning choices available in their region, building toward a one-stop shop approach. This work will start in 2018.
3. We will ensure learners in schools, colleges and universities receive a joined-up approach to careers, information, advice and guidance. This work will start in 2018.
4. We will take account of the outcomes of the PSE (Personal Social Education) Review, due to be published later this year, and consider what further improvement is needed on wider personal support for young people in schools.
5. We will work with the college sector to improve the ease with which learners can apply to college.
6. We will develop a national communication strategy to explain and promote the breadth of choices in the 15-24 learner journey. This will build on the promotional activity undertaken during Scotland's Year of Young People and be ready by the end of AY 19-20.
7. We will raise our aspiration and improve the offer and support for statutory leavers and looked after young people. We will want improvements to be in place from AY19-20.
8. We will better align financial incentives to encourage continued participation in school for young people at risk of disengagement and we will ask Young Scot to assist us with this. This work will start in 2018.
9. We will embed DYW in the school curriculum by 2021, having achieved the headline target for DYW four years early.
10. We will support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded, providing a range of options for all learners in the senior phase by 2021.
11. We will support colleges to maximise the vocational routes learners and employers need.
12. We will improve choice through the expansion of Graduate Apprenticeships to provide new higher level technical skills as part of a better balanced education and skills system. This work will start with impetus in 2018.
13. We will maximise unnecessary duplication at SCQF level 7. We will make maximum use of the flexibility of the four year degree to enable learners to move, where appropriate, from S5 to year 1 and, through greater recognition of Advanced Highers, from S6 to year 2 of a university degree programme.
14. We will support colleges and universities to ensure more learners progress from college to all our universities without unnecessary duplication of SCQF credit.

15. We will provide system leadership to ensure there is a shared vision about the purpose of post 15 education.
16. We will support greater alignment and collaboration across the education and skills system making best use of the Scottish Candidate Number to help support effective transitions.
17. We will develop better data and improve how existing data is used to support learners make the right choices for them. We will also develop a performance framework to drive improvements across the system as a whole.

Learning and Teaching Committee

31 May 2018

Subject:	2018-19 Addendum to Ayrshire College Outcome Agreement
Purpose:	To provide the Learning and Teaching Committee with a 2018-19 addendum to the College's Outcome Agreement
Recommendation:	The Learning and Teaching Committee is invited to consider the contents of this paper and approve the attached addendum

1. Background

The Board of Management approved a three-year Outcome Agreement for Ayrshire College which covered the period 2017-20. The Scottish Funding Council (SFC) requires colleges to provide annual updates to the Outcome Agreement which update the context and evidence base underpinning planned activity for the year ahead, and which take account of new priorities identified by SFC.

Outcome Agreements should include targets against national measures outlined by SFC (see Appendices 1 and 2).

Outcome agreements for 2018-19 are required by the Scottish Government to demonstrate how colleges are intensifying their efforts on:

- Developing the Young Workforce
- Widening access
- Apprenticeships
- Articulation to university
- Attainment and retention
- Gender
- Industry partnerships.

2. Current Situation

The SFC requires colleges to set out in their outcome agreements how they intend to achieve the following overarching 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

The outcome on innovation is new for 2018-19.

3. Risks

The main risk for the College is not meeting the activity targets set out in the 2018-19 addendum resulting in reputational damage to the College. The robust, extensive and evidence-based process which the College has gone through to develop the 2018-19 addendum mitigates against this risk.

4. Equality Impact Assessment

Attention is paid in the 2018-19 addendum to key groups identified by the SFC and in *Developing the Young Workforce*, in particular related to gender and care experienced young people. The Equality Impact Assessment to be completed for the 2018-19 Curriculum Delivery Plan will be applicable to the Outcome Agreement 2018-19 addendum.

5. Conclusion

The Learning and Teaching Committee is invited to consider the contents of this paper and approve the attached Outcome Agreement 2018-19 Addendum included at Appendix 3.

Jackie Galbraith
Vice Principal, Strategy and Skills
21 May 2018

Publication

This paper will be published on the College website.

APPENDIX 1 – OUTCOME AGREEMENT MEASURES

Efficiency and Sustainability	
	Gross carbon footprint (3 year period)

Right learning in the right place	
	Credits delivered
	Volume & proportion of Credits delivered to learners aged 16-19 and 20-24
	Volume & proportion of Credits delivered to full-time learners aged 16-19 and 20-24
	Volume & proportion of Credits delivered to learners in the most deprived 10% postcode areas
	The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)
	The volume & proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement
	Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision
	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 and proportion of Credits delivered to learners enrolled on STEM courses

High quality learning	
	Proportion of enrolled students successfully achieving a recognised qualification
	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying

A developed workforce	
	The number of starts for direct contracted apprenticeships (e.g. in construction)
	Number of full-time students who as part of their programme of study undertake substantial work experience
	Number of senior phase age pupils studying vocational qualifications delivered by colleges
	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges

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

APPENDIX 2 – AYRSHIRE COLLEGE OUTCOME AGREEMENT MEASURES, 2018-19

APPENDIX 3 – OUTCOME AGREEMENT 2018-19 ADDENDUM

National Measure	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
					current progress updated 20/4/18			
1(a)* The volume of Credits delivered	130,550	131,415		125,749	124,887			
Overall credit target				125,507	125,370	124,958	124,958	124,958
The volume of Credits delivered (core)				124,271	122,883			
Core Credits target (region)	(see note 1)		125,507	124,252	125,370	124,086	124,086	124,086
% towards core Credits target (region)	(see note 1)		101.6%	100.0%	98.0%			
The volume of Credits delivered (ESF)		TBC		1,478	2,004			
ESF Credits target (region)				1,255	0	871	871	871
The volume of Credits delivered (core + ESF)		TBC	127,467	125,749	124,887	124,957	124,957	124,957
info. The volume of wSUMs delivered	179,883	181,035						
info. % towards core wSUMs target	98.20%	98.80%						
1(b)(i) 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	65,156	61,229	60,605	59,980
Proportion of Credits delivered to learners aged 16-19	51.9%	50.9%	50.5%	49.8%	52.2%	49%	48.5%	48%
Volume of Credits delivered to learners aged 20-24	29,147	30,710	28,679	26,818	25,855	26,241	25,616	24,992
Proportion of Credits delivered to learners aged 20-24	22.3%	23.4%	22.5%	21.3%	20.7%	21%	20.5%	20%
1(b)(ii) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24								
Volume of Credits delivered to full-time learners	106,655	105,781	101,711	100,210	98,335	96,286	96,000	95,750
Volume of Credits delivered to full-time learners aged 16-19	57,533	54,956	52,494	50,614	50,951	62,479	61,854	61,229
Proportion of Credits delivered to full-time learners aged 16-19	53.9%	52.0%	51.6%	50.5%	51.8%	50%	49.5%	49%
Volume of Credits delivered to full-time learners aged 20-24	24,034	24,694	23,463	21,746	18,474	26,866	26,491	26,241
Proportion of Credits delivered to full-time learners aged 20-24	22.5%	23.3%	23.1%	21.7%	18.8%	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	24,061	27,491	28,116	28,740
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	18.8%	20.3%	20.5%	21.5%	19.3%	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	54,735	59,605	59,980	60,230
Proportion of Credits delivered to Male learners	47.4%	47.1%	47.3%	47.5%	43.8%	47.7%	48%	48.2%
Volume of Credits delivered to Female learners		69,535	67,184	65,912	59,330	65,103	64,603	64,978
Proportion of Credits delivered to Female learners	52.6%	52.9%	52.7%	52.4%	47.5%	52.1%	51.7%	52%
Volume of Credits delivered to Other learners		0	1	77	90	250	312	375
Proportion of Credits delivered to Other learners		0.00%	0.00%	0.06%	0.07%	0.20%	0.25%	0.30%
Ethnicity -								
Volume of Credits delivered to BME learners	1,684	1,812	1,580	2,781	1,585	1,874	1,874	1,874
Proportion of Credits delivered to BME learners	1.3%	1.4%	1.2%	2.2%	1.3%	1.5%	1.5%	1.5%
Disability -								
Volume of Credits delivered to students with a known disability		25,380	26,743	29,611	32,045	29,990	30,615	31,240
Proportion of Credits delivered to students with a known disability	14.9%	19.3%	21.0%	23.5%	25.7%	24%	24.5%	25%
Care Experience -								
Volume of Credits delivered to students with Care Experience	16	66	89	2,614	3,925	3,749	3,874	3,999
Proportion of Credits delivered to students with Care Experience	0.0%	0.1%	0.1%	2.1%	2.1%	3.0%	3.1%	3.2%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	282	318	405	314	300	340	360	380
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	1,295	1,749	1,874	2,499
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.5%	0.8%	0.5%	1.2%	1.0%	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	4,272	4,374	4,998	5,623
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%	3.4%	3.5%	4.0%	4.5%
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	-	-	-	36,605	37,605	38,452	39,317	40,201
Volume of Credits delivered at HE level to learners from SHEP schools	-	-	-	3,869	3,935	4,384	4,875	5,186
Proportion of Credits delivered at HE level to learners from SHEP schools	-	-	-	10.6%	10.5%	11.4%	12.4%	12.9%
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	39,570	37,487	38,737	39,987
Proportion of Credits delivered to learners enrolled on STEM courses	23.9%	23.1%	22.4%	21.8%	31.7%	30.0%	31.0%	32.0%

National Measure	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
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		2800	3001	3150
The total number of FT FE enrolled students		4,932	4,507	3,952	3,919	4,000	4,100	4,200
The percentage of FT FE enrolled students achieving a recognised qualification	65.8%	58.6%	61.2%	66.7%		70%	73.2%	75%
The number of PT FE enrolled students achieving a recognised qualification		5,069	3,660	3,323		3,577	3,750	3,927
The total number of PT FE enrolled students		6,525	5,254	4,812	4,801	4,900	5,000	5,100
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		1575	1668	1763
The total number of FT HE enrolled students		2,412	2,498	2,436	2,321	2,250	2,300	2,350
The percentage of FT HE enrolled students achieving a recognised qualification	66.5%	62.3%	63.1%	68.3%		70%	72.5%	75%
The number of PT HE enrolled students achieving a recognised qualification		447	464	493		600	697	840
The total number of PT HE enrolled students		613	570	632	749	750	850	1,000
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		581	621	657
The total number of MD10 FT FE enrolled students		968	940	969	844	880	923	966
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	61.4%	54.0%	59.8%	63.4%		66.0%	67.3%	68%
The number of MD10 PT FE enrolled students achieving a recognised qualification		1,414	1,064	734		635	675	716
The total number of MD10 PT FE enrolled students		1,746	1,443	1,054	800	870	900	930
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		271	288	307
The total number of MD10 FT HE enrolled students		375	353	437	382	417	437	458
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	63.3%	54.1%	56.1%	63.4%		65%	66%	67%
The number of MD10 PT HE enrolled students achieving a recognised qualification		54	63	57		65	70	75
The total number of MD10 PT HE enrolled students		81	76	71	80	80	85	90
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		9	12	16
The total number of Senior Phase FT FE enrolled students	136	1	-	34	0	14	18	22
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	64.7%	100.0%	-	52.9%		64%	67%	73%
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	49	128	-	127		252	273	299
The total number of Senior Phase PT FE enrolled students	71	241	-	221	300	370	390	410
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	69.0%	53.1%	-	57.5%		68%	70%	73%
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	42	8	-	0		5	7	9
The total number of Senior Phase FT HE enrolled students	62	12	-	0	0	8	10	12
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	67.7%	66.7%	-	-	-	63%	70%	75%
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	0	0	-	0		11	15	20
The total number of Senior Phase PT HE enrolled students	0	0	-	0	0	15	20	25
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	-	-	-	-	-	73%	75%	80%
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	112	122
The total number of CE FT FE enrolled students	-	-	-	128	159	160	170	180
The percentage of CE FT FE enrolled students achieving a recognised qualification	-	-	-	61.7%	0.0%	64%	66%	68%
The number of CE FT HE enrolled students achieving a recognised qualification	-	-	-	5		28	36	41
The total number of CE FT HE enrolled students	-	-	-	7	36	39	49	55
The percentage of CE FT HE enrolled students achieving a recognised qualification	-	-	-	71.4%	0.0%	72%	73%	75%
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	1,523	1,545
The total number of FT FE students aged 16-19				2,225	2,212	2,100	2,080	2,060
The percentage of FT FE students aged 16-19 achieving a recognised qualification				63.8%	0.0%	70%	73.2%	75.0%
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)		366	249	280		300	310	320
6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study								
Total number of full time students				6,388	6,242	6,250	6,400	6,550
Number of full time students with substantial "work placement experience" as part of their programme of study				1,577	data requested from SFC	1900	1950	2000
Proportion of full time students with substantial "work placement experience" as part of their programme of study				25%	#VALUE!	30%	30%	31%
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	2017/18 data not published yet	750	775	800
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	380	-	-	366		380	400	420
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	44%	-	-	50%		51%	52%	53%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying								
Response rate								
The total number of full-time FE college qualifiers (confirmed destinations)		2,936	2,796	2016/17 data not published yet	2017/18 data not published yet	2900	3000	3100
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	2875	3000
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		97%	94%			95%	96%	97%
The total number of full-time HE college qualifiers (confirmed destinations)		1,084	1,377	2016/17 data not published yet	2017/18 data not published yet	1450	1500	1550
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	1440	1500
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		97%	95%			95%	96%	97%
9. The percentage of students overall, satisfied with their college experience (SSES survey)	See Note 3		83%	94%		95%	96%	97%
Response rate				16%		20%	22.5%	25%
Full-time				93%		94%	95%	96%
Part-time				96%		97%	97.5%	98%
Distance learning				100%		100%	100%	100%
10. Gross carbon footprint (tCO2e)	(see note 4)							

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 available from 2015-16.

Note 4 - 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.



Outcome Agreement

2017-20

(Revised for 2018-19)

Raising Aspirations
Inspiring Achievement
Increasing Opportunities



INTRODUCTION

SFC Activity Target for 2018-19

Final credit activity targets for colleges were published by SFC on 19 May 2018. They show a reduction of 549 credits allocated to Ayrshire College from 125,507 to 124,958. The breakdown of core and ESF credits is shown in the table below.

	Core Credit Allocation	ESF Credit Allocation	Total Credit Allocation
2018-19	124,086	871	124,958

Included in the total allocation for 2018-19 are 5,489 ring-fenced credits for delivery of HNC Childcare Practice. In response to strategic discussions with partners, the College has planned for continued growth in childcare provision in 2018-19. However, the ring-fenced amount identified by SFC was not negotiated as part of the College's curriculum planning process and is considerably higher than planned.

If the College is not able to use all of the ring-fenced credits for childcare, the implication is that we will need to remove a number of full-time courses from other curriculum areas. As well as consequences on staffing if such changes are implemented, this will cause distress to individuals who have already applied for and, in some cases, been offered places.

Supporting national and regional developments

The College's work with schools, local authorities, employers, universities and national agencies is helping to achieve Scottish Government's targets on youth employment and attainment, as well as national aspirations on widening access to higher education. Our mission is to provide excellent high quality learning opportunities that enable all students to fulfil their potential. Our 2018-19 Outcome Agreement summarises how we will fulfil that mission.

Regionalisation continues to remain high on the political agenda, in particular in relation to education and economic development. The new South West Educational Improvement Collaborative, comprising the three local authorities in Ayrshire and Dumfries and Galloway Council, has been established, and the College is working with partners to identify how we can identify shared improvement outcomes. East, North and South Ayrshire councils will be piloting a new shared regional economic development model, and the College will support the skills and employment ambitions of this.

Intensification

In 2018-19, the College will intensify efforts to meet government priorities as follows:

- *Developing the Young Workforce (DYW)* – we will continue to work with partners and employers to offer enhanced senior phase vocational pathways and work placement opportunities for students

- *Widening access* – we will build on our excellent progress in attracting and supporting care experienced young people and other vulnerable groups
- *Apprenticeship family* – we will increase our Foundation and Modern Apprenticeship portfolio and develop partnerships with universities delivering Graduate Apprenticeships
- *Articulation* – we will build on existing and forge new agreements with universities to enable our HE graduates to progress to degree study with advanced standing
- *Attainment and retention* – we will continue to provide targeted interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes
- *Gender* – we will continue our work on breaking down stereotypes in gender-dominated sectors, encourage female take-up of STEM courses, and encourage males into early years and childcare, health and social care careers.
- *Industry partnerships* – we will continue to enhance our engagement with employers to ensure our curriculum meets their needs and enable our students to gain the skills required for inclusive economic growth in the region.

REGIONAL CONTEXT

Ayrshire's economy – challenges and opportunities

Ayrshire College aims to raise the aspirations of individuals, communities and employers across the region, inspiring them to achieve success. We work with partners and employers to increase opportunities that support inclusive economic growth and the wellbeing of local communities.

Critically, the College focuses on ensuring that our students develop the right skills for current and future job opportunities within and outside of Ayrshire. Positive opportunities through the HALO (Kilmarnock) Development and the Ayrshire Growth Deal have the potential to create thousands of jobs in the region over the next five years, and the College is a key partner in these projects, already working on ensuring that the resulting demand for skilled people is met.

However, the Ayrshire region has experienced economic decline over a number of decades, with corresponding societal challenges. Recent evidence-based publications from Skills Development Scotland (SDS), such as *Jobs and Skills in Scotland* and *Regional Skills Assessment*, highlight these challenges very clearly.

Economic profile of Ayrshire

Jobs and Skills in Scotland: The Evidence, published by SDS in November 2017 states that “Ayrshire was the only region to record a decline in public and private sector employment suggesting economic and labour market challenges have been particularly acute in this region.”

The *Regional Skills Assessment*, published in December 2017, categorises Ayrshire as a region “of low output and low productivity.”

A summary of Ayrshire's economic profile, illustrated in more detail in Figures 1 to 6, demonstrates:

- Highest unemployment rate of all the regions
- Employment is yet to return to pre-recession levels and the employment rate is lower than the national average, particularly in North Ayrshire which has the lowest rate of any local authority in Scotland
- Largest decline in private sector employment compared to national growth, and public sector employment has also declined
- Productivity was below the national average although growing at the same rate as Scotland as a whole
- Resident wages varied by local authority with East Ayrshire having the highest wages, growing in line with the national average. Wages in North and South Ayrshire were lower. North Ayrshire had strong growth in wages, whereas South Ayrshire was one of only two local authorities to have a decline

Figure 1: Percentage change in employment by region, 2008-16

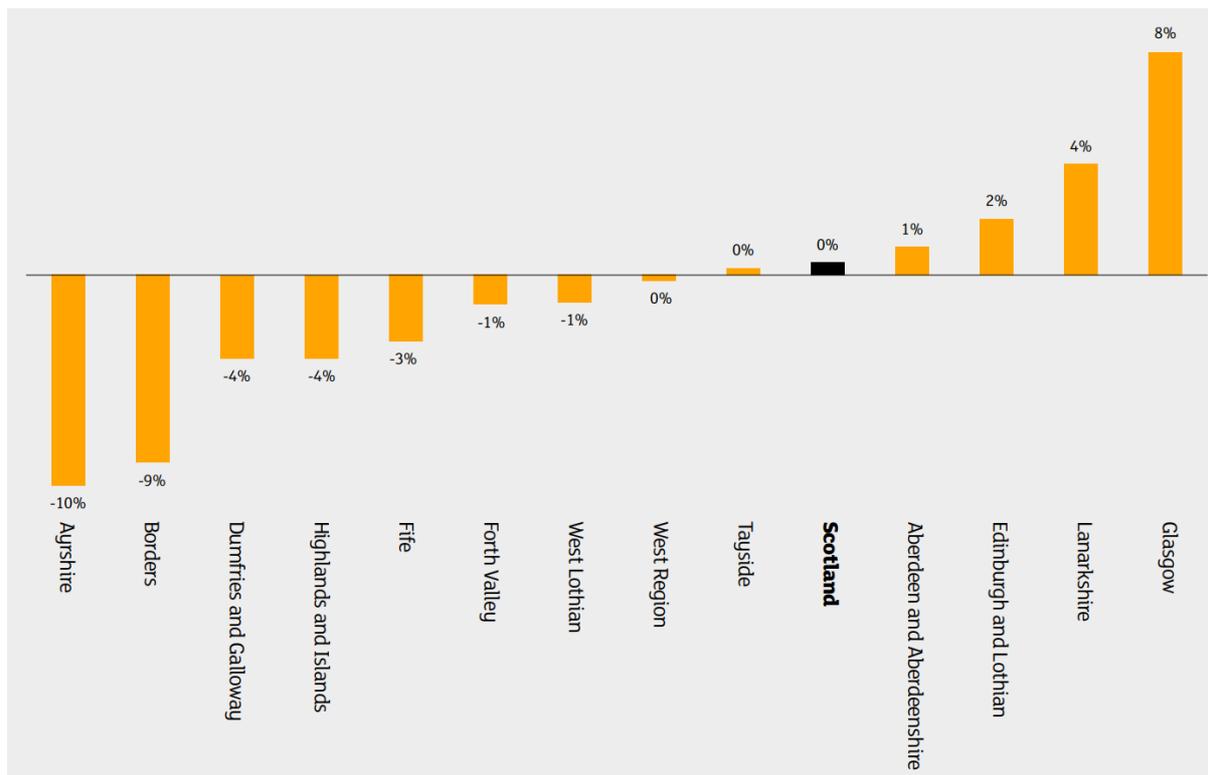


Figure 2: Percentage change in private sector employment by region, 2008-16

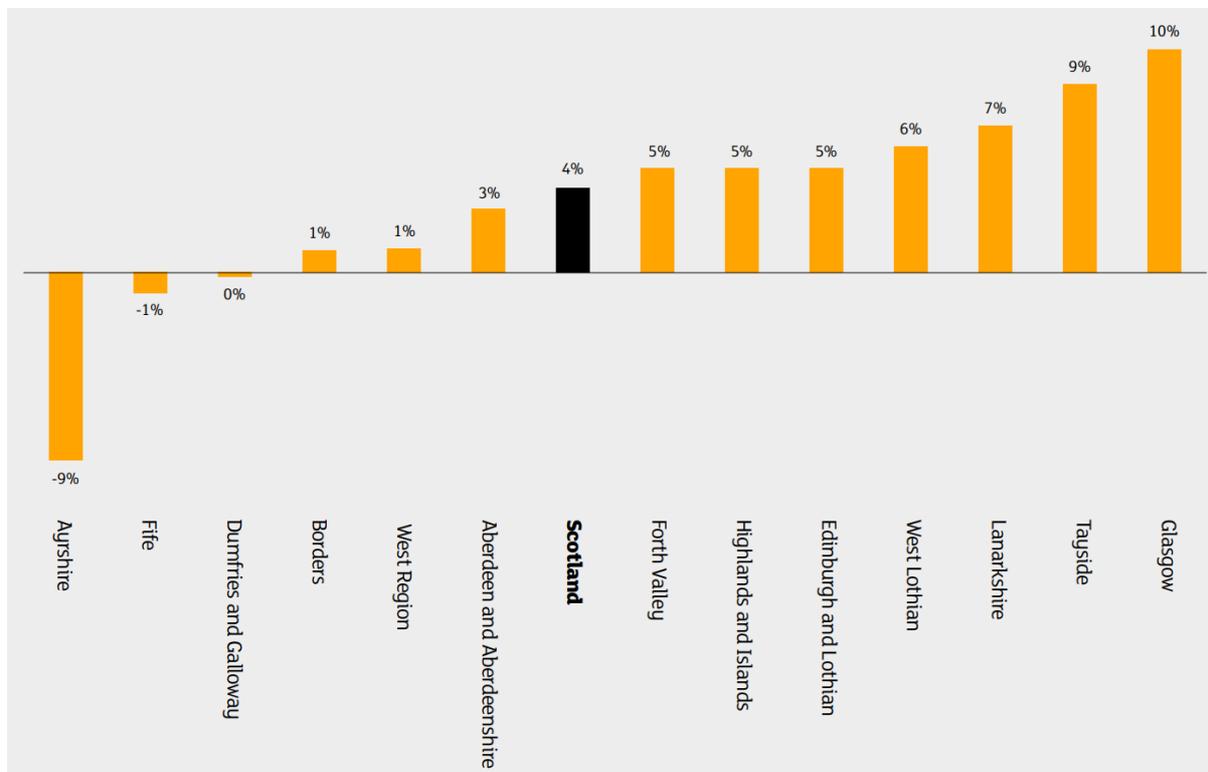


Figure 3: Change in unemployment rate (percentage points) by region, 2008-16

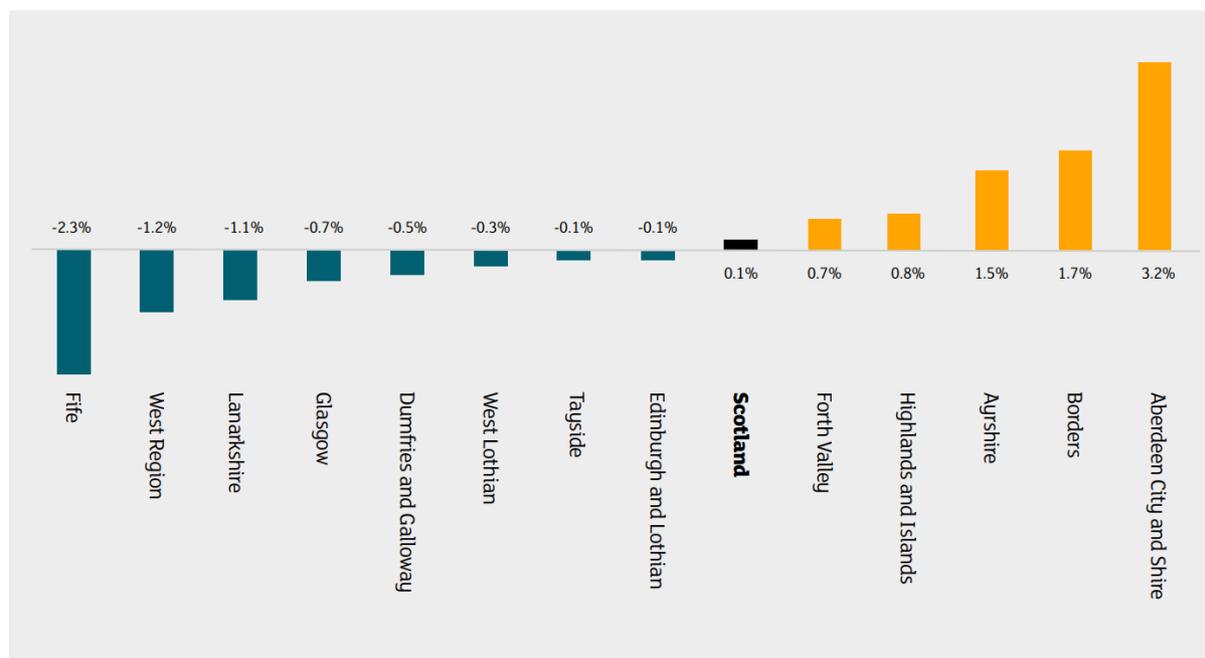


Figure 4: Net forecast change in employment by region, 2017-27

Region	2017	2027	Change	% Change
Aberdeen City and Shire	310,000	310,600	600	0.2%
Ayrshire	142,800	141,500	-1,300	-0.9%
Borders	50,700	50,300	-400	-1%
Dumfries and Galloway	69,700	67,600	-2,100	-3%
Edinburgh and Lothians	424,300	463,800	39,600	9%
Fife	150,300	152,200	1,900	1%
Forth Valley	140,800	145,200	4,300	3%
Glasgow	488,200	520,600	32,400	7%
Highlands and Islands	261,400	260,900	-500	-0.2%
Lanarkshire	307,100	312,400	5,300	2%
Tayside	200,000	201,800	1,800	1%
West	174,800	176,000	1,200	1%
West Lothian	84,900	89,000	4,100	5%

Figure 5: Unemployment (ILO) and Economic Inactivity by RSA Region, January to December 2016

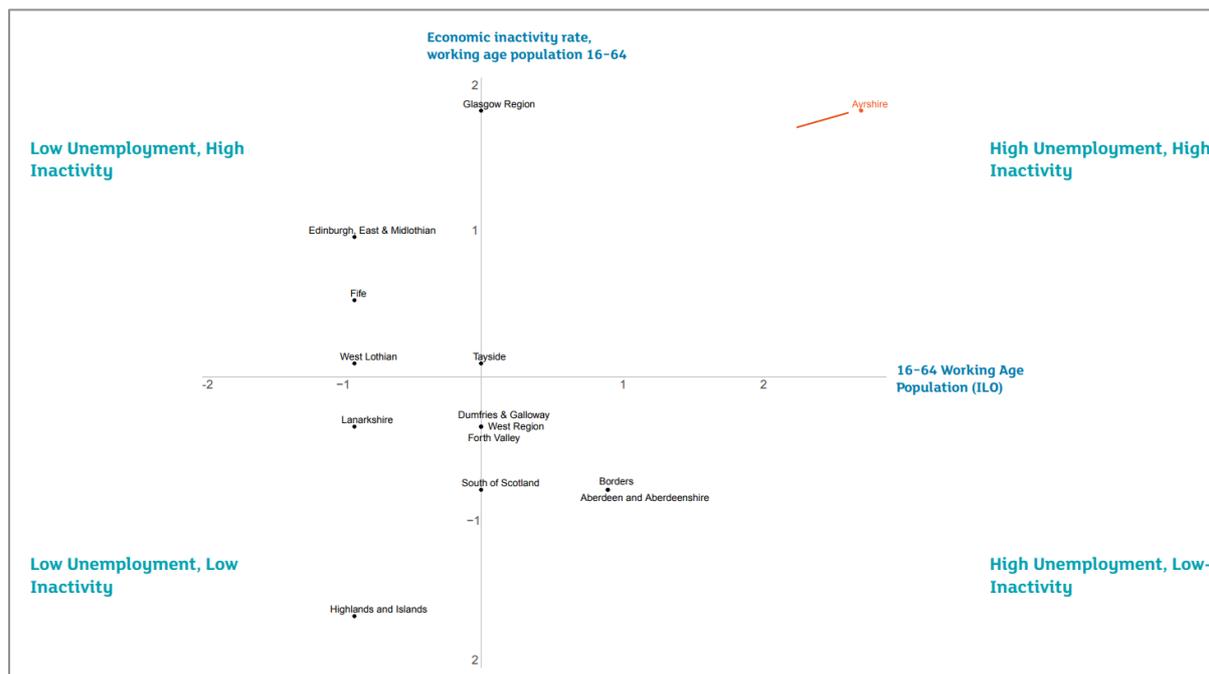
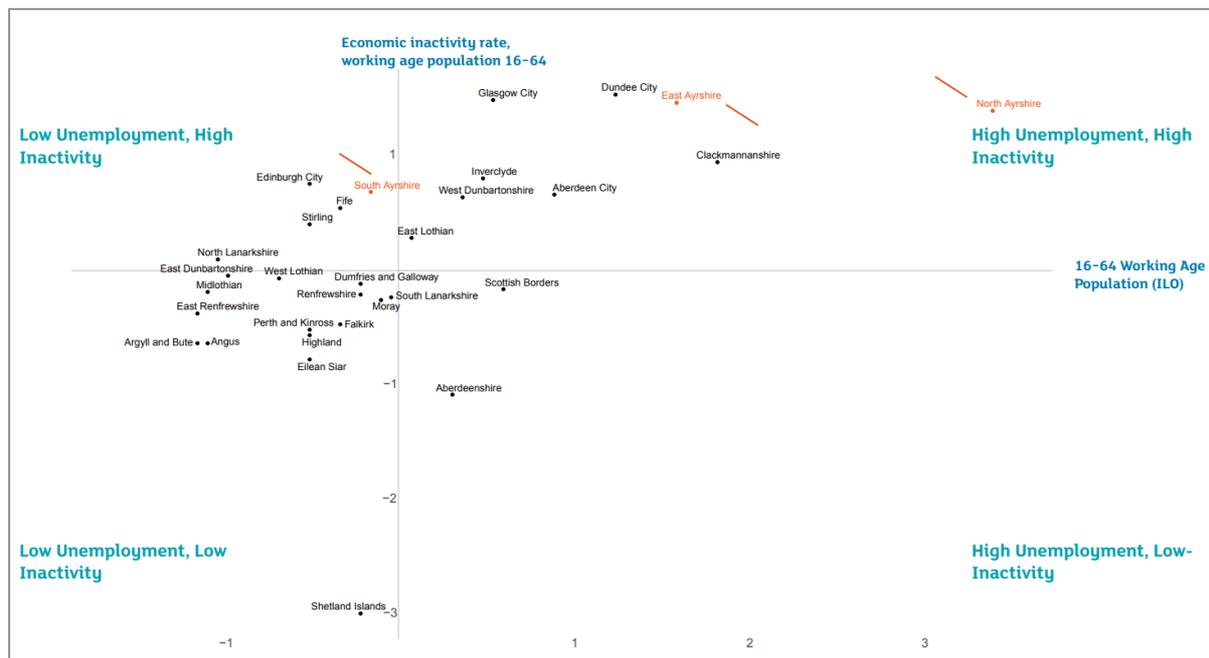


Figure 6: Unemployment (ILO) and Economic Inactivity by Local Authority, January to December 2016



Population

The *Regional Skills Assessment*, shows that the region's population projection over the next twenty years is one of significant decline, against national trends, in all but the 65+ age groups. In recent years, the College has witnessed this in the declining number of school leavers in Ayrshire, which fell significantly in 2015-16 with a corresponding impact on full-time FE recruitment in 2016-17 and 2017-18.

Meeting future skills demand

From 2000 to 2017, employment in just three occupational groupings increased, the largest in *Caring, leisure and other services* (44%) to 16,900. The largest sector is *Professional occupations* (increasing by 19% to 23,200), whilst *Associate professional and technical occupations* also increased (by 28%). The top three employing industrial sectors were *Human health and social work*, *Wholesale and retail trade*, and *Manufacturing*. Manufacturing employment is forecast to decrease by 2027 to become the fourth largest sector behind *Accommodation and food services*, with the first two remaining unchanged.

The College will continue to support the economic sectors of particular relevance to Ayrshire identified by the *Regional Skills Assessment* and by partners. Of particular importance for 2018-19 are those sectors identified as having high growth potential in the proposed Ayrshire Growth Deal - such as aerospace, life sciences, manufacturing and tourism – and, as being essential for inclusive growth, such as care and hospitality.

The *Regional Skills Assessment* highlights that Ayrshire has a less qualified working age population than the Scotland average, and a higher proportion of residents with no qualifications. This is a challenge for the region given that jobs, even at entry level, increasingly require higher levels of qualification. The College will therefore continue to provide vocational courses from SCQF levels 4 to 8, with clear progression pathways at all levels.

Over the ten-year period 2017-27, the *Regional Skills Assessment* estimates that there will be 61,400 job openings in Ayrshire, almost entirely replacement jobs as people retire from the workforce. Nearly half (47%) of these jobs require skills at SCQF level 7 and above. Demand for people with skills and qualifications is most significant at SCQF levels 5 and 7. The College's curriculum delivery plan for 2018-19 is responding to higher level skills needs by ensuring there is provision at levels 7 and above as well as effective progression routes for students from levels 5 and 6. Our activity target in 2018-19 for provision at SCQF levels 5 and 6 is 54%, and 30% for provision at SCQF levels 7 and 8.

Proportionately, the *Regional Skills Assessment* confirms that school leavers in Ayrshire are more likely to move onto FE study after leaving school than any other college region. FE courses will therefore continue to be instrumental in achieving the Scottish Government's *Opportunities for All* targets for 16-19 year olds, as well as targets on widening access to higher education. The College has well-defined progression pathways at all SCQF levels which enable FE students to progress onto HE courses and ultimately university degrees if that is their aspiration.

The high number of enrolments on FE courses at the College has an impact on the level of additional learning support required to help these students achieve a successful outcome.

Curriculum provision planned for 2018-19 reflects the main employing and growth sectors in the region, with 30% of planned activity in 2018-19 in STEM courses (half in engineering, science and technology, half in construction), 13% in health and social care, and 11% in early years.

OUTCOME 1 – ACCESS

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

The key policy drivers over the next three years will be implementing the ambitions of Developing the Young Workforce and making progress on the recommendations of the Commission on Widening Access.

Enabling students to fulfil their potential

The College will continue to provide seamless support for students that removes barriers to learning and assists them to achieve their potential. Support is tailored to the individual and our universal services support access and inclusion for all students. Student Services staff are the first point of contact for students, providing information, advice and guidance throughout their time at college.

In 2016-17, Student Services, curriculum and performance and planning teams, made positive interventions to improve student retention, which was the major factor in greatly improved student success over the year. Reducing student withdrawals will continue to be a priority for the next three years. We will continue to develop our practice and ensure that there is consistent support for students across the College.

We will continue to support the wellbeing of our students through education and interventions on drugs, alcohol, mental health and other behavioural challenges, supported by our [Promoting Wellbeing](#) strategy. Our innovative shared posts - created in partnership with Police Scotland, NHS Ayrshire and Arran, and the Ayrshire Health and Social Care Partnerships - enable us to offer a unique range of services and interventions for our students resulting in improvement in student retention. In 2018-19, we will build on this resource to help our students develop resilience and maintain their mental wellbeing.

SIMD10

A total of 13 per cent of the region's datazones are among the 10% most deprived nationally, with more than half of these located within North Ayrshire. Since merger the College has made significant progress in supporting students who live in areas of multiple deprivation, with the proportion of credits delivered in SIMD10 areas increasing from 18.8% in 2013-14 to 21.4% in 2016-17. We have exceeded the SFC target for colleges of 20% by 2020-21.

Outcomes for FE and HE full-time students residing in SIMD10 datazones have improved at a greater rate than the College average, by 9.4 and 8.5 percentage points respectively.

The concentration of SIMD10 students in our campuses reflects the proportionate number of SIMD10 datazones in that particular local authority area. For example, in 2016-17 22.5% of students attending the Kilwinning Campus lived in SIMD10 areas, 18.2% attending the Kilmarnock Campus, and 15.0% attending Ayr. The College will continue to work with local authority partners to target resources where need is greatest, particularly in localities identified by the three community planning partnerships (CPPs).

Care experienced students

We have made significant progress with the three local authorities in Ayrshire to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, received additional support at school, or are registered as a young carer. In 2017-18 this resulted in 222 students declaring that they are care experienced. More than 76% of these students are under 20 years old, half live in SIMD20 areas and a third are undertaking supported learning or HIVE courses.

We will continue to improve the support outlined in our [Information, Advice and Guidance brochure](#) for care experienced students and young carers by working closely with schools, local authorities and SDS to engage with these young people before they enrol at College. This will improve transitions and help sustain positive destinations. Combined with targeted interventions, this approach has resulted in improvements in the retention and success of care experienced full-time students.

In 2016-17, the College made a significant contribution to achieving SFC's *National Ambition for Care Experienced Students*. In support of the National Ambition target of 673 students in Scotland, we enrolled 228 care experienced students. We exceeded national targets for full-time FE and HE care experienced students who successfully completed their qualification, with 62.5% success at FEFT (national target 57%) and 71.4% success at HEFT (national target 60%). Indeed, these figures exceed the national targets set for 2017-18. Further improvements in retention in 2017-18 have seen the proportion of full-time care experienced students leaving courses early reduce by 3.8 percentage points over the year to 7.3%, which is better than the College average.

Throughout 2018-19, we will continue to implement the actions in our [Corporate Parenting Plan 2016-18](#) (progress to date is described in our [Corporate Parenting Report](#)). We will build on our success in developing relationships with, and establishing a pan-Ayrshire network of, other corporate parents by hosting an annual partnership event. Importantly, we will continue to develop further corporate parenting training for staff.

Carers

The College tracks the number of students who disclose they are carers, in particular young carers, and offers support similar to that provided to care experienced students. Currently, we have 34 young carer referrals and 23 have engaged with the support on offer. Supporting young carers has been identified as an area of focus for 2018-19. Our [Equality Outcomes Action Plan](#) outlines our commitment to review support available to staff who have caring responsibilities, with a specific focus on promoting retention and career progression.

Working with young people in school to prevent disengagement

Over the course of the school year, specialist staff deliver personal development programmes, such as ASDAN qualifications, in school for pupils at risk of not progressing to a positive destination. Pupils build relationships with these staff who help them with their transition to learning opportunities at College. The number of schools across the three local authority areas taking advantage of this offer is

increasing, and we expect all secondary schools in Ayrshire to take advantage of this by 2020.

The College will continue to run summer schools each year for senior phase pupils identified as at risk of a negative destination. Over four weeks during the summer break, young people participate in a range of learning activities each day. The outcomes of these summer schools have been significant with almost all young people moving onto positive destinations.

After a successful pilot in 2017-18, we will roll out thirty innovative curriculum delivery projects in secondary schools across Ayrshire in partnership with the Prince's Trust and the DYW Ayrshire regional group.

Winter leavers and exceptional entries

Each year, approximately one hundred 15-year-old pupils embark on full-time courses at the College before their official school leaving date. Under-16s studying on full-time courses are a particular group of high risk students. These young people have typically disengaged from education in school and many have no desire to continue in any form of education beyond their official leaving date. In 2016-17, we focused resources on helping these young people to remain on their course beyond their school-leaving date. We established a working group and secured commitment from local authorities and Skills Development Scotland (SDS) to work better together to ensure that these young students have the best possible transition from school and support in College.

In 2017-18, 87 students under the age of 16 enrolled 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. SDS now works on campus with Student Services to monitor the progress of exceptional entry students, ensuring that further support is provided to these vulnerable students and that our efforts are coordinated throughout the year. This is having an impact. In 2017-18, there has been a major reduction in early withdrawals amongst this group of students from 35.8% in 2016-17 to 10.3%.

Reengaging young people who have disengaged from education

The College's HIVE (Hope, Inspiration and Vision in Education) model provides young people, who have previously disengaged from education, the chance to re-engage in learning in a safe and nurturing environment where they develop skills that prepare them for further learning in a vocational area.

Short courses are delivered by specialist staff (akin to youth workers) in dedicated centres in each of our main campuses. Young people can study in the HIVE for one semester or up to two years before progressing to employment, training or further learning, depending on their individual needs.

To support the most disengaged young people, we will continue to run the Prince's Trust Team programme, which includes a residence-based activity to build confidence and enhance team building activities. The College is now working in partnership with Police Scotland on this programme.

Supporting students with additional support needs

Developing the independence and employability of young people with disabilities is a high priority, and in 2016-17 we made significant improvements on the retention and attainment of students with learning disabilities. This was achieved by adopting a project-based approach to learning which developed confidence and independence in our students. We will continue with this approach in 2018-19, as well as sourcing additional volunteering and work placement opportunities for students. For example, we will work with North Ayrshire Council to develop a supported employment programme for delivery in 2018-19.

The College introduced a new Project Search programme in 2017-18, with a focus on employability, in partnership with Girvan Youth Trust, Culzean Castle and South Ayrshire Council. Based on an innovative delivery model spanning two academic years, it will take advantage of the summer months to enable young people to benefit from real work experience with the National Trust. We plan to run a short *Beat the Barriers* programme from September to December 2018 as an introduction to the next occurrence of this Project Search programme in February 2019.

Our focus on helping students to feel comfortable about declaring a support need has been very successful, with a 59% increase in referrals over the last two years. However, this increase in activity, combined with the SFC review of extended learning support (now the Access and Inclusion Fund) will make it necessary to develop revised delivery models for the services offered.

Students on any course who need additional support receive it from our Inclusive Learning team. Help is available for students with specific learning difficulties, unseen disabilities, and social, emotional and behavioural difficulties. Anything that may impact on learning and participation will be assessed for support. For example, we will continue to deliver a summer transition programme for students with Asperger's or an Autistic Spectrum Disorder which is designed for new students and supports more effective transitions to College.

We will support access and inclusion by making learning technologies universally available, aided by the knowledge and expertise of our staff of assistive technology to provide support to students on a drop-in basis. Our learning technologists will continue to develop solutions for students with an additional support need, enabling them to be as independent as possible.

We will contribute to the development of the British Sign Language (BSL) National Plan in 2017 by developing our own plan in 2018. Through this plan, we will seek to increase awareness of BSL and improve access to services for Ayrshire's deaf and deafblind population over the next three years, working closely with partners to advance this work. However, as it is not known if there will be funding to support this, we will need to consider carefully how to deal with the likely significant cost implications of implementing this strategy.

Helping students develop essential skills for success

Effective core skills are critical to being successful in learning, work and life. Our model of core skills delivery for 2018-19 will ensure that all students on full-time vocational courses at SCQF levels 3, 4 and 5 study the three core skills of numeracy, communication and ICT at the same level as their course. SCQF level 6

students will study the two core skills that are considered to be the most relevant to help them progress in their chosen vocational area.

We will continue with our contextualised project-based approach to core skills delivery, with increased collaborative working between core skills lecturers, vocational lecturers and employers.

Tackling gender imbalance

Addressing gender imbalance is a priority for the College and strategic leadership for this is demonstrated at the highest level in the organisation. The membership of the Board of Management has consistently had 50:50 female/male representation and the board signed up to the 50/50 Pledge in October 2017. At most management levels in the College, there is equal representation of men and women.

Tackling inequalities underpins all of the College strategic documents, improvement plans and activities, and our work to address gender imbalance in careers and learning choices takes many forms. In 2017-18, the College formalised its Gender Leadership Group, led by a vice principal, and comprising student representatives and key managers in all curriculum and relevant student-facing service areas.

The College's strategy and actions for tackling gender imbalance are outlined in our [Gender Action Plan, Taking Gender Out of the Equation](#), which will be refreshed as a three-year plan in 2018 by the Gender Leadership Group. A key focus of our Gender Action Plan in 2017 was on recruiting more males to early years courses through our [Build a Brighter Future](#) campaign which has use our blog to highlight male students on early years courses, and achieving a better gender balance on school-college courses, particularly [foundation apprenticeships](#).

The College is leading a pan-Ayrshire approach to tackling gender imbalance, working with partners, young people and employers to overcome the many significant and persistent systemic and cultural challenges. This includes addressing gender imbalances in engineering, technology, care, hair and beauty through initiatives like *This Ayrshire Girl Can*, *This Man Cares* and *Man in the Mirror*.

Awareness raising of opportunities in gender segregated occupations and sectors will be an ongoing thread of activity. Central to this approach are campaigns such as *This Ayrshire Girl Can* to encourage women to aspire to careers which are traditionally dominated by men in areas like engineering, technology and construction, and *This Man Cares* which encourages men to choose careers in care and childcare. An important aspect of this awareness-raising work is working with partners like SmartSTEMs to secure as much employer commitment as possible to planned activities.

To influence the influencers of young people, we will continue to promote interactive case studies demonstrating the success of young women and men in non-traditional occupations, making these resources available to schools, parents and employers. To encourage applications to gender-dominated courses, we will pay particular attention to engineering, computing, and early education and childcare school-college courses. However, our broader activity on tackling gender imbalance will impact on all curriculum areas, for example our sports curriculum will continue to work with schools to challenge gender stereotyping in sport.

For students who choose to take part in a course which is dominated by the opposite gender, we will continue to support their success in non-traditional subjects through peer networks like Ayrshire Connects, which links female STEM students on courses across all of our campuses with each other, with students in other colleges and universities, and with employers.

ESOL and Gaelic

We will work with the three local authorities to plan ESOL provision in 2018-19 based on the mainstreaming of funding that was previously available for additional activity across CPPs. The College will build on the introduction this year of ESOL qualifications as part of school-college partnerships with local authorities. We will continue to facilitate joint training days, forums which brings all ESOL practitioners together to share good practice, and celebrations of success of ESOL students.

While we have not had, and do not anticipate, demand from stakeholders related to support for the Gaelic language over the next three years, we will keep this under review.

Supporting over-24 year olds

Following guidance from the Minister for Further and Higher Education and Science, the College will intensify efforts to encourage people over the age of 24 to embark on courses, through employability courses for those who have been out of work or education for a number of years, upskilling courses for those seeking to progress in employment, and retraining opportunities for those seeking to change career. While we anticipate some challenges with how student support funding is currently structured in relation to the benefits system, we will work hard to ensure these students have appropriate financial support to enable them to sustain their learning.

Although unemployment has decreased in recent years, East and North Ayrshire continue to experience amongst the highest rates of youth and all-age unemployment in Scotland. The College will work closely with the CPPs and local employability partnerships to design provision that supports the needs of unemployed in their communities.

In partnership with the local Department of Work and Pensions, local authorities and a wide range of third sector organisations, we will continue to develop and deliver a range of short courses to support unemployed people. It will be critical that such courses are not impacted negatively by the introduction of Universal Credit in our communities.

Student Support Funding

Student funding payments made by the College to sustain students in their courses are a key element of our retention and achievement strategies. In the period covered by this Outcome Agreement we will expect student funding financial allocations made available by SFC and SAAS to meet fully the requirements of our students.

It is not yet clear how decisions taken following recommendations made in the national review of student funding report, [A New Social Contract for Students](#), will impact on the College or our students.

How Good is our College

Quality enhancement and continuous improvement will underpin everything that the College aims to achieve in the period covered by this Outcome Agreement. Our priorities for improvement are set out in our [Enhancement Plan for 2017-18](#). We have set ambitious targets for improvement in KPIs over the next three years, building on very good improvement in 2016-17. To help meet these stretching targets the main focus in our Enhancement Plan is as follows:

- We will implement a new curriculum delivery model for full-time FE courses in 2018-19 and evaluate changes made through the introduction of a weekly Personal Development session for all full-time FE students in 2017-18
- We will initiate an in-depth review of HE full-time delivery, focusing in the first instance on curriculum areas at greatest risk of lower student success
- Improving outcomes of part-time FE students, in particular those participating on school-college programmes.

As we now have access to robust information on our key performance indicators in July each year, we will adapt our quality enhancement cycle to start the team evaluation process in June. This will enable us to complete the curriculum development planning cycle earlier.

OUTCOME 2 - OUTSTANDING SYSTEM OF LEARNING

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

Improving Student Outcomes

During 2016-17 the College made very good progress on SFC priorities of improving student outcomes. Outcomes for FE full-time (FEFT) students increased by 5.7 percentage points from 61.2% to 66.9% (the most improved in the sector) which placed the College above the sector average (65.3%) for the first time since merger.

Outcomes for HE full-time (HEFT) students also showed strong improvement of 4.9 percentage points over the year, increasing from 63.1% to 66.0%, and we were one of only five colleges which improved over the year. However, HEFT performance remains below the sector average and addressing this will be a key focus for improvement over the next three years in a number of curriculum areas.

Enhanced and coherent cross-college efforts by curriculum and service staff to improve student outcomes for key groups identified by SFC have resulted in very good progress in a range of areas. For example, outcomes for students on FE and HE full-time students residing in SIMD10 datazones have improved at a greater rate than the College average, by 9.4 and 8.5 percentage points respectively. 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 63% for FEFT, and over eleven percentage points to 71% for HEFT.

Significant emphasis has been placed on reducing withdrawals and improving partial success for all students on full-time courses. Both measures have shown good progress, resulting in overall withdrawals improving by 5.5 percentage points and partial success by two percentage points over three years. This continues to be a critical area for improvement during 2018-19 to ensure the College can meet SFC's stretching targets for full-time student success.

FE part-time successful completion rates have declined over three years, primarily due to the performance of school-college courses. In 2018-19, we will work with local authorities, schools and the new South West Educational Improvement Collaborative to develop a coherent focus on raising attainment, closing the attainment gap and improving outcomes for school pupils studying part-time qualifications at College. Education Scotland will be engaged in this process through a series of lesson observations to review the quality of learning and teaching on school-college courses.

Articulation

In 2018-19, the College will intensify its focus on making progress on the recommendations of the Commission on Widening Access report, *Blueprint for Success*. Typically, thirty percent of school leavers in Ayrshire who move onto HE study do so through HNC/D courses at College. Given the significantly higher proportion of school leavers in East and North Ayrshire who move onto FE courses, progression from FE will remain an important access route to higher education for many young people. The College will work with schools across Ayrshire, including

those involved in the Schools for Higher Education Programme (SHEP), to promote awareness of the various college routes to higher education, and the College's Involvement in the FOCUS West Management Board from summer 2018 will be beneficial.

Through benchmarking with other colleges, we know that we have delivered consistently well in enabling our HN students to articulate directly to second and third year of undergraduate degrees with advanced standing. Half of our HN students who progress to university move directly into second or third year of a degree programme. However, the other half start in year one and duplicate much of their learning. The SFC target for all colleges that 60% of HN entrants to university should articulate with advanced standing per year by 2019-20, rising to 75% by 2025-26, is very ambitious and potentially unrealistic given historic trends. Making progress is only possible with firmer commitments from universities to extend and formalise arrangements with colleges to properly apply the principles of the Scottish Credit and Qualifications Framework (SCQF) to eliminate unnecessary, costly and demotivating duplication of learning.

The College has articulation agreements in place with a number of universities, including those closest geographically to our students, UWS, Glasgow Caledonian University and the University of Strathclyde. In 2018-19, we will continue to secure further agreements with universities, for example by progressing recent positive discussion with Napier University, to expand opportunities for students seeking to articulate to degree programmes.

We will build on our excellent progression arrangements with the Open University by seeking to increase articulation to the campus-based level 3 Social Science (Hons) degree, widening access to degree provision by introducing a campus-based level 2 Social Science OU course for HNC students to gain direct entry, and developing credit transfer arrangements for HNCs like Working with Communities and Counselling to meet entry requirements for the OU campus-based programme which is currently restricted to HNC/D Social Science.

Our provision of Scottish Widening Access Programmes (SWAP) has increased for 2018-19 with the introduction of *Access to Social Work* at SCQF Level 6. This has been designed for adult returners who have no qualifications and/or have been out of education for more than five years. It will provide direct access to a range of degree programmes at a number of universities across Scotland.

Demand-led curriculum

The College will continue to respond to the skills needs of the labour market in the region, expressed in the *Regional Skills Assessment* (for example, which forecasts employment growth in the construction and care sectors over the next decade, and through major economic developments such as the Ayrshire Growth Deal and the HALO development.

Our engagement with employers on the *Flexible Workforce Development Fund* this year has highlighted a particular need for provision to develop supervisory and middle management skills of existing employees across a range of sectors. The College will respond by delivering courses through the fund. The need for management and leadership skills in the early years and childcare sector is being

addressed through strategic discussions and action between the College, local authorities and universities.

We will continue to review our curriculum provision on an annual basis, ensuring that it meets the needs of the regional economy and local communities. To support this, we will refresh our industry sector employer skills forums, and create new forums, eg Digital Skills Employer Forum. These will continue to be the main formal vehicle to secure feedback from employers on the relevance of college provision and to validate our provision by industry.

In addition, we will continue to provide opportunities for employers to influence the curriculum at events such as our annual business dinner, our Scottish Apprenticeship Week activities each year, and other opportunities throughout the year targeted at businesses in specific sectors.

The College's leadership team, directors, heads and managers will continue to engage regularly with employers and sustained positive destinations. Our innovative work on using predictive analytics to improve student retention has attracted interest across the sector, with a number of colleges seeking to adopt our approach.

OUTCOME 3 – A MORE SUCCESSFUL ECONOMY AND SOCIETY

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

One of the College's three strategic goals is to develop people and communities, and support inclusive growth, through high quality learning and skills. This goal is supportive of the SFC outcome for a more successful economy and society.

Responding to labour market needs

We will continue to meet the skills requirements of companies which expand, are created in, or are attracted to Ayrshire. In particular, the College will work with employers to ensure that our course provision addresses current and emerging skills needs. How we do that is expressed in our [Making Your Business Our Business](#) employer engagement strategy, which will be refreshed in 2018-19.

The College will continue to help secure inward investment opportunities through our relationships with Scottish Enterprise, Scottish Development International, Skills Development Scotland and local authority economic development teams. We will form part of regional task forces, providing potential investors with confidence that the education and skills system has the capacity, flexibility and desire to meet their current and future needs.

Recent developments from the Scottish and UK governments mean that the Ayrshire Growth Deal (AGD) is now entering a period of development leading to implementation. Associated projects such as the Spaceport, innovation centres in advanced manufacturing and life sciences, and coastal regeneration will transfer the regional economy over time. In 2018-19, the College will continue to work with the AGD team, local authority economic development teams, the emerging regional economic development pilot and local industry to support this activity and maximise the benefits of the developments for Ayrshire's communities. Current and future skills needs will be defined and developed as these projects and discussions evolve. The College is working in partnership with Skills Development Scotland on addressing these skills needs.

Community Planning Partnerships

The College is an important partner in the three Community Planning Partnerships (CPPs) in Ayrshire, with the Chair, Principal, Vice Principals and other senior managers involved at a strategic level in all CPP boards and relevant committees. As well as helping to meet the targets on education, skills and employment set out in the three single outcome agreements, the College contributes to meeting outcomes on making Ayrshire healthier and safer, building resilient communities and tackling inequalities.

Focus on STEM

We will intensify our focus on STEM to address the ambitions set out in the government's *Science, Technology, Engineering and Maths Education and Training Strategy*. To assist with this, the College has established a regional STEM strategy group comprising the three local authorities and the DYW regional group. After achieving the rigorous STEM Assured accreditation in 2017, we will ensure that the

College retains that certification and continues to be recognised as a provider of high quality training aligned with current and future industry demand. In 2018-19, we will develop a STEM skills strategy.

Aerospace plays a major part in the Ayrshire economy and is a regional niche sector. The local cluster currently has a combined turnover of around £575 million, with ambitions to increase this to £1.6 billion. As a partner of the Prestwick Aerospace Strategic Partnership, the College will continue to support employers in the industry by ensuring there is an adequate pool of skilled people to meet their business needs.

Following the creation of our industry standard composites centre on our Ayr Campus, we will continue to be the partner of choice for composite repair and testing for the aerospace and renewables sectors. This will include increasing the number of full-time students trained in composites, as well as bespoke courses for industry partners. The College will work with industry to monitor and respond to changes in technology and practices, ensuring our provision remains current and relevant. We will work with the Prestwick Spaceport team to develop and plan for the skills required for this venture and provide the support required to maximise the opportunity for success.

Fabrication and Welding pathways account for around 22% of the engineering Modern Apprenticeships offered by the College. The College is the first in Scotland to be certified as an examination and test centre by The Welding Institute (TWI), which is the world's largest provider of training in non-destructive testing, welding, welding inspection and a host of allied disciplines. Training with the College and TWI will lead to internationally recognised qualifications, delivering tangible benefits to individuals and businesses. We offer courses and examinations designed to service all key industry sectors including oil and gas, aerospace, construction, power (nuclear, fossil, renewables), automotive, rail, marine, manufacturing.

Life science is identified as one of the Scottish Government's growth sectors and is a central aspect of the Ayrshire Growth Deal. The College will work with employers such as GSK and partners to identify skills requirements and proactively address these needs.

We will continue to work in partnership with the Energy Skills Partnership to ensure we meet the skills demands of employers in sectors such as macro and micro renewables, construction and transport. This partnership ensures a consistency in approach, as well as providing access to industry-standard resources and industry influencers. Taking advantage of these partnerships, curriculum staff will engage in vital industry-led CPD, and we will secure positive destinations within the industry for students. Building on our relationships with manufacturers like Gamesa, we will continue to support the upskilling of the wind turbine industry and the provision of new entrants to the sector.

In line with *A Manufacturing Future for Scotland Strategy*, which seeks to 'address anticipated skill demand by promoting STEM subjects throughout the school curriculum and improving engagement between industry and education' we will work with local authorities to develop a collaborative approach to delivery through specialist hubs in schools or on our campuses. These will be focused on specific sectors or disciplines and will be driven by local industry partners who will shape the content based on their needs.

We will continue to host Mission Discovery each year, a week-long space education programme run by NASA officials for 200 senior phase pupils. The week also includes a full-day workshop for S1-S3 pupils, a conference aimed at young women, and a large public event to encourage as many people as possible to aim for careers in STEM areas. We will continue to encourage HNC and HND students to act as STEM ambassadors in activities with school pupils.

Through our *This Ayrshire Girl Can* campaign, we will continue to run three large one-day *Girls in STEM* workshops, each attracting in the region of 200 P7 to S2 female pupils. We will continue to promote female role models through video case studies featuring female apprentices such as Woodward, Spirit Aerosystems, Prestwick Aircraft Maintenance Ltd, Hyspec Engineering and GSK, and encourage the use of these films in schools to encourage girls to think differently about careers in engineering.

The College will continue to support *Ayrshire Connects*, our mentoring network for female STEM students to connect with each other across courses and campuses, with female STEM students in other colleges and universities, and with women in the industries they aspire to work in. As well as arranging visits for students to companies and regular events at which senior women in sectors like engineering offer advice on securing and sustaining careers in male-dominated industries, we will continue to hold an annual conference with international speakers at which local companies mentor the girls and women who attend.

Digital ambitions in Ayrshire

Developments in digital technology will affect all sectors of the economy, requiring employers and employees to adapt how they work. New job roles will not be limited to the traditional digital industry. Increasingly, jobs in sectors of the economy like finance, manufacturing, retail, health and tourism will rely on digital skills and the future success of these industries is likely to depend on this.

The College will work closely with industry, identifying and planning for future skills demand and supporting early adoption of new technology. Our partnership with the HALO (Kilmarnock) Development will be a major catalyst for this activity in 2018-19 and will contribute to refining our contribution to the digital aspects of the Ayrshire Growth Deal.

The College will publish a Digital Skills Strategy in 2018 with an ambition to deliver a learning culture that fully embraces the digital age, producing confident digital citizens and digital creators through innovative learning programmes. Core to the strategy will be the *Digital Life Wheel*, a set of values to support living and working in today's digital world. We will develop an online course to ensure that our students become confident digital citizens by applying these values. This *Digital Life Wheel* toolkit offers a real opportunity that can be extended to our school partners and communities, supporting the Ayrshire Growth Deal's *Connected Classroom* project.

The College will play a critical role in supporting Ayrshire's digital future by ensuring that all students develop the skills to take advantage of opportunities. The jobs available can only be filled if increasing numbers of people choose to develop the skills required yet, despite the many high-value job opportunities and careers available in the digital sector in Scotland, there is a significant need to raise

awareness of these amongst young people and their influencers. The College will continue to work with schools to build a pipeline of young people into our full-time computing courses.

Our successful Coderdojo Ayrshire computing coding clubs have introduced over a thousand primary and secondary age school pupils to programming and developing apps, and we will continue to offer these throughout 2018-19 to build a pipeline of young people studying digital skills. Following two successful *This Ayrshire Girl Can* events, run in partnership with SmartSTEMs, which introduced over 500 first and second year secondary school girls to STEM, we will continue to roll these events out on an annual basis.

Early Years and Childcare

In 2017-18, the College intensified its support for the expansion programme and addressed the actions set out in the *Skills Investment Plan for Scotland's early learning and childcare sector* by increasing provision of early years courses in schools, evening classes, and full and part-time courses. For example, we increased HNC Childhood Practice activity by 32% on the previous year.

Excellent partnerships with the three local authorities have resulted in proactive planning to support the upskilling of the existing workforce, the training of career changers and new entrants to the sector. In partnership with the local authorities, we mapped out a comprehensive pathway of qualifications to meet the sector's needs starting with the Foundation Apprenticeship in Social Services (Children and Young People) and other school-college courses.

An important aspect of our support for the sector is working with partners to expand opportunities for training existing and new staff. To attract more males into early years, the College developed a six-week full-time skills academy programme for male career changers. We will pilot an *Access to Childhood Practice* (SWAP SCQF level 6) for adult returners in 2018-19, which will provide an alternative pathway to HNC Childhood Practice for adults with no qualifications or who have been out of education for more than five years.

In partnership with UWS, the College has produced a leadership qualification pathway for aspiring leaders who wish to progress from a practitioner to a senior position, and from seniors to a head of centre position. We work closely with university partners to ensure a smooth transition from HNC and HND Childhood Practice to years two and three of BA Childhood Studies.

Responding to requests from local authorities, the College delivers tailored CPD sessions on reflective practice and leadership skills through our evening class provision. We also developed an efficient fast-track delivery model for HNC Childhood Practice, which has been very popular as an evening class with childminders wishing to upskill in response to the government's expansion programme.

In 2017-18, the College supported the redeployment process of 24 classroom assistants in North Ayrshire to become trainee early years practitioners by undertaking the HNC Childhood Practice/HNC Additional Support Needs qualifications on a full-time basis. This approach will continue in 2018-19 and will be available to all North Ayrshire Council employees.

The College has planned to continue this intensification in 2018-19, with ambitious plans to deliver 4,156 HNC Childhood Practice credits which is based on needs identified by our partners. However, the 5,489 credits for HNC Childhood Practice ring-fenced by SFC in 2018-19 is considerably more than our planned growth.

An important factor that has influenced our plans for growth in 2018-19 is that many students applying for the HNC Childhood Practice do not have the relevant sector experience for direct entry. The College is overcoming this problem by intensifying growth in the number of places at NC level by 30% in 2018-19, which will lead to an increase in suitable applicants for HNC in future years. A further factor is the need to establish higher volumes of suitable high quality placements, which are essential for the qualification. Work is ongoing with partners to investigate alternative placement models for the future.

Senior Phase Vocational Pathways

Building on good progress already made, we will continue to develop a coherent, strategic approach to promote school-college courses. In 2018-19, the College will continue to engage in the new South West Educational Improvement Collaborative and with headteachers in Ayrshire's 26 secondary schools to strategically design and plan senior phase vocational pathways.

An important component of these industry sector pathways is our foundation apprenticeship offer. In 2018-19, we will offer seven cohorts of foundation apprenticeships including the five discrete frameworks of Engineering, IT: Software Development, Social Services (Children and Young People), IT: Hardware Support, and Civil Engineering. We will work with the DYW regional group to source appropriate work placements for our foundation apprentices.

In agreement with local authorities and schools, the College has established a more efficient, stable and financially viable model for growing provision year on year. In addition to traditional year-long and group award programmes for senior phase pupils, we will investigate other delivery models such as introductory or shorter courses in broad vocational areas for senior phase pupils. Collaborative working with individual schools is continuing, with the introduction of joint delivery of Skills for Work Early Education and Childcare with Greenwood Academy. We hope to roll out this innovative practice in future years to help meet labour market needs.

We will extend vocational pathways from senior phase into broad general education with the introduction of short vocational courses for S3 pupils in 2018-19, which will help them make informed option choices in the senior phase. Vocational areas for 2018-19 include construction, digital, professional cookery, and hair and beauty with the intention to extend the number of areas the following year.

Importantly, we will continue to play a proactive role in the strategic and operational groups of the DYW Ayrshire regional group, in particular to enhance the College's engagement with employers to support the work experience requirements of school-college courses like foundation apprenticeships as well as full-time courses.

Supporting the apprenticeship family

We will continue to promote foundation apprenticeships (FAs) as a high quality vocational offer for senior phase pupils. In addition to the three discrete FAs offered in 2017-18 (5 cohorts), the College has offered a further two FA frameworks for 2018-19. While some of these so far have not generated the numbers required for delivery, we will continue to work with partners to fill these places.

The College works well with employers across the region to support a range of models to deliver Modern Apprenticeships (MAs) and at any time we have over 900 apprentices in training. In 2018-19, we will intensify our efforts to encourage an increasing number of businesses to recruit modern apprentices. The focus of our apprenticeship activity will continue to reflect the main economic sectors in Ayrshire - primarily engineering, construction, care and hospitality.

As well as contracting directly with SDS to deliver MAs, the College will continue to deliver the educational components of apprenticeships for a range of industry sector bodies such as CITB, SNIPEF and SECTT, as well as local authorities.

We will seek to work with university partners on the development of graduate level apprenticeships.

Work placements

The College aims to ensure that all full-time students undertake work placements, volunteering opportunities or live project briefs to help them become work-ready when they complete their course. Work placements in curriculum areas such as care and early years are built into the course. All full-time sports students participate throughout the year in volunteering projects with, for example, Active Schools and Ayrshire Sportsability. Excellent relationships with the construction sector in Ayrshire leads to a large number of work experience opportunities for trades students.

The College works with the DYW Ayrshire regional group and industry organisations such as the Ayrshire Engineering Alliance to secure work placements for our foundation apprentices. In 2018-19, we will seek further support from the DYW group to identify work experience opportunities for more students.

Responding to current workforce skills needs

According to the *Regional Skills Assessment*, Ayrshire performs better than the Scottish average in relation to the ease of filling vacancies. However, higher than average numbers of businesses report skills gaps in their workforce. This requires targeted provision to develop the skills of current employees to help boost the productivity of businesses.

Feedback from businesses and stakeholders in the region has identified, for example, a need for general skills development in management and business improvement techniques, and specific training for the hospitality sector. The College will continue to develop our portfolio of training courses in these areas, ensuring that provision is widely accessible by industry. We will intensify our work with local industry and stakeholders to refine our industry training provision to meet the needs of businesses, job seekers, and the regional and national economy.

Flexible Workforce Development Fund

The College will continue to develop training through Flexible Workforce Development Fund through a suite of courses that meet the needs of Ayrshire businesses. Despite the short notice prior to commencement of the fund in 2017-18, the College has generated considerable interest from relevant employers. Our initial response has been to provide generic skills development such as management and digital to support immediate business needs. In 2018-19, we will develop the training provision on offer to higher levels, alongside courses that are more bespoke to individual business needs.

Industry partnerships

We will continue to offer bespoke training solutions for our business partners, delivered flexibly and accessing a range of support mechanisms and funding streams to meet the needs of industry. Bespoke provision will include innovative partnerships with industry, such as that currently underway with Spirit Aerosystems.

In 2017-18, the College entered a new partnership with Spirit to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme we already provide the company. The new technical training is being delivered by a dedicated vocational trainer employed by the College, who will provide accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site. Our trainer will upskill new recruits to the business to ensure they are compliant with the technology and culture that the company requires. As new technology and processes are introduced the training provision will change accordingly, with the benefit of feeding this valuable information back into our curriculum design process.

Demand-led curriculum

We will continue to use our Industry Skills Forums to develop and validate our curriculum offer to ensure it responds to industry sector needs. Previously established forums in aerospace, engineering, science, digital, and health & social care will be continued and expanded. Other groups will be introduced. Externally established groups including Prestwick Aerospace Group and the Ayrshire Engineering Alliance, as well as our partnership with the Hospitality Industry Trust Scotland, will be also used to provide this function.

Cyber resilience

The College has taken action to meet government requirements for the public sector in Scotland to meet a minimum standard of cyber resilience. The ICT Services team aims to complete plans by October 2018.

Work is underway between the College and HALO (Kilmarnock) Development, the Scottish Centre for Business Resilience and universities to establish a high-end cyber security and digital innovation centre of excellence. Students and staff are engaged in early design concepts of the digital centre and the accompanying skills offer.

OUTCOME 4 - HIGH-PERFORMING, SUSTAINABLE INSTITUTION

A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements

The College's strategic goal to be a high-performing, sustainable college recognised for excellence and integrity underpins our commitment to the corresponding SFC outcome.

Governance and financial management

Good and effective corporate governance led by the Board of Management is embedded in everything we do. In 2017, the Board of Management reviewed the updated requirements of the Code of Good Governance for Scotland's Colleges and undertook an externally led review of the effectiveness of the Board's governance. The conclusion of the review was that the College complies fully with the Code of Good Governance for Scotland's Colleges.

The College has a sector leading approach to risk management. Risk Management practices and engagement by board members are well embedded in each committee, which takes lead responsibility for the management of strategic risks within their terms of reference. Ultimately, these risks are collated and presented to the Audit Committee and to the Board of Management for approval at the end of each meeting cycle.

Institutional Financial Health and Sustainability

Institutional financial health and sustainability remains a challenge for the College and the wider sector. This area is a key strategic priority for the Executive Management Team and the Board of Management. We have implemented, through SFC, the Audit Scotland recommendation for all colleges to conduct medium term financial planning. The College submitted a final Financial Forecast Return (FFR) for a five-year period to 2021-22 on 3 October 2017. We understand that SFC will request an updated FFR in the coming months and the College will use this information to plan for this period which, although uncertain, will provide a five-year baseline financial plan.

We will continue to explore opportunities to increase efficiencies across curriculum and service areas. Our recent *Institutional Efficiency* return to SFC for 2016-17 identified that we had delivered efficiency savings of £1.356 million.

The College is currently working through its budget processes and timetable for 2018-19. A significant challenge already identified is the annual cost of living awards. The College has calculated the overall costs of the three-year offer made to and rejected by EIS-FELA. The structure of the offer and its link to the current migration to national salary scales has placed a significant financial burden on the College. SFC colleagues who have validated the cost of living offer have recognised this, and Ayrshire was one of four regions specifically mentioned in their commentary. In addition, due to the change to public sector pay policy, service staff unions have indicated that the cost of living expectations from their members have significantly increased. Job evaluation processes and costs remain unknown at this stage, however this has the potential to significantly impact the College's financial position and future service delivery.

The Board took comfort by the letter received in March 2018 from the Deputy First Minister, which outlined that additional funding would be made available for 2018-19 to provide part support for the principal and interest payments for our PFI campus in Kilwinning. Although the letter stated that Ayrshire is in a “unique position in the sector in carrying such a financial burden”, SFC has recently confirmed that specific funding to support the PFI payments will not be available from 2019-20 onwards. The College Executive Management Team and Finance staff will work collaboratively with SFC during 2018 to achieve institutional sustainability beyond 2018-19. We will quantify and agree the financial support package required from SFC to allow the College to make sufficient annual savings to fund the PFI contract costs over the remaining years of the contract.

Inspiring learning spaces

In 2018-19, it will again be a priority that students on all campuses have access to high quality learning spaces. We will continue to improve student facilities in our Ayr and Kilwinning campuses and in our co-located Skills Centre for Excellence at Irvine Royal Academy. We will continue to ensure that the high standards at Kilmarnock Campus are maintained.

For 2019-20, it will be a priority to relocate our current STEM provision in North Ayrshire from a leased industrial unit in the Nethermains industrial estate to a modern fit for purpose facility located at our Kilwinning campus. Positive discussions are continuing with North Ayrshire Council and the SFC on financial strategies to achieve this aim.

Further to the completion of a major programme of works (£1.6m) in summer 2017 to create new and upgraded learning spaces and facilities within our Hospitality curriculum area, the College has secured new funding from the Ayrshire College Foundation (ACF) to enable further significant improvements to be made within the Ayr Campus in 2018. The improvements planned include redeveloping the first floor of the Dam Park Building to provide a new Health and Social Care curriculum suite, relocating the HIVE, Supported Learning and Essential Skills areas to the ground floor of the Riverside building, and installing a new kitchen for Supported Learning and HIVE students. A new Supported Learning kitchen is also planned for Kilwinning Campus in 2018.

The College and the ACF will continue to jointly fund year two of a three-year investment plan totalling £1.5m that will significantly improve student ICT resources within learning spaces. As planned, the vast majority of the investment will be targeted at our Ayr and Kilwinning campuses. The ACF will provide £250,000 of funding per year which the College will match each year from its annual SFC capital grant. This three-year ICT plan includes the roll out to all other campuses of our innovative Citrix solution, which was installed as part of the development of the new campus in Kilmarnock. At the end of the three-year period, students across Ayrshire will benefit from the resources provided to them by using Citrix, and over 2,000 end user devices will fully support the students’ learning experience.

Climate change

The College is committed to being a sustainable institution and has signed the Universities and Colleges Climate Change Commitment for Scotland. We are committed to satisfying our Climate Change Duties as detailed in the Climate Change (Duties of Public Bodies) Order 2015.

The College aims to continue to reduce the consumption of packaging (particularly plastics), water, waste and energy. The College catering service has eliminated the use of plastic straws and cutlery and invested in new crockery and vegeware – which is compostable. A number of measures on waste water reduction have been implemented across the College. All food waste is segregated and sent for recycling into energy. All wood, waste oil, glass, aluminium, paper and dry recyclables are separated and our target is that 100% of waste will be recycled by 2025. We will continue to use biodegradable towels in our Hair and Beauty curriculum and in 2018-19 we will develop innovative ways to dispose of these waste streams. We plan to acquire two hot bins to compost catering waste which can then be used by our horticulture and landscaping students.

We will move to the use of recycled paper in copiers and restrict the number of copies which staff and students are able to print by continuing to encourage greater use of our virtual learning environment, Moodle.

On energy consumption, we are continuing to roll out an LED lighting replacement programme on the Ayr and Kilwinning campuses. Motion and timed lighting are in place in the Kilmarnock Campus and our supplier uses sustainable energy sources. In Kilmarnock, approximately 70% of space and water heating is provided by a biomass boiler and our target is to continue to optimise the use of biomass instead of fossil fuels. The building achieved BREEAM Outstanding status during its design and construction phase and we continue to work to maintain that status during the operational phase. The introduction of increased insulation in the new roofs at Dam Park is an attempt to retain heat in the building and reduce consumption of gas for heating which in turn will reduce emissions.

A cross-college Sustainability Group meets regularly to help keep sustainability a priority, and the Estates Team scope planned and preventative maintenance to incorporate sustainable efficiencies utilising the WRAP Facilities Management Procurement Toolkit, including for SFC-funded backlog maintenance work at the Ayr campus.

Where possible, food miles are kept to minimum and foodstuffs are mostly procured through The University Caterers Organisation (TUCO). Local produce is used where possible in order to keep supply chains sustainable.

We have introduced a chemical-free cleaning system on the Kilmarnock campus, which creates a multi-purpose cleaning solution and a disinfectant/sanitiser using just water and salt. Following its success at Kilmarnock, this system will be introduced at Ayr from summer 2018.

Sustainable travel is heavily promoted by the College and we have a Green Travel Plan. We will continue to encourage staff and students to use this when making travel choices. Car charging points are available on each campus, and staff are encouraged to car share to reduce pollution and parking pressures. In 2018, the College introduced the Cycle to Work Scheme to enable employees to purchase a bicycle and changing facilities are available for cyclists.

Equality outcomes

Central to everything we do is our ethos of providing opportunities for all, expressed in our [Equality Outcomes 2017-2021 Report](#) and [Equality Outcomes Action Plan](#). A set of four regional Equality Outcomes and associated shared actions have been

agreed and the College is working with community planning partners to deliver on the following pan-Ayrshire equality outcomes:

1. People experience safe and inclusive communities
2. People have equal opportunity to access and shape public services
3. People have opportunities to fulfil their potential through life
4. Public bodies will be inclusive and diverse employers.

Our *Values, Inclusion, Equality and Wellbeing Steering Group* will continue to support the ongoing implementation of the our [Equality Outcomes Action Plan](#). The College is committed to the principle of equal opportunities in employment and specifically that pay should be awarded fairly and equitably regardless of age, disability, ethnicity, gender identity, marital status, pregnancy and maternity, religion or belief, sex, and sexual orientation.

Equally Safe

The College embraces our wider commitment to gender equality, particularly in reference to gender-based violence and transgender identities. We recognise that there are many contributing, interlinked facets of gender inequality and we will seek to develop further an approach which addresses these.

The College's strategic commitment to tackling gender-based violence is most evident in its Equality Outcomes 2017-2021 which includes a commitment to develop and deliver an *Equally Safe* plan, as well as continue to work with our local partners to prevent and end violence against women and girls.

We are developing our *Equally Safe* plan using the four priorities identified by the Scottish Government to prevent and end violence against women and girls. To support this development, a mapping exercise through the Safeguarding Committee is currently underway. Following on from the Scottish Government strategy, *Equally Safe*, an *Equally Safe in Ayrshire* partnership was established last year. This partnership seeks to support collaborative working across each of the local Violence against Women partnerships in Ayrshire. The College is represented in each of these partnerships and in the *Equally Safe* partnership, which means we are able to inform and contribute to local *Equally Safe* plans in the region.

Our Principal has joined the *Equally Safe in in Further and Higher Education Working Group* as a representative from the college sector. The group will be looking at implementing the *Equally Safe* strategy in relation to gender-based violence in colleges and universities, and will be working closely with the *Equally Safe in Higher Education* project at the University of Strathclyde to contextualise the project toolkit for the college sector.

Workforce Plan

A highly skilled and motivated workforce is critical to the College delivering high quality learning and teaching experiences, and supporting the communities of Ayrshire. The workforce plan sets out the College's ambitions and the likely key challenges over the next five years. The challenges are based on current

assumptions, however it is recognised that these will change and that additional or different challenges will emerge.

The strategic workforce plan has been developed at a time when the college sector is implementing national bargaining for staff. While the full impacts of national bargaining are currently unclear, the workforce plan will be updated and revised as the outcomes from national bargaining, and the implications for the management of staff contracts and the workforce, continue to evolve.

OUTCOME 5 - INNOVATION

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

One of the College's three strategic goals is to be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive. This goal supports the SFC's outcome on innovation.

Supporting innovative developments in Ayrshire's economy

The HALO (Kilmarnock) Development is an imaginative, innovative and inspirational regeneration initiative to revitalise Kilmarnock and the wider Ayrshire region. It is a multi-faceted regeneration of a 28-acre site which will generate 1,500 jobs. The college has signed a Memorandum of Understanding with HALO and is working collaboratively on a range of innovative, strategic projects.

Part of the development will be an innovative early years centre, incorporating outdoor space and the innovative application of digital technology. The College is working with HALO to design this innovative learning space and HNC students will work on projects to present design concepts. The new centre will provide excellent work placement opportunities for early years and childcare students.

Construction students are already engaging in the development of the site and in 2018-19 they will have the opportunity to develop a business case for dedicated plots on the site, for example to build a house using the latest business modelling techniques, and apply the latest digital technologies in a house of the future.

Encouraging and supporting innovation

The aim of Scotland's Innovation Centres is to help businesses increase the pace of innovation and, in turn, help Scotland's economy and people to flourish and prosper. Following productive partnership activity with Innovation Centres such as The Data Lab and the Industrial Biotechnology Innovation Centre, the College will build relationships with others, in particular the Digital Health and Care Institute, the Construction Scotland Innovation Centre and the Centre for Sensor and Imaging Systems. We will take advantage of CPD opportunities for staff, as well as providing opportunities for students to engage with relevant centres to understand innovation in their chosen sectors.

Building on the success of our inaugural *Ayrshire Bytes* digital conference, designed in partnership with The Data Lab Innovation Centre, we will host a bi-annual digital conference with the dual purpose of equipping businesses and our computing students and staff with knowledge on the emerging technologies that are impacting on the wider economy.

College Innovation Fund

As part of the College Innovation Fund, we will participate in the *FUTUREquipped Colleges and Innovation Centres* pilot project. This project will help develop the future skills required to meet greater levels of automation and digitisation in the delivery of new housing and the integration of digital health and care technology into homes.

Innovation Vouchers

Industry research and development and associated innovation in Ayrshire lags behind Scotland and subsequently the region has a characteristic of low GVA and low productivity. To help promote innovation in our small to medium business base, the College will begin using innovation vouchers in partnership with industry. As we are a market leader in the area of composite materials skills development, the initial focus of innovation voucher investigations will be on this.

Innovation in the delivery of learning and in services to support learning

Throughout 2018-19, we will intensify our efforts on innovation to enhance the student experience. This will include holding a Festival of Learning for all staff which will focus on digital innovation across service and curriculum areas. We will continue to enable staff to share good practice in learning and teaching through sharing sessions and TeachMeets.

Supported by funding from the Ayrshire College Foundation of £250,000 over three years, the college introduced the *Innovating for Learning Fund* in 2017 to support creativity and improvement in curriculum and service design, content and delivery. Grants will continue to be available to teams in 2018-19 to support new approaches to learning, teaching and assessment. Projects will be evaluated as part of our self – evaluation process.

We will continue with our innovative work using predictive analytics to improve student retention and attainment, including working with other colleges to share our learning and learn from theirs.

Using Technology to Enhance Learning

Committed to high quality learning and student experiences, and to support the introduction of directed study in all full-time FE courses in 2018-19, there will be a significant effort in all curriculum areas to develop further learning materials for our virtual learning platform, Moodle. In partnership with curriculum and quality enhancement teams, our learning technologists will develop a minimum standard for learning and teaching materials and interactions on Moodle which will align with, and be further developed through, the digital professional standards work planned by College Development Network.

Supporting Student Enterprise

Small and micro-sized business form the vast majority of the business base of Ayrshire with the Regional Skills Assessment for the region illustrating that 88% of businesses regionally and nationally have fewer than ten employees. Business start-up and survival rates in Ayrshire are below that of Scotland.

Over the next three years, in collaboration with a range of partners, we will offer a coherent, coordinated programme of enterprise support to students. *Enterprising Students* is the college's strategy to inspire greater numbers of business births from our student population and support these businesses to achieve sustainability and growth. We will launch *Enterprising Students* in 2018-19 and it will support students by:

- Enhancing our very productive relationship with Bridge 2 Business
- Introducing a fund to enable the development of student business plans and prototypes
- Developing our partnerships with external agencies such as Business Gateway and The Prince's Trust.



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Learning and Teaching Committee

31 May 2018

Subject:	Digital Skills Strategy (2018-20)
Purpose:	To present the draft Digital Skills Strategy to the Learning and Teaching Committee for approval
Recommendation:	The Learning and Teaching Committee is invited to approve the strategy

1. Background

The Digital Skills Strategy (2018-20) sets out our ambition to secure and safeguard Ayrshire's digital future. By enabling and supporting our students, staff and communities to become confident and responsible digital citizens, we will work to address the digital skills gap.

Our strategy focuses on delivering the key digital skills which will make a positive difference to those who will live, learn and work in the digital age.

The Digital Skills Strategy supports the aims and objectives set out in the Strategic Plan (2017-20), the Outcome Agreement (2017-20), the People Strategy (2017-20), the Infrastructure Strategy (2018-20) and the Learning and Teaching Strategy (2018-20).

2. Current Situation

The Digital Skills Strategy was presented to the Executive and Senior Management Teams for approval on 23 May and now requires approval from the Learning and Teaching Committee before being presented to the Board of Management in June. The strategy will then be launched to all staff at the Festival of Learning on 15 August.

3. Conclusion

The Learning and Teaching Committee is invited to approve the strategy.

Maira Birtwistle
Director, Business, IT, Sport, Fitness and Social Science
18 May 2018

Publication

This paper will be published on the College website.



Digital Skills Strategy 2018-2020

**Raising Aspirations
Inspiring Achievement
Increasing Opportunities**



Introduction

This Digital Skills Strategy (2018-20) sets out our ambition to secure and safeguard Ayrshire’s digital future. By enabling and supporting our learners, staff and communities to become confident, responsible Digital Citizens, we will work to address the digital skills gap. We will focus on delivering key digital skills making a positive difference to those who will live, learn and work in the digital age.

The Digital Skills Strategy (2018-20) is supported by the following College strategies:



Ayrshire College Strategic Plan (2017-2020) signals the next stage in the development of Ayrshire College to push boundaries and embrace opportunities centred around our mission to provide excellent learning opportunities which enable students of all ages and backgrounds to fulfil their potential.



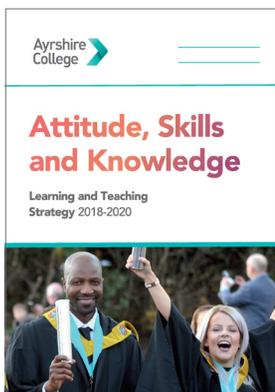
Ayrshire College Outcome Agreement (2017-2020) identifies the role of the College in supporting Ayrshire’s digital future by ensuring that all students develop the skills to take advantage of the opportunities offered by the developments in digital technology that will affect all sectors of the economy.



Our **People Strategy**, shaped by our values, has identified that we will make the best use of technologies available to redesign and transform the delivery of our services to the College. Digital skills upskilling of staff will be the key to success.



Our **Infrastructure Strategy (2018-2020)**, will create modern and inspiring learning and social spaces supported by an innovative and secure ICT infrastructure.



Our **Learning and Teaching Strategy (2018-2020)** believes that with the appropriate Attitude, Skills and Knowledge we can unlock the potential of every learner.

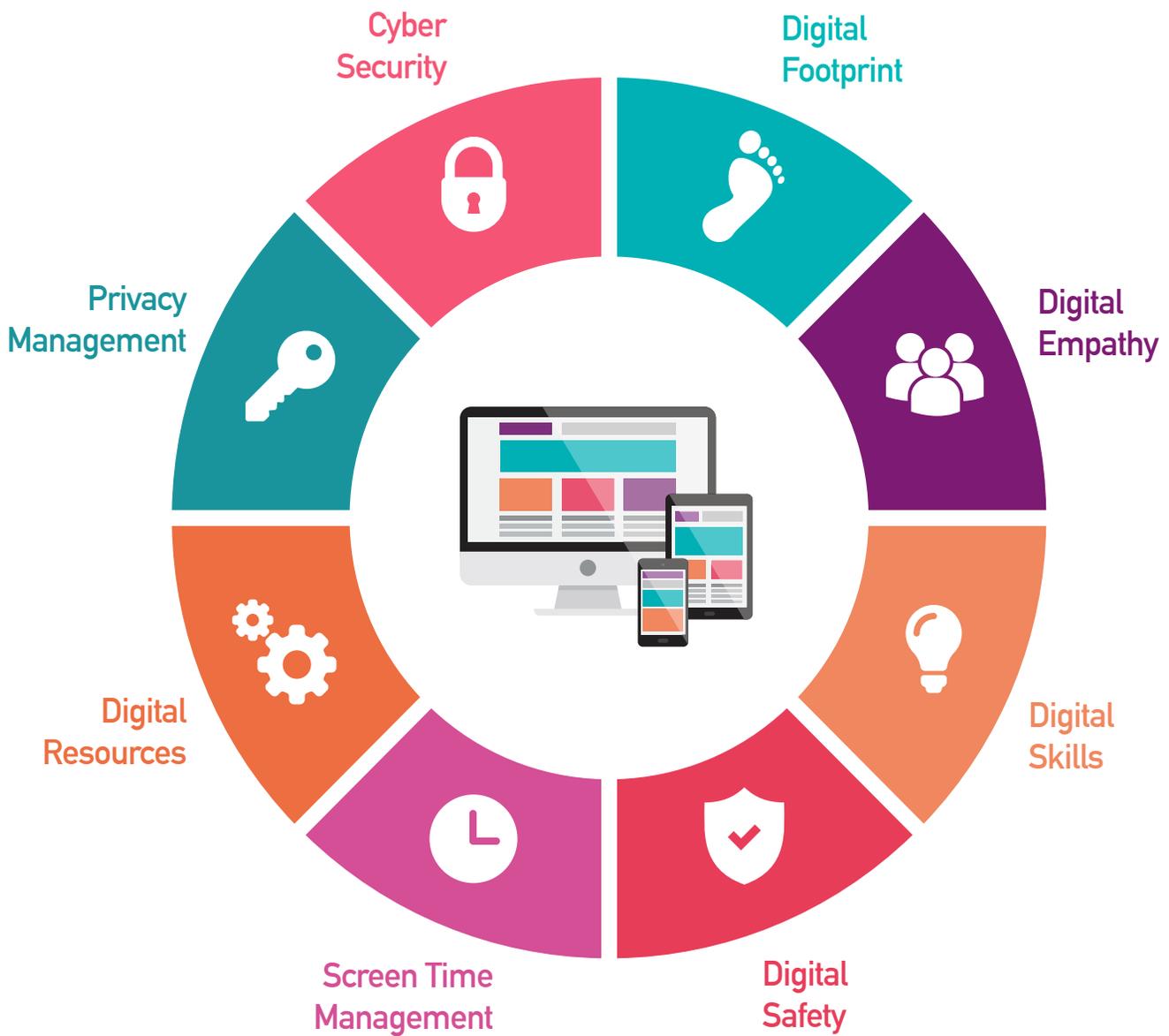
Digital Skills Ambition

Our ambition is to empower our learners, staff and communities to thrive and prosper in the digital age by equipping them with the digital values, skills and knowledge necessary to fulfil their potential.

By doing so, we will help raise aspirations, inspire achievement and increase opportunities.

Digital Life Wheel

At the heart of our Digital Skills Strategy is the Digital Life Wheel. This wheel identifies the components essential in the creation of confident, responsible Digital Citizens who will live, learn and work in the digital age.



Key Components



Digital
Footprint

Understand your digital footprint and possible real life consequences



Digital
Empathy

Respect yourself and others while communicating online



Digital
Skills

Apply key digital skills appropriate to you



Digital
Safety

Identify bullying and digital communication that may harm you



Screen Time
Management

Responsibly manage your online time



Digital
Resources

Use online information to build on your knowledge



Privacy
Management

Discreetly handle all personal information shared online to safeguard you and others' privacy

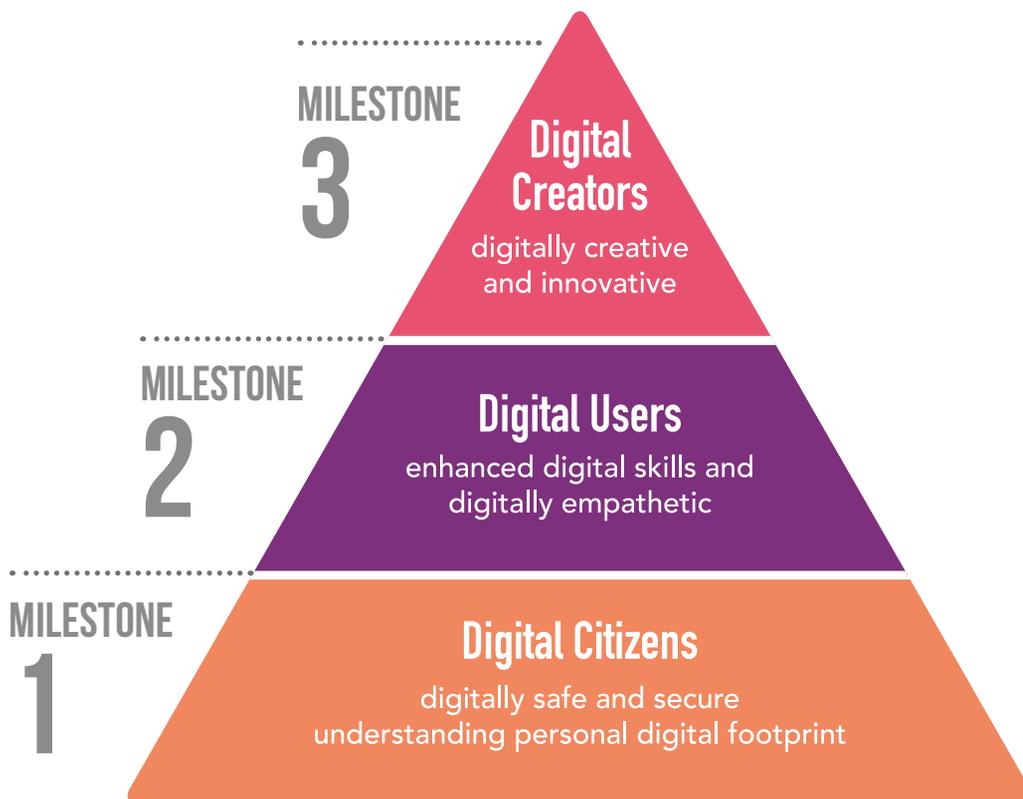


Cyber
Security

Create strong passwords to protect your information against cyber attacks

Digital Citizenship Model

Our Digital Citizenship model identifies three milestones that determine the level of digital capability of an individual. The model recognises that to responsibly and safely live, work and learn in the digital age, the minimum requirement is Milestone 1. As digital skills are enhanced, the individual would move up to the next milestone ultimately fulfilling their potential.



MILESTONE 3	Digital Creator Secure in the digital world, with highly developed aptitude for digital creativity
MILESTONE 2	Digital User Secure in the digital world, with enhanced digital skills specific to personal role either in a working, learning or community environment
MILESTONE 1	Digital Citizen Now secure online, with appreciation of personal digital footprint and respect for other digital users

Strategic Aims

This strategy has five key Strategic Aims:

**AIM
01**

Ensure our learners, staff and communities are confident Digital Citizens

**AIM
02**

Increase our digital delivery

**AIM
03**

Stimulate and support digital creativity

**AIM
04**

Identify and create new inspirational digital skills partnerships

**AIM
05**

Embed and implement innovative technologies in all that we do

By 2020, as a result of implementing our Digital Skills Strategy:

- Our learners, regardless of their chosen career pathway, will be confident Digital Citizens, inspired to develop their own digital skills
- Our staff will be highly skilled Digital Users embracing new technologies in the delivery of our learner experience
- Our communities, will have access to digital skills training through innovative partnership delivery models thereby addressing digital exclusion
- Ayrshire College, steered by the delivery and development of the Digital Life Wheel, will have the agility to respond to emerging digital skills gaps

**AIM
01****Ensure our learners, staff and communities are confident Digital Citizens****We will achieve this strategic aim by:**

- Designing and delivering innovative programmes that equip our learners to become confident, responsible and secure Digital Citizens
- Integrating the concept of Digital Citizenship into our staff development and induction training programmes
- Raising the profile of our Ayrshire College Digital Life Wheel through promotional campaigns
- Working collaboratively with key partners to identify opportunities to advance our Digital Citizenship model

**AIM
02****Increase our digital delivery****We will achieve this strategic aim by:**

- Implementing new technologies to enhance the delivery of key services
- Providing tailored digital upskilling opportunities for our staff
- Increasing the delivery of our curriculum through online digital platforms
- Promoting digital literacy in our deliverers through creation of Digital Practitioners
- Recognising and engaging our Digital Champions to support and increase our digital capability

**AIM
03**

Stimulate and support digital creativity

We will achieve this strategic aim by:

- Building digital skills pathways across curriculum areas to nurture digital creativity
- Embracing new technologies across all curriculum areas in line with industry sector practice
- Developing our digital skills pipeline by extending the reach and content of our digital skills schools' programme
- Growing our capacity to deliver high level digital programmes through investment in our staff
- Creating inspirational digital learning and social spaces

**AIM
04**

Identify and create new inspirational digital skills partnerships

We will achieve this strategic aim by:

- Creating new partnerships with businesses and organisations to support digital innovation
- Aligning our digital ambition with our industry partners
- Working with our Community Planning Partners to tackle digital exclusion through a shared digital ambition
- Driving forward with Partners *Ayrshire's Connected Classroom*, a key component of the Ayrshire's Growth Deal proposal

**AIM
05**

Embed and implement innovative technologies in all that we do

We will achieve this strategic aim by:

- Accelerating the delivery of our digital skills staff development programme enabling the adoption of new technologies in our curriculum and service delivery
- Further investing in new innovative technologies to improve our services
- Working collaboratively with our industry partners to access SMART technologies
- Focusing on developing shared digital aspirations for our teams in all that we do

Interactive Digital Skills Strategy Launch

Our interactive Digital Skills Strategy, featuring case studies, links to video content and podcasts will be launched at our DigitalNOW all staff event on 15th August.





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Learning and Teaching Committee

31 May 2018

- Subject:** Activity Credit Target 2017-18 Progress Report
- 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.

The activity target agreed for 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**, comprising 124,252 core and 1,118 additional Early Years credits.

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

2. Current Situation

Table 2 provides detail of the current position, projected further activity, withdrawals and the anticipated final position. The College is on target to achieve 126,261 credits, which is 891 credits (0.7%) above target.

Members should note that there are some early withdrawals still to be processed for which credits will be deducted. However, the target of 125,370 is still likely to be met.

Table 2 - Credit target and delivery to date (at 14 May 2018)

SFC Activity Target 2017-18	125,370
Current credit position (at 14 May)	125,292
Activity still to deliver	1,376
Sub-total	126,668
UWS credits	-150
Sub-total	126,518
Removal of one-plus credits to meet 2.5% threshold (see section 3)	-257
Projected final position	126,261

3. One plus activity

One-plus activity will be capped at 2.5% for all colleges by SFC in 2017-18 as it was during 2016-17. This has been discussed regularly at Executive and Senior Management meetings, and reported to the Learning and Teaching Committee throughout 2017-18.

The College submitted a request for a range of courses to be excluded from one-plus activity in 2017-18 and the following exemptions were granted:

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

Our current one-plus activity for 2017-18 totals 3,419 credits, which is 2.7% of actual credits delivered to date, and above the 2.5% threshold set by SFC. If we achieve the projected final total of 126,518 credits, we will need to remove approximately 257 credits to claim no more than 3,162 one-plus credits (2.5% of the projected 126,261).

4. Resource Implications

SFC reserves the right to claw back funding if the College does not meet the agreed activity target. The College is not funded for over delivery.

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

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
14 May 2018

Publication

This paper will be published on the College website.

Learning and Teaching Committee

31 May 2018

- Subject:** 2017-18 Enhancement Plan Progress Report
- Purpose:** To provide the Learning and Teaching Committee with an update on progress with the 2017-18 Enhancement Plan
- Recommendation:** The Learning and Teaching Committee is invited to note the contents of the report and provide feedback
-

1. Background

As part of the national quality framework *How Good Is Our College?* all colleges are required to write an annual evaluative report and enhancement plan.

2. Current Situation

The 2017-18 Enhancement Plan Progress Tracker (at March 2018) is available at Appendix 1. While this report is provided for information, it would be useful to receive feedback from committee members on how progress should be presented at future meetings.

3. Conclusion

The Learning and Teaching Committee is invited to note the contents of the report and provide feedback.

Jackie Galbraith
Vice Principal, Strategy and Skills
16 May 2018

[Michael McHugh
Director, Quality Enhancement and Business Improvement]

Publication

This paper will be published on the College website.

Enhancement Plan Progress Tracker 2017-18

QI	Areas for Development	Planned Actions	Lead Person	March
1.1	The Regional Board should build on its strong foundations by continuing to engage in Board development.	The Board should further develop their approach to succession planning to ensure they continue to provide strong leadership and effective governance.	Brendan Ferguson	Due to be discussed at the Board Development Day on 19 April 2018. Prior to that, the Search and Nomination Committee considered the Board's Skills Matrix with a view to identifying skills gaps within the membership. Board recruitment material was drafted accordingly. It remains a work in progress.
		Implement the decision that all Board members will have the opportunity to serve on the Learning and Teaching Committee during their term of office.		The non-executive membership of Learning and Teaching Committee was expanded significantly in 2017-18. This with the intention of ensuring, as far as is possible, that all non-executive members serve at least one year of their tenure as a member of LTC. Elected members already serve on LTC.
		Provide opportunities for Board members to shadow the Chair at external meetings with SFC and/or Scottish Government.		Due to be discussed at the Board Development Day on 19 April 2018. It has not yet been implemented, but is a work in progress.
1.2	Although classroom observations in 2016-17 were undertaken on behalf of the College by Education Scotland, a formal peer review process should be established to support continuous improvement of the student experience and student outcomes.	Introduce a peer review process.	Michael McHugh / David Davidson	Paper presented to EMT on 28 March outlining a range of proposals. Discussion took place and a 2 year plan was agreed to phase in new model. Revised paper being prepared for May EMT.
		Encourage lecturers to engage in opportunities to share teaching and assessment practices with each other.	Mhairi Boyd	A new programme of staff sharing sessions has been organised by Staff Learning and Development. These will run from April until June and there will be two sharing sessions per week on average.
		Review the outcome of the IRIS Connect pilot with a view to rolling out across all curriculum areas.		The use of Iris Connect has increased steadily and has been used in particular by staff who are undergoing professional teaching programmes.
1.4	Participation in the 2016-17 Student Satisfaction and Engagement Survey declined and was below the national participation rate.	Reduce the number of questions in the survey and focus on the ten mandatory questions set by SFC.	Ann Heron	Complete - survey is currently live and closes on 20 April.
		Work with the Student Association to consider how to encourage greater numbers of students to engage in the survey.		The Student Association will encourage students to undertake the survey via class reps and face-to-face interactions.
		Improve the promotion of the survey in partnership with the Student Association using a wide range of relevant media.	Ann Heron / Shelagh McLachlan / Charlotte Mitchell / Lainey McKinlay	Messages were included in the Principal's weekly update over a period of weeks, Facebook and Twitter, and text messages were sent to all relevant students.
	Although the College has very successful employer forums in a range of industry sectors, all curriculum areas should establish employer forums to support evaluation and improvement.	Establish a Digital Skills employer forum.	Moiria Birtwistle / Stuart Millar	Complete
Establish an employer forum for the Hospitality sector.		Elaine Hutton / Stuart Millar	A new employer forum in hospitality is set to launch on 19 April as part of the HiT dinner.	
2.1	Collaboration and partnership working has been very successful in addressing safeguarding issues, however challenging budgetary decisions are putting some of this work at risk.	Lobby and influence partners to continue with their assistance with strategies to support students and staff.	Heather Dunk / Helen Canning	Awaiting the final budget sign off by the NHS which will hopefully be confirmed in May.
		Provide Griffin training for estates and front of house staff to build an understanding of the practical measures that can be taken to counteract terrorism and extremism in our communities.	Helen Canning	Complete
2.2	As part of our ongoing curriculum review and planning process, a consultation with staff and students identified that the model of delivery of Skills for Learning, Life and Work on full-time FE courses was not working effectively. Changes were made for 2017-18 and further development should be undertaken to support an improved approach to this curriculum area in 2018-19.	Introduce a Personal Development component to all FE full time courses to provide pastoral support and academic guidance for students.	Michael McHugh / Helen Canning	Complete
		Deliver development sessions to support guidance tutors.		Complete
		Monitor the effectiveness of the new model.		Ongoing - 3 campus focus group sessions to be arranged towards end of year.

2.3	The College should continue to invest in the estate in Ayr and Kilwinning to ensure that all curriculum and service areas are fit for purpose.	Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire.	Gavin Murray / Donna Vallance	North Ayrshire Council has approved £200K to improve STEM estates.
		Continue to review and enhance quality of estates provision for all curriculum areas in all campuses.	Janice Steel	Drawings of the floor plans for the proposed summer works were included in the Principal's campus meetings for staff to comment on. Consultations were held at all campuses so that staff could comment and students could voice any concerns/comments on the proposed works. These were held in March at all campuses until the Easter Break.
	Although the use of digital and social media to support learning has significantly increased across the College, there are a few curriculum areas where further development is required.	Continue to provide training opportunities on the effective use of Moodle and build on the staff sharing sessions and TeachMeets introduced in 2016-17 to share good practice.	Helen Canning / Mhairi Boyd	A Teachmeet took place on 22 February. Staff continue to be encouraged to attend these sessions. Staff sharing sessions are scheduled to take place as follows: 23 April - using H5P tools to redevelop the HNC CAP Psychology course 26 April - developing a professional platform for showcasing Media students' material 2 May - pilot scheme for collaboration between the teams during student guidance sessions 2 May - using Facebook to engage students with historical topics
2.4	The College has a jointly funded post with Ayrshire's Health and Social Care Partnerships to advise on mental health issues, as well as a range of prevention and intervention strategies. An increasing number of students disclosing poor mental health requires ongoing innovative solutions.	College's new Mental Health and Wellbeing Officer to deliver mandatory mental health workshops to all FE students.	Helen Canning	Workshops on track, new drop-in sessions introduced.
		Workshops provided to staff to raise awareness of how to support students within class and signpost them to relevant agencies.	Doreen Wales	Mhairi Boyd is currently chairing a short life working group which is looking at staff training in relation to wellbeing. Staff training will help to raise awareness of how to support students in the classroom. Students can be referred to Paul Hough (Mental Health Liaison Officer) through Inclusive Learning or Student Services. Paul will then refer students to appropriate support agencies if required.
		Continue to challenge the stigma surrounding mental health through campaigns such as My Mental Health Matters.	Shelagh McLachlan / Doreen Wales / Charlotte Mitchell	The Promoting Wellbeing Group has continued to meet on a monthly basis. The Action Plan has been published and is available on the College Intranet. The group recently hosted a series of Conversation Cafes. Feedback from the sessions will be circulated shortly and will feed into the Action Plan. Paul Hough has been working with the Student Association to plan a number of activities as part of Mental Health Awareness Week in May. The group has also set up a short life working group, chaired by Mhairi Boyd, to look at staff training in relation to wellbeing. This will include training on mental health. Increasing staff awareness and understanding of mental health will help to challenge stigma.
		Introduce a Wellbeing Hub in Moodle for students.	Doreen Wales	The Wellbeing Hub is in place. Paul Hough is looking at ways to increase awareness of the Hub and the number of students and staff members using the Hub as a resource. The Hub will be updated on an ongoing basis as required. Paul Hough and Doreen Wales are delivering a presentation at CDN's Expo event in June on the various wellbeing initiatives which have been introduced at the College. They will discuss the Wellbeing Hub as part of the presentation.

2.5	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.	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.	Carol Nisbet	Pan Ayrshire evaluation event planned for 1 June 2018. J Galbraith and C Nisbet invited to Head Teachers event with focus on leadership strand of the regional collaborative. A lunch for HTs organised for 19 June 2018 to agree senior phase vocational pathways priorities.
		Develop joint CPD opportunities for senior phase teaching staff in schools and the College.		
		Use our course improvement process to focus on specific school-college courses where outcomes are low.		
3.1	Success rates for some of our most vulnerable students have improved considerably over three years although they are below the College average. The College will continue with focused student support interventions and innovative approaches to learning and teaching to ensure equity of outcomes.	Develop the College 'at risk' approach to target support throughout the year on vulnerable students.	Richard Simson	In addition to the College monitoring and predicting the likelihood of a student disengaging with their course when student are on course, the Business Intelligence and Information Systems (BIIS) team introduced a tool which predicted the risk of these student leaving prior to them starting. BIIS split the full-time enrolment into 'At risk' and 'Not at risk'. Assessment of later withdrawals indicate that nearly two out of every three withdrawals come from student in the original 'At risk' group.
		Implement cross-college actions, involving curriculum and support staff, to improve outcomes for vulnerable groups.	Michael McHugh	Presentation prepared for Directors, Heads and Curriculum Manager April Forums with analysis of 16-17 PIs compared to national averages identifying priority areas for action.
		Student Funding will prioritise student support fund applications for care experienced students, provide additional contact support and liaise with partner agencies to assist with completion of the application form.	Louise Park	No update available at the moment. No processing is taking place while we await Scottish Funding Council policy release.
3.2	Although there has been good improvement in retention and attainment in 2016-17, the College needs to continue to prioritise improvement in outcomes for full-time FE students.	Continue to implement cross-college strategies on improving student retention and reducing partial success.	Learning and Skills Directors / Michael McHugh / Helen Canning	Curriculum staff and Student Services continuing to use the retention tool to provide appropriate support and interventions. Heads and CMs focussed on limiting further withdrawals and reducing partial success. 10 CM areas of greatest risk identified and M McHugh meeting with Heads/CMs to focus on specific courses/units for improvement.
		Implement a new delivery model for full-time FE courses.	Learning and Skills Directors / Michael McHugh / Helen Canning	Principal led a development session with Heads/Curriculum Managers and the SMT outlining the new delivery model for 2018-19, which was then cascaded to all staff at campus meetings on 20 / 21 / 22 March. In the new model students will attend for 12 vocational hours, 3 core skills hours and 1 Personal Development hour for pastoral care and guidance. This will be supplemented by a 2 hour directed study slot where students will have access to a comprehensive set of materials on Moodle which will support both their vocational and wider learning.
	While there was a 4.8% 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%.	Through our course improvement process, focus on HE courses where performance has been consistently low and support teaching staff with strategies for improvement.	Michael McHugh	HE analysis underway and presentation with findings to date was shared at all management forums in April, highlighting 10 curriculum areas of greatest risk. M McHugh meeting with Heads/CMs to discuss and agree actions for ongoing improvement. Priority will be to reduce partial success. Engineering and Science identified as overall priority area. M McHugh met staff teams in Ayr and Kilmarnock to discuss and Education Scotland carrying out observations in May.
	The contextualised model of delivery of core skills has resulted in good improvement in student outcomes, however further development is required in a small number of curriculum areas.	Course teams to continue to work with essential skills staff to integrate, embed and contextualise core skills delivery in vocational areas where performance is below sector average.	Greg Cassidy / Heads of Learning and Skills	"Year of Collaboration" booklet produced which promotes the collaboration and helps share practice / ideas across different curriculum areas.

Learning and Teaching Committee

31 May 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

The College has received its contract from Skills Development Scotland (SDS) for the 2018-19 Modern Apprenticeship contract which runs from April to March each year. Starts awarded per sector, compared to 2017-18 are as follows:

Modern Apprenticeship Sector	2017-18 Starts	2018-19 Award
Automotive	19	24
Life Science	0	2
Construction Trades	3	5
Engineering	71	73
Hairdressing	22	20
Customer Service	0	2
Hospitality	0	2
Sport, Health & Social Care	0	10
Total	115	138

The associated contract value for 2018-19 is £680,000. The 2018-19 contract represents a broader spread of sectors than in the previous year and provides a greater opportunity for growth, with less dependence on the wider engineering sector.

Early indications suggest that demand from the aerospace sector for apprenticeships continues to grow with a potential for 53 starts. If achieved, this would represent a 60% increase on the previous year. GE Caledonian and Spirit Aerosystems have reported significant increases in their apprentice intake for 2018-19 (13 and 15 respectively). An email received from GE Caledonian to this effect is attached in Appendix 1.

If demand from companies exceeds the volume of places we have been awarded for 2018-19, we have the opportunity to request further places from SDS. Currently it is anticipated that this request will be made for additional places in engineering to cater for growth in aerospace and hospitality. In previous years, applications for additional places have been successful, particularly in high value sectors or for the 16-19 age group.

Foundation Apprenticeships

The recruitment for Foundation Apprenticeships for 2018-19 is ongoing. Current status is as follows:

FA Framework	Places awarded	Applications to date
Children & Young People	30	24
Civil Engineering	14	13
Engineering	30	44
ICT Hardware Support	12	3
ICT Software Development	12	5

The associated Foundation Apprenticeships SDS contract value for 2018-19 is £486,000. Due to a lack of applications the ICT Hardware Support FA is likely to be cancelled. Students will be offered a place on the Software Development FA as an alternative.

CITB and Construction Modern Apprenticeships

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:

- Relevant Professional Development Award (PDA)
- 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.

Since the last Learning and Teaching Committee meeting, negotiations with CITB have been taking place and the College has been part of a short life working group, facilitated by Colleges Scotland and Energy Skills Partnership, to define an acceptable delivery and financial model that will ensure high quality, robust and sustainable provision.

The College, alongside South Lanarkshire College presented the working group's findings to the College Principals' Group on 8 May and working group's proposals were endorsed. A letter from the College Principals' Group to CITB is attached in Appendix 2. Agreement was reached that CITB's offer of a 12% increase in funding was insufficient to cover the additional costs associated with delivering the provision. However, ongoing negotiations should not affect apprentices who are due to complete their studies.

3. Business Solutions

Considerable activity has been undertaken to develop the College's offer to businesses through Flexible Workforce Development Fund. Much of the demand this year has been for digital and management training and courses are being scheduled for delivery over the summer months.

Commercial courses delivered (to end of April 2018)

Number of courses delivered in 2017-18	-	190
Associated income	-	£326,000

Flexible Workforce Development Fund courses to be delivered

Number of courses secured for 2017-18	-	204
Associated income	-	£185,000

4. Cross Party Skills Group

The College's Director of Industry Programmes was invited to present our experience of Flexible Workforce Development Fund to the Cross Party Skills Group at the Scottish Parliament on 1 May. Our innovative arrangement to deliver technical training to Spirit Aerosystems, part funded by FWDF, was presented to the group and supported by Debbie Blinkhorn from Spirit Aerosystem's Human Resources team.

The group was chaired by Johann Lamont MSP and the College's approach to the use of FWDF was received very positively. The slides presented to the Cross Party Skills Group are included in Appendix 3.

5. Conclusion

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

Jackie Galbraith
Vice Principal, Strategy and Skills
18 May 2018

[Stuart Millar
Director, Industry Programmes]

Publication

This paper will be published on the College website.

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Folks,

It is with great pleasure I can announce that Caledonian has offered 13 Apprenticeships this year an increase of 4 on the number originally agreed and this was due to the high calibre of students from both Ayr and Kilmarnock Campuses of Ayrshire College. We had 34 students participate in the assessment centres at Caledonian and then interviewed 18 students for the original 9 positions which identified a potential 13 outstanding candidates that we could see working in our business. Credit goes to Ayrshire College as all of the 13 are either current students or former students of Ayrshire College that I simply had to offer positions to and couldn't afford them to be hired by our competitors.

I am looking forward to exciting times ahead with our growing relationship and special thanks to Caroline and Lynn whom I couldn't succeed without, you both do a fantastic job for the Caledonian Team.

Kind regards,

Stephen

Stephen J McNab
GE Aviation

Services - Caledonian

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GE Caledonian Ltd.

NOTE: GE Caledonian Limited, registered in Scotland. Company Number: SC 64580. Registered Address: Monument Crescent, Shawfarm Industrial Estate, Prestwick, Ayrshire, KA9 2RX. The information contained in this electronic

11 May 2018

Mr Steve Hearty
CITB
12 Carthusian Street
LONDON
EC1M 6EZ

Ref: AC/AW
Direct: 01786 892100

Dear Steve

FEE PROPOSAL FOR SESSION 2018/19

As you are aware, at the College Principals' Group (CPG) meeting on Tuesday 8 May 2018 discussions were held with regards to the CITB Scotland Fee Proposal for session 2018/19.

The CPG recognised that further discussions are required to establish a fee structure suitable for both parties. We also recognise however, that such discussions must not impact on the career prospects of apprentices. We therefore propose to split discussions across two elements, with a view to finding immediate resolution to the first.

Element 1 – Skills Test Transition

The colleges accept and agree to the proposal to extend the payment period for skills tests for apprentices completing their apprenticeships until December 2018. We believe urgent agreement on this point is required to avoid further disruption to apprentices' training and career prospects as a result of ongoing negotiations between CITB and the colleges. The CPG request that CITB formally agree to this element of the proposal with immediate effect to allow colleges to commence delivery of the skills tests.

Element 2 – Other Aspects of Fee Proposal

Funding Models

The CPG did not accept the Fee Proposal for 2018/19 on the following basis:

- The proposed 12% increase is insufficient to cover the costs of delivering the apprenticeship programme.
- A 12% increase is not aligned to the percentage funding increase CITB has received from Skills Development Scotland in recent years.
- The move to an output-based funding structure is out of phase with the costs incurred by colleges through the delivery of the programme.

It was recommended that more detail and clarification is sought from CITB, and along with an improved offer, are presented to the CPG prior to the end of June 2018.

Cohort Flexibility

The colleges welcomed the proposal to increase the flexibility of class arrangements however, further details of the practical implications of this are required prior to formal agreement. The CPG would welcome details of this arrangement by the end of June 2018.

Direct Contracting

There was general agreement that colleges may benefit from expanding contracts held directly with SDS as an alternative to sub-contract arrangements. This will be investigated further with relevant stakeholders over the coming months.

Contracts

It would be helpful to receive clarity of when individual colleges contracts are due for renewal. We also seek your assurance that any further dialogue on contracts will be through the CPG.

Summary

Please get back to me if you require further clarification. I look forward to receiving both your formal acceptance in relation to the skills test transition by Friday 18 May 2018 and the additional information, and updated offer by the end of June 2018.

Yours sincerely



Audrey Cumberford
Vice Chair of the College Principals' Group/
Principal and Chief Executive, West College Scotland

cc: Carol Turnbull, Principal and Chief Executive, Dumfries & Galloway College
Stewart McKillop, Principal, South Lanarkshire College
Andy Witty, Director of Sector Policy, Colleges Scotland

Flexible Workforce Development Fund

Stuart Millar
Director: Industry Programmes
Ayrshire College

Debbie Blinkhorn
Human Resources Advisor
Spirit Aerosystems




Spirit Aerosystems (Europe)

- World's largest Tier 1 aerostructures supplier
- 15,000 employees over 7 global locations
- Spirit Aerosystems (Europe) Ltd based at Glasgow Prestwick Airport since 2006
- Manufacturing leading and trailing edges for Airbus and Boeing aircraft
- ~1000 employees
- ~£500M turnover



Spirit Aerosystems (Europe)

- Unprecedented growth in global aerospace market
- Valued at \$6 trillion (2016-2034)
- Driven by:
 - New markets
 - New technology and materials
- Resultant rate increase:
 - Doubling to 70 sets per month
 - Protecting for 100



FWDF in Spirit

- Spirit's priorities
 - Increase rate
 - Increase productivity
 - Maximise quality
 - Reduce cost
- Utilising FWDF to
 - Increase current staff skill levels
 - Benchmark and accredit capability
 - Refresh skills regularly
 - Develop new skills and processes



FWDF in Spirit

- FWDF part-funding Vocational Trainer on site at Spirit
- Delivering technical training courses on:
 - Sheet metal
 - Composite materials
 - Assembly
 - Safety
 - Blueprints
 - Maths and measuring
- Approximately 300 employees trained since January 2018



FWDF in Spirit

- FWDF benefits:
 - Employer focus has allowed Spirit to access funding in the most appropriate way
 - Relationships are strengthened to a true training partnership, delivering inclusive growth
 - Ayrshire College now delivering apprenticeships and technical training
 - Collaboration on future skills requirements
 - Collaboration on gender action plan





Ayrshire
College

Making Your Business
Our Business

SPIRIT
AEROSYSTEMS

Learning and Teaching Committee

31 May 2018

Subject: 2017-18 Student Support Funds Position at 14 May 2018

Purpose: To update Members on the Student Support Funds position as at 14 May 2018

Recommendation: The Learning and Teaching Committee are asked to note the contents of this paper.

1. Current Situation

The following sections of this report provide details of the position of each fund at 14 May 2018.

1.1 SFC Funds provided for Bursary Support

Total 2017-18 SFC Student Support Funds (including ESF funding of £306,939) is £10,372,261. 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	£8,268,445	£102,792
FE Childcare	£835,967*	£628,169	£207,076
HE Childcare	£370,576	£307,044	£63,532
FE Discretionary	£487,542*	£557,897	(£69,624)
Total	£10,065,322	£9,761,546	£303,776

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

Members should note that the projected expenditure figures are based upon the student data held within the system. The projected figures also include estimated retention rates and withheld funds due to attendance criteria not being met. Members will note that since the last reported position the projected underspend has increased to £303,776 (previously reported as £193,503).

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 £719,940.

There is no financial risk in this area as actual amounts paid out in EMAs are reimbursed in full to the College each 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 2017-18 together with projected final expenditure to July 2017.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional Funding	£140,880	£136,934	£3,946
Total	£140,880	£136,934	£3,946

The College received an original budget of £130,880. The College had outstanding student applications for HE discretionary support and therefore submitted a request for additional funding support to SAAS in January 2018.

The College has received an additional allocation of only £10,000 (which is significantly less than the sum requested). SAAS informed the College that a number of institutions had requested additional funding, and that they had apportioned the supplementary distribution to institutions in line with a number of indicators.

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 are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance and Skills
15 May 2018

[James Thomson
Director, Finance and Student Funding]

Publication

This paper will be published on the College website.

Learning and Teaching Committee

31 May 2018

- Subject:** Innovating for Learning Fund Progress Report
- Purpose:** To update the Learning and Teaching Committee on the approved applications to date
- Recommendation:** The Learning and Teaching Committee is invited to note the contents of this paper

1. Current Situation

Further to the update provided to the Committee's meeting on 29 November 2017, two further applications to the Innovating for Learning Fund were approved at the last panel meeting on 19 March. This brings the total of successful applications to nine, receiving a total amount of £61,295.80.

Successful applications

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

Title	Description	Value
Ageing suit (approved in March 2018)	This resource will enable students to experience, through simulated learning, the physical and psychological impact of ageing. The sensory equipment provides realistic experiences of what it's like to be elderly and conditions associated with dementia, including poor balance, stiff joints, weaker eyesight, extra weight, difficulty in walking, back pain and problems with lifting.	£3,170.00
The use of drones in education (approved in March 2018)	The drone will enhance learning and teaching provision as well as emulate the increased use of this technology in industry. This will contribute to improved learning and teaching by adding a different element to some subjects.	£1,900.00
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 be provide a project based creative environment for students where they can develop essential	£11,800

	<p>freelance skills. The project will address the high demand for video content from local businesses, College departments, charities and local services. Staff will manage the production and provide technical support. Students will occupy technical and creative roles through all stages of production. Briefs, deadlines and quality are driven by the needs of the client.</p> <p>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.</p>	
Digital upskilling	<p>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 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.</p>	£6,000
Promoting access and inclusion through technology	<p>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.</p>	£7,969
Installation of MDM server to better improve the usage and maintenance of College iPads	<p>The funding is being used to install a Mobile Device Management System which will enable full remote management of the class sets of iPads which are bookable from each Learning Resource Centre. Having this system will enable 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 iPads per campus.</p>	£3,600
Sun Turtle Records	<p>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</p>	£12,575

	a sustainable added-value component alongside the group award. The funds requested will cover the purchase of new equipment as well as staff costs.	
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 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.	£5,641.80

The next round of applications will be promoted to staff in June and applications will be reviewed in early August 2018.

2. Conclusion

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

Jackie Galbraith
Vice Principal, Strategy and Skills
14 May 2018

Publication

This paper will be published on the College website.



SFC Guidance

**Supplementary Guidance for College Evaluative Reports and Enhancement
Plans for AY 2017-18**

Introduction

This paper provides updated guidance on college reporting requirements for Outcome Agreements and the college quality arrangements for AY 2017-18.

In introducing new arrangements we committed to a two year development phase and AY 2017-18 is the second year of the new college quality arrangements. This year is an opportunity for colleges and regional strategic bodies to refine and consolidate how they embed ownership of the new arrangements and develop approaches to evaluation and reporting that are suitable for their regional context and operating circumstance. Education Scotland HMIs and SFC Outcome Agreement Managers will continue to support colleges, and will also refine and consolidate their approach taking account of college evaluative feedback.

Education Scotland and SFC carried out a formal evaluation of the first year implementation of the arrangements in January 2018 with colleges. The main themes from this were a need for better alignment between Outcome Agreement reporting and quality; clearer guidance on reporting requirements; consideration of the timescales and cycle; and greater consistency of approach by Education Scotland and SFC.

Due to the timing of the evaluation, and the fact that AY 2017-18 is well underway, it has not been practicable to respond fully to the evaluation feedback, nor to introduce substantial changes to the arrangements this year. As a result Education Scotland is not updating its Arrangements guidance for AY2017-18. The purpose of this guidance, therefore, is mainly to set out the reporting requirements for October 2018.

SFC and Education Scotland will provide updated Outcome Agreement guidance and Arrangements guidance for AY 2019-20 by August 2018, which will respond to the evaluative feedback received and will cover the reporting requirements for AY 2018-19 and beyond.

Evaluation and reporting requirements

For AY 2017-18 each college is required to produce an updated Evaluative Report and Enhancement Plan. Multi College Regions will also provide a summary on the regional position with regard to Regional Outcome Agreements. This year we have included prompt questions, derived from college Evaluative Report submissions in 2017, to assist colleges with their approach to evaluation and to clarify what evaluative evidence is required.

The Evaluative Report and Enhancement Plan is now part of the Outcome Agreement process. Evaluative Reports should provide evidence of trends in performance against Outcome Agreement measures and priorities (see the tables below), and detail the college/college region's response to Scottish Government intensification priorities. They should also reflect on what is working well and what needs to improve with regard to the quality of provision of services for learners.

The AY 2017-18 Enhancement Plan should be a three-year rolling plan – covering Ays 2018-19 to 2020-21 – and should provide:

- An update on areas for development identified in the AY 2016-17 Enhancement Plan and;
- Areas for development (Ays 2018-19 to 2020-21)

High level principles

The AY 2017-18 college quality improvement process should be built on a college's evaluative response to four high level principles:

- **Outcomes and Impact** – How good are we at ensuring the best outcomes for all our learners?
- **Delivery of learning and services to support learning** – How good is the quality of the provision and services we deliver?
- **Leadership and quality culture** – How good is our leadership and approach to improvement?
- **Capacity for improvement** – What is our capacity to improve?

Colleges are also required to provide a grade for the first three principles.

The findings for **Capacity to Improve** should be derived from the college's response to the first three principles and should be presented as a supporting statement that illustrates the college's capacity for improvement.

Outcome Agreement priorities

In responding to these high level principles college/college regions are also asked to consider their Outcome Agreement and provide a qualitative and quantitative assessment of progress with Outcome Agreement priorities achieved in the preceding year using available audited statistical trend data for AY 2015-16, AY2016-17 – and their own data for AY 2017-18. The National Measures that colleges/college regions should report against are in Table 6 of the Outcome Agreement Guidance for AY2018-19:

http://www.sfc.ac.uk/web/FILES/guidance_sfcgd212017/SFCGD212017_College_Outcome_Agreement_Guidance_2018-19.pdf

SFC will provide colleges with tables populated with their own trend data for the required period, if this would be helpful. The contact for this is Keith Coyne kcoyne@sfc.ac.uk

The Outcome Agreement priorities include:

- The Scottish Government requirement for the intensification of Outcome Agreements and measures relating to retention (including reasons for withdrawal), attainment and achievement.
- Meeting identified skills needs at local, regional and national levels.
- Taking account of arrangements for tackling inequality to close the attainment gap.
- Inclusion of arrangements for planning and delivery of Curriculum for Excellence senior phase entitlements and the recommendations of Developing the Young Workforce (DYW).
- A focus on transition into and out of college programmes.
- Rationale for any proposed changes to targets in the draft outcome agreement.

Quality Indicators

For AY 2017-18 college/college regions are asked to report on seven QIs, rather than the full range of 12; these are:

- 1.1 Governance and leadership of change
- 1.4 Evaluation leading to improvement
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Services to support learning
- 3.1 Wellbeing, equality and inclusion

3.2 Equity, achievement and attainment for all learners

The AY 2017-18 Evaluative Report should provide an update on the AY 2016-17 Evaluative Report in relation to these seven QIs. Each QI consists of one or more themes which should be evaluated using the prompts included in the tables below which illustrate how the various aspects of these arrangements are interconnected.

Learner engagement

It is a Scottish Government priority that student engagement in colleges should be progressed and that the role of students' associations in all aspects of college life should be further developed. SFC and Education Scotland agree that the work of students' association and learner voice is integral to colleges understanding the needs of diverse student groups and tackling issues that are being progressed through outcome agreements and quality improvement. Colleges/college regions are therefore expected to engage with their student body in the development of their Evaluative Report and Enhancement Plan.

The Evaluative Report - structure and content

Methodology

The Evaluative Report should detail the methodologies used to gather evidence, and describe how evidence is used to support reflection and evaluation. The role and contribution of external stakeholders and partners to evaluation should also be included.

Evaluation approach

Colleges and regional strategic bodies should begin their reports with their evaluation of *Outcomes and Impact* – as this then informs the evaluation of more specific issues covered by the subsequent QIs.

Reporting on the QIs underlying each high level principle should be structured around the QI themes. We have included prompt questions to clarify the expected focus of the evaluation, and the evidence to be used. (Please note that these prompt questions do not replace the Challenge Questions in *How good is our college?*¹)

We have also provided tables which set out how the QIs, the QI Themes, the prompt questions and Outcome Agreement evidence are connected.

¹ <https://education.gov.scot/improvement/documents/frwk18-how-good-is-our-college151216.pdf>

Outcomes and Impact

Requirements for this section of the Evaluative Report are summarised in the table below.

Outcomes and Impact – How good are we at ensuring the best outcomes for all our learners?		
<i>Quality Indicator 3.1 - Wellbeing, equality and inclusion</i>		
QI Themes	Prompts	Outcome Agreement measure and data
Statutory duties Inclusion and equality	<ul style="list-style-type: none"> How well are inclusion and equality arrangements improving attainment for individuals and groups experiencing barriers to learning? How well do arrangements for promoting and celebrating diversity facilitate a culture of inclusion? How well does planning of provision and services take account of the changing needs of specific groups of learners, e.g. ESOL learners, learners with mental health issues, care experienced young people? 	Include data and commentary related to learner success-focussed measures, e.g.: Measure 4 - Success rates for Care Experienced and other protected characteristic groups
<i>Quality Indicator 3.2 - Equity, attainment and achievement for all learners</i>		
QI Themes	Prompts	Outcome Agreement measure and data
Learner success over time Essential skills including skills for learning, life and work Equity for learners	<ul style="list-style-type: none"> How good is learner success over time on FE level programmes, and what are the contributory factors? How good are retention rates on FE level programmes, and what are the contributory factors? How good are attainment rates on FE level programmes, and what are the contributory factors? How good are retention rates on HE level programmes, and what are the contributory factors?² How good are attainment rates on HE level programmes, and what are the contributory factors? How good are attainment rates for essential 	Include data and commentary related to retention and achievement for learners including: Measure 1 - Credit delivery to 1-9, 20-24, SIMD10 and Protected Characteristics Measure 4 - Learner success for FT and PT, SIMD10, senior phase, Care-experienced

² Not relevant to UHI colleges

	skills on FE and HE level programmes, and what are the contributory factors? • How good is equity of success for all learners, and what are the contributory factors?	
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Further advice

Within QI 3.1 (Wellbeing, equality and inclusion), college/college regions should provide an evaluation of the performance of specific groups of learners identified within QI 3.2 (Equity, attainment and achievement for all learners). Where the outcomes for learners in the specific groups have improved or declined over time, this should be clearly identified and, where appropriate, linked to other relevant QIs, for example 2.2 (Curriculum), 2.4 (Services to support learning).

Within QI 3.2 (Equity, attainment and achievement for all learners), learner outcome data for all priority groups should be reported (as summarised in Table 1), and reflect:

- how well learners achieve and maintain high levels of retention, attainment and progression
- how well learners achieve essential skills to progress in their learning
- how well the college ensures equity of success and achievement for all learners

Delivery of learning and services to support learning

Requirements for this section of the Evaluative Report are summarised in the table below.

Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?		
<i>Quality Indicator 2.2 - Curriculum</i>		
QI Themes	Prompts	Outcome Agreement measure and data
Appropriateness and effectiveness of the curriculum	<ul style="list-style-type: none"> • How well do curriculum teams take account of national priorities and DYW to plan the curriculum? • How well do curriculum teams use labour market information (LMI) to plan the curriculum? • How well do curriculum teams elicit and incorporate the views of employers and industry stakeholders to improve the curriculum? • How well do curriculum teams incorporate and plan work-based learning activities to develop employability? • How well do curriculum teams incorporate and plan development of employability skills within the curriculum? • How well do curriculum teams incorporate and plan essential skills, including Career Management Services, to support employability and progression to further learning? • How well do curriculum teams plan and participate in Continuous Lifelong Professional Learning activities to ensure currency, knowledge of industry and professional practice? • How well do curriculum teams use learner performance data at programme and unit levels, (including surveys and evaluations) to improve learner performance rates? 	<p>Include data and commentary relevant to industry-related measures, i.e.:</p> <p>Measure 5 - The numbers of contracted apprenticeship starts</p> <p>Measure 6 - Learners with work-placement or work-experience opportunities</p>

Quality Indicator 2.3 - Learning, teaching and assessment

QI Themes	Prompts	Outcome Agreement measure and data
<p>Learning and engagement</p> <p>Teaching</p> <p>Assessment</p> <p>Evaluation of the learning experience</p>	<ul style="list-style-type: none"> • How well do teaching staff maintain and apply up-to-date knowledge of industry and workplace practice to support learning? • How adept are teachers in adjusting learning and teaching approaches to meet different learner needs? • How well do teachers use resources and digital technologies to support and enhance purposeful learning? • How well do teachers reflect on the outcomes of their learning and teaching approaches to continuously improve the learning experience? • How well do teachers use learner performance data at unit and programme levels (including surveys and evaluations) to improve learner performance rates? 	<p>Include data and commentary related to learner success-focussed measures, e.g.:</p> <p>Measure 4 - Proportion of students successfully achieving a recognised qualification</p> <p>Measure 4 - Success rates for SIMD10, Senior Phase, S3 learners, Care Experienced, FTFE aged 16-19</p>

Quality Indicator 2.4 - Services to support learning

QI Themes	Prompts	Outcome Agreement measure and data
<p>Services which contribute to attendance retention, attainment, achievement and progression</p>	<ul style="list-style-type: none"> • How quickly are support needs identified and acted on by staff, to provide individuals and groups of learners with swift access to support facilities? • How adept are staff at adjusting approaches to take account of different learner needs and circumstances? • How well do staff reflect on the outcomes of their approaches to continuously improve the learning experience? • How well do staff use learner performance data (recruitment, attendance, retention and attainment) to make changes to improve learner performance rates? 	<p>Include data and commentary related to learner success-focussed measures, e.g.:</p> <p>Measure 4 - Success rates for SIMD10, Care Experienced, FTFE aged 16-19 and other protected characteristic groups</p>

Further advice

High level messages derived from learner outcome data presented within QI 3.2 (*Equity, attainment and achievement for learners*) should be covered in relation to the linkage between the above themes and their impact on learner success. For example:

- In relation to QI 2.2 (Curriculum - appropriateness and effectiveness of the curriculum), where learner success over time has improved or declined, colleges should identify how well the curriculum contributed to this.
- With regard to QI 2.3 (Learning, teaching and assessment - learning and engagement; teaching; assessment; and evaluation of the learning experience), colleges should identify how well these activities are supporting learner success.
- With regard to QI 2.4 (Services to support learning - services which contribute to attendance retention, attainment, achievement and progression), colleges should identify how well the delivery of support services are supporting learners to succeed.

Leadership and quality culture

Requirements for this section of the Evaluative Report are summarised in the table below.

Leadership and quality culture – How good is our leadership and approach to improvement?		
<i>Quality Indicator 1.1 - Governance and leadership of change</i>		
QI Themes	Prompts	Outcome Agreement measure and data
Planning for continuous improvement	<ul style="list-style-type: none"> • How well do managers take account of local, regional and national priorities to develop college strategies? • How well do college strategies take account of the ambitions of DYW? • How realistic and sufficiently stretching are targets at college and curriculum team levels? 	Include data and commentary related to National Priorities, e.g.: Measure 1 - Core credits delivered against target Credit delivery for 16-19, 20-24, SIMD10, Protected Characteristics Measure 2 - Credit delivery for Senior Phase, SHEP and S3 Measure 3 - Credit delivery for STEM
<i>Quality Indicator 1.4 - Leadership of evaluation leading to improvement</i>		
QI Themes	Prompts	Outcome Agreement measure and data
Impact on learners' success and achievement	<ul style="list-style-type: none"> • How well do managers direct and support staff to engage in evaluation to plan for improvement? • How well do evaluative processes lead to improved outcomes for learners? • How well are staff directed and supported to use corporate data to evaluate and plan for improvement? • How well do staff and learners engage in review and planning processes? • How well do curriculum teams take account of DYW in evaluation and planning processes? • How well do managers engage schools and LAs in evaluation and planning processes? 	Include data and commentary related to improved outcomes, i.e.: Measure 4 - Proportion of students successfully achieving a recognised qualification Measure 4 - Success rates for SIMD10, Senior Phase, S3 learners, Care Experienced, FTFE aged 16-19

Further advice

Both of the required QIs from this section contain themes which require commentary that relates to learner outcomes and trends over time.

High level messages derived from learner outcome data presented within QI 3.2 (*Equity, attainment and achievement for learners*) should be covered in the links between the above themes and their impact on learner success. For example:

- In relation to QI 1.1 (Governance and leadership of change - planning for continuous improvement), where learner success over time has improved or declined, colleges should identify the how well aspects of leadership and governance have contributed to this.
- With regard to QI 1.4 (Evaluation leading to improvement - impact on learners success and achievement), colleges should identify how evaluation activities are supporting learner success.

Capacity for Improvement

College/college regions reports should provide a supporting statement on *What is our capacity to improve?*

Grading

Colleges should grade *Outcomes and Impact; Leadership and Quality Culture; and Delivery of learning and services to support learning* using the six-point scale as follows:

Excellent
 Very good
 Good
 Satisfactory
 Weak
 Unsatisfactory

The three high level principles should not be graded in isolation of each other. There must be clear linkage between outputs (Outcomes and impact) and inputs (Delivery of learning and services to support learning and Leadership and quality culture). The prompts provided should be used to focus discussions when determining grades.

When determining the grade for outcomes and impact, colleges should ensure that it reflects the scale and balance of the range of provision. Three year trends should be taken into account to report whether the college's performance is improving, declining or flat-lining.

Summary of grading requirements

Key Principle	Grade
Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners? <ul style="list-style-type: none"> • 3.1 Wellbeing, equality and inclusion • 3.2 Equity, attainment and achievement for all learners 	Grade
Leadership and quality culture: How good is our leadership and approach to improvement? <ul style="list-style-type: none"> • 1.1 Governance and leadership of change • 1.4 Evaluation leading to improvement 	Grade
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver? <ul style="list-style-type: none"> • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Services to support learning 	Grade

Education Scotland will issue separate advice and guidance on grading, including grade descriptions.

The Enhancement Plan

The AY 2017-18 Enhancement Plan should be a three-year rolling plan – covering AYs 2018-19 to 2020-21 – and should provide:

- An update on areas for development identified in the AY 2016-17 Enhancement Plan and;
- Areas for development (AYs 2018 to 2020-21)

It should include SMART actions and identify the intended impact of actions taken on college performance.

The Plan should be informed by the college/region's thoughts on progress in the current year (for example, towards recruitment targets, any internal evidence on retention) and may also identify the rationale for proposed changes to targets in the draft outcome agreement.

Multi college region reports

Of the 13 regions in Scotland, three are multi-college regions. Each of the multi-college regions differ, with varying numbers of colleges in each region and different governance arrangements. We have established that the reporting processes developed will be unique to each region.

All colleges within a multi-college region are required to produce their own individual Evaluative Reports and Enhancement Plans (and grades). Multi college regional bodies should produce regional statements on regional intensification priorities and progress on outcome agreement measures and targets, and identify the contribution of individual partners to past and planned improvement. The process should also factor in time for regional governance and oversight as part of their process of finalising reports.

In AY 2017-18, Education Scotland HMIs and SFC Regional Outcome Agreement Managers will support ongoing development with the multi-college regions. Education Scotland has assigned regional lead-HMIs to support a strategic regional approach and to coordinate its work at individual establishment and regional level.

Submission

Evaluative Reports and Enhancement Plans should be submitted to the SFC and Education Scotland via the following email address – EREP@sfc.ac.uk by 31 October 2018.

The overall length of the individual college Evaluative Reports and Enhancement Plans should be no more than 20 pages, and may be supported by relevant appendices if required.

Evaluative Reports and Enhancement Plans will be published in January 2019 on both the Education Scotland and the SFC websites.

On-going Engagement

During AY 2017-18, all colleges will continue to receive on-going engagement from Education Scotland and SFC Outcome Agreement Teams to support and review the progress being made on specific actions identified within the AY 2016-17 college-devised Enhancement Plans. Engagement activity will involve the assigned college HMI accompanied by other HMIs/AAs where appropriate. Colleges will receive written feedback from the college HMI, discussed with the college and presented to the college Board of Management as appropriate.

As noted above Education Scotland and SFC will continue to refine and develop such engagements, aiming to provide greater clarity and consistency. In multi college regions Education Scotland has assigned regional lead-HMIs to support a strategic regional approach and to coordinate its work with individual establishments in each region.

Further information:

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