

Learning and Teaching Committee Work Plan 2018-19

(Paper 2)

September	November	March	June
Reports to this meeting			
Terms of Reference & 2018-19 Work Plan	Draft 2019-20 Curriculum Delivery Plan	2017-18 Sector KPIs	Outcome Agreement 2019-20
2017-18 Student Satisfaction and Engagement Survey	2017-18 Evaluative Report & 2018-21 Enhancement Plan	Draft Outcome Agreement 2019-20	
2017-18 Student Services Annual Report	College Leaver Destination Survey 2016-17	2018-19 Semester 1 Student Satisfaction Survey outcome	
2017-18 External Verification Report			
2018-19 Enrolments Position Update Report			
Reports to each meeting			
Student Association Report	Student Association Report	Student Association Report	Student Association Report
2017-18 Final Credit Position Report at August 2018	2018-19 Credit Report & Early Withdrawals Position	2018-19 Credit Report & Early Withdrawals Position	2018-19 Credit Activity Target Progress Report
2017-18 Student Support Funds: Final Position at July 2018	2018-19 Student Support Funds position	2018-19 Student Support Funds position	2018-19 Student Support Funds position
2017-18 Industry Programmes Report	2018-19 Industry Programmes Report	2018-19 Industry Programmes Report	2018-19 Industry Programmes Report
2018-19 Corporate Risk Register (V1): LTC Extract	2018-19 Corporate Risk Register (V2): LTC Extract	2018-19 Corporate Risk Register (V3): LTC Extract	2018-19 Corporate Risk Register (V4): LTC Extract

Learning and Teaching Committee Terms of Reference

Introduction

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

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

Remit

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

Committee Membership

The Committee membership shall consist of a minimum of six members from the Board, which should include at least one staff representative and at least one student representative.

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

Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members. The Board will seek to ensure that all members will normally serve at least one year as a member of the Committee during their period of appointment.

Quorum

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

Attendance

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

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Attendance is open to all Vice Principals, and, where appropriate, other staff should attend meetings of the Committee to provide information and reports as appropriate.

Meetings

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

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

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

Duties

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

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Learning and Teaching Committee

6 September 2018

Subject: 2017-18 Evaluative Report and 2018-21 Enhancement Plan

Purpose: To provide members with:
1) An update on the process for agreeing endorsement of the report with Education Scotland and SFC
2) The draft 2017-18 Evaluative Report and 2018-21 Enhancement Plan (to follow)

Recommendation: Members are asked to note the process outlined in this paper and that they will be invited to consider and approve the Evaluative Report and Enhancement Plan for presentation to SFC and Education Scotland for endorsement

1. Background

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

In line with the requirements of the framework, every college is required to submit an Evaluative Report and Enhancement Plan to SFC on 31 October 2018.

The final stage of the process is the formal scrutiny and endorsement of the evaluative report and enhancement plan and we are awaiting confirmation from Education Scotland as to what that process will be for 2018.

The timing for submitting the report does not fit with our Board committee cycle as Board meetings take place in September and November with the report due for submission by 31 October.

The framework is summarised in the diagram in Appendix 1 and contains 12 Quality Indicators split across three high level principles - *Outcomes and Impact; Leadership and Quality Culture; and Delivery of learning and services to support learning.*

For 2017-18 we are only required to report on the following seven QIs:

- 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, equity and inclusion
- 3.2 – Equity, achievement and attainment for all learners

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2. Current Situation

The report is currently in draft format and further discussion will take place with Education Scotland and SFC to refine the report ahead of final submission.

The College is required to grade each of the three high level principles using the six-point scale as follows:

- Excellent - Outstanding and sector leading
- Very good - Major strengths
- Good - Important strengths with some areas for improvement
- Satisfactory - Strengths just outweigh weaknesses
- Weak - Important weaknesses
- Unsatisfactory - Major weaknesses

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.

A definition of each of the grades is included in Appendix 2 for information.

N.B. A copy of the draft 2017-18 Evaluation Report and 2018-21 Enhancement Plan (Appendix 3) will be available for members' consideration in advance of the meeting.

3. Conclusion

Members are asked to note the process outlined in this paper and that they will be invited to consider and approve the Evaluative Report and Enhancement Plan for presentation to SFC and Education Scotland for endorsement.

Michael McHugh
Director, Quality Enhancement and Business Improvement
30 August 2018

Publication

This paper will be published on the College website.

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Appendix 1

What is our capacity for improvement?		
Leadership and quality culture	Delivery of learning and services to support learning	Outcomes and impact
How good is our leadership and approach to improvement?	How good is the quality of the provision and services we deliver?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Governance and leadership of change 1.2 Leadership of learning and teaching 1.3 Leadership of services to support learning 1.4 Evaluation leading to improvement	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Services to support learning 2.5 Transitions 2.6 Partnerships	3.1 Wellbeing, equality and inclusion 3.2 Equity, attainment and achievement for all learners

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Appendix 2

- An evaluation of **excellent** applies to provision in which experiences and achievements are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the current provision. It implies that very high levels of performance are sustainable and will be maintained.
- An evaluation of **very good** applies to provision characterised by major strengths. There are very few areas for development and any that do exist do not significantly diminish experiences. While an evaluation of very good represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the centre will take opportunities to improve and strive to raise performance to excellent.
- An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for development. An evaluation of good represents a standard of provision in which the strengths have a significant positive impact on apprentices. However, the quality of experiences is diminished in some way by aspects in which development is required. It implies that the centre should seek to improve further the areas of important strengths, but take action to address the areas for development.
- An evaluation of **satisfactory** applies to provision characterised by strengths which just outweigh areas for development. An evaluation of satisfactory indicates that apprentices have access to a basic level of provision. It represents a standard where the strengths have a positive impact on apprentices' experiences. However, while the areas for development will not be important enough to have a substantially adverse impact, they do constrain the overall quality of experiences. It implies that the centre should take action to address areas for further development while building on its strengths.
- An evaluation of **weak** applies to provision which has some strengths, but where there are important areas for development. In general, an evaluation of weak may be arrived at in a number of circumstances. While there may be some strengths, the important areas for development will, either individually or collectively, be sufficient to diminish experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the centre.
- An evaluation of **unsatisfactory** applies when there are major areas for development in provision requiring immediate remedial action. Experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the immediate support given by the centre. Where a grading of weak is given, it will lead to a follow-up review by staff from Education Scotland within a year.

DRAFT AYRSHIRE COLLEGE EVALUATIVE REPORT 2017-18

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CONTEXT

Ayrshire College is a large regional college which operates out of three main campuses in Ayr, Kilmarnock and Kilwinning. In 2017-18, the College supported 13,080 students, a 5% increase from 2016-17. The College delivers courses from SCQF level 1-9 including a range of foundation and modern apprenticeships as well as bespoke delivery for businesses utilising support from the Flexible Workforce Development Fund (FWDF).

The College is proactive in delivering national priorities and 26% of activity is in the area of STEM, with 9% in Early Years Education and 11% in Health and Social Care. The partnership approach adopted in Ayrshire for planning Early Years provision meant that the targets set were exceeded through joint planning for placement and work experience.

In 2017-18, just under half of all students (49%) attended college on a full-time basis, and 96% of the College's students live in Ayrshire. Of these, 63% studied at FE level and 37% at HE level. Overall, there was a fairly even split of male/female students, although there was a higher proportion of female students (54%) on full-time courses compared to male students (46%). A higher proportion of HE full-time students were female (60%) but there was an equal balance of male/female on FE full-time courses.

Over three years, there has been a decline in full-time students, although over the past year there was a slight increase in FE full-time. The proportion of students aged 16-19 declined slightly over three years from 51.8% to 51.3%, most significantly at HE level where the proportion of 16-19 students fell from 44.3% of all HE full-time students to 42.3%.

The College works with the three local authorities - East, North and South Ayrshire - and plays an active and important role in the corresponding Community Planning Partnerships. It works with all 26 secondary schools as well as special schools in the region. East and North Ayrshire local authorities are amongst the top six councils with the highest local share of SIMD20 datazones in Scotland. These local authorities also have the highest rates of children living in poverty outside of Glasgow. Reflecting the social and economic challenges facing the region, 36% of the College's full-time students live in SIMD20 areas, and this has increased steadily each year.

The College has developed its provision in partnership with local and regional employers, ensuring that the curriculum meets the needs of labour market trends and future skills needs. However, *Jobs and Skills in Scotland: The Evidence*, published in November 2017, commented 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."

Effective partnership working is critical to the ongoing success of the College and our role as a strategic business partner of the Ayrshire Chamber of Commerce and a key member of the Developing the Young Workforce Ayrshire Steering Group ensures we deliver a curriculum designed to meet the needs of the region.

The College has developed a number of successful partnerships with Universities to provide students with a seamless transition with advanced standing. The College supported xx (waiting on figures from SFC) students to make the transition to University in 2016-17 with advanced standing. Local delivery is in place with the Open University and this is an area of growth in the College.

In 2017-18, the College made the decision to return 1,255 ESF credits to SFC as the criteria for delivery made this an area where the College was competing for students with other public sector and private providers and were not confident in achieving the target. This resulted in a reduced activity target from 126,625 credits to 125,370.

The long term future of the College will be influenced by funding decisions surrounding the legal contract for the PFI campus in Kilwinning and cost of living pay awards agreed through national bargaining.

The College continues to focus on improving retention and attainment while remaining an inclusive College where every individual is supported to achieve their full potential.

METHODOLOGY

In 2017-18, the College produced an Evaluative Report reflecting on 2016-17 provision and developed an Enhancement Plan with a number of areas for development and actions for improvement. This is a new report which reflects on our performance in 2017-18 as well as taking account of trends over the previous three years and new actions for improvement are detailed in our 2018-21 Enhancement Plan

In order to develop this report, the College continued with our well embedded approach to team evaluation which means that all staff, curriculum and service, are involved in multi-disciplinary reviews. This provides opportunities for discussion, challenge and scrutiny of all aspects of the student experience. The team approach enables data to be analysed and interpreted and actions for improvement agreed across teams rather than in isolation.

Directors, heads and managers of curriculum and services areas consult with students, staff, employers and partners throughout the year using a range of approaches; team meetings, course review meetings, student representative meetings. The quality enhancement team and Student Association lead "Have Your Say" student feedback events as well as employer and stakeholder forums to gain feedback to improve the content and delivery of courses and the overall student experience. The information and data gathered through these forums informs the team evaluation.

Curriculum managers lead teams in evaluation of performance at unit and course level. Course team meetings take place four times during the year and a nominated, SPARQS trained, class representative contributes to these meetings. Performance against targets is regularly monitored by the Senior and Executive Management teams, and regular reporting to the Learning and Teaching Committee and the Board of Management ensures strong leadership of our quality enhancement process.

Staff have a clear understanding of how they contribute to enhancing the student experience and the Principal shares detailed performance information at all staff campus events held regularly throughout the year.

Managers have access to a comprehensive range of robust data to assist with analysis and review of performance. This allows staff to act on real-time data to support effective decision making and provide timely, suitable interventions to support students. Working with our school partners, local authority representatives, and Skills Development Scotland, the College developed a new approach to evaluating the provision and experience for school pupils on school-college partnership courses using the *How Good Is Our College* framework.

The evaluation of learning and teaching has been supported by colleagues from Education Scotland who have undertaken classroom observations, staff and student interviews and attended course team meetings. The College had a specific focus on HE attainment and identified four curriculum areas – Hospitality and Tourism; Hairdressing and Beauty; Business and Computing and Engineering and Science for in-depth review and evaluation of performance. Education Scotland supported staff in one of these areas, Engineering and Science, to reflect on their teaching practice to support improvement.

This report provides a comprehensive analysis of 2017-18 key performance indicators. All heads of curriculum and service managers provided summaries of how their teams performed over the year against the three main themes of leadership and quality culture, delivery of learning and services to support learning, and outcomes and impact. Their contributions are synthesised into this evaluation report and enhancement plan.

The College agrees performance targets for ten national measures with the Scottish Funding Council through the Outcome Agreement process and detail of progress on these measures is included in the Annex.

OUTCOMES AND IMPACT

How good are we at ensuring the best outcomes for all our learners?

3.1 – Wellbeing, equality and inclusion

Areas of Positive Practice

- Strong and effective leadership from the Principal has firmly established a culture of equality and inclusion within the College.
- Comprehensive policies and procedures ensure the College complies with equalities legislation and comprehensive strategies are in place to support well-being, access and inclusion, LGBT+ and during 2017-18, the College published a Gender Action Plan.
- The Values, Inclusion, Equality and Wellbeing steering group has made a positive impact across the College. Our Mental Health and Wellbeing Liaison Officer continued to work closely with curriculum and service teams throughout 2017-18 and introduced a virtual Wellbeing Hub in Moodle for a more self-directed approach to support. There have been a number of successful initiatives throughout the year to address the stigma surrounding mental health such as #MyMentalHealthMatters, See Me “Pass the Badge” and a New Year New You well-being campaign in January 2018.
- The College provides extensive support for health and well-being working in partnership with the Student Association, NHS Ayrshire and Arran and Police Scotland. This approach identifies students most at risk and through positive partnership working with other public bodies and third sector partners has supported improvements in retention and attainment.
- Early identification of support needs and recommendations for action ensure that effective support is in place for students when they start their course. The Inclusive Learning team support induction, retention meetings, reviews, and one to one sessions with students throughout the year. This led to an increase in students declaring a disability in 2017-18 to 25% of the student population. This approach helped to remove barriers to learning and improve attainment by providing reasonable adjustments in non-medical human support, assistive software and technologies which tailored support for individual students.
- Very effective partnership arrangements have led to good progress in priority areas such as ESOL provision. College staff collaborate closely with CCP partners in the three local authorities to plan and accredit ESOL learning in the community. These community courses act as a progression route into College courses and are responsive to the needs of a growing number of refugees arriving in the three local authorities.
- Initiatives to address gender imbalance in subject areas are beginning to have an impact, for example 17% of engineering foundation apprenticeship starts in 2017-18 were female compared with 0% the year before. Male enrolments on care courses have increased by 7% and female enrolments on computing and ICT courses have increased by 13% over three years.
- The College established a pan-Ayrshire LGBT network and staff and students engage positively in LGBT conversation cafes and other information sessions that support diversity and inclusion. A short-life working group focused on the development and delivery of a College Equally Safe plan. Actions have been identified and are in progress such as a student survey to establish a baseline of their understanding of gender-based violence; training opportunities through the NHS ‘Ask, Support and Care’ model, and developing ways to embed within existing curriculum activity.
- Inclusive Learning staff provide comprehensive training in BSL for Student Services staff to aid communication with deaf and hearing impaired students. In addition, Autism Spectrum Disorder transition sessions are provided to alleviate the initial anxieties linked with coming to College. “*In their shoes*” sessions were delivered to curriculum staff and students to appreciate some of the difficulties faced by their peers.

Areas for Development

- Some staff require support to deal with the complex multiple barriers students present with, such as mental health issues and the impact of adverse childhood experiences.
- A few curriculum teams need to implement strategies to support increased levels of recruitment from under-represented groups in key curriculum areas such as construction, hairdressing, care and engineering.

Outcome Agreement Progress (Measure 4)

- The proportion of full-time enrolled students successfully receiving a recognised qualification has increased by 4.3 percentage points over three years from 62.0% to 66.3%.
- The proportion of part-time enrolled students successfully receiving a recognised qualification has increased by 2.2 percentage points over three years from 76.7% to 78.9%.
- The proportion of full-time SIMD10 students successfully achieving a recognised qualification has increased by 4.8 percentage points over three years from 58.5% to 63.3%.
- The proportion of part-time SIMD10 students successfully achieving a recognised qualification has decreased very slightly by 0.4 percentage points over three years from 74.5% to 74.1%.
- The proportion of senior phase age pupils successfully completing a vocational qualification has improved by 8.2 percentage points over three years from 58.1% to 66.3%.
- The proportion of full-time care experienced students successfully achieving a recognised qualification has decreased by 5.9 percentage points over one year from 63.0% to 57.1% (only 7 students self-declared as care experienced in 2015-16 so a three-year trend would be unreliable).
- The proportion of full-time FE students aged 16-19 successfully achieving a recognised qualification has increased by 5.0 percentage points from 59.9% to 64.9%.

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3.2 – Equity, attainment and achievement for all learners

Areas of Positive Practice

- Student success on all FE level courses including full-time and part-time provision has improved by 3.0 percentage points over three years from 70.6% to 73.6%. The main contributory factor to this is a reduction in partial success of 4.9 percentage points from 13.2% to 8.3%.
- The proportion of FE full-time students successfully achieving a recognised qualification has improved by 4.8 percentage points over three years from 61.1% to 65.9%. This is due to effective efforts to reduce partial success which has improved by 3.4 percentage points across a three-year period and FE full-time success is slightly better than the most recently published national average (65.3% in 2016-17).
- The proportion of FE part-time students successfully achieving a recognised qualification has improved by 1.9 percentage points over three years from 76.2% to 78.1%. This is due to an increased focus on performance of school-college partnership courses which have improved by ten percentage points over one year. Overall, the performance rate is better than the most recently published national average (77.1% in 2016-17).
- The withdrawal rate on FE full-time courses has improved over three years by 1.3 percentage points from 28.4% to 27.1%, however this figure is higher than the most recently published national average (25.1% in 2016-17).
- Student success on all HE level courses including full-time and part-time provision has improved by 2.4 percentage points over three years from 67.5% to 69.9%. The main contributory factor to this is a reduction in partial success rates of 3.9 percentage points from 13.5% to 9.6%.
- The proportion of HE part-time students successfully achieving a recognised qualification has decreased very slightly by 0.3 percentage points over three years from 81.2% to 80.9%, higher than the most recently published national average (78.6% in 2016-17).
- The College has fostered and encouraged a supportive declaration environment for care experienced students, evidenced by the increasing number of enrolments over the last three years. In 2017-18, 58.7% of care experienced students successfully completed their course, 1.5 percentage points higher than the most recent national average (57.2% in 2016-17).
- Retention and attainment for students who were under 16 at the time of enrolling on their course has been very poor as this group of students face particular challenges such as integrating into an adult learning environment, ineligibility for bursary funding and typically poor levels of prior achievement at school. Significant cross college efforts including Student Services individually case managing each student and focussed interventions from curriculum staff have resulted in a significant improvement in performance from 43.1% to 64.0% over the last three years for this particular cohort due to improved retention and reduction in partial success.
- The proportion of students with a declared disability successfully completing their course has increased by 1.6 percentage points over three years from 68.2% to 69.8%, which is 3.3 percentage points higher than the most recently published national average (66.5% in 2016-17).
- The proportion of students from SIMD10 postcode areas successfully completing their course has improved over three years by 1.7 percentage points from 67.2% to 68.9%, which is 2.8 percentage points higher than the most recently published national average (66.1% in 2016-17).
- The proportion of students from SIMD20 postcode areas successfully completing their course has improved over three years by 4.2 percentage points from 66.6% to 70.8%, which is 4.6 percentage points higher than the most recently published national average (66.2% in 2016-17).

Areas for Development

- The withdrawal rate on FE part-time courses has increased over three years by 3.7 percentage points from 9.1% to 12.8% and is higher than the most recently published national average (10.0% in 2016-17).
- The proportion of HE full-time students successfully achieving a recognised qualification has improved by 3.5 percentage points over three years from 63.6% to 67.1%, due to effective and sustained efforts to reduce partial success which has improved by 4.4 percentage points across a three-year period. However, HE full-time success remains below the most recently published national average (71.6% in 2016-17).

- The withdrawal rate on HE full-time courses has increased very slightly over three years by 0.9 percentage points from 22.0% to 22.9% and is higher than the most recently published national average (17.2% in 2016-17).
- The withdrawal rate on HE part-time courses has increased over three years by 2.4 percentage points from 8.7% to 11.1% and is higher than the most recently published national average (8.1% in 2016-17).
- Core skills delivery is very well contextualised to the vocational area by almost all curriculum teams. Five core skills units are offered and performance in all has improved over the last three years as outlined in the table below, however the success rates in all units are below the most recently published national averages.

Unit	15-16 success	17-18 success	3-year trend	Sector average (2016-17)	Difference
Communications	63.8%	64.0%	+0.2pp	72%	-8.0pp
ICT	65.1%	66.7%	+1.6pp	73%	-6.3pp
Numeracy	63.6%	64.6%	+1.0pp	72%	-7.4pp
Problem Solving	68.0%	69.6%	+1.6pp	74%	-4.4pp
Working with Others	58.6%	67.2%	+8.6pp	77%	-9.8pp

Outcome Agreement Progress (Measure 1)

- As expected and reflecting demographic trends and government policy, there was a slight decline over the year in credits allocated to students in the 16-19 and 20-24 age groups, with an increase in students aged 25 or over. The College delivered 62,682 credits to students aged 16-19 (49.6% of activity) and 26,552 credits to students aged 20-24 (21% of activity).
- The College delivered 99,299 credits to full-time students, 50,131 of which were delivered to students aged 16-19 (50.5%) and 20,989 credits to students aged 20-24 (21.1%).
- The College delivered 23,911 credits (18.9% of activity) to students from a SIMD10 postcode area, maintaining our progress towards achieving the national target of 19.5% by 2019-20.
- Over the last three years, the volume of credits delivered to students self-declaring their ethnic background as white has decreased by 0.3 percentage points with a corresponding increase in delivery to students declaring as BME (Black Minority Ethnic).
- Over the last three years, there has been a significant increase in the number of students declaring a disability, particularly related to mental health, resulting in an increase in the number of credits delivered to students with a disability from 29,742 (23.5%) to 34,193 (27%).
- The number of students declaring as care experienced has increased over three years from 13 to 249, resulting in an increase in the number of credits delivered to care experienced students from 118 (0.09%) to 3,165 (2.5%). The national target is to increase intake in the college sector to 800 by 2018-19, and based on early enrolment data from 2018-19, the College has enrolled over 400 students who have declared either at application or enrolment stage as care experienced.

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DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING

How good is the quality of the provision and services we deliver?

2.2 – Curriculum

Areas of Positive Practice

- Curriculum design across the College is strongly influenced by national policy. All curriculum teams take very good account of local, regional and national priorities and strategic drivers when developing their provision. On an ongoing basis, curriculum teams review Scottish Government priorities and adjust the curriculum portfolio to meet local, regional and national demands. Key policy drivers such as DYW, early years education, digital skills and STEM are embedded in the design and development of the curriculum.
- School partnership work is well led by managers and involves all secondary schools in the region. College staff, dedicated to each local authority to support delivery of the senior phase curriculum, engage with teachers and pupils in school to provide information, advice and guidance on learner pathways.
- All curriculum teams provide learner pathways from National qualifications to HNC/D with exit routes to apprenticeships, further study or employment. A highly successful partnership with the Open University provides transition locally and clear articulation routes to second and third year are in place with a number of university partners.
- Arrangements for all curriculum areas to engage with employers are comprehensive, systematic and effective. These partnerships provide extensive opportunities for robust feedback which is used positively to influence course design and improve the student experience.
- Almost all staff are flexible in the design and delivery of their courses to meet the particular needs of employers and industry sectors. Staff tailor courses well to help employers select specific learning outcomes that reflect the needs of their workplace.
- In some curriculum areas, students are encouraged to undertake additional industry vendor qualifications e.g. Computing, Hair and Beauty and Sport and Fitness, which enhance their skills and employability.
- Recognising the high quality learning that takes place at the College, aerospace employers are increasingly recruiting their modern apprentices exclusively from full-time engineering students. The College has developed specialist courses to meet global needs and is now the sole training provider for Spirit Aerosystems.
- Almost all curriculum teams incorporate and plan work-based learning activities into full-time courses to develop employability and career management skills, and where students are not ready for work placement or are on introductory courses, they benefit from well-equipped simulated work-place environments in the College.
- Almost all curriculum teams incorporate and plan the development of employability and career management skills within their courses, either through the Personal Development unit on all FE full-time courses, industry visits or guest lectures.
- All curriculum teams work effectively with essential skills staff to plan essential skills delivery, specifically to ensure contextualisation related to the vocational course.
- All teams engage in a wide range of well-planned and co-ordinated Continuing Professional Development (CPD) activities which provide effective and meaningful ways for staff to engage in peer dialogue, along with professionals from the wider sector.

Areas for Development

- A small number of curriculum areas do not take full advantage of the extensive employer engagement to provide students work-based placement opportunities or guest lectures to enhance the learning experience.
- Achievement rates for some apprenticeship frameworks are lower than the sector average.

Outcome Agreement Progress (Measures 5 and 6)

- The number of apprenticeship starts has grown over a three-year period and it is likely, due to demand from industry, that the College will seek and secure further starts in engineering from SDS for 2018-19.
- The College worked with 28 employers to deliver 300 courses to over 3,000 employees as part of the Flexible Workforce Development Fund in 2017-18. This enabled innovative approaches to be developed including a joint development role with Spirit Aerosystems.
- With over 900 apprentices in training at any given time, mostly in STEM frameworks, the College is the main provider of engineering apprenticeships in the region. In almost all frameworks delivered by the College, achievement rates for apprenticeships contracted directly with SDS are higher than the sector average, for example, 81% versus 79% for engineering apprenticeships, and 67% versus 64% for Personal Services (Hairdressing).

Case Study – Employer training partnership

The College has been Spirit Aerosystems' training partner for many years, delivering training to their modern apprentices. In 2017-18, to align with their global operations, improve quality and reduce errors, Spirit Aerosystems asked the College to support the technical training and capability accreditation of its workforce.

To ensure success of this venture, the College recruited a dedicated vocational trainer, a new role, to deliver the programme. The trainer is based within Spirit Aerosystems and delivers accredited training to all of the company's workforce, as well as introductory courses for new recruits.

Spirit Aerosystems has been very positive about the College's approach and quality of delivery and their allocation from the Flexible Workforce Development Fund was used as a contribution to this approach.

2.2 – Learning, teaching and assessment

Areas of Positive Practice

- Almost all teaching staff have good levels of professional knowledge and use constructive examples from industry to provide contextualised training and consolidate learning.
- Relationships between staff and students are respectful and productive, and the atmosphere in classes is calm and purposeful. Curriculum staff are enthusiastic about their teaching and their students' success, and this has a very positive impact on students and their motivation.
- Almost all teaching staff use a range of questioning techniques well to engage students, confirm knowledge and understanding, and provide deeper learning. Almost all students are engaged in their learning and take responsibility for their own progress.
- All curriculum teams use a variety of teaching approaches to excellent effect, with 88% of full-time students indicating they can influence learning on their course which has supported increased levels of attainment.
- Curriculum teams are adept at balancing underpinning theoretical knowledge with practical projects to enhance learning. There are many excellent examples of project-based learning and on full-time FE courses all teams embed volunteering, community-based, or outdoor learning into their delivery.
- Staff use formative assessment very well to promote students' understanding and prepare them for summative assessment. Staff provide positive, helpful and constructive feedback to students and 88% of full-time students indicated that they received useful feedback which informed future learning.
- Most staff make good use of high quality, industry standard resources and digital technology in the classroom and are skilled in adapting approaches and lesson content to the needs of individual students. All students use resources well and value the up-to-date facilities and equipment that the College provides.
- There is good evidence of innovative practice in using resources and digital technologies to support and enhance learning. This has been aided by the *Innovating for Learning Fund* (funded by the Ayrshire College Foundation) which enabled, for example, the Learning Resource Centre to purchase a drone which has been used for training creative students in drone photography.
- Students develop a wide range of subject specific technical skills, underpinned by essential employability skills, and 92% of full-time students indicated that their time at College has helped them develop knowledge and skills for the workplace.
- Almost all staff utilise a range of methods for self-reflection, for example recording lessons using the Iris Connect platform, team teaching and peer review.
- Most staff gather feedback from students at unit level on a daily basis. Approaches such as 'what went well, even better if' are used at the end of classes to make real time improvements. However, there is an inconsistent approach across the College to the analysis of unit data and this requires improvement.
- Performance data at course level is used by all Heads and Curriculum Managers to improve student outcomes and almost all curriculum teams interrogate this data extensively.

Areas for Development

- Analysis of performance data at unit level is not consistent across all curriculum areas.
- A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities.
- A few curriculum staff have yet to fully develop the potential of ICT in the delivery of the curriculum to enhance the learning experience.

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Case Study – Water Rescue VR project

The College developed an exciting virtual reality learning project in partnership with the Scottish Fire and Rescue Service to simulate a live water rescue and first aid response.

Health and Social Care students participated as rescuers and bystanders and the aim of the activity was to assess the situation, “rescue” two fire fighter volunteers from the river and initiate a first aid response.

The activity was filmed in partnership with our Learning Technology team using a state of the art 360 degree 4K camera allowing the activity to be used in subsequent years as a virtual learning experience for students.

This has further developed into an exciting partnership between the College and Scottish Fire and Rescue Service. College staff trained Fire and Rescue Officers on effective CPR using state of the art mannequins, purchased through the Ayrshire College Innovation Fund, and iPads with a specialist app which monitors the effectiveness of CPR being provided. A training video resource has also been jointly created which will be used by SVQ students as part of their first aid qualification to enhance their employability skills and also by Fire and Rescue Officers as part of their ongoing staff development.

The virtual reality project has been shortlisted within the **Digital Learning Award** category in the College Development Network Awards 2018.

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2.4 – Services to support learning

Areas of Positive Practice

- The College has a very effective and well-planned admissions and enrolment process allowing for support needs to be identified in a number of ways at different stages of the student journey. Transition meetings aid the identification of support needs with schools and third sector partners and staff can refer students if support needs are identified on course.
- Curriculum teams work effectively with Inclusive Learning and Student Services to provide tailored interventions and offer a personal approach to allow students the best opportunity to achieve a positive outcome.
- The Citrix ICT solution was successfully implemented in our new Kilmarnock Campus, providing a more flexible campus for students and more effective use of the college estate. This provides an ICT solution bespoke to the individual student and course they are studying so that when they log into any PC in any teaching space in any campus they have access to the relevant software applications for their course.
- The majority of staff are aware of the differing needs of discrete groups of students and various allowances are given to support students such as flexible start times for students with parental or caring responsibilities.
- Ongoing improvements by our Student Funding team to systems and processes have resulted in more students having their funding in place at the start of their course which has supported cross college efforts to improve retention. The team have adapted and personalised their approach, for example, care experienced students are individually supported through the bursary application process.
- Significant refurbishment to the College estate, particularly in our Ayr and Kilwinning campuses, has ensured students are provided with industry standard resources and facilities with bespoke equipment being provided for students with specific additional support needs.
- Staff from our Learning Technology and Resource Centre have supported all curriculum teams to make excellent use of various digital technologies within their learning and teaching practice. This has resulted in increased usage of our virtual learning environment Moodle as well as a range of other e-learning tools being effectively incorporated into teaching practice to enhance the student experience.
- Most teams use and analyse individual student data, provided within our risk register and online retention tool, to improve performance rates but this is not consistent across all teams.

Areas of Development

- ICT solution provided to students is not consistent across all campuses.
- Some curriculum teams do not make consistent and effective use of the online retention tool.
- Withdrawal rates for students with a mental health disability (30.8%) is significantly higher than the College average (23.6%).

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Case Study – Student mentoring project

In partnership with the Scottish Widening Access Programme (SWAP), our Health and Social Care team piloted a new mentoring initiative matching students from the SWAP Access to Nursing course with students from our Supported Learning department.

It was felt that students on the Access to Nursing course would provide ideal mentors as they are typically mature students with valuable work and life experience studying towards a career in Learning Disabilities or Mental Health nursing, which are careers that align well with the needs of students on our Supported Learning courses. In addition, the SWAP students' applications to university are greatly enhanced by demonstrating that they have practical experience of working or volunteering in such a role.

The project was a great success, benefitting all students and staff involved and is being implemented in all campuses in 2018-19.

Student feedback on the pilot was overwhelmingly positive, with the mentors finding the experience valuable and enjoyable. Comments included:

"I loved it. It gave me more confidence in how to work within a classroom environment and it increased my skills..."

"I have felt a sense of achievement in helping the students and I have learned it's an area I would like to pursue".

Students from the Supported Learning department noted the impact to their self-confidence in particular and comments included:

"The mentors put me at ease and made me feel comfortable in the class..."

"It has been really good to have them in the class as they have helped me complete all my work to a good standard...They were amazing and really helpful..."

"I have gained lots more confidence and loads of information having the mentors in class. They have been wonderful".

SWAP recognised the benefits and success of the pilot and are working with other colleges to consider implementing this approach as a means of providing valuable work experience for students.

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LEADERSHIP AND QUALITY CULTURE

How good is our leadership and approach to improvement?

1.1 – Governance and leadership of change

Areas of Positive Practice

- The Board of Management has a strong focus on student success and provides clear strategic direction for the College, while ensuring rigorous challenge, scrutiny and good governance is delivered through the sub-committee structure.
- The Board, through the Learning and Teaching sub-committee, receive regular, detailed and accurate reports throughout the year detailing progress towards targets on student enrolments and credits; student satisfaction surveys; withdrawals; performance indicators; college leaver destination information; external verification activity and the outcome agreement.
- The Principal provides strong leadership for change in the College. A clear rationale and timeline for change are communicated to staff with comprehensive opportunities for consultation.
- The Student Association have a strong voice on all Board committees, attend regular meetings with SFC and Education Scotland and are an effective contributor in developing plans for improvement and enhancement activity.
- All managers take very good account of local, regional and national priorities to develop college strategies such as the Strategic Plan, Regional Outcome Agreement, Learning and Teaching Strategy, Infrastructure Strategy and Strategic Workforce Plan. Our new Digital Strategy “DigitalNOW” was developed in line with the aims and objectives of the national strategy *Scotland’s Full Potential in a Digital World: A Digital Strategy for Scotland* published by the Scottish Government in March 2017. The core principles of the national priorities for Developing Scotland’s Young Workforce and STEM are embedded in all of the College’s strategic planning processes.
- All managers make good use of high level economic data and Community Planning Partnership data. Data from the North Ayrshire Strategic Review Group, employer feedback, government strategies, the Regional Skills Assessment and sector specific Skills Investment Plans inform the strategic direction of the College.
- All managers make good use of data that focusses on targeted/actual enrolments, credit delivery against target and PIs trends over three years to agree realistic but stretching performance targets.
- All College strategies take full account of the ambitions of DYW, in particular those focussed on senior phase vocational pathways, tackling gender imbalance in subjects, STEM, apprenticeships and equalities.
- To make progress on the DYW targets to reduce gender imbalance, the College established a formal Gender Leadership Group, chaired by a senior manager and comprising all curriculum heads and relevant service managers. This group has developed the College’s Gender Action Plan for 2018-21 and will monitor progress against actions, leading by example.
- Ayrshire has experienced a significant decline in young people in the population, and the targets set by the College, particularly for full-time students, have been stretching. In 2017-18, after three years of declining full-time enrolments, there was a small increase from 6,401 to 6,433. A greater increase in part-time students meant that overall student enrolments rose from 14,152 to 14,934 over the year.
- Some targets can only be achieved through collaborative working, for example, foundation apprenticeships. The College works effectively with local, regional and national partners to achieve key strategic targets.

Areas for Development

- The Board has recruited seven new members who will require support and development to understand the operating context of the College

Outcome Agreement Progress (Measures 1, 2 and 3)

- The College delivered 126,238 credits against a target of 125,370, exceeding the target by 868 credits (0.7%).
- The number of senior phase pupils studying vocational qualifications at college has decreased over the last three years from 330 to 298, resulting in a decrease in the number of credits delivered from 1,467 (1.2% of activity) to 1,348 (1.1% of activity). However, a significant restructuring of our school college offering over the last three years in partnership with the three local authorities has led to an increase in the volume of credits from 3,329 (2.6% of activity) to 4,520 (3.6% of activity).
- The volume of credits delivered at HE level to students from SHEP schools has increased very slightly by from 3,896 to 3,920, however the proportion of credits has decreased very slightly by 0.2 percentage points from 10.6% to 10.4% due to an increase in the overall volume of HE activity.
- The number and proportion of credits delivered to students on STEM courses has increased over a three-year period from 28,448 (22.5% of activity) to 33,134 (26.2% of activity).

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1.4 – Evaluation leading to improvement

Areas of Positive Practice

- All managers use a comprehensive and robust approach to team evaluation and implement actions for improvement. Staff are supported through course team meetings to reflect on performance and identify actions for improvement. All curriculum areas have improved full-time successful outcomes over three years.
- Almost all course team meetings are comprehensive and effective with teams using a mixture of approaches to review and reflect on their delivery. In 2017-18, the College's Enhancement Plan focused on full-time HE performance as an area for improvement, in particular in the curriculum areas of Engineering and Science, Business and Computing, Hospitality and Tourism, and Hairdressing and Beauty Therapy. Three out of the four areas demonstrated improved performance over the year, most significantly Engineering and Science, where outcomes for full-time students on HE courses improved by 7.7 percentage points.
- In all cases, external verification reports are very positive with significant strengths identified in the majority of curriculum areas.
- Managers at all levels encourage and support staff to use corporate data to evaluate their provision and plan for improvement. Managers play an active role in quality enhancement processes, identifying courses where there are specific issues, and work in collaboration with students, curriculum and service staff to develop plans for improvement.
- Almost all staff engage very well in review and planning processes to ensure that course design is current, relevant and meeting the needs of industry. All full-time courses have class reps, trained by our Quality Enhancement team and SPARQS which helps them to contribute effectively at course team meetings.
- All teams take very good account of DYW in evaluation and planning processes. This has resulted in the introduction of new provision to support senior phase vocational pathways, for example the Civil Engineering Foundation Apprenticeship. Taking account of feedback from pupils and school staff and responding to increased demand from schools for vocational provision for S3 pupils, a range of programmes will be introduced in 2018-19.
- Partnership work with local authorities and schools in the region is very well led by senior managers. Twelve secondary schools participated in a college led evaluation event along with representatives from SDS. Fourteen secondary Head Teachers attended a separate event to reflect on current provision and establish strategic plans for future joint delivery of senior phase curriculum.

Areas for Development

- In a few curriculum areas, there is an inconsistent approach to the management and administration of course team meetings, which is a missed opportunity for staff to initiate and implement improvement measures.
- There is limited ownership of student attendance by some lecturers, resulting in insufficient analysis of the reasons for student withdrawals.

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CAPACITY FOR IMPROVEMENT

Strong leadership and effective governance ensure there is a positive culture of quality enhancement and continuous improvement within the College. Partnership working with employers, local authorities, schools and other stakeholders ensure the college is proactive, has a forward looking, informed perspective while recognising areas for development.

As set out in our People Strategy we will continue to develop our staff ensuring that we embed and champion inclusion, diversity and wellbeing in all that we do. This will enhance our student's experience by making the best use of technology to re-design and transform the delivery of our services.

Our Learning and Teaching Strategy underpins everything that we do in the College and sets out our core belief that every student has the potential to be successful and change their world. We will develop positive attitudes, industry relevant skills and current knowledge to empower our students to achieve their full potential while supporting their personal aspirations.

Over the next three years, the College will concentrate on the areas for development outlined in our Enhancement Plan and focus our collective efforts on achieving the targets set out in our Outcome Agreement to ensure we contribute to the national ambitions and priorities set by the Scottish Funding Council.

GRADING

Key Principle	Grade
Outcomes and Impact <i>How good are we at ensuring the best possible outcomes for all our learners?</i> <ul style="list-style-type: none">3.1 Wellbeing, equality and inclusion3.2 Equity, attainment and achievement for all learners	VERY GOOD
Leadership and quality culture <i>How good is our leadership and approach to improvement?</i> <ul style="list-style-type: none">1.1 Governance and leadership of change1.4 Evaluation leading to improvement	VERY GOOD
Delivery of learning and services to support learning <i>How good is the quality of our provision and services we deliver?</i> <ul style="list-style-type: none">2.2 Curriculum2.3 Learning, teaching and assessment2.4 Services to support learning	VERY GOOD

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PROGRESS ON 2017-18 ENHANCEMENT PLAN

The 2017-18 Enhancement Plan outlined fourteen areas for development with thirty-three specific actions and the table below details progress during 2017-18.

	Number of areas for development	Number of actions	Number completed	Number outstanding
Leadership and quality culture	4	11	10	1
Delivery of learning and services to support learning	6	15	14	1
Outcomes and impact	4	7	7	0

A summary of the remaining action points is set out below, with both action points still currently in progress and reflected in our new 3-year Enhancement Plan.

Leadership and Quality Culture

Action - Introduce a peer review process

A range of proposals were submitted to EMT in March 2018 and it was agreed to phase in a new model over academic years 2018-19 and 2019-20.

Delivery of Learning and Services to Support Learning

Action – Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire

The Principal and senior managers are continuing to work with local partners to consider various options. Discussions are ongoing with the Council and SFC. In addition, consideration is being given to potential funding applications to various bodies.

The following section provides a high level impact summary of the areas for development addressed during 2017-18:

- New Board members recruited for 2018-19 with planned rotation allowing all members the opportunity to serve on the Learning and Teaching Committee and engage in development opportunities.
- The Principal is participating in a Ministerial Working Group to support implementation of the Equally Safe initiative in colleges and universities. The College established a short-life working group during 2017-18 to develop an Equally Safe Action Plan which will support our activities with staff and students to tackle the impact of gender-based violence.
- Use of IRIS Connect self-reflection tool for lecturers has increased and will be a mandatory aspect of CPD for all new lecturers from 2018-19 onwards.
- 10% increase in response rate to national Student Satisfaction and Engagement Survey with 1,814 students completing in 2017-18 compared to 1,654 in 2016-17.
- Employer forums now established in all curriculum areas with the introduction of the HIT (Hospitality Industry Trust) Ayrshire forum which includes employers such as Turnberry, Costley and Costley, Buzzworks as well as local authority partners. The group meets every 6-8 weeks and is informing curriculum design as well as providing placement and event opportunities for students.
- The Digital Skills Forum, established in October 2017, has helped shape the College's Digital Skills Strategy as well as advising on future course design and skills requirements such as cyber security.
- Cross college efforts to improve outcomes for some of our most vulnerable students have been extremely effective. Successful outcomes for care experience student have improved by 20 percentage points over three years and successful outcomes for SIMD10 students on full-time courses have improved by 4.7 percentage points over three years.

- The Promoting Wellbeing Group has led campaigns such as *My Mental Health Matters* and overseen the introduction of the Wellbeing Hub in Moodle for students. These have been very effective with successful outcomes for full-time students with a declared mental health disability increasing by 7.1 percentage points over three years.
- The College worked in partnership with XMA (Apple Educators) to lead a joint CPD event called “*Mission to Mars*” for local school teachers and college lecturers. This session was extremely well attended by around 80 teachers from across Ayrshire and explored how to plan and deliver an entire lesson using iPads which is in line with the aims of both the Scottish Government’s, and our own recently launched, Digital Skills Strategy 2018-20.
- College lecturers and school staff also participated in ACEs (Adverse Childhood Experiences) training to raise awareness in teaching staff of how an adverse childhood experience can impact progress in education and also mental health.
- The College developed specific process to analyse outcomes on school-college partnership courses, including School College Partnership Officers visiting all local schools to discuss student attendance with Deputy Head Teachers. This has resulted in improvement in completed successful outcomes over the year.

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ANNEX – OUTCOME AGREEMENT MEASURE PERFORMANCE

- Measure 1- Core credits delivered against target Credit delivery for 16-19, 20-24, SIMD10, Protected Characteristics

		Target	Actual	Difference
1a	Total credits delivered			
	2017-18	125,370	126,238	+0.7%
	2016-17	125,507	125,749	+0.2%
	2015-16	125,507	126,485	+0.8%

		2017-18 # Credits	2017-18 %age	2016-17 # Credits	2016-17 %age
1b(i)	Credits delivered to learners aged 16-19 and 20-24	89,295	70.6%	89,417	71.1%
1b(ii)	Credits delivered to full-time learners aged 16-19 and 20-24	71,181	56.3%	71,259	56.7%
1c	Credits delivered to learners in the most deprived 10% postcode areas	24,073	19.0%	23,775	18.9%
1d	Credits delivered to learners from different protected characteristic groups:				
	White	124,325	98.3%	123,802	98.5%
	Mixed	382	0.3%	293	0.2%
	Asian	1,030	0.8%	984	0.8%
	Black	307	0.2%	416	0.3%
	Other	312	0.3%	219	0.2%
	BME	1,649	1.3%	1,629	1.3%
	Disability	32,006	25.3%	29,921	23.8%
Care experienced	3,166	2.5%	2,659	2.1%	

- Measure 2 – Credit delivery for Senior Phase, SHEP and S3

		2017-18	2016-17	2015-16
2a	Number of senior phase age school pupils studying vocational qualifications	287	255	291

		2017-18 # Credits	2017-18 %age	2016-17 # Credits	2016-17 %age
2b	Credits delivered to senior phase age pupils studying vocational qualifications	1,371	1.1%	1,562	1.2%
2c	Credits delivered to learners at S3 and above as part of school college provision	4,523	3.6%	3,739	3.0%
2d	Credits delivered at HE level to learners from SHEP schools	3,920	10.4%	4,247	10.9%

- Measure 3 – Credit delivery for STEM

		2017-18	2017-18	2016-17	2016-17
		# Credits	%age	# Credits	%age
3	Credits delivered to learners enrolled on STEM courses	33,090	26.2%	27,258	21.8%

- Measure 4 – Proportion of students successfully achieving a recognised qualification

		2017-18	2016-17	2015-16
Proportion of enrolled students successfully achieving a recognised qualification				
4a	FE full time	65.9%	66.8%	61.1%
	FE part time	78.1%	74.2%	76.3%
	HE full time	67.1%	68.4%	63.6%
	HE part time	80.9%	79.3%	81.3%
Proportion of enrolled MD10 students successfully achieving a recognised qualification				
4b	Full time	63.3%	63.2%	58.6%
	Part time	74.1%	74.0%	74.4%
4c	Proportion of senior phase age pupils successfully completing a vocational qualification	66.8%	57.1%	58.1%
4d	Proportion of full time enrolled care experienced students successfully achieving a recognised qualification	55.9%	63.0%	-
4e	Proportion of full time FE enrolled students aged 16-19 successfully achieving a recognised qualification	64.9%	64.6%	59.9%

- Measure 5 – The numbers of apprenticeship starts

		2017-18	2016-17	2015-16
5	Number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	279	274	269

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- *Measure 6 – Learners with work-placement or work-experience opportunities*

		2017-18	2016-17	2015-16
6	Number of full time learners with “work placement experience” as part their programme of study	TBC	1,643	2,055

- *Measure 7 – Learners who articulate to University with advanced standing*

		2017-18	2016-17	2015-16
7	Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Awaiting data from SFC		

- *Measure 8 – Learners with a positive destination after qualifying*

		2017-18	2016-17	2015-16
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	Data not yet available	TBC	94.2%

- *Measure 9 – Learners satisfaction with college experience*

		2017-18	2016-17	2015-16
9	The percentage of students overall, satisfied with their college experience	TBC	93.7%	TBC

- *Measure 10 – Gross carbon footprint*

		2017-18	2016-17	2015-16
10	Gross carbon footprint	Data not yet available	2,369 tCO ₂ e	2,813 tCO ₂ e

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ENHANCEMENT PLAN 2018-21

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AYRSHIRE COLLEGE ENHANCEMENT PLAN 2018-21

QI	Areas for Development	Action	Timescale	Lead person
3.1 – Wellbeing, equality and inclusion	Some staff require support to deal with complex multiple barriers students present with, such as mental health issues and the impact of adverse childhood experiences.			
	A few curriculum teams need to implement strategies to support increased levels of recruitment from under-represented groups in key curriculum areas such as construction, hairdressing, care and engineering.			
3.2 – Equity, attainment and achievement for all learners	The withdrawal rate on FE part-time courses has increased over three years by 3.7 percentage points from 9.1% to 12.8% and is higher than the most recently published national average (10.0% in 2016-17).			
	The proportion of HE full-time students successfully achieving a recognised qualification has improved by 3.5 percentage points over three years from 63.6% to 67.1%, due to effective and sustained efforts to reduce partial success which has improved by 4.4 percentage points across a three-year period. However, HE full-time success remains below the most recently published national average (71.6% in 2016-17).			
	The withdrawal rate on HE full-time courses has increased very slightly over three years by 0.9 percentage points from 22.0% to 22.9% and is			

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QI	Areas for Development	Action	Timescale	Lead person
	higher than the most recently published national average (17.2% in 2016-17).			
	The withdrawal rate on HE part-time courses has increased over three years by 2.4 percentage points from 8.7% to 11.1% and is higher than the most recently published national average (8.1% in 2016-17).			
	Core skills delivery is very well contextualised to the vocational area by most curriculum teams. Five core skills units are offered and performance in all has improved over the last three years as outlined in the table below, however the success rates in all units are below the most recently published national averages.			
2.2 – Curriculum	A small number of curriculum areas do not take full advantage of the extensive employer engagement to provide students work-based placement opportunities or guest lectures to enhance the learning experience.			
	Achievement rates for some apprenticeship frameworks are lower than the sector average.			
2.2 – Learning, teaching and assessment	In a small number of curriculum areas staff do not take ownership of performance data to analyse outcomes and improve student outcomes.			
	A range of CPD (Continuing Professional Development) opportunities are provided for all			

QI	Areas for Development	Action	Timescale	Lead person
	staff, however some curriculum staff do not take advantage of the range of CPD opportunities to remain up-to-date in their teaching practice or vocational area.			
	A few curriculum staff have yet to fully develop the potential of ICT in the delivery of the curriculum to enhance the learning experience.			
2.4 – Services to support learning	Withdrawal rates for students with a mental health disability (30.8%) is significantly higher than the college average (23.6%).			
1.1 – Governance and leadership of change	The Board has recruited seven new members who will require development to understand the operating context of the college.			
1.4 – Evaluation leading to improvement	In a few curriculum areas, there is an inconsistent approach to the management and administration of course team meetings, which is a missed opportunity for staff to initiate and implement improvement measures.			
	There is limited ownership of student attendance by some lecturers, resulting in insufficient analysis of the reasons for student withdrawals.			

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Learning and Teaching Committee

6 September 2018

- Subject:** Student Association Report
- Purpose:** To update 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

The Student Association will continue to support students across the College with the support of the Student Association Advisor, Charlotte Mitchell. Priorities for the year ahead include promoting good mental health, supporting care experienced students and students with caring responsibilities. We will be looking to build on the success of previous years by continuing to develop strong relationships with all curriculum areas and providing a robust system of student representation and support in partnership with our colleagues in Student Services and Quality Enhancement.

2. Current Situation

Student President, Kevin Simpson, and Student Vice President, Jack McCrindle, officially took up post on 31 July. This followed a four-week handover period with outgoing officers, Lainey McKinlay and Lora Miller, which included training by both the National Union of Students and Sparqs. Both officers are currently working together to develop the Student Association's initiatives and campaigns for the year ahead.

3. Association Activity

NUS Gender Based Violence Focus Group

On 6 July, both officers attended an NUS Scotland focus group in Edinburgh. The purpose of the focus group was for participants to help develop a card aimed for use in the college and university sector which will share specialist sources of support for those experiencing gender-based violence. Attendees were asked to discuss their views of the card's design, content and its intended use. Both officers participated fully in the conversation and enjoyed the experience.

NUS Scotland Lead and Change Training

Both officers attended a two day Lead and Change residential on 10 and 11 July, where they had the opportunity to network with officers from college Student Associations across Scotland. This training helps to equip the officers with some of the skills and knowledge needed for their roles as well as providing an

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opportunity to be introduced to key staff from NUS Scotland and their counterparts from across the sector.

Sparqs 'That's Quality Colleges' Training

The Student Vice President attended the Sparqs Quality Colleges Introductory Training event in Dundee on 7 August. This two-day induction event helps to equip participants with the knowledge to apply the national quality enhancement agenda to their work.

Fresher's Events

Preparation is underway for a series of Freshers' Events which will take place across the College as follows:

- Wednesday 5 September, Kilwinning/Kilmarnock
- Thursday 6 September, Ayr/Kilmarnock
- Friday 7 September, Kilwinning/Ayr
- Thursday 13 September, Irvine

Each event will take place between 10am and 2pm in the main reception areas of each of the three main campuses and will involve stall holders from the public, private and third sectors who will be promoting their services and discounts and offers to students.

Future Activity

Class Reps

The Student President and Vice President will be visiting classes throughout September to help facilitate the election of class representatives.

Class representatives will be invited to attend training which will be delivered on all campuses by the Student Association team. Training will take place in October.

Reclaim the Night

Following on from the success of previous years, the Student Association's, 'Reclaim the Night' event will take place this year on Thursday 29 November at the Kilmarnock Campus. The Student President will be responsible for leading the planning and preparation for this year's event in collaboration with our partners from various third sector organisations in East Ayrshire, the NUS Scotland Women's Officer and Police Scotland.

The purpose of this event, which will include a march, market place event and guest speakers, is to call for safe streets for everyone.

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4. Risks

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

5. Equality Impact Assessment

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

6. Conclusion

The Student Association will continue to work alongside staff in order to best support and encourage students, and make the 2018-19 session both enjoyable and successful for students.

**Kevin Simpson
Student President
15 August 2018**

Publication

This paper will be published on the College website.

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Learning and Teaching Committee**6 September 2018**

Subject:	2017-18 Student Satisfaction and Engagement Survey
Purpose:	To provide an update on the 2017-18 Student Satisfaction and Engagement Survey and actions arising from it
Recommendation:	Members are invited to note the contents of this paper

1. Background

As part of the national quality arrangements, all colleges are required by the Scottish Funding Council (SFC) to conduct an annual student satisfaction and engagement survey.

The survey takes place between March and April each year and all students are encouraged to complete it. The ten questions in the survey are set by the SFC for the purposes of national comparison and the Ayrshire College student responses to the questions are set out in Appendix 1. Sector average responses are not yet available for the 2017-18 survey. These are usually published by SFC towards the end of the calendar year.

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

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

2. Analysis and ActionsParticipation in the survey

The SFC target is for the survey to be completed by 50% of students. To achieve this target, the College encourages students to complete the survey in a variety of ways, such as promoting it on social media and with text prompts. The Student Association, Heads of Learning and Skills and Curriculum Managers actively encouraged students to participate in the survey, and we hosted the survey in our virtual learning environment, Moodle, for greater visibility to students.

In order to minimise 'survey fatigue' amongst students and encourage greater participation we reduced the number of questions in the survey from 37 to the 10 SFC questions in 2017-18.

We are pleased to report that 1,814 students completed the survey, 160 more than in 2016-17. Table 1 demonstrates that most responses received were from full-time students, particularly at FE level.

Table 1: Response rate by mode of delivery

	% of respondents	Number and % of potential respondents
FE full-time students	64.2%	1,164 students completed out of 3,496 (33.3%)
HE full-time students	27.0%	491 students completed out of 2,011 (24.4%)
FE part-time students	4.4%	62 students completed out of 2,948 (2.1%)
HE part-time students	4.4%	77 students completed out of 607 (12.7%)

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

Table 1 illustrates particularly low levels of participation from part-time students. The modes of attendance for part-time students are very diverse and include evening classes, day release courses, school-college programmes and employability courses in the community. The College is investigating bespoke ways to gather feedback from these students and enable them to complete the survey.

Analysis of responses

Analysis of the 2017-18 survey indicates that there has been a slight improvement in student satisfaction. However, satisfied response rates to half of the questions indicated no change and the College continues to seek ways to improve the student experience. Recent team evaluations have illustrated excellent examples in all curriculum areas of acting on student suggestions received through course team meetings and ongoing feedback mechanisms with class groups.

Two statements saw a decrease in satisfaction over the year and addressing these will be a priority for the College in the current academic session.

- The statement '*I am able to influence learning on my course*' saw a one percentage point decrease in positive responses over the year. There has been a decreasing trend in positive responses to this statement over the last three years.
- There was also a one percentage point decrease in positive responses to the statement '*The way I'm taught helps me learn*'. This statement has also had a decreasing trend in positive responses over the last three years.

However, three statements saw an increase in satisfaction over the year and will be monitored to ensure continued improvement.

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- The statement *'staff regularly discuss my progress with me'* saw an increase of 2% in positive responses over the year.
- There was a three percentage point increase in positive responses to the statement *'I believe all students at the college are treated equally and fairly by staff'*.
- There was a five percentage point increase in positive responses to the statement *'The college Student Association influences change for the better'*. Of the negative responses to this statement 42% of respondents indicated that they didn't know whether the Student Association influences change for the better or not.

Comments from students

Students were invited to comment on their learning and teaching experience and the support they received and responses included:

- *'Lecturers are always helpful when needed'*.
- *'As a mature student I had worries and doubts about going to college but the staff and younger students made me feel welcome'*.
- *'I feel I can trust my lecturers and they help me when I have concerns'*.
- *'I believe that College has set me up for Industry'*.
- *'The College is good at letting students know how they are getting on and helping us to do what needs to be done'*.
- *'All my lecturers have been very helpful and motivated me to achieve my goal'*
- *'Inclusive learning staff really helped me achieve'*.

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

- *'Some lecturers just read off a powerpoint'*.
- *'Some staff don't give enough feedback about our progress in specific subjects'*.
- *'Some lecturers don't take enough consideration about how a person learns'*.

1) *Equipment and Resources*

There were comments on poor wi-fi access, out-of-date hardware and software and a lack of laptops, and course specific comments about equipment.

2) *Student Discipline*

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

3) *General Comments*

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

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

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

Staff sharing sessions have taken place throughout the year to enable lecturers to learn from each other about effective approaches to learning and teaching, and providing feedback to students. These have been recorded and uploaded to Moodle in order that staff who could not attend sessions can view them.

The College continues to improve the accessibility and usability of Moodle and other digital platforms for students, and is developing staff in the effective use of Moodle and other digital resources to support learning and teaching.

3. Consultation

No formal consultation is required.

4. Resource Implications

No resource implications require to be noted in this paper.

5. Risks

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

6. Equality Impact Assessment

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

7. Conclusion

Members are invited to note the contents of this paper.

Ann Heron
Head of Quality Enhancement
28 August 2018

Publication

This paper will be published on the College website.

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

Question	Positive responses	Positive responses	Positive responses	Change over the year
	2015-16	2016-17	2017-18	
Overall, I am satisfied with my college experience	94%	93%	93%	-
Staff regularly discuss my progress with me	83%	83%	85%	+2%
Staff encourage students to take responsibility for their learning	98%	97%	97%	-
I am able to influence learning on my course	90%	89%	88%	-1%
I receive useful feedback which informs my future learning	88%	88%	88%	-
The way I'm taught helps me learn	88%	87%	86%	-1%
My time at college has helped me develop knowledge and skills for the workplace	93%	92%	92%	-
I believe student suggestions are taken seriously	78%	74%	74%	-
I believe all students at the college are treated equally and fairly by staff	82%	77%	80%	+3%
The college Students' Association influences change for the better	54%	49%	54%	+5%
Number of respondents	2,010 (18.3%)	1,654 (15.8%)	1,814 (18.7%)	+ 160 (8.7%)

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Learning and Teaching Committee

6 September 2018

Subject:	2017-18 Performance Indicators
Purpose:	To provide members with background information and technical guidance on learning and teaching performance indicators
Recommendation:	Members note the contents of this paper

1. Background

Performance Indicators (PIs) support quality enhancement and improvement in the College by allowing curriculum teams to analyse and benchmark performance against subject specific and national trends. PI guidance is published annually by the Scottish Funding Council (SFC) but has not changed significantly for a number of years.

The College counts student activity in two distinct ways – headcount and enrolments. *Headcount* refers to an individual student and *enrolment* refers to the number of course enrolments generated by an individual student. In most cases one student will generate one enrolment, but a student could enrol on a full time course and two part time evening classes therefore generating three enrolments.

The College records an outcome for every *enrolment* and this must be one of the options outlined in the table below.

Outcome	Description
Completed successful	students who completed the course year and achieved the qualification they were enrolled for
Partial success	students who completed the course but did not gain the qualification they were enrolled for
Early withdrawal	students who withdrew before 25% of their course had elapsed
Further withdrawal	students who withdrew from courses after the 25% point

The College is not funded for students who withdraw from their course before the 25% point. For full time courses starting in August this date is set by SFC at 1 November.

The College delivers a range of courses within the Scottish Credit and Qualifications Framework (Appendix 1) which is split into two categories – FE (Further Education) and HE (Higher Education) and students study on either a full-time or part-time basis.

The four main PIs reported are FE full time, FE part time, HE full time and HE part time. It should be noted that our part time provision, particularly at FE level, is very diverse and includes school-college partnership courses, evening classes, commercial training and community based employability courses.

PIs are also reported for specific groups related to Scottish Government national priorities such as care experienced students, those from SIMD10 postcode areas and students with a declared disability receiving Extended Learning Support.

The timeline for auditing and publishing the PIs is detailed in the table below.

Date	Activity
August – July 2018	Course delivery
September 2018	External Audit
October 2018	Submission of PIs to SFC through FES (Further Education Statistics) return
November 2018 – January 2019	National PIs collated by SFC
February 2019	National PIs published by SFC

2. Current Situation

A presentation will be delivered at the Committee meeting detailing the current information with regard to the College's PIs for 2017-18. Members are asked to note that these PIs will not be confirmed until after the FES return to SFC and the subsequent audit process is complete.

Further reports and presentations will be brought to Committee later in the academic year when the national sector PIs are published.

Michael McHugh
Director, Quality Enhancement and Business Improvement
27 August 2018

Publication

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Appendix 1

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



scqf
scottish credit and
qualifications framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
↑ HE	12		Doctoral Degree	Professional Apprenticeship
	11		Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
	10		Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
	9		Professional Development Award Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
↕ FE	8	Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
	7	Advanced Higher, Awards, Scottish Baccalaureate Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
	6	Higher, Awards, Skills for Work Higher		Modern Apprenticeship Foundation Apprenticeship SVQ
	5	National 5, Awards, Skills for Work National 5		Modern Apprenticeship SVQ
	4	National 4, Awards, Skills for Work National 4 National Certificate National Progression Award		SVQ
	3	National 3, Awards, Skills for Work National 3		
	2	National 2, Awards		
	1	National 1, Awards		
	SCHOOL		COLLEGE	
			UNIVERSITY	
			WORK BASED	

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Learning and Teaching Committee

6 September 2018

Subject:	2017-18 External Verification Report
Purpose:	To inform the Learning and Teaching Committee of the overall results of external verification activity during 2017-18 and the SQA Systems Verification Audit
Recommendation	Members are invited to note the contents of this paper

1. External Verification Activity 2017-18

In 2017-18, the College was externally verified by a number of Awarding Bodies with visits being spread across all three main campuses. The College participated in a total of 76 external verification activities (compared to 86 in 2016-17) as follows:

- 57 SQA visits (72 in 2016-17)
- 6 SQA postal/central verifications (4 in 2016-17)
- 13 visits from other Awarding Bodies (10 in 2016-17)

In total, 74 external verifications were successful at the first visit and certification was recommended in all but two occasions where further actions or information was required. Both occasions were resolved quickly and all students were certificated on time.

Overall, this has been another successful year for external verification visits indicating that the College's internal processes to assure the quality of our assessment decisions are working well. Staff development and support from the Quality Enhancement team will continue.

Many External Verifiers identified areas of good practice including:

- *'Effective internal verification and regular standardisation of assessment judgements has been given high priority status within this centre. The planning and recording of these activities should be heralded as good practice for all centres delivering these awards.'*
- *'Excellent planning and recording of robust and effective Internal Verification ensures accuracy, consistency and fairness of assessment decisions.'*
- *'Appropriate comments made by the internal verifier were observed which evidences the rigour of the IV process. These comments include where minimal evidence of candidate understanding was observed. This is*

useful for benchmarking purposes, and to allow the candidate the time to show evidence of the higher order skills required by HN candidates, namely, evaluation and analysis’.

- *‘The strong staff team used the Internal Verification process to ensure Quality Assurance and provide immediate support to an Assessor who had been recognised as having made inconsistent judgements. The professionalism and experience of both the Internal Verifier and the Curriculum Manager proved invaluable. In addition, the respect for senior staff and the IV process is evident in this curricular team’.*
- *‘The policy covering RPL (recognition of prior learning) is comprehensive and the college services available to candidates with development needs provide an excellent support network’.*
- *‘The level of individualised, targeted feedback through assessment and assessment plans is particularly impressive and clearly takes account of individual needs and circumstances. Likewise, emphasis on developing peer assessment opportunities to support mutual development needs is highly effective’.*
- *‘The modes of assessment facilitated equity and accessibility, and were valid in terms of the evidence requirements and attaining the national standard, with the criteria clearly and explicitly applied’.*
- *‘The adoption of an increased list of assessment methods into the centre’s internal verification documents to reflect workplace assessment is good practice’.*
- *‘Contextualised approach is relevant and meaningful to the candidate, delivering skills for learning, life and work. Assessments are integrated and there is close team working with vocational teams. Formative and summative assessment tasks are project based and provide an opportunity to gain other Essential Skills’.*
- *‘The ‘One Drive’ system currently operational within the centre and serving campuses - this system created by the campus CM is a live system fully accessible by all relevant parties such as staff, student services, senior management & Inclusive Learning. Furthermore, this system standardises all practices in all delivering campuses and contains all aspects relating to candidates, their learning journey, the learning and teaching process and assessment materials’.*

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SQA Systems Verification Audit

SQA carried out a Systems Verification Audit of the College in January 2018. As part of this audit they reviewed college documentation, policies and procedures and met with staff and students from across the College.

The overall outcome of the Audit was:

‘Significant strengths identified in the systems that support the maintenance of SQA standards within this centre’.

which applied to the following criteria:

- Management of a Centre
- Resources
- Candidate Support
- Internal Assessment and Verification
- External Assessment
- Data Management

SQA also identified the following good practice:

‘Good evidence of excellent support being provided to students from pre-registration through to certification’.

‘There is evidence of a college wide approach to internal verification that is robust and that all staff are very knowledgeable about. Standardised forms are in use and evidence reviewed showed good feedback being provided to assessors following this process’.

2. Conclusion

The external verification visits for 2017-18 and the SQA Systems Verification Audit have been successful and build on the progress made year on year. External visits and audits provide robust evidence and confirmation that the College is maintaining high standards and continuing to develop good practice in inspiring and innovative ways. The College will continue to embrace and welcome the opportunity to work with our Awarding Bodies.

Members are invited to note the contents of this paper

Michael McHugh
Director, Quality Enhancement and Business Improvement
27 August 2018

(Ann Heron – Head of Quality Enhancement)

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

6 September 2018

Subject: 2017-18 Enhancement Plan**Purpose:** To provide members with an update on the 2017-18 Enhancement Plan**Recommendation:** Members are invited to note the contents of the paper**1. Background**

The national quality framework *How Good Is Our College?* was launched in December 2016, outlining the evaluation and reporting requirements for all colleges in Scotland.

The framework requires every college to submit, by 31 October annually, a single report which combines an evaluative report reflecting on the previous year's activity and an enhancement plan outlining areas of development for subsequent years.

The framework is based on three high level principles:

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact

The 2017-18 Enhancement Plan outlined 14 areas for development against these principles and this paper reports on progress to date.

2. Current Situation

The following table identifies progress against areas for development.

	Number of areas for development	Number of actions	Number completed	Number outstanding
Leadership and quality culture	4	11	10	1
Delivery of learning and services to support learning	6	15	14	1
Outcomes and impact	4	7	7	0

We have set out below a summary of the remaining action points which are both currently in progress.

Leadership and Quality Culture

Action - Introduce a peer review process

A range of proposals were submitted to EMT in March 2018 and it was agreed to phase in a new model over academic years 2018-19 and 2019-20.

Delivery of Learning and Services to Support Learning

Action – Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire

The Principal and senior managers are continuing to work with local partners to consider various options. Discussions are ongoing with the Council and SFC. In addition, consideration is being given to potential funding applications to various bodies.

3. Impact summary of actions completed

- New Board members recruited for 2018-19 with planned rotation allowing all members the opportunity to serve on the Learning and Teaching Committee and engage in development opportunities.
- The Principal is participating in a Ministerial Working Group to support implementation of the Equally Safe initiative in colleges and universities. The College established a short-life working group during 2017-18 to develop an Equally Safe Action Plan which will support our activities with staff and students to tackle the impact of gender-based violence.
- Use of IRIS Connect self-reflection tool for lecturers has increased and will be a mandatory aspect of CPD for all new lecturers from 2018-19 onwards.
- 10% increase in response rate to national Student Satisfaction and Engagement Survey with 1,814 students completing in 2017-18 compared to 1,654 in 2016-17.
- Employer forums now established in all curriculum areas with the introduction of the HIT (Hospitality Industry Trust) Ayrshire forum which includes employers such as Turnberry, Costley and Costley, Buzzworks as well as local authority partners. The group meet every 6-8 weeks and are informing curriculum design as well as providing placement and event opportunities for students.
- The Digital Skills Forum, established in October 2017, has helped shape the College's Digital Skills Strategy as well as advising on future course design and skills requirements such as cyber security.
- Cross college efforts to improve outcomes for some of our most vulnerable students have been extremely effective. Successful outcomes for care experience student have improved by 20 percentage points over three years and successful outcomes for SIMD10 students on full-time courses have improved by 4.7 percentage points over three years.
- The Promoting Wellbeing Group has led campaigns such as *My Mental Health Matters* and overseen the introduction of the Wellbeing Hub in Moodle for students. These have been very effective with successful outcomes for full-time students with a declared mental health disability increasing by 7.1 percentage points over three years.

- The College worked in partnership with XMA (Apple Educators) to lead a joint CPD event called “*Mission to Mars*” for local school teachers and college lecturers. This session was extremely well attended by around 80 teachers from across Ayrshire and explored how to plan and deliver an entire lesson using iPads which is in line with the aims of both the Scottish Government’s, and our own recently launched, Digital Strategy 2018-20.
- College lecturers and school staff also participated in ACEs (Adverse Childhood Experiences) training to raise awareness in teaching staff of how an adverse childhood experience can impact progress in education and also mental health.
- The College developed specific process to analyse outcomes on school-college partnership courses, including School College Partnership Officers visiting all local schools to discuss student attendance with Deputy Head Teachers. This has resulted in improvement in completed successful outcomes over the year.

4. Actions

The two outstanding actions highlighted in Section 2 above will be carried forward into our 2018-21 Enhancement Plan and further areas for development identified to ensure we continue to improve the student experience and maximise student success.

5. Conclusion

Members are invited to note the contents of the paper.

Michael McHugh
Director, Quality Enhancement and Business Improvement
21 August 2018

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

6 September 2018

- Subject:** 2017-18 Credit Report – Final Position for Audit
- Purpose:** To advise the Learning and Teaching Committee of the 2017-18 credit position as at August 2018 and provide an analysis on actual performance against the SFC activity target set
- Recommendation:** Members are 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 SFC 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 1 provides detail of the current position and the anticipated final position. The College is on target to achieve achieve 126,238 credits, which is 868 credits (0.7%) above target.

Table 1 - Credit target and delivery to date (at 21 August 2018)

SFC Activity Target 2017-18	125,370
Projected final position	126,238
Difference to target	868 (0.69%)

3. One plus activity

One-plus activity has been capped by SFC at 2.5% of the agreed SFC target for all colleges in 2017-18. 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.

The current projected credit position of 126,238 includes the maximum 2.5% of one-plus activity.

4. Resource Implications

SFC reserves the right to claw back funding if the College does not meet the agreed activity target. However, the College is not funded for over delivery and, as such, a balance requires to be struck in planning and monitoring of credit activity.

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 agreed with SFC. These risks are included in the corporate risk register.

7. Equality Impact Assessment

Not required.

8. Conclusion

The College has exceeded the SFC activity level agreed for 2017-18. It is expected that there will be slight variations to the figures noted above as the College completes the final stages of the Further Education Statistics (FES) return. However, the total credits recorded on the student information system will provide a buffer for the College during its final FES validation processes and through the annual SFC audit.

Members are invited to note the contents of this paper.

Michael McHugh
Director, Quality Enhancement and Business Improvement
14 August 2018

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

6 September 2018

Subject: Industry Programmes Report

Purpose: To advise Members of industry focused activity

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

1. Background

The focus of the College's industry training activity is 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.

2. Apprenticeships

Modern Apprenticeships (MAs)

Recruitment to the Modern Apprenticeship programme for 2018-19 is progressing well and demand from employers appears stronger than in recent years.

The College requested additional places in Hospitality and Tourism to reflect increased demand for apprentices in this sector. Skills Development Scotland authorised places for an additional 37 apprentices which has been added to our contract for 2018-19. This will allow the College to train additional groups of apprentices for organisations such as Turnberry Hotel and Buzzworks.

The following table details the revised 2018-19 SDS contract award over the industry sectors, together with the rolling contract total from previous year. In total, through the SDS contract, the College will be supporting a maximum of 571 apprentices across Ayrshire during 2018-19.

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Sector	2018-19 Award	In-year adjustment	Revised 2018-19 Award	Total in training 2018-19 contract (rolling)
Automotive	24	-	24	72
Life Science	2	-	2	1
Construction Trades	5	-	5	25
Engineering	73	-	73	226
Hairdressing	20	-	20	47
Customer Service	2	-	2	0
Hospitality	2	+37	39	8
Sport, Health & Social Care	10	-	10	13
ICT & Telecoms	-	-	-	4
Total	138	37	175	396

Interest and sign-ups for all other areas is progressing as expected at this time of year.

Previous reports highlighted strengthening demand in the aerospace sector. This is progressing as forecast with GE Caledonian, Prestwick Aircraft Maintenance Ltd (Ryanair) and Spirit Aerosystems recruiting a total of 44 apprentices across the three organisations. UTC Aerospace Systems and Chevron Aircraft Maintenance are also recruiting for a 2018-19 intake. The College will also be delivering training to six apprentices from Loganair.

The above highlights the strength of this sector and the increasing contribution to the region and economy.

Foundation Apprenticeships (FAs)

SDS Foundation Apprenticeships are targeted to school/senior phase pupils at SCQF level 6.

The recruitment for Foundation Apprenticeships for 2018-19 is as follows:

	Awarded	Confirmed
Engineering	30	30
Civil Engineering	14	9
Children & Young People	30	22

Recruitment numbers are likely to change in late August as pupils return to school after receiving their exam results.

Due to lack of applications, the courses in ICT Hardware Support and Software Development have been cancelled. This is a disappointing outcome and the schools team will raise this with local authority partners with the aim of encouraging more young people to take up the opportunities associated with completing a Foundation Apprenticeship.

CITB and Construction Modern Apprenticeship

The College has delivered apprenticeship training on a sub-contract basis for the Construction Industry Training Board (CITB) in the carpentry and joinery, brickwork and painting and decorating trades for a number of years.

Since the previous committee meeting in May, negotiations with CITB continued via a series of meetings. Ayrshire College staff have been part of a short life working group, facilitated by Colleges Scotland and Energy Skills Partnership (ESP), to define an acceptable delivery and financial model that will ensure high quality, robust and sustainable provision.

A final position of a 14% increase was offered by CITB for 2018-19. The colleges across the whole sector have moved ahead on this basis to ensure continuity of provision on the understanding that an improved financial position will be realised for 2019-20 and beyond.

Current developments could result in colleges contracting directly with SDS to deliver construction apprentices in the future, rather than through an intermediary body such as CITB. This would ensure a greater proportion of funding is used to support training. Currently only 30% of SDS funds received by CITB is passed on to colleges to deliver training.

Members will be updated as negotiations and discussions continue during 2018-19.

3. Business Solutions

Business Solutions activity is ongoing and considerable activity has been undertaken to develop the College's offer to Apprenticeship Levy paying businesses through the Flexible Workforce Development Fund (FWDF). Much of the demand this year has been for digital and management training and a recruitment exercise was undertaken to allow this volume of work to be delivered. By the end of September 2018, around 2,800 employees from Ayrshire's largest businesses will have been trained by College staff through the 2017-18 Flexible Workforce Development Fund.

In 2017-18 the volume of activity dedicated to FWDF has impacted on the number of commercial courses delivered, as the range of courses delivered are the same across both funding streams. In 2018-19, the College has a strategy

in place to deliver more bespoke commercial activity with FWDF activity intended to be in addition to commercial activity.

The majority of FWDF courses were intended to be delivered over the summer months of June and July. Changing customer demands and late applications have resulted in this peak of activity moving to August and September 2018. This meets revised guidance received from SFC.

4. Flexible Workforce Development Fund 2018-19 Launch

On 18 July, Jamie Hepburn, Minister for Business, Fair Work and Skills visited Ayr Campus to formally launch the 2018-19 Flexible Workforce Development Fund. The Minister was met by College representatives as well as employers and employees who have benefitted from the fund during 2017-18.

The fund rules are similar to those in place for 2017-18 and the total amount allocated to college regions is unchanged, with £475,000 allocated to Ayrshire. The amount of funding available to each levy paying employer has been increased from £10,000 to £15,000.

This increased level is helpful and should benefit both employers and the College in delivery of training through the FWDF Programme.

5. Conclusion

Members are invited to note the information contained in the progress report.

Michael Breen
Vice Principal, Finance and Skills
17 August 2018

(Stuart Millar - Director, Industry Programmes)

Publication

This paper will be published on the College website

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Learning and Teaching Committee

6 September 2018

Subject: 2017-18 Student Support Funds Final Position at July 2018

Purpose: To update Members on the Student Support Funds final position as at July 2018

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

1. Current Situation

The following sections of this paper provide details of the final position of each fund as at 31 July 2018.

1.1 SFC Funds provided for Bursary Support

Total 2017-18 SFC Student Support Funds allocated (including ESF funding of £306,939) was £10,372,261. However, the College informed SFC in January 2018 that it would not be able to meet the separate ESF credit target and as such the allocation was reduced by £306,939 to **£10,065,322**.

Table 1 below details the bursary support funds provided by SFC for 2017-18 together with final expenditure figures as at 31 July 2018.

Table 1

Student Support Funds	Budget	Expenditure	Difference
SFC Bursary	£8,371,237	£8,256,080	£115,157
FE Childcare	£751,098	£598,728	£152,370
HE Childcare	£370,576	£291,416	£79,160
FE Discretionary	£572,411	£572,410	£1
Total	£10,065,322	£9,718,634	£346,688

The final position for SFC funds is an overall underspend of £346,688 or approximately 3%. Members should note that the last reported position was an underspend of £303,767.

1.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible, 16 to 18 year-old students. The College's EMA spend for AY 2017-18 was £684,241 and has been recovered in full.

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.

The College received an original budget of £130,880 from SAAS. The College received an additional allocation of £10,000 after submitting a request for additional funding.

Table 2 below details the final HE Discretionary Fund Budget made available by SAAS for 2017-18 together with final expenditure as at 31 July 2018.

Table 2

Student Support Funds	Budget	Expenditure	Difference
HE Discretionary Additional Funding	£140,880	£136,219	£1,661
Total	£140,880	£136,219	£1,661

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 was completed in respect of the 2017-18 Student Funding Policy and Procedures.

5. Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance and Skills
17 August 2018

(James Thomson - Director, Finance and Student Funding)

Publication

This paper will be published on the College website

Learning and Teaching Committee

6 September 2018

Subject: 2017-18 Student Services Annual Report

Purpose: To provide the Learning and Teaching Committee with a summary of the activity and outcomes for Students Services for 2017-18

Recommendation: Members are invited to note the contents of this report

1. Background

This report provides an overview of the type and volume of activity, which has supported students during academic year 2017-18.

For information, the Student Services directorate comprises three main teams:

- Student Services
- Inclusive Learning
- Learning Resources

2. Current Situation

2.1 Student Services

The table below shows the significant activity to support students which has been delivered during 2017-18.

Activity	2015-16	2016-17	2017-18	% Change
Service Desk Enquiries	31,598	25,925	26,986	+4.1%
1-2-1 Student Supported	6,666	8,789	9,273	+5.5%
Disciplinary Referrals	168	206	169	-18%
Safe Guarding Concerns	194	161	145	-9.9%
PVGs Completed	1,619	1,343	718	-45.6%
Workshops Delivered	718	591	1,210	+104.7%
Students Attending Workshops	9,178	7,540	14,025	+86%
UCAS Applications	840	690	695	+0.7%
Counselling Session	652	536	489	-8.8%

It can be seen that the changes made to the services desk arrangements in 2016-17 have continued to be effective in students being able to access the right support on their first visit. The types of enquiries are detailed further in Appendix 1. There has been a significant increase in the number of students

enquiring about matters related to their attendance and requiring assistance with self-certification. There has also been an increase in the number of appointments for 1-2-1 support, which is in line with the increase in the number of sessions delivered to students. The number of enquiries regarding the process related to the Protecting Vulnerable Groups (PVG) check has halved, again in alignment with the new PVG arrangements.

Appendix 2 shows the distribution of enquiries across campuses. It can be seen that the level of recorded enquiries has reduced at the Ayr Campus. Much of this can be attributed to the revised physical layout, with the Inclusive Learning team now located in the Learning Resource Centre (LRC), and there were fewer enquiries about attendance checks and self-certification.

There has been a 5.5% increase in the number of students seeking 1-2-1 support. The main areas of concern for students are:

- Attendance issues
- Personal issues
- UCAS applications
- SAAS applications
- Health and wellbeing issues.

The number of health and wellbeing enquiries could be explained by the rise in awareness of these issues due to the work of the NHS Health and Wellbeing Campus Liaison Officer.

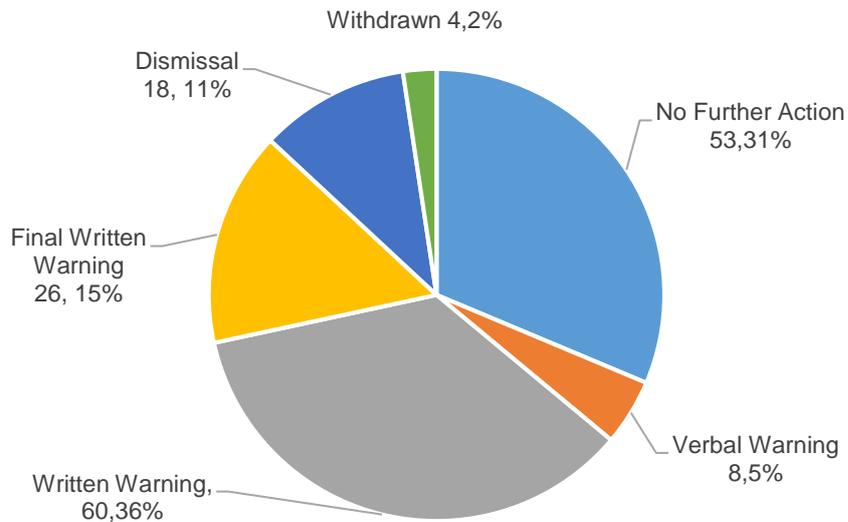
Our students have also been supported through the Curriculum Discretionary Fund. In total, 453 payments were made to 390 of our most vulnerable students. In addition, the East Ayrshire Council Discretionary Fund provided 96 payments to students mainly for support including household expenses. Of the students who received assistance from these funds, 79% completed their course.

There has been a significant decrease in the number of students referred to the Student Disciplinary process, 169 (-18%), and a decrease in the number of dismissals from 36 to 18 students. Appendix 3 gives details of the reasons for initiating the disciplinary process.

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The chart below illustrates the outcomes.

Student Disciplinary Outcomes 2017-18



Some issues had been identified during the 2017-18 session with respect to the reporting of disciplinary issues and investigatory processes. The Principal, supported by the Student Services Director and other colleagues delivered a CPD session in April 2018 to raise awareness and highlight best practice. Further to this, the Disciplinary Policy was reviewed and updated, including simplification of the online reporting form. Both these developments should result in more informed disciplinary referrals in future and improved documentation.

There has been a further decrease of 9.9% in safeguarding concerns across the College. Of the 145 referrals, 13 required no further action, 78 were referred to external agencies for support, 46 are being supported by College services only, and 8 involved a criminal or disciplinary element. The largest reduction was in the referrals requiring no further action (24) suggesting that staff are becoming more aware of when a safeguarding referral is required as opposed to another form of support.

The implementation of our new PVG process in 2016-17 has realised the benefits planned for 2017-18. In total, 718 PVG applications were processed in 2017-18 and this represented a 44.6% decrease from 1,619 the previous year. The change to this process has improved the experience for continuing students as they are no longer required to repeat the process and has delivered a cost saving of £18,000 gross.

Workshop delivery has increased by 104.7% this year. This was planned, targeted delivery of mandatory workshops by Student Services, our three partnership liaison officers and the LRC. Of the total number of workshops delivered, Student Services facilitated 736 and our Partner Liaison Officers facilitated 359. A total of 14,025 students participated in the workshops.

Following consultation, we have planned a significant change of approach to personal development, which targets different priorities for students at different level of programme. Pilots programmes will commence with level 4 students during 2018-19.

We continue to work with curriculum and MIS colleagues to support student retention, through our weekly absence review meetings. The number of calls to our Absence Hotline has remained consistent; in 2016-17 we handled 1,262 calls and 1,265 in 2017-18. In our staff survey, all respondents said they were satisfied with the service they received from Student Services with 61% rating the service as excellent. The comments received illustrate our effective partnership working and an example is given below:

“Helping support students on their programme, providing additional information of the various support mechanisms the college and external agencies offer. Providing specialist knowledge that curriculum staff do not have has been invaluable in the improvement of the retention of learners as well as their achievement and progression on their courses. In addition to all of this, they have dealt with a range of very serious and sensitive issues in a supportive and professional way. As a result of this I have no doubt that they have improved the lives and well-being of many of the most vulnerable students.”

There was no significant change in the number of students being supported to make UCAS applications.

The number of counselling sessions delivered decreased from 536 in 2016-17 to 510 in 2017-18. This reflects an 8% decrease in the number of referred for counselling from 188 to 168. Although there has been a decrease in demand, there were 21 students unable to access the service, mainly due to a mismatch of availability and their timetables.

It is hoped that the work being done to encourage our students to develop resilience through workshops and access to self-help materials on Moodle will continue to reduce the demand for counselling.

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

- Review of data collection and recording resulting in streamlined processes resulting in a reduced administration requirement of 1FTE
- We have established weekly campus meetings with our SDS partners to provide support for student transitions and tracking of young people without a positive destination.

2.1.1 Police Scotland Partnership

Throughout this academic year, our Police CLO has delivered 136 workshops to 1,686 students, and organised 40 workshops which were delivered to 484 students by a number of partner organisations including Ayrshire Roads Alliance and Breathing Space.

The CLO also provided interventions for 31 students, provided personal advice to 45 students and supported staff 78 with advice on student or personal issues.

The CLO has also supported or organised a wide range of events designed to engage students in making positive life choices and contribution to their communities, which includes:

- Smoke Free Campus Awareness Raising and Campus Patrols
- Fresher Week providing information stands, mock 'crime scenes', and student engagement on local policing
- National Care Leavers' Week celebration
- Get Safe Online Week – Providing Key Information to students
- Alcohol Awareness Week
- Reclaim the Night
- Student Safety Week

In addition to these events, the CLO provided training to Front of House and Estates staff across all campuses on Project Griffin (Now ACT) to increase staff awareness and understanding of the Government's current Counter Terrorism Strategy (CONTEST).

The CLO also provided a week long "Day in the Life of a Police Officer" work experience for two students selected from a Kilwinning Princes Trust team programme. This was an excellent opportunity and included visiting a Court, the Road Policing Department, Mounted and Dog Branches, and Kilmarnock Police Office. The CLO also prepared and took part in a police based fitness test which was carried out over the week in order to measure and improve their performance.

Other developments included providing an evening surgery on all campuses which was open to students and staff to seek advice. Information on all the CLO workshops, key information and advice on stay safe is available on the CLO Moodle page. A recent development is the introduction of a Twitter account to enable instant communication on events, campaigns and important information.

2.1.2 NHS Alcohol and Drugs Partnership

The partnership with our NHS Alcohol and Drug Liaison Officer (ADLO) continued to be a vital resource to support our students. There is currently a recruitment exercise underway to select a new person for the role. In total, 136 workshops were delivered to 1,587 students. In addition to workshops, the ADLO provides a health stand across College sites on 10 occasions. This supported 644 interactions where students and staff were provided with health information on the use of drugs and/or alcohol. A total of 50 students were supported with brief interventions. Appendix 4 gives further information on the activity of the ADLO for the academic year.

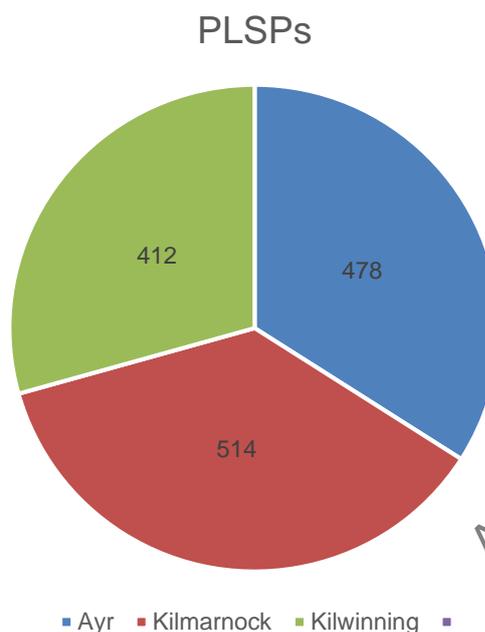
2.2 Inclusive Learning

Activity	2015-16	2016-17	2017-18	Percentage Change
Learning Support Referrals	1650	2861	3666	+28.1%
PLSPs and Initiated	1094	1314	1404	+6.8%

Overall, the number of referrals has increased by 28.1% to 3,666 in 2017-18 and by 122.2% since 2015-16. The number of referrals that resulted in “no further action” has also increased to 2,262. This means that 62% of referrals either did not enrol on their course or did not require support in 2017-18. Inclusive Learning are investigating ways of processing the large number of referrals more efficiently, to identify any students requiring support as early as possible.

The number of Personal Learning Support Plans (PLSPs) and initiated increased by 6.8% to 1,404 students. This means an additional 90 students were supported in 2017-18. The number of students on school/college programmes who required a PLSP increased to 147 in 2017-18. This represents an increase of 113%. This was the result of an improved transition process with schools and more effective communication with the School/College Partnership Team.

The chart below shows the distribution of PLSPs across campuses:



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Once again, the highest number of PLSPs required by students was at the Kilmarnock campus (478). In addition, there was also a considerable increase in the number of PLSPs required at the Ayr Campus (44.8%).

The table below shows the outcomes for students who received (Extended Learning Support (ELS).

ELS/Non ELS Student Outcomes			
	Students Flagged as ELS	Non ELS	Difference
Completed Successful			
FE full-time	512 (67.5%)	65.2%	+2.3%
FE part-time	181 (69.3%)	78.5%	-9.2%
HE full-time	207 (67.6%)	67.4%	+0.2%
HE part-time	12 (70.6%)	82.4%	-11.8%
Partial Success			
Early Withdrawal	56 (4.2%)	9.3%	+5.1%
Further Withdrawal	218 (16.2%)	10.3%	-5.9%

Overall, students on FE full-time and HE full-time courses who received ELS support achieved better outcomes than their peers for the second year in a row. However, the completed successful rate for students on FE part-time courses is 9.2% lower than for their peers. There has been a significant increase in the number of referrals in this category (+110%) as it includes an increased number of students on school/college programmes. The performance of these students continues to be a concern and improving success will be a priority for the team during 2018-19. The early withdrawal rate of 4.2% for students who received ELS support is lower than for students who did not receive ELS support, but the further withdrawal rate (16.2%) is significantly higher.

ELS Student Outcomes Comparison 2016-17/2017-18			
	2016-17	2017-18	Difference
Completed Successful			
FE full-time	454 (72.1%)	525 (67.8%)	-4.3%
FE part-time	91 (66.9%)	192 (67.6%)	+0.7%
HE full-time	208 (71.2%)	210 (68%)	-3.2%
HE part-time	18 (75%)	14 (70%)	-5%
Partial Success			
Early Withdrawal	25 (2.3%)	56 (4%)	-1.7%
Further Withdrawal	144 (13.3%)	218 (15.7%)	-2.4%

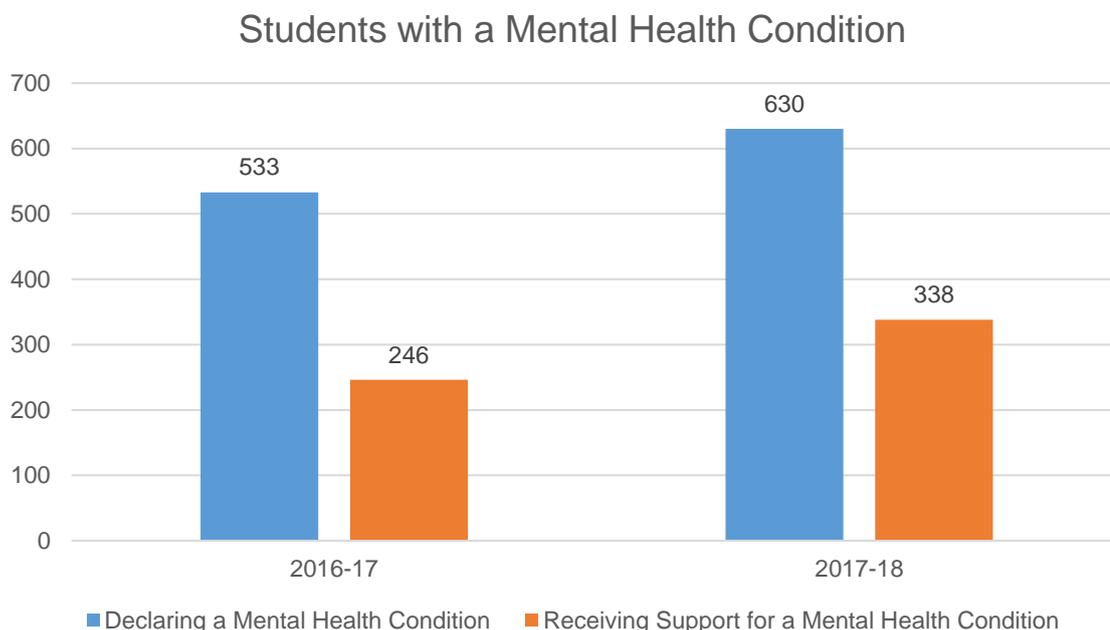
The table above shows that outcomes for students who received ELS support in 2017-18 have declined, although there has been an overall improvement in outcomes in the FE part-time and partial success rates.

Appendix 5 gives details of outcomes for other priority groups and key support activities. The team are continually working to enhance partnerships, our knowledge and skills, and to make our process efficient and effective. Some examples are:

- Online PLSP now being used across the whole team saving admin time, printing, and storage
- British Sign Language (BSL) training – several team members have completed an Introduction to BSL and a basic awareness session was delivered to Student Services directorate
- The team worked closely with Quality and School/College Partnership teams to improve process for school link pupils with Additional Support Needs (ASN) and participated in meetings at schools across Ayrshire to support school link pupils and students transitioning to college
- Attended East, North and South Ayrshire Schools Partnership meetings
- Adverse Childhood Experiences (ACEs) training was delivered to Student Services directorate
- Developed a new Assessment Arrangements Request Form to simplify the process further.
- Inclusive Learning Advisors (ILAs) and Inclusive Learning Officers (ILOs) can access the database in a read only format to view PLSPs and access student data more quickly
- Improved the process for ASN bursary and Disabled Students' Allowance (DSA) claims for next session
- Utilisation of e-reader pens in exams instead of human readers, supporting independence
- Worked with local authority contacts to support care experienced students
- Delivered 'In Their Shoes' sessions to Early Years students and students studying HN ASN at Kilwinning
- Worked in partnership with one curriculum area to carry out joint student reviews that proved to be beneficial and we hope to roll this out to other areas
- Members of the admin team have completed SafeTalk Training
- Utilised Skype for Business for some meetings to reduce time and travel costs
- Attended meetings with ADHD Alliance Group
- Involved in the 'Champions for Change' video
- Attended the Standalone Pledge Conference

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2.2.1 Health and Social Care Partnership - Mental Health



The chart above shows that there has been an increase in students declaring a mental health issue in the last year (18.2%) and a 37% increase in the number of students being supported.

Inclusive Learning and Student Services staff have been working closely with the Mental Health and Wellbeing Liaison Officer (MHWLO) to deliver new services to students during 2017-18 some of these include:

- 124 a 'How to look after your Mental Health' workshops were delivered to 1,475 students by the MHWLO across the College
- 16 'Dealing with Exam Stress' workshops were delivered in March and April to 192 students
- A 'Wellbeing Hub' has been created on Moodle where all students can access resources to support their mental wellbeing
- Contacts for self-referral - resources have continued to be added to the site and there have been 1,686 hits on the site from September 2017 until 8 May 2018
- A 'drop-in' service has been piloted at the Kilmarnock Campus - 4 drop-ins were held in semester 2. The service is open to staff and students and so far 8 students and 1 staff member have been given advice and self-help materials
- Weekly case meetings have been established on all campuses to aid Student Services staff to support students. A total of 61 students have been supported on an individual basis. 18 were signposted to relevant agencies, 34 were given advice and self-help materials, 6 students were assisted to contact services themselves, and 3 were referred directly by the MHWLO. (These figures do not include informal advice interactions).

The MHWLO has also supported the follow events:

- Freshers' Fayre
- Care Leavers Event
- Refreshers Events
- Suicide Awareness Week
- Mental Awareness Week
- Drug Awareness Week
- My Mental Health Matters Month

Significant work has been undertaken to enhance our links with organisations that can support student mental wellbeing these details of these can be seen in Appendix 6

Inclusive Learning and the MHWLO supported six pilot groups at the Kilmarnock Campus with in-class support. The groups identified for this pilot had a significant number of students requiring support to mental or emotional wellbeing. The initial results of this work are encouraging. Retention was improved across all groups in comparison with the previous year. Outcomes were also more favourable in 5 of the 6 groups.

Although students who have declared a mental health issue have higher rates of withdrawal and lower rates of successfully completing than their peers, the trend for this is improving, which is shown in the table below.

Students with a declared mental health condition Outcomes Comparison				
	2015-16	2016-17	2017-18	Difference over 3 years
Completed Successful				
FE full-time	51.8%	56%	59.8%	+8%
FE P/T	69.5%	69.5%	71.2%	+1.7%
HE F/T	51.3%	58.8%	57.3%	+6%
HE P/T	68.2%	66.7%	62.5%	-5.7%
Partial Success	16.5%	10.5%	8.9%	+7.6%
Early Withdrawal	9.1%	11.1%	12.9%	-3.8%
Further Withdrawal	13.2%	15.7%	14.3%	-1.1%

In 2016-17, the difference in early withdrawal for this cohort and their peers was -4.9% this has improved in 2017-18 to -3.6% and for further withdrawals the difference has reduced from -5.9% to -4%.

The results seen in this year suggest that the investment in this cost and the effort to supporting mental wellbeing across the College is having a positive impact. Below are some extracts from evaluation forms from students and staff.

Students:

'Found this workshop really helpful and I have learnt that it's ok not to feel ok and there are things which I can do to make me feel better'.

'I think it's great that the college takes mental health seriously and I will be looking at the wellbeing hub later'.

Staff:

'It's good having the mental health advisor to speak to about students I am worried about. Makes me feel reassured that I am doing all that I can'.

The challenge for next session is that this post will be vacant for the first months of academic year.

The Scottish Funding Council's (SFC) National Ambition for Care Experienced Students for 2017-18 was to increase the number of FE full-time students who successfully completed their course from 57% to 61% and the number of HE full-time students from 60% to 66%. The tables below show that HE full-time students at the College have exceeded the SFC's target by 3.6%. However, the completed successful rate for FE full-time students has decreased by 8.9% since 2016-17 and is now 7.4% below the SFC target. This is a very disappointing result, given the amount of work that has been undertaken by staff across the College to support our care experienced students.

The College's Corporate Parenting Steering Group will continue to explore ways of ensuring that our care experienced students receive the support they need to be successful on their course. The College will take action to try to ensure that we meet the SFC target of 71% for HE full-time students and 66% for FE full-time students in 2018-19.

Care Experienced Students Outcomes			
	Care Experienced Students	Non-Care Experienced Students	Difference
FE full-time	53.6%	66.3%	-12.7%
FE part-time	62%	77.6%	-15.6%
HE full-time	69.6%	67.5%	+2.1%
HE part-time	50% (1)	81.9%	-31.9%
Partial Success	12.9%	8.1%	-4.8%
Early Withdrawal	11.3%	8.4%	-2.9%
Further Withdrawal	17.6%	10.4%	-7.2%

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Care Experienced Students Comparison			
	2016-17	2017-18	Difference
FE full-time	62.5%	53.6%	-8.9%
FE part-time	59.6%	62%	+2.4%
HE full-time	71.4%	69.6%	-1.8%
HE part-time	66.7%	50% (1)	-16.7%
Partial Success	13.6%	12.9%	+0.7%
Early Withdrawal	10.5%	11.3%	-0.8%
Further Withdrawal	14.5%	17.6%	-3.1%

2.3 Learning Resources

Our LRCs have continued to improve the learning environment and support for students. The table below illustrates how students have been engaging with some of the resources available to support their learning.

Activity	2014-15	2015-16	2016-17	2017-18	% Change
eBook Issues			7943	10,330	+30.5%
Printing	618,632*	782,652	845,894	845,894	+3.2%
Book Issues	12,602	9,228	7,863	7,803	-0.8%
Laptop Issues	11,235	17,637	19,057	29,667	+55.7%
Workshops delivered	63	496	775	510	-34.2%*
1-2-1 support sessions	31	141	160	207	+29.4%

*Workshops delivered were down as we merged our 'Getting Logged On' workshops with the new mandatory induction for FE classes as part of the guidance slots, meaning a more efficient delivery.

There have been a number of developments last session which have improved the learning experience, the range of available resources, and delivered recurring cost savings some of these include:

- Citrix Rollout – Thin clients have been rolled out in all LRCs which allows students to access the software they require on any machine. Feedback has been overwhelmingly positive from students as they find the thin clients quicker and like the convenience of always having access to the required software
- Increased laptop service – Each LRC now has 60 thin client laptops for student use, which has resulted in a 55% increase in laptop issues, and this will actually be a larger increase in real terms as the old laptops suffered from poor battery life so would require booking in and out to charge regularly

- Increased provision of academic journals – we now have access to the EBSCO range of Health and Social Science journals and which have been requested by these departments
- Shibboleth Authentication – LRC systems now use the Shibboleth authentication standard which allows for a better single sign-on user experience and has also been a significant cost saving
- New for 2018-19, we have a new eBook provider which will give us access to an additional 3,000 up to-date eBooks, significantly increasing the service the currently provide
- Workshops – after seeking feedback from students and staff we have created a new Study Skills workshop which can be delivered to both FE and HE class groups as required

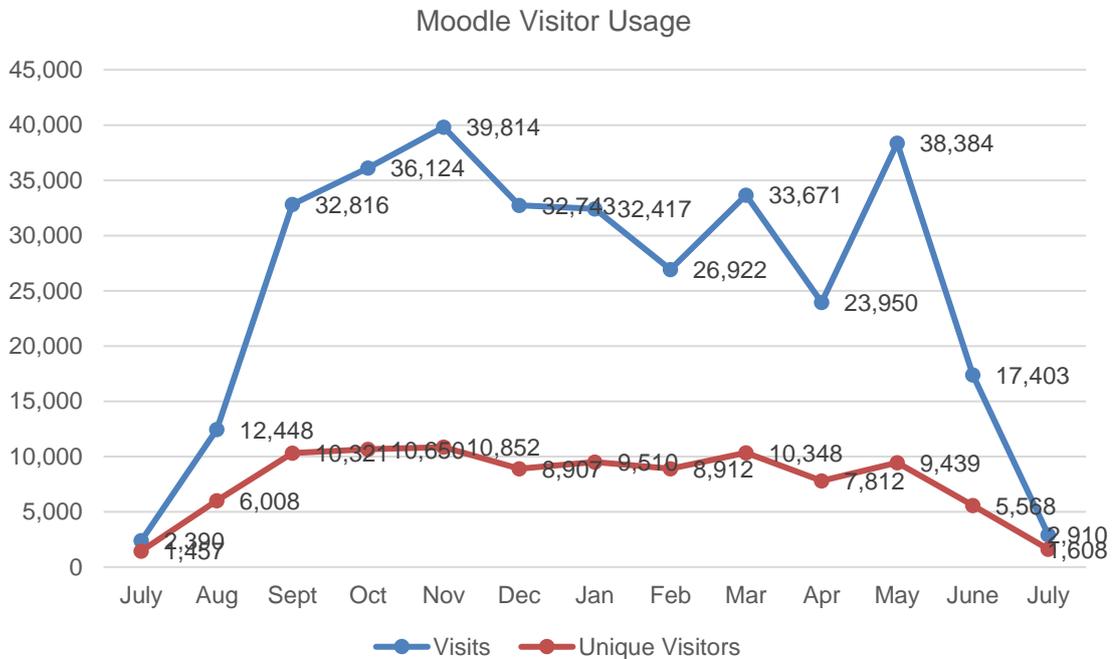
Book lending continues to reduce with more emphasis on on-line resources. Demand for 1-2-1 support continues to rise, there has been a 29.4% increase last year. These sessions provide tailored support to students who are in experienced in the use of ICT for learning or require to develop their research skills.

Another development this session was the opening of the Kilwinning Campus Employability Hub which is based in the LRC. Working in partnership with the North Ayrshire Council Employability and Skills team, the hub opened in February, and offers a one stop shop for people to access support. Most of the clients are referred from Jobcentre Plus and for help seeking employment, training or volunteering opportunities. There is also support available for managing debt, applying for benefits or housing, and developing skills in literacy, numeracy or computer skills. These facilities are open to all students and they have direct access to our partners who include NAC Employability and Skills team, CEIS Ayrshire, Citizens Advice, and Skills Development Scotland Careers Advisors

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2.3.1 Learning Technologies

The 2016-17 session saw a significant increase in Moodle use across the College. The rate of increase has slowed during 2017-18, and there has been a slight decrease in the number of unique users. However, both the overall site visits and the average visits per month during the academic year saw slight increases. The chart below illustrates usage in the last 12 months.



- Unique visitors per month (academic year): 8,939, -1.1% on the same period last year (9,039)
- Total site logins: 326,692, an increase of 1.5% on the same period last year (321,981)
- Average logins per month (academic year): 29,699, an increase of 2.2% on the same period last year (29,054).

In addition to supporting the Virtual Learning Environment (VLE), the team have supported staff development as follows:

- Face to face training delivered – up 96.8% from 190 hours to 374 hours
- Moodle helpdesk enquiries received – down 9.8% from 1,946 to 1,755
- Learning Technologists drop-in sessions – up 62.2% from 37 to 60 hours
- Online training guides created – 16
- Online training viewed – 103 hours

It is envisaged that the College-wide drive to reduce printing and the development of the directed study units will drive a further significant increase in the use for the VLE for academic year 2018-19.

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There have also been a number of service improvements, support for innovation in learning and teaching, and sharing of good practice. Examples of these include:

- Use of Virtual Reality – In academic year 2017 -18, we saw a huge increase in the number of uses of Virtual Reality (VR) technology within the classroom, an increase of **204.8%** from 21 to 64
- The Learning Technology team presented at Moodlemoot UK and Ireland on the technique we use at the College to allow for automatic enrolment onto the VLE. We were the first college in Scotland to have automatic enrolment working in a Moodle environment. This development is a significant enhancement to the user experience both for students and staff
- Successful in two separate Innovation Fund bids, one to set up a Mobile Device Management system (MDM) which allows us to remotely manage the various mobile devices around the campuses from one central location. This development is saving in the region of 100 hours of staff time per year. The second successful bid was the purchase of a drone to be used in several projects throughout the year to enhance learning and teaching
- The Learning Technology team continued our partnership with Scottish Fire and Rescue Services by creating a new Virtual Reality training simulation around a water rescue scenario. This was not only presented at the CDN College Expo this year but is also going to be rolled out nationwide as a training aid for SFRS.

All of this work is supporting learning and teaching and providing opportunities for students and staff to improve their digital skills, and engage with learning through a range of media.

3. Current Priorities

The list below gives a flavour of the current work and development priorities for the Student Services Directorate for 2018-19:

- Implementation of the BSL action plan
- Publication of the up-dated Corporate Parenting plan
- Evaluation of the 'Livechat' facility
- Roll out of the free sanitary products service
- Delivery and evaluation of the level 5 Personal Development pilot
- Delivery support and evaluation of the level 6 Personal Development pilot
- NHS liaison posts appointments
- Create an On-line unit development plan

4. Conclusion

The Student Services Directorate continue to significantly enhance the student experience and access and inclusion priorities by developing services to support individual students and their learning. We continue to build our capacity to reduce a wide range of barriers to learning and resources to access learning. This paper demonstrates the positive impact of the services currently offered and the potential for greater success. The student voice is vital to understanding student needs and opinions. Appendix 7 gives a flavour of feedback from our students.

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

5. Recommendation

Members are invited to note the contents of this report.

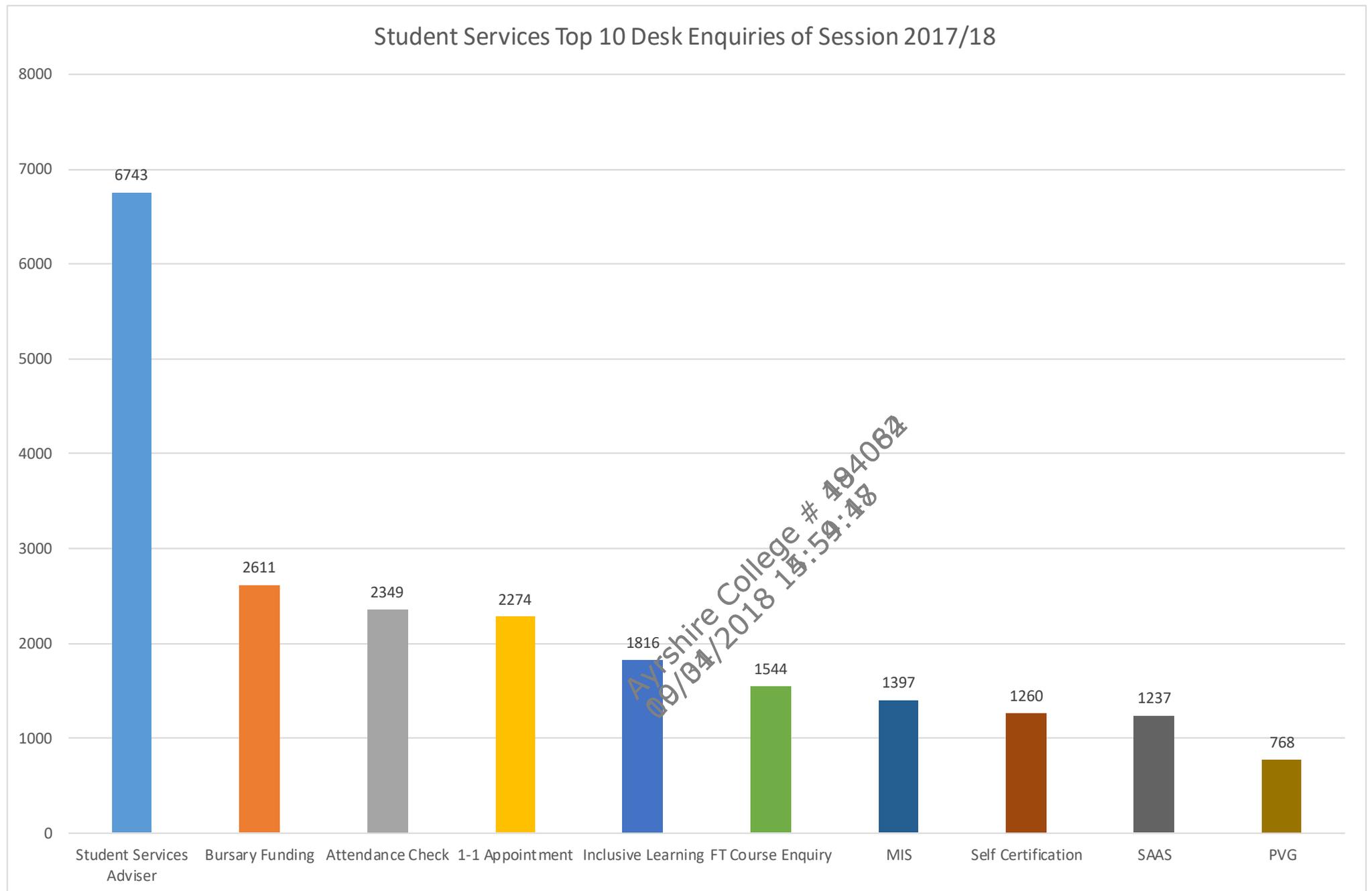
Helen Canning
Director, Student Services
20 August 2018

Publication

This paper will be published on the College website.

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**Appendix 1
Reasons for enquiry**



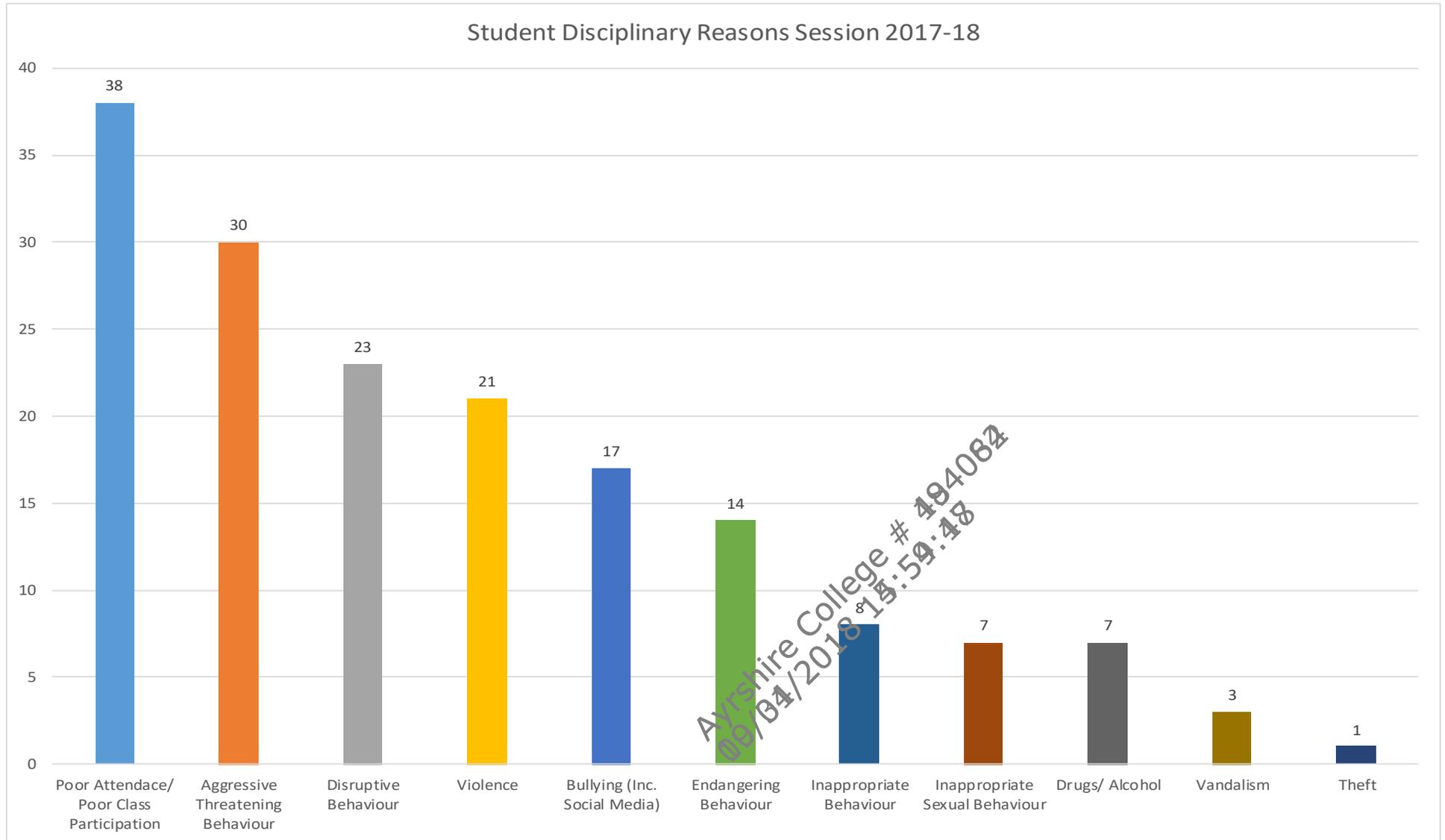
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Appendix 2
Breakdown of enquiries across campuses

Ayr Bursary Enquiries	402	415	+3%
Ayr Inclusive Learning Enquiries	79	124	+36%
Kilmarnock Total Enquiries	9,701	10,792	+11%
Kilmarnock Bursary Enquiries	1,334	1,354	+1.5%
Kilmarnock Inclusive Learning Enquiries	1,023	1,213	+16%
Kilwinning Total Enquiries	5,458	6,263	+14.7%
Kilwinning Bursary Enquiries	828	842	+2%
Kilwinning Inclusive Learning Enquiries	315	479	+35%

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Appendix 3
Reasons for student disciplinary

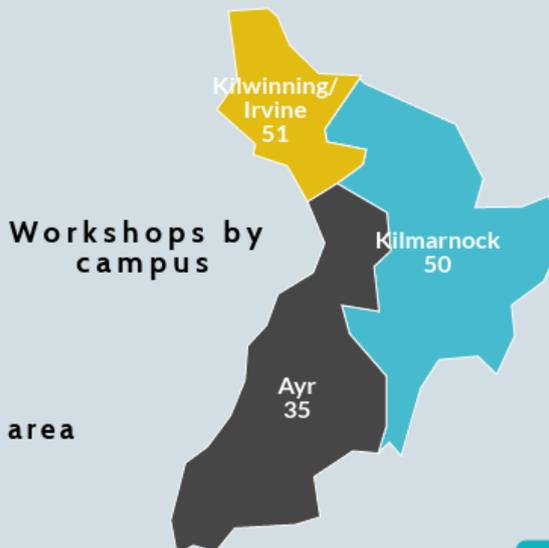


Alcohol & Drug Liaison Officer Activity Report

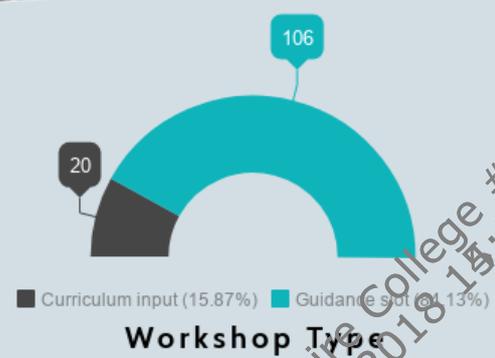
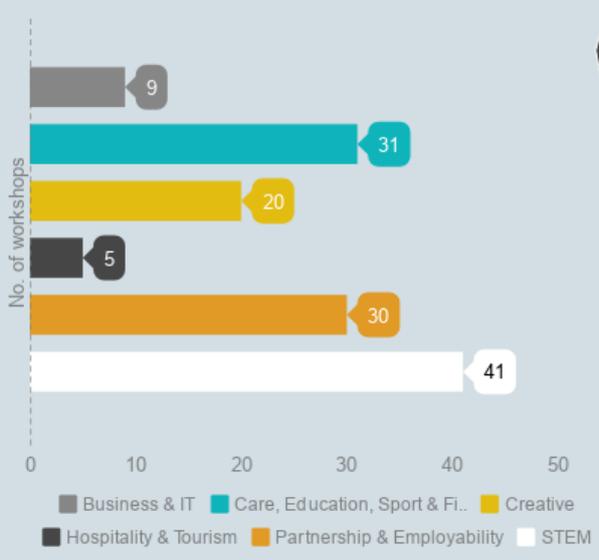
August 2017 - June 2018



During the 2017/18 session, **136** workshops were delivered to **1587** students.



Workshops by curriculum area



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02 Workshop Feedback

By far my favourite workshop. I learned a lot and thoroughly enjoyed it.

Students were asked to complete a feedback form following workshop delivery. The return rate was 78%. The feedback is illustrated in the following charts, and some comments have also been included.

"I found it useful"



Strongly agree/ agree (93.25%)
 Neither agree or disagree (5.55%)
 Disagree/ Strongly disagree (1.21%)

"My knowledge increased"



Strongly agree/ agree (88.67%)
 Neither agree or disagree (9%)
 Disagree/ strongly disagree (2.33%)

Good. Very easy to speak to the trainer and a lot of information was given.

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"I'd recommend this workshop to someone else"

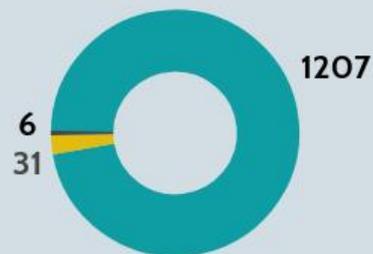


- Strongly agree/ agree (91.48%)
- Neither agree or disagree (7.40%)
- Disagree/ strongly disagree (1.13%)

I have never taken drugs, and never would so this workshop should be optional.

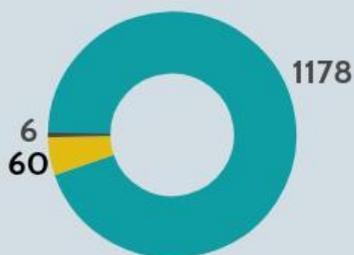
"I'd know where to get help for alcohol or drug problems"

Workshop was very well presented and easy to understand for people who may not have previous knowledge.



- Strongly agree/ agree (97.03%)
- Neither agree or disagree (2.49%)
- Disagree/ strongly disagree (0.48%)

"I liked the way it was presented"



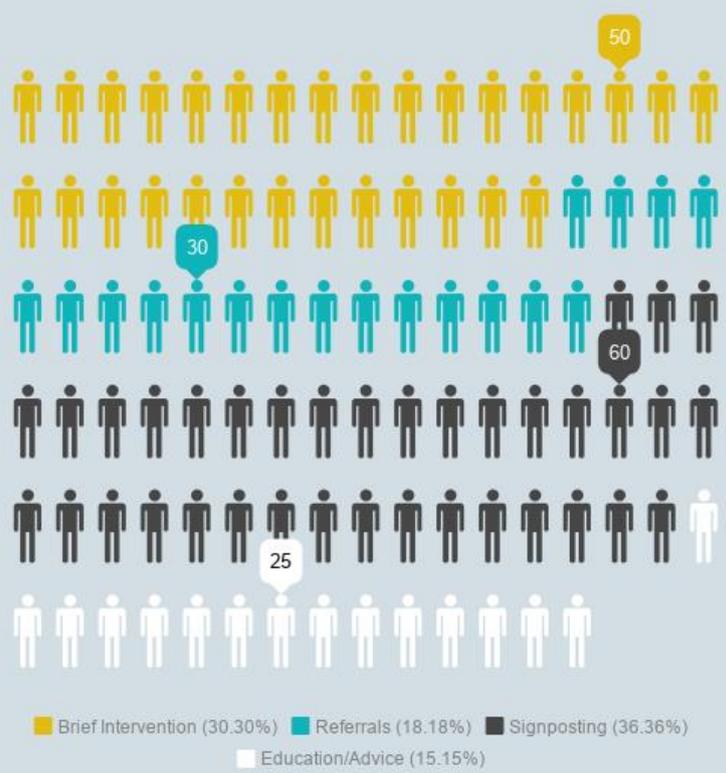
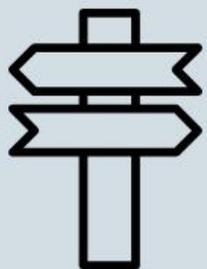
- Strongly agree/ agree (94.69%)
- Neither agree or disagree (4.82%)
- Disagree/ strongly disagree (0.48%)

I never understood alcohol units! I do now thanks to this workshop.

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3 Student Interventions

IMPORTANT POINT!
50 alcohol or drug brief interventions were delivered during the 17/18 session.



10 health info stands

...with 664 interactions took place across Ayrshire College campuses with both staff and students. Health information relating to the use of alcohol and drug was provided through discussion, the use of interactive resources and literature.



For more information contact Cara.Durnie@aapct.scot.nhs.uk

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Supporting Priority Groups

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

KPIs Deaf and Hearing Impaired Students 2017-18				
	ELS (41)	Non-ELS (42)	Combined	Not D/deaf or Hearing Impaired
FE F/T	72%	81.8%	75%	65.9%
FE P/T	66.7%	77.4%	76.5%	75.4%
HE F/T	66.7%	66.7%	66.7%	67.9%
HE P/T	100%	100%	100%	81.2%

KPIs Students With a Mental Health Condition 2017-18				
	ELS (368)	Non-ELS (665)	Combined	No Mental Health Condition
FE F/T	67.4%	53.9%	60.5%	66.5%
FE P/T	67.3%	71.1%	70.7%	75.6%
HE F/T	62.6%	52.5%	57.3%	68.4%
HE P/T	75%	61.5%	64.7%	81.9%

KPIs Students With a Social/Communication Difficulty Including Autistic Spectrum Disorder 2017-18				
	ELS (134)	Non-ELS (187)	Combined	Not Social/Communication Difficulty
FE F/T	71.1%	76.6%	73.7%	65.8%
FE P/T	80.8%	75.2%	76.1%	75.4%
HE F/T	70.8%	58.3%	66.7%	67.9%
HE P/T	N/A	N/A	N/A	81.3%

KPIs Care Experienced Students 2017-18				
	ELS (89)	Non-ELS (163)	Combined	Not Care Experienced
FE F/T	55.6%	52%	53.6%	66.1%
FE P/T	70.6%	58.4%	60.6%	78%
HE F/T	63.6%	75%	69.6%	67.7%
HE P/T	100%	N/A	50%	81.1%

Assessment Arrangements

Inclusive Learning have responsibility for organising assessment arrangements for students who require this support. The following table shows the number of assessment arrangements organised in 2017-18:

Number of Assessments Arranged 2017-18										
Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
46	240	300	246	78	103	205	95	277	20	1,610

Use of Equipment

In 2017-18, the College continued to invest in additional assistive technologies to support inclusion and independence across all campuses. Resources now include:

- 70 laptops to lend to students across three campuses
- 15 assessment laptops
- 18 iPads
- 12 Digital Voice Recorders
- 6 DSA Demonstration laptops and software
- 15 Livescribe pens
- 12 C-Reader Exam Pens (purchased through Innovation Fund)
- 15 C-Reader Pens (purchased through Innovation Fund)

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

Number of Students Borrowing Equipment				
	Kilwinning	Ayr	Kilmarnock	Total
Laptops	32	30	34	96
Equipment (including Livescribe pens and DVRs)	15	35	37	87
Total	47	65	71	183

Moodle

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

Number of Views of Inclusive Learning Page	
	2017-18
Student Views	3,606
Staff Views	15,475
Total Views	19,081

CPD

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

Number of Hours of CPD	
	2017-18
Average per staff member	Approx. 74 hours
Total hours of CPD	Approx. 2000

Sessions have included training on:

- Introduction to British Sign Language(BSL)
- Adverse Childhood Experiences
- Boundaries Training
- Safe Talk, Applied Suicide Intervention Skills Training (ASIST) and STORM suicide intervention training
- Safe Spot
- Assistive Technologies including Sonocent Audio Notetaker and iPad training
- PDA Inclusiveness
- PGCert Inclusive Education
- Dyslexia Training
- Transitions
- Supporting Estranged Young People
- Supporting Student Carers and Care Experienced Students

Disabled Students' Allowance (DSA)

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

DSA Timescale (average number of days from date of DSA assessment to date report sent to SAAS)	
	2017-18
Kilmarnock	10 days
Kilwinning	9.3 days
Ayr	11.8 days

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Appendix 6

Mental Wellbeing Partner Organisation Development

Links with other organisations out with the college who may be able to offer student support in relation to their mental health have been enhanced. Details and outcome resulting from links established can be seen below.

- **Penumbra-** The MHWLO has worked closely with the penumbra project lead (North). This link has led to several benefits/outcomes which have been agreed. It has been agreed that an Ayrshire-wide flowchart can be implemented across all College sites to allow staff to refer to for guidance when faced with the issue of self-harm within the student population.

It has been agreed that joint training will take place where the post holder will deliver training with the project lead to staff across all three campuses.

- **Choose life-** Contact has been established with all choose life managers across Ayrshire, which has resulted in some discussion around the creation of a consistent approach/guidance for staff across Ayrshire College.

Choose Life managers have also agreed to support the College by attending events. It has been agreed that to highlight mental health awareness week and Choose Life will provide information.

The MHWLO facilitated Safetalk with Choose Life Manager during staff CPD week w/b 12 February.

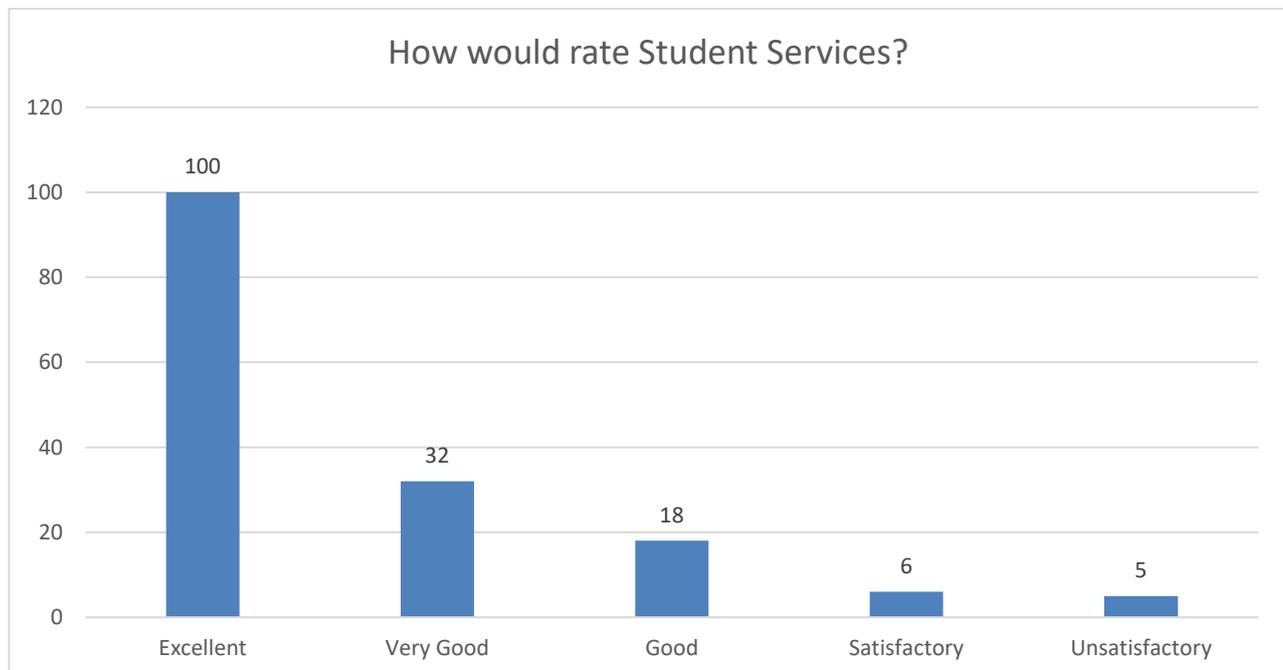
- **CVO (East Ayrshire):** Following meeting with CVO lead within East Ayrshire, staff within the Kilmarnock Campus have a better understanding around the role of community connectors and how this may benefit the student population. Staff have already stated to use this by referring students to community connectors.
- **Circles advocacy (Ayr):** Meeting took place and circles advocacy have attended recent mental health market place event. They also said that they would be keen to come in 8 weekly and set up a stall to promote service to students.
- **Social work service access:** Team manager for MADART & MASSH-North has agreed to come and present to student service staff within the Kilwinning Campus with the view of developing closer links with the campus.
- **NHS-Public health:** The MHWLO has met with public health to discuss most up to date resources that have been implemented within schools and how this would fit within a college environment. A small focus group took place with students to identify which mobile mental health apps were most user friendly.
- **Community eating disorder service (NHS):** It has been agreed that staff within the College can refer directly into CEDS.
- **Little box of distractions:** The MHWLO met with the founder and it has been agreed that the College can request distraction boxes for students who would benefit from this.

- **Ayr Action for Mental Health:** At a meeting with the AAFMH Manager, it was agreed that the manager and the MHWLO will jointly deliver the 'Living Life to the Full' 8 week course within the College. The plan is to start delivery of this from September 2018.
- **Vibrant communities (East Ayrshire):** It has been agreed that the MHWLO can refer student directly to 'paths to better health' which is a six week mental health and wellbeing programme.
- **Community Link practitioners (Ayr):** A representative from the community link workers team attended students service team meeting in May to discuss the service and how staff can refer student's directly. The main role of the community link workers will be to help individuals identify services who are best positioned to assist with that person's needs. The College can refer in directly.
- **SRN (Scottish Recovery Network):** Work is underway to work in partnership with SRN regional coordinator (Robert Stevenson) to look at establishing a mental health peer support service which will be piloted within the Kilwinning Campus. SRN have also attended events within the College.
- **Recovery College (North Ayrshire only):** A link has been established between the College and North Ayrshire Council Health and Social Care Partnership (Kate McCormack). Recovery College have delivered a Write to Recovery group within the Kilwinning Campus and during November 2018, the Wellness Recovery Action Plan will also be delivered at the campus. The MHWLO will promote Recovery College groups to students who can then refer into the menu of recovery focused groups available within their community.
- **UWS Gym:** Following a meeting, it has been agreed that students can access the Gym at UWS Ayr Campus for a cost of £1.75 per session.

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The Student Voice

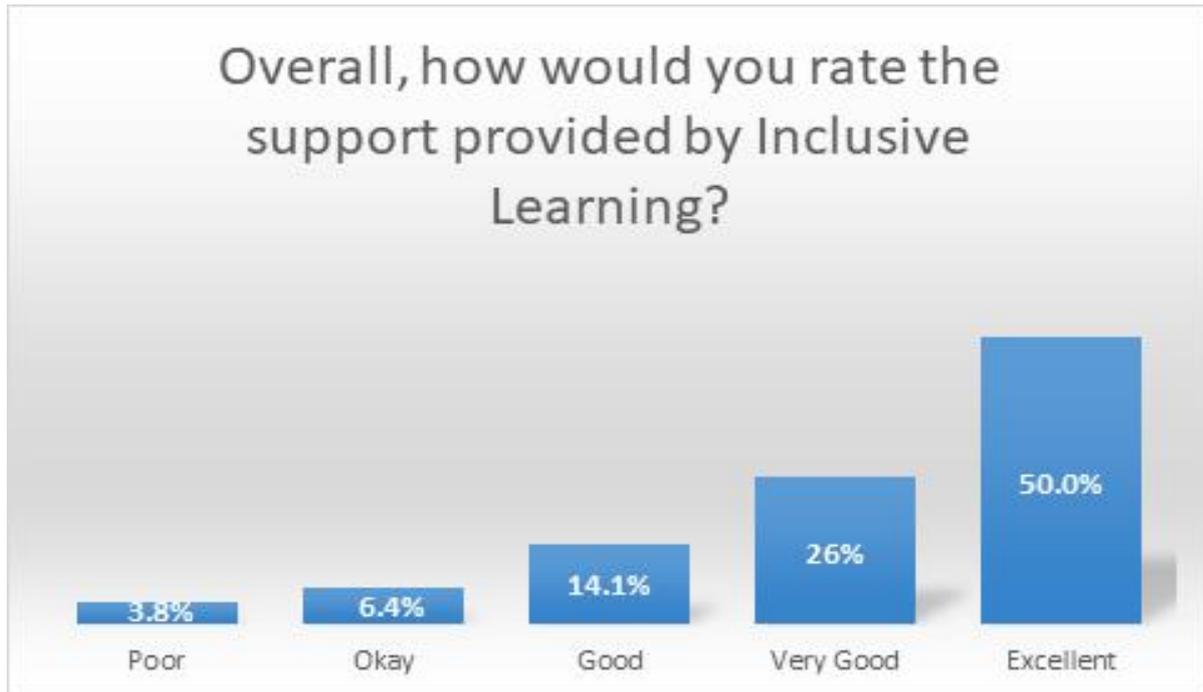
Student Services



- *'Student Services has been helpful a lot over the last 3 years, they are always patient and understanding, always been available and willing to give assistance, thank you student services you played a big part in me completing my art course from NC to HND'.*
- *'The Student Services 1-2-1 appointments are a great service for all students. I have had a good few in my two years of studying at Ayrshire College. I cannot recommend Student Services enough. I think without their ongoing support I may not have got through my two years'.*
- *'Often the queues are too long'.*
- *'Maybe more than one staff on busy times on the front desk to deal with queue a bit faster'.*

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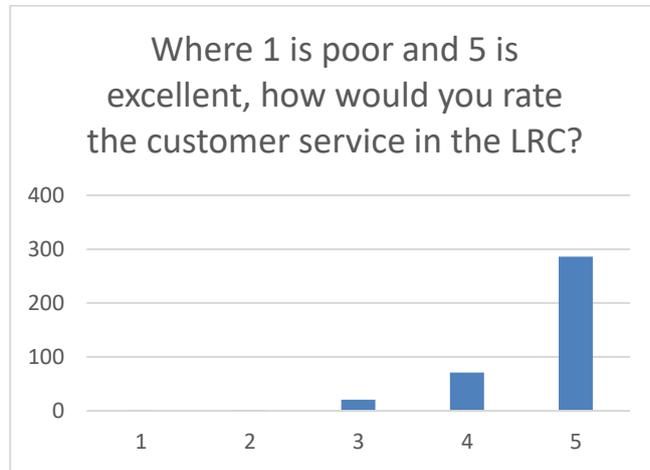
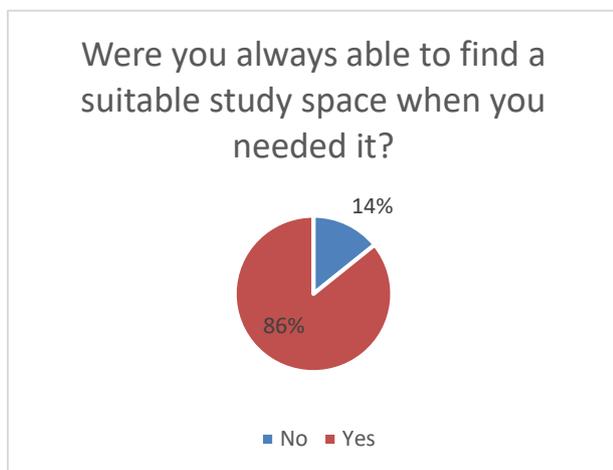
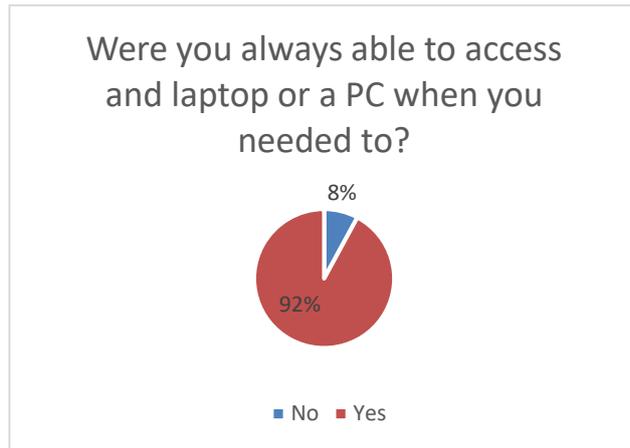
Inclusive Learning



- *'Well informed staff. Very helpful and supportive of needs'.*
- *'Very happy overall, the equipment has helped me be more independent with my studies and has made learning more fun!'*
- *'My ILO has been a big part in both the success of my HNC but also throughout my HND studies and I feel without his help I would have really struggled I am very happy the support he has given me'.*
- *'I would not have managed without this fantastic support'.*
- *'I was very happy with the overall outcome as without these things I wouldn't still be in the course as a HNC there have been a lot of written elements and having a laptop so you can work on it at home with the software that actually helps is so beneficial inside and outside of college'.*
- *'My learning support officer was a great help with my learning and personal issues and couldn't ask for someone better to have for support'.*

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Learning Resource Centre



- *'The LRC provided a number of books on the Social Science course. These books were very helpful in both classwork, studying and final exam preparations.'*
- *'Always found and been able to find everything needed for the course with ease and staff are always willing to help.'*
- *'The LRC has a great range of Childcare books that are completely relevant to my course. I would, however, like to see some book that may be used for general reading. I like learning German but the LRC only has books on courses which makes reading something new difficult. The printers are very easy to use and are very affordable'*
- *'I really only used online resources for my course'*
- *'First of all, giving us the open opportunity to use the laptops for free has really aided my entire class with our research and coursework. We aren't always able to complete work at home so it is great to be able to finish in class. If we didn't have laptop/computer access, this wouldn't always be possible. Also, the selection of magazines you have has aided in visual inspiration for my course'*
- *'Computers printers and laptops and help from staff. Somewhere quiet to do work and comfy booths. Very helpful pleasant staff with loads of information'*
- *'As I do not have a computer at home, I believe the computing resources were an extreme help for me in completing assessments, and researching'*
- *'Welcoming environment, nice and clean. Staff are very helpful. Able to find what I need. Can be noisy at times but that's expected'*

- *'Staff always on hand to help with range of queries and if don't know answer will always find out for you'.*
- *'Valuable facility in College, especially as a Mum it gives me a place to study on day off'.*
- *'An extremely useful resources centre that should be utilised more by everyone'.*
- *'A very helpful service for mature students with little or no computer knowledge, extra classes given one on one - very helpful'.*
- *'I felt supported and that nothing was a bother with any of my queries. The staff are so friendly and approachable'.*

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Turning legislation into practice together

First Report on Corporate Parenting Activity in Scotland

April 2015 – March 2018

Ayrshire College # 484062
09/04/2018 14:59:48



Minister for Children and Young People

Laid before the Scottish Parliament by the Scottish Ministers under
section 65 of the Children and Young People (Scotland) Act 2014

28 June 2018

SG/2018/97

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Corporate Parenting Activity in Scotland April 2015 – March 2018

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Ministerial Foreword

As Minister for Children and Young People, I am so proud to be a Corporate Parent, a role I take very seriously. One of my duties is to present the first corporate parenting Report to the Scottish Parliament; detailing how we have fulfilled our collective duties under Part 9 of the Children and Young People (Scotland) Act 2014.

I am privileged to have inherited this landmark policy as part of my portfolio and I know that this Act is one of the most collaborative pieces of legislation to come before our Parliament. I am also committed to driving improvements for those who experience care, now and in years to come, by ensuring all new policies and future legislation benefit from the lived experiences of Scotland's young people.

In the three years since commencement of Part 9, the 124 individuals and organisations listed as Corporate Parents have worked hard to understand how to meaningfully understand their duties in their own contexts and how best to adopt them into every day practice and culture. This ambitious undertaking was designed to be a work in progress but already we have risen to the challenges of collaboration, co-design and co-production breaking new ground across Government and the wider public sector in Scotland towards continuous improvement in support of our care experienced children and young people. One of the most powerful illustrations is where Corporate Parenting Boards have been established to bring young people and adults together to explore, discuss and plan how services are shaped and delivered. Already experience shows that this approach is a meaningful and straightforward way to uphold rights and improve outcomes.

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This Act gives us all a great opportunity to meet our collective primary objective; that is, to ensure our children and young people do not face additional barriers because of care experience.

Since taking up this post, I have seen and heard directly how dedicated Corporate Parents are ensuring that children and young people are supported and encouraged and that their rights are fully understood. We are required by law to evidence this commitment and to consider together how to address the challenge of embedding real culture change across all aspects of the public sector. The best measure of real culture change is, of course, feedback from children and young people with lived experience of the care system being taken on board and used to improve how services are designed and delivered to have the best impact.

Children and young people have told me they 'want to know who their Corporate Parents are' and that they want 'to be treated as equals'. Hundreds of care experienced young people have found a voice through their participation in Champions Boards and know they have influenced decision making in areas of real importance to them.

For me personally, corporate parenting is quite simply about doing what any good parent should do for a child. It is about being there for our children, listening to them, understanding what they need, helping them to develop life skills and reach their own personal goals. As with parenting, this sometimes requires negotiation to share the care and pull on each other's strengths; but always to work together encouraging and supporting children as much as possible to grow and develop into happy, healthy and active citizens.

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This first Report from Scottish Ministers sets out an overview of planning approaches, collaborative working and improving practice; it also acknowledges the inevitable challenges and creative approaches taken towards implementing such an ambitious policy.

I want to thank all the children and young people who offered personal reflections on the impact of corporate parenting over the last three years. In addition, the updates provided to me gave essential insight to each organisation's unique experience of their roles and responsibilities. No Report can of course reflect all the detail but rather, I intend to illustrate the breadth of activity across Scotland and offer honest accounts from those with experience of care and Corporate Parents of some key challenges and improvements identified along the way.

Together, we can make Scotland the best place to grow up.



MAREE TODD

Ayrshire College # 494082
09/04/2018 15:59:48

1) What is this Report on Corporate Parenting?

“Scotland wants to be a country that provides all children, no matter their circumstances, the best opportunities to grow, develop, and experience the same opportunities so that no individual child is disadvantaged or limited by disadvantage, neglect or poverty.”

Aileen Campbell, Minister for Children and Young People, 2012

“We are working hard to ensure that as a nation, we all understand the impact of ACEs and do what we can to mitigate these so that all children can be successful learners, confident individuals, responsible citizens and effective contributors.”

Maree Todd, Minister for Childcare and Early Years, 2018

This Report is based on information drawn from approximately 124 corporate parenting plans prepared by the 24 individuals and organisations named in Schedule 4 of The Children and Young People (Scotland) Act 2014¹ (the 2014 Act). It offers an account of how corporate parenting has been embraced by the many different representative public sector individuals and organisations throughout Scotland and sets out to illustrate some of the different approaches to reflect the different statutory roles and unique circumstances of such a diverse group of organisations.

“We want our corporate parents to make changes for us when we need them” **Care experienced young people ‘asks’ of Angus Council and NHS Tayside**

Crucially, it reflects on Scotland’s looked after children and young people and care leavers and how they have benefitted from this corporate parenting support. This Report does not summarise all the Plans or updates but a wealth of specific information can be found in individual published Plans which by requirement should be available on each Corporate Parent’s website.

¹ http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf

Corporate parenting is about listening to the needs, fears and wishes of children and young people, and being proactive and determined in our collective efforts to meet them. In other words, it is a role which should complement and support the actions of parents, families and carers, working with these key adults to deliver positive change for children and young people who need us to provide support.

Although all corporate parenting responsibilities and duties must be met, preparing this Report continues to highlight the particular importance of listening to care experienced children and young people, how this impacts on our ability to meet the crucial responsibility to assess their needs and where their voices have informed changes in practice and services. This Report emphasises the already established benefits of collaboration and demonstrates where adopting a collaborative approach has brought about a greater shared awareness of the inequalities care experienced children and young people face.

We know that many looked after children and care leavers experience some of the poorest personal outcomes of any group of children and young people in Scotland; current published statistics set out the facts. National Social Work statistics on looked after children², other published data on their educational outcomes³ and on-going work to address the issues such as mental health and homelessness in Scotland provide stark reading.

However, building and using such an evidence base is a key component to future policy development and without a doubt these data also include some encouraging improvements over recent years. On 31 July 2017 there were 14,897 looked after children in Scotland. This is the fifth consecutive year the numbers have decreased but represents some 2 percent of our population of children.

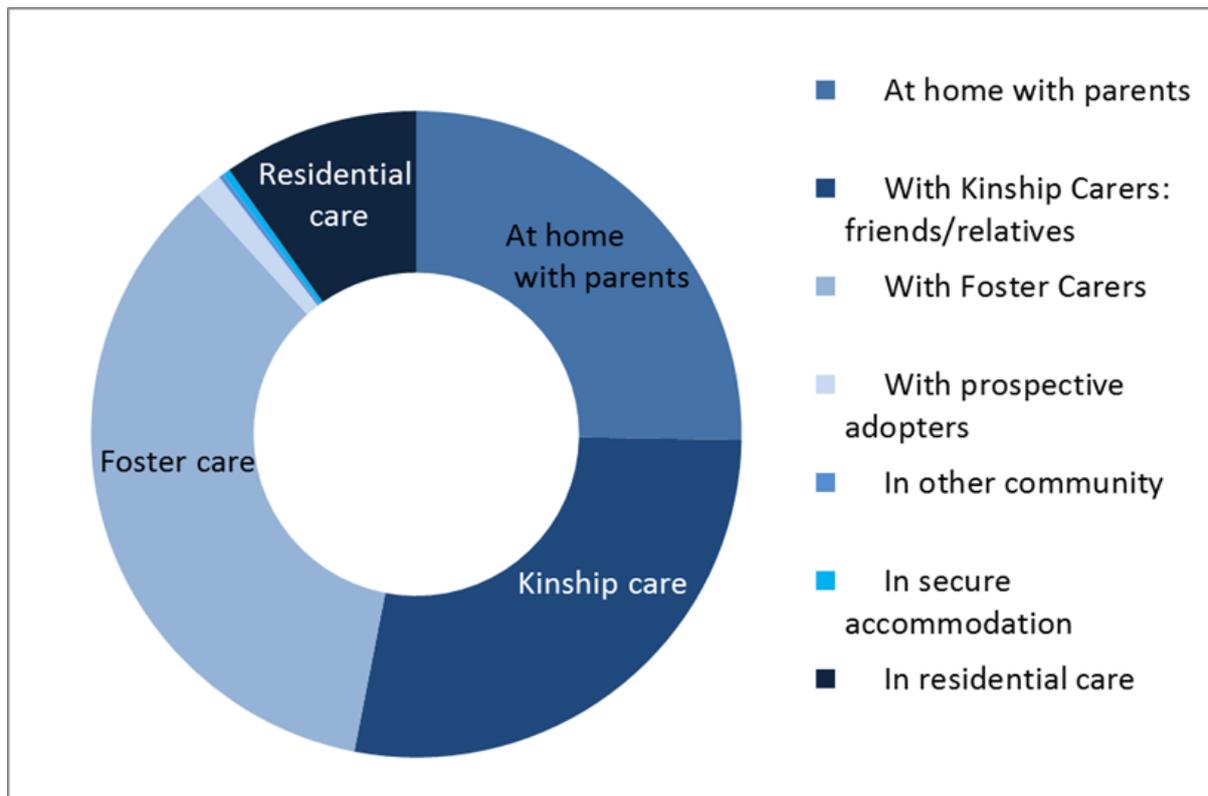
Figure 1 illustrates the proportion of children and young people in each care setting. Foster care and kinship care are the most common care settings, accounting for 35 percent and 28 percent respectively, as there is a continued decreasing trend in children being looked after at home and numbers of children looked after in residential care settings have been static at around 10 percent over recent years.

² <https://beta.gov.scot/publications/childrens-social-work-statistics-2016-17/>

³ www.gov.scot/stats/bulletins/01310

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Figure 1, proportion of children and young people in each care setting, from National Social Work statistics on looked after children 2016-17



Since 2009, there has been a noticeable improvement in the proportion of school leavers with experience of care who have achieved one or more qualification at SCQF level 5 or better. This has more than doubled from 15% to 44% on 2016-17; but our young people with experience of care clearly describe the many day-to-day challenges that continue to hinder their progress towards reaching their full potential. This reminds us why we must work together as Corporate Parents to do more.

The 2014 Act provides an improved framework of support for looked after children and care leavers and Section 4 of this Report offers more detail on the wider context. The corporate parenting duties are part of a philosophy of care heavily reliant on building stable, supportive relationships. In this way, we encourage a much greater sense of belonging, help children and young people overcome adverse life experiences and encourage graduated transitions at a pace appropriate to individual needs. Some significant progress has been made by highlighting and addressing homelessness at the point of young people leaving care, but we must ensure absolutely nobody leaves care into homelessness and that fewer care experienced young people become homeless in the years to come.

The Scottish Government welcomed the recent Report on Homelessness⁴ from the Local Government and Communities Committee and the Homelessness and Rough Sleeping Action Group⁵ (HARSAG) recommendations. Acting on these findings, and in parallel with Scotland's Independent Care Review⁶ will help secure better outcomes and improve the quality of care for our young people based on what they have said works well and what does not.

“if you were to ask me to sum up what I consider to be my mission as First Minister, it would be this – the mission of making real progress towards genuine equality of opportunity. If we fail in that mission, not only will we be letting down our young people, but we will all be diminished. For every young person who cannot fulfil their potential, all of us lose out on the talent, ideas and initiative of someone who could be contributing so much to our society.” **First Minister, 15th Kilbrandon Lecture 2017**

⁴ <https://sp-bpr-en-prod-cdnep.azureedge.net/published/LGC/2018/2/12/Report-on-Homelessness/LGCS52018R6.pdf>

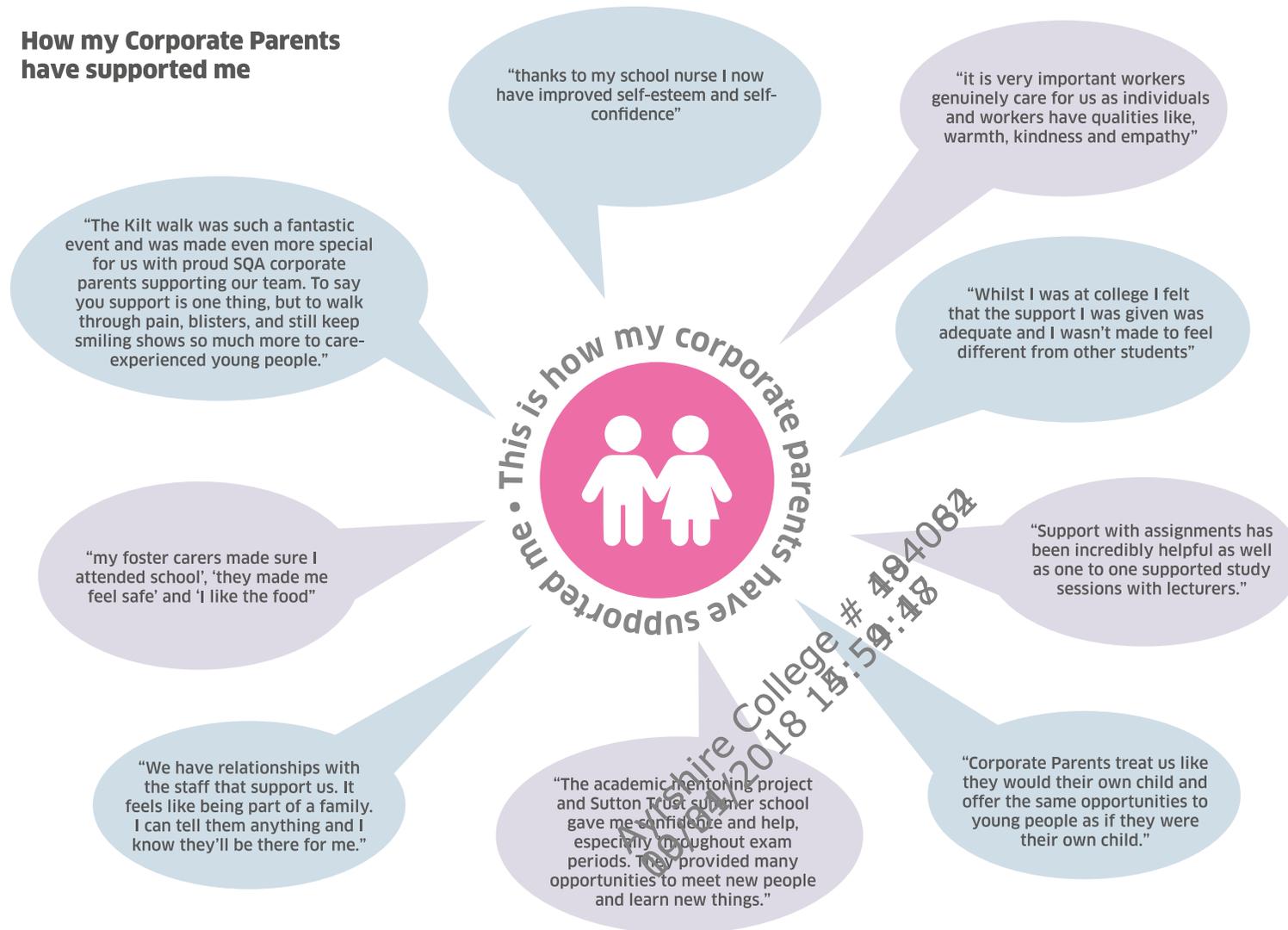
⁵ <https://beta.gov.scot/publications/homelessness-rough-sleeping-recommendations/>

⁶ <https://www.carereview.scot/>

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2) What does Corporate Parenting mean to Children and Young People?

How my Corporate Parents have supported me



“We have relationships with the staff that support us. It feels like being part of a family. I can tell them anything and I know they’ll be there for me.” **14-year-old on East Renfrewshire Health and Social Care Partnership Youth Intensive Support Service**

“My foster carers made sure I attended school” “They made me feel safe” “I like the food” **Care experienced children in Falkirk**

“Schools should teach life skills, as well as how to count”
“Siblings should not be separated from each other in care, ruins relationships” **Care experienced students in Ayrshire**

The importance of meaningful dialogue, that is, really listening to looked after children, young people and care leavers cannot be overestimated. This principle is at the heart of the independent Care Review and increasingly underpins new policy development across all Directorates of the Scottish Government. The most recent of these making young care leavers exempt from Council Tax⁷.

This Section draws directly on feedback offered by looked after children and young people with care experience. Using lived experiences when developing corporate parenting plans is largely accepted throughout the public sector and has been embedded as the norm where front line delivery of services and support are concerned. While this is a new concept for those not directly delivering services or working with children and families, a great deal of energy has been directed at embracing corporate parenting responsibilities, Getting It Right For Every Child (GIRFEC) and becoming familiar with terminology around wellbeing.

Care experienced children and young people have been courageous in sharing their experiences in a number of ways; focus groups, working groups, committees, workshops and surveys. For some organisations these approaches had limited levels of success, due to low engagement by children and young people, while others have established and maintained a committed dialogue.

In instances where there was low engagement from Corporate Parents, as opposed to children and young people, their feedback understandably conveyed that they felt let down and disengaged, as the quotes demonstrate.

⁷ <https://beta.gov.scot/policies/local-government/council-tax/#care-leavers-exemption>

“They're not really there much - they don't really care much”
“They listen but they don't act on it” “They act like they're listening, but I've not seen any change” “Who's that? I don't know, they don't speak to me” “They're not helpful yet they could be more helpful if they listened more and paid attention to what we do and why we do it” “We would like to know who our corporate parents are and we would like them to know us” “We would like our corporate parents to make time to have a real relationship with us” “We would like our corporate parents to really understand our journey” “We want our corporate parents to make changes for us when we need them” **Care experienced young people**

We know that taking time to build trusting relationships and to prepare children and young people to participate in this work is key and where areas have linked into existing forum such as ‘1000 Voices’, a local Champions Board or taken advantage of facilitation by organisations such as Who Cares? Scotland, the Children’s Parliament or local third sector organisations, they have significantly improved involvement by looked after children and care leavers.

Another tactic is to ensure those in the care system or with care experience are actively and routinely involved in the day-to-day corporate roles of key organisations. Fife Council, in partnership with Who Cares? Scotland, benefits from having young people as part of their interview process for all residential staff and the informal interview process for Social Work Advisers, Social Workers and Senior Practitioners.

“As a student of QMU, I am no longer overlooked - I am more than just a number. I have people who are 100% behind me and are helping me achieve my goals. This encouragement means I’ve developed a passion for learning and I always keep classes running late because I ask so many questions.” **Learner at Queen Margaret University**

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“I am incredibly lucky to be where I am today, and am particularly grateful to my lecturer, who is one of the most vital people I have ever met. Her contribution to the university and her influence on the student experience is immense. My lecturer and QMU make me believe I can do it!” **Learner at Queen Margaret University**

Overall, the comments provided to Corporate Parents by looked after children and care leavers suggest children and young people want to paint an honest and balanced picture of promising practice as well as clear gaps. Young people have taken up opportunities to participate in interactive, relationship based channels to offer feedback on performance. Forums such as workshops, surveys and young people’s Boards were identified by young people as excellent opportunities to break down barriers, reduce stigma and influence change in specific aspects of delivery with immediate impact.

“I’ve changed since joining this group. I have more friends. I know others who are looked after. I’m more confident now, I’m able to talk to more people.” **Member of Seen + Heard Fife and Children’s Parliament**

North East Scotland College care experienced students have suggested the College do more to promote the good support available to learners from a care background via the existing website. Offers to provide student generated content and video/multimedia resources would better promote the commitment North East Scotland College has demonstrated to ensure additional support is easy to access so students feel well supported by teaching and key support staff.

Students openly requested that the College provide more substantial counselling and wellbeing services. Towards that they have suggested a Care Experienced Support Group be established, possibly in partnership with the Students Association, to provide group support on issues such as managing finances and living independently. The students also encouraged the College to better promote the good support offered by including more student generated content on the website to help reach a wider student audience.

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“While I was at college I felt that the support I was given was adequate and I wasn’t made to feel different from other students” **Learner, Ayrshire College**

Another important group of organisations who have daily front line contact with children in care and care leavers is our emergency services. Echoing a common theme, it is acknowledged that frontline staff from these agencies will not readily know if a child or young person is care experienced when carrying out their day-to-day duties. Police Scotland has developed their understanding of what corporate parenting means in a number of ways. An Independent Advisory Group on Stop and Search created a Code of Practice which recognises the need for sections explicitly aimed at children and young people.

This Code of Practice was cognisant of how care experienced children and young people interpret their dealings with police officers, and the learning was incorporated within a national training programme for officers across Police Scotland. This tied in with existing work with the Centre for Youth and Criminal Justice (CYCJ) to develop their guidance document: ‘Identification of Looked After Young People and Care Leavers by Justice Agencies and Making Connections: Supporting the identification of care leavers in the justice system.’

Police Scotland Team Building and Leadership Course designed to build the trust of young people who traditionally may not have engaged with police and adopts a collaborative and proactive approach to diverting young people from engaging in criminal and antisocial behaviour.

“increased awareness of the types of behaviour that bring conflict with authority” “increased awareness of the issues”
“better perception of the Police” “more positive perceptions of the future” **Participants’ feedback**

Therefore, the nature of the corporate parenting role will often include anything from adjusting day-to-day procedures in response to a previously unrealised insensitivity to essential signposting of a young person to relevant services. As such, it is essential that we listen to and respect children and young peoples’ views.

Providing safe, effective and person centred care is well established for these Corporate Parents; but the 2014 Act has contributed to a change in understanding and heightened awareness of care experienced children and young people in the community. This is a reminder to us all that any child or young person in need of assistance may well be care experienced.

“From this work placement, I have learnt how to work in a Comms environment and work as part of a team and I would recommend this experience to another young person as it was a great opportunity. Since completing my placement, I have started a full-time Digital Marketing position in Voluntary Action East Ren.” **16-year-old from East Renfrewshire Council Family Firm**

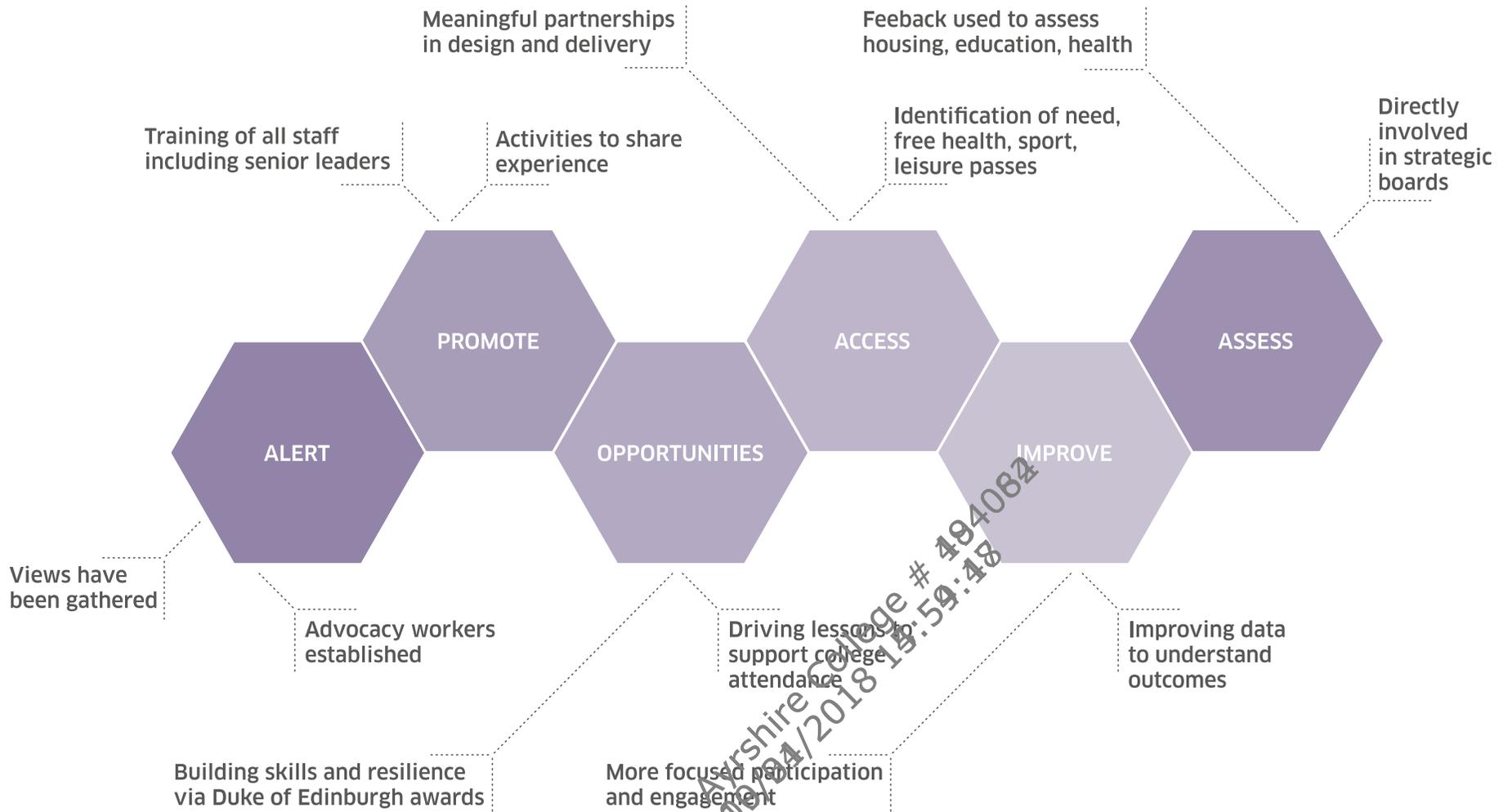
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3) What does Corporate Parenting mean to Corporate Parents?

Our Corporate Parenting Responsibilities for Looked After Children and Care Leavers



Corporate Parenting Responsibilities in Action



“Scotland wants to be a country that provides all children, no matter their circumstances, the best opportunities to grow, develop, and experience the same opportunities so that no individual child is disadvantaged or limited by disadvantage, neglect or poverty.” **Scottish Government Consultation on the Children and Young People Bill 2012**

“We made a commitment to ensure the views of care-experienced young people are considered when designing qualifications to meet their care needs. We aim to ensure their experiences and interests contribute to the thinking and design of Care qualifications for the Care sector. Where qualifications are being developed for the Care sector, people with care experience will now be invited to contribute to the development process. This will ensure their voice is heard and that the qualification takes due account of their care needs.” **Scottish Qualifications Authority**

All organisations were asked to provide updates on how looked after children, young people and care leavers were involved in planning and organisational improvement and how their outcomes were being assessed to measure improvement. This Section illustrates the common themes emerging from updates provided by Corporate Parents on their published corporate parenting Plans. All Plans should be accessible through organisations’ individual websites. Reassurance was also sought on how wellbeing needs of children and young people considered factors such as different age groups, gender, living arrangements, living with a disability and being respectful of cultural and religious beliefs. It is important that these issues be embedded in corporate parenting approaches, as well as any relevant geographical context.

Because day-to-day support needs to be entirely bespoke, Corporate Parents absolutely must embed the responsibility to assess the needs of looked after children and young people at every level within the organisation for there to be any meaningful and measurable impact. This is almost entirely dependent on engaging with those looked after children and care leavers and crucial for effective planning as Corporate Parents. For many organisations this is the embodiment of culture change, especially where the organisation is not concerned with direct delivery of services.

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In addition to positive engagement methods already described, the updates provided by Corporate Parents demonstrate a range of success in reaching out to the local population and a common aspiration is to further increase effective engagement. In circumstances where a Corporate Parent does not know whether they support, employ or provide a service to any care experienced child or young people they should get the most out of positive collaboration by making contact with their looked after population through other, more front line, Corporate Parents to identify and consider local issues of importance.

Corporate Parents were asked to assess how eligible children interact with them individually or use services provided locally. Depending on the category of Corporate Parent, there were a number of approaches. For example, where data are already collected, quantitative information has been used to establish a baseline for engagement with looked after children and young people and care leavers. But for those with less front-facing roles, or organisations in the front line who reported difficulties in capturing specific views, the resources we have put in place through Who Cares? Scotland and the Centre for Excellence for Looked After Children in Scotland (CELCIS) will continue to offer support to maximise the positive effects of seeking input from the children and young people who are able to share their experiences. Although all the corporate parenting duties are equally important, any demonstrable improvement in support relies on credible assessment of need at an individual, local and national level.

“We are engaging with pupils from aged 10 and so have become more aware of factors which may impact their lives and take we have taken positive steps to overcome these barriers at an earlier stage of the learner journey.” Shetland Islands Council

Most Post-16 education bodies have tracked students who have declared their status as care experienced, which has enabled individual supports to be put in place where required. This approach often highlighted gaps in information, which were evident across most corporate parenting categories. Many organisations recognised up front a need to be better at coordinating and collating the views of care experienced children and young people on an on-going basis to inform planning or improve communication more generally.

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For example, City of Glasgow College Student Experience Strategy committed to ensuring “Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way”. The College has described how low engagement by care experienced students was tackled by moving away from focus groups to surveys and drop in student support services.

“We do this in a number of ways: Annual admissions review for full-time courses; Annual admissions review for part-time courses; Students First Impressions Questionnaire; Annual review of services; Student rep feedback; Statistical analysis of the numbers and profile of the students using our services. Annual service reviews.” **City of Glasgow College on assessing need/seeking views**

“We evaluate the numbers declaring against those accessing support to see what can be improved with the service. We also carry out coordinated support plans with those who interact with the service in order to provide more targeted support.” **Inverness College UHI**

Overall, local authorities were able to demonstrate on a number of levels how support for their care experienced population is monitored and assessed. For example, Fife Council undertake monthly file audits in each area team to review practice and outcomes for children and young people and to strengthen existing processes. East Ayrshire Children & Young People’s Strategic Partnership and East Ayrshire Health & Social Care Partnership have established a range of baselines across services that are used to assess engagement and inform stretch aims. They also incorporated feedback from commissioned advocacy support delivered by Who Cares? Scotland, Action for Children’s Turning the Corner service - for young people involved in or on the edge of offending - and Barnardo’s Defuse service for families who have been affected by issues such as domestic violence or alcohol misuse.

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However, this is the absolute minimum to be expected from such crucial frontline service providers. Corporate parenting Plans and updates describe a variety of systems for engaging children and young people to ensure services are alert to their needs. It is evident that most frontline services now consider it essential to routinely gather information on the needs of looked after children and care leavers as well as monitoring engagement and outcomes.

Towards that, many local authorities reference their Children's Services Plan. Statutory Guidance on Part 3 (Children's Services Planning)⁸ of the 2014 Act was published by the Scottish Government in December 2016. It provides local authorities and health boards, working in partnership with other public bodies and organisations, with information and advice about how they should exercise the functions conferred by Part 3. Under these provisions, every Children's Services Plan must set out the range of high quality services available to children, young people and their families at the time they need them.

The importance of supporting children and young people in a way that includes their families and local communities resonates well with corporate parenting duties and principles. As part of our roles as Corporate Parents Scottish Ministers and the Scottish Government created a Corporate Parenting Champion to engage directly with Community Planning Partnerships (CPPs) on policies including Children's Services Planning and as part of Scottish Government-wide engagement with partners.

“Meeting our collective corporate parenting responsibilities relies on effective communication and accountability across a whole range of organisations and services. As the Scottish Government Corporate Parent Champion I am leading the charge to respond to feedback from our partners and looking for opportunities to work with CPPs to examine the challenges in areas such as social work, health and education. One of my aims is to build capacity through strengthened relationships across Scotland.” Iona Colvin, Scottish Government Chief Social Work Adviser and Corporate Parenting Champion

⁸ <http://www.gov.scot/Publications/2016/12/8683>

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Future corporate parenting Plans and Reports will be well placed to build on the detail offered thus far. Corporate Parents across all categories were united in their commitment to measuring the impact of corporate parenting moving forward and enhance levels of engagement with looked after children and care leavers.

Helping our children and young people to see how much they can achieve, nurturing their ambition and seeing that ambition realised is a key responsibility for this Government, for Corporate Parents and for wider society.

“Ayrshire College was a huge part of my life and really helped me realise who I want to be. The support staff would keep in contact with me throughout the year to make sure I was getting on well with my studies. The student association played a huge part in helping me find the role I am in now and the degree I am perusing (sic). I never knew there was anyone else fighting for my rights until I found out about the care experienced executive position. Once in post so many more doors opened for me and I met so many wonderful people” **Learner, Ayrshire College**

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4) A Wider View of Our Corporate Parenting Duties and Responsibilities

“The college offers great support for all care experienced students and the Learning Support team and Horizon Centre is always available to all students. Don’t ever feel like you are on your own because New College Lanarkshire is with you every step of the way.” **Learner, New College Lanarkshire**

This Section takes a wider view of the background to and context of corporate parenting. It makes links with selected policies of significance, which together comprise a comprehensive framework with a common feature, improving outcomes for all of Scotland’s children and young people.

The 2014 Act and Statutory Guidance 2015⁹ encourage preventative measures, rather than reactive responses whenever a care experienced child, young person or their family needs help. They set out actions for the public sector to deliver to meet the Scottish Government’s ambition for making Scotland the best place in the world to grow up. Focusing public sector reform towards early intervention and prolonged support for valued, trusted relationships places emphasis on improving outcomes for children and young people and their families and carers.

“The team is flexible and willing to work out of office hours and do anything for young people that ordinarily in Social Work would not be seen as normal and they are very approachable in every way. They are constantly involved with young people in making decisions, not just individual decisions but decisions involving outings, events even things involving the service.”
Care experienced young person on East Renfrewshire Health and Social Care Partnership Youth Intensive Support Service

⁹ <http://www.gov.scot/Publications/2015/08/5260>

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This approach builds on previous commitments such as *These Are Our Bairns: A Guide for Community Planning Partnerships on Being a Good Corporate Parent*¹⁰ in 2008 and the *Future Delivery of Public Services*¹¹ by the Commission chaired by Dr Campbell Christie in 2011. This is the ‘Scottish approach’ to design and delivery of public services. As a nation, we absolutely recognise the fundamental need to move beyond silo working and drive necessary change to embed collaborative working in Scotland.

Corporate parenting responsibilities are directed at those in the public sector who, because of their statutory role, must make every effort to fully understand the issues faced by Scotland’s looked after children and care leavers in order to respond to their needs. Section 6 of this Report on Promising Practice, includes some working examples of how Corporate Parents are actively collaborating.

Corporate parenting complements our national approach to children’s rights, the UN Convention on the Rights of the Child (UNCRC), Getting it Right for Every Child (GIRFEC)¹² and our eight wellbeing indicators, commonly referred to as SHANARRI, which are illustrated in Figure 2 and explained in more detail in the Scottish Government’s Understanding Wellbeing leaflet¹³. Taken together these approaches represent a fundamentally holistic view of how to approach each child or young person’s needs; identifying strengths as well as barriers to growth and development.

This ensures that we are all explicitly focused on the task of ‘safeguarding and promoting the wellbeing of looked after children and care leavers.

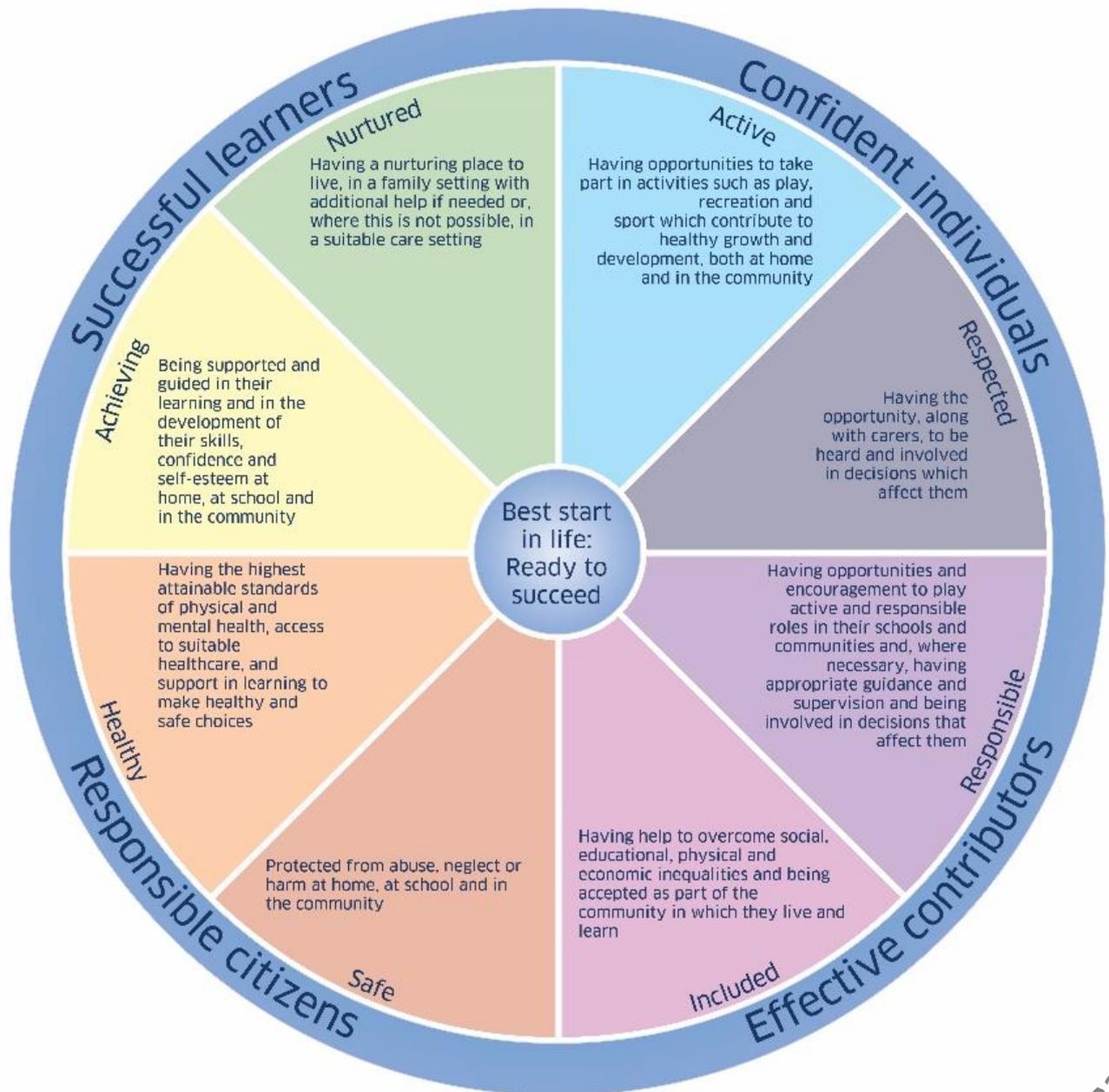
¹⁰ <https://beta.gov.scot/publications/bairns-guide-community-planning-partnerships-being-good-corporate-parent/>

¹¹ <http://www.gov.scot/Publications/2011/06/27154527/0>

¹² <https://beta.gov.scot/policies/human-rights/childrens-rights/>

¹³ <http://www.gov.scot/Resource/0050/00500774.pdf>

Figure 2, Our eight wellbeing indicators



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In addition, each Corporate Parent must prepare, keep under review, and publish a corporate parenting Plan and, report as required, on how corporate parenting responsibilities have been exercised. This includes providing information to Scottish Ministers to inform each Report to Parliament and acting on any subsequent ministerial guidance.

Scottish Ministers, including the Scottish Government Executive Agencies¹⁴ and Scottish Government Directorates, are all Corporate Parents with exemptions from some duties set out in sections 61 – 64. However, all are included in Ministers' early commitment to the principles of corporate parenting and the First Minister is recognised by care experienced children and young people as de facto 'Chief Corporate Parent'. Corporate Parents are illustrated in Figure 3

¹⁴ At June 2018 Executive Agencies are Accountant in Bankruptcy, Disclosure Scotland, Education Scotland, Scottish Prison Service, Scottish Public Pensions Agency, Student Awards Agency for Scotland and Transport Scotland. Historic Scotland, now Historic Environment Scotland, was an Executive Agency in April 2015 but has since changed status to a non-departmental public body with charitable status.

Our Corporate Parents



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5) Reflecting on Our Actions and Progress since 2015

“We are a society which treats all our people with kindness, dignity and compassion, respects the rule of law, and acts in an open and transparent way” **National Performance Framework 2018**

Actions

Before the 2014 Act came into force Scottish Government commissioned Statutory Guidance and bespoke training to establish and build organisational awareness of corporate parenting. Over the last year, we have augmented these practical supports by engaging with all 124 individuals or organisations in each of the 24 named Corporate Parents in schedule 4 of the 2014 Act and seeking specific evidence of activities and improvements to inform this Report.

This helped to acquire a national sense of organisational awareness, uptake of training provided by Who Cares? Scotland and the Centre for Excellence for Looked After Children in Scotland (CELCIS) and what measures are in place to review and evaluate Plans. Corporate parenting Plans published online and updates commissioned by the Scottish Government set out varying levels of detail around planning approaches, collaboration and levels of engagement with children and young people.

By summer 2017 progress updates had been completed by approximately two thirds of the 124 organisations. Most had prepared and published their Plan and a small proportion were still working to develop their Plan. The methods and rate of progress of developing Plans was varied and this is set out in more detail through some examples later.

In early 2018, Maree Todd, Minister for Childcare and Early Years asked for specific information and this second round of engagement focussed on processes in place to review and evaluate Plans, to show the journey of understanding from 2015 until now and to elaborate on the priorities for improvement over the next three years. We also specifically sought feedback provided from care experienced children and young people on how corporate parenting has made a difference to their lives as well as an honest account of the challenges and opportunities identified by Corporate Parents.

Progress

“We grow up loved, safe and respected so we realise our full potential”

New Outcome in National Performance Framework 2018

This section reflects in more detail on the corporate parenting journey undertaken over the past three years, including some specific examples at Appendix A of nine organisations selected as examples of each category¹⁵ of Corporate Parent across the public sector. The Scottish Government plays a part in every issue that matters to people in Scotland and so our responsibilities in relation to the issues of importance to looked after children and care leavers are wide ranging at an organisational level and as leaders of change.

Our Programmes for Government (PFG)¹⁶, now published annually, reflect the Scottish Government’s continued focus on “Getting It Right For Every Child” and making sure our children and families get the practical and financial support they need. Alongside this, our Getting it Right for Looked After Children and Young People Strategy¹⁷ takes this to a more detailed delivery level; setting out the three priorities of early engagement, early permanence and improving the quality of care; with the importance of relationships and stability as crucial underpinning principles.

The revised National Performance Framework¹⁸ (NPF), launched in June this year, articulates the progress of culture change and collaborative policy development. The NPF provides a broad measure of national and societal wellbeing, incorporating a range of economic, social and environmental indicators and targets.

¹⁵ Commissioner/Ombudsman, Scottish Ministers, Health Board, Local Authority, Non-Ministerial Department, Other Significant National Body, Post-16 Education Body, Public Body, Special NHS Service

¹⁶ <http://www.gov.scot/Publications/2017/09/8468>

¹⁷ <http://www.gov.scot/Publications/2015/11/2344/0>

¹⁸ http://nationalperformance.gov.scot/?_ga=2.113011143.210375679.1529495913-489799653.1528118560

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These collaborative measures support the aims of this government and wider public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. However, Scottish Ministers and the Scottish Government are also aware of the need to embed a sense of 'love' in all developing policy and to consider the beneficial impact of strong nurturing relationships in the future delivery of public services. Towards that, one of the new Outcomes is "We grow up loved, safe and respected so we realise our full potential".

Ministers and Members of the Scottish Parliament (MSPs) attended corporate parenting training in 2016 delivered by care experienced young people, Who Cares? Scotland and CELCIS. This approach puts love at the forefront of putting legislation into practice and has been followed up through direct engagement at constituency level where MSPs are increasingly aware of the issues of importance to their local looked after children and care leavers.

In 2017, the First Minister and Cabinet Ministers met with children and young people for the first time to discuss the issues that were affecting the lives of those growing up in Scotland. At the meeting, four Members of the Children's Parliament (MCPs) from East Lothian joined MSYPs from the Scottish Youth Parliament to share their views with Ministers. Following the discussion, it was decided to make the meeting an annual event, so that Scotland's children's and young people's voices are heard by those who make decisions. Scotland is the only country in the world committed to ensuring that children and young people's voices are heard at this level of government. The second Young People's Cabinet met in March 2018.

"I liked how we got to speak out. It was a chance to speak to important people about your feelings and what you think. I feel happy because everyone got the chance to be heard!" 12-year old Member of the Children's Parliament following Children and Young People's Scottish Cabinet

The First Minister and Permanent Secretary have both taken the opportunity to share their experience as senior women with corporate parenting responsibilities to offer programmes of work shadowing and mentoring support to young women, with a particular focus on attracting those with experience of care.

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Seek Views and Assessing

“Young people in South Ayrshire do not seem to have high expectations of their corporate parents. However, when we have been able to engage with young people and support them to ask questions and show that they will be listened to, they open up.
South Ayrshire Council Participation Assistant

Corporate Parents were asked to assess how eligible children interact with them individually or use services provided locally. Depending on the category of Corporate Parent, there were a number of approaches. Argyll and Bute Council SUPPORT forum was designed by care experienced young people. The Forum comprises fun activity days where professionals and young people mix, develop relationships, listen to each other and ask questions. This resulted in a film featuring care experienced young people talking about their experiences of being looked after and what the term “Corporate Parent” means to them.

Where data are already collected, quantitative information may already exist to help establish a baseline for engagement with looked after children and young people. For example, most Post-16 education bodies are already tracking students who have declared their status as care experienced, which has enabled individual supports to be put in place where required.

This approach has proved useful to highlighted gaps in information and many organisations, across all categories of Corporate Parent, recognised up front a need to be better at coordinating and collating the views of care experienced children and young people on an on-going basis to inform planning or simply improve communication in general.

“Ambassadors are listening to my views and valuing me”
“Corporate Parents to treat us like they would their own child and offer the same opportunities to young people as if they were their own child” **East Lothian Council Champions Board**

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Where a more direct approach to engaging care experienced children and young people was possible and appropriate, organisations successfully established more interactive, relationship based channels for obtaining feedback on performance. Forums such as workshops, surveys and young people's Boards have enhanced existing research to good effect by focusing feedback on specific aspects of delivery.

With 2018 being Year of Young People¹⁹ at the half way point the programme continues to reflect the issues that affect the lives of Scotland's young people. Young people, including those with care experience, were at the very heart of planning. A group of young leaders, Communic18 who are between eight and twenty six years of age, are making key decisions and influencing how the Year is run.

Fife Council has used a number of ways to ensure children and young people have direct involvement in creating and reviewing corporate parenting Plans. 2BHeard groups are a forum for care experienced young people across Fife to meet on a weekly basis and discuss the issues that are relevant to them. 'Listen up!' is a strategy for including care experienced children and young people. 'The pledge' is an 11 point commitment to all looked after children in the authority. 'Seen and Heard' groups provide an opportunity for children aged 9-12 to reflect on their care experiences and learn about their rights in a fun and creative environment.

Care experienced young people in Clackmannanshire Council want corporate parents to “Listen to them”, “respect them”, “ensure they have as few moves as possible if they are looked after and accommodated”, “help them to have good family contact”, “help them with getting a secure and safe place to live when they are moving into adulthood” and “Help them access work, training and educational opportunities”

Overall, local authorities provided reassurance on a number of levels about how support for their care experienced population is monitored and assessed. Corporate parenting Plans and updates describe a variety of systems for engaging children and young people to ensure services are alert to their needs. It is evident that frontline services consider it essential to routinely gather information on the needs of looked after children and care leavers as well as monitoring engagement and outcomes. However, they must recognise this is the absolute minimum to be expected from such crucial frontline service providers.

¹⁹ <http://yoyp2018.scot/>

Towards that, many local authorities reference their Children's Services Plan; setting out a range of high quality services available to children, young people and their families at the time they need them. Midlothian Council Planning Partnership have undertaken a Children's Services Review and analysed local data to identify trends and patterns in their care experienced children and young people. Based on this research they introduced 12+ teams to better ensure young people are provided with continuity of care throughout their care journey and are not transitioned into other teams at sixteen years of age. Assessing and reviewing services is supported through a new partnership with 'Mind Of My Own' to develop an App to enhance opportunities to seek feedback from young people. The importance of supporting children and young people in a way which includes their families and local communities was recognised and highlighted across many service providers.

As an organisation, the Scottish Government employs people from all walks of life, with all sorts of skills, strengths and talents. This means the organisation is ambitious about diversity, wanting to reflect modern Scotland in the workforce and the work we do. As a Corporate Parent this includes supporting staff to understand corporate parenting and working collaboratively with stakeholders and leaders across the public sector and wider. One important action has been to appoint a Corporate Parenting Champion to spearhead information sharing and collaboration between Scottish Government and Community Planning Partnerships to improve service planning and delivery across Scotland.

The organisation is also revising the current modern apprentice programme and senior leaders, including the Permanent Secretary, have established work shadowing programmes for young people, including those with care experience. The Scottish Public Pensions Agency works with Developing the Young Workforce to offer opportunities to young people from different backgrounds and circumstances. This includes workshops, mentoring opportunities and a number of young people have joined the agency on their Modern Apprentice scheme.

Executive Agencies reflect very well the diverse nature of the public sector. They are an assorted group of organisations, most of which in fulfilling their functions do not provide any service or support direct to care experienced children, young people or their families. With this in mind, corporate parenting Plans and updates from organisations and individuals have been developed creatively to allow for statutory functions to be approached in new ways to ensure they maximise their ability to make an impact.

Accountant in Bankruptcy (AiB) is an excellent example of a public sector organisation that does not have direct involvement in providing services specifically focussed on care experienced young people. However, AiB has invested time increasing awareness of corporate parenting at all levels of the organisation by creating corporate parenting specialists tasked with sharing their knowledge through training events, intranet articles/guidance and newsletter updates. The organisation has also identified synergies between corporate parenting and existing vulnerable people policies. As part of their assessment of how AiB can better meet the needs of looked after children and care leavers, they have revised the policy to reflect the corporate parenting duties.

Self-Evaluation and Continuous Improvement

“A desire for the lived experience of young people to better inform service design and delivery is central to our future priorities and approach to corporate parenting. The impressive and highly influential Fun Young Individuals group is now poised to take forward a wide range of work which includes staff training and raising wider awareness of the needs of often misunderstood care experienced young people.” **Perth and Kinross Council**

Self-evaluation and review are key elements of meeting existing responsibilities and delivering measurable improvement. Scotland's improvement programme, Permanence and Care Excellence Programme (PACE) allows us to test small changes based on local practice to ensure that the changes deliver the difference that is anticipated, adapting these along the way before implementing into business as usual. By taking this iterative approach to change, we can engage all partners in a whole system approach and adapt what we deliver based on local data, knowledge and practice and building on learning within the local context. National stretch aims are in place to cover the entire journey of the child focusing on key decision making points across the system.

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Regulatory and scrutiny bodies such as the Care Inspectorate, Scottish Housing Regulator, Healthcare Improvement Scotland, Scottish Social Services Council, Education Scotland and Commissioners all have existing responsibilities to hold other Corporate Parents to account. This involves challenging and supporting as necessary to bring about continuous improvements.

The Care Inspectorate has care experienced young people on inspection teams and is currently revising joint inspections of services for children and young people in Community Planning Partnerships. This revised model now takes a more focused look at the experiences and outcomes for children and young people who need protection or are care experienced. The Care Inspectorate also involved care experienced young people in developing a graduated programme of awareness raising with staff and corporate parenting responsibilities have been included in the induction programme.

Measuring and recording continuous improvement for different statutory purposes has usefully created or strengthened links across different aspects of service delivery. Out of necessity, many organisations have built corporate parenting into other appropriate planning or reporting cycles. Timeframes committed to by different Corporate Parents range from annual reporting to senior management or Parliament with commitments to revise a three-year plan in full after three years to so called 'live documents' that are continually updated to reflect the ongoing feedback and learning. For example, Children's Hearings Scotland (CHS) and the National Convener include corporate parenting in monthly reporting to the Senior Management Team, quarterly reporting to the CHS Board and their Annual Report, which is laid before the Scottish Parliament. Scottish Borders Council corporate parenting Plan is described as a 'dynamic document', which is reviewed on an on-going basis but formally updated and published annually.

Training and Support for Corporate Parents

“support and understanding at senior levels” “meaningfully engage with care experienced young people” “collaboration and shared learning” “build on the organisation’s unique potential”
Who Cares? Scotland and CELCIS on maximising our impact as Corporate Parents

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Since before Part 9 came into force in April 2015 our partner organisations have been on hand to offer essential support all Corporate Parents. Appendix B includes a more detailed, but non-exhaustive, summary of support and where to find it. Each resource offers slightly different perspective enabling staff in different organisations with different statutory roles to learn about the specific responsibilities and how they relate to their organisation.

This hands-on approach was tailored to best meet the differing needs within such a broad range of organisations; all of whom have varying degrees of contact with care experienced children and young people. Importantly, it also reflects the ambition to draw us all together as Corporate Parents to do more and do it better.

The Scottish Government provided funding support to develop advice and resources on corporate parenting. These are available from Who Cares? Scotland on the Corporate Parenting Learning Hub²⁰ and the Centre for Excellence for Looked After Children in Scotland (CELCIS) Corporate Parenting website²¹.

Training and support provided by Who Cares? Scotland has centred on bespoke learning for organisations at different stages of understanding corporate parenting responsibilities. This incorporated real life experiences of those with experience of care to ensure relevant and impactful engagement. Training was delivered as live face-to-face staff sessions, available as online digital resources and as feedback to those preparing and reviewing corporate parenting Plans.

Support from CELCIS reflects their expertise in implementation and their developing understanding of the evolving needs of organisations as they honed their practical approach to embedding corporate parenting responsibilities on an organisation-wide basis. CELCIS also developed the statutory guidance on Part 9 and worked collaboratively with Corporate Parents to develop a series of Practice Implementation Notes. Reflections from both organisations recognise that progress has been made. Corporate Parents are now better placed to understand the needs, circumstances and strengths of our looked after children and care leavers.

²⁰ <https://www.whocaresscotland.org/what-we-do/support-to-corporate-parents/>

²¹ <https://www.celcis.org/knowledge-bank/spotlight/implementing-corporate-parenting-duties/>

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Who Cares? Scotland and CELCIS have observed a number of conditions must exist to successfully embed these messages. These can be summarised into themes, which very much reflect the feedback from Corporate Parents themselves: support and understanding at senior levels within organisations is essential, commitment to co-design, collaboration and shared learning between organisations immeasurably enhances the extent to which organisations can best meet the responsibilities and duties, and building on the organisations' unique potential as Corporate Parents to meaningfully engage with their relevant population of care experienced children and young people will maximise the impact they make.

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6) Sharing Promising Practice to Overcome Challenges

The Commissioner for Children and Young People in Scotland established a Corporate Parenting Collaboration Group with an open, rotating membership to share learning, consider specific issues of importance and to take a more overarching approach to holding other corporate parents to account on promoting and safeguarding children's rights. Membership has included Creative Scotland, Police Scotland, Scottish Fire and Rescue Service, Mental Welfare Commission, Health Improvement Scotland, Scottish Children's Reporter Administration and Scottish Legal Aid Board.

This Section of the Report draws on feedback from all categories of Corporate Parent to set out as balanced a picture as possible of common challenges reported to date in implementing corporate parenting responsibilities and duties and examples of promising practice emerging all across Scotland to tackle these barriers.

By far the most challenging features identified by Corporate Parents, as impacting on their ability to better meet the responsibilities and duties, can be categorised as (i) difficulties in identifying and/or engaging with care experienced children and young people, (ii) inadequate IT/data collection, (iii) limitations of staff/resources and (iv) poor understanding of what corporate parenting means.

Where organisations deliver their corporate objectives in isolation, there is potential for ineffective communication, delayed decision making, poor assessment of an individual's needs and lack of person-centred support. This inevitably leads to inefficiencies and pressure on the system. These messages can be heard loud and clear from those care experienced children and young people who have experienced what they feel is impersonal support at times of crisis rather or unnecessary administrative barriers rather than a dedicated and transparent consideration of what can be done to support them in their specific circumstances.

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Some further and higher education Corporate Parents have reported limited success in obtaining views from care experienced students who may not want to engage but, where students have offered feedback this suggests they feel well supported and appreciate having access to a variety of light touch and more intense support. For example, drop in sessions, known student mentors to contact remotely or in person.

“the support is helpful considering people's needs” “the support that has been provided to me has been outstanding and has helped me through the college year” “I think if I hadn't been at College I don't know what I would have done to keep myself busy and when I am finding it hard I always have someone to talk to” **Dumfries and Galloway College students**

“I've personally found the support from the university very helpful since coming to study here. Whenever I have a problem, it is easy to talk to someone. The university provided a tutor for me when I was struggling with my course and I feel this has helped a lot” **University of St Andrews student**

Personal views and testimonials from children and young people with experience of care commonly described where trusted adults have helped children and young people to overcome difficulties and make progress in different aspects of their lives. Looked after children and care leavers also celebrated achievements at school as well as opportunities to shape policy, develop new skills or remove barriers to accessing local amenities.

On the whole, updates for this Report demonstrate more success where there is good evidence of engaging with looked after children and care leavers, good partnership working, good senior level support, clear corporate parenting goals and appropriate staff training.

NHS Highland and Highland Council have adopted a lead-agency model where the council has overarching responsibility for looked after children in order to ensure closer working on priorities for looked after children.

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“Evidence shows that integrated service models promote joint working between NHS, social care, education and health staff to provide wrap around care and opportunities to share best practice to provide joined up care.”

Different organisations have taken a number of different tactics to raise awareness of corporate parenting and continue to learn from these approaches considering what works best and which partner organisations might offer opportunities to work together or share learning at all levels. The North East Scotland College provided staff with networking opportunities facilitated by the college, Who Cares? Scotland and CELCIS, which facilitated the development of the College’s corporate parenting Plan. The College also worked in collaboration with other Corporate Parents from college development network, local authorities, schools and colleges.

Similarly, East Lothian Council Champions Board identified seven priorities for change for the council. Staff have received training to support better understanding of issues face by looked after children and care leavers. A Champion’s Board film was also produced to educate, raise awareness and highlight the importance of relationships to successful corporate parenting. The use of film and other digital media has featured highly in a number of approaches described by Corporate Parents.

Police Scotland supported and enabled staff to learn about corporate parenting responsibilities by delivering training, which raised awareness of care experienced children and young people. This was particularly poignant in the instance of officers responding to concerns about the number of care experienced children and young people who had been adversely affected by stop and search policies. Learning from this training will be taken forward as one strategy to highlight what is meaningful for the complex and diverse roles performed by officers and staff.

Where corporate parenting is embraced at a community or national level, it promotes more effective and transparent support for care experience children and young people.

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South Ayrshire Council, South Ayrshire Health and Social Care Partnership established a Champions Board, which meets with local elected members, 6 Locality Planning Groups across South Ayrshires, Ayrshire College, University of West of Scotland, NHS Ayrshire and Arran Community Safety, Local authority education, community learning and development colleagues, Young Scot, local youth forum, VASA Third sector interface and voluntary sector organisations such as Children 1st and Aberlour Trust.

The extent to which each Corporate Parent has collaborated with others to develop and jointly deliver activities is set out in the majority of the corporate parenting Plans. Local collaboration has been used to good effect by most Corporate Parents responsible for front line delivery and by organisations who recognise that local partnership will most likely best improve the outcomes of their looked after children and care leavers.

Aberdeen City Council recognised the value of support from other Corporate Parents as well as strong support from local politicians and the third sector interface. Again, Champions Board members were acknowledged for their role in developing and delivering actions within the Plan.

The 2014 Act specifically requires Corporate Parents to collaborate for a number of reasons, which link directly to the 'Scottish Approach'. Firstly, to promote a better common understanding of the duties and responsibilities so Scotland's public-funded organisations or individuals can really relate to the day to day issues being faced by our looked after children and care leavers.

Secondly, to improve opportunities, services and support for our young people by considering the bigger picture, such as the positive influence each Corporate Parent can have at different moments in a child or young person's life. Because corporate parenting responsibilities should complement the remit of each organisation or individual's primary functions, collaborating with others proactively expands the reach and influence of Scotland's Corporate Parents. This has been taken on board and used to good effect by many organisations, some of which have been highlighted in this Report.

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It is clear from corporate parenting Plans and updates that the perception of and approach to corporate parenting is just as diverse as the children and young people to whom it is directed. Different organisations and individuals understand corporate parenting in different ways depending on their statutory responsibilities and role, if any, in direct support of looked after children and care leavers. As a collective, we have definitely moved to a position where corporate parenting has far greater prominence across the public sector and awareness amongst looked after children and care leavers continues to increase. This is evidence of proactive approaches taken within organisations, good use of the excellent training and support offered by Who Cares? Scotland and CELCIS and effective communication to ensure we are aware of our role and responsibilities as a Corporate Parents.

Such a rich variety of organisational functions and the associated range of possible approaches encourages collaboration and necessitates creative corporate parenting to maximise possible impact on the lives of our looked after children and care leavers.

In many ways, this underpins the rudimentary principles of being a Corporate Parent, to uphold the rights and safeguard the wellbeing of a looked after child or care leaver. In meeting these responsibilities, every organisation and individual has their own corporate parenting journey to go on.

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7) Building Momentum for Going Forward - What next for Corporate Parents?

Corporate parenting, building momentum for going forward



This Report has used a relatively small number of illustrative examples to describe the different approaches taken over the past three years by our diverse community of Corporate Parents to meet the corporate parenting responsibilities and duties. Each unique organisation has created their individual Plan of measurable activities and outcomes to evidence their commitment as Corporate Parents to uphold the rights and secure the wellbeing of their looked after children and care leavers.

There is no doubt that the 2014 Act has taken the concept of evidence-based improvements in support for care experienced children and young people to another level. This is why corporate parenting is ambitious and challenging but this is also why each individual and organisation has something distinctive to offer as part of the wider landscape.

Corporate parenting Plans and updates show that, in keeping with the legislation, each organisation has taken a unique approach over the past three years. This is illustrated to an extent in Appendix A which summarises the journey of a single representative Corporate Parent from each of the nine categories from 2015 to 2018 and looking forward to 2021.

Feedback from care experienced children and young people has been clear; they want their views to be heard and acted upon. There are no excuses for not taking this on board today, tomorrow and forever. Our children and young people understand corporate parenting responsibilities and, where the opportunities exist, share their experiences with confidence in order to identify barriers and seek solutions.

“We set the agenda to meet with our corporate parents and so far have explored the theme of health and wellbeing. Our next Champions Board meeting will be talking about Housing. It feels good to be listened to and that we can make changes for the better” 18-year-old member of East Renfrewshire Champions Board

This is echoed by Corporate Parents from all parts of Scotland throughout the different parts of our public sector who recognise the importance of this in principle and in practice. The Report therefore notes the outstanding success of Champions Boards and other similar approaches as a forum for our children and young people to have direct, meaningful involvement in all levels of decision making.

Collectively these amount to an honest account of challenges and steps taken to overcome them. Almost all areas of progress have evidenced and benefitted from good partnership with other Corporate Parents.

As Corporate Parents, we have had three years to digest the duties and responsibilities and reflect on where our role already supports corporate parenting and where we can create opportunities to do more. We can already see themes in what works and where there are gaps. Ironically, they are practically the same. Over coming months and throughout the next three year reporting period the evidence clearly points to a focus on:

- **seeking the views** of looked after children and young people and care leavers,
- **assessing** their needs and how you can address these,
- **collaborating** with other Corporate Parents to share learning and reach a wider care experienced population, and
- **securing support and understanding** at senior levels of each organisation.

With this in mind, it seems appropriate that the final words in the Report belong to Perth and Kinross Fun Young Individuals who, in describing their experience of working with corporate parents, have more or less captured the essence of feedback from many of our looked after children and young people. These opportunities must not be missed.

“As Fun Young Individuals (FYI) we describe ourselves as a 'family' we look out for each other in many different situations. FYI has helped many of us to become more **knowledgeable**, this is down to meeting up with different professionals and **inviting different professional** to our Monday meetings. Meeting every Monday and **getting to know our corporate parents** have increased our **opportunities**, many members of the group have been **involved** in different meetings which have led to **important decisions** being made, this has made the group feel like they are being **listened to** and they would like this to continue in the future. The group feel it is important to **communicate and feedback** to professionals about what we think important whilst also getting feedback about meetings we don't attend so we are **kept in the loop**. Ultimately FYI feel like group Monday meetings have had a real **positive impact** on many of their personal life's and would like the group to continue with the same purpose which is to **help other young people** to feel they can be as open as we are and to feel part of the family!!” **Members of Perth & Kinross Fun Young Individuals**

Three Year Corporate Parenting Journey across the Public Sector

For the purposes of illustration, the 124 organisations and individuals covered by the 24 Corporate Parents listed in schedule 4 of the 2014 Act have been separated into nine categories, depending on their statutory role. These are Commissioner/Ombudsman, Scottish Ministers, Health Board, Local Authority, Non-Ministerial Department, Other Significant National Body, Post-16 Education Body, Public Body and Special NHS Service.

Commissioner and Ombudsman – The Commissioner for Children and Young People in Scotland

Where were you? The Commissioner for Children and Young People (Scotland) Act 2003 created the role of the Commissioner, who is appointed by Her Majesty the Queen on the nomination of the Scottish Parliament.

Our role is to promote and safeguard the rights of all children and young people under the age of 18 and the Act extended this to 21 for care experienced young people. The Act also places a specific requirement on us to “pay particular attention to groups of children and young people who do not have other adequate means by which they can make their views known” and this has always been interpreted as including care experienced children and young people.

In exercising our functions, we must pay attention to the United Nations Convention on the Rights of the Child (UNCRC). In this case Article 20 of the UNCRC outlines the rights specific to care experienced children and young people.

Where are you now? We have undertaken the following work to improve the understanding and quality of corporate parenting.

1. **Accountability** – We have worked to hold other corporate parents to account as part of our core work.
2. **Building Ability** – We have established a group to support other smaller corporate parents. This is attended by a range of organisations who were given corporate parenting responsibilities by the Children and Young People (Scotland) Act 2014.

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3. Participation – We have worked with care experienced-led organisations such as Who Cares? Scotland and the Care Review and have regularly involved care experienced children in our work.

Where you are going? Our Corporate Parenting duties are mainstreamed within all our work and this is outlined in our Strategic Plan which is available at: <https://www.cypcs.org.uk/ufiles/our-plan.pdf>

Scottish Ministers - Student Awards Agency Scotland

Where were you? In April 2015 the concept of corporate parenting was an unknown quantity for SAAS. However, the agency has a long established mechanism in place to support care experienced students which predates 2015. The Accommodation Grant for Care Leavers is a financial award which helps towards accommodation costs during the summer months. Care experienced students can apply for up to a maximum of £105 per week.

Where are you now? SAAS is fully supportive of Scottish Ministers in their role as Corporate Parents and we embrace the values and responsibilities which corporate parenting represents. In 2017, following recommendations from the Commission for Widening Access (COWA), the Scottish Government introduced the Care Experienced Students' Bursary. The bursary is a non-income assessed, non-repayable financial award which is available to Scottish care experienced students in Higher Education. SAAS was responsible for the successful implementation of the bursary and the ongoing administration of this scheme.

SAAS also consulted directly with care experienced students. Through this work SAAS has developed a bespoke Digital application process and co-designed information and guidance related to the bursary. Our bespoke service has helped raise awareness of the bursary, whilst promoting the Scottish Government agenda of widening access into Higher Education. In late 2017 we also published our inaugural Corporate Parenting Plan, setting our commitments to Care Experienced students accessing Higher Education in Scotland.

Where are you going? SAAS has a firm commitment to continuous improvement across all of the services and functions of the Agency.

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We will continue to develop service delivery and outreach to support and promote the needs of care experienced students. We will be responsive to the needs of care experienced students when shaping future operational policies and procedures. Alongside our Outreach work, we will continue to work closely with stakeholders to promote the existence of the bursary and to improve our information and guidance along with our digital application based on insights from stakeholders and care experienced students.

A health board – NHS Borders

Where were you? In 2015 NHS Borders had made progress in implementing the CEL16 circulated in 2009. We were raising awareness across the organisation about the needs of looked after children and our roles and responsibilities as a corporate parent. In 2015 we were developing a health needs assessment and care pathway and we were working to improve communication about the notification of looked after children from Scottish Borders Council. From a multiagency context the first Corporate Parenting Strategy was developed and agreed in the Scottish Borders in 2007.

It was in response to “Looked After Children and Young People: We Can and Must Do Better” (2007). The current version of the Scottish Borders Corporate Parenting Strategy 2014-2018 is the third iteration of the multi-agency strategy.

Where are you now? There is an awareness and understanding of Corporate Parenting at a senior managerial level across agencies in the Scottish Borders.

NHS Borders has a health care pathway and provision of the health needs assessment is established as recommended through CEL16 and the ‘Guidance for Health Assessments for Looked After Children in Scotland’.

Employability services are increasingly working in partnership in providing employment and training opportunities. Since 2015 NHS Borders has developed opportunities for 2 care experienced young people per year to undertake a Modern Apprenticeship.

Where are you going? The Scottish Borders Corporate Parenting Strategy is currently being reviewed and a new strategy developed for 2018-2022. The strategy and plan will be based on Section 58 of Part 9 – Corporate Parenting of the Young People (Scotland) Act 2014.

Greater awareness-raising across NHS Borders of Corporate Parenting and its importance , To improve the support and opportunity for health needs assessment to Looked After Children in kinship care, to re-focus the role of the school nurse on public health priority, Systematic participation of children and young people in service delivery, Improved multi-agency, partnership practice developments, Measurable improvements across services for looked after children and young people and care experienced young people.

A local authority – Children’s Services Executive Group on behalf of Glasgow City Community Planning Partnership

Where were you? Corporate Parenting Policy and a Corporate Parenting Champions’ Board in place since 2007, a percentage of Commonwealth Apprenticeship and Job Fund places were ring fenced to provide opportunities for care experienced young people since 2010 and in 2011 Council Leader launches annual awards’ initiative and employment support for young people looked after or leaving care. After the 2014 Act was introduced corporate parenting training became mandatory for elected members.

Where are you now? Collaborative working across the city has improved engagement by young people. In 2015 and 2017 corporate parenting events were hosted by the Champions’ Board, in 2017 Glasgow Corporate Parent Forum was established so all corporate parents meet quarterly, in 2018 information about what each corporate parent has to offer will go on a public facing website for access by children, young people and corporate parents. A corporate parenting awareness video with input from Who Cares? Scotland and young people will become part of an e-learning module to be launched during 2018.

A major transformation programme in HSCP Children’s Services, proposes a shift in the balance of care from residential accommodation and out of Glasgow City placements to one which provides family and community based supports within the city. During 2017/18 a substantial decrease in the number of young people being placed in residential care establishments was achieved.

Implementation of a multi-agency improvement programme using LEAN methodology by Educational Psychology Services will focus on improving support for young people in placements outside Glasgow City. The MCR Programme is now fully embedded in Glasgow City Council as a key driver in delivering the corporate parenting expectations. It has now delivered such impact that the learning and framework is being shared with other local authorities and beyond.

Where are you going? All staff will be more aware of their corporate parenting role and responsibilities. Young people will be informed about the range of careers and opportunities available to them from an earlier age. Children's Services' transformation programme will demonstrate a substantial shift in investment and activity to community based and family support services over a three to five year period. Information for children and young people will be more accessible including maximising the use of digital technology. Work with young people to make sure what we have on offer is what they want and the best we can offer.

Non-Ministerial Department – Scottish Housing Regulator

Where were you? Corporate parenting was not a concept we had any exposure to or awareness of prior to the legislation.

Where are you now? We have been on a learning curve in terms of unpicking the legislative duties and seeking to understand its direct relevance to us in the context of our relatively narrow statutory role. To help us understand this we spent considerable time engaging with CELCIS, Scottish Government policy colleagues and advocacy / support organisations, principally Who Cares Scotland. Care-experienced young people can be vulnerable and at risk of homelessness. We know that access to social housing and homelessness services are important issues for many care-experienced young people. Our work to monitor service quality, alongside our targeted, thematic work in areas such as homelessness shines a light on homeless and tenancy services that are important to care experienced young people.

Where are you going? Our corporate parenting plan sets out our approach but in 2017/18 we are engaging with 18 local authorities on homelessness issues. We will continue to explore practical opportunities to contribute as a corporate parent in a way that fits with our primary regulatory role.

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Other significant national body - The Scottish Fire and Rescue Service

Where were you? Corporate parenting was not a new concept to the Service due to involvement with local initiatives and partnerships for a number of years. The statutory duties were an opportunity to co-ordinate and build on previous work to establish a consistent approach across Scotland.

Where are you now? The Equality and Human Rights Impact Assessment (EIA) process considers the impacts of policy or practice on care experienced individuals. The SFRS works with national corporate parenting partners to share best practice. This includes short videos highlighting the importance of collaboration in meeting the needs of care experienced children and young people, which were disseminated on Care Day 2018 and a summary leaflet, aimed at care experienced children and young people has been used to increase positive engagement with the Service.

Where are you going? Improve access to employment and development opportunities within the SFRS. Ambitions include apprenticeships, positive action measures, a formal role model/mentoring programme, work experience and “bring your child to work” day. Remain informed about national and local issues affecting young people in care and care-experienced. The SFRS Corporate Parenting intranet resource centre for all employees will be continually updated with new and relevant information to assist colleagues in implementing the Plan. More good practice examples will be shared. Review and improve the monitoring of education and engagement programmes with the purpose of improving access for children and young people in the care system and the care experienced.

Post-16 education body - Fife College

Where were you? In 2015 the term ‘corporate parent’ was not well known or understood and the College Guidance team were the main corporate parents on staff. They made special effort to look out for care-experienced students and liaise with curriculum staff to support the students having difficulty. A Corporate Parent Action Group (CPAG) was created to raise awareness of our responsibilities. The Guidance Manager championed the cause along with the Vice-Principal Organisational Development to create a workable Plan and Student Contacts Group.

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Where are you now? In 2015-16, the Guidance team organised a working group who produced a Fife College Corporate Parent Guide which was shared with all staff and external partners to encourage corporate parenting in the wider college. CPAG sends birthday cards and invitations to Christmas lunch to care-experienced students which have been well-received. The KEV Project, a think-tank group of diverse cross-college staff and external partners, organised a Pizza Night to hear the Kare-Experienced Voice. From this event, three recommendations were taken forward and two of the students volunteered to become members of CPAG.

Where are you going? More engagement with care experienced students through a dedicated KEV Group and College Care-Experienced App, making effective changes from their input. More comprehensive staff training on care experience. Continue development of an effective Network with external partners. Increased involvement of the Inclusion team for learning support and of the Employability team for care-experienced students' positive destinations and work placements. Ensure a robust data-management system is in place to record applications, achievement and retention. Improve independent assessment of corporate parent effectiveness.

Public Body – Bòrd na Gàidhlig

Where were you? Recognised that corporate parenting duties aligned with a number of ambitions and priorities, including the National Gaelic Language Plan ambition that “Gaelic belongs to all of Scotland”, the general principle of equality and diversity in the Scottish Government National Care Standards and UNCRC. Young people in care have a right to be valued for their ethnic background, language, culture, faith and linguistic background.

Where are you now? Bòrd na Gàidhlig has invested significant effort in better understanding which of their projects already support care experienced children and young people. Current funding schemes incorporate a section asking if the project provides activities or opportunities for care experienced young people, and to provide information on the intended outcomes. Bòrd na Gàidhlig will use data collection to inform development of its Corporate Parenting actions and to build a picture of provision across language development work for care experienced young people.

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Where are you going? Aiming to further engage organisations including Sabhal Mòr Ostaig, Scottish Children’s Reporter Administration (SCRA); Edinburgh City Council, Glasgow City Council, Argyll & Bute Council, Highland Council, and Comhairle nan Eilean Siar to explore opportunities for collaboration and enhance the baseline of evidence-based knowledge to increase opportunities for care experienced young people and inform the future direction.

Special NHS service - NHS Health Scotland

Where were you? In 2015, NHS Health Scotland was the first board to sign up to the national Corporate Parenting Pledge. Our Chair made a commitment that we would make every effort to listen to the voice of Scotland’s care-experienced young people, act so that Scotland would become a better place for them and unite with and around them. We pledged to do this by promoting the health and wellbeing of this group in all of our work, which we do by working with our partners. Who Cares? Scotland delivered training to our staff to help us better understand the lives and needs of care experienced young people. This, along with the leverage provided by the Children and Young People (Scotland) Act 2014, was welcomed by Health Scotland to further promote better awareness of the lives and needs of this group internally and externally.

Where are you now? Last year, we revised our corporate strategy which is now called our Strategic Framework for Action: ‘A Fairer Healthier Scotland 2017-22’. This sets out our five strategic priorities for this period and children, young people and families are one of these priorities.

We have sought to promote the rights and health of these young people by assessing the needs of the looked after children and young people population in Scotland through monitoring of national data for this group, e.g. the publication of the Scottish Public Health Observatory- Children and Young People.

We have also produced and distributed knowledge-based resources, seeking to promote and influence knowledge into action with a wide range of partners. This will affect positive change for this group by influencing action at both fundamental and wider determinants of health such as promoting access to and opportunity for health services, quality housing, leisure facilities, good learning and work, safety in the community and in the home, e.g. Health-Promoting Care: A toolkit for improving the health of looked after children.

Where are you going? Although our corporate parenting duties are implicit within our strategic vision, we have chosen to focus on four main areas to ensure this work is integrated within everything we do. This includes:

- Our core function and some specific deliverables to refresh the evidence for this population group and produce an updated profile which our partners can use to better understand what action may be required.
- Practice Improvement - to continuously improve how and what we do for care experienced young people by using Health Scotland's HIA approach to assess any potential impacts our work may have, to advance equality of opportunity and promote their interests where we can.
- Workforce development - we will develop the knowledge and awareness of our workforce of the needs of care experienced young people. This includes staying well informed of the best and most recent evidence, information and developments for staff to access so they can use it to influence others in their work and advocate for positive change.
- Our workforce policies - one example includes consideration of the needs of our staff who may have a caring role so we can better support them.

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Training and Support offered to Corporate Parents

Since before Part 9 came into force in April 2015 our partner organisations have been on hand to support all Corporate Parents. This enabled staff in different organisations with different statutory roles to learn about the specific responsibilities and how they relate to their organisation.

This hands-on approach was tailored to best meet the differing needs within such a broad range of organisations; all of whom have varying degrees of contact with care experienced children and young people. Importantly, it also reflects the ambition, underpinning Part 9 of the 2014 Act, to draw us all together as Corporate Parents to do more and do it better.

The Scottish Government provided funding support to develop advice and resources on corporate parenting. These are available from Who Cares? Scotland on the Corporate Parenting Learning Hub and the Centre for Excellence for Looked After Children in Scotland (CELCIS) Corporate Parenting website.

Training and support provided by Who Cares? Scotland²² has centred on bespoke learning for organisations at different stages of understanding corporate parenting responsibilities. This incorporated real life experiences of those with experience of care to ensure relevant and impactful engagement. Training was delivered as live face to face staff sessions, available as online digital resources and as feedback to those preparing and reviewing corporate parenting plans.

Support from CELCIS²³ reflects their expertise in implementation and their developing understanding of the evolving needs of organisations as they honed their practical approach to embedding corporate parenting responsibilities on an organisation-wide basis. CELCIS also developed the statutory guidance on Part 9 and worked collaboratively with Corporate Parents to develop a series of Practice Implementation Notes.

²² <http://www.corporateparenting.org.uk/>

²³ <https://www.celcis.org/knowledge-bank/spotlight/implementing-corporate-parenting-duties/>

Who Cares? Scotland and CELCIS have observed a number of conditions must exist to successfully embed these messages. These can be summarised into themes, which very much reflect the feedback from Corporate Parents themselves: support and understanding at senior levels within organisations is essential, commitment to co-design, collaboration and shared learning between organisations immeasurably enhances the extent to which organisations can best meet the duties, and building on the organisations' unique potential as Corporate Parents to meaningfully engage with their relevant population of care experienced young people will maximise the impact they make.

Reflections from both organisations recognise that progress has been made. Corporate Parents are now better placed to understand the needs, circumstances and strengths of our looked after children and care leavers but there are a number of partially unmet challenges in providing opportunities to identify those with care experience.

In addition there have been a number of other organisations, such as those included below, who work with and/or fund organisations that contribute to our overall vision of a Scotland where all care experienced young people are empowered to fulfill their potential.

In supporting Corporate Parents they may provide funding or offer practice-based advice and discussions, to gather information and encourage dialogue between service providers and care experienced young people. These opportunities help fill any gaps where young people or those working in the care sector have been unable to discuss any number of issues from mental health to housing, health, education, employment or managing money. In the case of funding provision, they also support those seeking support to identify solutions.

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Life Changes Trust	
Fund organisations and groups to give young people with care experience a voice so they can influence change. Funding has directly supported the creation of Champion Boards.	https://www.lifechangestrust.org.uk/care-experienced-young-people
The Scottish Care Leavers Covenant	
Supports Corporate Parents to deliver change in action and practice to bring improvement and consistency to the care of young people.	https://www.scottishcareleaverscovenant.org/
Staf (formerly the Scottish Throughcare and Aftercare Forum)	
Through the 'Connecting Voices' campaign children and young people have been invited to meet their corporate parents. Current training and consultancy has a corporate parenting focus.	https://www.staf.scot/
Scottish Funding Council	
Have set a national ambition for care experienced students across the college and university sector. Working to improve national data on care experienced students in the college and university sectors. A Care Experienced Governance group holds them, colleges and universities to account with regard to the duties.	http://www.sfc.ac.uk/access-inclusion/access-priorities/care-experience/care-experience.aspx
Centre for Youth Criminal Justice	
Have supported Corporate Parents to understand youth justice practice, policy and research in Scotland, to inform the development of their Plans.	http://www.cycj.org.uk/

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(For Information)

WORKING COLLABORATIVELY FOR A BETTER SCOTLAND

Outline Strategic Plan
June 2018

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**ENTERPRISE & SKILLS
STRATEGIC BOARD**

MANAGEMENT

FUTURE SKILLS

LEADERSHIP

PLACE

INCLUSIVE

TECHNOLOGY

**BUSINESS
GROWTH**

EXPORTING

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WORKING TOGETHER FOR A BETTER SCOTLAND

The Strategic Board, comprising individuals from business, trade unions, education providers, including universities and colleges, and the public sector, was established following an end-to-end review of key public agencies involved in Scotland's enterprise and skills system*.

Its purpose is to guide smarter integration and alignment of the services that the agencies provide, with the overall aim of driving inclusive and sustainable growth, good quality jobs, improved wellbeing and a better environment for people of all ages, across the whole of Scotland.

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* Scottish Enterprise; Highlands and Islands Enterprise; Skills Development Scotland; the Scottish Funding Council; (and the new South of Scotland Enterprise Agency once it is formed).

The clear aspiration is to contribute to a more inclusive economic growth path for every part of Scotland and one that continues to grow over five, 10, 15 years and into the long-term future.

To achieve that, the aim of the Board is to support the agencies in delivering improved services; a 'seamless' experience for businesses and other organisations across the system; and better pathways to new skills for the learner. By focusing on these areas, the agencies can deliver a higher return on the £2.4bn of public money that Scotland currently invests in people, businesses and communities through the enterprise and skills system every year.

The Board recognises that rapid changes are impacting on Scotland's economic prospects. Geopolitical tensions, rising protectionism, new technologies, and issues such as depopulation, migration and Brexit, are all affecting businesses and changing the nature of work. We have high numbers in employment but little real wage growth, increasing inequality and rising in-work poverty. Productivity gains are sluggish and that means slower growth in living standards for us all.

Scotland also has a distinct business structure – of the 365,600 private sector enterprises operating here almost all (98.3%) are small (0 to 49 employees), 3,855 (1.1%) are medium-sized (50 to 249 employees) and 2,365 (0.6%) are large (250 or more employees).

The challenge is to identify the right interventions, which can be delivered at the right time to the right people to ensure, as a country, we drive inclusive growth, while building in a resilience to economic shocks and preparing for future opportunities.

Against this backdrop, and having interrogated evidence relating to the drivers of productivity in other countries, the Board has identified a first 'tranche' of priorities

First of all, to support our enterprise and skills agencies in their endeavours to adopt new approaches and ways of working, which put the learner and customer at the heart of delivery and ensure all parts of society have access to the system. Considerable work is already underway in this respect (see Section 3.)

Secondly, to identify a set of missions that have the potential to achieve an uplift in productivity, creating better jobs and better standards of living across the country.

The first missions will cover Business Creation and Growth; Business Models and Workplace Innovation; Skills of the Future and Exporting. You can read more about these in Section 4.

Over the coming months, working with the enterprise and skills agencies and others who can make a difference, we'll be developing plans to drive inclusive and sustainable economic growth through co-ordinated improvements and enhanced interventions in these areas.

Measurement will be key. A new Analytical Unit, set up to support the work of the Board, will introduce consistent forms of performance measurement across the agencies to determine if these interventions and strategies are working as drivers of growth.

The Board will act as a catalyst for greater collaboration not only between the agencies, but also fostering closer dialogue with others – including local authorities, Business Gateway, social enterprises, trade unions, industry, academia and business organisations. If Scotland is to succeed in growing its economy, maximising opportunities and reducing exposure to economic shocks, we need to share smart ideas across the system and deliver them together to secure better results for all our communities.

Business has a critical role to play in participation: taking advantage of available assistance; adopting new technologies and management practices to make the workplace more efficient and fair; accessing international opportunities; and investing in its management and workforce as a proactive user of the education system including universities and colleges. Industry in Scotland needs to step out from the sidelines and be more ambitious.

We need to ensure that Scotland is ready for new opportunities and new challenges. This document signposts a new direction of travel and a way of working collaboratively, recognising that significant activities are already underway. By working together we can make a measurable difference and help to build a better Scotland for all.

Nora Senior
Chair of the Enterprise & Skills
Strategic Board

OUR SHARED AMBITION

→ Board Priority

For Scotland to rank among the top countries for productivity, equality and wellbeing and sustainability.

Levels of productivity in Scotland are lower than those of our nearest competitors. What Scotland produces (and earns) is 79% of the level that would get us into the top quartile of OECD countries. If it could be grown by a quarter it would plug this gap, helping to create better quality jobs and boost working incomes.

The Board has a shared ambition to drive improvements in productivity as a means to future prosperity, but improving the performance of any business can be difficult, risky and costly. Being able to respond with the right interventions, at the right level and the right time are key to scaling-up, attracting talent, supporting innovation and delivering the education and skills that are needed for inclusive economic growth.

Partnership and collaborative working across the enterprise and skills system is key. By the time the Strategic Board was formed in December 2017, improvements to partnership working were already underway in response to the Phase 2 findings of the Enterprise and Skills Review. Our role is to build on this momentum and provide a structure that enables every provider – including our agencies, but also other public, private and third sector organisations – to work together seamlessly to offer a ‘no wrong door’ service to all customers including learners, employees and businesses.

The system the Strategic Board aspires to has partnership at its core. We want all agencies working together to deliver easy access to world-class services for learners and businesses, in rural areas as well as in our cities. The Review was clear that adopting a regional focus can help drive inclusive economic growth based on the respective assets found in different places, communities and regions across Scotland. Almost one-fifth of Scotland's population lives in rural areas, and ensuring that all parts of Scotland benefit from sustained economic growth – and contribute to it – is essential to Scotland's long-term prosperity.

Our approach to regional growth considers the dynamic of Scotland's cities, wider regions and rural areas. We want to encourage success and opportunity across the whole of Scotland. Inspired by the approach of Highlands and Island Enterprise, the South of Scotland Economic Partnership is now helping to pave the way for a new regional enterprise agency that will foster inclusive growth, increase competitiveness and support resilient communities in that area.

Regional Economic Partnerships are also under development across Scotland. Building on progress made by City Region and other growth deals, they can improve regional economic performance through the development of bespoke regional policy solutions (e.g. in digital, skills, etc.) devised by neighbouring local authorities and their partners. The work of these evolving partnerships will be supported with the analytical tools and data available from Scotland's new Centre for Regional Inclusive Growth.

The enterprise and skills system is essential in helping to support businesses to grow and maximise their potential. The focus is on delivering a coherent ‘system’ approach for all users (see Section 3). Together we can identify the key trigger points for business growth and the barriers that hinder business ambition. We want to foster a better culture for ‘scaling-up’ businesses and for tackling the gender-gap in new business creation. This is in tandem with a continuing focus on innovation – as new technologies continue to change how we communicate, work and deliver services.

We know that the most innovative economies are more resilient to changing conditions and more successful in international markets. In Scotland, the Innovation Action Plan, delivered through SCOTLAND CAN DO, is working to boost performance by directly encouraging businesses to innovate. We also want to see more open ‘challenges’ from the private and public sector, giving Scotland's university researchers and others the opportunity to create ‘world first’ solutions across different sectors and different places.

Evidence also tells us that an open international profile boosts economic performance. We'll look at how we currently help businesses to trade internationally; what works well and what we could do better; how we attract foreign investors; and how we can work with others to improve Scotland's profile around the world. Currently, just 70 companies generate half of Scotland's exports; so the potential to achieve growth by connecting many more businesses with the right support is enormous.

1 Introduction

Underpinning all of this must be a high skilled, high performing and inclusive labour market. We must ensure our system is focused on the skills needed by businesses to grow our economy, the training needed to give our young people the best futures, and the opportunities for up-skilling and reskilling needed by those who are currently working in industries and organisations being transformed and disrupted by new technology. Too many talented and well-qualified people in Scotland are in low-paid, low-skilled jobs, in workplaces that stifle rather than inspire creativity and innovation. The shared ambition is to help them to get the quality jobs with better prospects, help them to progress, and help businesses to grow by harnessing their abilities consistent with the principles of fair work.

Our full Strategic Plan is scheduled for publication in October 2018 (see timeline in Fig 1). It will set out a series of recommendations for how the key enterprise and skills agencies can achieve these ambitions. Leaders within these agencies will be looking to this plan to help draft their own strategic plans going forward. As such, our Strategic Plan will emphasise what is working well, outline new recommendations under a number of initial 'missions' (see Section 4), and provide a comprehensive Performance Framework to measure success (see Section 5).

The Strategic Plan will follow an initial five-year time horizon and cover a medium- to long-term vision. In addition to annual updates, we will review 'mid-term' in Year 3 to assess progress against prioritised actions, to get a clear understanding of 'what is working'; and to consider the Plan alongside an updated analysis of Scotland's economic position. This will take account of key issues emerging from Scottish and UK Governments and the changing economic context, while remaining focused on the long-term goal.

This publication of this Outline Strategic Plan launches an intense period of engagement over the coming months as the Strategic Plan is developed. We are confident this will set the groundwork for a new era for Scotland – one that will feature more ambitious businesses, better jobs, stronger communities, improved environments and the continued growth of our global reputation as a great place to live, study and work.

Success will be defined by a resilient, innovative and collaborative approach across the enterprise system that delivers significant and sustained improvement in all key performance areas as demonstrated in the emerging Performance Framework.

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EMBEDDING CROSS-AGENCY COLLABORATION AND CULTURE CHANGE

→ Board Priority

To make the customer experience simpler, more streamlined and easier to navigate.

People are used to getting great service with a single click. If vendors can join up data to give their customers what they want, when they want it, then this should be an aspiration for our enterprise and skills system.

The Board is supporting out agencies to drive momentum in adopting new approaches to leadership, culture and values, so they can work more effectively together. Much progress has been made already with a programme to introduce shared IT systems, exchange best operating practices, and align planning processes currently in train. Agency planning teams are looking closely at collaborative plans for delivery of interventions and sharing intelligence.

A new skills director, focused on providing improved and integrated routes for customers, is working to align skills programmes more succinctly between Skills Development Scotland and the Scottish Funding Council.

Plans are already in place to share induction programmes and introduce a 'Fluid Agency Staff' approach, aimed at ensuring people across the agencies have an opportunity to work more closely with each other.

This approach is not just relevant to the enterprise and skills agencies. Many public sector organisations know the same learners and businesses. If these insights are pooled, both individuals and businesses will get a far better service, with no time lost through multiple applications and form filling.

Organisations are already working on integration at leadership level. They are preparing their teams for new approaches and encouraging a culture that puts value on the success of every public sector customer, whatever agency delivers the service.

So what needs to happen?

The Board has a key role to play in supporting and encouraging collaborative working across the entire enterprise and skills system including the Scottish Government, Local Authorities and other bodies, both private and public.

We recognise successful collaboration must be an objective – to substantially benefit Scotland's economy. While the drive to increase collaboration will encourage shared principles, common objectives and clear outcomes, each agency will retain its distinctive role and remit and, while providing services tailored to their specific customers and, where appropriate, to their part of Scotland.

Fundamentally this work allows agencies to align their strategic planning processes, to introduce a simpler and improved experience for all learners and businesses, and to agree a common approach to measuring success and return on investment.

We have many examples already across Scotland from which to draw learnings and insights. The Manufacturing Action Plan is driving a range of collaborative activities. Projects such as the Orkney Research and Innovation Campus, the Inverness and Highland City Region Deal, the MediCity in North Lanarkshire, the AI/Blockchain accelerator in Edinburgh, and the Borderlands Regional Deal are all pulling together many partners. These examples and many others will help us to better understand what success looks and feels like at the outset, and how it can be measured. This is important so we can recognise and celebrate progress in the future.

Success will be defined by feedback from learners and businesses on better and faster access to high quality services and progress towards achieving the benefits of collaboration via our Performance Framework.

IMPROVING THE USER EXPERIENCE FOR ALL

→ Board Priority:

A fast, easy to use, integrated system (digital and non-digital) delivering support, funding and advice to learners, employers and businesses.

We want all those involved in our labour market to contribute to one another's success.

For all learners, including university and college students, we want better careers advice; better learning experiences; more opportunities; better education pathways with greater practical impact on achieving quality careers. We want to see learners continue to progress on an extended learner journey. Likewise, we want employers and businesses to get the support they seek, promptly at the right time, to set up, grow and succeed, via the right channel, in the best format with no duplication or contradiction. We want business to engage with lifelong learning in a meaningful way that drives productivity. And we want both these communities to feel inspired by their engagement with public services and be connected with one another.

The agencies are already mapping out and implementing a new engagement plan that puts the customer at the centre. The Board will monitor and measure the progress of the enterprise and skills agencies as they work in partnership with learning and training providers, local authorities, Business Gateway, industry bodies and the Scottish Government, to co-develop an intuitive, simple to navigate, joined-up environment for the tens of thousands of learners, workers and businesses they deal with each year.

1 THE LEARNER COMMUNITY

By many key measures, Scotland's post-school learning system is performing well. The mean Scottish course satisfaction rate in the university sector is 84%¹ and over 90% of learners are satisfied with their college experience². 95% of college and university graduates moved on to positive destinations³. While we have high employment, the effects of automation and shrinking demand for mid-level skills are leading to a two-tier labour market in terms of earning capacity. Stagnation in real wages has exacerbated in-work poverty. In addition we have only modest population growth – and our ageing workforce is likely to experience rapid and unpredictable restructuring in the years ahead. We have too many people who are 'under-employed' – well qualified but in jobs that aren't allowing them to contribute to their full potential.

We need a transformational response to these challenges. We need skilled people able to maximise the benefits of change and to take up higher value opportunities as they occur – people capable and ready and to help stimulate Scotland's sluggish productivity.

The ways we support young people in Scotland into work will always be a primary objective for our learning and skills bodies, whether the right path for them is through Further or Higher Education or via one of the three Apprenticeship models available. However, the changing workplace environment demands that our current workforce is also provided with easy access to innovative ways of building on existing capabilities.

Employer engagement will be enhanced to enable industry to up-skill and reskill their workers with appropriate competencies to make workforces more resilient and to help individuals develop a portfolio of transferable skills. To achieve this, business will need to become more proactively involved in developing courses within Further and Higher Education.

Responses need to be considered from a range of perspectives including geographical disparities. We will be looking for learning delivery that is extreme in its simplicity. By using new approaches to learning, it should deliver 'Next Generation' skills that allow our workforce to respond quickly to the needs of emerging sectors.

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The Board endorses recommendations made by the Learner Journey Review on ways to give individual learner, including university and college students, a better experience, such as: improved advice; better provision; more focus on learning outcomes; and training that corresponds with industry needs.

In particular, the Board will investigate how our enterprise and skills agencies can strengthen the framework for a high-performing inclusive labour market in Scotland – one that works for more people in more locations.

The Board will be looking at appropriate and consistent measures for the difference we are making, including metrics on efficacy/ completion rates and the benefits in terms of return on investment for both learners and industry from each skills intervention. The Board will also champion better planning for the skills that industry will need for the future, based on evidence, and the impacts on Scotland's economic strategy.

Success will be defined by better and more effective outcomes for Scotland's learners, employers and industries. Learners will have a clearer understanding of more effective pathways and employers will access skilled staff earlier and better aligned to their needs.

¹ National Student Survey 2017, <https://www.thestudentsurvey.com>

² <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST092017.aspx>

³ <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2017/SFCST072017.aspx> (college sector) and <https://www.hesa.ac.uk/news/29-06-2017/sfr245-destinations-of-leavers> (university sector)

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2 THE BUSINESS COMMUNITY

There is already acknowledgement from businesses for the support they receive from our enterprise and skills agencies in Scotland. Agencies are adopting innovative delivery models and exploring data to provide increasingly intuitive services. However, we also hear that businesses can still find it difficult to get the right support at the right time and, that when they do engage, the experience can feel confusing and overly bureaucratic. It matters because to increase productivity, Scotland needs more new and better businesses, for their growth ambitions to be realised, and for exports to increase.

We want entrepreneurs – those with an appetite to be leaders, who are comfortable taking calculated risks, and who are ambitious and hungry for international involvement – to feel encouraged and supported to succeed, regardless of whether they are still at school or setting up post-retirement.

We want to encourage every type of business, including more social enterprises and those that understand the value of a social contract with employees. We need enterprise that recognises the benefits that fair work, workforce engagement, job security, equality and environmental responsibility can offer in terms of differentiation, sustainability and profits.

We want businesses to be supported to 'scale-up' and to feel that they are capable of competing with the biggest and best in the world, wherever in Scotland they're based. The needs and opportunities of businesses in rural areas are different to those in cities and this must be more widely recognised and acted upon.

We want businesses to have the technology and skills needed to outpace their competitors, to be progressive in their practices and to realise their potential to grow. And we want the people running these businesses to feel valued for the contribution they make, and to feel enthused to be even better leaders.

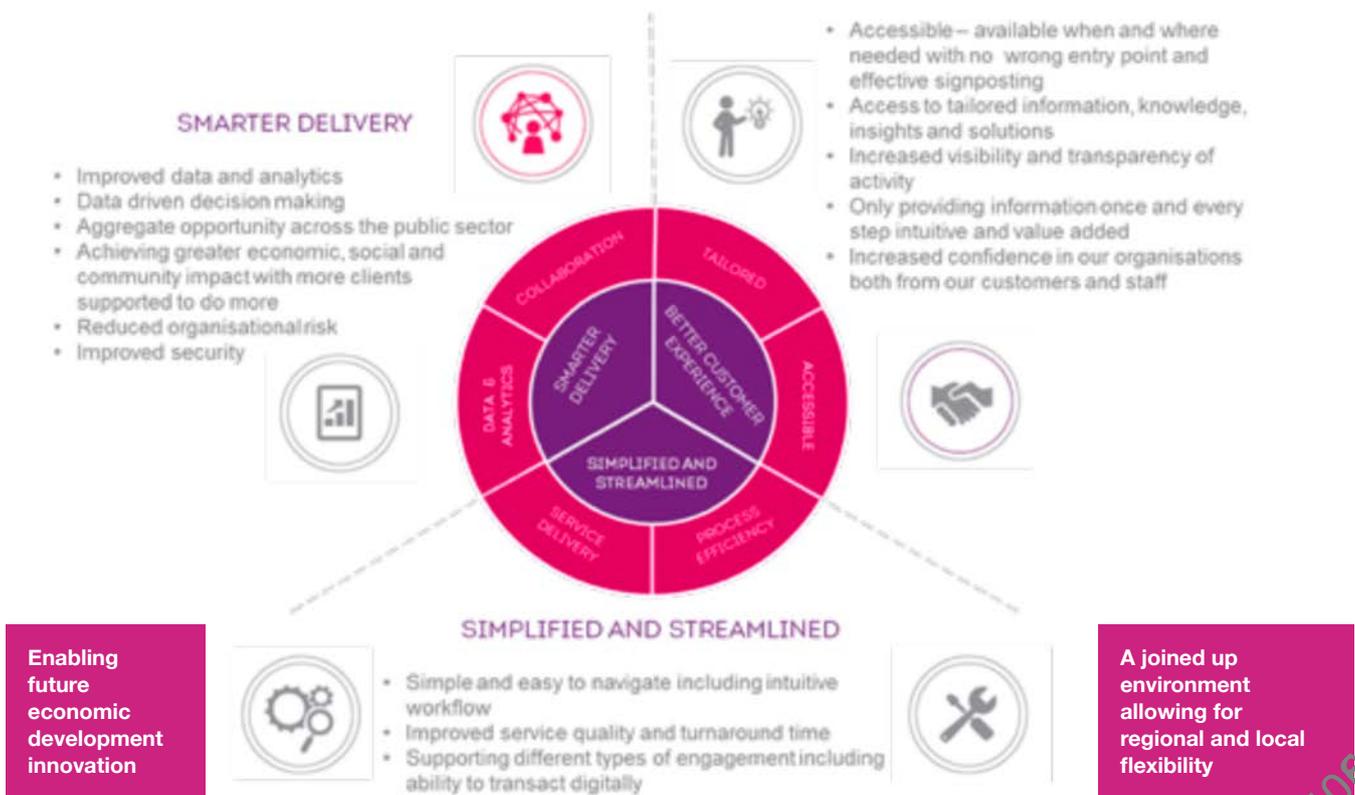
The Board is looking at what businesses need from the public sector to achieve this. Agencies are already working towards an integrated 'no wrong door' system devoted to providing exactly the right support when it is required. By drawing more widely on data analytics and digital opportunities, as well as product knowledge and greater recognition of the value of well-informed advisors, the agencies will accelerate the development of models that create a customer experience that is simple, quick and consistent in content and design.

As well as setting out a delivery programme aimed at the 'big end' goal, we also want to see pragmatic and visible improvements for businesses in the short-term. We will engage with businesses regularly to get their input and feedback at every stage.

Success will be defined by evidence that businesses get what they need more quickly and easily from a public sector service that looks and feels consistent and 'joined up'; ensuring access to well-informed advisors; better sharing of best practice; better use of digital; and reduced barriers to participation.

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ESSB paper, May 2018.



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WORKING TOGETHER TO IMPROVE SCOTLAND'S PERFORMANCE

→ Board Priority

To examine in detail important factors that affect inclusive and sustainable economic growth and consider new ways in which the system could address these.

The Board has been taking a close look at some of the most important matters that affect growth and at gaps in Scotland's economic performance that, if closed, could boost our performance. Central is the need to improve Scotland's productivity because productivity drives the overall standard of living, the competitiveness of our businesses, and the resources available to provide the goods and services our society needs.

We also need to understand how improvements in productivity can underpin a more inclusive, fairer, sustainable economy with better standards of living and working conditions for all.

The Board's initial focus is around four topics or 'missions'. Working with people across and beyond the enterprise and skills system, Board members are examining the evidence about the challenges in each mission area and assessing ideas that might improve Scotland's performance.

Each mission is being investigated by small teams led by Board members supported by others who bring expertise to the task. They will engage as widely as possible and be open to drawing evidence from any source that adds value. The teams are charged with bringing back recommendations to inform the Board's Strategic Plan.

Some considerations cut across all the missions. Among these, Board members will take into account equality and wellbeing, digital connectivity, sustainability and the importance of place in formulating actions and recommendations.

The Board will also consider how Scotland's operating environment may change (e.g. new technologies, geo-political developments, the impact of climate change) and the opportunities and challenges this may pose.

In selecting the four initial missions the Board recognises the importance of other factors that drive productivity, such as innovation and investment. These remain important areas of activity for the enterprise and skills agencies and the Board is likely to return to them in the future.

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→ MISSION 1

BUSINESS CREATION AND GROWTH

Business creation can spur productivity growth as new firms entering a market can put pressure on incumbents to 'up their game'. The same is true of growing firms.

Scotland's business start-up rate is significantly behind the UK – and has been for decades. Scotland also lags behind the UK in terms of high growth firms. According to Scottish Enterprise research, compared with the rest of the UK, Scotland not only has fewer business start-ups, they are also less productive, smaller and grow less quickly. In addition, women are less likely than men to start businesses in Scotland.

→ In 2016 13.5% of UK businesses were high growth firms compared with 12.1% in Scotland.

→ Although the female self-employment has increased over time, only 19% of SMEs in Scotland were women-led in 2016 and women-led SMEs tend to be smaller.

→ There is evidence to suggest that if women started and grew businesses at the same rate as men, this would generate £7.6bn for the economy.

→ Start-up rates vary markedly across the country, tending to be higher in rural areas and lower in former industrial and mining communities across the Central Belt.

INITIAL AREAS OF CONSIDERATION WILL INCLUDE BUT WON'T BE LIMITED TO:

START-UP

Cause of low rates; public sector role, responsibilities and investment; profile of current activity.

SCALE-UP AND FAST GROWTH

Scotland's current performance; sectoral performance; evidence from comparisons.

BEYOND START-UP

What services are provided for specific types of start-ups?

THE ROOT CAUSE

The precise nature of the challenge needs to be established: does Scotland lag other places in high growth and scale-up firms because not enough of our businesses make those leaps or do we just not have enough in the first place?

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4 Our missions

→ MISSION 2

BUSINESS MODELS AND WORKPLACE INNOVATION

Long-term economic growth within Scotland is strongly linked to the performance of its successful companies and the type of business models they deploy and their approaches to improving productivity.

The ways that people work are shaped by specific workplace contexts that reflect business models and the quality of management and leadership and how businesses embed a wider culture of workplace innovation.

Innovation and continuous learning must be embedded into the culture of any business if sustainable long-term growth is to be achieved. The business models adopted must promote longer-term decision-making and drive innovation into areas as diverse as business structure; people and asset management; internal decision-making; and daily routines.

At least some of the explanation for poor productivity may also be attributable to employment relations in its widest context; the way that work is organised, the ways in which workers interact, and the way they adopt and use technology. There is evidence of a statistically significant link between the quality of management in a firm and its productivity. In addition, work organisation and job design affect job quality that can impact on how well people's skills are used. It's estimated around a third of Scotland's workplaces are under-utilising the skills of their workers.

→ In the US, management practices explain 18% of the difference in productivity between the best and worst performing manufacturers. By comparison, spending on research and development (17%), employee skills (11%) and spending on IT (8%) explain less of the gap.

→ Ineffective management is estimated to be costing UK businesses over £19 billion per year in lost working hours and best-practice management development can result in a 23% increase in organisational performance.

→ 32% of Scottish workplaces report that at least some of their employees are both over-qualified and over-skilled for their current role.

→ In the UK formal opportunities for workers to participate in organisational decisions have remained static since 2006 and fewer workers report having the opportunity to make a contribution in 2011 than in 2001 (27% compared with 36%).

→ In many countries, family-run firms have weaker management performance.

→ High performance work practices are more common among small firms when they are part of a business network.

INITIAL AREAS OF CONSIDERATION WILL INCLUDE BUT WON'T BE LIMITED TO:

BUSINESS MODELS

How business models affect productivity; sectoral differences; skills under-utilisation; differences that apply to family-owned businesses; international comparisons; adoption of digital practices; models for growth.

WORKPLACE INNOVATION

Impact of leadership and management quality; methods of improving management; and need for specific interventions. Also the impact of business structures, decision-making processes, people management, the adoption of fair working practices, and the use of technology.

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→ MISSION 3

FUTURE SKILL NEEDS

Scotland faces developments that will affect our skill needs and our labour supply.

The Enterprise and Skills Review identified ways that SDS and SFC could work better together. We want these to progress, but we also want to look at what else is needed to deliver the performance we want.

Demographic changes mean our workforce is getting older and is working for longer as the proportion of people of working age diminishes. Changes in technologies and the effects of Brexit on exports and the flow of migrant workers will affect the demand for and supply of labour.

It is very difficult to quantify the effects of these changes, but it's important to consider how best to prepare for them.

→ In common with other parts of the UK, as employment has risen, so too has the prevalence of skill shortages.

→ Over 2.5 million adults of working age in Scotland today (nearly 80%) will still be of working age by 2030. Is our skills system sufficiently focused on those in work?

→ Scotland has a highly qualified workforce compared to other nations – in 2015, Scotland had the highest percentage of the population with tertiary education attainment of all European countries – but this has not translated into the strongest economic performance.

INITIAL AREAS OF CONSIDERATION WILL INCLUDE BUT WON'T BE LIMITED TO:

RECENT PERFORMANCE

Evidence of performance to date; contribution of apprenticeships; the effectiveness of the Skills and Regional Investment Plans.

FUTURE CHANGES

How prepared are all parts of the labour market for change? Profiling likely changes across landscape; what response is required; should more strings be attached when the public purse supports work-related education and training.

ENGAGEMENT

Employer support for upskilling workforce; responsibility for upskilling; assessing provision.

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4 Our missions

→ MISSION 4

EXPORTING

Exporting raises the productivity of businesses and other organisations including universities. Scotland's international exports have increased in recent years, driven by growth to non-EU countries. Scotland's exports, including to the rest of the UK are equivalent to around 50% of its national income, placing it alongside other small European countries.

But excluding the UK, international exports are around 20% of national income, less than comparator nations. In addition the majority of Scotland's international exports are generated by a small number of large companies.

→ The Small Business Survey showed that only a very small number of non-exporting businesses (3%) plan to start exporting in the future. If Scotland had an export rate similar to that of the UK there would be an additional 2,500 exporting businesses.

→ According to Scotland's 2016 Global Connections Survey, barriers to future exporting among those companies who already export include the exchange rate, transport and legislation.

→ Exports by small firms – employing fewer than 50 people – have been falling in recent years while those of medium-sized businesses – with 50-249 employees – have been rising

INITIAL AREAS OF CONSIDERATION WILL INCLUDE BUT WON'T BE LIMITED TO:

RECENT PERFORMANCE

Trends to date; markets; methods of gaining information; examining factors of success.

CONSTRAINTS AND ENABLERS

What barriers exist? What effect does digital connectivity have? What impact will Brexit have?

SUPPORT FOR EXPORTING

What is available? What is the cost and impact? How effective is it? And what are the international comparisons?

Success will be defined by a set of recommendations for each of the four missions that are robust, implementable and expected to have an impact, and that can be readily incorporated into the Strategic Plan.

HOW WE WILL MEASURE AND MONITOR PROGRESS

→ Board Priority

To measure and monitor the enterprise and skills system's progress toward meeting its objectives, using the very best performance framework.

The Board will use a performance framework to measure and monitor the system's progress to meeting its objectives. Alongside a programme of research and evaluation this will allow the system to make decisions about what we should do more or less of in terms of existing activity as well as help to identify areas in which new interventions may be necessary.

Success will be defined by the Board employing a fully developed Performance Framework to operate in a systematic and data-driven manner by October 2018.

Five principles will guide the Board as it develops the framework. It will be:

- 1 clear and simple;
- 2 strategic, not operational;
- 3 plausible: if an agency takes an action it will lead to a predictable outcome;
- 4 pragmatic: in selecting indicators the best should not be the enemy of the good; and
- 5 deliverable: the agencies will already have or will develop common measurements where they are contributing to the same objectives.

This outline strategic plan presents the proposed structure of the framework and an illustration of how it might look.

- The starting point is Scotland's ambition to be among the first quartile of OECD countries for productivity, equality and wellbeing, and sustainability. As an example, a target of "x%" growth in productivity over "y" years might be set.
- Where possible, the next level will use the National Indicators in the recently launched National Performance Framework, which are for all of Scotland and to which the system contributes. One among a number of current National Indicators is to increase exports. In explaining the Board's framework, we will use that as an example.
- The third level represents the system's contribution to the National Indicators. The Strategic Board will invite the agencies to develop plans to deliver a material improvement in exports, in this example.
- In their responses, the agencies will set out their current or recent performance in delivering higher exports, their plans for the next "y" years and the improvements these will deliver.

In developing the framework, the Board will wish to see the evidence that lies behind the agencies' plans to give it confidence that the proposed actions are likely to deliver the proposed improvements.

Annexes:

Fig 1: Shows the process for developing the Strategic Plan over the coming four months, against the commitment to complete a near final draft of the Strategic Plan by the end of August for publication in October. This timing will ensure that the Strategic Plan can inform the next Programme for Government and interim Strategic Guidance, as well as the agencies' own planning processes during autumn and winter.

Developing the Strategic Plan

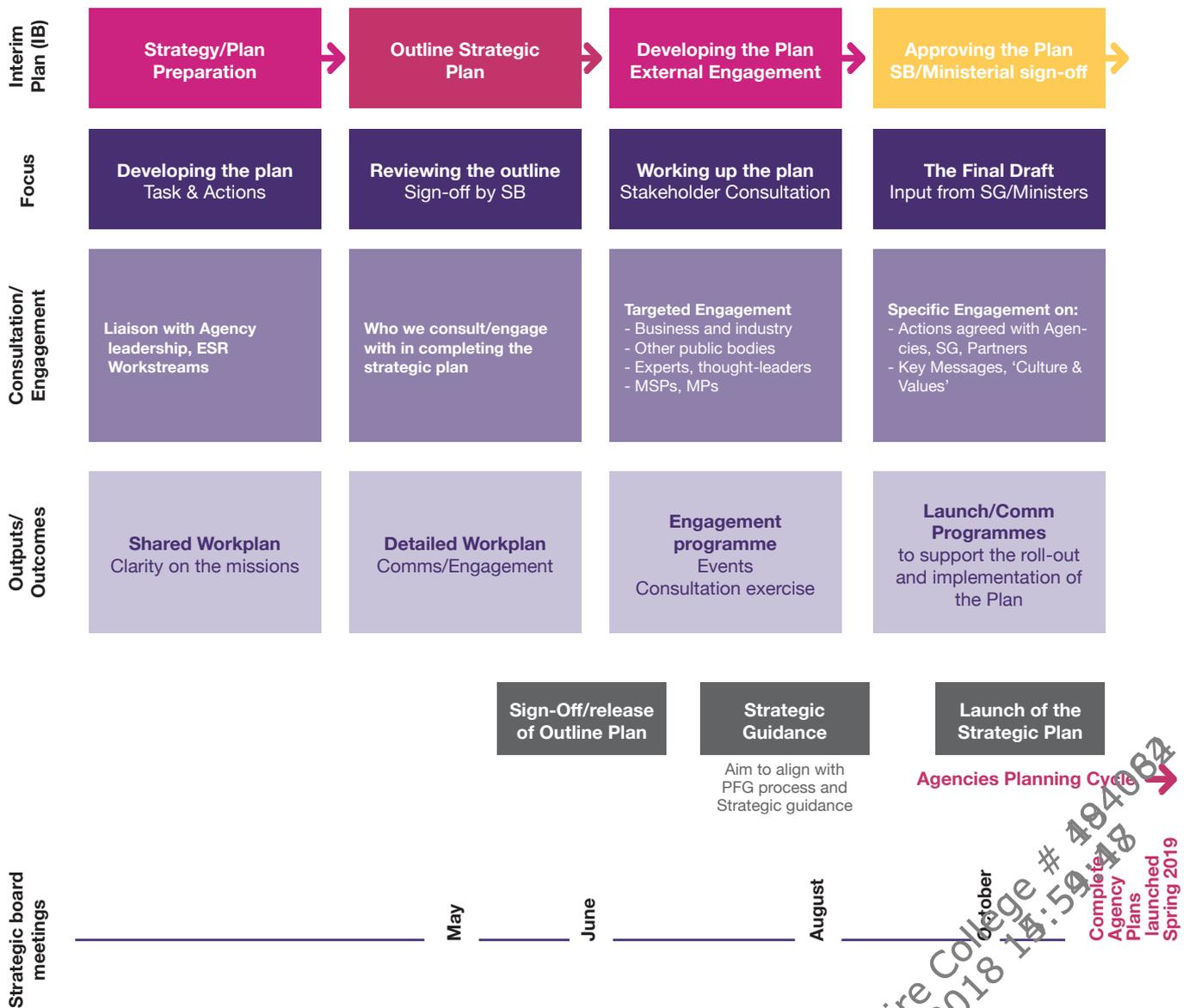


Table 1: As an illustrative example, the performance framework might contain the following elements.

National ambition	Scotland will be among the top quartile of OECD countries for productivity, equality and wellbeing, and sustainability									
	Productivity: x% growth in productivity by 20yy			Equality and wellbeing			Sustainability			
National Outcome	We have a globally competitive, entrepreneurial and sustainable economy			We are well educated, skilled and able to contribute to society			We have thriving and innovative businesses, with quality jobs and fair work for everyone			
National target	An example of what this indicator might be is the current target to deliver a 50% increase in international exports by the end of 2017									
Enterprise & Skills system indicator	An example of what this indicator might be is £x billion additional exports attributable to support from HIE, SDI and HIE									
Individual agency indicators	Sum of agencies' plans									
Current performance	Total exports attributable to agency = £y billion									
Target for 20yy	Total exports attributable to agency = £y+z billion									
Supporting evidence of feasibility	An example would be an evaluation of export support programmes									

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**ENTERPRISE & SKILLS
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