

BOARD OF MANAGEMENT
ACTION TRACKER

COMMITTEE: Learning and Teaching Committee

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
07.09.17	1	A number of editorial amendments, as noted by the Board Secretary, were proposed to the terms of reference. It was agreed that a draft form of the amended terms of reference would be brought to the next meeting of the Committee for consideration and approval.	November 2017	Board Secretary	Completed	Reported to the Committee on 27.11.17 and incorporated into the revised Board Standing Orders
07.09.17	2	At an appropriate point in the future, the Mental Health and Wellbeing Officer be invited to attend the Committee and provide a presentation on the work they are undertaking.	No date set	Board Secretary	Not Started	
07.09.17	3	Amendments to the L&T Risks in the Corporate Risk Register	September 2017	Vice Principal – Finance and Skills	Completed	

SCHEDULE OF BOARD AND COMMITTEE MEETINGS 2017-2018

29.11.17	4	The Committee asked that the comparison figures with the national averages reported be double-checked and the paper recirculated to members before Paper 10 is published.	December 2017	Director of Quality Enhancement and Business Improvement	Completed	This action was completed with only one minor amendment to Paper 10.
31.05.18	5	Enhancement Plan Progress Report to become a standing item on LTC Agendas	From September 2018	Director of Quality Enhancement and Improvement	In Progress	
31.05.18	6	The matter of leaver destinations surveys be raised with the Scottish Funding Council and the Scottish Government. This with a view to making a strong recommendation that research be carried out, through developing a survey which will provide valuable and meaningful data on the impact of the educational experience on students and the value added to the Scottish economy, regardless of whether individuals had formally completed their programme of studies.	June 2019	EMT	In Progress	

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31.05.18	7	The Board should consider a strategic planning session in 2018-19 to considering the impact of predicted future scenarios on the College and the Ayrshire Region, considering measures in mitigation, which could be taken, and how it could support the Scottish Government and SFC in recognising and addressing these challenges.	2018-19	Board Secretary/LTC Chair	Not started	This situation has been overtaken by events. It had been the intention to carry this forward to the April 2019 Board Strategy Day, but subsequent events in Board planning mean that this now unlikely to happen within the envisaged schedule. Consideration should now be given to any developments that have occurred in the period since the original discussion and how best to take this forward. An extract of the minute of this discussion is attached as an aide-memoire.
31.05.18	8	Amendments to the L&T Risks in the Corporate Risk Register	May 2018	Vice Principal - Finance and Skills	Completed	
06.09.18	9	Amendments to the L&T Risks in the Corporate Risk Register	September 2018	Vice Principal – Finance and Skills	Completed	
15.11.18	10	Amendments to the L&T Risks in the Corporate Risk Register	November 2018	Vice Principal – Finance and Skills	Completed	

* *Not Started / In Progress / Completed*

SCHEDULE OF BOARD AND COMMITTEE MEETINGS 2017-2018

Appendix

8 Outcome Agreement Addendum 2018-19 (*Paper 5*) P

J Galbraith took the Committee through the above document which, the Committee noted, highlighted challenges in the Ayrshire context as the only region in Scotland with a decline in public and private sector employment – down by 10% between 2008 and 2016. In addition, the region had the lowest output and lowest productivity in Scotland. Population projections predicted that Ayrshire would suffer “significant decline” in all age groups except the 65+ group. This would increase competition between the College and universities for a diminishing pool of younger students.

A lengthy discussion ensued and the Committee agreed that these factors combined to create significant challenges for Ayrshire College in relation to student recruitment, retention and positive leaver destinations.

A coherent regional skills investment plan was required involving stakeholders, including the Scottish Government, the Scottish Funding Council, local authorities, Skills Development Scotland, employers and the College. While it was recognised that the Ayrshire Growth Deal offered significant opportunities for the region, it was also recognised that without a coherent strategic approach across all of the stakeholders, those opportunities were unlikely to deliver maximum value. The Committee, therefore, urged the Board to adopt a horizon scanning approach to how the College can contribute towards finding solutions to the challenges facing the Ayrshire Region and how it can help the Scottish Government and SFC to recognise the extent of these challenges.

The Committee commended the Outcome Agreement Addendum to the Board for Approval.

In the light of the above discussion, it was recommended that the Board should dedicate a strategic planning session in 2018-19 to considering the impact of predicted future scenarios on the College and the Ayrshire Region, considering measures in mitigation which could be taken and how it could support the Scottish Government and SFC in recognising and addressing these challenges.

Learning and Teaching Committee

7 March 2019

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

1. Background

The Student Association continues 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, care experienced students and students with caring responsibilities. We are building 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

The Student Association has welcomed nine new committee members to the Executive Committee and is working with them on various pieces of work. The team continues to support students across the College both through the class rep system and by providing one to ones with students. The Student President has been involved, in particular, with supporting the various student club activities which are happening across the College. These include a Wee Social Club on Kilwinning Campus for students with additional support needs, facilitated by the Disabled Students Officer and the various sports clubs which run on Kilmarnock Campus. The Student President will be accompanying the Ayrshire College women's football team to a friendly match with City of Glasgow College team on 6 March 2019. The Student Vice President is preparing to launch the Wear it on Your Sleeve Campaign which aims at tackling men's mental health by encouraging men to open up. The campaign is promoted by the wearing of bright pink hoodies which will be worn by male staff champions. These champions will encourage all students to talk about male mental health.

3. Association Activity

Class Rep Meetings

The Student Association facilitated the first round of class rep meetings in December and are preparing for the second meetings across the College during March. Staff from key service teams within the College were invited to attend the meetings to give reps information and updates on areas such as ICT, LRC and Estates. The Information and Customer Relations Advisor also spoke to reps about the importance of respect and maintaining good relationships with the College's neighbours.

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Executive Committee Elections

The Student Association held its Executive Committee elections on 23 January and returned nine new Executive Officers. Officers are students within the College who volunteer in the following roles:

- Welfare Officer
- Care Experienced Officer
- Women's Officer, Young Students' Officer
- Mature Students' Officer
- Disabled Students' Officer
- Sports & Physical Activities Officer
- LGBT+ Students' Officer
- Trans Students' Officer

The position of Black Students' Officer remains unfilled due to no one coming forward for the position. We look forward to working on various initiatives with the officers over the coming months.

New Year, New You

The Student Association contributed to the College's *New Year, New You campaign* this year by setting up a Chill Zone for a day on each main campus. The Chill Zone is an inflatable pod with beanbags on which students can spend some time out and relax. This was accompanied by information on how to improve mental health and wellbeing.

Refreshers Events

To welcome our January starts to the College and to refresh the knowledge of existing students with regards to the support services available to them, both within and out with the College, the Student Association held a Refreshers event on each main campus during early February. These were well attended by students and feedback was very positive.

New Lecturer Induction Programme Input

The Student Association Advisor delivered a session on each main campus in February as part of the New Lecturer Induction Programme, giving new lecturers an insight into the work of the Association and its importance within the Quality Enhancement processes within the College.

Think Positive Event

The Student Association Advisor and Student President attended the NUS Scotland *Think Positive event*, along with the Mental Health Liaison Officer, Hugh Dykes, in Edinburgh on 24 January.

The event showcased examples of good practice across the sector where Student Associations are working with their organisations to provide support and wellbeing activities to students. This reinforced for the Student Association that Ayrshire College

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is working very positively with regard to their commitment to improving students' mental health and wellbeing.

Student Support Round Table Event

The Student President represented Ayrshire College Students at a round table event at the Scottish Parliament on 29 January. This Presidents' summit involved representatives from various Student Associations and Unions across Scotland, raising concerns on behalf of their students. One of the topics for discussion was the proposed changes to the student funding model and the Ayrshire College's Student President raised the issue of Universal Credit and how this affects students financially. Richard Lochhead, the Minister for Further Education, Shirley-Anne Somerville, Cabinet Secretary for Social Security and Older People, Kevin Stewart, Minister for Local Government, Housing and Planning and Claire Haughey, Minister for Mental Health were in attendance to answer questions raised.

The Role of the Student Association - Development Sessions

The Student Association Advisor facilitated development sessions for all Heads of Learning and Skills and Curriculum Managers on 20 February 2019. The aim of the sessions was to communicate the importance of Student Associations, putting this into a legislative context. The remainder of the sessions involved participants exploring ways in which the student voice can be strengthened in shaping the life and work of the College through the development of a new class rep model. There has been very positive feedback with regard to this event and follow up sessions are planned for 19 March.

4. Proposals

N/A

5. Risks

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

6. Equality Impact Assessment

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

7. Conclusion

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

Kevin Simpson
Student President
7 March 2019

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Learning and Teaching Committee

7 March 2019

Subject: 2017-18 Sector KPIs Report**Purpose:** To advise the Learning and Teaching Committee of the College's 2017-18 performance relative to the wider sector**Recommendation:** Members are invited to note the contents of this paper**1. Background**

On 29 January 2019, the Scottish Funding Council (SFC) published the college sector's performance indicators (PIs) for 2017-18. Reported PIs support quality enhancement by helping colleges evaluate their performance over time, against other colleges, and within specific subject areas. The PIs in published reports are validated by the SFC from the Further Education Statistics (FES) return from colleges.

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

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

The percentages included in this paper focus on the *completed successful* performance indicator.

2. Current Situation

In a presentation to the Learning and Teaching Committee on 6 September 2018 we outlined the College's 2017-18 performance and demonstrated good improvement on full-time PIs over a three-year period as well as strong gains for priority focus groups such as SIMD10/20, disability and care experienced.

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

Ayrshire College	2014-15	2015-16	2016-17	2017-18	4 year trend
FE full-time (FEFT)	58.6%	61.2%	66.9%	66.9%	+8.3%
HE full-time (HEFT)	62.3%	63.1%	68.0%	67.2%	+4.9%
Scotland					
FE full-time (FEFT)	64.0%	65.5%	65.3%	66.1%	+2.1%
HE full-time (HEFT)	70.8%	71.7%	71.6%	71.3%	+0.5%

The College has increased success by a significantly higher rate than the sector average and, for the second year in a row, we were above the sector average for FE full-time. However, we remain below the sector average for HE full-time (Appendix 1) and Section 3 of this report outlines our actions for improvement in HE full-time success which was identified in our Enhancement Plan 2018-21 as a priority.

SFC also reports on part-time provision and our performance for these indicators are shown in the table below. It must be noted that SFC only publish performance data for activity they fund whereas our internal college data reports all enrolments including commercially funded courses.

Ayrshire College	2014-15	2015-16	2016-17	2017-18	4 year trend
FE part-time (FEPT)	77.7%	69.7%	69.0%	71.7%	-6.0%
HE part-time (HEPT)	72.9%	81.4%	79.4%	80.5%	+7.6%
Scotland					
FE part-time (FEPT)	75.9%	74.3%	77.1%	78.2%	+2.3%
HE part-time (HEPT)	78.3%	78.8%	78.6%	80.4%	+2.1%

These figures demonstrate that there has been improvement in our HE part-time performance over four years, which in 2017-18 was slightly better than the national average by 0.1 percentage points.

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

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

Having analysed internal PI data and student outcomes for each of these, the area of greatest concern is work-based VQ provision, for which 57% of students completed successfully in 2017-18. Members will be aware that last year our priority focus within FE part-time was our schools provision and we are pleased to report a significant improvement in this area from last year.

In terms of volume, our HE part-time provision has been steady and accounts for an average of 750 enrolments in each of the last three years. The volume of FE part-time activity is significantly greater and has fluctuated over three years with 8,300 enrolments in 2015-16, 6,700 in 2016-17 and 8,300 in 2017-18.

The table below demonstrates a three-year trend for FE part-time categories based on internal college data which includes some commercially funded courses.

	2015-16	2016-17	2017-18	3 year trend
All FE part-time	75%	73%	78%	+3%
Schools	49%	50%	61%	+11%
Community	79%	77%	79%	-
Evening	62%	66%	65%	+3%
Work-based VQ	80%	78%	57%	-23%

A summary of our performance in 2017-18 over 2016-17 follows.

Activity target and overall success

- The College delivered 0.76% above (126,326) the SFC's activity target of 125,370 credits
- Students successfully completing FE full-time courses remained static at 66.9%
- Students successfully completing HE full-time courses declined by 0.8 percentage points to 67.2%

Success by age

Age category	2016-17	2017-18	Difference
Under 18	58.2%	63.3%	+5.1%
18 – 20	68.3%	69.0%	+0.7%
21 – 24	71.2%	67.5%	-3.7%
25 – 40	71.7%	68.2%	-3.5%
41 and over	72.2%	69.8%	-2.4%

Success by Gender

Category	2016-17	2017-18	Difference
FE females	64.8%	63.8%	-1.0%
FE males	67.3%	69.4%	+2.1%
HE females	71.5%	71.5%	-
HE males	67.0%	65.3%	-1.7%

Key Groups of Students

SFC publishes performance data for key groups of students which are tied to national measures in college outcome agreements. In 2017-18, performance for these groups improved compared to the previous year.

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

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Category	Ayrshire College 2016-17	Ayrshire College 2017-18	Difference over year	2017-18 Sector average	Comparison with sector average
SIMD10	64.1%	64.0%	-0.1%	66.3%	-2.3%
SIMD20	64.8%	64.5%	-0.3%	66.6%	-2.1%
Disability	67.6%	65.6%	-2.0%	67.0%	-1.4%
Care experienced	60.6%	57.8%	-2.8%	55.0%	+2.8%

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

Performance at subject level

There are eighteen subject groupings defined by Education Scotland - the College offers fifteen at FE level and thirteen at HE level. In 2017-18, we performed better than the sector average in 7 out of 15 subjects at FE level, and 4 out of 13 at HE level (see Appendix 2).

The SFC national publication on 2017-18 college performance indicators can be accessed at the following link: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/2019/SFCST022019.aspx>.

3. Actions for improvement

Comprehensive performance data, shared with all curriculum teams in February 2019, highlighted key themes and outlined the following priority actions for staff:

- *Continued focus on retention*

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

- *Continued focus on attainment*

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

In our 2018-21 Enhancement Plan, developed as part of the *How Good Is Our College?* Framework, we identified a number of priorities for improvement. These included a need to focus on improving FE and HE full-time and FE part-time (schools programmes) student outcomes.

FE and HE full-time

On an annual basis each of the 27 curriculum areas are analysed and ordered by risk using a scoring metric which takes into account performance over three years, year on year improvement/decline and comparison with the college average for FE and HE full-time.

The Director and Head of Quality Enhancement, Interim Director of Student Experience and Staff Learning and Development Manager have met the Heads and

Curriculum Managers for each of these priority areas to discuss approaches to course design, timetabling, assessment, student support and staff participation in CPD in order to increase positive outcomes for students.

The areas of greatest risk are outlined in the table below.

	FE	HE
Greatest risk  Least risk	Performing Arts	Travel and Tourism
	Travel and Tourism	Complementary Therapies
	Science	Social Science
	Fashion and Retail	Engineering and Renewables
	Health and Social Care	Business Administration and IT
	Engineering and Renewables	Hospitality
	Social Science	Performing Arts
	Agriculture	Make-up Artistry
	Business Administration and IT	

Improving partial success

The impact of partial success has been stressed to teams and in particular the areas of risk highlighted in the table above. 2017-18 performance data for these areas was remodelled to demonstrate the impact of one more student in each class group achieving full success which would have resulted in an improvement of 6% for FE and HE for these curriculum areas (Appendix 3).

FE Part-time (schools programmes)

Working in partnership with Education Scotland, we arranged for observations of the delivery of learning and teaching on school-college partnership courses in October 2018. A team of four HMI and two college based Associate Assessors conducted 22 observations across all campuses and all subject areas. Feedback from Education Scotland indicates that areas of positive practice clearly outweigh any areas for improvement. Key highlights include:

- Effective school college planning leading to appropriate learning opportunities for senior phase pupils
- Good curriculum design and delivery
- Almost all learners aware of vocational pathways available to them at college
- Positive relationships between staff and students
- Almost all learners motivated, engaged and enjoying their studies
- All learning environments of a high standard with good resources
- Pace and challenge of lessons is appropriate
- Almost all teaching staff using formative assessment effectively to provide appropriate levels of challenge for learners

A dedicated dashboard has been established in Qlikview to allow managers more rigorous analysis of in-year data relating to schools programmes.

To plan senior phase vocational pathways at a more strategic level, the College has taken part in South West Regional Improvement Collaborative activities organised for Headteachers. The Director for Schools, Essential Skills and Widening Access has

met all Headteachers individually in their schools to develop this further, and regular partnership meetings take place across the three local authorities.

4. Consultation

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

5. Risks

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

6. Conclusion

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

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

Members are invited to note the contents of this paper.

Michael McHugh
Director – Quality Enhancement and Business Improvement
26 February 2019

Publication

This paper will be published on the College website.

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APPENDIX 1 – SECTOR PERFORMANCE DATA, 2017-18

FE FULL-TIME

College	2017-18			Rank 2017-18	Rank 2016-17	Rank 2015-16	Rank 2014-15	Rank 2013-14	Rank 2012-13	Rank 2011-12
	FE Full-time success number	FE Full-time Outcome	Rank 2017-18							
Dundee & Angus College	2,511	75.4	1	1	2	1	1	2	3	5
Forth Valley	1,364	71.4	2	2	1	4	4	5	5	4
South Lanarkshire	1,003	69.7	3	3	3	6	3	6	1	3
West College Scotland	3,045	69.2	4	4	5	13	14	10	10	9
Borders	672	68.7	5	5	8	9	5	1	4	1
SRUC	567	68.3	6	6	4	3	6	3	2	2
City of Glasgow	1,894	67.9	7	7	5	2	2	4	15	7
Ayrshire College	2,800	66.9	8	8	6	15	16	8	6	8
NE Scotland	2,704	66.6	9	9	7	7	12	7	9	14
Glasgow Clyde	2,582	66.1	10	10	11	11	7	14	14	15
West Lothian	875	65.5	11	11	12	12	10	13	8	10
New College Lanarkshire	2,691	61.4	12	12	14	17	11	15	11	11
Edinburgh College	3,106	60.7	13	13	9	10	15	9	7	6
Glasgow Kelvin	1,000	60.2	14	14	13	8	9	11	12	13
D & G	629	59.6	15	15	10	16	8	16	13	12
Fife College	2,081	59.1	16	16	16	14	13	12	16	16
Scotland Average		66.1%			65.3%	65.5%	64.0%	66.0%	65.4%	63.6%

HE FULL-TIME

College	2017-18			Rank 2017-18	Rank 2016-17	Rank 2015-16	Rank 2014-15	Rank 2013-14	Rank 2012-13	Rank 2011-12
	HE Full-time success number	HE Full-time Outcome	Rank 2017-18							
Dundee & Angus College	1,511	76.2%	1	1	5	3	7	1	11	8
Glasgow Clyde	2,147	74.8%	2	2	4	9	6	5	2	5
NE Scotland	1,953	74.1%	3	3	1	2	8	9	8	12
South Lanarkshire	699	73.9%	4	4	2	1	3	4	3	1
City of Glasgow	5,246	73.0%	5	5	3	5	2	3	11	10
Borders	169	72.5%	6	6	11	4	4	2	6	9
Edinburgh College	2,705	71.3%	7	7	6	7	5	6	4	2
Forth Valley	932	70.9%	8	8	9	6	1	7	7	4
West Lothian	531	69.8%	9	9	7	12	9	12	12	3
West College Scotland	1,912	69.4%	10	10	12	14	13	11	15	13
D & G	329	68.7%	11	11	10	10	10	8	10	7
Glasgow Kelvin	919	67.7%	12	12	8	8	11	15	5	11
Ayrshire College	1,581	67.2%	13	13	14	15	15	14	13	14
Fife College	1,563	66.8%	14	14	13	11	12	10	14	15
New College Lanarkshire	1,895	66.1%	15	15	15	13	14	13	9	6
Scotland Average		71.3%			71.6%	71.7%	70.8%	71.4%	70.4%	68.9%

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APPENDIX 2 – SUBJECT PERFORMANCE 2017-18

FE Subject Area (160 hours or more)	Sector average	Ayrshire College	Difference
Art and design	68.8%	69.1%	0.3%
Business, Management and Administration	61.0%	61.5%	0.5%
Care	65.3%	60.9%	-4.4%
Computing and ICT	66.8%	64.7%	-2.1%
Construction	76.1%	76.4%	0.3%
Engineering	73.9%	72.2%	-1.7%
Hairdressing, Beauty and Complementary Therapies	65.9%	69.3%	3.4%
Hospitality and tourism	65.8%	70.1%	0.1%
Land-based industries	73.7%	66.7%	-7.0%
Media	62.1%	72.0%	9.9%
Performing arts	66.3%	63.2%	-3.1%
Science	54.9%	36.9%	-18.0%
Social subjects	55.5%	54.6%	-0.9%
Special Programmes	72.2%	73.9%	1.7%
Sport and Leisure	64.1%	63.7%	-0.4%

HE Subject Area (160 hours or more)	Sector average	Ayrshire College	Difference
Art and design	78.2%	85.5%	7.3%
Business, Management and Administration	71.7%	63.2%	-8.5%
Care	72.5%	72.2%	-0.3%
Computing and ICT	69.6%	63.1%	-6.5%
Construction	77.5%	89.0%	11.5%
Engineering	73.6%	71.4%	-2.2%
Hairdressing, Beauty and Complementary Therapies	73.2%	70.4%	-2.8%
Hospitality and tourism	64.5%	54.7%	-9.8%
Media	73.5%	76.5%	3.0%
Performing arts	79.3%	71.7%	-7.6%
Science	69.6%	72.6%	3.0%
Social subjects	67.8%	54.1%	-13.7%
Sport and Leisure	70.0%	66.7%	-3.3%

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APPENDIX 3 – IMPACT OF PARTIAL SUCCESS

FE FULL-TIME

CURRICULUM AREA	Number of courses	2017-18 Data					Impact of partial success (if one more student on each group passed)	Difference
		Enrolled #	Partial Success	Early withdrawal	Further withdrawal	Completed Successful		
PERFORMING ARTS	1	15	1 (7%)	2 (13%)	6 (40%)	6 (40%)	47%	7%
TRAVEL AND TOURISM	2	33	3 (9%)	8 (24%)	9 (27%)	13 (39%)	45%	6%
SCIENCE	6	109	16 (14%)	18 (16%)	22 (22%)	53 (47%)	54%	6%
FASHION AND RETAIL	2	27	0	9 (33%)	2 (7%)	16 (59%)	67%	8%
HEALTH AND SOCIAL CARE	24	526	44 (8%)	64 (12%)	99 (19%)	319 (61%)	65%	4%
ENGINEERING AND RENEWABLES	13	205	36 (18%)	26 (13%)	19 (9%)	124 (61%)	67%	6%
SOCIAL SCIENCE	8	195	12 (6%)	30 (15%)	35 (18%)	118 (61%)	65%	4%
AGRICULTURE	3	49	4 (8%)	6 (12%)	8 (16%)	31 (63%)	69%	6%
BUSINESS ADMIN AND IT	10	185	14 (8%)	28 (15%)	24 (13%)	119 (64%)	70%	6%
OVERALL	69	1344				799 (59%)	65%	6%

HE FULL-TIME

CURRICULUM AREA	2017-18 Data						Impact of partial success (if one more student on each group passed)	Difference
	Number of courses	Enrolled #	Partial Success	Early withdrawal	Further withdrawal	Completed Successful		
TRAVEL AND TOURISM	3	46	12 (26%)	3 (7%)	9 (20%)	22 (48%)	54%	6%
COMPLEMENTARY THERAPIES	3	38	4 (11%)	5 (13%)	10 (26%)	19 (50%)	58%	8%
SOCIAL SCIENCE	10	224	39 (17%)	22 (10%)	37 (17%)	126 (56%)	61%	5%
ENGINEERING AND RENEWABLES	9	110	19 (17%)	15 (14%)	16 (15%)	60 (55%)	63%	8%
BUSINESS ADMIN AND IT	11	188	13 (7%)	22 (12%)	37 (20%)	116 (62%)	68%	6%
HOSPITALITY	3	55	7 (13%)	6 (11%)	11 (20%)	31 (56%)	62%	6%
PERFORMING ARTS	4	48	3 (6%)	6 (13%)	6 (12%)	33 (69%)	77%	8%
MAKE-UP ARTISTRY	4	50	7 (14%)	2 (4%)	6 (12%)	35 (70%)	78%	8%
OVERALL	47	759				442 (58%)	64%	6%

Learning and Teaching Committee

7 March 2019

Subject: 2018-19 Semester 1 Student Satisfaction and Engagement Activities

Purpose: To provide an update on the results of the 2018-19 Semester 1 Student Satisfaction and Engagement Survey and Have Your Say events and actions arising from them.

Recommendation: Members are invited to consider the contents of this paper.

1. Background

In the first semester of 2018-19 the Quality Enhancement team and the Student Association undertook a number of student engagement activities. These activities enable students to engage in the life and work of the College and provide feedback in a variety of ways which informs planning and evaluation processes.

In Semester 1 all students were invited to complete an Initial Experiences Survey on Moodle. The survey was followed up by a number of *Have Your Say* events which were hosted by the Quality Enhancement team on all campuses. The views of 930 students were gathered during these events.

The Student Association held class representative focus groups on each campus which were also attended by the Quality Enhancement staff.

2. Analysis of Initial Experience Survey

The Initial Experience Survey was completed by 2,732 students. Appendix 1 details the percentage of positive responses provided in 2016/17, 2017/18 and 2018/19. Those coloured green indicate an improvement in satisfaction levels while red shows a decrease in the satisfaction level from last year.

The survey indicates an improvement in satisfaction to 12 statements and a decrease in satisfaction to one statement with no change in two.

The highest increase (7%) was to the statement 'my course is well organised'. This statement was highlighted to Heads of Learning and Skills and Curriculum Managers, after last year's survey showed a decrease in satisfaction levels, and they were asked to discuss this with their course teams and develop improvement actions. The Quality team will continue to work with course teams to further improve this.

There was an increase of three percentage points in satisfaction regarding finding course information on the College website. Following last year's survey

the College improved the course information contained within the website and made it easier to search. The website is now more responsive for people using mobile technology.

More students indicated in Semester 1 that they 'know what the Student Association does' (up six percentage points). The Student Association has been working to improve its profile and ensure that students are aware of its role, the activities it undertakes and the representation it provides on behalf of all students.

The College, in partnership with the Student Association, is currently reviewing the role of the Student Association and the class representative system. A series of workshops have been delivered by the Student Association and will be followed up in March. This will lead to a proposal being made via the Quality Enhancement Steering Group which aims to embed the role of the Student Association in the College's quality processes.

There was an increase of 5% percentage points in positive responses to the statement 'I am encouraged to use Moodle to support my studies'. Of these 48% strongly agreed.

There was no change in positive responses to the statement 'I received the information I needed to organise my funding in time'. The Funding team is continuing to investigate ways to improve the dissemination of information to students/prospective students.

99% of respondents 'felt welcome on their first day at College' – 51% strongly agreeing, and overall, 96% of respondents (an increase of 2 percentage points) were satisfied with their college experience with 40% strongly agreeing.

For every statement where there was an increase in positive responses there was also an increase in the number of respondents strongly agreeing.

The results of the Initial Experiences Survey are published on Qlikview where the Executive and Senior Management Teams, Heads of Learning and Skills, Curriculum Managers and Service Managers can access them. They are also shared with the Student Association.

The results can be drilled down to course level enabling managers to review the feedback for their own areas and compare the results to the overall college, campuses and other courses. This enables managers to identify areas of concern and share good practice.

Heads of Learning and Skills and Curriculum Managers share the feedback for the survey with their teams and use this to promote discussion and reflection and to agree their teams' actions for improvement and areas of good practice.

4. Analysis - *Have Your Say* events

The Quality Enhancement team engaged with 930 students across the campuses during the *Have Your Say* events (184 more students than 2017):

264 from the Ayr Campus, 332 from Kilmarnock, 285 from Kilwinning and 49 from Irvine. The age ranges of those participating are detailed in the table below:

Age range	Number of students
Under 16	19
16 – 24	642
25 – 34	151
35 – 44	72
45+	46
(Total)	930

Almost all were happy with their experience from deciding to apply to Ayrshire College and their first day. Some comments:

- *It was easy to apply and Student Services were very good at responding and dealing with any queries. First day was great due to having inductions and having the opportunity to meet people in your class.*
- *Straightforward. Easy to apply online, interview fairly quickly after applying. Induction good. Asked to bring identification for PVG but wasn't taken. Taken at a later date which took up more time.*
- *I found it very nerve racking as I had not studied since I was 17. When I first started I was made to feel very welcome but I was very nervous.*
- *Very informed, step by step processes, felt relaxed by process.*
- *Student services helped and supported me all through the process of applying, which helped simplify the process. The college website can be daunting especially when it's not working as it should.*
- *I was given adequate information, received appropriate letter and welcomed warmly at interview and the first day.*
- *Was very unsure of myself, thinking that I couldn't do it. Tried for the wrong course, but everyone I met was very helpful and got me on the right trade.*
- *I have very much enjoyed being part of the college and made to feel welcome. Fantastic information and ease of access to relevant information.*
- *When I applied for college the process was simple and when I came for my induction the staff were very informative. My first day was terrifying but good.*
- *I found applying very straightforward. The website provided loads of information on the course. I was sent emails to keep me informed.*
- *The application process was easy enough. I was clearly notified when I had an interview. The enrolment day was helpful and my first day was very good. Everyone was friendly enough.*

- *My HNC had a couple of lecturers off so was a little disorganised but was sorted quick. My anxiety was through the roof like 80% of the time. Student services and Inclusive Learning were super helpful.*

The majority of students were happy with their learning and teaching experience. Some comments:

- *I would say my lecturers are down to earth and make me feel relaxed and always take on board what me and my classmates have to say and the teaching methods are great and helpful.*
- *Our lecturers are well experienced in their fields. Their teaching methods work well with the class. The lecturers occasionally ask our opinion on lesson plans which we are always happy with.*
- *My learning experience is good. I feel like I am taking the information in and feel confident about passing most if not all my assessments.*
- *Good relationship with lecturers. Methods they use do help. Lecturers give good information when in class.*
- *Lecturers are brilliant. Everything good except core skills. Didn't sign up for learning math. Wasn't told about that!!! Told plenty in advance about work.*
- *Lecturers are lovely, some teaching methods don't suit me but I get there. Moodle was a struggle at first and is still a bit confusing as some don't keep weeks and sessions up to date.*
- *As a class we do get a say in planned activities. The tutors are always ready to help and encourage us to say what we think about the course. The lecturers work with our class as a group and one to one they use talks, video and show how to do things*
- *Lecturers are kind and supportive. Always reassure you when struggling with a subject.*
- *Good, much better than the ones in school.*
- *Received a lot of support from lecturers when needed. Moodle is also a great help.*
- *Each lecturer has different learning and teaching styles so this makes it suited to all in the class.*
- *I know when my upcoming assessments are and are usually given time within class to revise. The feedback is always helpful and highlights what aspects I need to study more.*
- *I know somewhat when my assessments are due and I regularly get positive and negative feedback from lecturers.*

Almost all were happy with support services. Some comments:

- *I have had a good experience with Inclusive Learning and I know they are there if I need them.*
- *Good experience with support services. Funding team helped to get my money sorted. Know where everything on the campus is.*
- *Student services were very helpful. Funding was rather disorganised at the beginning which is difficult for students already on a tight budget and worrying at the time.*
- *Support services wonderful. Ordered a book especially for me. Help present a lesson on how to Reference (Harvard). Always pleasant and helpful. Explain how to return books.*
- *Funding was helpful to me when applying for Bursary. They gave me all information to bring in and was quick and easy.*
- *The Inclusive Learning team has been very helpful with my learning and is always willing to help me.*
- *The support services are amazing. I have had counselling through the college and has helped me so much. The team are always there to help.*
- *I have dyslexia and ADHD so support is amazing. Everything made clear. Very supportive with emotional support.*
- *All support services are extremely helpful especially student services and the LRC as they offer many workshops which are very beneficial.*
- *The support services are good and when you are in a bad place you can rely on them to sort things out.*

Almost all would recommend their course to a friend

We asked participants to provide three words which they felt best described their experience at the College. The three most common words were **friendly**, **supportive** and **exciting**, highlighted in the word-cloud below:

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Appendix 1 – 3-Year Trend of Semester 1 Survey Results

	2016-17 (2,277 respondents)	2017-18 (2,374 respondents)	2018-19 (2,732 respondents)
I found all the course information I needed on the Ayrshire College website.	90%	91%	94%
I found it easy to apply for my course	96%	96%	96%
I received the information I needed to organise my funding in time	82%	81%	81%
I felt welcome on my first day at college	96%	97%	99%
I am happy with the initial online induction on Moodle	89%	90%	92%
My course is well organised.	87%	84%	91%
My course materials are available on Moodle	87%	90%	93%
I am encouraged to use Moodle to support my studies	89%	90%	95%
I am receiving the support I need to help me to progress	94%	93%	95%
I know how to get additional support to help me learn	93%	94%	96%
The teaching and learning methods used on my course suit me	91%	89%	91%
I know when my assessments are due	92%	92%	90%
I know what I am doing well and what I need to do to improve	92%	92%	93%
I know what the Student Association does	70%	69%	75%
Overall, I am satisfied with my college experience	96%	94%	96%

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

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

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Learning and Teaching Committee

7 March 2019

- Subject:** 2018-19 Credit Report (position at 25 February 2019)
- Purpose:** To advise members of the current 2018-19 credit position and projection to the end of the academic year
- 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 AY 2018-19 is **124,958** credits which comprises a combination of core, ESF and additional Early Years credits. Table 1 provides a breakdown of credits.

Table 1

	2018-19
SFC Core credit target	124,086*
ESF credits	871
Total SFC credit target	124,958

*Please note 5,489 of the core credit target are ring-fenced for Early Years courses in line with SFC guidance.

2. Current Situation

Table 2 provides a summary of the current position, projected further activity, and the anticipated final position.

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Table 2 - Credit target and delivery to date (at 25 February 2019)

SFC Activity Target 2017-18	124,958
Current credit position	124,625
Activity still to deliver:	
• Planned CDP courses	693
• Work-based	300
• Community	505
	1,498
Total projected delivery	126,123
Less:	
• UWS credits	-150
• Allowance for withdrawals on January start courses	-500
Final projected position	125,473
Difference to SFC target	+515 / 0.4%

3. Resource Implications

Members should be aware that the SFC reserves the right to clawback funding should the College not meet the agreed activity target. The College is not funded for over delivery.

4. Risks

In addition to a financial clawback, the failure to meet the SFC activity target also presents a reputational risk to the College and may affect future activity levels. These risks are included in the corporate risk register.

5. Conclusion

Members are invited to note the contents of this paper.

Michael McHugh
Director – Quality Enhancement and Business Improvement
25 February 2019

Publication

This paper will be published on the College website.

Ayrshire College # 484082
03/01/2019 11:31:57

Learning and Teaching Committee**7 March 2019**

- Subject:** Early Withdrawals (at November 2018)
- Purpose:** To update the Learning and Teaching Committee on full-time student retention in 2018-19
- Recommendation:** Members are asked to note the contents of this paper
-

1. Background

The Scottish Funding Council (SFC) allocates main grant funding to achieve an agreed credit target and colleges are required to monitor progress in achieving this. SFC funds the College for students who have continued on their programmes of study to complete, at a minimum, the first 25% of the planned course duration time period. For full-time courses this cut-off date is 1 November and students are required to have a positive physical attendance after this date.

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

2. Progress in 2018-19

The retention tool, first launched in 2016-17, has been further refined to include the ability to process student withdrawals and also discount self-certificates from the percentage attendance figures to allow for more accurate reporting of physical attendance. The interface extracts student attendance from our Unit-e database, activity data from our Virtual Learning Environment (Moodle) and the bursary funding data and presents it in an easily accessible format. With automatic text messaging and email functionality built in, a student can be contacted quickly if they have been absent from a class to ascertain the reason why, offer support if required and re-engage them in their studies. The tool is used by Personal Development tutors on FE full-time courses, Curriculum Administrators, Student Services staff and Curriculum Managers.

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

Change in bursary attendance requirements

For 2018-19 the SFC made a fundamental change to the guidelines for disbursement of bursary funding. Previously a student could only receive a bursary payment if they had 100% physical attendance; however, for 2018-19 this was amended in order that if a student is demonstrating engagement with their studies they can continue to be

paid their bursary. SFC indicated in their guidance that colleges should work to the principle that students who are having difficulties in meeting attendance criteria should be offered pastoral care and support before punitive and / or disciplinary measures (including reductions in student support) are put in place. Before reducing student funding, colleges should investigate students' reasons for non-attendance and whether they are continuing to engage in their studies despite their non-attendance. If the student has taken measures to continue to participate in their learning and is still able to meet their learning objectives, despite being absent from classes, then the college should continue to make payments to the student. To reflect this revised guidance the Student Attendance and Withdrawal Policy was amended and re-published for the start of this academic year.

Cross-college actions taken to support the retention of students

The Promoting Wellbeing Group has continued to lead on a number of initiatives aimed at supporting the wellbeing of students and staff across the College. The *#MyMentalHealthMatters* campaign took place again in September with various activities on social media and the plasma screens to mark Suicide Prevention Day and the use of VLOGS and social media to share inspiring messages and lived experiences of dealing with mental health issues. The Promoting Wellbeing Group also organised a full programme of activities including Wellbeing Wednesdays as part of the *New Year, New You* campaign in January. The Student Association contributed to this campaign by facilitating a Chill Zone which was set up for a day on each of the three main campuses. This was accompanied by information on how to improve mental health and wellbeing.

Inclusive Learning staff delivered *In Their Shoes workshops* and sessions on Assistive Technology during staff development week in August and they have also delivered a number of bespoke sessions for curriculum teams, focusing on supporting students with additional support needs and mental health issues.

The Staff Learning and Development team also arranged Mental Health First Aid training, Resilience training and sessions on Adverse Childhood Experiences (ACEs) and Corporate Parenting as part of staff development days in February.

Hugh Dykes, Mental Health Liaison Officer, has continued to encourage students and staff to discuss mental health issues through delivering workshops and providing drop-in sessions on each campus. Hugh ensures that the information on the Wellbeing Hub is updated on a regular basis and he works closely with Anne Kennedy, Drug and Alcohol Liaison Officer, to support students with drug and alcohol and associated mental health problems.

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

Our Student Funding team continue to provide tailored support and advice to care experienced students to ensure that they have the right financial support in place for their individual circumstances.

Effectiveness of process

Live in-year data indicates that our overall early withdrawal rate for full-time students has improved slightly over one year from 8.8% to 8.3%. Table 1 outlines our overall withdrawal rates per campus over a four-year period and Tables 2 and 3 split this information for FE and HE full-time.

Table 1: Campus Early Withdrawal Rates

	Kilwinning	Ayr	Kilmarnock	College average
2015-16	10.3%	10.1%	11.1%	10.5%
2016-17	8.7%	7.9%	7.8%	8.1%
2017-18	9.5%	8.8%	8.3%	8.8%
2018-19	7.5%	8.2%	9.1%	8.3%

Table 2: FE-FT Early Withdrawal Rates (including sector average)

	Kilwinning	Ayr	Kilmarnock	College average	Sector average
2015-16	12.6%	12.3%	11.7%	12.1%	9.0%
2016-17	10.9%	8.7%	8.9%	9.4%	9.0%
2017-18	10.9%	10.0%	9.2%	10.0%	9.0%
2018-19	9.3%	9.2%	10.3%	9.6%	N/A

Table 3: HE-FT Early Withdrawal rates (including sector average)

	Kilwinning	Ayr	Kilmarnock	College average	Sector average
2015-16	6.4%	6.7%	9.8%	7.5%	4.6%
2016-17	5.7%	6.9%	5.3%	6.2%	4.8%
2017-18	7.4%	6.9%	6.1%	6.9%	5.0%
2018-19	4.8%	6.5%	6.4%	6.0%	N/A

Groups of Specific Interest – Under-16s

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

In 2018-19, we enrolled 79 students under the age of 16 on full-time courses. These students were contacted individually at the beginning of the academic session by Student Services to discuss support options available to them. This information was communicated to curriculum teams to ensure that they were aware of the students and receiving appropriate help to complete their course successfully.

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

We are pleased to report a significant improvement in the retention rates for this particular cohort of students as outlined in Table 4.

Table 4: Under-16 withdrawal rates

Year	Number enrolled	Early withdrawals		College average
		Number	Percentage	
2015-16	135	60	44.4%	10.5%
2016-17	106	38	35.8%	8.1%
2017-18	87	9	10.3%	8.8%
2018-19	79	6	7.6%	8.3%

Groups of Specific Interest – Care Experienced

There is an increasing number of students self-declaring as care experienced. This demonstrates the inclusive environment of the College, and enables us to provide a proactive and effective support package more quickly. It is pleasing to note that, as the number of care experienced students enrolling is increasing, the withdrawal rate from full-time courses has improved significantly over four years, and for the first time is below the college average withdrawal rate as outlined in Table 5.

Table 5: Care experienced withdrawal rates

Year	Number enrolled	Early withdrawals	
		Number	Percentage
2015-16	8	1	12.5%
2016-17	135	15	11.1%
2017-18	161	13	8.1%
2018-19	355	28	7.9%

3. Risks

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

4. Conclusion

It is anticipated that the combined cross-college efforts, systems and processes outlined in this paper will reduce overall withdrawals in 2018-19, improve outcomes for students and lead to further improvement in the College's KPIs.

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

Michael McHugh
Director – Quality Enhancement and Business Improvement
25 February 2019

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

7 March 2019

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, allowing the College to demonstrate significant added value to students, employers and communities.

The College continually develops the portfolio it offers to businesses to ensure industry demands are met. A need for higher level technical, management and digital skills within the current workforce has been highlighted. A range of new business developments are highlighted in Appendix 1 to illustrate how the Industry Programmes Team is responding to this need.

2. Apprenticeships

Modern Apprenticeships (MAs)

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

The following table details the status of new starts to the 2018-19 SDS contract award over the industry sectors. This is ongoing work and sign-ups will continue through the duration of the contract period.

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Sector	2018-19 Award	2018-19 starts to date
Automotive	24	9
Life Science	2	0
Construction Trades	5	8
Engineering	73	73
Hairdressing	20	20
Customer Service	2	0
Hospitality	2	19
Sport, Health & Social Care	10	10
Total	138	139

The Automotive sector has seen the lowest ratio of sign-ups due to staffing challenges. A new staff member has now been recruited and an action plan is underway to return recruitment to normal levels in 2019-20 and beyond.

Alongside the contract we hold directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Approximately 350 apprentices are supported by these contracts. Alongside the 570 apprentices allocated to our direct SDS contract, the College continues to train more than 900 apprentices each academic year.

Foundation Apprenticeships (FAs)

The College recently completed a funding bid to Skills Development Scotland for the 2019-20 Foundation Apprenticeships contract. Places and funds have been awarded as follows:

	Awarded	Value
Civil Engineering	15	£85,830
Engineering	45	£286,740
Children & Young People	45	£188,865
Business Skills (1yr)	15	£53,145
Scientific Technologies (1yr)	15	£59,505
Children & Young People (1yr)	15	£62,955
Total	150	£737,040

The volume of places and sectors awarded highlight's the College's strategy to continue to increase our vocational training offer to senior phase school pupils, reflecting Scottish Government policy.

Work has begun with employers, stakeholders and local authorities to promote these courses to school pupils and influencers across Ayrshire.

A second round of bids was instigated by SDS which resulted in all Ayrshire Local Authorities adding Foundation Apprenticeships to their portfolio. Discussions are underway with local authorities with an aim to work more collaboratively, helping maximise uptake of the opportunities.

Due to lower than expected recruitment to the 2018-20 Foundation Apprenticeship contract and subsequent cancellation of ICT courses, an adverse impact on the 2018-19 contract value has been experienced, from £486,000 to approximately £317,000.

3. Business Solutions

Business Solutions activity is ongoing and considerable activity continues to be undertaken to develop the College's offer to Apprenticeship Levy paying businesses through the Flexible Workforce Development Fund (FWDF). This contract runs from September to August and, as such, is slightly out of phase with the College's academic year.

Applications for the 2018-19 fund are now being received and training is underway for a number of companies accessing this year's fund. High demand remains for digital, management and technical training.

The College has been attributed £475,000 to deliver FWDF in 2018-19 and the Business Solutions team is confident of utilising all this fund. The College has also been awarded an additional £20,000, carried forward from 2017-18, which will be utilised to widen the scope of the 2018-19 programme. The £20,000 carried forward relates to courses identified at the June 2018 reporting point which companies then deferred. SFC agreed to move this to the 2018-19 contract rather than claw funds back.

Demand for the standard diet of commercial courses has started well in the first months of academic year 2018-19. Work is ongoing to minimise the impact of FWDF funding on the College's commercial course offer. At this stage it is projected that commercial income for the year will achieve in the region of £380,000, an estimated shortfall of £170,000 from the target. Associated costs of delivery are projected to reduce accordingly. However, the team continues to seek larger scale contracts and aims to maximise uptake of SVQs to increase income from commercial courses with an aim of achieving the original target of £550,000. A number of large SVQ contracts have been secured to date, including contracts with East Ayrshire Council and Affinity Trust.

In December 2018, the College was notified that national funding through the SDS administered Individual Training Accounts (ITAs) was being suspended

until the end of the financial year due to a lack of remaining budget. The ITA scheme provides £200 towards approved training courses and is available to unemployed or low paid members of the public who are not currently in full time education or training. The suspension of funding is having an impact on the standard diet of commercial courses being delivered in this period. To mitigate the effect of this, the Business Solutions Team intends to maximise the courses available from April 2019 onwards, when the fund is expected to be available again.

4. Construction Modern Apprenticeships

Work is ongoing to find resolution to the previously reported issues regarding Construction Modern Apprenticeships. Meetings with Scottish Government, SQA Accreditation, SQA, CITB, SFC and SDS continue in the desire to find sustainable solutions to the requirements for additional work-based observation and assessment that will be mandatory from August 2019.

An increase in funding has been secured from CITB from 2018-19 onwards. This 20% uplift does not meet the total shortfall in funding for the work-based element but is a welcome addition that allows colleges to concentrate on the short term priority of adult apprentices due to complete their studies in 2019.

Although direct observation in the workplace is not required for these apprentices, they require to be assessed according to the SVQ specifications by June 2019. The additional funding secured from CITB will allow the required support to be provided to these apprentices.

5. Conclusion

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

Stuart Millar
Director – Industry Programmes
28 February 2019

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Appendix 1 – Case Studies of New Business Opportunities

Spirit AeroSystems: Aerospace Innovation Centre

In August 2018, the First Minister confirmed £4.8 million funding for Spirit AeroSystems new open access Aerospace Innovation Centre at its manufacturing site in Prestwick. This venture is intended to help cement Scotland's position as a global centre of aerospace excellence, with its hub in Ayrshire.

The centre will operate on an open access basis creating an environment that fosters supply chain and academic collaborations. It is a transformational project that takes full advantage of the world-wide growth in aircraft manufacturing, has the potential to create a number of jobs in the South Ayrshire region and beyond, and enhances Scotland's international reputation for nurturing and promoting innovation.



The centre will increase the company's Research and Development footprint from 8,000 square feet to 70,000 square feet and will focus on infusion processes for composites materials, part handling, assembly automation, rapid prototyping and virtual/augmented reality.

It will also host a training workshop which will be used to deliver the training and accreditation to Spirit's staff being provided today by Ayrshire College's dedicated Vocational Trainer, as well new product and process training as it is being productionised. This will help significantly reduce Spirit's time to industrialise innovative new products or processes.

Alongside securing the current innovative, dedicated vocational training solution for Spirit AeroSystems, the Industry Programmes team has worked closely with Spirit senior management from inception of the centre, helping support its business case and its aspirations for workforce development. This has strategically embedded Ayrshire College in the future of aerospace manufacturing and innovation for many years as the company's named workforce training partner.

To plan their workforce of the future, Spirit, supported by the Industry Programmes team, has also rapidly expanded their annual Modern Apprenticeship intake. This, alongside the Vocational Training provision, will help ensure they have a balanced workforce profile, skilled in existing and new technology, allowing them to access a greater share of the \$5.8 trillion global aerospace business.

Links with the National Manufacturing Institute for Scotland

The College is also helping support the production roll-out of the new Airbus Spoiler programme with Spirit. An innovative new training solution is being developed between the College's Vocational Training function, Spirit and University of Strathclyde's new Lightweight Manufacturing Centre (LMC). Run by the University's Advanced Forming Research Centre (AFRC), the LMC is the first step towards creating the new National Manufacturing Institute for Scotland. The development with Spirit ensures that Ayrshire College is the pioneer of skills development and knowledge transfer for the new Institute. It will also show how the college sector can work in harmony with the university sector to support industry to achieve a coordinated approach to research, innovation and workforce skills development.

The College is also part of a joint research project with University of Strathclyde, University of the West of Scotland and City of Glasgow College to develop a skills system for NMIS. This desk based project, alongside the practical, industrial work with Spirit, has the potential put Ayrshire College at the centre of advanced manufacturing workforce skills development in Scotland.

Merck: Delivering Long Term Solutions for the Life Science Industry

The Business Solutions Team has created new relationships with global life science company Merck through the Flexible Workforce Development Fund. In early discussions, Merck indicated a need for a training solution to upskill their production operatives in hand tool skills. Their operatives, typically sourced directly from University, lacked the skills needed to perform basic mechanical procedures during the set up and clean down stages of their formulation and fill processes. Operatives would often damage expensive plant equipment either by selecting the wrong tool or using the tool incorrectly. With a lack of onsite engineers to fix the damaged equipment the problem often caused production delays.

After touring the clean room facility to scope out the environmental constraints and observing the current working practices the Business Solutions Team

proposed an innovative, multi-faceted plan.

The first element of the proposal was to provide a short face to face hand tools course to address the skills gap within the existing workforce.

The second element of the proposal focused on providing a long term solution for the company to ensure that new employees would have resources available to learn how to perform their maintenance tasks and cleaning routines correctly. Thus preventing information loss caused by the current waterfall style training methods. The Team suggested that simple digital technologies could be used to film a qualified Merck Engineer performing the correct dismantling and rebuilding procedures. This video footage would be captured using a robotic stand and a tracking lanyard system called Swivl. This will allow the engineer to freely move around the area to perform each task. Our tutors will train Merck staff to capture, edit and annotate the video footage. Visual diagrams will be created for each piece of equipment and displayed within the facility. By creating and placing quick response codes on these visual diagrams Merck can create a user friendly platform to allow operatives to access training videos from their mobile device, confirming the correct process and tools needed before performing a task. Merck can then replicate this across their plant(s) and update information when necessary. A similar digital labelling approach will also be applied to the shadow boards where tools are stored.

The approach by Ayrshire College has been highly respected by Merck who have promoted it as best practice to the Scottish Life Science sector and national agencies such as Scottish Enterprise.

Process Manufacturing Apprenticeships for the Science and Chemicals Sectors

Alongside the work to deliver the bespoke training required by Merck, Ayrshire College has continued to develop its apprenticeship offer for the science sector. Although relatively small in volume of apprentices compared to the engineering sector, science and process manufacturing apprenticeships are of high economic value. The College's dedicated VQ Assessor for process manufacturing has developed the quality of the Modern Apprenticeships we offer the sector, resulting in a growing number of companies accessing the provision.

After starting with provision for only one company in the region, GSK, the College has now expanded provision to other global science and chemicals companies, DuPont and Johnson-Matthey. UPM Caledonian Paper Mill and Egger are also showing strong interest in accessing this apprenticeship framework.

North Ayrshire Growth Businesses: "Skills for Growth" Pilot

The Skills for Growth initiative funded by SDS facilitates a professional skills analysis review for SMEs with the aim of identifying the factors preventing or restricting business growth. The Remarkable team (previously known as

Investors in People Scotland) undertake a full company-wide skills analysis to generate a detailed report outlining skills gaps within the organisation.

Following on from our strategic alignment through Team North Ayrshire, the Business Solutions team at Ayrshire College has partnered with North Ayrshire Council to create a pilot arrangement to drive growth through skills development. NAC growth team currently support around 200 growth businesses. As part of this pilot the College will receive the Remarkable Skills Analysis Report for 6 of these companies from these we will develop and implement a complete training solution to drive forward their strategy for business growth. North Ayrshire Council will fund/match fund this training.

If successful this pilot will then be rolled out across another 34 identified firms in North Ayrshire's growth portfolio and we will share the business model across the three local authority areas.

This project provides the College with the opportunity to develop strong working relationships with growing companies throughout North Ayrshire and beyond. This will help increase our market penetration and establish sound working relationships with new growing businesses.

It is expected the Ayrshire Growth Deal will also directly impact on this project and lead to significant growth in volume.

KA Leisure: Managing Change Training

North Ayrshire Leisure (KA Leisure) initially contacted the Business Solutions Team with a request for Conflict Management training through the Flexible Workforce Development Fund. Our Business Solutions Manager met with the client to probe further into the reasons why the organisation felt it needed this type of training. After extensive discussions it became clear that issues stemmed from communication, decision making and trust issues.

Rather than simply offering a short course in conflict management we proposed an alternative solution. Through the delivery of a five day programme we will begin by introducing concept of continuous improvement, sharing new techniques and approaches to managing the change process. We will progress on to introduce the principles of process mapping, lean and waste reduction techniques whilst encouraging managers to seek staff engagement throughout the innovation process. We will provide support to a pilot group of managers to assist them in adopting this new approach to decision making and change. Our Vocational Trainer will help managers host employee engagement sessions and ensure that everyone's voice is heard to allow all parties to move towards a consensus of opinion.

By demonstrating an alternative approach to managing change we will showcase a simple engagement strategy to help change the decision making culture within the organisation. By sharing "the problem" with the staff we will help engender greater trust between the management team and the

workforce.

Kilmarnock Football Club: Modern Apprenticeships in Sporting Excellence

Discussions between Kilmarnock Football Club and the College's Sports and Fitness Team indicated a desire on behalf of the football club to move away from their current Modern Apprenticeship solution, with another training provider, which they did not feel was fit for purpose.

The Curriculum and Industry Programmes team entered discussions with the club to establish if an alternative could be offered that better suited the requirements of the club and its players.

An innovative solution has been developed that allows the club to deliver the majority of the apprenticeship through its own coaching staff while being supported and verified by the College. This is supplemented by an enhanced wrap-around offer where the players have improved access to college courses, supporting their career development and preparing them for life after football.

9 apprentice players have been recruited to the two year programme in 2018-19 with a further cohort expected in 2019. Ayr United are also showing strong interest and are hoping to recruit an apprentice cohort in 2019.

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Learning and Teaching Committee

7 March 2019

Subject: 2018-19 Student Support Funds Position as at 8 February 2019

Purpose: To update Members on the Student Support Funds position and projections as at 8 February 2019

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

1. Current Situation

The following sections of this paper provide details of the position of each student support fund as at 8 February 2019.

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

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

1.1 SFC Funds provided for Bursary Support

Total 2018-19 SFC Student Support Funds are £10,040,477. Table 1 below details the bursary support funds provided by SFC for 2018-19 together with projected expenditure figures as at 8 February 2019.

Table 1

Student Support Fund	Original Budget	Revised Budget	Projected Expenditure	Difference
SFC Bursary	8,106,872	8,553,418	8,437,226	116,192
FE Childcare	671,575	671,575	601,717	69,858
HE Childcare	287,818	287,818	302,172	(14,354)
FE Discretionary	527,666	527,666	365,036	162,630
Total	£9,593,931	£10,040,477	£9,706,151	£334,326

The above figures also include the latest information for January 2019 start courses.

A change for AY 2018-19 is that care experienced students are now entitled to increased funding levels of £202.50 per week. The College has actively promoted the additional support available to care experienced students and continues to do so. The level of support and the number of identified care experienced students has therefore increased during 2018-19. As at 8 February 2019 the increased

funding required for the additional care experienced students is £296,549. The Scottish Government is committed to fully fund the additional funding for care experienced students in 2018-19. The Scottish Funding Council (SFC) has therefore approved the additional funding of £296,549 to Ayrshire College.

The College did not apply for an in-year redistribution of student support funding for 2018-19 in December 2018. The College did request a re-profiling of student support funding, bringing forward £1,578,000 to be paid to the College before the end of March 2019. This request was approved by SFC on 20 December 2018.

The College continues to work hard to achieve its credits target for 2018-19 and we have had an influx of new applications for January start courses. The College highlighted this development to SFC in January 2019 and asked if there would be an opportunity to request additional funds at a later date in the event that it needed further support for non-care experienced students. The College is very conscious of the importance of not requesting funds that may not be required however, the influx of new applications for January start courses means that it is too early to determine if there will be a shortfall.

SFC informed the College that there was capacity within its in-year redistribution funds to provide Ayrshire College with additional support. The SFC has therefore awarded the College £150,000 through its in-year redistribution monies to cover any additional bursary award pressures that may arise due to the increase in January start applications.

Members are asked to note that the College may not be able to fully utilise the FE Discretionary budget for 2018-19. The College had proposed providing increased discretionary funding awards to students, however due to the requirements of universal credit increased discretionary funding would result in students having their overall funding stopped and as such would not be financially advantageous.

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 allocation for AY 2018-19 is £800,000. The College is currently projecting EMA spent of £587,025 at this time.

There is no financial risk in this area as actual amounts paid out are reimbursed in full to the College a month in arrears.

1.3 SAAS Funds provided for Higher Education Discretionary support

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

The College's original budget was £124,768 and the College submitted a request for £22,588 of additional funding support to SAAS in January 2019. The level of additional funding requested was based on the level of student demand at that time. The College was awarded additional funding of £9,845.

Table 2 below details the HE Discretionary Fund Budget made available by SAAS for 2018-19 together with expenditure as at 8 February 2019.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional	134,613	134,613	0
Total	£134,613	£134,613	£0

The College at this stage cannot allocate more than the budget of £134,613. The College will however provide financial support to our most vulnerable students for essential costs, for example travel costs, from other budgets.

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 2018-19 Student Funding Policy and Procedures.

5. Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal – Finance and Skills
26 February 2019

(James Thomson - Director, Finance and Student Funding)

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