

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	
29.11.17	4	The Committee asked that the comparison figures with the national averages reported be double-checked and the paper	December 2017	Director of Quality Enhancement and Business Improvement	Completed	This action was completed with only one minor amendment to Paper 10.

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
		recirculated to members before Paper 10 is published.				
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	
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. <i>An extract of the</i>

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DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
						<i>minute of this discussion is attached as an aide-memoire.</i>
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	
07.03.19	11	Student Association to consider the addition of a Male Student Officer to the portfolio of Officer responsibilities within the ACSA Constitution	September 2019	Student Association Sabbatical Officers	Not Started	
07.03.19	12	Comments In Minute 7, Draft Regional Outcome Agreement Revised for 2019-20 (Paper 4) to be considered by the College, with a report back to the Committee.	May 2019	Senior Management		

* *Not Started / In Progress / Completed*

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Appendix

8 Outcome Agreement Addendum 2018-19 (Paper 5) P (In relation to Item 7 above)

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.

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Learning and Teaching Committee

30 May 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

ACSA 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, 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

The Student Association held its Student President Elections in March which successfully returned two officers for the 2019-20 academic year. The Student President Elect is current Student Vice President, Jack McCrindle. The Student Vice President Elect is Social Science student, Lauren Howieson. Both officers will officially take up post on 1 July 2019. Current Student President, Kevin Simpson will remain in post until 30 June 2019.

3. Association Activity

Class Rep Meetings

The Student Association held its second round of class rep meetings across the College in March. Themes emerging from feedback from meetings included issues with parking, ICT difficulties and a request for Applepay in the College refectories. The Student President and Vice President will work with curriculum and service areas with regards to the feedback from students.

Going Further for Student Carers Award

The Student Association Advisor attended the launch of the Going Further for Student Carers Award at the City of Glasgow College on 14 March, along with the Acting Director of Student Services. The award provides a framework for Colleges to develop a positive environment in which student carers can reach their full potential, despite the challenges they are facing. Further discussion will take place with the Acting Director of Student Services with regards to how this can be rolled out across the

college and how the Student Association can assist in supporting our students with caring responsibilities.

Who Am I? Care Experienced Event

The Care Experienced Students' Officer, along with the Student Vice President and Student Association Advisor, attended the North Ayrshire Corporate Parenting Champions Board's Who Am I? event on 14 March. The event was aimed at care experienced young people and practitioners and took the form of a conversation café. Discussions were facilitated around the theme of language and how the language that is used with regards to being looked after could be changed to be more positive and less stigmatising.

National Union of Students Scotland Conference 2019

The Student President, Student Vice President and Student Association Advisor attended the annual NUS Scotland Conference which took place in Dunblane on 21 and 22 March. The purpose of the annual conference is to elect the NUS Scotland President and Officers for the coming year and to discuss what the membership believe should be the NUS Scotland's priorities for the year ahead. Student Vice President, Jack McCrindle, stood for a place on the NUS Scottish Executive Council at the event and was successfully elected.

Sparqs Conference 2019

The Student Association Advisor attended the bi-annual Student Partnerships in Quality Scotland Conference, along with the Head of Quality Enhancement. The conference focussed on wellbeing and offered the opportunity for Colleges and Universities to showcase initiatives and share good practice.

NUS UK Conference 2019

The Student Vice President, Jack McCrindle, attended the annual National Union of Students UK Conference from 9 - 11 April. The conference allowed the Vice President to get an understanding of what is happening with the student movement on a National level.

Wear It On Your Sleeve Launch

The Student Association launched its men's mental health campaign, Wear it On Your Sleeve, on 1 May. The campaign aims to encourage males to open up and talk about mental health with the message that 'talking saves lives'. Male staff champions from across the College are wearing a bright pink Wear It On Your Sleeve hoodie and giving out pocket sized cards which contain information on mental health services to encourage students to talk to them about mental health and to break the taboo of male mental health. It is hoped that all students will know that Ayrshire College is a safe and supportive environment which supports students who are experiencing poor mental health.

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Class Rep Structure Review

As part of the ongoing review of the class rep structure within Ayrshire College, the Student Association Advisor and Head of Quality Enhancement, held the second of a series of inputs to the Heads Forum. Both Heads and Curriculum Managers, along with the Student Association, came together to look at an alternative structure based upon staff and student feedback. Following a visit to West Lothian College by the Student Association Advisor, Head of Quality Enhancement and Acting Director of Student Services, it was decided that a model of ambassadors in place of class reps will provide a better mechanism through which good quality learning and teaching feedback can be gathered. A full proposal outlining the new model will be presented to the Learning and Teaching Committee for comment.

Sponsored Cycle, Millport

The Student Vice President and Student Association Advisor accompanied a group of students from level 4 Beauty at Kilwinning campus on a sponsored cycle around Millport on 13 May. The students are raising money for North Ayrshire Foodbank. The great weather ensured that an enjoyable experience was had by all those taking part.

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

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.

Jack McCrindle
Student Vice President
16 May 2019

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Learning and Teaching Committee**30 May 2019**

- Subject:** Internal Audit Programme – Student experience /curriculum assignments
- Purpose:** To provide the Learning and Teaching Committee with information on potential student experience / curriculum reviews and ask Members to consider the assignments in order to provide recommendations to the next Audit Committee meeting.
- Recommendation:** The Learning and Teaching Committee is invited to discuss the contents of this paper and agree the assignments for review and onward recommendation to the Audit Committee.

1. Background

The annual internal audit plan 2018-19 and strategy 2018-21 was presented to the Audit Committee at their meeting on the 18 September 2018. The internal audit plan contains a review heading of “student experience / curriculum review” for each of the 3 years.

The audit areas for “student experience / curriculum review” had not been identified within the report but it was noted that the internal audit assignments to be covered would be “identified as higher risk by the Learning & Teaching committee”.

2. Current Situation

After discussion with the Strategic Leadership Team colleagues, the following assignments are recommended for review over each of the three years.

Year	Internal Audit Assignment	L&T Risk extract references
2018-19	Application, recruitment, induction and enrolment of students	L&T1, L&T3
2019-20	School and Community provision	L&T1, L&T2, L&T3
2020-21	Curriculum Planning	L&T1, L&T2, L&T3,

Appendix 1 provides details on each of the internal audit assignments including; scope, purpose, audit objectives and key areas of risk (cross referenced to the Learning and Teaching Risk Register).

3. Proposals

No further proposals are included in this report.

4. Consultation

No formal consultation is required to be completed.

5. Resource Implications

No specific resource issues require to be noted.

6. Risks

No specific risks require to be noted. However, an effective and challenging Internal Audit service is a key element in the management of risk within the college.

7. Equality Impact Assessment

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

8. Conclusion

The Learning and Teaching Committee is invited to discuss the contents of this paper and agree the assignments for review and onward recommendation to the Audit Committee.

Michael Breen
Vice Principal - Finance
20 May 2019

Anne Campbell
Vice Principal - Curriculum
20 May 2019

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Internal Audit Assignments

2018-19 (Assignment 1)

Assignment	Application, recruitment, induction and enrolment of students
Scope	This review will consider Ayrshire College's application, recruitment, induction and enrolment processes
Purpose	Review and evaluate the current systems and processes in place and make recommendations on improvements
Audit objectives	<p>The review will examine the effectiveness of the following key control areas in ensuring the achievement of the College's business objectives:</p> <ul style="list-style-type: none">• The student application process is clearly defined, consistent and customer focused.• Recruitment processes are efficient, consistent and appropriate to the subject area and support the conversion of interest into appropriate offers• Recruitment processes support the achievement of College activity targets• The student recruitment process is embedded well within the college and staff in different areas work together effectively and efficiently to support overall student recruitment.• Induction processes support the student in their transition to college• The College enrolment processes are clearly defined and allow students to be enrolled timeously
Key areas of risks	<p>L&T 1</p> <ul style="list-style-type: none">• inadequate college planning and monitoring systems• Reputational damage of not achieving SFC activity and performance targets which could lead to future activity reductions.• Financial consequences of not achieving SFC activity and performance targets (e.g. claw back of Funding). <p>L&T 3</p> <ul style="list-style-type: none">• Failure to meet the targets set out in the College's Outcome Agreement.

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2019-20 (Assignment 2)

Assignment	School and Community provision
Scope	This review will consider Ayrshire College's strategic approach to School and Community provision and in particular how the approach is aligned to the Outcome Agreement and other associated targets.
Purpose	<p>Review the current strategies in place and evaluate whether the strategies support the achievement of national, regional and local targets.</p> <p>The review will also evaluate the current systems and processes in place with Local Authority partners to enhance School / College educational opportunities as well as the local planning arrangements to demonstrate that the College is responsive to providing educational opportunities to local communities</p>
Audit objectives	<p>The review will examine the effectiveness of the following key control areas in ensuring the achievement of the College's business objectives:</p> <ul style="list-style-type: none"> • Review and evaluate the strategies in place with reference to national and local strategies • The College works effectively with Local Authority partners to deliver on Scottish Government and local priorities and adds value to curriculum choice • The College provision supports increased educational choices for school pupils to progress to further learning or employment • The College is able to plan and deliver appropriate local community provision to support educational aspirations
Key areas of risks	<p>L&T 1</p> <ul style="list-style-type: none"> • inadequate college planning and monitoring systems • increased numbers of school pupils remaining in senior phase of secondary education <p>L&T 2</p> <ul style="list-style-type: none"> • Failure to understand and respond to student, stakeholder or employer needs. • Failure to plan effectively the delivery of the curriculum across Ayrshire through the Curriculum Delivery Plan (CDP) process <p>L& T 3</p> <ul style="list-style-type: none"> • Failure to meet the targets set out in the College's Outcome Agreement.

2020-21 (Assignment 3)

Assignment	Curriculum Planning
Scope	This review will consider Ayrshire College's approach to Curriculum Planning
Purpose	Review and evaluate the current systems and processes in place and make recommendations on improvements
Audit objectives	<p>The review will examine the effectiveness of the following key control areas in ensuring the achievement of the College's business objectives:</p> <ul style="list-style-type: none"> • Review and evaluate the strategies in place for Curriculum Planning with reference to national and local strategies • Key Stakeholders, Employers and Partners are actively involved in the planning of the Ayrshire College curriculum • Curriculum Planning processes are clearly defined, consistent and evidence based. • The Curriculum Planning process supports the achievement of College activity targets • Curriculum Planning processes are embedded well within the College
Key areas of risks	<p>L&T 1</p> <ul style="list-style-type: none"> • inadequate college planning and monitoring systems • future changes in demographics • increased numbers of school pupils remaining in senior phase of secondary education • increased competition for HE students between colleges and universities <p>L&T 2</p> <ul style="list-style-type: none"> • Failure to develop a demand led curriculum. • Failure to understand and respond to student, stakeholder or employer needs. • Failure to plan effectively the delivery of the curriculum across Ayrshire through the Curriculum Delivery Plan (CDP) process. <p>L&T 3</p> <ul style="list-style-type: none"> • Failure to meet the targets set out in the College's Outcome Agreement.

Learning and Teaching Committee**30 May 2019**

Subject:	2018-19 Student Satisfaction and Engagement Survey
Purpose:	To provide an update on the 2018-19 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 studying on courses of 4 credits or more (or 160 hours or more) are invited 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. The College may add questions and added two new questions to the survey this year. The Scottish Funding Council have not yet ratified the 2018-19 returns and sector average responses for the 2018-19 survey will not be available until September/October 2019.

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.

2. Analysis and ActionsParticipation in the survey

The SFC target is for the survey to be completed by 50% of eligible 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.

We are pleased to report that 2,061 students completed the survey, 247 more than in 2017-18. Table 1 demonstrates that, again, most responses received were from full-time students, particularly at FE level. However, there was a significant increase in the number of part-time FE students completing the survey – up by 345.

Table 1: Response rate by mode of delivery

	% of respondents	Number and % of potential respondents
FE full-time students	50%	1,033 students completed out of 4,149 (25%)
HE full-time students	26%	540 students completed out of 2,098 (26%)
FE part-time students	20%	407 students completed out 716 (57%)
HE part-time students	4%	81 students completed out of 485 (17%)

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 are also working with colleges which are achieving high rates of student participation in the survey to learn from good practice in the sector.

While the % completions from part-time students has increased for part-time FE students Table 1 illustrates particularly low levels of participation from part-time HE 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 encourage them to complete the survey.

Analysis of responses

Analysis of the 2018-19 survey indicates that there has been an overall improvement in student satisfaction. However, the College continues to seek ways to improve the student experience. 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.

All statements saw an increase in satisfaction over the year.

- The statement *'I believe all students at the college are treated equally and fairly by staff'* saw a 5% increase in positive responses over the year. There has been an increasing trend in positive responses to this statement over the last three years.

Three statements saw a 4% increase in positive responses:-

'The way I am taught helps me learn'
'I believe student suggestions are taken seriously' and
'The college Students' Association influences change for the better'

While no statements saw decrease in their % of positive responses 4 statements remained below the 90% satisfaction rate. These were:-

- *'staff regularly discuss my progress with me'*
- *'I believe that student suggestions are taken seriously'*
- *'I believe all students at the college are treated equally and fairly by staff'*.
- *'The college Student Association influences change for the better'*. Of the negative responses to this statement 38% of respondents indicated that they didn't know whether the Student Association influences change for the better or not. This is a 4% improvement on 2017/18.

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Comments from students

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

- *'I am really enjoying the experience and excellent teachers.'*
- *'I am more than happy with the way everything has went. I can say all my lectures have been great, so helpful and supportive.'*
- *'I feel encouraged and my confidence is getting better with the encouragement from the lecturers.'*
- *'I have been out of Education for more than 30 years and going to college was a daunting prospect. I should not have worried as my Lecturers are Excellent, I am studying subjects I enjoy and have made at least 1 lifelong friend. Thank you for giving me this opportunity.'*
- *'I believe that all college staff treat us fairly and if we need any great advice or a helping hand they're not shy on giving us that help. I also have enjoyed my time with the college - it feels like a second home.'*
- *'I have received great support from my lecturers and other students. If it wasn't for their support I would possibly not be here at college just now getting my education and support all round. My lecturer knows about my mental health and things at home and encourages me to do my best.'*
- *'I think the classes are taught at a really high standard, very informative and entertaining.'*
- *'I have thoroughly enjoyed my learning experience over that last year and our lecturer has been incredible in the teaching methods and support offered. I also feel the college has some amazing tools and support networks within and the experience of the students will always be looked at as being the most important part of the college and the way it is ran.'*

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

- *'I've found that the communication is sometimes a problem when it comes to course content and delivery. At times the class can be loud and this has an effect on others being able to concentrate and absorb what they are being taught. Other than that a good experience'*
- *'I've found it quite disruptive and difficult to re-engage whilst negotiating the strike action alongside mid term holidays. I would have appreciated access to the department even if merely supervised by skeleton staff.'*
- *'Some staff don't give enough feedback about our progress in specific subjects'.*
- *'Some lecturers need to take into consideration that some people learn differently'.*

1) *Equipment and Resources*

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

2) Student Discipline

A number of 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:

- *'I feel that due to other students missing large portions of the course due to poor attendance it negatively impacts on others in the class.'*
- *'I sometimes struggle to concentrate as others are disrupting the class, and some lecturers need to be a bit more strict with this'*

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 – especially on the Ayr Campus.

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

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.

The Student Association is hosting Focus Groups discussing the parking issues to inform a college solution.

The college has also delivered a number of training sessions to help staff manage challenging behaviour. These will be repeated throughout next session.

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.

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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
20 May 2019

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
	2016-17	2017-18	2018-19	
Overall, I am satisfied with my college experience	93%	93%	95%	+2%
Staff regularly discuss my progress with me	83%	85%	86%	+1%
Staff encourage students to take responsibility for their learning	97%	97%	98%	+1%
I am able to influence learning on my course	89%	88%	90%	+2%
I receive useful feedback which informs my future learning	88%	88%	90%	+2%
The way I'm taught helps me learn	87%	86%	90%	+4%
My time at college has helped me develop knowledge and skills for the workplace	92%	92%	94%	+2%
I believe student suggestions are taken seriously	74%	74%	78%	+4%
I believe all students at the college are treated equally and fairly by staff	77%	80%	85%	+5%
The college Students' Association influences change for the better	49%	54%	58%	+4%
I know how to access college services to support my learning	-----	-----	97%	-----
The College promotes positive mental health and wellbeing through campaigns and activities	-----	-----	91%	-----
Number of respondents	1,654 (15.8%)	1,814 (18.7%)	2,061 (28%)	+247

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Learning and Teaching Committee

30 May 2019

- Subject:** 2018-19 Credit Report (position at 22 May 2019)
- Purpose:** To advise members of our 2018-19 credit position
- 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 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 and those specifically allocated for courses within early years education.

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

Table 1 – Overall credit allocation

	2018-19
SFC Core credit target	124,086
ESF credits	871
(Ring-fenced credits for early years provision)	(5,489)
Total SFC credit target	124,958

2. Current Situation

Table 2 provides a summary of the current position, projected further activity, and the anticipated final position. Further detail of enrolments, withdrawals and credits is provided in Appendix A.

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Table 2 - Credit target and delivery to date (at 22 May 2019)

SFC Activity Target 2018-19	124,958
Current credit position	126,211
Activity still to deliver:	267
• Planned CDP courses	36
• June school link courses	200
• Community	<u>31</u>
	267
Total projected delivery	126,478
Less UWS credits	-150
Projected withdrawals for January start courses	-168
Difference in one-plus *	-989
Final projected position	125,171
Difference to SFC target	+213

Curriculum Directors are meeting regularly to discuss credit shortfalls within specific areas and agree contingency plans to ensure the overall target is met.

*** One-plus activity**

One-plus activity for 2018-19 will be capped at 2.5% (3,100 credits) of overall activity and exemptions have been granted for City and Guilds Wind Turbine Technician, HNC Childhood Practice, HNC Care and Administrative Practice and SVQ Hairdressing courses.

Total one-plus activity	4,844
Less allowances	-755
One-plus position	4,089
As % of actual credits	3.3%

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.

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Anne Campbell
Vice Principal, Curriculum
22 May 2019

*[Michael McHugh
Director, Quality Enhancement and Business Improvement]*

Publication

This paper will be published on the College website.

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Appendix A

2018-19 Credits update				Wednesday 22 May 2019				
	A	B	A + B	C	C / A	D	C + D	(C+D) / (A+B)
	Baseline CDP Targets							
	August & September 2018	Oct 2018 - June 2019	Total planned delivery	Current position Wednesday 22 May 2019	% towards (baseline) target	Remaining provision (Apr - July 2019)	Total projected delivery	% towards overall target
Arts and Fashion	9,421	0	9,421	8,558	91%	0	8,558	91%
Business and Computing	13,438	324	13,762	12,126	90%	0	12,126	88%
Construction Technology and Trades	16,975	732	17,707	17,555	103%	36	17,591	99%
Early Years Education	12,961	480	13,441	13,951	108%	0	13,951	104%
Engineering and Science	13,713	160	13,873	13,394	98%	0	13,394	97%
Essential Skills (Supported Learning + ESOL)	3,323	348	3,671	3,547	107%	0	3,547	97%
Hair, Beauty and Complementary Therapies	9,172	1,452	10,624	11,681	127%	0	11,681	110%
Health and Social Care	14,762	586	15,348	14,731	100%	0	14,731	96%
Hospitality and Tourism	6,470	357	6,827	5,672	88%	0	5,672	83%
Inclusion (HIVE + Princes Trust + Community)	3,902	1,926	5,828	7,219	185%	0	7,219	124%
Sports and Social Science	14,194	197	14,391	14,565	103%	0	14,565	101%
(Others)			0	3,211		231	3,442	
Work-based			2,550	3,254	128%	0	3,254	128%
	118,331	6,562	127,443	126,210	99%	267	126,477	99%

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2018-19 Recruitment / Enrolments update	Wednesday 22 May 2019				
	A	B	C	B - C	B / A
	Baseline CDP Target	Enrolled headcount	Early Withdrawals	Current	% towards (baseline) target
Full-time August 2018					
Aerospace, Construction, Engineering and Science	1,549	1,525	134	1,391	98%
Business, IT, Social Science and Sport & Fitness	1,736	1,575	123	1,452	91%
Care and Early Years	1,545	1,473	130	1,343	95%
Creative	1,484	1,294	108	1,186	87%
Schools, Essential Skills and Widening Access	166	163	7	156	98%
(Total)	6,480	6,030	502	5,528	93%
All August 2018		(Enrolments)	(EW & FW)		
Aerospace, Construction, Engineering and Science	2,569	2,752	472	2,280	107%
Business, IT, Social Science and Sport & Fitness	2,356	2,190	509	1,681	93%
Care and Early Years	1,853	2,161	477	1,684	117%
Creative	2,011	2,150	449	1,701	107%
Schools, Essential Skills and Widening Access	2,188	3,275	349	2,926	150%
(Total)	10,977	12,528	2,256	10,272	114%
HE provision		(Headcount)			
Full-time only	2,484	2,198	132	2,066	88%
Part-time only	447	652	25	627	146%
(Total)	2,931	2,850	157	2,693	97%
HE provision - full-time only		(Headcount)			
Aerospace, Construction, Engineering and Science	320	266	12	254	83%
Business, IT, Social Science and Sport & Fitness	923	833	44	789	90%
Care and Early Years	653	590	49	541	90%
Creative	588	509	27	482	87%
(Total)	2,484	2,198	132	2,066	88%
Impact of withdrawals on HE tuition fees:	£169,620				

Learning and Teaching Committee

30 May 2019

- Subject:** Enhancement Plan 2018-19 Progress Report
- Purpose:** To advise members of progress with the 2018-21 Enhancement Plan
- Recommendation:** Members are invited to note the contents of this paper

1. Background

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

The current enhancement plan is a three year plan covering 2018-19 to 2020-21 and contains a total of 15 areas for development with 32 associated actions across the three themes of *Outcomes and Impact, Delivery of Learning and Services To Support Learning and Leadership and Quality Culture*.

2. Current Situation

Of the 32 actions, 29 are due to be completed this academic year and the table below provides a summary of progress to date.

	Number of areas for development	Number of actions	Number completed	Number outstanding
Leadership and quality culture	1	3	3	0
Delivery of learning and services to support learning	8	14	11	3
Outcomes and impact	5	12	9	3
(Total)	14	29	23	6

Work is progressing with the remaining seven actions and these will be completed by the end of the academic year.

Appendix 1 contains the full three year enhancement plan with a RAG status colour code to indicate progress with each action.

Appendix 2 contains commentary on the specific actions due for completion in 2018-19 which remain outstanding.

3. Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
15 May 2019

*[Michael McHugh
Director, Quality Enhancement and Business Improvement]*

Publication

This paper will be published on the College website.

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APPENDIX 1 – ENHANCEMENT PLAN 2018-21

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
3.1	Staff require training and support to deal with complex multiple barriers such as mental health issues and the impact of adverse childhood experiences on students learning.	<p>There are increasing numbers of students declaring disability, particularly mental health issues and some staff do not feel confident at dealing with these issues.</p> <p>In order to meet the national aims on widening access, the College will continue to recruit and support students from the most disadvantaged backgrounds, for example SIMD10 and 20.</p>	<ul style="list-style-type: none"> • Various resources including an online course, training video, and mindfulness sessions to be provided for staff. • Provide Mental Health First Aid Training. • Corporate Parenting e-learning module to be available for all staff as part of ongoing CPD. 	<p>September 2018</p> <p>February 2019</p> <p>January 2019</p>	Director of Student Services and Staff Learning and Development Manager	<ul style="list-style-type: none"> • Increase in volume of credits delivered to students from SIMD10 postcode areas to exceed the national target. • Continued increase in number of care experience students at College. • Improvement in retention and attainment rates for key priority groups of students: <ul style="list-style-type: none"> • SIMD10 • SIMD20 • Care Experienced • Disability
	Support Construction, Hairdressing, Care and Engineering curriculum teams to address gender imbalance.	Within the Scottish Government's Youth Employment Strategy, <i>Developing the Young Workforce</i> , all colleges have a target to increase the minority gender share in each of the ten largest and most gender imbalanced subjects by five percentage points by 2021.	Gender Leadership Group to implement the actions contained in the Gender Action Plan and monitor progress.	March 2019	Vice Principal – Strategy and Skills	Measurable progress towards reducing gender imbalance in specific subject areas.
3.1	Retention rates for full-time students are lower than the	National target of 75% successful completion rate on all full-time courses by	Support curriculum teams to understand and address reasons for poor	January 2019	Director of Quality Enhancement	<ul style="list-style-type: none"> • Improved retention on FE and HE full-time courses.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
	national average and HE full-time successful outcomes have been below the national average over the last three years.	2021. In order to achieve this target retention and partial success rates both need to be improved.	performance and implement improvement strategies.		and Business Improvement	<ul style="list-style-type: none"> Sustained improvement in HE performance to meet and exceed the national average by 2021. Ensure 75% of FE and HE full-time students successfully complete
	Success rates for priority student groups such as care experienced students, and those with a declared disability are below the College average.	<p>Key aims and objectives have been detailed within national policy:</p> <ul style="list-style-type: none"> Children and Young People (Scotland) Act 2014. Developing the Young Workforce SFC National Ambition for Care Experienced Young People. 	<ul style="list-style-type: none"> Thematic cross college group to be established to co-ordinate activity to support vulnerable students. Staff to be flexible with course delivery to accommodate students with particular barriers to learning. Improve data quality and staff access to systems to deliver a co-ordinated support approach. Implement Corporate Parenting Action Plan. Provide bespoke student support to manage increased bursary funding for 	<p>January 2019</p> <p>September 2018</p> <p>September 2019</p> <p>September 2018</p> <p>September 2018</p>	<p>Director of Aerospace, Construction, Engineering and Science</p> <p>Curriculum Managers</p> <p>Head of Business Intelligence & Information Systems</p> <p>Director of Student Services</p> <p>Director of Student Services and Student</p>	<ul style="list-style-type: none"> Increased number of care experienced students identified and supported. Increased collaboration with partners leading to more positive transitions into College. Support needs identified and individual support plans in place at an early stage. Improvement in retention and attainment rates for key priority groups of students: <ul style="list-style-type: none"> SIMD10 SIMD20 Care Experienced Disability

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
			care experienced students		Funding Manager	
	A few curriculum teams have not fully embedded and contextualised core skills delivery to their vocational area.	Classroom observations, student feedback and ongoing evaluation activity have highlighted there are missed opportunities to contextualise core skills. Students are not always aware of when they are developing core skills, and their overall relevance to employment.	<ul style="list-style-type: none"> • Good practice to be highlighted and shared with curriculum teams. • Curriculum Managers to co-ordinate opportunities for vocational and core skills staff to meet and jointly plan course delivery. 	<p>June 2019</p> <p>May 2019</p>	<p>Head of Essential Skills</p> <p>Curriculum Managers</p>	<ul style="list-style-type: none"> • Increase in positive feedback from students regarding core skills delivery. • Improved attainment rates in core skills units.
2.2	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.	Student feedback highlighted that the learning experience could be improved by placement opportunities and/or guest lectures to provide practical context to theory content of courses.	Course teams to identify opportunities to embed regular work experience and industry input to courses.	September 2018	Curriculum Managers	Improved feedback from students leading to greater contextual understanding of learning and development of employability skills.
	Achievement rates for some apprenticeship frameworks are lower than the sector average.	Successful delivery of our apprenticeship framework is critical to the long-term economic development of the region and ensures the College continues to meet	Support curriculum staff and VQ assessors to analyse reasons for low attainment rates and implement improvement strategies.	January 2019	Director of Industry Programmes	Increase in attainment rates on apprenticeship frameworks to meet or exceed sector averages.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
		the needs of local employers.				
	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.	Student success is dependent on the quality of learning and teaching and it is critical that the primary focus of curriculum CPD is on teaching practice with subject-specific training as a secondary support.	<ul style="list-style-type: none"> Support lecturers enrolled on the PDA and TQFE qualifications. Introduce a support system for new lecturers in 2018-19 to provide them with an individual mentor and regular development training sessions throughout the year. 	<p>October 2018</p> <p>September 2018</p>	<p>Staff Learning and Development Manager</p> <p>Director of Quality Enhancement and Business Improvement</p>	Staff will be more confident in their delivery and practice which will translate into an improved student experience, increased student satisfaction and an improvement in student attainment.
		<ul style="list-style-type: none"> Deliver a series of "Learning and Teaching Conversation Cafes" to support implementation of new Learning and Teaching Strategy. 	February 2019	Directors of Learning and Skills		
		<ul style="list-style-type: none"> Introduce a cross college peer review process to observe 100 lecturers per year on a three-year rolling plan, evaluating the quality of the learning experience. 	August 2019	Director of Quality Enhancement and Business Improvement		

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
	A few curriculum staff have yet to fully develop the potential of digital learning and assessment in the delivery of the curriculum to enhance the learning experience.	To support students, staff and wider communities to prosper in the digital age it is increasingly vital that staff are supported to develop digital values, skills and knowledge to inform and enhance their teaching practice.	<ul style="list-style-type: none"> Implement the Digital Skills Strategy. Provide Cybersecurity and Copyright online training modules. Increase use of the IRIS Connect self-reflection system which will be mandatory CPD for all new lecturers. 	<p>June 2021</p> <p>September 2018</p> <p>February 2019</p>	<p>Director of Business Administration and IT</p> <p>Staff Learning and Development Manager</p> <p>Staff Learning and Development Manager</p>	Will ensure staff have a greater confidence in digital teaching and assessment and have the ability to digitally evaluate practice in a safe environment.
2.4	The potential impact of the Bridge 2 Business programme is not being fully realised across all teams and campuses.	Although the Bridge 2 Business engagement has been a success, evaluation of the implementation recognised that having access to the Bridge 2 Business representative for only two days per week over three campuses was not sufficient to have significant cultural impact.	Implement a new enterprise strategy, including having a dedicated Bridge 2 Business representative for five days per week.	November 2018	Director of Industry Programmes	Will increase the scale, potential and impact of the enterprise skills support available in Ayrshire.
	ICT solution provided to students is not consistent across all campuses.	Student feedback of the new Citrix ICT solution implemented in the new Kilmarnock Campus was extremely positive and allowed for more flexible use of the resources. However, in Ayr and	Implement Citrix across all main campuses in Ayrshire during 2018-19	October 2018	Head of ICT	Greater flexibility of rooms and resources allowing for more efficient timetabling.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
		Kilwinning the ICT solution was no longer fit for purpose.				
	Some curriculum teams do not make consistent and effective use of data and the online retention tool to improve retention rates.	Intelligent use of data allows us to target support interventions to students most at risk of withdrawing from College and improving retention rates is the underpinning factor to improving student success.	<ul style="list-style-type: none"> • Train and support staff to understand the data available and how it should be used. • Increase the functionality of the online retention tool based on user feedback. • Extend the use of the retention tool to Inclusive Learning and Essential Skills staff. • Extend the use of the retention tool to all curriculum staff 	<p>January 2019</p> <p>October 2018</p> <p>January 2019</p> <p>January 2020</p>	<p>Director of Quality Enhancement and Business Improvement</p> <p>Head of Business Intelligence & Information Systems</p> <p>Head of Business Intelligence & Information Systems</p> <p>Head of Business Intelligence & Information Systems</p>	Consistent improvement in retention rates for all key groups of students translating into an increase in the number of students successfully completing courses.
1.1	The Board has recruited seven new members for session 2018-19 who will require support and development to understand the	To provide good and effective corporate governance and ensure the College continues to comply with the Code of Good Governance for Scotland's Colleges.	CPD opportunities to be identified for Board members throughout the duration of their term	June 2020	Chair of Board of Management	Ensure robust governance of all college matters with a particular focus on core business of learning and teaching.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
	operating context of the College.					
	The Nethermains Campus is not providing students with an appropriate standard of accommodation to support high quality learning and teaching.	All students deserve to have access of the same standard of estates and facilities across all campuses.	Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire	September 2018	Director of Aerospace, Construction, Engineering and Science	Improvement in the quality of learning and teaching as a result of having access to access to industry standard facilities, resulting in greater student satisfaction.
	Team evaluation activity highlighted that there is limited ownership of student attendance and unit performance data by some lecturers, resulting in insufficient analysis of the reasons for student withdrawals.	All staff have a responsibility for student attendance and require focus at a granular level to understand unit performance in order to drive improvement.	<ul style="list-style-type: none"> • Student attendance to be tracked regularly via the online retention tool and discussed at regular weekly retention meetings. • Personal Development tutors to take specific ownership for FE full-time courses. • SARU (Student Achievement Rate by Unit) dashboard to be developed to allow for deeper analysis of performance. 	<p>October 2018</p> <p>September 2018</p> <p>January 2019</p>	<p>Curriculum Managers</p> <p>Curriculum Managers</p> <p>Head of Business Intelligence & Information Systems</p>	Greater ownership by lecturers of student performance data leading to improved retention and attainment.

APPENDIX 2 – PROGRESS WITH 2018-19 OUTSTANDING ACTIONS

Area for development	Action(s)	Implementation milestone	Lead	RAG Status	Comments
Support Construction, Hairdressing, Care and Engineering curriculum teams to address gender imbalance.	Gender Leadership Group to implement the actions contained in the Gender Action Plan and monitor progress.	March 2019	VP Curriculum		Anne Campbell met Cameron Bell (interim group Chair) and Sara Turkington to discuss work and progress to date. Plans are now being developed to re-instate the group for August 2019.
A few curriculum teams have not fully embedded and contextualised core skills delivery to their vocational area	Good practice to be highlighted and shared with curriculum teams	June 2019	Head of Essential Skills		Greg Cassidy is working with core skills lecturers to identify good practice examples from 2018-19. These will be shared either at a cross-college event or through an online magazine format.
	Curriculum Managers to co-ordinate opportunities for vocational and core skills staff to meet and jointly plan course delivery	May 2019	Curriculum Managers		CMs are inviting core skills lecturers to the final course team meeting of the current session and joint project delivery options will be identified to provide a mechanism to contextualise core skills within vocational unit delivery.
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	Deliver a series of “Learning and Teaching Conversation Cafes” to support implementation of new Learning and Teaching Strategy	February 2019	Directors of Learning and Skills		Following completion of the organisational review process Anne Campbell will work with Curriculum Directors to implement the Learning and Teaching Strategy and lead development sessions with teaching staff.
	Introduce a cross college peer review process to observe 100 lecturers per year on	August 2019	Director of Quality Enhancement		A set of proposals have been shared with Anne Campbell and these will be discussed

	a three-year rolling plan, evaluating the quality of the learning experience		and Business Improvement		with the College Leadership Team in due course, following completion of the organisational review.
The Nethermain Campus is not providing students with an appropriate standard of accommodation to support high quality learning and teaching	Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire	September 2018	Director of Aerospace, Construction, Engineering and Science		Ongoing discussions taking place between College Management and Nuclear Decommissioning Authority regarding funding and options for new facility

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Learning and Teaching Committee

30 May 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. Developments continue in our apprenticeships and short course portfolios to make our service best meet the skills development needs of employers and stakeholders.

2. Apprenticeships

Modern Apprenticeships (MAs)

The Modern Apprenticeship contract year runs from April to March each year. The College bid for places to increase the size of our contract for 2019-20, reflecting increasing demand in the region, and this has now been awarded.

The following table details the starts signed up in the 2018-19 SDS contract award over the industry sectors, alongside the contract awarded to the College for the 2019-20 contract period which runs from April 2019 to March 2020.

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Sector	2018-19 Award	2018-19 Starts	2019-20 Award
Automotive	24	9	12
Construction Trades	5	8	30
Customer Service	2	0	0
Engineering	73	73	91
Food & Drink	0	0	12
Hairdressing	20	20	22
Hospitality	2	21	22
Life Science	2	0	0
Sport, Health & Social Care	10	10	7
Total	138	141	196

The award of 196 places positions Ayrshire College as the third largest provider of Modern Apprenticeships in the college sector. We are the second largest provider of engineering apprenticeships in the sector, behind Forth Valley College.

A Modern Apprenticeship in Food and Drink has been introduced in 2019-20, reflecting the region's ambitions in this sector and the future opportunities that will be created through the Ayrshire Growth Deal.

A recovery plan is continuing in the automotive sector after staffing challenges experienced from October 2017 through to October 2018. A new staff member has now been recruited the plan is to return recruitment and KPIs to normal levels in 2019-20 and beyond.

Forecasted income for 2018-19 from the Modern Apprenticeship programme is £650,000, though this continues to be monitored due to the issues experienced in the automotive sector.

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 with an associated income of £250,000 expected in 2018-19. Alongside the 570 apprentices allocated to our direct SDS contract, the College continues to train more than 900 apprentices each academic year.

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Foundation Apprenticeships (FAs)

Recruitment to the Foundation Apprenticeship programme has been strong for 2019-20. The current status of applications compared to the awarded contract can be seen in the table below:

	Awarded	Value	Live Applications
Civil Engineering	15	£85,830	17
Engineering	45	£286,740	84
Children & Young People	45	£188,865	61
Business Skills (1yr)	15	£53,145	20
Scientific Technologies (1yr)	15	£59,505	7
Children & Young People (1yr)	15	£62,955	9
Total	150	£737,040	198

The increased demand for places supports the College's strategy to continue to increase our vocational training offer to senior phase school pupils, reflecting Scottish Government policy.

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 continue to be received and training is ongoing 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.

£272,000 FWDF activity has been delivered to date in academic year 2018-19.

The following table details progress towards achieving the 2018-19 contract:

Applications Received (25)	Applications Pending (3)	Applications Ongoing (6)	Ongoing & Waiting List
Merck	Egger	Mahle	Bridgend
Ryanair	Brakes **	Kilmarnock Football Club **	Neogen **
KA Leisure	Affinity Trust	GE Caledonian	AB Ports **
Rainbow Care		Booth Welsh	Ingram Motors **
Buzzworks		NATS **	Brighter Kind **
East Ayrshire Council		South Ayrshire Council	BAM FM **
Windhoist			UPM Kymmenne **
Ayrshire Hospice			Morgan Sindall **
Halls of Scotland			
Glasgow Prestwick Airport			
Turnberry Hotel			
Awilco Drilling			
Ayrshire College			
Hansel Alliance			
Spirit Aerosystems			
North Ayrshire Council			
Hillhouse Quarry			
SThree **			
Costley & Costley			
Brown Brothers **			
Collins Aerospace			
QTS Group **			
Ardagh Glass **			
NHS A&A			
National Autistic Society **			
£355,000	£45,000	£90,000	£120,000

(** indicates new company to Flexible Workforce Development Fund)

Demand for the standard diet of commercial courses 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 had an impact on the standard diet of commercial courses being delivered in this period. The programme was re-opened in April 2019 for a short period to mop up previous applicants who missed out in this period. The scheme is currently on hold again while SDS and Scottish Government explore options to maximise the impact of the scheme.

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.

The contract issued by CITB for 2018-19 has been revised in order to reduce the risk the college sector is exposed to. This should allow colleges to sign the contract for this year and allow outstanding funds to be drawn down.

Work continues with Scottish Government and stakeholders to establish a sustainable solution for 2019-20 and beyond.

In order to achieve long-term sustainability, the college sector has increased the number of directly contracted places for construction Modern Apprenticeships. This is reflected in Ayrshire College's 2019-20 Modern Apprenticeship contract with Skills Development Scotland.

5. Conclusion

Members are asked to note the contents of this paper.

Stuart Millar
Director, Industry Programmes
17 May 2019

Appendix 1 – Case Studies

MA in Achieving Excellence in Sports Performance

The College has recently entered a partnership with Kilmarnock Football Club to deliver Modern Apprenticeships in Achieving Sporting Excellence to their Under 18 football team.

Ten youth players have been signed on to the innovative programme that will see Kilmarnock FC and Ayrshire College staff work in partnership to develop and assess candidates.

Year one of the programme has been very successful and the Club are aiming to introduce a second cohort of six players in 2019-20. Ayr United FC have also been introduced to the programme and now have board approval for six Modern Apprentices in 2019-20, joining the same cohort as the new Kilmarnock players.

A press release from the launch of the Kilmarnock FC programme is below.

U18s benefit from College's Modern Apprenticeships

Kilmarnock Football Club are delighted to partner with Ayrshire College to offer a Modern Apprenticeship Programme for our current U18 playing squad.

The programme builds on the strong relationship forged between our Academy and Ayrshire College over many years and we are delighted to be the first club in the county to launch such a scheme. The “Achieving Excellence in Sports Performance” course aims to empower our young athletes to help them develop their skills on and off the pitch.

Kilmarnock FC Academy Director Paul McDonald said: "We have various members of our current full time Academy Staff who have come through Ayrshire College Courses, it is great to be able to work further with the college providing additional learning opportunities as part of our Young Professional Players' Modern Apprenticeship programme."

Moira Birtwistle from Ayrshire College added: “Ayrshire College is delighted to be entering into this innovative partnership with Kilmarnock Football Club.

“Together we will draw on our expertise to provide a learning and development experience that will help create world class sporting excellence alongside personal and professional development opportunities.

“The young people will have the opportunity to pursue a successful career in football alongside lifelong skills for continued success.”

Innovation Sessions

Throughout 2018-19, the Business Solutions team has organised short Innovation Sessions for local businesses, in collaboration with the Learning Technology team. These sessions are designed to bring employers into the college and allow them to witness the advanced learning technology in use.

The approach has been particularly useful in boosting the reputation of the College to large, levy paying businesses and encouraging them to utilise Flexible Workforce Development Fund for digital skills development.

The North Ayrshire Council Economic Development team have also taken part and, through the Team North Ayrshire network, it is intended that this will build further relationships with small/ medium sized businesses with growth potential and see further roll-out of digital training to this market. It is also hoped that this will inspire the development of innovation collaboration that could be funded through the Scottish Funding Council's Innovation Voucher scheme. It will feed into Skills for Growth project, described in the March 2019 report, that is being develop for six North Ayrshire SMEs in May 2019.

NATS in Prestwick who regularly utilise advanced technology and large volumes of data analysis fed back that they were extremely impressed with the College's digital capability and the Innovation Sessions have undoubtedly helped develop customer confidence in our service to industry.

Six Innovation Sessions have been delivered through 2018-19 to organisations including NATS, Merck, Glasgow Prestwick Airport, Browns Brothers, Halls of Scotland, KA Leisure and all local authorities.

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Learning and Teaching Committee

30 May 2019

Subject: 2018-19 Student Support Funds Position as at 7 May 2019

Purpose: To update Members on the Student Support Funds position and projections as at 7 May 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 21 March 2019.

Members should note that while projected expenditure figures are included within this report there are a 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 7 May 2019.

Table 1

Student Support Fund	Revised Budget	Projected Expenditure	Difference
SFC Bursary	8,553,418	8,665,253	(111,835)
FE Childcare	671,575	583,160	88,415
HE Childcare	287,818	329,136	(41,318)
FE Discretionary	527,666	314,681	212,985
Total	£10,040,477	£9,892,230	£148,247

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 £603,690 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.

Table 2 below details the HE Discretionary Fund Budget made available by SAAS for 2018-19 together with projected expenditure as at 21 March 2019.

Table 2

Student Support Fund	Revised 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
14 May 2019

(James Thomson - Director, Finance and Student Funding)

Ayrshire College # 484082
05/28/2019 15:26:06

Learning and Teaching Committee

30 May 2019

Subject: 2019-20 Recruitment Update (position at 22 May 2019)

Purpose: To advise members of our 2019-20 student recruitment position

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

1. Background

The 2019-20 Curriculum Delivery Plan (CDP) was approved by the Learning and Teaching Committee at its meeting on 15 November 2018. The indicative credit allocation provided by SFC for 2019-20 is 124,946 credits. Table 1 outlines the credit planning targets and table 2 outlines the student recruitment targets and associated credits for core CDP activity.

Table 1 – credit planning targets

Core CDP activity	119,198
Work-based credits	2,550
Supplementary schools/commercial activity (to be delivered during last four weeks of term)	1,000
Community activity	2,000
One-plus activity	3,100
Total	127,849

Table 2 – student recruitment targets

	Target students	Target credits
Aerospace, Construction, Engineering and Science	2,962	31,472
Business, IT, Sport and Fitness and Social Science	2,365	27,344
Care and Early Years	2,309	27,375
Creative	2,221	25,007
Schools, Essential Skills and Widening Access	2,310	8,000
Total	12,167	119,198

2. Current Situation

Full-time FE and HE courses form the largest part of the CDP course provision and the majority of these courses will start in August 2019.

In order to achieve the credit targets set, each course within the CDP has an identified target for initial recruitment, and applications are monitored on a weekly basis to allow in-year decision making. For example, planning targets are revised due to new courses being added as a result of increased demand or courses withdrawn due to low application numbers.

Compared to the position at this point in previous years full-time recruitment is broadly similar as outlined in table 3.

Table 3 – annual comparison

	Target student numbers	Total number of acceptances	Acceptances as a % of target
23 May 2017	7,398	3,430	46%
22 May 2018	7,028	3,569	51%
22 May 2019	7,185	3,808	53%

The tables in the Appendix provide a detailed breakdown of the overall position and figures split for full-time and schools-link courses which are the two main categories of provision which are being recruited for currently.

In line with normal processes each Directorate will continue to review their area in detail to identify opportunities to deliver additional activity where appropriate.

4. Consultation

No formal consultation is required to be completed given the subject matter of this report. The recruitment position is discussed by the College Leadership Team on a monthly basis and during the recruitment period, the statistics are monitored closely within each Directorate and appropriate remedial actions taken.

5. Resource Implications

No specific resource implications require to be noted.

6. Risks

The failure to meet the activity target agreed with SFC presents a reputational risk to the College. A further risk exists in relation to the on-going level of activity agreed with SFC should the College not demonstrate its ability to meet credit targets set within the Outcome Agreement.

In financial terms any under delivery of the activity target results in a repayment to SFC.

7. Equality Impact Assessment

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

Pirbright College # 484082
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8. Conclusion

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
22 May 2019

*[Michael McHugh
Director, Quality Enhancement and Business Improvement]*

Ayrshire College # 484082
05/28/2019 15:26:06

APPENDIX A

Full-time only	Target students	Total Applications	Confirmed Acceptances	Confirmed Acceptances as % of target	Offers still to be accepted	Total confirmed acceptances and offers	Projected total as % of target
Aerospace, Construction, Engineering and Science	1,786	2,418	810	45%	562	1,372	77%
Business, IT, Sport and Fitness and Social Science	1,772	2,481	739	42%	736	1,475	83%
Care and Early Years	1,576	4,072	1,273	81%	621	1,894	120%
Creative	1,619	2,372	810	50%	522	1,332	82%
Schools, Essential Skills and Widening Access	432	505	176	41%	138	314	73%
(Total)	7,185	11,848	3,808	53%	2579	6,387	89%

School-link courses only	Target students	Total Applications	Confirmed Acceptances	Confirmed Acceptances as % of target	Offers still to be accepted	Total confirmed acceptances and offers	Projected total as % of target
Aerospace, Construction, Engineering and Science	438	671	212	48%	81	293	67%
Business, IT, Sport and Fitness and Social Science	255	481	208	82%	53	261	102%
Care and Early Years	206	384	105	51%	97	202	98%
Creative	154	306	135	88%	24	159	103%
(Total)	1,053	1842	660	63%	255	915	87%

(Paper 11 - For Information)

**Quarterly Complaints Report
2018/2019
Quarter 2 (November 2018 –
January 2019)**

**Ayrshire
College** 

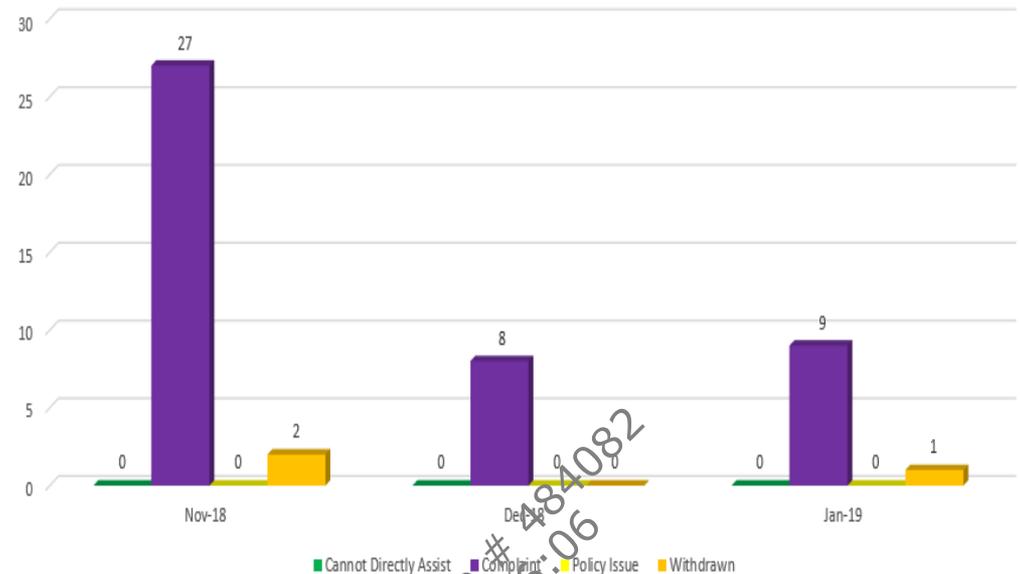
Total Issues Received

47 issues were received. The chart on the right shows the number of issues received each month, split by the type of issue.

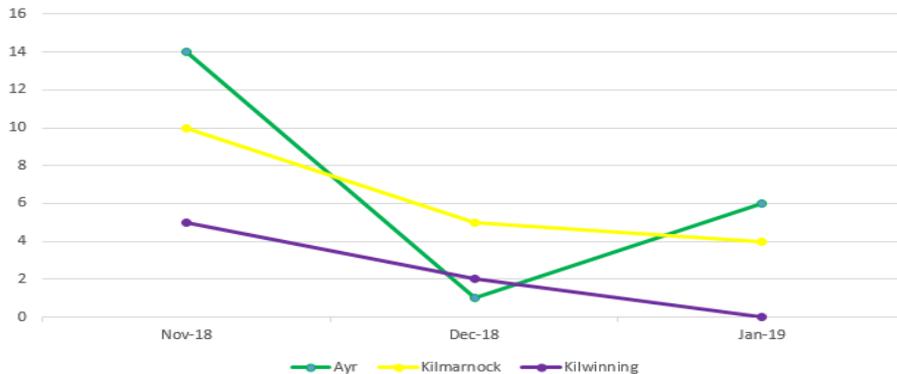
47 complaints were received, 3 of these were withdrawn.

The charts below show the total issues received each month by campus and the total issues received split by campus and type of issue.

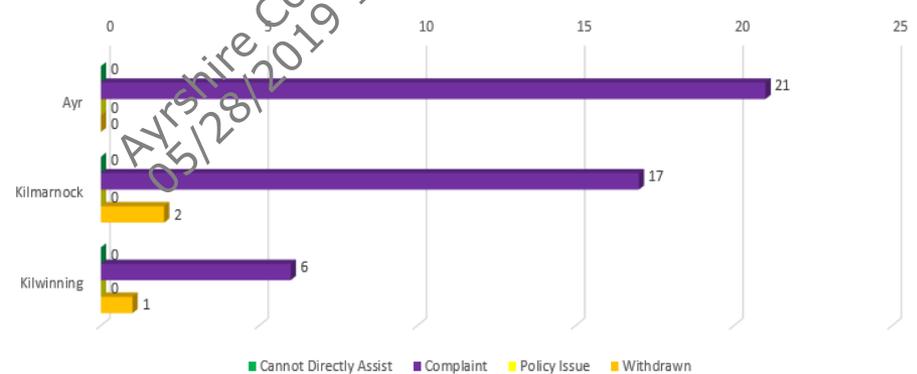
Issues received, split by month and type of issue



Issues received, split by month and campus

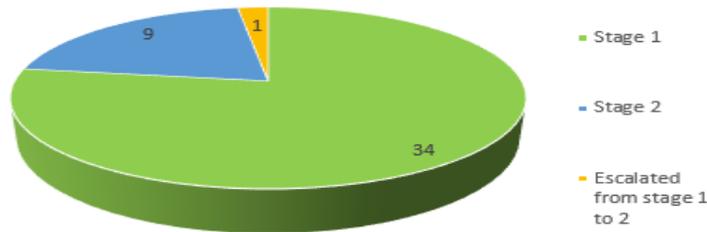


Issues received, split by campus and type of issue



Complaints Received

Complaints received, split by stage



47 complaints were received, 3 of these were withdrawn.

The chart on the left shows the remaining 44 complaints received, split by stage.

34 out of 44 complaints received were dealt with at stage 1, which equates to 77% of complaints.

Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

Stage 2 – SPSO set timescale is 20 working days and extended timescale is 40 working days

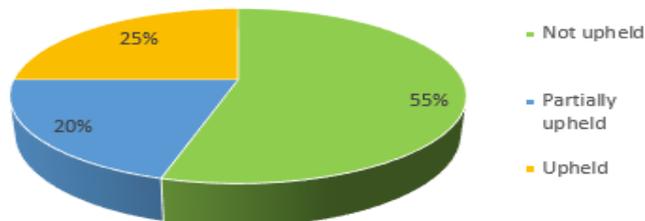
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

80% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in



Complaints received, split by outcome as a percentage



Of the 44 complaints received, 25% of complaints were upheld, with a further 20% partially upheld. This combines to 20 out of 44 complaints.

Complaints – Sub-category

Quarterly Complaints Report – Q2, 2018/2019

The chart below shows the complaints received, split by sub-category and outcome. Noted below are the reasons for complaint in each of the top 5 sub-categories:

Staff Conduct

- Treatment of students by staff member
- Attitude and behaviour of staff member
- Lack of support, classes finishing early
- Not received apprenticeship qualification
- Asked to leave the College building

Environmental

- Local residents neighbouring the Kilmarnock campus unhappy students and staff using their car park, including students being disrespectful when asked to move and dropping litter
- Local residents neighbouring the Ayr campus unhappy students and staff parking in their street, litter being dropped, students being disrespectful, our alarm sounding during anti-social hours and that we do not provide bins on the river walkway
- Local resident unhappy we do not advertise we have defibrillators on the campus
- Local school unhappy students using their car park and driving irresponsibly

Application, Admission, Interview, Enrolment, Induction

- Application process offensive and asks information deemed unnecessary
- Advised to apply when applications open and would be given a space but when tried to apply the course was full
- Did not receive communication to make payment and course now full

Funding/Bursary

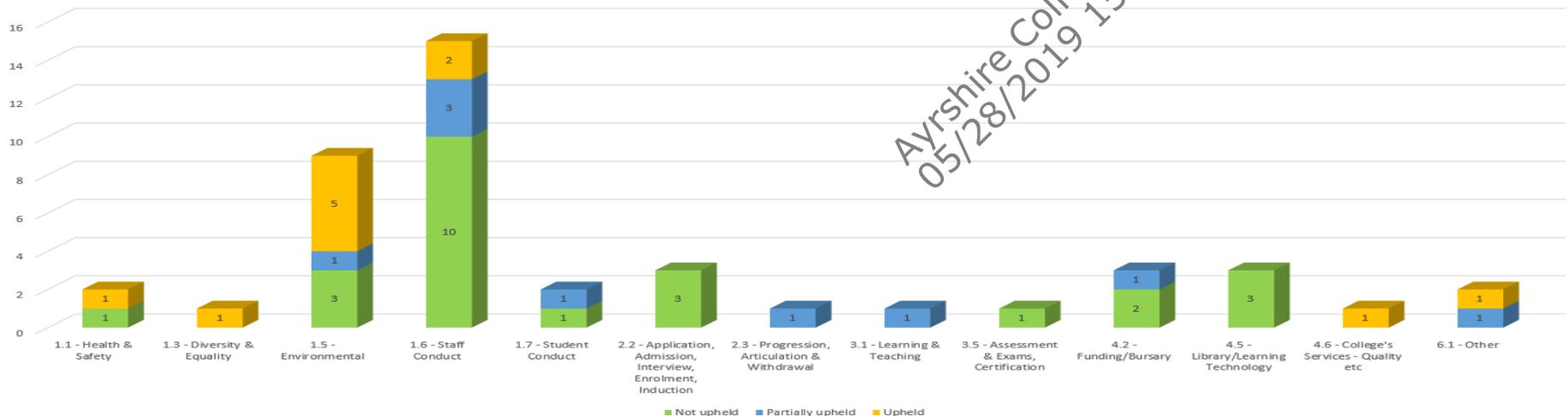
- Not received bursary payment and no response to emails/calls
- Not received travel payments
- Payments placed on hold due to unauthorised absence but provided medical letter

Library/Learning Technology

- Not allowed to eat hot food in the LRC but cold food allowed
- Lack of space to study on the first floor in the Kilwinning campus
- Students asked to leave the LRC for being noisy but full class in LRC, making noise, and not asked to leave

*Pages 13-15 show all the categories and sub-categories available

Complaints received, split by sub-category and outcome

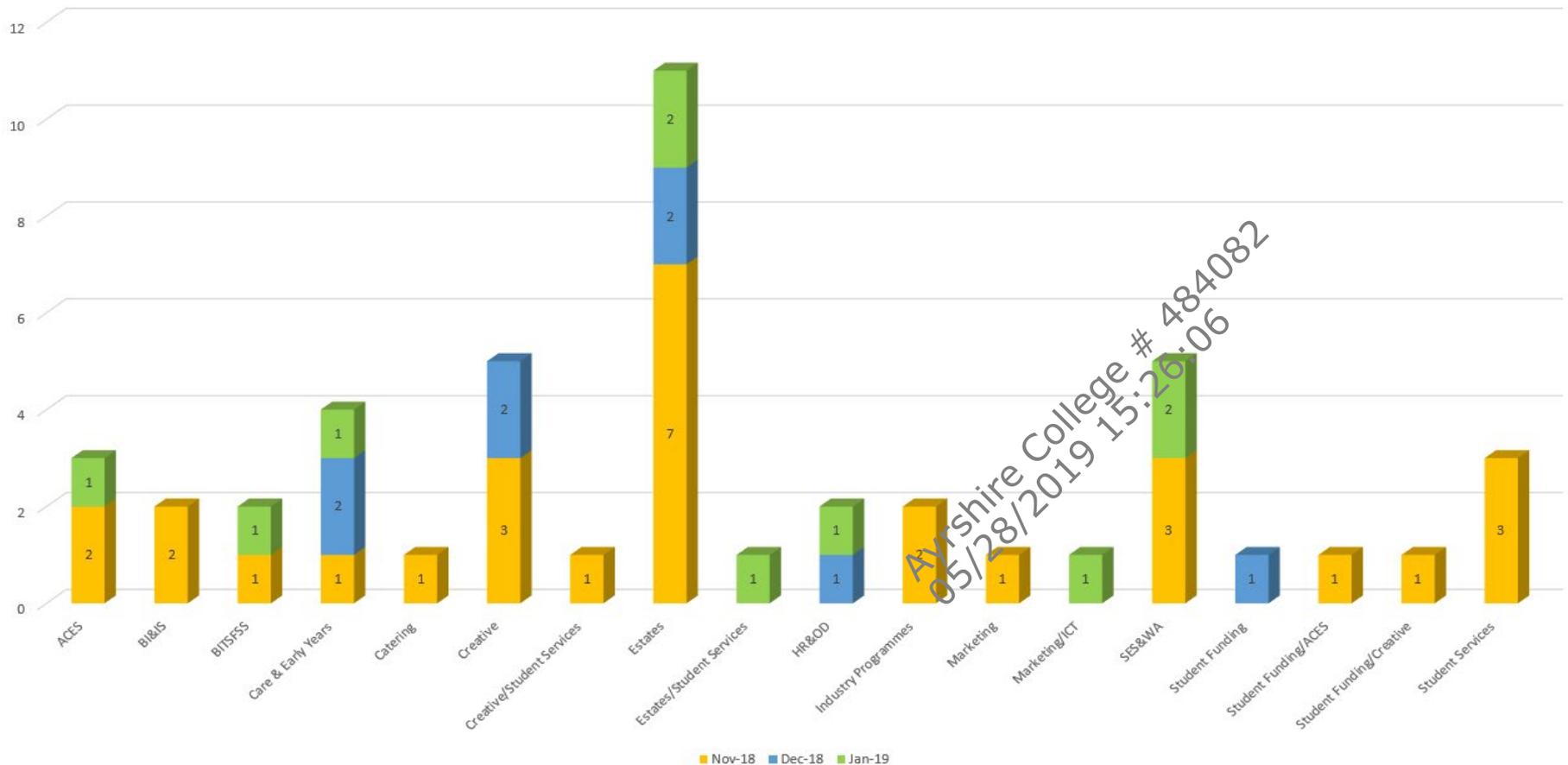


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Complaints – Directorate

The chart below shows issues received each month, split by directorate. It should be noted that complaints about our car park and residents' car parks are logged against Estates.

Monthly complaints (inc withdrawn) received, split by directorate

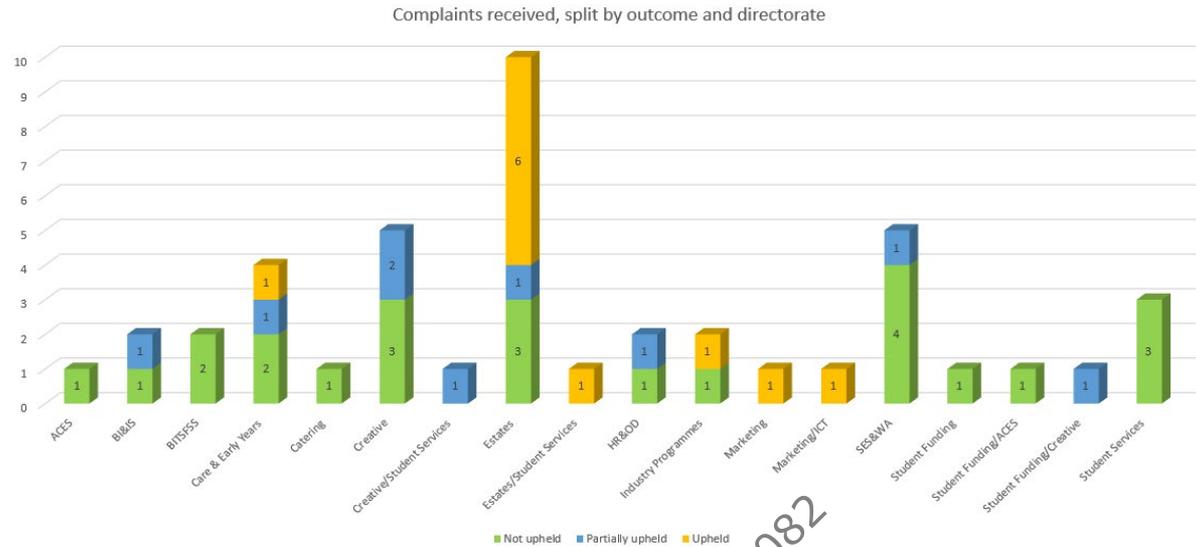


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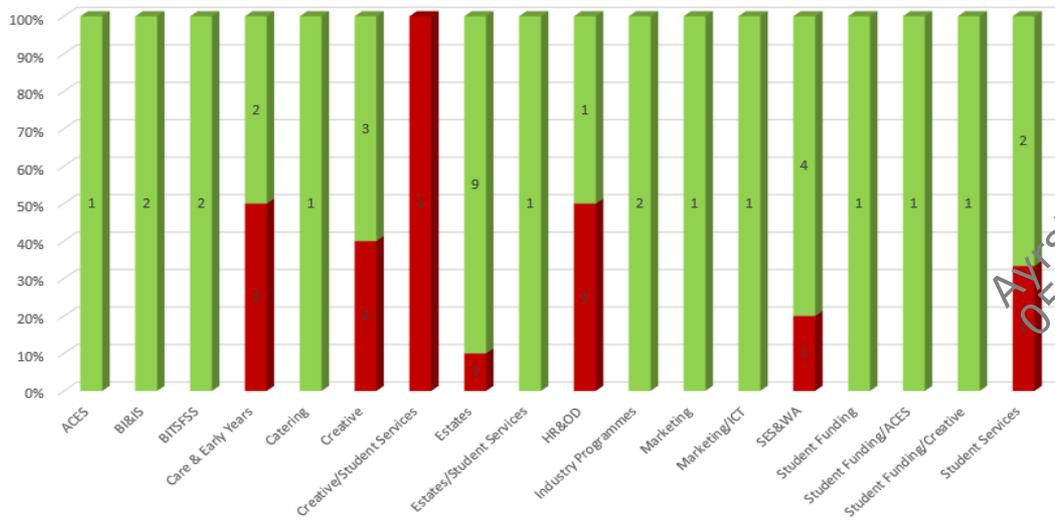
Complaints – Directorate

Quarterly Complaints Report – Q2, 2018/2019

The chart on the right shows the complaints received, split by outcome and directorate.



Percentage of complaints received, closed within timescale split by directorate



The chart on the left shows the percentage of complaints received, that were closed within the SPSO set timescale (5 or 20 working days), split by directorate.

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Actions

Quarterly Complaints Report – Q2, 2018/2019

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	16	13	3
2. Applications, Admissions & Progression	2	0	2
3. Course Related	2	1	1
4. Services	3	3	0
5. Facilities	0	0	0
6. Others	1	1	0
Total	24	18	6

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Service Improvements

Quarterly Complaints Report – Q2, 2018/2019

Issue	Actions
Support worker unhappy with the way she was spoken to and that when they asked where the cash machine was the staff member only pointed her in the general direction.	Staff induction for catering staff now includes information on the location of available services.
Student unhappy they were not advised College would be closed for Graduation until 2 days before and missed out on a shift at work.	Process updated so that in future, an email will be sent to all students to advise of the campus closures for graduation.
Student unhappy bursary payment placed on hold due to an unauthorised absence but they were on placement that day.	Curriculum Admin were unable to get a hold of the salon owner. Process updated so that calls will now be made by another Curriculum Admin on a Friday and the register updated the following Monday.
Student unhappy they are not allowed to eat hot food in LRC but allowed to eat cold food, which can also smell.	Policy updated to reflect that no food or drink to be consumed in the LRC, following discussions with the Student Association. This will avoid any ambiguity.
Parents of a student unhappy student's withdrawal date processed as the last date of attendance at College and the medical certificate and self-certificate have not been taken into account.	SAAS guidance allows Colleges to make a decision on whether to process the withdrawal date later e.g. to allow for a medical certificate. Process for withdrawals being reviewed when medical certificate and/or self certificate received.
Student unhappy with the way an assessment is carried out and having to do this outwith College hours is unfair.	<p>Candidates applying for the HND course will be made explicitly aware that evening work is expected as part of the course. This will be communicated at induction sessions as not all candidates are interviewed.</p> <p>The assessment requirements, specifically evening work expectations, will be explained to students at the start of the unit.</p>
Student representative unhappy with the way the student was treated by another student and that no action was taken when this issue was raised. A meeting was arranged for the student with the class, with support from Student Services, but this did not take place.	Process reviewed when a Student Services Adviser is absent so that support in meetings/discussions is provided by another member of the team.
Parent unhappy the student was sent home from College suspected of being under the influence.	<p>Staff to complete a student incident report for all these types of incident.</p> <p>Process being reviewed for the safety of a student if they are sent home suspected of being under the influence of drugs or alcohol.</p>

Service Improvements

Quarterly Complaints Report – Q2, 2018/2019

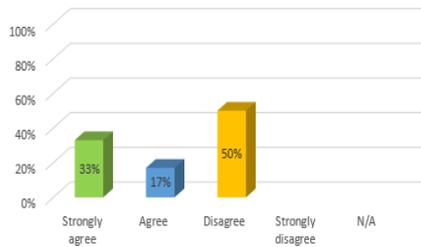
Issue	Actions
<p>Applicant unhappy they were told to apply for the course when applications opened and they wouldn't need to attend an interview. However, when they tried to apply the course was already full.</p>	<p>The possibility of a system to record potential applicants who have declared an interest in a programme is being investigated so applicants can be contacted when the applications are open.</p>
<p>Student unhappy vaping is not allowed on College grounds and is treated the same way as smoking.</p>	<p>Smoke Free Campus procedure to be reviewed.</p>
<p>Local resident in Content Avenue unhappy staff and students are parking in their street, smoking in the street and dropping litter. Contractors working on the Ayr campus started working at 7.30am at weekends.</p>	<p>Email reminder sent to all staff and students on the Ayr campus reminding them not to park or smoke in Content Avenue and to dispose of rubbish in the bins provided.</p> <p>Contact made with contractors to remind them of the agreed start time of 8am.</p>
<p>Students unhappy with the teaching methods and lack of support from a member of staff.</p>	<p>Regular standardisation meetings to take place with the two lecturers teaching on the course.</p> <p>All practical sessions on the course should be supervised by lecturers.</p> <p>Review of using the terms 'primary lecturer' and 'secondary lecturer' by staff.</p>
<p>Parent of a student unhappy that a hygiene room was not installed in the Riverside building and that only one hygiene room is available in the Dam Park building.</p>	<p>Decision not to install a hygiene room in the Riverside building to be reviewed.</p>

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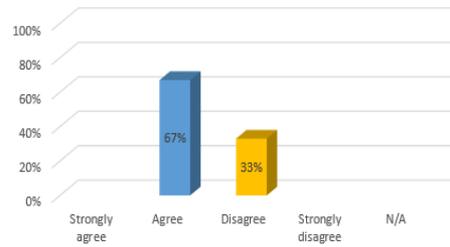
Customer Satisfaction

A total of 31 surveys have been sent, with 6 responses received, this equates to a 19% response rate. The results from the responses received are shown in the charts below.

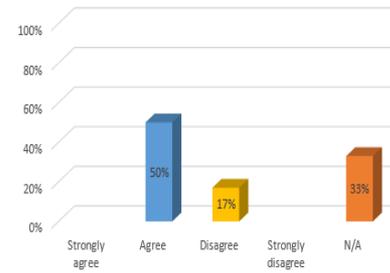
Q2 - I was aware of the complaints procedure before I needed to make a complaint



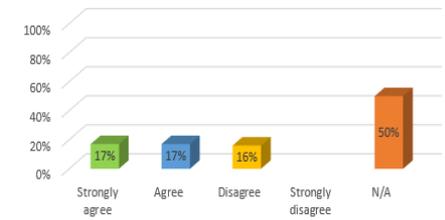
Q3 - I found the complaints process easy to access



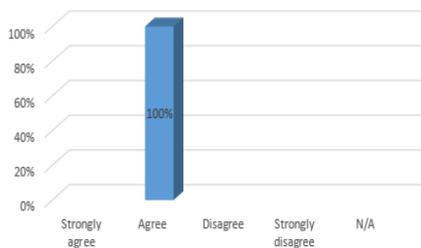
Q4 - I found the complaints form easy to use



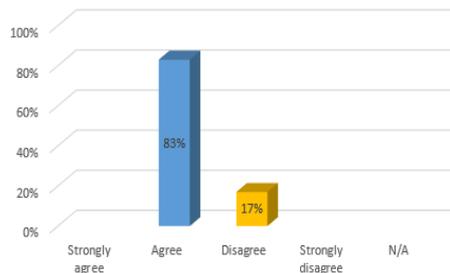
Q5 - I was able to access information and assistance in making my complaint where this was required



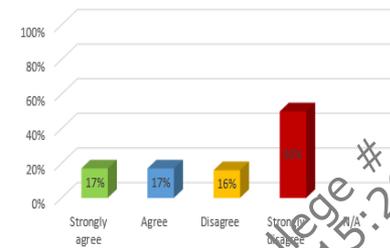
Q6 - I received a prompt acknowledgment of my complaint



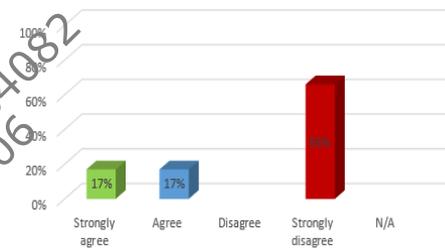
Q7 - I felt my complaint was taken seriously



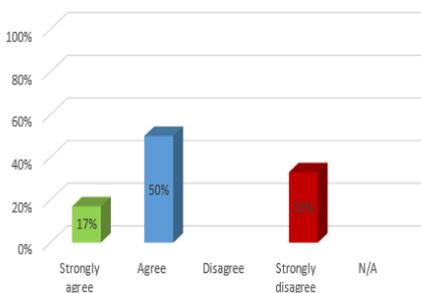
Q8 - I felt my complaint was thoroughly investigated



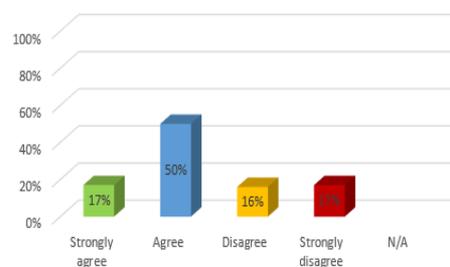
Q9 - I received a fair and objective response to my complaint



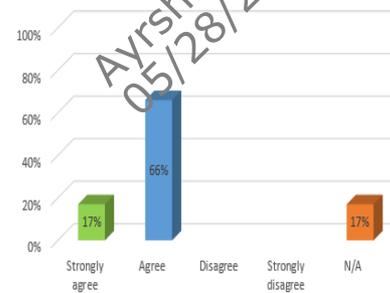
Q10 - I received a clear response to my complaint



Q11 - I received a response to my complaint within an appropriate timescale



Q12 - I was dealt with courteously at all times



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Appendix

The tables below show the College Development Network categories and sub-categories, which we have adopted.

1.0	CUSTOMER CARE	
	Sub-Category	Examples
1.1	Health & Safety	<ul style="list-style-type: none"> Alleged misuse of disability car parking spaces Subject to passive smoking in no smoking area Tripping hazards in workshop
1.2	Security	<ul style="list-style-type: none"> Theft of personal property Padlock on bicycle locker cut by Estates staff
1.3	Diversity & Equality <i>(Protected Characteristics)</i>	<ul style="list-style-type: none"> Failure to make reasonable adjustments under the terms of Equality Act Visitor complains of poor accessibility to toilets and lifts Student not allowed to progress on course due to additional support not being available to support disability Textbook contains racist material
1.4	Data Protection	<ul style="list-style-type: none"> E-mail address divulged to other people Staff shared student personal data with others during classroom discussion
1.5	Environmental	<ul style="list-style-type: none"> Housing Association complains of students littering outside tenants' properties Neighbour complains of noise from construction work at College Residents complain that students and staff used private car-parking spaces
1.6	Staff Conduct	<ul style="list-style-type: none"> Poor customer service Failure to respond to requests by e-mail/phone etc. Requests handled impolitely, discourteously
1.7	Student Conduct	<ul style="list-style-type: none"> Student complains that disciplinary procedure was applied unfairly Students damage neighbouring properties

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Appendix cont...

Quarterly Complaints Report – Q2, 2018/2019

2.0 APPLICATIONS, ADMISSIONS, PROGRESSION		
	Sub-Category	Examples
2.1	Marketing	<ul style="list-style-type: none"> • Unable to find evening class information on College website • Misleading information in College prospectus
2.2	Application, Admission, Interview, Enrolment, Induction	<ul style="list-style-type: none"> • No acknowledgement of application • Criteria for rejecting application was unfair • Placed on waiting list despite applying quickly • No information on College website to inform applicant course was already full and only found out weeks later • Applicant travelled long distance for interview only to be told they didn't have the necessary entry requirements • Applicant invited to wrong campus for interview
2.3	Progression, Articulation & Withdrawal	<ul style="list-style-type: none"> • Student unhappy that they were not allowed to progress to next level having successfully achieved the previous level • Student complains withdrawal process was not followed • University not supplied with student reference as requested

3.0 COURSE RELATED		
	Sub-Category	Examples
3.1	Learning & Teaching	<ul style="list-style-type: none"> • Quality of teaching not to the standard expected • Teaching from powerpoint for 3 hours without a break • Lecturer unapproachable when requiring support
3.2	Environment/Resources	<ul style="list-style-type: none"> • Classrooms/desks not fit for purpose • Wifi unreliable • Broken smartboard • Workshops too cold • Not enough computers for size of class
3.3	Course Management	<ul style="list-style-type: none"> • Class cancelled at short notice • No contingency for staff absence • Lecturer arrives late/finishes class early
3.4	Facilitated Learning Support	<ul style="list-style-type: none"> • Guidance class not held • Staff do not provide printed materials in format stipulated in PLSP • Staff unaware of changes to PLSP
3.5	Assessment & Exams, Certification	<ul style="list-style-type: none"> • Assessments crammed into end of block • Student not provided with opportunity for re-sit • Delay in providing results/certificates • Not receiving certificate due to College failing to attach student to group award • Noise disruption during exam

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Appendix cont...

4.0 SERVICES		
	Sub-Category	Examples
4.1	Finance	<ul style="list-style-type: none"> Former student unhappy to be threatened with legal proceedings for unpaid fees Student unhappy not to have course fees refunded after withdrawing from course
4.2	Funding/Bursary	<ul style="list-style-type: none"> Delay in processing bursary application Application for hardship fund handled unfairly
4.3	Student Records	<ul style="list-style-type: none"> Student personnel data is incorrect/not updated
4.4	Provided Learning Support	<ul style="list-style-type: none"> Delay in arranging DSA assessment Student unhappy that they could not have the same support worker for every class Student unhappy that additional support requirements have not been put in place
4.5	Library/Learning Technology	<ul style="list-style-type: none"> Student complained that library overdue book notification system was unfair Lack of support provided by the College with regards to provision of IT on evening class Library opening hours
4.6	College Services – Quality etc	<ul style="list-style-type: none"> Delay in handling complaint

5.0 FACILITIES		
	Sub-Category	Examples
5.1	Catering	<ul style="list-style-type: none"> Coffee shop frequently runs out of soya milk Choice on offer
5.2	Student Accommodation	<ul style="list-style-type: none"> Poor wifi service Cleanliness of accommodation
5.3	Maintenance, Lifts, Car Parking	<ul style="list-style-type: none"> Lifts out of order College does not provide sufficient car parking space College signage is misleading

6.0 OTHERS		
	Sub-Category	Examples
6.1		<ul style="list-style-type: none"> No College wide 2 minute silence on Remembrance Day

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Ayrshire
College 

Outcome Agreement

2017-20

(Revised for 2019-20)

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INTRODUCTION

SFC Activity Target for 2019-20

Final credit activity targets for colleges were published, by SFC, on 17 May 2019. The overall activity target, for 2019-20, is 124,943 credits including 857 ESF credits. This represents a reduction of 15 credits from 2018-19.

Included in the total allocation, for 2019-20, are 5,080 ring-fenced credits for delivery of courses to address the expansion of early years education. In response to strategic discussions with partners, and to address this national priority, the College has planned for continued growth in early years provision in 2019-20. However, the ring-fenced amount, identified by SFC, was not negotiated as part of the College's curriculum planning process and is considerably higher than planned.

While we will always be responsive to demand for training in this area, and work collaboratively with strategic partners on the agenda, it is an extremely stretching target and the College has raised its concerns with SFC.

Supporting national and regional developments

The College's work with schools, local authorities, employers, universities and national agencies is helping to achieve Scottish Government's targets on youth employment and attainment, as well as national aspirations on widening access to higher education. Our mission is to provide excellent high quality learning opportunities that enable all students to fulfil their potential. Our 2019-20 Outcome Agreement summarises how we will fulfil that mission.

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

Intensification

In 2019-20, the College will intensify efforts to meet government priorities as follows:

- *Developing the Young Workforce (DYW)* – we will continue to work with partners and employers to offer enhanced senior phase vocational pathways and work placement opportunities for students
- *Widening access* – we will build on our excellent progress in attracting and supporting care experienced young people and other vulnerable groups
- *Apprenticeship family* – we will increase our Foundation and Modern Apprenticeship portfolio and develop partnerships with universities delivering Graduate Apprenticeships
- *Articulation* – we will build on existing and forge new agreements with universities to enable our HE graduates to progress to degree study with advanced standing

- *Attainment and retention* – we will continue to provide targeted interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes
- *Gender* – we will continue our work on breaking down stereotypes in gender-dominated sectors, encourage female take-up of STEM courses, and encourage males into early years and childcare, health and social care careers.
- *Equally Safe* - We will support Equally Safe in Further and Higher Education. Our campuses will be places where students can study and flourish, with no place for sexual harassment or gender based violence.
- *Industry partnerships* – we will continue to enhance our engagement with employers to ensure our curriculum meets their needs and enable our students to gain the skills required for inclusive economic growth in the region.

TO BE INSERTED:

Signed pro-forma

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REGIONAL CONTEXT

Ayrshire's economy – challenges and opportunities

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

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

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

Economic profile of Ayrshire

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

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

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

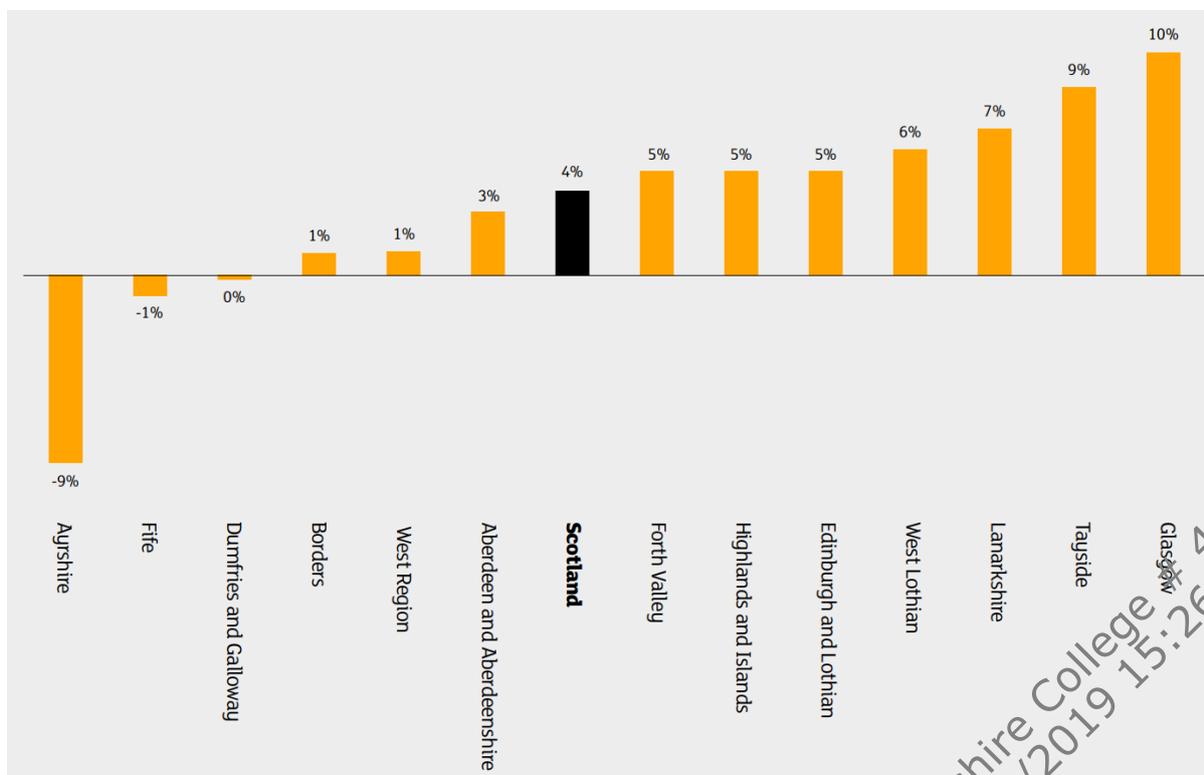
- Highest unemployment rate of all the regions
- Employment is yet to return to pre-recession levels and the employment rate is lower than the national average, particularly in North Ayrshire which has the lowest rate of any local authority in Scotland
- Largest decline in private sector employment compared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

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



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



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

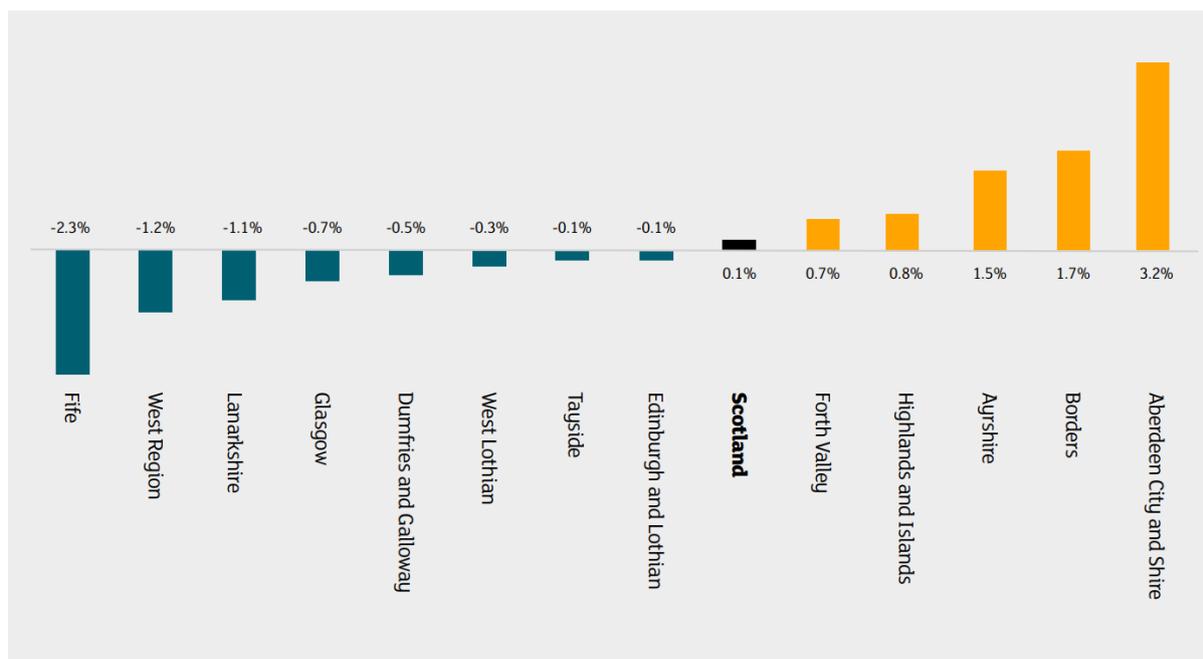


Figure 4: Net forecast change in employment by region, 2017-27

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

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

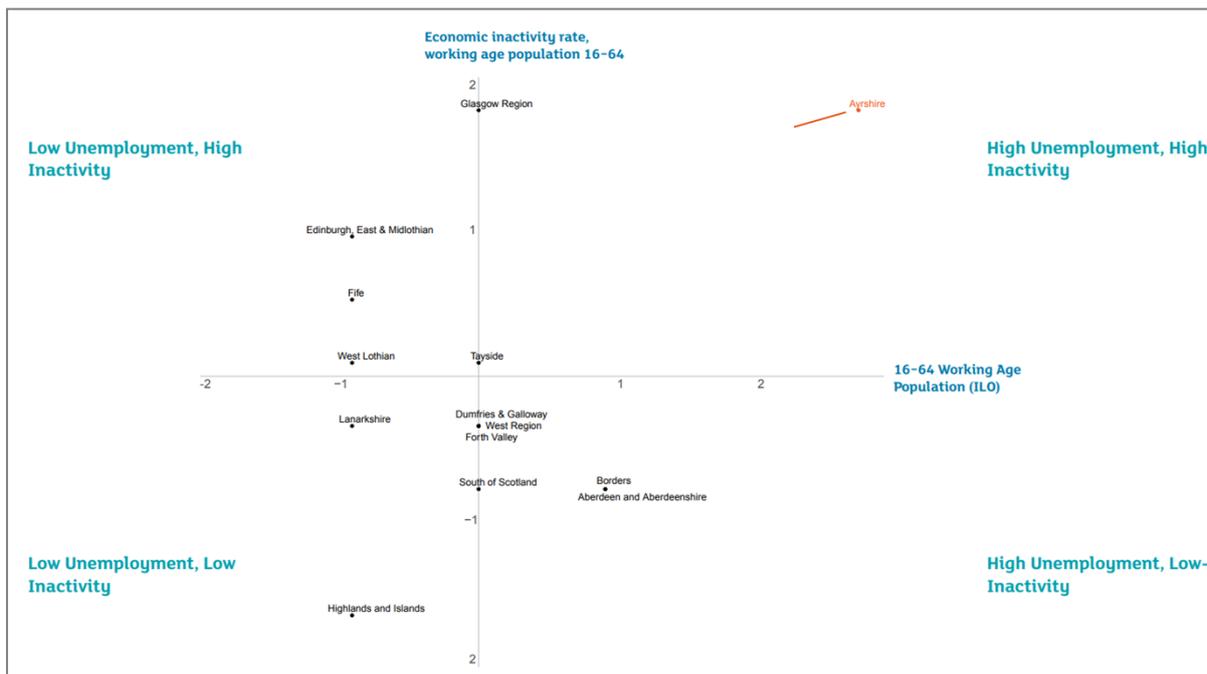
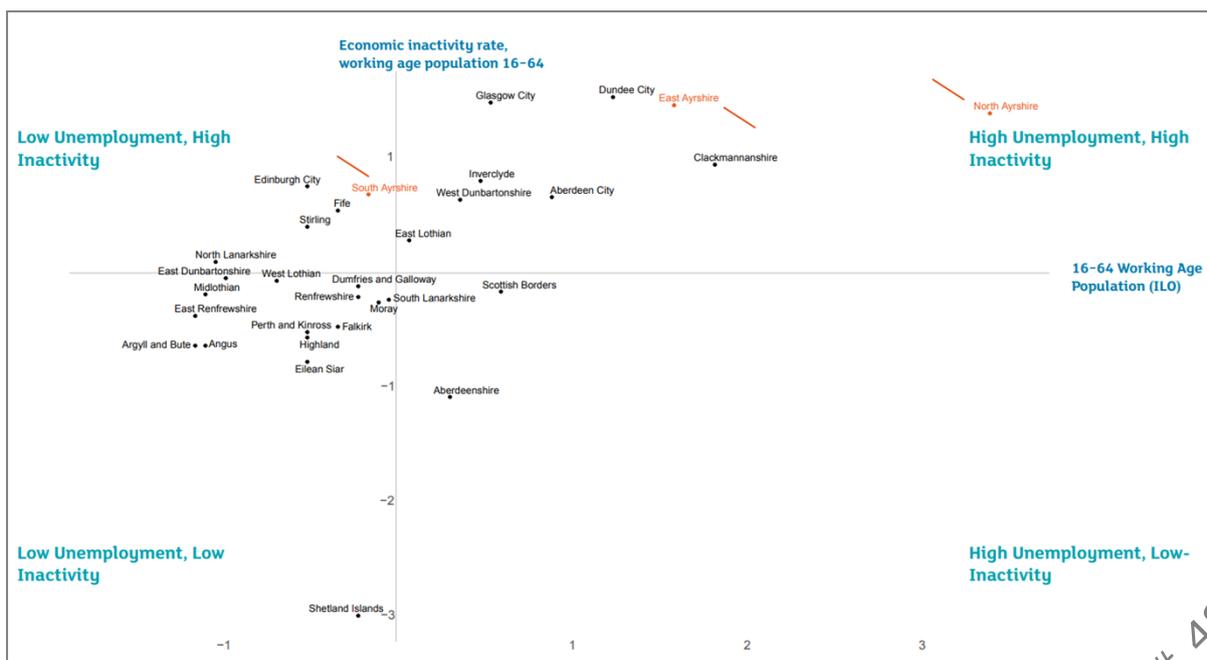


Figure 6: Unemployment (ILO) and Economic Inactivity by Local Authority, January to December 2016



Population

The *Regional Skills Assessment*, shows that the region's population projection over the next twenty years is one of significant decline, against national trends, in all but the 65+ age groups. In recent years, the College has witnessed this in the declining number of school leavers in Ayrshire, which fell significantly in 2015-16 with a corresponding impact on full-time FE recruitment which has declined by 17% over four years from 2015-16 to 2018-19.

Meeting future skills demand

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

The College will continue to support the economic sectors of particular relevance to Ayrshire identified by the *Regional Skills Assessment* and by partners. Of particular importance for 2019-20 are those sectors identified as having high growth potential in the proposed Ayrshire Growth Deal - such as aerospace, life sciences, manufacturing and tourism – and, as being essential for inclusive growth, such as care and hospitality.

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

Over the ten-year period 2018-28, the *Regional Skills Assessment* estimates that there will be 52,000 job openings in Ayrshire, driven entirely by replacement demand. Nearly half (47%) of these jobs require skills at SCQF level 7 and above. Demand for people with skills and qualifications is most significant at SCQF levels 5 and 7. The College's curriculum delivery plan for 2019-20 is responding to higher level skills needs by ensuring there is provision at levels 7 and above as well as effective progression routes for students from levels 5 and 6. Our activity target in 2019-20 for provision at SCQF levels 5 and 6 is 53%, and 30% for provision at SCQF levels 7 and 8.

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

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

Curriculum provision planned for 2019-20 reflects the main employing and growth sectors in the region, with 30% of planned activity in 2018-19 in STEM courses (64% of which is in engineering, science and technology, 36% in construction), 12% in health and social care, and 11% in early years.

OUTCOME 1 – ACCESS

A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

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

Access and Inclusion

As part of the core teaching grant, the college receives an Access and Inclusion premium which is circa £4.3M. The college is in the process of finalising its Access and Inclusion Strategy which summarises the work and the impact in this area as well as our key priorities.

We use these funds to support our inclusive practices in areas such as teaching, student services and inclusive learning support, ICT and general welfare provision for students. This funding supports all students in the college but with a particular focus on the progression of student students on entry level or access courses.

The funding also supports our CPD activities with staff to ensure we are equipping staff with the right skills and knowledge to support students with complex support needs and also with emerging barriers to learning such as mental health.

Ayrshire College adopts a whole-college, holistic approach to access and inclusion and a wide range of cross college teams contribute to that approach.

Our strategy is defined in two parts:

- Access – offering opportunities to all; and
- Inclusion – ensuring inclusive priorities for all

We have three broad themes of access covering partnership working, access programmes and supporting transitions. Our partnership working with various organisations such as schools, community learning and development partners, DPW, SDS, NHS, Police Scotland and others ensures we have a very diverse suite of access level provision across the region. To support transitions into, and out of that provision, we have a team of Employability and Engagement Officers who work in schools across Ayrshire with pupils to provide tailored bespoke transition support.

A range of support teams including Student Services, Inclusive Learning, Student Funding, Marketing, Business Intelligence and Information Systems ensure we support student learning and wellbeing through improved access to data, excellent ICT facilities and specialist software. Our inclusive approach extends to all students but we pay particular focus to under-represented groups such as care experienced, SMID10, student carers, exceptional entries and hearing impaired students requiring BSL support.

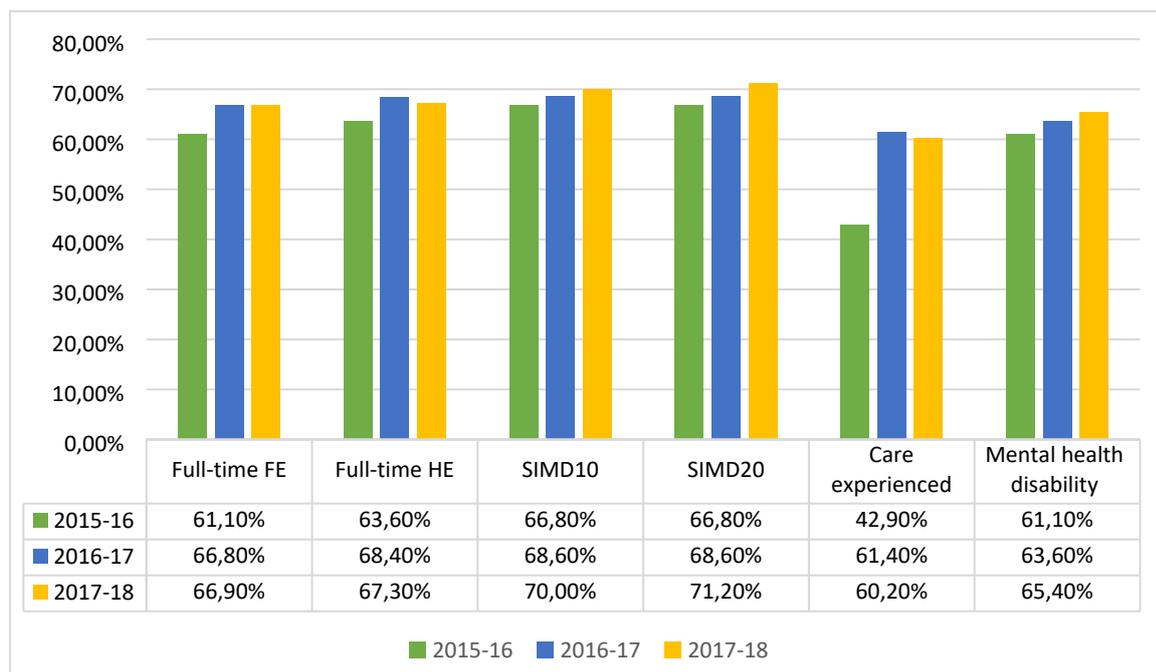
Just over £4M of the access and inclusion funding supports the staffing and associated costs of the following support areas:

- Inclusive Learning
- Employability and Engagement
- School-College Partnerships
- Learning Resource Centre

- Student Funding
- Student Services
- Business Intelligence and Information Systems
- Marketing
- Curriculum Administration Support

The remaining £100K contributes to ICT equipment and specialist software available in our Learning Resource Centres and also to our CPD activities, co-ordinated through our staff Learning and Development team.

The impact of our access and inclusion strategy is clearly evidenced through the improvement in retention and attainment over the last three years to 2017-18. The chart below highlights the overall improvement in attainment for full-time students as well as detail on priority groups.



Mental Health and well-being

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

Over the last three years curriculum and service teams have made positive interventions to improve student retention on full time courses. This, coupled with a focus on reducing partial success, was the major factor in greatly improved student success over that period. Reducing student withdrawals will continue to be a priority for the next three years. We will continue to develop our practice and ensure that there is consistent support for students across the College.

We will continue to support the wellbeing of our students through education and interventions on drugs, alcohol, mental health and other behavioural challenges, supported by our [Promoting Wellbeing](#) strategy. Our innovative shared posts - created in partnership with Police Scotland, NHS Ayrshire and Arran, and the Ayrshire Health

and Social Care Partnerships - enable us to offer a unique range of services and interventions for our students resulting in improvement in student retention. In 2018-19, we will build on this resource to help our students develop resilience and maintain their mental wellbeing.

We have developed a Student Mental Health Agreement in partnership with the Student Association and this will be launched in 2019-20.

SIMD10

A total of 13 per cent of the region's datazones are among the 10% most deprived nationally, with more than half of these located within North Ayrshire. Since merger the College has made good progress in supporting students who live in areas of multiple deprivation, with the proportion of credits delivered in SIMD10 areas increasing from 18.8% in 2013-14 to 19.2% in 2017-18.

Outcomes for FE and HE full-time students residing in SIMD10 datazones have improved significantly over the last four years, by 10.8 and 10.5 percentage points respectively.

The concentration of SIMD10 students in our campuses continues to reflect the proportionate number of SIMD10 datazones in that particular local authority area. For example, in 2017-18 25.7% of students attending the Kilwinning Campus lived in SIMD10 areas, 20.7% attending the Kilmarnock Campus, and 15.6% attending Ayr. The College will continue to work with local authority partners to target resources where need is greatest, particularly in localities identified by the three community planning partnerships (CPPs).

Care experienced students

We have made significant progress with the three local authorities in Ayrshire to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, received additional support at school, or are registered as a young carer. In 2017-18 this resulted in 252 students declaring that they are care experienced. 77% of these students are under 20 years old, almost half live in SIMD20 areas and more than a quarter are undertaking supported learning or HIVE courses.

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

In 2017-18, the College made a significant contribution to achieving SFC's *National Ambition for Care Experienced Students*. In support of the National Ambition target of 733 students in Scotland, we enrolled 252 care experienced students. We did not meet the national target for full-time FE care experienced students who successfully completed their qualification, with only 55.4% success at against a national target of 61%. We did however exceed the national target of 66% for full-time HE with 69.6% of students completing successfully.

Throughout 2019-20, we will continue to implement the actions in our [Corporate Parenting Plan](#) (progress to date is described in our [Corporate Parenting Report](#)). We will build on our success in developing relationships with, and establishing a pan-

Ayrshire network of, other corporate parents by hosting an annual partnership event. Importantly, we will continue to develop further corporate parenting training for staff.

Carers

The College tracks the number of students who disclose they are carers, in particular young carers, and offers support similar to that provided to care experienced students. Our [Equality Outcomes Action Plan](#) outlines our commitment to review support available to staff who have caring responsibilities, with a specific focus on promoting retention and career progression.

We participate in the Care Experienced, Estranged and Carers West Forum along with other colleges and universities in the West of Scotland and in 2018-19 we invited Buttle UK to deliver a development session for our Student Services staff to allow them to support student carers in making applications to the Buttle Trust for financial support.

The College has been a member of a national partnership project along with a number of colleges, universities, Scottish Funding Council, College Development Network and the Carers Trust Scotland to develop the *Going Further for Student Carers Recognition Award Toolkit*. This is being launched for the sector in early 2019 and we are aiming to achieve the recognition award in 2019-20. This will involve establishing a working group, developing an action plan, reviewing our processes to support Student Carers and implementing a number of other initiatives.

Estranged students

The college takes a holistic and personalised approach to student support and we are committed to taking up the Standalone Pledge in 2019-20. This will provide the right environment and conditions for students who are studying without the support or approval of a family network to stay resilient and thrive. Specifically, this will involve establishing a named contact and underlying processes to identify students, monitor their progress and raise staff awareness through ongoing training and development.

Veterans

Although the number of students declaring themselves as veterans is very low we will continue to support this group by providing bespoke individualised support, improving processes for identifying veterans and children of military families and monitoring their progress. This will ensure they are treated with fairness and respect in line with the principles of the Armed Forces Covenant.

Ethnicity

The College is committed to improving student and staff diversity, retention and progression across all protected characteristic groups. The College sets out this commitment in its [Equality Outcomes 2017-2021](#). These Equality Outcomes include specific actions in reference to ethnicity. Through participation in, for example, the Ayrshire Equalities Partnership and the Scottish Race Equality Network Forum (SREN), the College is seeking to progress successfully in meeting these specific actions.

Gender-based violence

Progress continues in the development of a College Equally Safe plan with a short-life working group now established and a clear reporting structure defined through the Values, Inclusion, Equality and Wellbeing (VIEW) steering group. A College Equally

Safe position statement is now effective as well as additional resources created to improve awareness of gender-based violence and supports available. Such activities complement existing resources and supports including our current student Safeguarding policy which is explicit in referencing behaviours that may be related or associated to gender-based violence.

Moving forward, the College seeks to develop a staff gender-based violence policy in order to further strengthen its response to supporting staff. The College also continues to engage positively in a pilot to contextualise the Equally Safe toolkit to a college setting. Through this, the College aims to, for example, improve current processes used to capture student data and also increase staff knowledge and understanding. The College hosted a regional event for colleges and universities from the West of Scotland in February 2019 to promote engagement with and share learning on the implementation of the toolkit.

Strong partnership working remains with the College playing an active role in locality Violence against Women (VAW) partnerships and the pan-Ayrshire Equally Safe in Ayrshire partnership. Involvement in such partnerships is a real asset to the College and is leading to important Ayrshire-wide outcomes being achieved. This includes the first ever working lunch hosted at the College focused on domestic abuse and the workplace for employers and organisations in the region. Indeed the very many activities the College is currently engaged in reflects the strategic importance given to addressing gender-based violence as a key facet of gender equality. Having a whole-college approach to gender equality is demonstrated in strategic commitments and ambitions such as the College's [Equality Outcomes 2017-2021](#).

Trans and gender diverse people

The College aims to be sector-leading in its ambitions and approach to promote the full inclusion and visibility of trans and gender diverse people within College and community life. To support these ambitions, the College is fully engaged with the TransEDU Community of Practice (CoP) for FE and HE. The College's Equality and Inclusion Advisor is currently the Chair of the TransEDU CoP and the College previously contributed to the TransEDU project. The College takes the TransEDU recommendations seriously and is progressing positively in meeting these with specific actions such as the development a trans policy for students and staff still to be addressed.

The College also seeks to further strengthen the Ayrshire LGBT+ Education Network. The Network was created in partnership with East Ayrshire Council and aims to improve the educational experiences of LGBT+ children, young people and adults learning in Ayrshire through the sharing of best practice. The Network was launched in February 2018. Since that time, the Network has held two further Meets at the College and ran three locality-based 'Join the Network' events across Ayrshire. The Network now includes a mailing list of 100 practitioners from the education-sector and related. It remains the only Network of its kind in Ayrshire and continues to demonstrate its impact upon practice. The last two Meets, for example, included trans-specific focuses with a 100% of Network members reporting an improved knowledge and understanding of trans policy and practice.

Working with young people in school to prevent disengagement

Over the course of the school year, specialist staff deliver personal development programmes, such as ASDAN qualifications, in school for pupils at risk of not

progressing to a positive destination. Pupils build relationships with these staff who help them with their transition to learning opportunities at College. The number of schools across the three local authority areas taking advantage of this offer is increasing, and we expect all secondary schools in Ayrshire to take advantage of this by 2020.

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

After a successful pilot project, in 2019-20 we will roll out thirty innovative curriculum delivery projects in secondary schools across Ayrshire in partnership with the Prince's Trust and the DYW Ayrshire regional group.

Winter leavers and exceptional entries

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

These students are contacted individually at the beginning of the academic session by Student Services to discuss support options available to them. This information is communicated to curriculum teams to ensure that they are aware of the students and receiving appropriate help to complete their course successfully. SDS now works on campus with Student Services to monitor the progress of exceptional entry students, ensuring that further support is provided to these vulnerable students and that our efforts are coordinated throughout the year. This is having a significant impact and in the four year period to 2017-18 there has been a 23.4 percentage point improvement in the number of these students successfully completing their course.

Reengaging young people who have disengaged from education

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

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

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

Supporting students with additional support needs

Developing the independence and employability of young people with disabilities is a high priority, and we have made good improvements on the retention and attainment of students with learning disabilities. This was achieved by adopting a project-based approach to learning which developed confidence and independence in our students. We will continue with this approach in 2019-20, as well as sourcing additional volunteering and work placement opportunities for students. For example, we will work with North Ayrshire Council to develop a supported employment programme for delivery in 2019-20.

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

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

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

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

Helping students develop essential skills for success

Effective core skills are critical to being successful in learning, work and life. Our model of core skills delivery for 2019-20 will ensure that all students on full-time vocational courses at SCQF levels 3, 4 and 5 study the three core skills of numeracy, communication and ICT at the same level as their course. SCQF level 6 students will study the two core skills that are considered to be the most relevant to help them progress in their chosen vocational area.

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

Tackling gender imbalance

Addressing gender imbalance is a priority for the College and strategic leadership for this is demonstrated at the highest level in the organisation. The membership of the Board of Management has consistently had 50:50 female/male representation and the

board signed up to the 50/50 Pledge in October 2017. At most management levels in the College, there is equal representation of men and women.

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

The College's strategy and actions for tackling gender imbalance are outlined in our [Gender Action Plan, *Taking Gender Out of the Equation*](#), which will be refreshed as a three-year plan in 2019 by the Gender Leadership Group. A key focus of our Gender Action Plan in 2017 was on recruiting more males to early years courses through our [Build a Brighter Future](#) campaign which has used our blog to highlight male students on early years courses, and achieving a better gender balance on school-college courses, particularly [foundation apprenticeships](#).

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

Awareness raising of opportunities in gender segregated occupations and sectors will be an ongoing thread of activity. Central to this approach are campaigns such as *This Ayrshire Girl Can* to encourage women to aspire to careers which are traditionally dominated by men in areas like engineering, technology and construction, and *This Man Cares* which encourages men to choose careers in care and childcare. An important aspect of this awareness-raising work is working with partners like SmartSTEMs to secure as much employer commitment as possible to planned activities. We are beginning to see evidence of the success of these initiatives with females accounting for 25% of the enrolments on the Engineering FA in 2018-19.

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

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

ESOL and Gaelic

We will work with the three local authorities to plan ESOL provision in 2019-20 based on the mainstreaming of funding that was previously available for additional activity across CPPs. The College is developing a regional database identifying ESOL demand and will build on the introduction this year of ESOL qualifications as part of school-college partnerships with local authorities. We will continue to facilitate joint

training days, forums which brings all ESOL practitioners together to share good practice, and celebrations of success of ESOL students.

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

In September 2018 the new William McIlvanney Campus was opened in East Ayrshire and the campus hosts the New Woodland School which offers Gaelic provision for pupils aged 3-18. South Ayrshire Council have an agreement in place allowing their pupils to access Gaelic provision in East Ayrshire if they wish. North Ayrshire Council do not currently have provision for Gaelic education locally and current corporate policy is to offer access in partnership with Glasgow City Council, Inverclyde Council or East Ayrshire Council.

In 2019-20 the College will look for opportunities to support the three Ayrshire local authorities with delivery of their Gaelic Language Plans to ensure the Scottish Government's aims as set out in The Gaelic Language (Scotland) Act 2005 are met.

Diet and Healthy Weight

The college has already introduced a number of initiatives to promote healthy eating for students and now all food served in college refectories is prepared internally. We have invested in specialist software which for 2019-20 this will allow us to ensure calorie count is available on all menus, and detailed food content and allergens will be included on menus/advertising materials.

The Health, Safety and Wellbeing team will continue to promote healthy weight initiatives and in 2019-20 aim to achieve the Paths for All Walk at Work Award and the Healthy Working Lives Silver Award. The College provides discounted gym memberships for staff at and promotes local authority gym memberships within the college.

We will continue to work in partnership with the Active Travel Hub in East and South Ayrshire and Trinity in North Ayrshire by developing workforce campaigns for 2019-20 such as a team walking challenge and sustainability challenge.

Supporting over-24 year olds

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

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

In partnership with the local Department of Work and Pensions, local authorities and a wide range of third sector organisations, we will continue to develop and deliver a range of short courses to support unemployed people. It will be critical that such

courses are not impacted negatively by the introduction of Universal Credit in our communities.

Student Support Funding

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

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

How Good is our College?

Quality enhancement and continuous improvement will underpin everything that the College aims to achieve in the period covered by this Outcome Agreement. Our priorities for improvement are set out in our Enhancement Plan for 2018-21. We have set ambitious targets for improvement in KPIs over the next three years, building on very good improvement over the last three years. To help meet these stretching targets the main focus in our Enhancement Plan is as follows:

- We will implement a new curriculum delivery model for FE courses in 2019-20
- Provide staff training and support to deal with complex barriers to learning such as mental health and the impact of adverse childhood experiences
- Continue focussed efforts to improve retention and attainment generally, but specifically for priority groups such as care experienced and those with a declared disability
- We will initiate an in-depth review of HE full-time delivery, focusing in the first instance on curriculum areas at greatest risk of lower student success
- Improve the volume and quality of digital learning content on courses as well as promote an increased use of digital assessment methodologies.

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

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OUTCOME 2 - OUTSTANDING SYSTEM OF LEARNING

An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities

Improving Student Outcomes

In the three year period to 2017-18 the College has made very good progress on SFC priorities of improving student outcomes. Outcomes for FE full-time (FEFT) students increased by 6 percentage points from 61% to 67% which placed the College above the sector average for the second year running.

Outcomes for HE full-time (HEFT) students also showed good improvement of 4 percentage points, increasing from 63% to 67%, however HEFT performance remains below the sector average and addressing this will be a key focus for improvement over the next three years in a number of curriculum areas.

Enhanced and coherent cross-college efforts by curriculum and service staff to improve student outcomes for key groups identified by SFC have resulted in very good progress in a range of areas. For example, outcomes for students on FE and HE full-time students residing in SIMD10 datazones have improved by 5.4 and 8.4 percentage points respectively. Effective and proactive support led to successful outcomes for students with a disability improving by 2.5 percentage points, and more significantly, successful outcomes for students with a declared mental health issue improved by 4.4 percentage points.

Significant emphasis has been placed on reducing withdrawals and reducing partial success for all students on full-time courses. Both measures have shown good progress, resulting in overall withdrawals improving by 1.2 percentage points and partial success by 3.8 percentage points over three years. This continues to be a critical area for improvement during 2019-20 to ensure the College can meet SFC's stretching targets for full-time student success.

The College placed a particular focus on improving FE part-time successful outcomes in 2017-18, particularly related to school-college provision. Overall, FE part-time performance improved by 5.2 percentage points over the year, but outcomes for senior phase pupils studying vocational qualifications at college in particular improved by 8.7 percentage points. Education Scotland conducted a series of lesson observations on school-college courses in October 2018 drawing the overall conclusion that learning and teaching was very strong and that the areas of strength clearly outweighed a few areas for development. In 2019-20, we will continue to work with local authorities, schools and the new South West Educational Improvement Collaborative to develop a coherent focus on raising attainment, closing the attainment gap and improving outcomes for school pupils studying part-time qualifications at College.

Articulation

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

awareness of the various college routes to higher education, and the College's Involvement in the FOCUS West Management Board from summer 2018 will be beneficial.

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

The College has articulation agreements in place with a number of universities, including those closest geographically to our students, UWS, Glasgow Caledonian University and the University of Strathclyde. In 2019-20, we will continue to secure further agreements with universities, for example by progressing recent positive discussion with Napier University, to expand opportunities for students seeking to articulate to degree programmes.

For 2019-20 we have developed a new partnership agreement with the Open University to deliver a 'Transition into Social Work' alternative pathway for HNC Social Services students to access the BA (Hons) Social Work Scotland programme at Ayrshire College. This is a work based distance learning transition route that will provide students with a uniquely supportive pathway to the OU degree.

Our provision of Scottish Widening Access Programmes (SWAP) will increase for 2019-20 with the introduction of *Access to Law, Business and Finance* at SCQF Level 6 and expansion of our *Access to Childhood Practice* course for adult returners. These will provide direct access to a range of degree programmes at a number of universities across Scotland and as well as supporting the expansion of early years curriculum.

Demand-led curriculum

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

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

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

secure feedback from employers on the relevance of college provision and to validate our provision by industry, whilst also ensuring there is no unmet demand in the region.

The SCQF framework is very visible within our main campuses and is a fundamental building block of our curriculum planning process which ensures clear learning pathways through the framework which are publicised and promoted through our course marketing materials and on the college website.

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

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

Employability of disabled learners

In 2019-20 we will continue to provide employability support for disabled learners in a range of innovative ways through collaboration with local agencies.

We will continue to run two Project Search programmes, one based at East Ayrshire's University Hospital Crosshouse and one in South Ayrshire's Culzean estate. Each programme is designed to help young people who have a learning disability or are on the autistic spectrum to build the skills needed for competitive employment. Our collaboration with University Hospital Crosshouse and the National Trust has provided a supportive environment for these young people to build employability skills that are transferrable to any workplace. Students become work ready through immersion in each host business over an academic year. The classroom and work based support on this programme has successfully prepared learners to achieve employment directly after the programme finishes.

A focus of all our courses in supported learning is to prepare learners for employment that is meaningful and purposeful, recognising their unique skills and personal qualities. All our courses include units on employability units and volunteering so that learners view themselves as having skills and abilities that are valued in the workplace, which reinforces a positive self-image and promotes mental wellbeing.

We will continue to hold our annual *Creating Connections* event which brings together providers of education, training, and advice in Ayrshire who work with young people with a disability. This event links to our strong focus on providing young people, their parents/carers, and teachers with information that helps them plan the next steps after the senior phase of school. Our goal is to help young people become better informed about the opportunities that exist across Ayrshire. *Creating Connections* helps individuals and their families plan and take informed next steps.

Creating Connections is hosted in collaboration with Skills Development Scotland and this partnership working is built on a shared understanding of the importance in helping young people view their skills, strengths, and abilities as helping them achieve a fulfilling role in the workplace. Together we are promoting the SDS Career Management Jigsaw to schools and other partners as a way to guide help young people make these informed choices during the transition phase of school or college.

Our portfolio of courses with supported learning, our Project Search programmes, and our emphasis on working with SDS through *Creating Connections* improves the information young people have about the value they bring to the world of work. The College values young people with a learning disability as learners and we are building their skill so that employers value them as employees.

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OUTCOME 3 – A MORE SUCCESSFUL ECONOMY AND SOCIETY

A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference

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

Responding to labour market needs

We will continue to meet the skills requirements of companies which expand, are created in, or are attracted to Ayrshire. In particular, the College will work with employers to ensure that our course provision addresses current and emerging skills needs. We continue to achieve the ambition highlighted in [Making Your Business Our Business](#), our employer engagement strategy, of being the training partner of choice for Ayrshire's employers and our strategic partners.

The strength of our relationships with employers can be evidenced through our innovative technical training solution with Spirit Aerosystems, implemented in January 2018. The College entered a new partnership with Spirit Aerosystems to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme we already provide the company. The new technical training was delivered by a dedicated vocational trainer employed by the College, who provided accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site.

In 2019-20, the College will continue to support this initiative and help develop the training being offered to meet the needs of newly acquired production lines being introduced in 2019.

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

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

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

College is working in partnership with Skills Development Scotland on addressing these skills needs.

Community Planning Partnerships / LOIPs

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

The CPPs focus on where partners' collective efforts and resources can add the most value to their local community, with particular focus on reducing inequality. The College contributes to the development and implementation of the three Local Outcome Improvements Plans which include specific targets on economic growth and skills development.

Flexible Workforce Development Fund

2017-18 saw the introduction of the Scottish Government's Flexible Workforce Development Fund and over 20 of Ayrshire's largest businesses were supported with training funded through this mechanism.

The College will continue to develop our offer to business through this fund for 2019-20 and our communication channels to increase the number of companies accessing training through FWDF. The College aims to utilise all funding allocated to Ayrshire through this fund.

Focus on STEM

We will intensify our focus on STEM to address the ambitions set out in the government's *Science, Technology, Engineering and Maths Education and Training Strategy*. To assist with this, the College has established a regional STEM strategy group comprising the three local authorities and the DYW regional group. After achieving the rigorous STEM Assured accreditation in 2017, we will ensure that the College retains that certification and continues to be recognised as a provider of high quality training aligned with current and future industry demand. By early 2019 we will have achieved EngTech approval for engineering students which will enable our students to be professionally registered with the Institute of Mechanical Engineers (IMechE). Ayrshire College has been nominated to lead on the development of the Regional STEM Hub Strategy and will liaise with all stakeholders as part of this initiative and will develop a pan-Ayrshire STEM Regional STEM Hub Strategy for implementation in 2019-20.

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

Following the creation of our industry standard composites centre on our Ayr Campus, we will continue to be the partner of choice for composite repair and testing for the aerospace and renewables sectors. This will include increasing the number of full-time students trained in composites, as well as bespoke courses for industry partners. The College will work with industry to monitor and respond to changes in technology and

practices, ensuring our provision remains current and relevant. We will work with the Prestwick Spaceport team to develop and plan for the skills required for this venture and provide the support required to maximise the opportunity for success.

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

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

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

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

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

Building on our very successful school/college partnership, we will expand our provision in STEM related Foundation Apprenticeships. Our innovative approach to delivery has been recognised with a recent FA engineering graduate being voted the 2018 Foundation Apprentice of the year for Scotland as well as the overall 2018 Apprentice of the Year for Scotland.

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

these films in schools to encourage girls to think differently about careers in engineering.

In partnership with Energy Skills Partnership, the College will host annual First Lego League and First Lego League Jr events to promote STEM skills regionally with our schools. This will allow pupils to showcase their learning at these events and provide them with the vital skills required for a career in STEM, and these initiatives will form a key part of the Ayrshire Regional STEM Hub Strategy.

The College will continue to support *Ayrshire Connects*, our mentoring network for female STEM students to connect with each other across courses and campuses, with female STEM students in other colleges and universities, and with women in the industries they aspire to work in. As well as arranging visits for students to companies and regular events at which senior women in sectors like engineering offer advice on securing and sustaining careers in male-dominated industries, we will continue to hold an annual conference with international speakers at which local companies mentor the girls and women who attend. In 2019-20 we will introduce a Women into Construction HE course to encourage women to take up study within this profession.

Digital ambitions in Ayrshire

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

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

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

The College will play a critical role in supporting Ayrshire's digital future by ensuring that all students develop the skills to take advantage of opportunities. The jobs available can only be filled if increasing numbers of people choose to develop the skills required yet, despite the many high-value job opportunities and careers available in the digital sector in Scotland, there is a significant need to raise awareness of these amongst young people and their influencers. The College will continue to work with schools to build a pipeline of young people into our full-time computing courses.

Our successful Coderdojo Ayrshire computing coding clubs have introduced over a thousand primary and secondary age school pupils to programming and developing apps, and we will continue to offer these throughout 2019-20 to build a pipeline of young people studying digital skills. Following two successful *This Ayrshire Girl Can* events, run in partnership with SmartSTEMs, which introduced over 500 first and second year secondary school girls to STEM, we will continue to roll these events out on an annual basis.

Early Years and Childcare

In 2018-19, the College intensified its support for the expansion programme and addressed the actions set out in the *Skills Investment Plan for Scotland's early learning and childcare sector* by increasing provision of early years courses in schools, evening classes, and full and part-time courses.

We have led the development of a pan-Ayrshire forum involving representatives from the three local authorities and University of West of Scotland (UWS) to action workforce planning issues surrounding education and training requirements. Through this group a centralised placement model has been created to support the management and coordination of placements and overcome the challenges experienced as a result of the early years expansion.

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

An important aspect of our support for the sector is working with partners to expand opportunities for training existing and new staff. To attract more males into early years, the College developed a six-week full-time skills academy programme for male career changers. In 2018-19, for the first time, we offered an *Access to Childhood Practice* (SWAP SCQF level 6) course for adult returners in our Kilmarnock Campus and for 2019-20 this will be expanded to all three main campuses. This provides an alternative pathway to HNC Childhood Practice for adults with no qualifications or who have been out of education for more than five years.

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

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

An important factor that has influenced our plans for growth in 2019-20 is that many students applying for the HNC Childhood Practice do not have the relevant sector experience for direct entry. The College is overcoming this problem by intensifying growth in the number of places at FE level by 8% in 2019-20, which will lead to an increase in suitable applicants for HNC in future years. A further factor is the need to establish higher volumes of suitable high quality placements, which are essential for the qualification. Work is ongoing with partners to investigate alternative placement models for the future.

Senior Phase Vocational Pathways

Building on good progress already made, we will continue to develop a coherent, strategic approach to promote school-college courses. In 2018-19, the College will continue to engage in the new South West Educational Improvement Collaborative

and with headteachers in Ayrshire's 26 secondary schools to strategically design and plan senior phase vocational pathways.

An important component of these industry sector pathways is our foundation apprenticeship offer. In 2019-20, we will offer 13 cohorts of foundation apprenticeships including the five discrete frameworks of Engineering; Civil Engineering; Social Services (Children and Young People); Business Skills; and Scientific Technology: Laboratory Skills. We will work with the DYW regional group to source appropriate work placements for our foundation apprentices.

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

We will continue our extension of vocational pathways from senior phase into broad general education with the introduction of short six-week vocational "burst" courses for S2/3 pupils in 2019-20, which will help them make informed option choices in the senior phase. Vocational areas will include automotive, care, cooking, drama, early education, fashion, hair and beauty, science, social science and trades.

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

Supporting the apprenticeship family

We will continue to promote foundation apprenticeships (FAs) as a high quality vocational offer for senior phase pupils. For 2019-20 we will introduce new FAs in *Scientific Technology: Laboratory Skills* and *Business Skills* as well as increasing the provision of *Engineering* and *Children and Young People* courses.

The FA in *Scientific Technology: Laboratory Skills* is being introduced at our Kilwinning Campus in order to strategically place this provision in North Ayrshire. This will complement the i3 Life Sciences ambitions within the i3 Irvine Innovation and Industry area within North Ayrshire, and provide local businesses with the opportunity to integrate young people into their organisations who will bring new ideas and visions as to how to solve problems and drive local businesses forward.

There are challenges around recruiting students onto FA courses and ensuring they remain sustainable but we will continue to work with partners to fill these places and actively promote the FA offer within Ayrshire.

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

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

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

Work placements

The College aims to ensure that all students on vocational courses undertake work placements, volunteering opportunities or live project briefs to help them become work-ready when they complete their course and we have seen steady growth in the number of full-time students with substantial work experience as part of their course. Work placements in curriculum areas such as care and early years are built into the course, for example, on level 4 and 5 courses simulated nursery spaces are used to provide work experience using the Early years Scotland Stay, Play and Learn model. All full-time sports students participate throughout the year in volunteering projects with, for example, Active Schools and Ayrshire Sportsability. Excellent relationships with the construction sector in Ayrshire leads to a large number of work experience opportunities for trades students.

The College works with the DYW Ayrshire regional group and industry organisations such as the Ayrshire Engineering Alliance to secure work placements for our foundation apprentices. In 2019-20, we will seek further support from the DYW group to identify work experience opportunities for more students, including those in the senior phase.

Responding to current workforce skills needs

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

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

Industry partnerships

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

The College entered a new partnership with Spirit to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme we already provide the company. The new technical training is being delivered by a dedicated vocational trainer employed by the College, who will provide accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site. Our

trainer will upskill new recruits to the business to ensure they are compliant with the technology and culture that the company requires. As new technology and processes are introduced the training provision will change accordingly, with the benefit of feeding this valuable information back into our curriculum design process.

Demand-led curriculum

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

Cyber resilience

The College has taken action to meet government requirements for the public sector in Scotland to meet a minimum standard of cyber resilience and further actions will continue to be implemented and monitored during by the ICT services team during 2019-20.

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

ESF Provision

Ayrshire College has undertaken a comprehensive strategic review of its curriculum portfolio AY 2019-20 to ensure that its provision delivers the right learning for its students, provides employers with the skills they require and responds to the labour market needs of the region. The College's robust planning mechanisms have culminated in the creation of a highly detailed Curriculum Delivery Plan (CDP) which precisely quantifies the number of credits needed to meet the requirements of the Regional College Outcome Agreement.

As a result the College's allocation of 860 ESF credits has been fully embedded into the delivery arrangements for the Ayrshire College curriculum plan for the 2019-20. Therefore, the additional funding provided through the ESF Developing Scotland's Workforce will be used specifically to increase activity in key growth sectors of the Ayrshire economy identified by employers, Skills Investment Plans and the Regional Skills Assessment.

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OUTCOME 4 - HIGH-PERFORMING, SUSTAINABLE INSTITUTION

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

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

Governance and financial management

Effective and efficient corporate governance arrangements, led by the Board of Management, are embedded in everything we do. This can be demonstrated by an externally led review of the effectiveness of the Board's governance arrangements undertaken in 2017. This review assessed the College's arrangements against the updated requirements of the Code of Good Governance for Scotland's Colleges. The conclusion of the review was that the College complies fully with the Code of Good Governance for Scotland's Colleges and that there were "many examples of good practice" within the College's governance arrangements. In line with SFC accounts direction, the Board of Management confirmed it had complied with the 2016 Code of Good Governance for Scotland's Colleges in its report and financial statements for the year ended 31 July 2018.

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

Institutional Financial Health and Sustainability

Institutional financial health and sustainability remains a challenge for the College and the wider sector.

This area is a key strategic priority for the Executive Management Team and the Board of Management and is recognised in the College's corporate risk register.

2018-19 Academic Year

The Board of Management in June 2018 approved a balanced cash budget. In order to achieve this the College undertook a significant savings exercise based on the income and cost base from the previous year. The savings totalled a **net circa £0.900m**, however, these savings were almost entirely replaced by the expected cost of living awards for year being negotiated through national bargaining.

2019-20 and beyond

It was agreed in early summer 2018 that the College, working with SFC, would develop mitigating financial plans. These plans are to address projected deficits for forward financial years arising mainly from the continuing costs of the PFI contract for our Kilwinning campus as well unfunded costs arising from national bargaining cost of living awards.

The College submitted a final Financial Forecast Return (FFR) for a five-year period to **2022-23** in October 2018 and its forward planning assumptions, in line with SFC guidance. The updated financial forecasts showed projected accounting and cash deficits each year within the planning cycle.

The FFR projections were used to produce a two year Financial Sustainability Plan (FSP). The FSP was approved by the Board of Management in November 2018 and subsequently approved by SFC. The FSP has two main components to achieve financial sustainability for the two year period AY 2019 to AY 2021. The College has undertaken a comprehensive review of its current organisational staffing structure together with SFC providing additional strategic funding for each of the two years.

Public Sector Efficiency Saving

The College continually explores opportunities to increase efficiencies across curriculum and service areas. Our most recent Institutional Efficiency return to SFC identified that we had delivered efficiency savings of **£1.424 million** during AY 2016-17.

Brexit

The College does not receive direct European funding. However, we deliver ESF funded activity through SFC and SDS. As such, there is a potential that some provision may cease or reduce, depending on the outcome of Brexit discussions.

The College has completed surveys on Brexit when requested. A key point to note is that Ayrshire College does not hold the necessary visas and as such is not exposed to any fluctuations in international fee paying students. Once the outcomes of Brexit are better known the College will consider any risks and put in place mitigating actions.

Inspiring learning spaces

In 2019-20, it will again be a priority that students on all campuses have access to high quality learning spaces. We will continue to improve student facilities in our Ayr and Kilwinning campuses and in our co-located Skills Centre for Excellence at Irvine Royal Academy. We will continue to ensure that the high standards at Kilmarnock Campus are maintained.

It is a priority to relocate our current STEM provision in North Ayrshire from a leased industrial unit in the Nethermain industrial estate to a modern fit for purpose facility located at our Kilwinning campus. Positive discussions are continuing with North Ayrshire Council and the SFC on financial strategies to achieve this aim.

A major programme of estates works, supported by funding from the Ayrshire College Foundation (ACF), was completed in summer 2018 creating new and upgraded learning spaces and facilities within our Ayr and Kilwinning campuses.

On the Ayr campus improvements included redeveloping the first floor of the Dam Park Building to provide a new Health and Social Care curriculum suite, relocating the HIVE, Supported Learning and Essential Skills areas to the ground floor of the Riverside building, and installing a new kitchen for Supported Learning and HIVE students. A purpose built music recording and rehearsal suite was created for the music and sound production curriculum area. In Kilwinning a new Supported Learning kitchen was installed providing a fit for purpose learning space for students with additional support needs.

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

Climate change

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

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

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

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

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

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

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

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

Equality outcomes

Central to everything we do is our ethos of providing opportunities for all, expressed in our [Equality Outcomes 2017-2021 Report](#) and [Equality Outcomes Action Plan](#). A set of four regional Equality Outcomes and associated shared actions have been agreed and the College is working with community planning partners to deliver on the following pan-Ayrshire equality outcomes:

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

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

Equally Safe

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

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

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

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

Workforce Plan

A highly skilled and motivated workforce is critical to the College delivering high quality learning and teaching experiences, and supporting the communities of Ayrshire. In 2018 we launched our [People Strategy](#) which sets out the key aims and ambitions in the period to 2020. A number of challenges have been identified based on current assumptions, however it is recognised that these will change and that additional or different challenges will emerge.

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

Student Association

The Ayrshire College Student Association represents the student voice through participation on all Board of Management committees and representation on a number of internal steering groups. For 2019-20 the college is establishing a number of thematic task groups focussing on eight priority areas: care experienced students; evaluation of learning and teaching; work experience and community engagement; school-college partnership courses; digital skills; gender imbalance; sustainability; and retention. These groups will consist of cross college groups of staff and the Student Association will be represented on each one to ensure students are influencing progress on these priority areas.

In 2019-20 the college will undertake a review of the current Student Association Constitution and in particular the effectiveness of the class representative system, in order to inform future improvements.

Staff from our Quality Enhancement and Student Services teams, have supported the college's Student Association Advisor to develop a robust induction process for the Student Association elected officers and this will be implemented during the summer of 2019 to prepare the elected officers for taking up post.

The number of students engaging in the national Student Satisfaction and Engagement Survey increased from 2016-17 to 2017-18 but we are still short of achieving the SFC target that the survey will be completed by 50% of the student population. In 2019-20 we will continue to work proactively with Student Association to raise awareness of the survey and ensure that participation levels continue to increase.

Staff from our Quality Enhancement and Student Experience teams meet the Student Association on a monthly basis to discuss key themes from the Outcome Agreement, develop future targets and monitor progress. We will continue with this approach in 2019-20 as it has been effective in developing the sustainability of the Student Association and continuity planning for the new Student President on an annual basis.

OUTCOME 5 - INNOVATION

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

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

Supporting innovative developments in Ayrshire's economy

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

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

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

Encouraging and supporting innovation

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

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

In 2019-20 the College will work with partners, including City of Glasgow College, Strathclyde University and University of the West of Scotland on a project to develop a skills system for the new National Manufacturing Institute for Scotland, as well as continuing our work with Spirit Aerosystems to develop a skills system for their new planned Innovation Centre at their Prestwick site.

College Innovation Fund

The College received funding support from the Scottish Funding Council through the College Accelerator Innovation Fund to participate in the *FUTUREquipped Colleges*

and Innovation Centres pilot project. This has enabled the College to effectively engage with a number of newly started small businesses across the region. Through this engagement the College better understands each company's business, its history and its future aspirations. The information gathered through this engagement has been used to inform and target marketing and promotion activity. This has primarily been achieved in two ways:

1. Each company's experiences have been used to showcase the business and innovation within Ayrshire using blogs. The showcasing of the businesses is being coordinated and publicised further by promoting each blog under a combined social media hashtag. The hashtag #OurAyrshireEntrepreneurs has generated interest and enabled the cross sharing of ideas and experiences with a wider audience.
2. Where companies have been identified as having innovative ideas, information is forwarded to the College's Industry Programmes Team. This allows the College to undertake further investigation and engagement to establish if an Innovation Voucher application is possible.

Innovation Vouchers

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

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

Throughout 2019-20, we will intensify our efforts on innovation to enhance the student experience. This will include holding a Festival of Learning for all staff which will focus on digital innovation across service and curriculum areas. We will continue to enable staff to share good practice in learning and teaching through sharing sessions and TeachMeets.

Supported by funding from the Ayrshire College Foundation of £250,000 over three years, the college introduced the *Innovating for Learning Fund* in 2017 to support creativity and improvement in curriculum and service design, content and delivery. Grants will continue to be available to teams in 2019-20 to support new approaches to learning, teaching and assessment. Projects will be evaluated as part of our self – evaluation process.

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

Using Technology to Enhance Learning

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

Supporting Student Enterprise

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

Over the next three years, in collaboration with a range of partners, we will offer a coherent, coordinated programme of enterprise support to students. *Enterprising Students* is the college's strategy to inspire greater numbers of business births from our student population and support these businesses to achieve sustainability and growth. We will continue this project in 2019-20 and it will support students by:

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

LINKS TO COLLEGE STRATEGIES

Strategic Plan 2017-20
Learning and Teaching Strategy 2018-20
Digital Skills Strategy 2018-20
People Strategy 2018-20
Infrastructure Strategy 2018-20
Promoting Wellbeing Strategy 2018-21
Ayrshire Shared British Sign Language Plan
Corporate Parenting Plan
Gender Action Plan

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