

**Meeting of the Learning, Teaching and Quality Committee
to be held on Thursday 27 November 2025 at 4.00pm via Microsoft Teams**

AGENDA

1. Welcome and Declarations of Interest
 2. Apologies
 3. Minutes from meeting held on 04 September 2025
 • Action and Decision tracker
Paper 1 (C/P)
Paper 1a
- Part A - For Discussion, Decision and Approval**
4. Learning, Teaching & Student Experience Strategy Update
Presentation (SR/APs)
 5. Student Association Report Q2
Paper 2 (P) (DH/CS)
 6. 2025-26 Pulse Surveys Analysis
Paper 3 (P) (DW)
 7. Final 2025-26 Self-Evaluation and Action Plan
Paper 4 (P) (DW)
 8. 2024-25 Outcomes Framework and Assurance Model Contextual
Commentary and Case Studies
Verbal (P) (DW)
 9. 2026-27 Draft Curriculum Delivery Plan
Paper 5 (R) (SR)
- Break**
- Part B – Regular reporting and monitoring**
10. Employer Engagement and Innovation Report Q2
Paper 6 (R) (ARo)
 11. Performance Dashboard [Link to Dashboard](#)
Verbal (SR/APs)
- Part C – Risk management**
12. Strategic Risk and Opportunity Register [Link to Risk Register](#)
Paper 7 (R) (ARi)
- Part D – For information**
13. AOB

Date of Next Meeting: Thursday 05 March 2026 at 4.00pm **Kilwinning**

(C/P) Confirmed minutes will be published; (P) Papers will be published on the College website; (R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality

**Minute of the Learning, Teaching and Quality Committee Meeting
Held by Hybrid Attendance at Kilmarnock Campus and via Microsoft Teams
Thursday 04 September 2025**

Present:

Alison Sutherland	Chair LTQC
Jane Grant	Non-Executive Board Member
Gillian Longmuir	Non-Executive Board Member
Michael Ross	Non-Executive Board Member
Iain Shearer	Non-Executive Board Member
Gayle Watson	Co-opted Committee Board Member
Chris Boyce	Elected Member, EIS/FELA
Angela Cox	Principal, Ex-officio
Marko Prororic	Elected Member, Professional Services/Support Staff.
Connor Skipsey	Elected Member, Student Vice President
Janette Steel	Elected Member, Curriculum Staff

In attendance:

Jennifer Anderson	Assistant Principal, Skills and Innovation
David Davidson	Vice Principal, People, Performance and Transformation
Gavin Murray	Assistant Principal, Skills and Innovation
Sara Rae	Vice Principal, Skills and Enterprise
Alan Ritchie	Vice Principal, Finance and Infrastructure
Alistair Rodgers	Director of Enterprise Development
Doreen Wales	Assistant Principal, Student Experience & Quality Enhancement
Richard Simson	Head of Business Intelligence & Information Systems (Item 10 only)
Hilary Denholm	Board Governance Advisor
Katelyn Kilbride	Executive Assistant (Minutes)

1. Welcome and Declarations of Interest

Alison Sutherland, Chair of the Learning, Teaching and Quality Committee, welcomed everyone to the meeting, including new members and new attendees. The Chair requested all attendees introduce themselves and their roles.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

2. Apologies

Apologies were received from Brian Green, Vice Chair LTQC, Lisa Keggans, Elected Member, UNISON, Darcie Hamilton, Elected Member, Student President and Jason Currie, Non-Executive Board Member.

3. Minutes of the previous meeting held on 29 May 2025 (Paper 1) (C/P)

The minutes of the meeting held on 29 May 2025 were approved as a correct record.

Proposed: Gillian Longmuir

Seconded: Angela Cox

3.1 Action Tracker (*Paper 1a*)

The Committee noted that there were no outstanding actions.

4. Student Association Report Q1 (Paper 2) (P)

C Skipsey highlighted the main activities from the report and verbally updated the Committee on activities since the report submission.

The Committee noted:

- The Student Association (SA) team attended the sparqs 'Lead and Change' two-day residential conference in August and are undertaking a further review of the sparqs SLE model.
- A campaign plan is underway for Dyslexia Awareness week in October.
- Freshers events are organised to take place in Kilmarnock on Wednesday 10 September, Ayr on Thursday 11 September and Kilwinning on Friday 12 September.
- The SA have introduced the opportunity to win a £100 gift card to students for engaging with NEXUS.
- The Brighten Our Campus project is progressing positively. Flowers have been planted at each campus and furniture has been purchased to establish a well-being garden in Kilwinning.
- The Ayrshire College flower (Blue Columbine) has been planted in various locations around campus, and the Student Association team hope to celebrate with a small ceremony.

The Committee welcomed the report and noted informative updates.

5. Student Association Presentation – The Nexus

C Skipsey presented the NEXUS video to members.

The Committee noted:

- J Steele praised the Student Association for their efforts and reinforced the positive impact of the NEXUS platform.
- D Wales noted almost 600 visits to the NEXUS and highlighted 295 of those visits occurred following the Festival of Practice.
- A Cox highlighted the importance of reaching students like apprentices and ensuring engagement with the NEXUS platform. C Skipsey advised the first step is to launch the NEXUS at Freshers and then the focus will shift to engagement with students. It was agreed Vice Principal Skills and Enterprise and Director Enterprise Development would assist with helping to encourage engagement amongst Modern Apprentices.

- A Cox also highlighted the prospect of expanding the NEXUS into more specific areas in the future.
- A Sutherland queried the functionality of the questions tab. C Skipsey advised there is an AI generated responder who has knowledge of the College website and Class Ambassadors video. D Wales added that the questions received are moderated.

The Committee welcomed the presentation.

6. 2025-26 Committee Terms of Reference & Work Plan (Paper 3) (P)

H Denholm highlighted the suggested changes to the Committee Terms of Reference and updates to the 2025/26 Committee Workplan.

The Learning, Teaching and Quality Committee were asked to review the revised Terms of Reference and the 2025/26 Work Plan for the Learning, Teaching and Quality Committee, and recommend approval to the Board.

A Cox queried page 4 of the paper under heading ‘meetings:’

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

It was agreed that the Terms of Reference will be reviewed by the Chair and Hilary Denholm.

The Committee is asked to note the current Committee Membership.

Decision: LTQ49-D01: The Committee reviewed the revised Terms of Reference and the 2025/26 Work Plan for the Learning, Teaching and Quality Committee and recommended approval to the Board subject to the review of the following statement: “The Committee shall normally meet on a quarterly basis but shall meet on a minimum of three occasions per annum.”

7. 2024-25 Interim Ayrshire College Performance Indicator Report (Paper 4) (P)

S Rae presented on the interim 2024-25 Performance Indicators and noted the following:

- Further Education Full-Time is positive.
- Further Education Part-Time is positive.
- Higher Education Full-Time is positive.
- Higher Education Part-Time was initially recorded as being significantly lower however this was due to outstanding results. The most recent internal data showed only a 0.4% variance from last year.

- S Rae advised the data shows the recognised challenges faced by the College, and the wider Sector, in 2023-24 and the efforts made in 2024-25.
- A very positive picture was presented on successful outcomes linked to priority groups.

The presentation will be circulated with the minute.

The Committee welcomed the report and noted the informative updates.

8. 2023-24 College Sector KPI Benchmarking Report (Paper 5) (P)

S Rae presented the 2023-24 College Sector KPI Benchmarking Report.

The Committee noted:

- Members were reminded of Industrial Action throughout 2023-24 which impacted KPIs and noted the change in universities providing unconditional offers.
- S Rae noted the focus on priority groups and the exceptional results for the College in 10% Deprived, 20% Deprived, Disability and Care Experienced categories.
- G Murray highlighted the Skills and Enterprise Team are reviewing how courses are delivered to understand the differences and implement good practices across all areas.
- J Anderson reiterated the changes in her area and noted that areas for improvement are being reviewed. Jennifer also noted that College 3C time is being utilised to review KPI data and discuss innovative ideas to tackle areas of concern and all management received Evolve Leadership training as part of this.
- D Wales advised that the Curriculum Improvement process has been reintroduced and Heads/CQMs are being encouraged to review and understand KPIs. This has included training sessions for CLT which were delivered by Scottish Funding Council colleagues.

The presentation will be shared with the minute.

Members noted the report as presented.

14. AOB

The Chair noted key points will be shared with Board Members and welcomed feedback on the format of meetings.

No other business noted.

Date of Next Meeting: Thursday 27 November at G93, Dam Park, Ayr Campus.

(C/P) Confirmed minutes will be published on College Website;

(P) – Paper will be published on the College Website;

(R) – Paper is reserved, because it contains data or information of a personal nature, which is restricted by legislation, or because it contains commercially sensitive information, and will not be published on the College Website

RESERVED ITEMS ON THE NEXT PAGE

RESERVED ITEMS

9. DRAFT 2025-26 Self Evaluation Report and Action Plan (Paper 6) (R)

D Wales presented the report and noted the current format is draft pending updated information.

Members were requested to recommend to the Board for approval at the 25 September Board meeting, thereafter the full report will be submitted to the Scottish Funding Council prior to the deadline on 28 November 2025.

The final and submitted version will be presented at the Learning, Teaching and Quality Committee on 27 November 2025.

The presentation will be shared with the minute.

Richard Simson, Head of Business Intelligence and Information Systems, joined the meeting during item 9.

Decision: LTQ49-D02: The Committee reviewed the DRAFT 2025-26 Self Evaluation Report and Action Plan and recommended approval to the Board.

10. 2024-25 External Verification Report (Paper 7) (R)

D Wales presented the External Verification Report to members and highlighted the high-level of confidence in the College's External Verification process. D Wales noted a reduction in visits and activity which suggests Ayrshire College is considered as a low-risk institution.

A Cox queried if the decrease in EV visits is a national trend or specific to the College. D Wales will check the national trend data and provide A Cox with an update.

The Committee welcomed the report and noted the informative updates.

11. 2024-25 Performance Dashboard Demonstration & Verbal Update (R)

R Simson provided a demonstration of the Performance Dashboard particularly for the benefit of new Committee members. Board members are welcome to attend an additional training session with Richard Simson and should contact him directly to arrange this (Richard.Simson@ayrshire.ac.uk.)

The Chair welcomed members to consider any data to include on the Dashboard which is not currently available.

S Rae provided an overview of the current Performance Dashboard data.

Richard Simson, Head of Business Intelligence and Information Systems, left the meeting after item 11.

The Committee noted the demonstration and the verbal update.

12. AY 2025-26 Employer Engagement and Innovation Report Q1 (Paper 8) ®

A Rodgers summarised the Employer Engagement and Innovation Report for Quarter 1.

The Committee noted:

- The new format of the Employer Engagement Team has now been established for 12 months.
- The Employer Engagement KPIs for 2024-25 are as follows:
 - 32 new employers engaged
 - 1,300 apprentices supported
 - 4 Strategic Employer Events
 - Visit to Canadian College's to expand on International Partnerships
 - Employer Satisfaction Rate at 96%
 - Overall income target exceeded
- The Objectives and Priorities for 2025-26 are as follows:
 - Deliver the Scottish Government funded offshore wind programme
 - Applied for additional funding via SEEP (Scottish Education Exchange Programme) to develop partnership with institutions within the Nordic region to support the ongoing work in the College with key employer partners such as XLCC, Vestas and Vattenfall
 - Continue to progress the £100k GE Hungary contract
 - Continue to co-develop curriculum, online collaboration and joint funding opportunities with Canadian partners

The Committee welcomed the positive report and noted the report as presented.

13. Strategic Risk Register (Paper 9) (R)

A Ritchie introduced Paper 9, giving an update of the strategic risks faced by the College following a review by the College Management Team.

The Committee noted:

- A new risk concerning the absence of a clearly defined AI Framework was added, emphasising potential failures in delivering AI benefits due to knowledge gaps and misalignment with strategic goals. This risk is owned by the Vice Principal of Finance and Infrastructure with a residual risk score of 12.
- A full review of the Strategic Risk Register is due to take place in October 2025.
- Emerging risks continue to be reviewed at SLT meetings.
- The College continues to monitor the outcome of the UK Supreme Court Ruling.

- There have been no changes to the risk score for Financial Sustainability, Job Evaluation or Investing in the College Infrastructure.

Members were asked to:

- a) Consider the proposed amendments to the Strategic Risk Register.
- b) Approve the Strategic Risk Register.

Decision: LTQ49-D03: The Committee reviewed and approved the Strategic Risk Register for consideration and approval to the Board.

Learning, Teaching & Quality Committee - Action and Decision Log
Meeting No 49 – 04 September 2025

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
04.09.25	2025-26 Committee Terms of Reference & Work Plan	LTQ49: D01	The Committee reviewed the revised Terms of Reference and the 2025/26 Work Plan for the Learning, Teaching and Quality Committee and recommended approval to the Board subject to review of the following statement: "The Committee shall normally meet on a quarterly basis but shall meet on a minimum of three occasions per annum."	A Sutherland H Denholm	25.09.25	Action	Completed
04.09.25	DRAFT 2025-26 Self Evaluation Report and Action Plan	LTQ49: D02	The Committee reviewed the DRAFT 2025-26 Self Evaluation Report and Action Plan and recommended approval to the Board.	NA	25.09.25	Decision	Approved
04.09.25	Strategic Risk Register	LTQ49: D03	The Committee reviewed and approved the Strategic Risk Register for consideration and approval to the Board.	NA	25.09.25	Decision	Approved

Title of Meeting: Learning, Teaching and Quality Committee

Date: 27 November 2025

Title: Student Association Report

Purpose: To provide members with updates on the activities undertaken by the Student Association with particular reference to the two pillars of their work, namely the Student Voice and Student Community, and to further ensure that the student voice is heard in all relevant forums.

Recommendation: To note.

1. Executive Summary

The Student Association team ordinarily consists of two elected officers. The Student President, Darcie Hamilton and Student Vice President, Connor Skipsey. The Student Association is governed by a Student Executive Committee within which students hold various volunteer Student Officer roles. The work of the Student Association is supported by the Student Association Advisor, Linda Corbett and is overseen by the Head of Quality Enhancement, Ann Heron.

2. Associated Risks

None

3. Equality and Diversity Impact Assessment

None

4. Publication

This paper will be published on the College website.

1. Background

The Student Association has undertaken significant activity surrounding Student Voice, Student Community and Campaigns, and Governance in recent months.

Student Officers and Executive Committee

The recruitment of Student Officers remains underway, however most Officers have now been onboarded and are undertaking a variety of activities relating to their roles.

The update to the Student Association Constitution around removal of a final date for Officer recruitment is already proving invaluable as it is providing us more flexibility to recruit, particularly where a Student Officer may step down, and a vacancy becomes available.

We are pleased to note we have Officers on each Campus covering a variety of roles such as Women's Officer, LGBT Officers, Wellbeing Officer, Games and Clubs Officers and Online Community Officer etc.

The Officers also form The Student Association Executive Committee, and the inaugural meeting took place in September 2025, and the Officers were consulted on upcoming activities for the year ahead.

Student Community

As mentioned, many of the Officers have been undertaking activity relating to their role. This has included:

- The restart of the Warhammer Group in Kilmaronock
- A new Dungeons and Dragons campaign hosted online through our Discord Server
- LGBT Lunch Clubs in Kilmaronock and Ayr
- The Discord Gaming Server has been overhauled by our new Online Community Officer and the server now has a much broader scope and includes space for students to connect on a variety of hobbies.
- The Online Community Officer is also running a Logo Competition, whereby students can design a new logo for our Discord Server and the members of the Discord will vote for their favourite. The winner will have their logo implemented and will receive a £20 Greggs Gift Card.

We'd like to formally extend a thank you to the Warhammer Alliance for the free pack of resources they sent to us, which included a gamers book, figures, paints and more. The contents of the pack are valued at around £200 so we are very grateful for their support. The pack will allow the students at the Warhammer Group to more fully participate.

In addition to the above, we have a new Readers Club being hosted on Teams and we are working alongside the LRC teams to promote their new book club also.

Campaigns

The Student Association undertook activity around *Dyslexia Awareness Week* in September 2025. We collaborated with the LRC and The Digital Learning and Resource Team to compile student facing resources for those with Dyslexia. The focus was around support and resources already available at Ayrshire College. Student facing information was sent by email and we undertook some social media activity as well.

We had a very successful series of events for *World Mental Health Day*, particularly at the Kilwinning Campus where we supported the Access to Nursing students to host events every single day throughout the week leading up to the Campaign Day. Our campaign focus was on kindness and support so alongside information and resources, we asked staff and students to write out a Kindness Card and include a message of positivity and support for anyone who may be struggling with their mental health.

For *Black History Month*, we focussed on student led activity which has included a student facing stall at Kilmarnock, information for students about the campaign and a small suite of Black History related media and entertainment such as music and books with all activity being generated by the students themselves.

Care Experienced Week took place in late October and we were delighted to once again participate in the annual Care Experienced Event hosted in the Ayr Campus on the 28th of October. We hosted the inflatable “igloo” and had costumes and dress up supplies for the young people to have some fun with. We also sent information to students about different resources and supports available for those who are Care Experienced.

Projects

The Nexus was launched to the Students during Freshers in September which included live demonstrations, showing students how to access The Nexus via the MyCollege app and encouraging students to take part in our Nexus Quiz. The answers to the quiz could all be found inside the Nexus and those who took part had a chance to win a £100 Amazon Gift Card. The winner was chosen and they have received their prize.

The launch activity for September saw a total number of visitors to the Nexus reach around 600. The subsequent months have had fewer visitors, however this was expected. We are pleased to note a steady stream of traffic none the less. October saw The Nexus go spooky as we decorated it for Halloween. We will look at something similar for the festive period and will consider some further launch activity for Semester 2.

2. Current Situation

Events and Campaigns

We have plans underway for this year’s 16 Days of Action Campaign which aims to stamp out gender-based violence. We are collaborating with the Police Scotland Liaison Officer, the Equality, Diversity and Performance Lead here at the college and externally we have invited some key partners to participate also.

Each of the three local authority areas are hosting a ReClaim the Night March and the Student President will be attending the East Ayrshire March and will be a key note speaker. They will be talking about the importance of the March and the 16 Days of Action Campaign and the impact on our communities and our learners.

Planning for Winterfest has been ongoing, we are looking into having a magician on campus to do some tricks as well as having our igloo photobooth where we will have Christmas props and other fun accessories for students and staff to enjoy. We will also have sweets, hats and scarfs and plan to have Christmas movies playing. The dates for Winterfest are Tuesday 2nd December at Kilwinning Campus, Wednesday 3rd December at Kilmarnock Campus and Thursday 4th at Ayr Campus, each event will run from 10am-1:30pm if you have time available, pop over to one of our events.

For Brighten Our Campus, we have started getting students involved for the Kilwinning Campus Wellbeing Garden with plans for planting of bulbs and flowers. The garden at Kilwinning is bare at the moment so we anticipate this part of the project may take some time. At Kilmarnock Campus we were delighted to take part in a tree planting ceremony where we planted the Kilmarnock willow, a Fig Tree, a Cherry Tree and a Monkey Puzzle Tree. Our thanks go to Dalkia for their generous donation of the trees to the College. and additionally, for Kilmarnock the Horticulture students are still working with us and are starting to plant Winter Flowers. The Wellbeing Garden at Ayr is going to be under the care of some of the HIVE classes this academic session and they have some exciting plans in the works. Our thanks to their lecturer Stephanie Thomson for the fantastic support.

As part of the continued launch activity of the Ayrshire College Flower, we hope to send out a good news story which will include updates on Brighten our Campus as well.

Student Voice

Recruitment of the Class Ambassadors has been completed. We utilised a number of recruitment strategies including email, Teams, posters and verbal promotion. We also recorded an updated Class Ambassador promotional video which was a resource that we could share, but additionally was included in this years Curriculum Induction Checklist so that lecturers would have a visual resource to show classes.

We have recruited approximately 248 Class Ambassadors, this is approximately 50 less than at the close of the last academic session. This means we have circa 1 Class Ambassador for every 39 students. Last academic session at this point in the year we reported 1 Class Ambassador for every 28.5 students. This means we have a reduction in student representation across the college.

We have undertaken some informal consultation with our sector counterparts, with Sparqs and with NUS Scotland to try and understand if the reduction in

Class Ambassador numbers and recruitment challenges is a sector wide issue and the feedback returned is confirming that many other colleges and universities are facing a similar circumstance.

As an ongoing area of development, we will continue to work with Curriculum to identify opportunities to promote the Class Ambassador Programme, it's benefits to the College and The Ayrshire College Volunteering Award.

The first Class Ambassador meetings are scheduled for mid-November, however we have been proactively collecting and actioning feedback since students started in September and will continue to do so.

We have also worked closely with the Quality Team to look at how we gather student feedback through surveys. Some of the Feedback about the Early Engagement and Satisfaction Survey was that it was too long and overly onerous for students. The proposal was to issue out shorter, sharper "Pulse Surveys" with a view to asking questions about feedback in a more timely manner, in a way that was easier for students and allowed us the opportunity to integrate some of the reflective areas from the Sparqs Student Learning Engagement Model as part of the work on Student Partnership from the TQEF. The data will be used to support ongoing college development and will feed into the SEAP evaluation areas also!

Ayrshire College Student Voice Audit

This year sees the college undergoing an external audit for Student Voice. The Student Association have worked with the relevant key colleagues to assess the audit needs, collect evidence and showcase that evidence to ensure compliance with the audit requirements. Once the audit report is available, we will review it and action any relevant developments points as appropriate.

3. Proposal

The Student Association will work closely with the external auditors and other key colleagues to ensure a smooth Student Voice Audit.

4. Resource Implications

None

5. Consultation

The Student Association will continue to consult with relevant key stakeholders around the college as required.

6. Conclusion

The Student Association are undertaking a broad spectrum of work with a view to having a strong student voice, offering a positive student experience and student community. We continue to look at our development opportunities and engage in meaningful projects.

*Darcie Hamilton
Student President
October 2025*

*Connor Skipsey
Student Vice President
October 2025*

Ayrshire College

(Paper 3)

Title of Meeting: Learning, Teaching and Quality Committee

Date: 27 November 2025

Subject/Purpose: Analysis of the 2025-26 First Impressions Pulse Survey.
To provide an update on the results of the 2025-26 First Impressions Pulse Survey and actions arising from them.

Action Required: To Discuss and Comment

Appendices: Yes
(yes/no)

1. Summary/Key Points

Student Satisfaction and Engagement activities are organised by the Quality Enhancement Team and the Student Association. They enable students to engage in the life and work of the College and provide feedback which informs planning and evaluation processes.

The gathering of college-wide Semester 1 student feedback is undertaken as a joint enterprise between the Quality Enhancement Team and the Student Association using a set of questions which are jointly developed. The approach to the gathering of college-wide feedback has been amended this year. Instead of one Semester 1 Survey a number of shorter, sharper Pulse surveys will be undertaken. This aims to provide more timeous feedback to be collected and speedier actions to be undertaken.

The first of these was live for 2 weeks in October 25 and was accessed via the student's MyLearning App.

The feedback from the Student Satisfaction and Engagement college-wide surveys is analysed by the Head of Quality Enhancement and the Student Association and action plans are agreed to address any areas of concern. Areas of good practice are also identified and shared.

2. Proposals and Recommendations

To note the contents of the paper

3. Associated Risks

N/A

4. Equality and Diversity Impact Assessment (if applicable)

N/A

First Impressions Pulse Survey – October 25

Appendix 1 details the responses to the First Impressions Pulse Survey. Where the questions correlated with previous years' questions the percentage of positive responses provided in 2023/24 and 2024/25 are shown. Those coloured green indicate an improvement in satisfaction levels while red shows a decrease in the satisfaction level.

There was a decrease in the number of respondents from 1,217 in 2024/25 to 620 in 2025/26. However, the Pulse Survey was only open for 2 weeks as opposed to the 4-week response period in 2024/25. The second Pulse Survey will remain open for a 4-week period and this will be discussed by the Learning, Teaching and Quality Steering Group.

5 of the questions can be directly compared with previous sessions. These show an increase in positive responses to 2 statements while 2 show a decrease in positive responses. One statement recorded the same level of satisfaction. These results will be shared with the appropriate service and curriculum areas who will be required to undertake further evaluative activity to 1) identify areas of good practice that can be shared across the College or 2) understand the reasons for the decrease and agree improvement actions to be taken.

The highest level of satisfaction (98%) was to the statement 'I felt welcome on my first day at College'. This was followed by 95% stating that 'I was happy with the Application Process for my course' and 'I was provided with all the information I needed to successfully start my course.' 94% were satisfied that 'My course induction was informative and helpful'.

While the lowest level of satisfaction (73%) was to the statement 'I was able to apply for and get student funding in time for my course starting' this was an increase of 3% from 2024/25.

Students were also provided with the opportunity to comment on anything else they would like us to know. These responses will be collated and shared with the appropriate professional services and curriculum areas.

The detailed feedback from the survey is shared with the Executive and Senior Leadership Teams, Heads of Learning and Skills, Curriculum Managers and Service Managers and the Student Association.

The results will be discussed by course and service teams who will use it to agree their teams' actions for improvement and areas of good practice. This will be monitored through the Team Evaluation process.

A second SSES Pulse Survey with a focus on Learning, Teaching and Assessment will take place before the end of Semester 1. In Semester 2 the College will deliver the SFC Student Satisfaction and Engagement Survey which contains 13 questions which are reported back to the Scottish Funding Council. Focus Groups will be facilitated by Class Ambassadors across all curriculum areas and targeted focus groups are planned around themes arising from the surveys. The feedback from these will inform the College Evaluation activities for 2025/26, including the next Sector Evaluative Report and Action Plan (SEAP).

Doreen Wales
Assistant Principal, Student Experience and Quality Enhancement
20 November 2025

(Paper 3 - Appendix 1)

First Impressions Pulse Survey (October 2025)

Table of College Results - Respondents 620

	2025/26	2024/25	2023/24
1) I was happy with the Application Process for my course.	95%	98%	90%
2) I was happy with the communication I received from the College before my course started.	90%	93%	79%
3) I felt welcome on my first day at College.	98%	97%	98%
4) I was provided with all the information I needed to successfully start my course.	95%	95%	83%
5) I was able to apply for and get student funding in time for my course starting.	73%	70%	50%
6) My course induction was informative and helpful	94%	—	—

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

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

27 November 2025

Title: AY 2024-25 Outcome Agreement Self-Evaluation Report

Purpose: To provide members with details of the final AY 2024-25 Outcome Agreement and Self-Evaluation Report.

Recommendation: Members are invited to review the final AY 2024-25 Outcome Agreement and Self-Evaluation Report for information.

1. Executive Summary

College and University Outcome Framework and Assurance Model Guidance

The Scottish Funding Council introduced a revised approach to assurance and accountability from AY 2024-25. [Outcomes Framework and Assurance Model \(sfc.ac.uk\)](https://www.sfc.ac.uk/Outcomes-Framework-and-Assurance-Model)

AY 2024-25 Outcome Agreement Self-Evaluation Report

In order to complete the AY 2024-25 Outcome Agreement cycle, each college must produce a short self-evaluation report for AY 2024-25 (Appendix 1) and produce two case studies to accompany the report. We are still awaiting guidance on the contextual statement and case studies requirements from SFC.

2. Associated Risks

The Outcome Agreement (OA) between SFC and the College provides assurance on and accountability for the use of allocated funding in Academic Year (AY) 2024-25.

3. Equality and Diversity Impact Assessment

EqlA not required.

4. Publication

Due to the commercially sensitive information contained in this paper, it will not be published on the College's website.

Sara Rae

Vice Principal, Skills and Enterprise
20 November 2025

Ayrshire College Self-Evaluation Report AY 2024-25

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Ayrshire College Self Evaluation and Action Plan – November 2025

The College and its context

Ayrshire College is a large regional college that serves approximately 12,000 students each year across three campuses in Ayr, Kilmarnock, and Kilwinning. As a critical driver of socio-economic development in Ayrshire and beyond, the College delivers education, skills training, and personal development aligned with regional priorities and industry needs.

The curriculum offer reflects the Ayrshire Growth Deal and regional plans, with core strengths in Engineering, Construction, and the Wellbeing Sector. Strategic partnerships—such as the Aerospace, Space and Technology Application Centre (ASTAC), which is being developed as a Technology, Skills and Training Hub within the Prestwick Aerospace Cluster, and the 5G Innovation Region—position the College at the forefront of innovation, enabling students to gain expertise in emerging technologies including augmented and virtual reality. These strategic partnerships present significant opportunities for growth in delivery. By leveraging these partnerships, the College can expand its curriculum to include more advanced technology courses, thereby attracting a larger student base and meeting the evolving needs of the industry.

The College maintains active collaboration with East, North, and South Ayrshire councils, local schools, employers, and community partners to promote economic growth and social inclusion. We play a vital role in supporting students from diverse backgrounds, particularly in East and North Ayrshire, areas with some of the highest rates of multiple deprivation and child poverty in Scotland outside Glasgow.

Ayrshire College is committed to equality outcomes and prioritises the needs of care-experienced students. Like many institutions, we face funding challenges that require strategic financial planning and resource allocation. Through our commitment to partnership and innovation, the College continues to advance skills development and deliver opportunities that support the region's prosperity and social wellbeing.

A significant amount of work has been undertaken recently to develop and operationalise the College ambition and underpinning strategies. This includes the launch of the new Strategic Ambition 2024-27 Empowering People for a Changing World, which features three strategic objectives: to deliver outstanding experiences, to be a partner of choice, and to play a key role in enabling the future.

To support the Strategic Ambition, four enabling strategies have been introduced: the Learning, Teaching and Student Experience Strategy, focused on delivering outstanding, inclusive, and transformative learning; the Employer Engagement Strategy, designed to create partnerships with key employers and stakeholders and align the skills offer with regional priorities; the People Strategy, which supports staff development and wellbeing; and the Infrastructure Strategy, aiming for a high-quality, technologically advanced, and sustainable environment. All activities now align with these strategies, with clear mechanisms in place to monitor progress and a shared understanding of our direction.

Principle 1 Excellence in Learning, Teaching and Assessment

Strategic Leadership of Learning and Teaching

The Learning, Teaching and Quality Steering Group, chaired by the Vice Principal Skills and Enterprise, was fully established in AY 2024-25 to oversee the delivery and monitoring of the Learning, Teaching and Student Experience Strategy 2024-27. The Steering Group, which reports to the Learning, Teaching and Quality Committee of the Board, contributes to the strategic leadership of learning and teaching at Ayrshire College. The Learning, Teaching and Student Experience Strategy, one of four underpinning College strategies, is monitored on a regular basis by the Senior Leadership Team through strategic actions which are set out in the College Operating and Enhancement Plan (COEP). In AY 2024-25, a number of College Leadership Team (CLT) workshops, focusing on the enhancement of learning and teaching, were delivered by facilitators including Education Scotland.

Reflection on available student outcomes/performance data for AY 2024-25

SFC audited statistical data, for AY 2024-25, has not yet been published. Therefore, the data presented in this report is based on Ayrshire College’s figures prior to SFC publication. The most recent Scottish Funding Council (SFC) College Performance Indicators publication is for AY 2023-24

SFC Activity Target

Table 1 provides detail of the SFC core credit activity target and the College’s outturn position. The College exceeded its core credit activity target by 861 credits.

	Target	Final Audited Position	Over/under
SFC Core Credit target	111,480	112,933	453

Key Performance Indicators (KPIs)

Changes to SFC reporting mean that from AY 2023-24, the non-completion outcome has been introduced and early withdrawals (i.e. students withdrawing from their course before the funding qualifying date) have been excluded from the main section of the SFC Student Outcomes report and instead are reported in a separate section. The College will continue to analyse early withdrawal rates alongside rates of non-completion to understand any potential trends and areas for improvement.

Early Withdrawal

The continued focus on improving retention saw the early withdrawal rate for learners on full-time FE programmes improve by 1.3% and by 1.1% for learners on full-time HE programmes (Table 2). The figure for part-time FE learners also improved by 0.9%. However, the rate decreased by 0.5% for part-time HE learners.

Table 2 - AY 2024-25 – Early Withdrawal rates

Mode of attendance	2024-25 Early Withdrawal rates %	% Difference 2023-24
FE FT	3.9	1.3
FE PT	3.8	0.9
HE FT	3.4	1.0
HE PT	3.6	0.5

Non-completion

In AY 2024-25, non-completion rates improved across all programmes apart from part-time HE programmes. The overall non-completion rate for learners on full-time FE programmes was 17.9%, a 3.6% improvement on AY 2023-24. The non-completion rate for learners on part-time FE programmes was 5.5%. This represents a 1.2% improvement on the previous year. The non-completion rate for learners on full-time HE programmes was 18.3% in AY 2024-2025, which was 3.4% lower than the previous year.

The non-completion rate for learners on part-time HE programmes was 5.5% in AY 2024-2025, an increase of 0.3% from the previous year.

Table 3 - AY 2024-25 – Non-completion rates

Mode of attendance	2024-25	% Difference 2023-24
FE FT	17.9	3.6
FE PT	5.5	1.2
HE FT	18.3	3.4
HE PT	5.5	0.3

Partial Success and Success rates

FE Full Time and FE Part Time

Partial success and completed successful rates for FE FT are shown in Table 1.

Table1

Further Education – Full Time			
	2023-24	2024-25	Difference
Partial Success	10.1%	7.2%	2.9%
Completed Successful	68.4%	74.4%	6.0%

Partial success and success rates for FE PT are shown in Table 2.

Table 2

Further Education – Part Time			
	2023-24	2024-25	Difference
Partial Success	7.8%	5.1%	2.7%
Completed Successful	85.4%	88.4%	3.0%

HE Full Time and HE Part Time

Partial success and success rates for HE FT are shown in Table 3.

Table 3

Higher Education – Full Time			
	2023-24	2024-25	Difference
Partial Success	14.2%	11.9%	2.3%
Completed Successful	63.7%	68.6%	4.9%

Partial success and success rates for HE PT are shown in Table 4.

Table 4

Higher Education – Part Time			
	2023-24	2024-25	Difference
Partial Success	4.9%	4.7%	0.2%
Completed Successful	88.9%	82.2%	6.7%

Professional Development, Peer Review and Evaluation of Learning and Teaching

During AY 2024-2025, Ayrshire College developed the Knowledge, Skills and Behaviour Framework in collaboration with staff and managers. This initiative aims to provide curriculum staff with a structured tool to identify and develop the skills required to deliver high-quality learning and teaching. For AY 2025-2026, the Framework will be implemented across all curriculum areas, with processes created to support staff recruitment and retention. The integration of the Framework, alongside the launch of the “Great Conversations” initiative, is intended to assist in forming individual and team development plans and highlighting skills gaps and learning opportunities.

To further enhance quality in learning and teaching, several professional development sessions were conducted throughout AY 2024-25 involving Heads of Learning and Curriculum Quality Managers (CQMs). Education Scotland contributed by facilitating a workshop focused on using data to drive performance improvements.

A significant outcome from the SEAP AY 2023-24 was the establishment of a Learning and Teaching Academy (LTA), officially launched in January 2025. The LTA’s mission is to foster continuous improvement, innovation, and collaboration, ensuring an excellent learning experience for all students. It focuses on standardising teaching practices, promoting peer learning and sharing best practice, and providing pedagogical-based continuing professional development (CPD) resources.

The LTA has identified three priority projects for AY 2025-26: embedding the Peer Review Model, establishing Communities of Practice, and supporting new lecturers. The Peer Review Pilot involved 64 staff members, with feedback used to refine the process. The updated Peer Review Model for AY 2025-26 was launched at the Festival of Practice event in August 2025, with participation expected from all lecturing staff throughout the year.

To build collaborative learning environments, several Communities of Practice have been created, focusing on areas such as meta skills, neurodiversity, and trauma-informed practice. Digital platforms like Viva Connections and Viva Engage support staff in sharing knowledge and experiences, while the Student Association hosts its own community.

Recognising gaps in support for new lecturers, especially those without teaching backgrounds, a new Lecturer Support Programme has been introduced. This includes a peer mentoring scheme and pedagogical resources, ensuring lecturers can update their knowledge and skills and adapt to rapidly changing technology.

A self-reflection model is also being rolled out, designed to complement the Peer Review Model. Supporting documentation is being finalised, with staff encouraged to engage in self-reflection alongside peer reviews. This practice will also be embedded in the New Lecturer Support Programme. Throughout AY 2025-26, the LTA will continually evaluate and monitor the progress and impact of these key projects, driving ongoing enhancement in learning and teaching across the College.

Connect and Reflect

In AY 2024-25, the College extended its sharing practice sessions with the delivery of five Connect and Reflect sessions. A total of 213 members of staff attended the Connect and Reflect sessions and a further 41 members of staff facilitated the sessions. The following feedback from participants highlights the positive impact of the sessions:

"I really enjoyed that it was colleagues sharing information about what was working well for them practically and hearing about and learning from all the different approaches across the departments. I thought it was really important that the atmosphere was supportive to encourage people to share what they're doing (and it was!)"

"People discussing project or approaches and how they use them was good, it made me reflect and consider where I could use different tools and approaches".

Maintenance of Academic Standards

In AY 2024-25, there were 42 External Verification (EV) visits to Ayrshire College by a number of Awarding Bodies and materials were sent to SQA for two central Quality Assurance activities. This was a decrease of 23 external verification activities from AY 2023-24, which reflects Ayrshire College's continuing low risk status. Of these 42 external verification activities 39 were deemed Successful/High Confidence at the first visit. There were two identified actions for the unsuccessful visit which were actioned timeously, ensuring no impact on student certification.

Actions from EV activities inform Team Operating and Enhancement Plans (TOEPs) and are monitored by the Quality Enhancement Team. Many External Verifiers recorded areas of good practice including candidate feedback, the use of integrated and holistic assessment approaches and candidate information and support.

Ayrshire College also participated in a Provider Monitoring Visit by SQA Accreditation and two Qualification Approval visits. Each visit included an audit of the College's systems, policies and processes, which support the delivery and assessment of Awards and Qualifications. Ayrshire College was found to be fully compliant at all visits.

These EV activities provided robust evidence that the College is maintaining high academic standards and continuing to develop good practice in inspiring and innovative ways. The College will continue to embrace and welcome the opportunity to work with our Awarding Bodies.

Enhancing the Learning Environment, Resources and Technologies

During AY 2024-25, the College replaced any laptops that were situated within classrooms and bookable through our Learning Resource Centres (LRCs) and made them accessible through LapSafe lockers. 625 laptops are now distributed across 9 locker stations covering the 3 main campuses. The solution provides a more accessible student-controlled system where students can pre-book or collect whenever suits their needs. Initial feedback has been very positive and the College will continue to monitor and evaluate the use and impact of this change in AY 2025-26.

The College also finalised its proof of concept on Microsoft Azure Virtual Desktop (AVD). This has resulted in a marked improvement in performance for students, alongside a more streamlined backend infrastructure, removing some of the complexities of the previous solution. AVD will be the main desktop solution for students in AY 2025-26, providing access to resources both inside and outside of our campuses.

Curriculum planning, design and delivery – meeting the needs of students and employers

The College plays a pivotal leadership role in bringing partners together to ensure that the learning and skills offer is planned on a regional basis and is aligned to the needs of employers in the Ayrshire region. The alignment of the curriculum with regional and industry needs is crucial for growth. Curriculum planning is informed by the latest labour market information for Ayrshire and Scotland, the [Ayrshire Regional Economic Strategy \(RES\)](#) [Ayrshire Growth Deal](#) and the [Ayrshire Regional Skills Investment Plan](#). This ensures that the curriculum offer remains relevant and attractive to both students and employers, leading to increased enrolment and enhanced delivery.

Enhancing Industry Partnerships and Apprenticeships

In AY 2024-25, the College strengthened industry partnerships and expanded apprenticeships to address workforce needs, especially in key regional sectors. Collaborations with companies like GE Aerospace and Spirit Aerosystems enabled the College to deliver specialised training tailored to industry demands, enhancing its impact on workforce development and growth.

Commercial SVQs

Recruitment for commercial SVQs is ongoing throughout the academic year. Health & Social Care SVQ provision for South Ayrshire Council continued throughout AY 2024-25, with ongoing demand for individual SVQs in Health & Social Care. There is increased interest in Engineering SVQs, particularly from Spirit Aerosystems and Ryanair.

Composites

The College has made positive advances in aerospace industry training, notably in composites - a speciality area. Both GE Aerospace and Spirit Aerosystems have commissioned courses, with GE Aerospace expected to bring delegates from its US and Hungarian sites. This strengthens the College's position as a regional and international leader in advanced manufacturing training.

GE Hungary Composite Material Training

Discussions are ongoing to deliver composite materials training to operational staff at GE Caledonian's Hungarian site near Budapest. If successful, lecturers will deliver multiple 3-day training courses

through AY 2025-26, with the contract valued at approximately £75,000. A scoping visit to GE Hungary took place in June 2025 to clarify requirements. This initiative aligns with the College's ambition to be a national and international aerospace training partner.

Ayr Utd FC Modern Apprenticeship

In AY 2024-25, Ayrshire College partnered with Ayr Utd Football Club to deliver seven Modern Apprenticeships in Achieving Excellence in Sports Performance. This unique approach integrates the club's coaching staff in apprenticeship delivery, supporting apprentices' ambitions to become professional footballers.

Bridgend Motor Group

Bridgend Motor Group, a family-run car dealership in Ayrshire with over 280 employees at 7 branches, has launched a training academy to boost youth recruitment and retention through in-house and OEM courses. After discussions with the College, they plan to recruit trainees from the College's full-time students into their academy, leading to a Modern Apprenticeship. Ten applicants will join the College's automotive apprenticeship programme.

A&L Mechanical Installations Ltd

A&L Mechanical Installations, an engineering firm servicing the water supply industry since 1990, has increased its UK profile through a robust growth strategy. Although new to the Modern Apprenticeship programme, the company has shown interest following constructive College engagement, including a scheduled staff tour.

Modern Apprenticeship in Regulatory Services

Environmental Health Services and Trading Standards face significant challenges, with reductions in the workforce of 23% and 20% respectively and a limited pipeline for new entrants. The College, together with SOCOTSS, REHIS, and Edinburgh College, has developed a new Modern Apprenticeship for Regulatory Services, offering alternative entry points to these professions. Eight young people have joined across multiple local authorities, representing the first cohort of apprentices in this field in Scotland.

East Ayrshire Council Whitelee Skills and Employability Programme

East Ayrshire Council has launched an apprentice recruitment incentive through the Whitelee Skills and Employability Programme, aiming to deliver apprenticeships, pre-apprenticeship programmes (internal & external), and graduate internships. The targeted sectors include Food & Drink, Tourism & Hospitality, Engineering & Manufacturing, Construction, Health & Social Care, Renewables, and Digital. Ayrshire College is the primary training provider, and the fund is expected to support robust apprenticeship recruitment from East Ayrshire in AY 2025-26.

Aerospace and Space Technology

Aerospace is a key driver of the Ayrshire economy and a regional specialist sector. The local cluster currently accounts for a turnover of about £575 million, with aspirations to expand this to £1.6 billion. Prestwick stands out as Scotland's principal hub for the Aeronautical & Aerospace sector, housing 70% of the sector's employment in Ayrshire and employing over 4,800 people.

Ayrshire College leads the Workforce and Skills sub-group of the Prestwick Aerospace Operational Group, a workstream of the Ayrshire Growth Deal. The College has responded to industry needs by expanding its senior phase programme and apprenticeship opportunities, as well as offering upskilling courses—such as composites repair and testing—to Prestwick cluster industry partners. These

specialised courses ensure staff are trained to specific aircraft manufacturers' standards, thereby boosting manufacturing efficiency, quality and productivity.

In AY 2024-25, the College continued work on becoming a Civil Aviation Authority (CAA) Part 147 Approved Maintenance Training Organisation with approval being received early in AY 2025-26. The aircraft hangar at Prestwick Airport is now operational for PEO provision and practical training in relation to our Part 147 ambitions. This setting gives students hands-on experience in an authentic hangar environment, mirroring industry practices and deepening their learning.

Ayrshire College also collaborates with South Ayrshire Council to advance the Ayrshire Growth Deal Aerospace, Space and Technology Application Centre (ASTAC), aiming to establish a National Training and Skills Academy within the Prestwick cluster. The College's goal is to support Ayrshire's ambition to be recognised as a global leader in aerospace and space technology.

Enhancing the Student Experience through collaboration with external partners

In AY 2024-25, the Social Science and Humanities curriculum team partnered with the South Ayrshire Green Health and Active Living Group to create resources promoting Green and Blue health spaces. The group led workshops for students, who then organised community walks and produced brochures on health benefits and access. This project was integrated into coursework and improved community engagement, especially benefiting Police Studies students.

Students in the HN Administration, and PDA Medical Administration programmes were given the opportunity to work alongside several organisations across Ayrshire such as GP surgeries and the Alloway Tunnel project team. This allowed them to gain invaluable real-life experience supporting the project team and administration staff, offering students the opportunity to take their learning beyond the classroom and implement their knowledge and skills in a practical setting.

In AY 2024-25, the Computing Curriculum Team collaborated with external stakeholders to align the curriculum with industry standards and workforce needs. Students attended workshops with BBC and Barclays, gaining insights into career options, technological advances, and essential skills.

Elsewhere, the Early Years Team held a Learning Festival that brought together external partners to celebrate the sector. The event was attended by the three local authorities, governing bodies and the private sector. This provided a platform to ensure that the curriculum offer represents the needs of the wider sector and is aligned to the national priorities of the Scottish Government to ensure that every child in Scotland has the best possible start in life.

In AY 2024-25, the Forest Kindergarten programme became a core part of learning and teaching. Staff, students, and families gave positive feedback, noting outdoor sessions support positive mental health and holistic learning. All three local authorities support students with initiatives like Nurture Training, Read, Write, Count, and visits to North Ayrshire's new Early Years Centre, Marress House.

Responding to the needs of employers and upskilling the workforce of the future

Building on the successful delivery of the PDA Acute and Community Care for Ayrshire and Arran Health Board's clinical teams in AY 2023-24, the award was rolled out to their mental health services teams in AY 2024-25. The upskilling of these cohorts of students resulted in them progressing from Band 3 to Band 4 level in the NHS Career Framework. A celebratory event for AY 2024-25 was hosted

by the Health Board in August 2025. A further cohort for community based teams in AY 2026-27 is being discussed with the Health Board.

Working with East Ayrshire Health and Social Care Partnership (EAHSCP), the College recruited a cohort of care services staff for a day release HNC Social Services Award. At their request it was delivered January 2024 to December 2024. An evening HNC Social Services class is planned for AY 2025-26 and will include EAHSCP staff. This award meets the Scottish Social Services Council (SSSC) registration requirements for a number of Social Services job roles.

In collaboration with the Ayrshire Hospice, the College has been promoting the NPA in Palliative and End of Life Care to their network. A small cohort of their staff achieved this award in April 2025 and have gone on to enhance care service delivery for individuals affected by life limiting illness.

The Health and Social Care Team continued to work in partnership with North Ayrshire's Recovery College (NARC), funded by North Ayrshire's Health and Social Care Partnership (NAHSCP), to develop and deliver the PDA in Mental Health Peer Support for AY 2025-26. This award will provide educational and career progression for individuals who have been unable to work as a result of mental health challenges.

Responding to industry trends, the Hair, Beauty and Complementary Therapies Team developed shorter accredited courses with Si Spa, offering 12- and 18-week dual-track programs combining workplace and classroom training. This partnership, which grew from the team's Beyond the Surface events, supports skills development aligned with spa needs and strengthens recruitment pipelines.

Innovation in Learning, Teaching and Assessment

In AY 2024-25, the College continued to embed and expand upon the positive developments initiated in AY 2023-24 with the online learning framework. There have been notable improvements across all aspects of digital learning, including MyLearning (VLE), online assessment, AI guidance for students, AI in Learning and Teaching and VR learning.

MyLearning (VLE)

The use of interactive learning materials (including online assessments) increased by 9% for AY 2024-25, building on the previous year's 13% increase. This trend has improved VLE accessibility and reduced reliance on static documents, leading to higher student satisfaction. In the AY 2024-25 SSES survey, 93% of students said online materials helped them learn, up 2% from the previous year. Jisc will carry out a full review of the VLE in AY 2025-26, to highlight areas of good practice and support the College to develop an action plan to address areas for further improvement.

Artificial Intelligence

A key action from last year's SEAP was to further integrate Artificial Intelligence (AI) and Virtual Reality (VR) into learning and teaching by supporting staff development in the use of tools like Teachermatic and Bodyswaps. In AY 2024-25, the College increased Teachermatic licenses from 50 to 150. The benefits of this tool were demonstrated at the recent Connect and Reflect event, through workshops, and were also showcased at the Festival of Practice staff event in August 2025. Data analysis shows lecturers saved about 1,465 hours creating online content for MyLearning.

In AY 2024-25, the Learning Resource Centre held over 20 sessions on ethical AI use for about 300

students. For AY 2025-26, staff guidance will be developed following new SQA, JCQ, and Jisc recommendations. The College will also join an AI in Assessment pilot with Jisc and partner colleges in AY 2025-26.

VR (Bodyswaps)

After a successful pilot in AY 2024-25, Bodyswaps was launched for all students. In total, 424 students participated in 36 VR sessions across various subject areas, with 85% rating them positively, 90% endorsing the format, and 93% appreciating the content. Custom AI-generated curriculum content has proven effective, driving further growth in Digital Learning. In AY 2025-26, Digital Learning Support will work with Business Innovation to consider a commercial Bodyswaps course due to external interest.

Principle 2 Supporting Student Success

Enabling student success – wellbeing, inclusion, equality, student support

In AY 2024-25, students continued to face significant social, emotional and economic challenges, and planning for the academic year took account of factors such as the increase in demand for mental health support, the ongoing cost-of-living crisis and the financially challenging environment for all institutions.

In response, the College reviewed its Preparation for College activities, creating a more staged induction process and allowing students more time to settle into college life. For AY 2025-26 this work has continued with the creation of a series of College Life information videos, available via the MyAyrshire College app. The College's Liaison Officers updated the range of workshops that they deliver for students throughout the academic year, providing them with strategies and resources to support their wellbeing.

College support services and curriculum teams continued to have weekly retention meetings, focusing on supporting students at risk of withdrawal. The College introduced a Wellbeing Concern Form and Wellbeing Support Plan to ensure consistent reporting and monitoring of student wellbeing. In AY 2025-26, the Safe Space reporting tool will be developed and rolled out across the College, enabling staff and students to report incidences of Hate Crime and Safeguarding concerns. The Information Hub extended the range of support and information it offered to students, providing direct access to support with SAAS applications as well as information, advice and guidance on financial support, community-based resources and wellbeing support. The College also continued to offer free soup and porridge to all students.

Mainstreaming Equality and Equality Outcomes

The College published its [Mainstreaming Equality 2023-2025 and Equality Outcomes 2021-2025 Report in April 2025](#). Following on from a consultation exercise to set the new Equality outcomes, which included over three hundred and fifty members of staff and Student Association representatives, the College also introduced a new set of Equality Outcomes 2025 – 2029, which are included in the report.

In response to the mainstreaming Equality action from the SEAP 2023-24, the Equality and Diversity Performance Lead delivered a session on Mainstreaming Equality to the College's Heads' Forum with a follow up workshop session on the Equality Outcomes to the College Leadership Team and

presentation to the Senior Leadership Team and BRIC committee.

The four new College Equality Outcomes 2025 – 2029, which have been aligned to the National Equality Outcomes, have been embedded into TOEPs with capacity building activity underway to support teams to create actions which support the outcomes.

In order to monitor and support the delivery of the outcomes through the TOEP process, the governance and accountability structure has been revised to appoint an Equality Outcome Lead for each of the four Equality outcomes. The Equality Outcome Leads, along with the Equality and Diversity Performance Lead and Vice Principal of People, Performance and Transformation will work with the College Leadership Team to monitor, support, and report on the implementation and progress of the Equality Outcomes. The group will support the College to meet its statutory equality duties and advance equality, diversity, and inclusion across all areas of its operation through the Equality Outcomes.

In AY 2024-25, the College undertook a review of the Equality Impact Assessment (EqIA) Process with a new digital EqIA form being introduced, along with guidance and a half day, in person EqIA training session, which was delivered to over sixty staff in leadership roles within the College.

College Leaver Destinations Survey - AY 2023-24

The most recent survey report focused on students who studied a course in AY 2023-24 and completed their course in June 2024 with a successful outcome. The data reports on their position as of 31 March 2025.

The College achieved a return rate of 90.4% (up 2% from the previous year) confirming the destinations of 2,975 college leavers out of a total of 3,292. This exceeded the SFC completion target of 80%. Full results from the CLDR Survey are not yet available. It is expected that SFC will publish these before the end of 2025. The College will carry out a full analysis of the results at that time.

Achieving positive outcomes for every learner

Students from deprived areas have fair access and are supported to succeed

The College continues to support a high number of students living in the 10% most deprived postcode areas and aims to ensure that the percentage of students living in the 10% most deprived postcode areas is representative of the Ayrshire region. In AY 2024-25, the volume of credits delivered to the 10% most deprived postcode areas was 21,958 credits - 19.5% of the total delivery.

The College is committed to ensuring that students living in the 10% most deprived postcode areas achieve at the same rate as their peers. In AY 2024-25, 74.5% of FE FT students from a SIMD 10 postcode successfully completed their programme. This is higher than the figure for other SIMD postcode areas and represents a 7.8% increase compared with AY 2023-24. For HE FT students, the figure was 68.2%, which was 1.3% lower than the comparative peer group but a 10.1% increase on AY 2023-24.

Students with protected characteristics and vulnerable students have fair access and are

supported to succeed

The College's Corporate Parenting, Student Carers and Estranged Students Steering Group continue to implement and monitor progress against the actions outlined in the [Corporate Parenting Action Plan](#) and the [Student Carers Action Plan](#). The volume of credits delivered to Care Experienced students in AY 2024-25 was 12,573 credits – 11.2% of the total delivery. This was a 0.4% increase on AY 2023-24.

In AY 2024-25, the College continued to work towards the targets set out in the SFC's National Ambition for Care Experienced Students to reduce the gap in successful completion rates for Care Experienced students compared with non-Care Experienced students and to achieve parity of outcomes by 2030. The successful completion rate for full-time HE Care Experienced students was 59%, which was 11.1% lower than the rate for non-Care Experienced HE full-time students. Disappointingly, the completion gap is greater than the College target of 5%, which was set in last year's SEAP. The rate for full-time FE Care Experienced students was 66.3%, compared with 74.8% of non-Care Experienced full-time FE students. This was below the SFC completion gap target of 10%. The College will continue to set actions to close the gap in AY 2025-26.

In AY 2024-25, the College aimed to improve retention and attainment rates by 5% for full-time FE and HE Student Carers. Successful completion rates for full-time FE Student Carers increased by 9% to 73.8% in AY 2024-25. The College also exceeded the target for HE Student Carers with an increase of 6.1% to 64.8% in AY 2024-25.

Successful completion rates for students with a declared disability studying on FE full-time programmes increased by 1.7% to 73.1%. The rate for HE full-time students increased by 7.3% to 66%. Successful completion rates for students aged 16-19 years on full-time FE programmes increased by 7% to 73.3%. In AY 2025-26, the College will continue to focus on improving retention and attainment for vulnerable students and reducing the successful completion gap between Care Experienced students and non-Care Experienced students.

Complaints

The College's Complaints Handling Policy is fully compliant with the SPSO Model Complaints Handling Procedure for the Further Education Sector. Complaints are viewed as opportunities for learning. The outcomes of complaints investigations are logged and any areas for development and identified actions are monitored and evaluated. Complaints reports are received by the Senior Leadership Team on a quarterly basis and an annual report is presented to the Board's Learning, Teaching and Quality Committee. These are published on the College website.

In AY 2024-25 the number of complaints received increased by 8% from the previous year. There was an increase in the number of complaints completed at Stage 1 to 76% from 64% the previous year. This is reflective of the training provided to staff to encourage them to take ownership of, and attempt to resolve, complaints when they are received. The largest increase in the number of complaints was in the Staff Conduct sub-category. Most of these were also the most complex complaints. 32% of the Stage 2 complaints were not upheld while 46% of stage 2 complaints were partially upheld.

Effective and Successful Transitions

In AY 2024-25, embedding transition support within Ayrshire College was a fundamental aspect of ensuring students experience a seamless journey from school through college and into employment or higher education. By integrating support mechanisms early—through needs assessments, tailored support plans, and dedicated roles such as the Transition Support Advisor—the College creates a nurturing framework that supports students at every stage. In AY 2024-25 164 school students received support via transition meetings and Personal Learning Support Plans (PLSPs).

Ayrshire College placed significant emphasis on sustained collaboration with community partners and employers, ensuring that support mechanisms continually evolved to meet students' needs. In AY 2024-25, Skills Development Scotland (SDS) relocated to the Ayr campus, which has enhanced collaboration with the College and improved support for students.

Early engagement initiatives such as school visits, orientation visits and more are equipping prospective students and their families with the necessary information and assurance for a confident transition into college. This strategic approach not only anticipates and responds to individual needs but also strengthens collaboration with partner organisations, creating a supportive environment where students can thrive.

School/college partnerships

The College works in close partnership with local secondary schools and authorities to ensure the School-College Partnership (SCP) programme complements and extends existing vocational pathways. Each year, the SCP offering is carefully planned with local authorities, using key performance data to match both school and College curriculum needs. In AY 2024-25, 854 Senior Phase pupils enrolled in College courses, down from 981 the previous year. The College ensures that SCP activity is strategically aligned with the priorities outlined in the [Ayrshire Regional Economic Strategy](#) and [Ayrshire Growth Deal](#), supporting regional skills development and economic growth.

All 23 Ayrshire secondary schools participate in SCP courses at College campuses, while 20 schools also host College-delivered courses on-site. The College runs PEO Engineering programmes in partnership with five schools across the region. After reviewing its schools and community delivery, the College created a dedicated Schools and Community Engagement Team to better coordinate and expand its programmes, strengthening ties with school communities. The effectiveness of this new team will be fully evaluated in AY 2025-26

Articulation

SFC have reported that there has been a delay to the publication of the National Articulation Statistics for AY 2023-24. It is expected that these will be published before the end of 2025. The College will analyse this information when it becomes available. In the meantime, the College continues to work closely with several universities through strategically focused forums to ensure a continued sustainable infrastructure for articulation to university routes. Articulation pathways are available to students both within and outwith the region. The College expects the proportion of students articulating to degree programmes with advanced standing to be 65% in AY 2023-24.

Embedding Support, Early Intervention and Collaboration

In AY 2024-25, Ayrshire College took significant steps toward fostering a culture of support, inclusion, and mental health awareness by establishing an Engagement and Wellbeing Team. This initiative aligned with national policy, notably the Scottish Government's Student Mental Health Action Plan (2024), and the College's vision of a trauma-informed environment.

A detailed review of safeguarding data showed that many referrals stemmed from unmet mental health and emotional needs rather than immediate safety concerns. In response, a comprehensive Student Wellbeing Plan for AY 2024-25 was created, prioritising early intervention to keep students engaged and supported. With mental health issues impacting a notable percentage of young people in Scotland—15% for young men and 20% for young women—the plan equips students and staff with strategies to build resilience, motivation, and self-care skills.

Since adopting this strategy, the College has observed a shift toward proactive support: staff logged 321 wellbeing concerns compared to 106 safeguarding actions, indicating a move from crisis management to early intervention. A coordinated approach across departments means students only need to share their story once, allowing for consistent, discreet support. Lecturers are better equipped to assist learners, reducing classroom disruption and preserving student privacy.

The College's Engagement and Wellbeing Team, in close partnership with College Counsellors, supported 201 students through counselling services, receiving highly positive feedback. Collaboration with the Alcohol and Drugs Liaison Officer, Police Liaison Officer, and external partners such as Megan's Space and Beautiful Inside & Out further enhanced support networks. Additionally, the Promoting Wellbeing Group organised mental health events, extending benefits to students, staff, and the wider Ayrshire community.

Developing Essential Skills and Careers Support

In Academic Year 2024-25, Ayrshire College continued its focus on enhancing essential and meta skills across vocational departments. By embedding delivery staff within these departments, the College improved its quality assurance, supported by Microsoft Teams to facilitate sharing best practice across campuses. External verification confirmed the success of this new approach.

Departments assumed greater responsibility for essential and meta skills delivery, with the Head of Essential Skills working closely with Curriculum Quality Managers to maintain the visibility and promotion of meta skills throughout the curriculum. One example of good practice comes from the Health and Social Care Team, where meta skills have been embedded in all FE level programmes through student-led projects. This has resulted in enhanced employability skills and stronger relationships with external partners including local charities, care homes, ASN schools and East Ayrshire Council. This work has been nominated for CDN's Skills Development Award.

In April 2025, a sharing practice event showcased progress in relation to meta skills and launched the Meta Skills Community of Practice, designed to foster creativity and innovation. Another sharing event is planned for Semester 1 of AY 2025-26.

Additionally, the College formed a dedicated Careers and Employability Team in AY 2024-25 to guide students through employment, further education, and training transitions. Working in partnership with Skills Development Scotland (SDS), the team delivers Careers Information, Advice and Guidance (CIAG) in line with national guidelines. Students benefit from tailored career planning, employability workshops, and timely labour market insights, ensuring strategic, student-centred support for

successful outcomes in a changing job market.

Learning Resource Centres – supporting student skills development

The Learning Resource Centre experienced a notable increase in engagement during AY 2024–2025, suggesting a strengthened support system that can significantly enhance students' time at college.

- Enquiries increased by 7%, which reflects growing engagement with LRC services such as card access, Wi-Fi, device support, and PC troubleshooting.
- Workshop delivery increased by 93%. This rise highlights a proactive approach to skills development, offering students more opportunities to build digital and study skills.
- 1-to-1 support sessions increased by 41.6%, highlighting the LRC's commitment to personalised learning support, which can be especially beneficial for students needing tailored guidance in areas like referencing, digital tools, and assistive technologies.

Principle 3 Enhancement and Quality Culture

The College's First Institutional Liaison Meeting (ILM) with QAA took place in June 2025. The meeting explored developments in, and the impact of, the College's approach to enhancement supported by the Self Evaluation and Action Plan (SEAP) for AY 2023-24. QAA representatives provided positive feedback on the College's SEAP for AY 2023-24. The Tertiary Quality and Enhancement Review of Ayrshire College is scheduled to take place in AY 2029-30.

During the ILM, it was noted that in response to an area of improvement highlighted in the final Education Scotland Annual Engagement Visit in May 2024, the delivery of Essential Skills has been adapted from a stand-alone delivery model to an integrated model, with Essential Skills staff now fully integrated within curriculum teams. The aim of this approach is to improve the contextualisation of essential skills and the development and embedding of meta skills.

Embedding the College and Team Operating and Enhancement Plan Process

During the College's first Institutional Liaison Meeting (ILM) with QAA in June 2025, it was noted that the College Operating and Enhancement Plan (COEP) and Team Operating and Enhancement Plan (TOEP) process was working well and understood by staff.

The COEP aligns high-level activity with strategic objectives and COEP actions are communicated to individual teams, who subsequently develop their respective Team Operating and Enhancement Plans (TOEPs). TOEP actions are identified through the Team Evaluation process and are aligned to the College Operating and Enhancement Plan (COEP) and the College's Equality Outcomes. Standardised templates are used across all teams to ensure consistency and clarity.

In AY 2024-25, the College focused on ensuring that the COEP and TOEP processes were understood and embedded across all curriculum and professional services teams. In order to support this, all teams were allocated dedicated quality enhancement time, referred to as 3C time, comprising two hours per week. The "3C" stands for **Communication, Collaboration, and Consistency**, and is designed to give teams structured time to:

- **Communicate** with colleagues to share insights and reflect on practice
- **Collaborate** on curriculum and service development, evaluation, and improvement
- Improve **Consistency** in terms of processes, systems, or enhancements that support the student experience

Throughout AY 2024-25, this time has been embedded into the College's quality framework and supports the continuous improvement cycle. Teams typically use it to review progress on their TOEPs, share best practice, and align their work with the strategic priorities outlined in the COEP.

TOEPs are also in place for the Student Association and all professional services teams, ensuring a whole-institution approach to continuous improvement. These plans are live, working documents that support the identification and sharing of best practice.

In AY 2025-26, the College will undertake a review of all Quality Enhancement processes, including the COEP and TOEP process, focusing specifically on impact and the effectiveness of monitoring.

A Curriculum Area Improvement process was introduced in AY 2024-25 to scrutinise KPIs in curriculum areas where there are trends of poorly performing courses. Meetings took place with four curriculum areas where the reasons for poor performance were discussed and improvement actions agreed. These will be reviewed as part of the Team Evaluation meetings in June and September 2025.

Principle 4 Student Engagement and Partnership

Student Engagement and Partnership

At Ayrshire College, the Student Association is dedicated to embedding a culture of partnership, ensuring students are not just participants but co-creators of their learning experience. This commitment is evident at every level of engagement, from curriculum design to strategic decision-making.

In AY 2024-25, the Student Association worked with curriculum teams to ensure that Class Ambassadors were consistently involved in curriculum planning, programme design and the evaluation of learning and teaching. Summary notes from monthly Class Ambassador meetings were collated and shared with stakeholders, leading to meaningful changes such as adjustments to courses, assessment planning, course development and improved response rates for student learning support requests.

In AY 2024-25, students continued to be actively involved in institutional self-evaluation, enhancement planning and strategic committees, including Board of Management and Senior Leadership Team meetings. Thematic Class Ambassador meetings, based on the Student Learning Experience (SLE) model, were introduced to ensure the student voice shapes reflective practice and continuous improvement. The College and Student Association will continue to work together to further embed the SLE model in AY 2025-26.

Inclusivity is central to the Student Association's ethos. Students from all departments and backgrounds have the opportunity to become Class Ambassadors or Student Officers, representing groups such as LGBT+, ESOL, Carers, and Care Experienced students. The College uses a variety of feedback mechanisms to ensure every student has a platform to be heard, with input gathered online, in person, in writing and through a wide variety of key stakeholders.

Ayrshire College's Student Association maintains a robust student representation system, supported

by training, recognition through Volunteer Awards, and the inclusion of Student Officers. Volunteer contributions have led to tangible change, such as improvements to ICT infrastructure, healthier food options, and the adaptation of college practice, clubs, and groups in response to student feedback. In AY 2024-25, the College and the Student Association have established a closed feedback loop, ensuring all feedback is not only collected and disseminated but also acted upon, resulting in improvements students can clearly identify.

Student Satisfaction and Engagement Survey (SSES)

In AY 2024-25, overall student satisfaction levels remained high at 95.2% for FE FT and 87% for HE FT. In AY 2023-24, the College set out an action to increase the SSES response rate to 50% for all modes of delivery. Disappointingly, the College did not achieve this target in AY 2024-25.

The completion level for FE FT was 49%, which was 10.6% below the sector average of 59.6%. The satisfaction rate was the same as the sector average of 95.2%. The completion level for HE FT was 48.1%, a 3% increase on AY 2023-24 but below the sector average of 54.2%. The HE FT satisfaction rate was 87% against a sector average of 93%.

The College is committed to enhancing the student experience across all campuses, subjects and modes of delivery. Curriculum Teams review SSES survey results, discuss them in meetings, and plan improvements through the TOEP process. Team reports show that student feedback leads to positive changes. In AY 2025-26, the College will continue to engage with the Student Association to increase SSES participation and gather direct feedback via Class Ambassadors and other feedback mechanisms.

Ayrshire College Action Plan 2025 - 2026

Principle and Area for development	Action(s) and planned impact/ outcomes	Target date	Responsible/ Lead
Principle 1 KPIs	Review and enhance the Curriculum Improvement process to ensure robust and consistent monitoring of poorly performing courses and targeted action planning to address areas of concern. Impact: Improved KPIs and enhanced student experience.	June 2026	Head of Quality Enhancement and Heads of Learning and Skills
Principle 1 Innovation in Learning, Teaching and Assessment	Carry out a review of myLearning (VLE) in collaboration with Jisc and develop an action plan to address areas for development and ensure greater consistency of use across all curriculum areas. Impact: Improved accessibility and enhanced end user experience of myLearning for students and staff.	January 2026	Head of Digital Learning Support
Principle 1 Innovation in Learning, Teaching and Assessment	Continue to increase and enhance the use of digital technologies in learning, teaching and assessment across all curriculum areas through continuing to extend the use of AI and VR in learning and teaching. Impact: Increased student engagement, improved KPIs and enhanced student experience.	June 2026	Head of Digital Learning Support, Head of Quality Enhancement and Heads of Learning and Skills
Principle 1 Professional Development, Peer Review and Evaluation of L&T	Review and evaluate the impact of the Learning and Teaching Academy, with a particular focus on the Peer Review Process, Communities of Practice and New Lecturer Support Programme. Impact: Enhancement of lecturers' skills through sharing practice and peer support. Lecturers report increased confidence and skills in relation to learning and teaching. Student experience is enhanced.	June 2026	Assistant Principal Student Experience and Quality Enhancement and Head of Quality Enhancement

Principle 2 Mainstreaming Equality Outcomes	Develop and introduce a web-based Mainstreaming and Equality Outcome Report and an annual Diversity Monitoring Report. Develop and deliver a Data in Action Workshop Session for staff. This will be rolled out to support mainstreaming capacity building during the 2025-2026 Academic Session.	June 2026	Equality and Diversity Performance Lead
Principle 2 Wellbeing and Inclusion	Develop and launch the Safe Space reporting tool and Student Gateway portal. Impact: Students and staff have an accessible mechanism to directly report Hate Crime incidents and Safeguarding concerns. Students feel safe at Ayrshire College.	April 2026	Head of Student Experience and Equality and Diversity Performance Lead
Principle 2 Supporting Vulnerable Students to Succeed	Reduce the successful completion gap for HE and FE Care Experienced students by 2% and improve retention and attainment for vulnerable students in line with their peers. Impact: Retention and attainment for vulnerable students is improved. Improved student experience.	June 2026	Head of Student Experience
Principle 3 Enhancement & Quality Culture	Review and evaluate key Quality Enhancement processes to ensure they fully align with the TQEF and support the CDP process. Impact: Quality Enhancement processes are robust and fully aligned to the TQEF and CDP process.	June 2026	Assistant Principal Student Experience and Quality Enhancement and Head of Quality Enhancement
Principle 4 Student Engagement and Partnership	Fully embed engagement with Student Learning Experience (SLE) model in all curriculum areas. Impact: Student Voice fully embedded across all curriculum areas. Enhanced student experience.	June 2026	Head of Quality Enhancement and Heads of Learning and Skills
Principle 4 SESS	Increase FE and HE SESS response rates to achieve the SFC target of 50%. Impact: College achieves the SFC response rate target. Student Voice continues to be strengthened.	June 2026	Head of Quality Enhancement

SEAP Guidance Annex B: Statement of Assurance

Statement of Assurance: *As the Accountable Officer for Ayrshire College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2024-25, including the scope and impact of these. I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.*

Signature:

Accountable Officer:

Date:



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