Learning, Teaching & Quality Committee - Action and Decision Log
Meeting No 39 – 2 March 2023

(Paper 1a)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
10/11/2022	Student Association Report	LTQ38: A01	Student President will provide updated statistics for the Rockpool Podcast at the Board meeting in December.	E Jamieson	08/12/2022	Action	Complete
10/11/2022	2022-23 Draft Regional Outcome Agreement and 2021-22 Self-Evaluation Report	LTQ38: A02	Members to submit final feedback on the 2022-23 Draft Regional Outcome Agreement and 2021-22 Self-Evaluation Report to A Campbell by 24 November 2022.	All	24/11/2022	Action	Complete
10/11/2022		LTQ38: D01	The Committee recommended that the 2022-23 Draft Regional Outcome Agreement and 2021-22 Self-Evaluation Report to the Board for approval.	NA	NA	Decision	Approved
10/11/2022	2022-23 Draft Curriculum Delivery Plan	LTQ38: D02	The Committee approved the 2022-23 Draft Curriculum Delivery Plan.	NA	NA	Decision	Approved
10/11/2022	2022-23 Corporate Risk Register (V2): LTQC Extract	LTQ38: A04	Risk LTQ3 – Engagement with students – to be updated to reflect the recently approved Student Association Constitution to provide governance assurance.	J Thomson	11/11/2022	Action	Complete
10/11/2022		LTQ38: D03	The Committee approved the Risk Register – LTQC Extract at November 2022 for submission to ARC.	NA	NA	Decision	Approved

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Paper 2 - Agenda Item 5

Learning, Teaching & Quality Committee

02/03/2023

Strategic Objective Reference:	Choose an item.	SO2 - Embedding diversity and inclusion
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	Student Association Report	
Purpose:	To update the Curriculum Team on Student Association activities	
Action Required:	Discussion	
Appendices:	No	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

The Student Association team for 2022 consists of two elected officers. The Student President, Ellie Jamieson, and Student Vice President, Robert Kean. The Student Association is governed by a Student Executive Committee within which students hold various volunteer officer roles. The work of the Student Association is supported by Student Association Advisor, Charlotte Mitchell and is overseen by Head of Quality Enhancement, Ann Heron.

3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

Following on from the appointment of the Student Executive Committee, the Student Association is working with the Student Executive Officers to help build their capacity to improve the visibility and work of the Student Association.

Class Ambassador Update

The Student Association has now completed two rounds of Class Ambassador meetings with meetings taking place on each campus and online on a monthly basis. We have received input at the meetings from the Student Funding Team, Student Services, the LRC and the refectory which has been well received. The main theme emerging is technology, issues with wifi and issues with students not understanding how to use some of the College platforms. Feedback is forwarded to the relevant teams and the ICT team has been working closely with the classes who have provided feedback.

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Student Satisfaction and Engagement Survey – Initial Experience

The Initial Experiences SSES took place in November and December from which we received 824 responses. The Quality Enhancement Team are currently analysing the responses.

Hygiene Packs

The Student Association offered hygiene kits to warm hub attendees and distributed 40 packets of laundry detergent, toothbrushes and toothpaste, pads, soap, hand soap, deodorant, and shampoo.
Individual packs have also been offered to students upon request. Moving forward, the Student Association will purchase hygiene items at wholesale costs from college-approved suppliers and will have a stock accessible for students to take at each of the Student Association offices.

Student Association Warm Coat Initiative

The Student Association is collecting warm outerwear for our students who are in need of a winter coat. We have set up a coat rack outside the Student Association offices in Kilmarnock and Ayr, and Kilwinning campus students can get a jacket from the HIVE shop. Students who are unable to get a jacket from the contributions have been asked to contact the Student Association. If necessary, the Student Association will try to locate a suitable jacket or will purchase one for the student.

Blue Monday

On January 16th, the Student Association participated in the Blue Monday event at each of the campuses to support the mental health and wellbeing champions. Several activities were held, including table tennis, a movie with popcorn, and a talking wall where we asked students what kept them motivated and what song made them smile and why. Students' most common responses to what keeps them motivated are their friends and music.

Future Activity

Re-Freshers

The Student Association is holding a re-fresher's event for new and continuing students. This will be a marketplace event with representatives from various local support organisations as well as internal College teams.

The Re-Freshers events will take place on the following dates:

Kilmarnock, February 6th, 10am-2pm
Kilwinning, February 7th, 10am-2pm
Ayr, February 8th, 10am-2pm

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LGBT+ History Month

LGBT History Month takes place throughout February and the Student Association will use this as time for reflection and introspection with our LGBTQI+ Students' Group. The theme is 'Through the Lens' which we will use to form discussions about the role that the TV, Film and Media industries have had on raising awareness of the LGBT+ community. We will be hosting an LGBTQI+ Students Group get together on each campus during this month for group members only. In addition to this, we will having a soft launch of our Pride Book Collection, funded by a grant the Student Association received from the NUS Think Positive Small Grants scheme. The launch will take place at re-freshers where we will display the collection.

Preparation for College Sessions

The Student Association is involved in the shaping and delivery of the College's Preparing for College Programme which, after a successful pilot last year, will take place over the summer of 2023. The Student Association has been given the opportunity to feed their opinions on the program to the working group from a student's perspective and looks forward to being involved again this year.

Student President Elections

The Student Association is currently making plans for the Student President Elections which will take place in May. The Current Student President, Ellie Jamieson, is coming towards the end of her second year and therefore will be leaving post on the 30 June 2023, at which point the new officers will take up post. The Student President is working alongside the Student Association Advisor on a new Sabbatical Officer Handbook, to provide advice and information to new sabbatical officers.

The Brit Challenge

The Student Association will be supporting this year's Brit Challenge by working alongside the College to encourage our students to take part. The Challenge takes place across March with several activities being planned across the College for students with all abilities.

Roon the Toon Kilmarnock 10k

This years Kilmarnock Roon the Toon 10k event takes place on Sunday 11 June 2023. The Student Association will be supporting an Ayrshire College Students and Staff Team by offering reimbursement of the entry fee for any student who registers as part of the Ayrshire College Team.

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4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

No further proposals are included within this paper

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

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

6. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

An impact assessment is not applicable given the subject of this paper.

8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

No formal consultation is required given the subject of this paper.

Ellie Jamieson
Student President
02 February 2023

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Paper 3 - Agenda Item 6

Learning, Teaching & Quality Committee

02/03/2023

Strategic Objective Reference:	SO1 - An inspirational college experience	SO2 - Embedding diversity and inclusion
	SO3 - Embedding a culture of open leadership and empowerment	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	AY 2021-22 SFC Student Satisfaction and Engagement Survey – Sector Benchmarking Report	
Purpose:	To update members on the national AY 2021-22 SFC Student Satisfaction and Engagement Survey results.	
Action Required:	To Note	
Appendices:	Yes	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

Key points to note are:

- The **HEFT** positive response rates were better than the sector average for 11 out of the 13 statements.
- The **FEFT** positive response rates were better than the sector average for 12 out of the 13 statements.

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

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 on courses of 4 credits or more (or 160 hours or more) are invited to complete it. Colleges submitted their collated responses to SFC in May 2022 and the Committee reviewed Ayrshire College's AY 2021-22 return at its May 2022 meeting.

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3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

The Scottish Funding Council have now ratified the AY 2021-22 returns and college sector average responses have been published. This paper provides an analysis of Ayrshire College's responses benchmarked to the sector average for HE Full-Time (HEFT) and FE Full-Time (FEFT) respondents (see Appendix 1) and, for some questions, against similar sized Colleges (see Appendix 2).

Response Rates

Ayrshire College's response rate for **HEFT** was 29.6% against a sector average of 36.6%. The best performing similar sized College return was Fife at 71.3%.

Ayrshire College's response rate was better than City of Glasgow (28.8%), West College Scotland (27.7%) and Edinburgh College (21.3%).

For **FEFT,** the response rate was 37.9% against the sector average of 47.2%. The best performing similar College return was New College Lanarkshire at 80.1%

Ayrshire College's response rate was better than City of Glasgow (35%), West College Scotland (34.7%) and Edinburgh College (21.2%).

Satisfaction Rates

The satisfaction rates are based upon the responses to the statement 'Overall, I am satisfied with my college experience'.

Ayrshire College's satisfaction rate for **HEFT** was 89.8% against a sector average of 85.7%. The best performing similar College's satisfaction rate was Dundee and Angus at 95.5%.

Ayrshire College's satisfaction rate was better than City of Glasgow (75.8%), West College Scotland (82.3%) and Edinburgh College (82.4%).

For **FEFT,** the satisfaction rate was 95.6% against the sector average of 92.7%. The best performing similar College return was Dundee and Angus at 96.3%

Ayrshire College's satisfaction rate was better than City of Glasgow (85.7%), West College Scotland (93.3%) and Edinburgh College (91.9%).

The **HEFT** positive response rates were better than the sector average for 11 out of the 13 statements. The positive response rate for the statement 'The College Students' Association influences change for the better' was almost the same as the sector.

The positive response rate to the statement 'I feel that I am part of the college community' was 71.9%, lower than the sector average of 88.9%.

The **FEFT** positive response rates were better than the sector average for 12 out of the 13 statements.

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The positive response rate to the statement 'I feel that I am part of the college community' was 86.3% - better than the sector average of 85.5%.

4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

No further proposals are included within this paper

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

LTQ 2
LTQ 3

6. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

An impact assessment is not applicable given the subject of this paper.

8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

No formal consultation is required given the subject of this paper.

Anne Campbell
Vice Principal, Curriculum
09 February 2023

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FE FULL TIME

College	Response Rate
New College Lanarkshire	80.10%
Fife	72.90%
North East Scotland	65%
Borders	58.40%
Glasgow Clyde	54%
Dundee and Angus	50.50%
Dumfries and Galloway	40.40%
Ayrshire	37.90%
South Lanarkshire	36.80%
City of Glasgow	35%
West College Scotland	34.70%
Forth Valley	33.00%
Glasgow Kelvin	30.90%
West Lothian	28.90%
Edinburgh	21.20%
Scotland Average	47.20%

College	Overall Satisfaction Rate
Dundee and Angus	96.30%
Borders	95.90%
Glasgow Clyde	95.90%
North East Scotland	95.80%
Ayrshire	95.60%
West Lothian	95.10%
West College Scotland	93.30%
Glasgow Kelvin	92.10%
Edinburgh	91.90%
Dumfries and Galloway	91.20%
Fife	90.90%
South Lanarkshire	89.40%
Forth Valley	89%
New College Lanarkshire	88%
City of Glasgow	85.70%
Scotland Average	92.70%

College	Staff regularly discuss my progress with me
West Lothian	93.00%
Borders	92.90%
Dumfries and Galloway	91.20%
Ayrshire	90.60%
Dundee and Angus	90.50%
West College Scotland	90.30%
Glasgow Kelvin	90.20%
North East Scotland	89.50%
Glasgow Clyde	89.10%
South Lanarkshire	88.00%
Forth Valley	87.70%
Fife	86.20%
Edinburgh	86.00%
City of Glasgow	81.70%
New College Lanarkshire	78.80%
Scotland Average	87.80%

College	e to influence learning on my course
Dumfries and Galloway	97.40%
Borders	95.40%
West Lothian	94.40%
Glasgow Kelvin	93.50%
Dundee and Angus	93.40%
North East Scotland	93%
Glasgow Clyde	92.80%
Ayrshire	92.80%
West College Scotland	91.90%
Fife	90.20%
South Lanarkshire	88.40%
Forth Valley	88.00%
New College Lanarkshire	87.70%
Edinburgh	87.20%
City of Glasgow	82.40%
Scotland Average	90.70%

College	way I'm taught helps me learn
Glasgow Clyde	92.40%
West Lothian	92.30%
Ayrshire	92.20%
Dundee and Angus	92.10%
Glasgow Kelvin	91.40%
Borders	90.40%
North East Scotland	90.10%
West College Scotland	89.80%
Dumfries and Galloway	89.10%
Fife	88.10%
South Lanarkshire	88.00%
Edinburgh	86.20%
New College Lanarkshire	85.60%
Forth Valley	82.90%
City of Glasgow	80.90%
Scotland Average	89.00%

College	I feel that I am part of the college community
Dundee and Angus	90.50%
North East Scotland	89.60%
Glasgow Clyde	88.40%
Borders	87.80%
Fife	87.40%
Ayrshire	86.30%
South Lanarkshire	86.20%
West College Scotland	84.60%
Dumfries and Galloway	83.60%
New College Lanarkshire	82.50%
Glasgow Kelvin	81.80%
City of Glasgow	81.00%
Edinburgh	78.30%
Forth Valley	76.70%
West Lothian	70.10%
Scotland Average	85.50%

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HE FULL TIME

(Paper 7 - Appendix 1)

College	Response rate
Fife	71.30%
Dumfries and Galloway	62.60%
Glasgow Clyde	57%
North East Scotland	56.50%
Dundee and Angus	52.10%
Borders	49.10%
New College Lanarkshire	33.30%
South Lanarkshire	32.30%
Ayrshire	29.60%
City of Glasgow	28.80%
West Lothian	28.10%
West College Scotland	27.70%
Edinburgh	21.30%
Glasgow Kelvin	17.50%
Forth Valley	16.90%
Scotland Average	36.60%

College	Overall Satisfaction Rate
Dundee and Angus	95.50%
West Lothian	95.40%
Forth Valley	90.90%
Glasgow Kelvin	90.80%
Ayrshire	89.80%
North East Scotland	89.20%
Dumfries and Galloway	88.40%
Glasgow Clyde	88.20%
Fife	87.40%
Borders	84.90%
New College Lanarkshire	83.90%
Edinburgh	82.40%
West College Scotland	82.30%
South Lanarkshire	80.60%
City of Glasgow	75.80%
Scotland Average	85.70%

College	Staff regularly discuss my progress with me
West Lothian	89.80%
Dumfries and Galloway	87.90%
Dundee and Angus	86.10%
Borders	85.80%
Forth Valley	84.30%
Ayrshire	82.90%
Glasgow Clyde	82.50%
Glasgow Kelvin	82.10%
New College Lanarkshire	81.90%
North East Scotland	79.60%
Fife	79.20%
South Lanarkshire	79.00%
West College Scotland	76.30%
Edinburgh	72.30%
City of Glasgow	68.60%
Scotland Average	78.80%

College	fluence learning on my course
Dumfries and Galloway	97.50%
West Lothian	91.90%
Dundee and Angus	89.40%
Ayrshire	87.60%
Glasgow Kelvin	87.20%
North East Scotland	86.7%
Forth Valley	86.40%
Glasgow Clyde	86.10%
Fife	84.20%
New College Lanarkshire	83.70%
Borders	80.20%
South Lanarkshire	79.60%
West College Scotland	77.80%
Edinburgh	75.60%
City of Glasgow	69.90%
Scotland Average	82.20%

College	way I'm taught helps me learn
Dumfries and Galloway	91.50%
Dundee and Angus	89.40%
West Lothian	88.40%
Glasgow Clyde	83.60%
Glasgow Kelvin	83.20%
New College Lanarkshire	82.20%
Ayrshire	81.70%
Forth Valley	81.00%
Fife	80.90%
North East Scotland	79.30%
Borders	77.40%
South Lanarkshire	77.40%
West College Scotland	76.50%
Edinburgh	74.60%
City of Glasgow	69.70%
Scotland Average	79.60%

College	I feel that I am part of the college community
Dundee and Angus	83.10%
Dumfries and Galloway	81.40%
North East Scotland	79.10%
Glasgow Clyde	77.50%
New College Lanarkshire	76.00%
Fife	74.00%
Forth Valley	73.40%
South Lanarkshire	73.10%
Ayrshire	71.90%
Glasgow Kelvin	71.90%
Borders	71.70%
West Lothian	69.50%
West College Scotland	69.50%
Edinburgh	68.00%
City of Glasgow	65.70%
Scotland Average	73.70%

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Ayrshire College V Sector Average *(Paper 3 – Appendix 2)*

Question	Ayrshire HEFT	Sector HEFT	Ayrshire FEFT	Sector FEFT
Overall, I am satisfied with my college experience	89.8%	85.7%	95.6%	92.7%
Staff regularly discuss my progress with me	82.9%	78.8%	90.6%	87.8%
Staff encourage students to take responsibility for their learning	98.4%	94.3%	98.9%	96.3%
I am able to influence learning on my course	87.6%	82.2%	92.8%	90.7%
I receive useful feedback which informs my future learning	88.6%	85.1%	93.1%	91.2%
The way I'm taught helps me learn	81.7%	79.6%	92.2%	89.0%
My time at college has helped me develop knowledge and skills for the workplace	90.8%	86.4%	94.7%	92.0%
I believe student suggestions are taken seriously	82.5%	79.6%	89.9%	86.5%
I believe all students at the college are treated equally and fairly by staff	90.2%	87.5%	91.7%	90.2%
Any change in my course or teaching has been communicated well	84.3%	77.2%	87.9%	85.6%
The online learning materials for my course have helped me learn	89.6%	85.5%	84.3%	85.3%
I feel that I am part of the college community	71.9%	73.7%	86.3%	85.5%
The college Students' Association influences change for the better	88.4%	88.9	93.9%	92.6%
Response Rate	29.6%	36.6%	37.9%	47.2%

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Paper 4 - Agenda Item 7

Learning, Teaching & Quality Committee

02/03/2023

Strategic Objective Reference:	SO1 - An inspirational college experience	Choose an item.
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	2020-21 SFC College Leavers Destination Survey	
Purpose:	To provide an overview and analysis of the AY 2020-21 SFC College Leavers Destination Survey	
Action Required:	Discussion	
Appendices:	Yes Appendix 1 – Glossary of definitions of terms used in the paper	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

The main point for the Committee to note is that 95.7% of Ayrshire College confirmed HE leavers and 95.4% of Ayrshire College confirmed FE leavers are in a positive destination six months after completing their course of study. This is an increase of 1.1% for HE and 2.5% on FE on AY 2019-20.

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

Each year, all colleges conduct a survey of the destinations of successful full-time leavers. The information gathered is then provided to the Scottish Funding Council.

The College Leaver Destinations (CLD) survey includes further and higher education students. Collation of this data provides a comprehensive picture of the destinations of students who have completed courses successfully at college.

The most recent survey report focuses on students who studied on a course in AY 2020-21 and completed their course in June 2021 with a successful outcome. The data reports on their position as at 31 December 2021. It should be remembered that these students undertook all or most of their studies during the Covid pandemic when face-to-face learning had been suspended or disrupted since 18th March 2020. They progressed at a time when the economy and education was still operating under varying restrictions.

Student destinations are classed as either positive or negative. Positive destinations include either securing employment or progressing to further study.

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College Regional Outcome Agreements (ROAs) now have a stronger focus on the positive effects of college learning on the lives of students.

Post-course destination data provides a key measure of the impact of undertaking a college course. However, it does not take account of part-time students, many of whom progress directly to employment.

3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

The College achieved a return rate of 85.5% (down 1.9% from the previous year) confirming the destinations of 3,160 College leavers out of a total of 3,681. This exceeded the SFC completion target of 80%. However, this was less than the sector average completion rate of 87.2%. The return rate for FE learners was 90% while the return rate for HE learners was 79%.

The main point to note is that 95.7% of Ayrshire College confirmed HE leavers and 95.4% of Ayrshire College confirmed FE leavers were in a positive destination six months after completing their course of study. This is an increase of 1.1% for HE and 2.5% on FE on AY 2019-20.

The majority of students (74.4%) were undertaking further study six months after successful completion of their full-time course (a decrease of 8% on the previous year) but 21% had moved into employment (an increase of 9% on the previous year).

Ayrshire College has a significantly high proportion of FE students and would expect that a higher percentage of those students would return for further study at FE or HE level, particularly as a large number of students progress through more than one year of study. 1,451 FE students in 2020-21 returned to Ayrshire College in session 2021-22 while 384 HE students returned.

511 Ayrshire College FE students left the college sector (25.3%) which is less than the sector average of 26.3%. 692 Ayrshire College HE students left the college sector (60.5%) which is less than the sector average of 67.3%.

The table below provides a breakdown of the destinations of these students and a comparison with the sector average:

Destination	% Ayrshire College Leavers 2020-21	% Sector College Leavers 2020-21
FE to university	12.5%	19.8%
HE to university	47.7%	55.4%
FE to employment	69.3%	64.1%
HE to employment	45.2%	40%
FE Unavailable for work	7.2%	7.4%
HE Unavailable for work	1.9%	1.9%
FE to Unemployed	11%	8.7%
HE to unemployed	5.2%	2.7%

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While fewer students than the sector average from Ayrshire College, at both FE and HE level, progressed to university, a higher proportion progressed to employment. However, the percentage of those who were unemployed at the time of data collection was higher than the sector average for both FE and HE leavers.

4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

A detailed breakdown of the underlying data is provided to all curriculum teams who review their areas against the College and national sector data and use this to inform action plans and future curriculum delivery plans.

Choose an item.

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

LTQ 2 (Learner Journey)
LTQ4 (College Portfolio)

6. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

An impact assessment is not applicable given the subject of this paper.

8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

No formal consultation is required given the subject of this paper.

Ann Heron
Head of Quality Enhancement
12 January 2023

This paper will be published on the College website

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APPENDIX 1

Definitions:

Positive destinations	the number and proportion of college leavers in **work**, **training** and/or **further study** 3-6 months after qualifying :
Further study or training:	College leavers who are continuing with full-time or part-time study, training or research at college or university.
Entering employment:	For those in **full-time** and **part-time work** only (including self-employed/freelance, voluntary/unpaid, developing a professional portfolio/creative practice or on an internship). Also includes college leavers who were not currently in employment but who had secured employment that was set to commence by 31 March 2022.

Negative Destinations refer to:

Unemployed and looking for work:	This applies to college leavers *Unemployed and looking for work* and those *Not employed but not looking for employment, further study or training*.
Unavailable to work:	College leavers who are: *taking time out in order to travel*; *Permanently unable to work/retired*; *Temporarily sick/unable to work/looking after home/family*.

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Paper 5 - Agenda Item 8

Learning, Teaching & Quality Committee

02/03/2023

Strategic Objective Reference:	SO1 - An inspirational college experience	SO2 - Embedding diversity and inclusion
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	2022-23 Early Withdrawal Report at November 2022	
Purpose:	To update committee members on full-time student retention in AY 2022-23.	
Action Required:	To Note	
Appendices:	Yes	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

Committee members should note the following key points:

- Early withdrawal rates, for FE full-time courses, have improved and decreased by 4.9%
- Early withdrawal rates, for HE full-time courses, have improved and decreased by 3.4%

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

The Scottish Funding Council (SFC) funds the College for students who have completed, as a minimum, the first 25% of the planned duration of their course. For full-time courses, the 25% date, known as the census date, is 1 November of each year.

Students who do not attend after the census date are reported, as part of the College's Key Performance Indicators, as early withdrawals. The purpose of this paper is to provide the Committee with an analysis of the College's early withdrawal rates and actions taken to improve student retention.

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3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

Analysis of FE Full-Time withdrawal rates

A full analysis is provided in appendix 1.

Early withdrawal rates, for FE full-time courses, have decreased by 4.9% from 13.53% in AY 2021-22 to 8.63% for the current year. Early withdrawal rates on each campus have also decreased by 3.8% in Ayr, 5.1% in Kilmarnock and 5.8% in Kilwinning Campus.

Reasons for a student withdrawing from a course are captured in the SFC's Further Education Statistics return (FES). The most common reason given for withdrawing early from a course was *health issues (including mental health)* and *non-attendance/college withdrew after lapse of time with no contact.* While every attempt is made to contact students to establish reasons for non-engagement and subsequent withdrawal, invariably, some students will not respond to attempts to re-engage them or to illicit this information.

In the Aerospace, Construction, Engineering, Science, Computing and Business Directorate, 23.4% of students left to take up employment. The College has evidence that withdrawals from pre-apprenticeship programmes occurred as a direct result of people gaining an apprenticeship. While this is clearly a success for those individuals, under current SFC guidance on performance indicators, it is reported negatively.

In terms of age band, the highest number of early withdrawals came from those aged 16-19, followed by those aged 25 and over.

Overall, more females (59.3%) than males (39.7%) withdrew, though there were variations by Directorate, reflecting the differences in enrolments by gender per Directorate.

Analysis of early withdrawal by Scottish Index of Multiple Deprivation (SIMD) shows that the greatest number came from those students residing in SIMD 1.

The highest number of early withdrawals, by category, came from students declaring as 'no know disability.'

Analysis of HE Full-time withdrawal rates

Early withdrawal rates for HE full-time courses have decreased by 3.4% from 8.6% in AY 2021-22 to 5.2% for the current year. Early withdrawal rates increased slightly in Ayr Campus by 0.6% but decreased in Kilmarnock Campus by 6.3% and by 4.7% in Kilwinning.

As with FE full-time courses, the most common reason given for withdrawing early from a course was *health issues (including mental health)* and *non-attendance/college withdrew after lapse of time with no contact*. It is interesting to note that 22.9% of early withdrawals in the Creative Directorate left to take up employment. In the Aerospace, Construction, Engineering, Science, Computing and Business Directorate, 17.1% of students also left to take up employment. This correlates with the buoyant employment market and the anecdotal evidence to suggest that some students withdrew to take up employment due to the cost-of-living crisis. 18.9% of students in the Health, Social Care and Early Years Directorate withdrew due citing caring responsibilities.

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Overall, significantly more females (72.3%) than males (27%) withdrew, though there were variations by Directorate.

There are variances across the different Directorates, but, in terms of age band, the highest number of early withdrawals, overall, come from those aged 16-19.

There are also variances across the different Directorates in terms of SIMD, with early withdraws more evenly spread across SIMD areas 1-4.

Again, as is the case with FE, the highest number of early withdrawals, by category, came from students declaring as 'no know disability.'

Groups of Specific Interest – Care-Experienced

Colleges are challenged to maintain the current level of care-experienced students in the sector so that they represent 1.6% of total student population by headcount. The College is exceeding that ambition and, as can be demonstrate in table 1, below, there has been a significant increase in the number of students self-declaring as care-experienced.

Table 1: Care-experienced withdrawal rates

Year	Number enrolled	Early withdrawals	
		Number	Percentage
2016-17	135	15	11.1%
2017-18	161	13	8.1%
2018-19	355	28	7.9%
2019-20	565	57	10.1%
2020-21	746	69	9.2%
2021-22	738	49	6.6%
2022-23	987	65	6.6%

Cross-college actions to support student retention

The College has had a strategic, cross-college focus on improving the volume, quality and presentation of data, to allow teams to intervene earlier and provide support to enable students to remain on course.

In advance of the commencement of courses, teams are provided with data analytics which assesses those most at risk of withdrawing. This information allows cross college teams to target additional support to those most in need. On course, a retention tool is accessed by Personal Development tutors, Curriculum Administrators, Student Services staff and Curriculum Managers to contact students, who have been absent from class, to ascertain the reason why, offer support, if required, and re-engage them in their studies.

There is also a cross-college approach to weekly curriculum meetings where actions to support at-risk students are discussed. Cross-college support teams also provide access to discretionary funding, lunch vouchers and extended learning support where required.

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

4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

Course teams have analysed data for their own respective areas. This individual analysis, at course level, informs actions for each area. These actions were discussed at the Curriculum Area Review meetings which took place at the end of January 2023.

Finally, staff are focused, for the reminder of the academic term, on reducing overall withdrawals and on improving outcomes for all students.

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

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

LTQ1
LTQ2

6. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

An impact assessment is not applicable given the subject of this paper.

8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

No formal consultation is required given the subject of this paper.

Anne Campbell
Vice Principal, Curriculum
02 February 2023

This paper will be published on the College website

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(Paper 5 - Appendix 1)

FE & HE Full-time Early Withdrawal Report 2022-23

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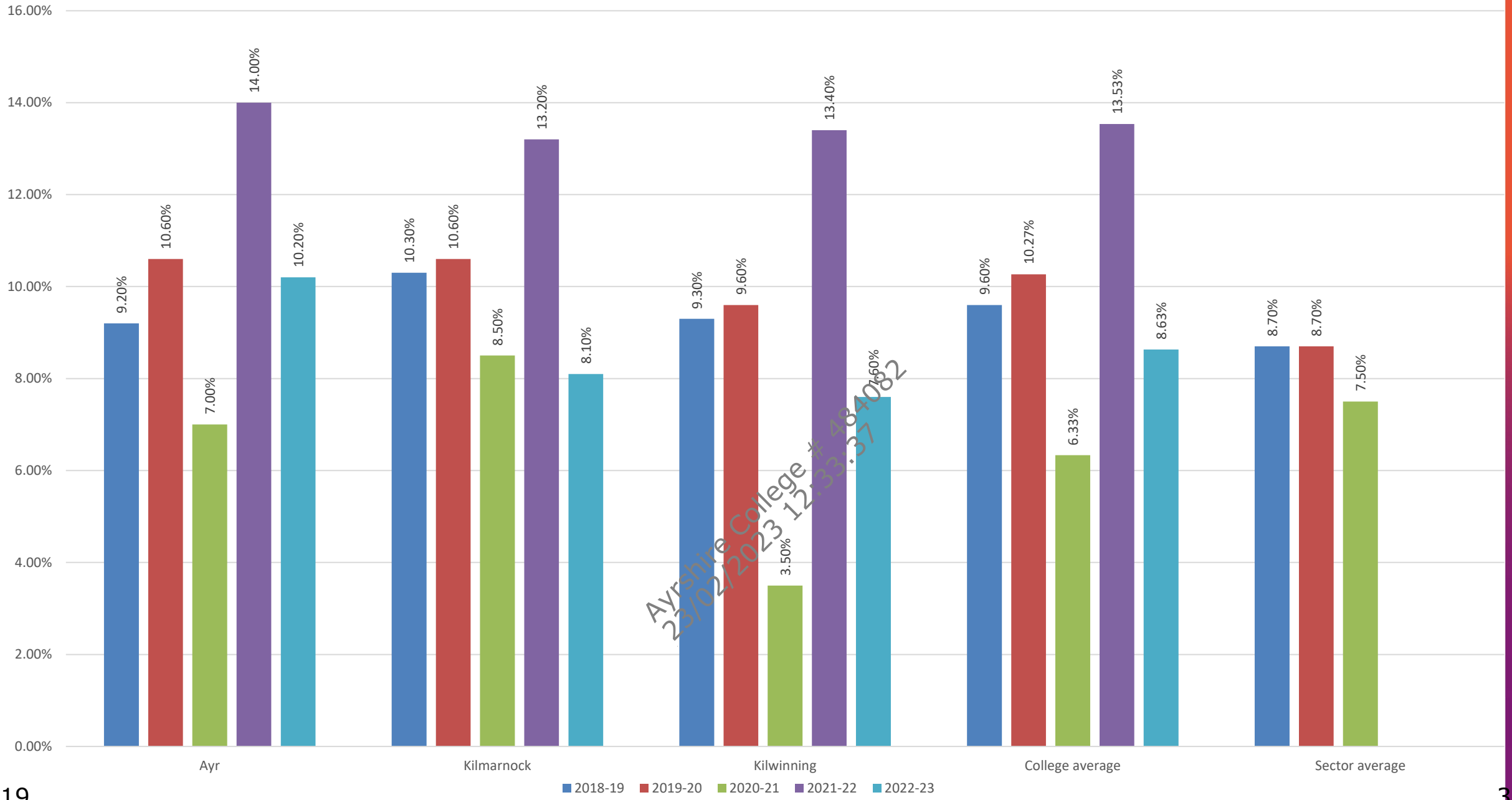
FE Full Time Early Withdrawals Rates



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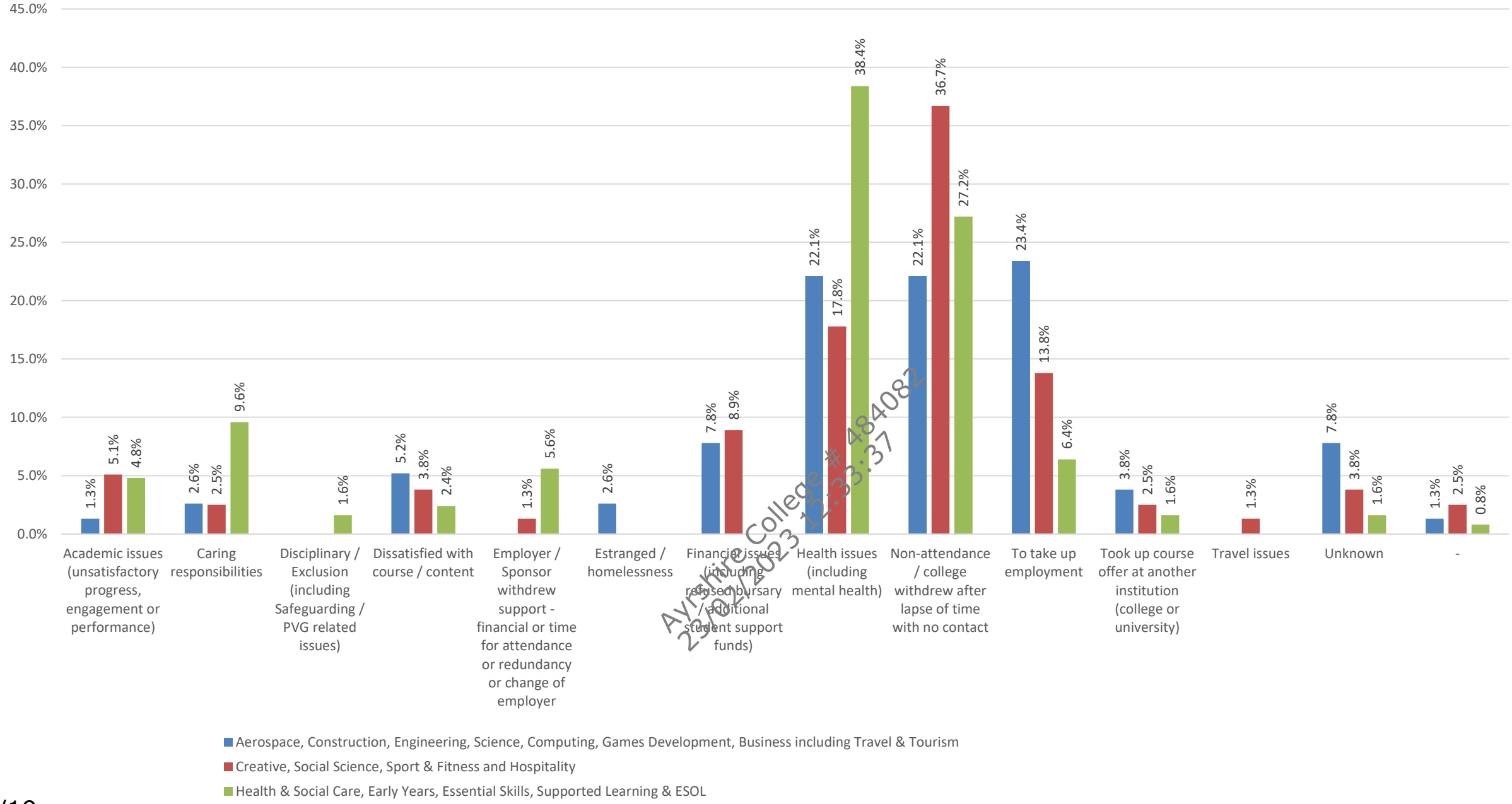
FE Full Time Early Withdrawals by Reason



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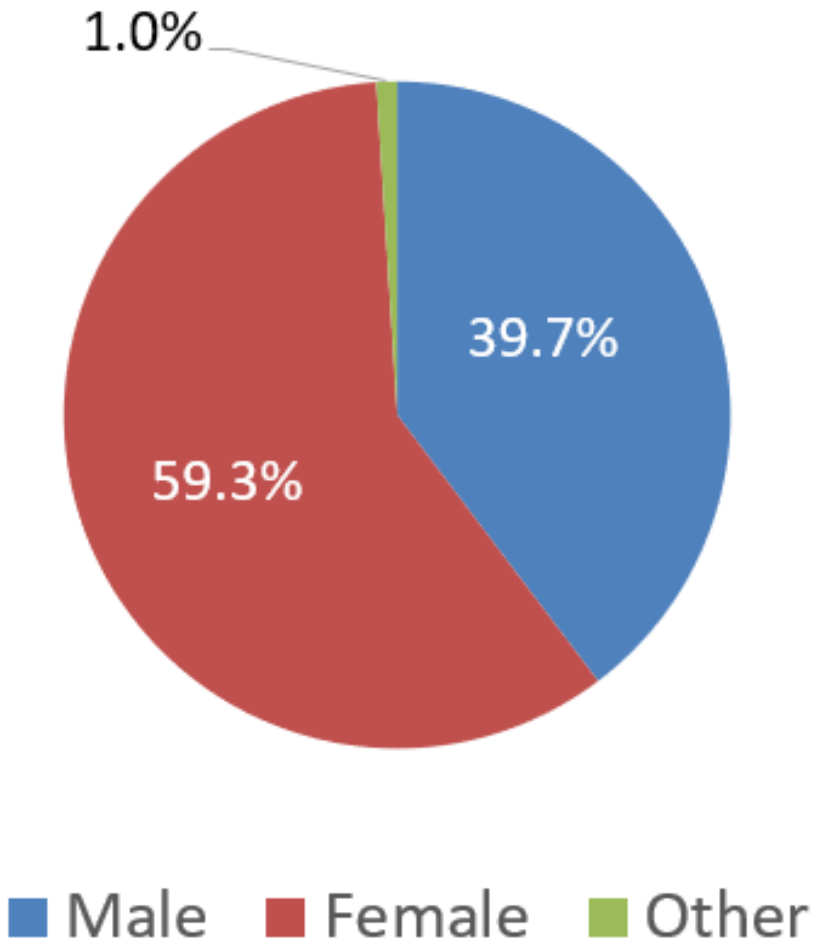
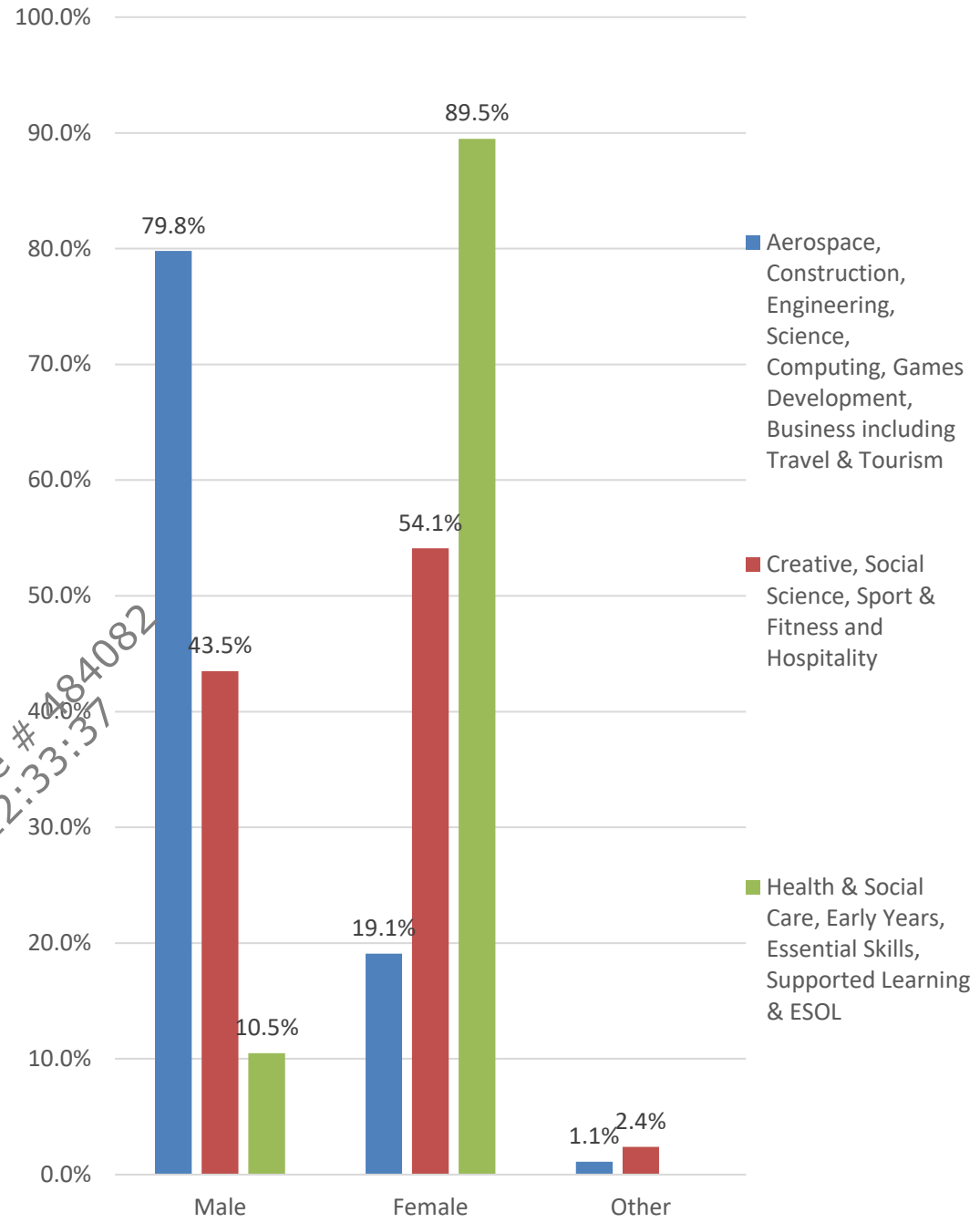
FE Full Time Early Withdrawals by Gender





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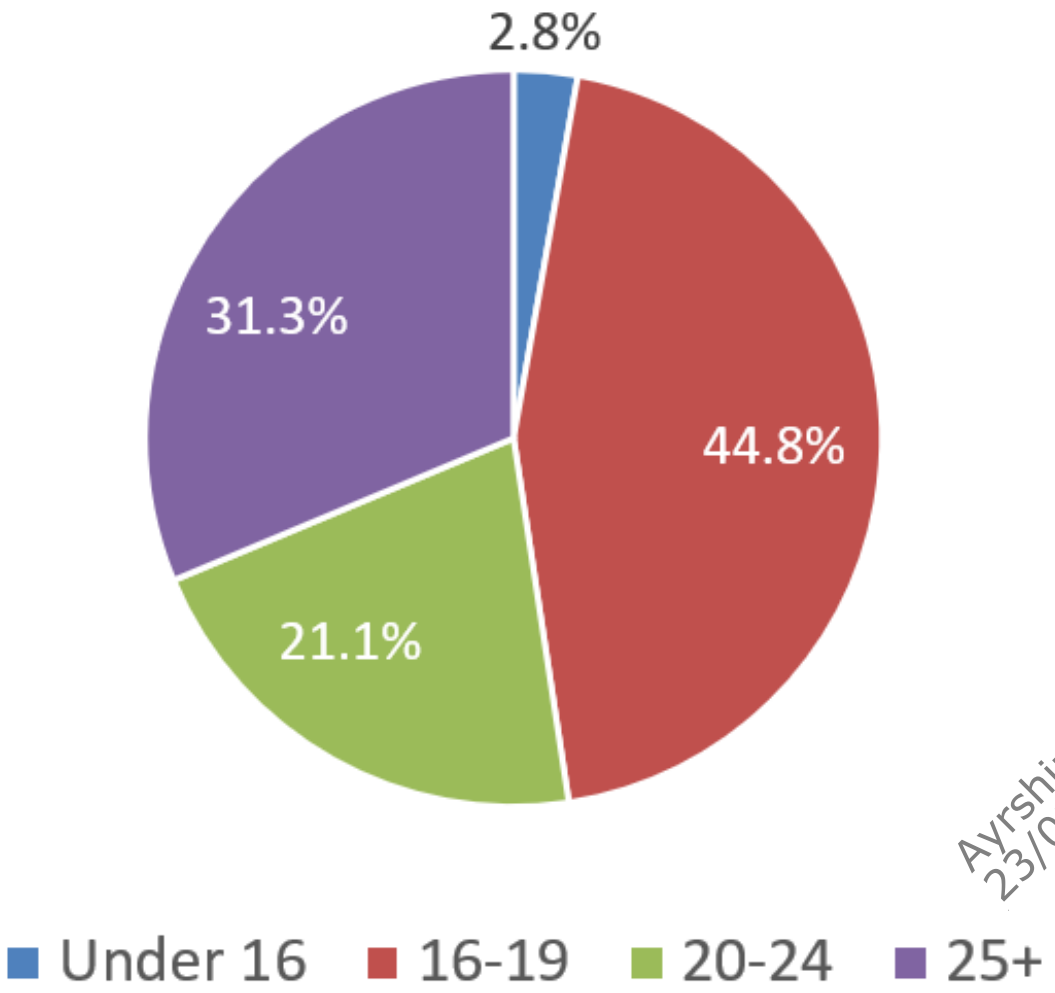
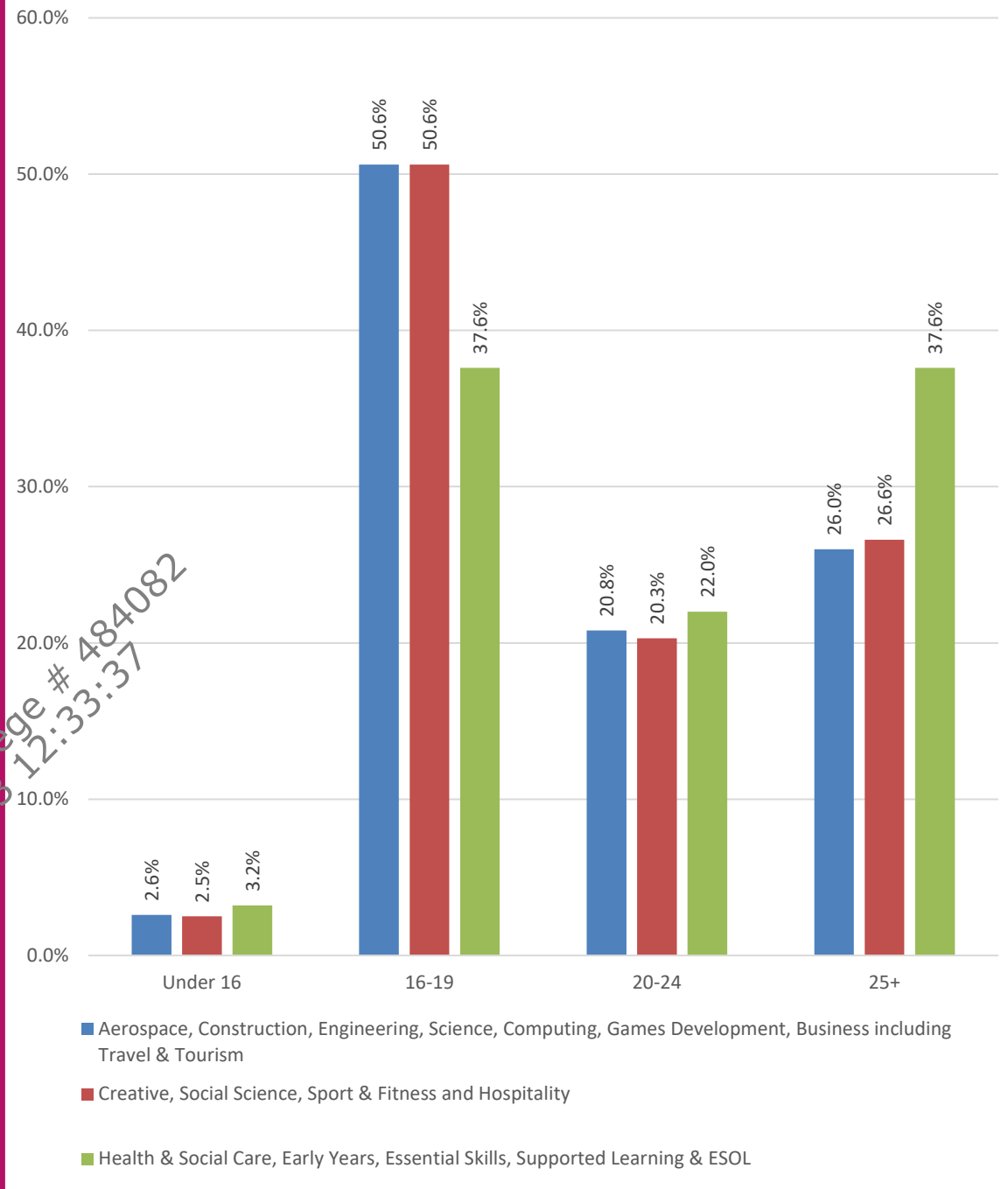
FE Full Time Early Withdrawals by Age Band





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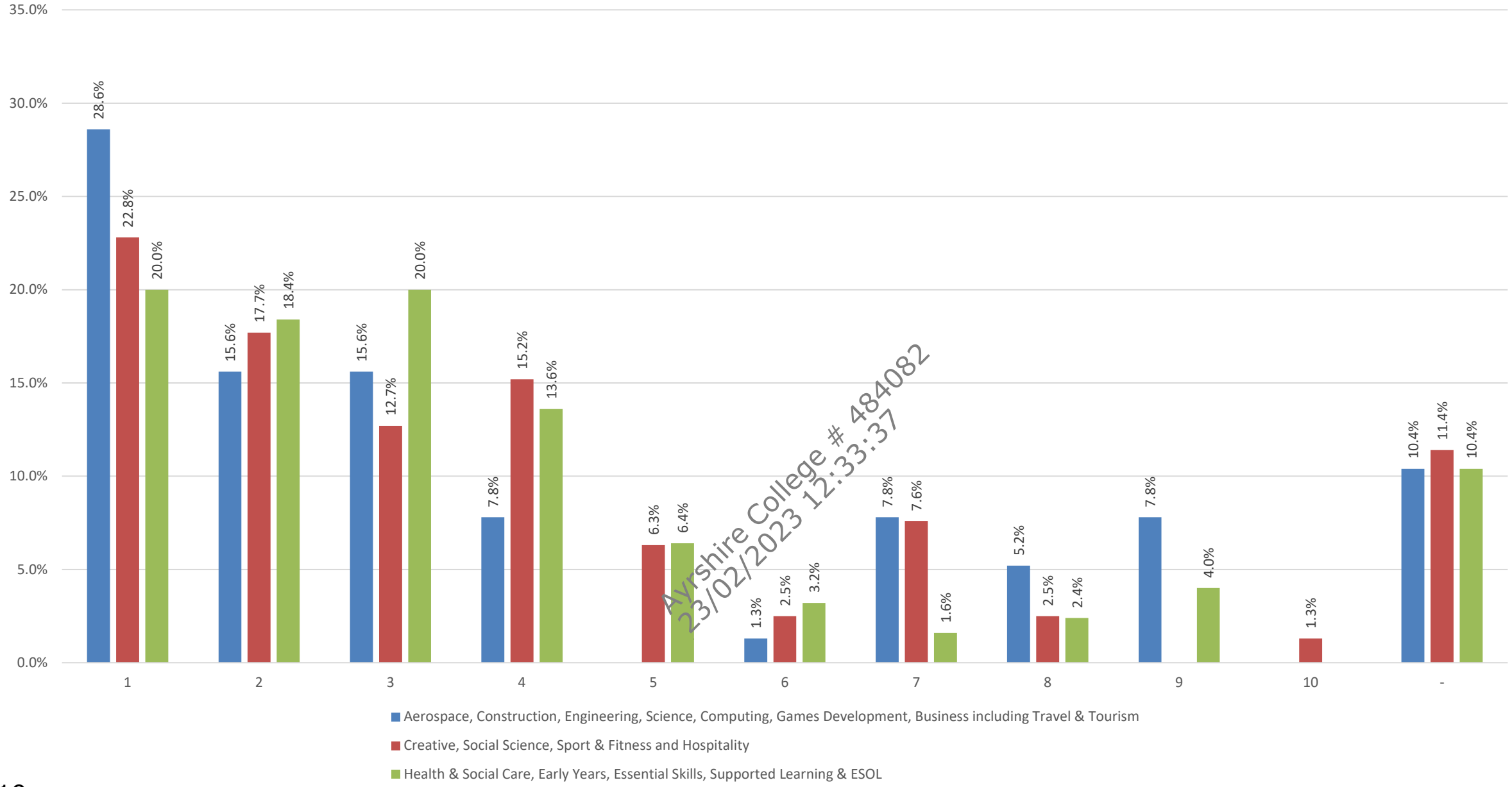
FE Full Time Early Withdrawals by SIMD



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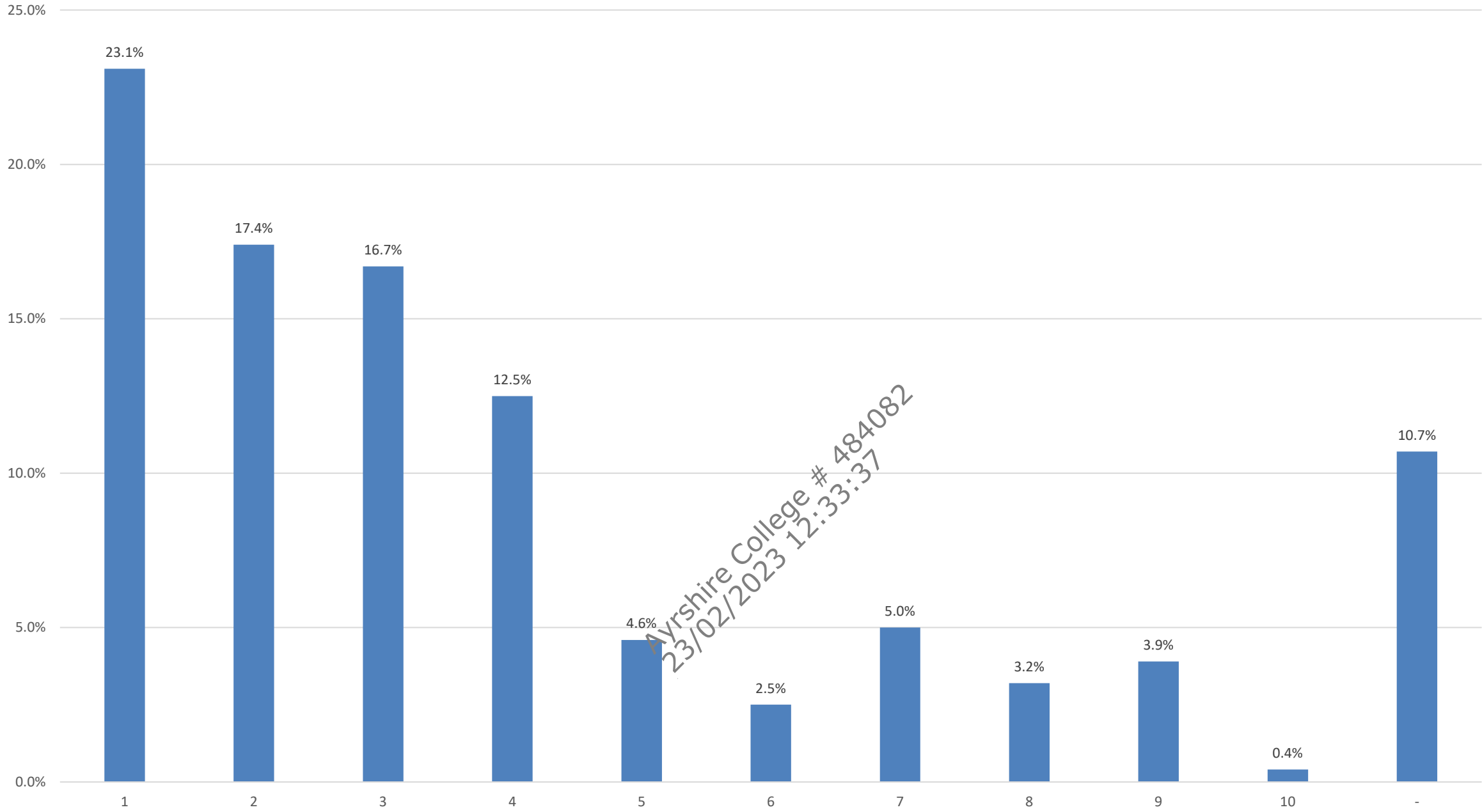
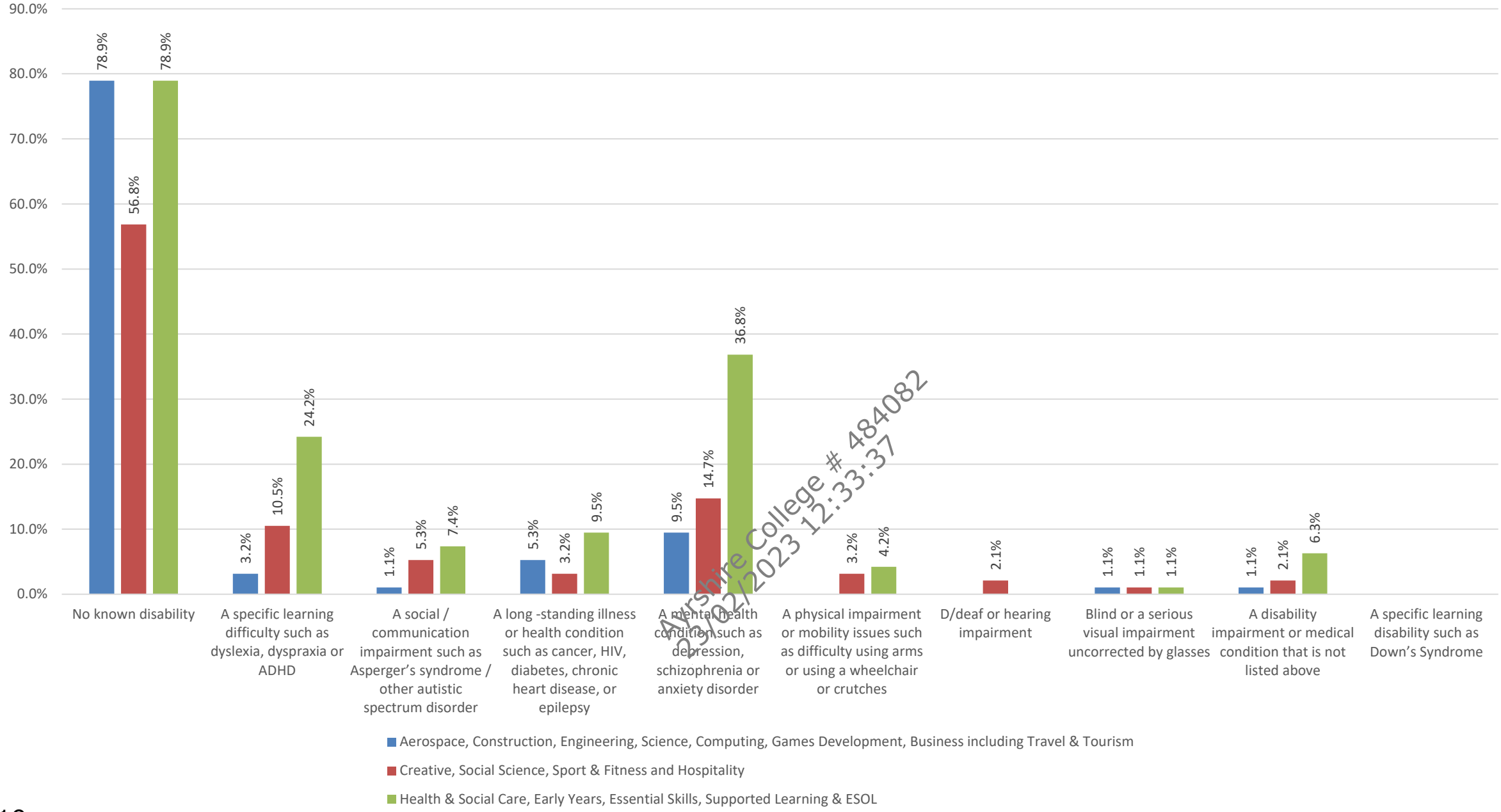
FE Full Time Early Withdrawals by SIMD



FE Full Time Early Withdrawals by Disability



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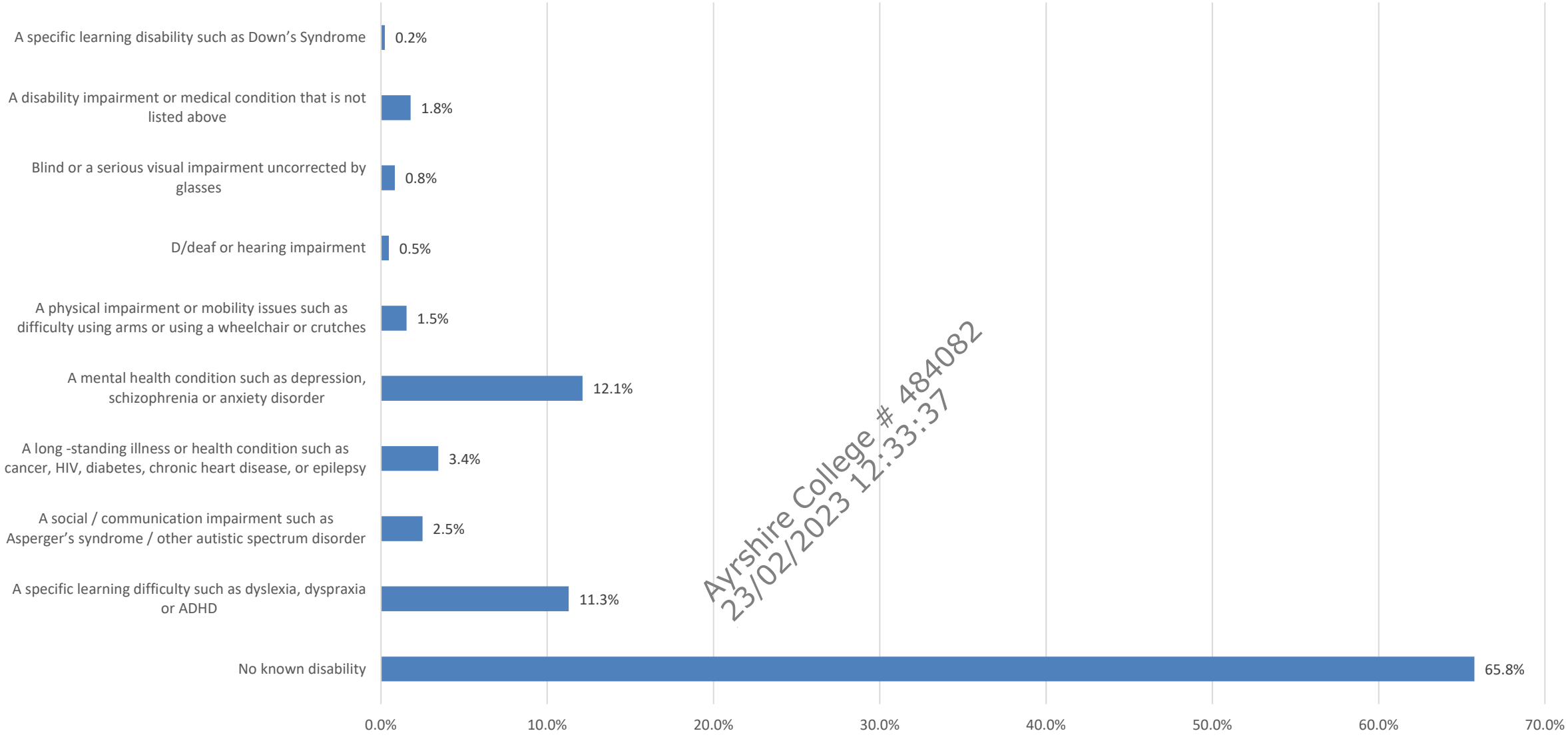
FE Full Time Early Withdrawals by Disability



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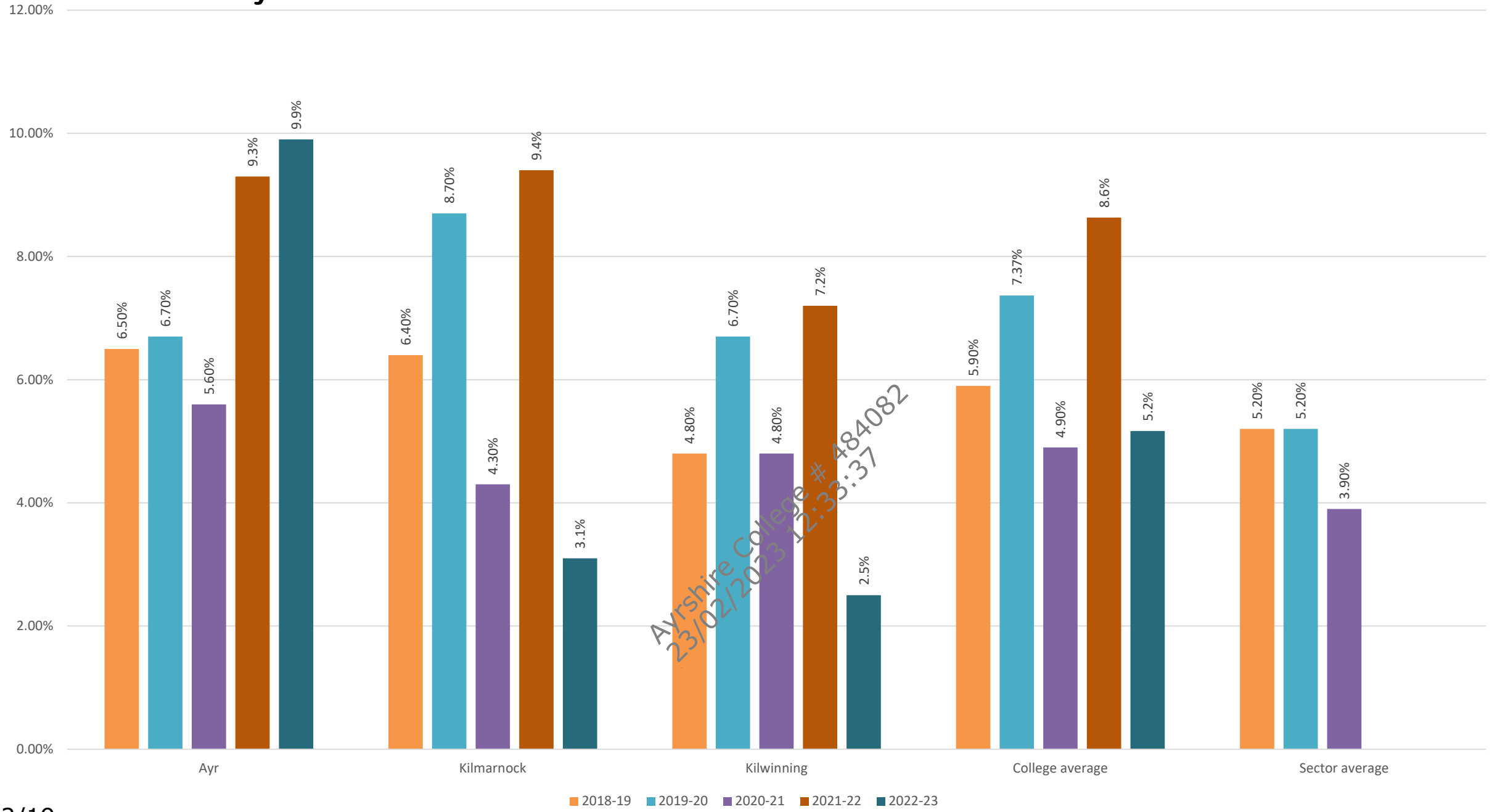
HE Full Time Early Withdrawals Rates



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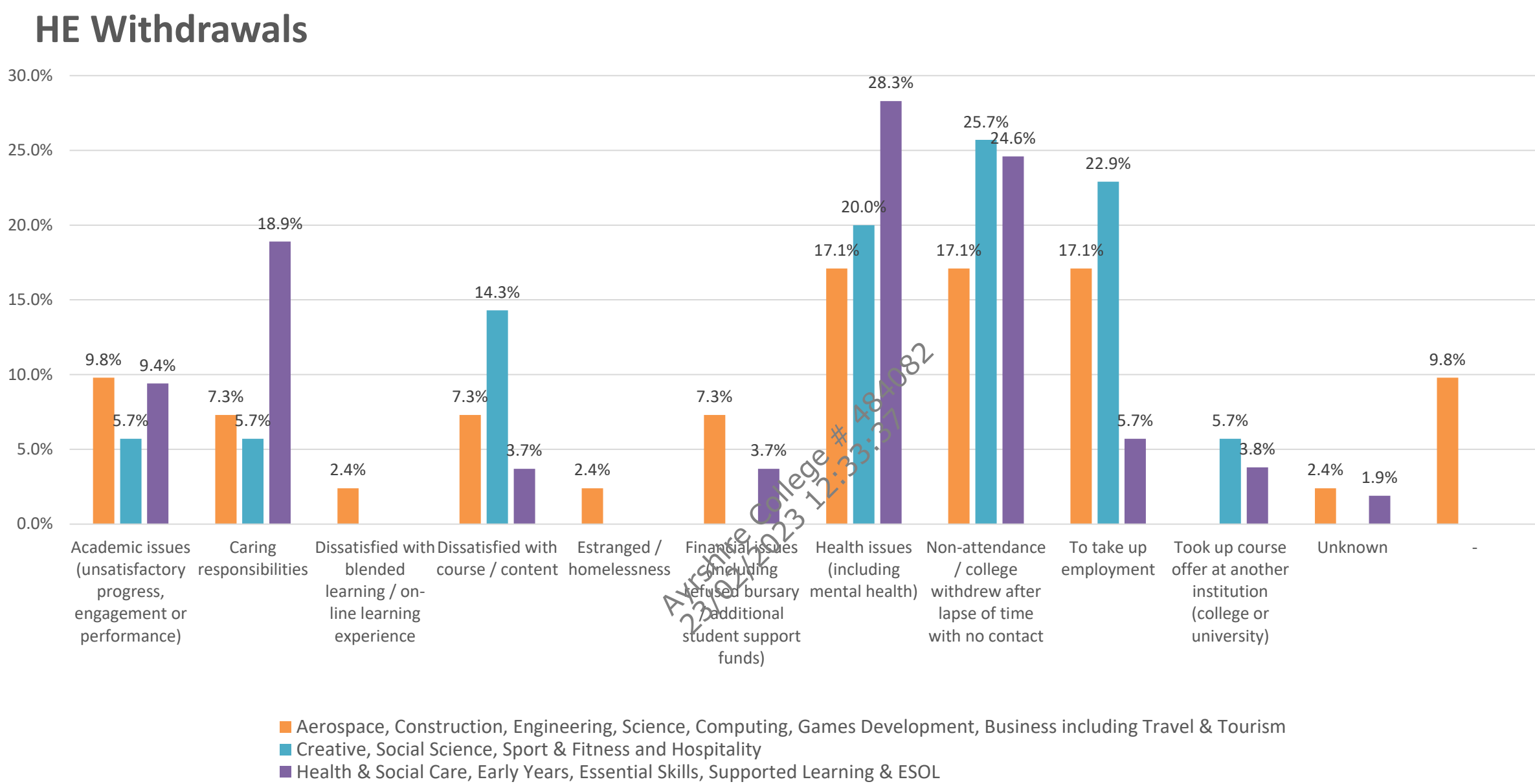
HE Full Time Early Withdrawals by Reason



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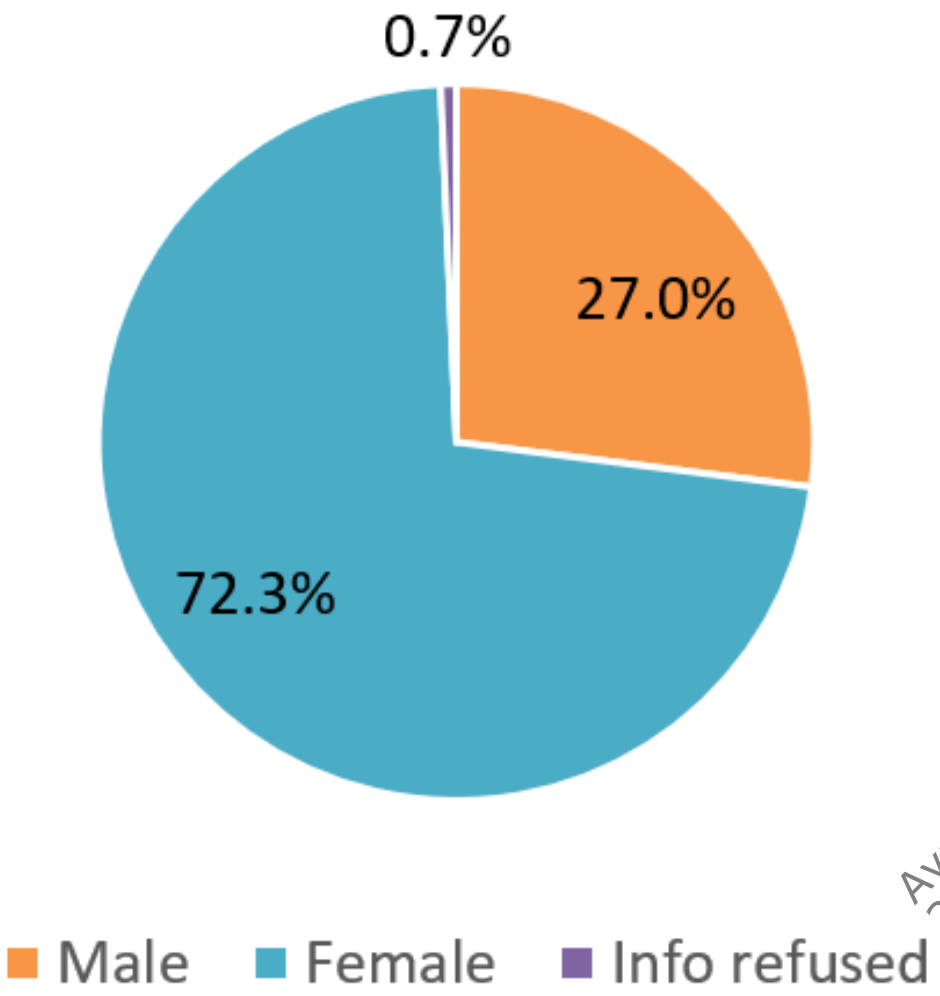
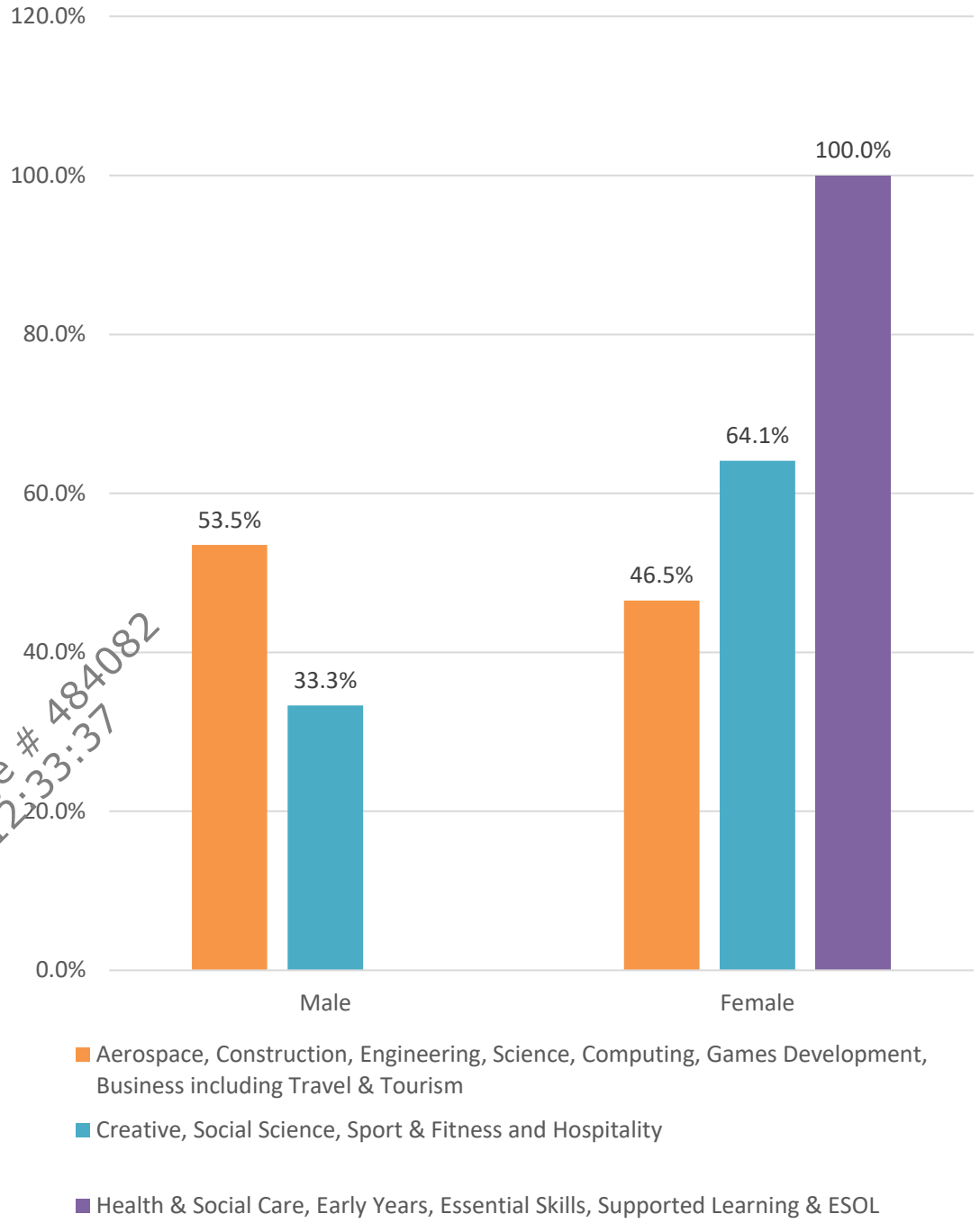
HE Full Time Early Withdrawals by Gender





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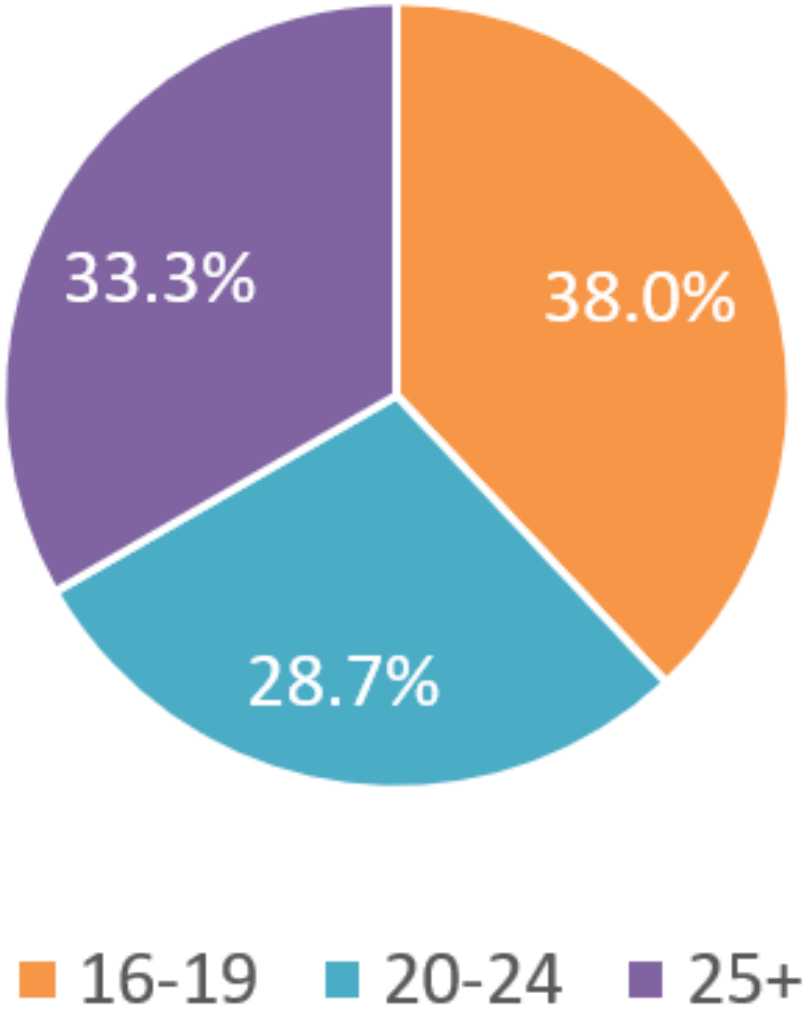
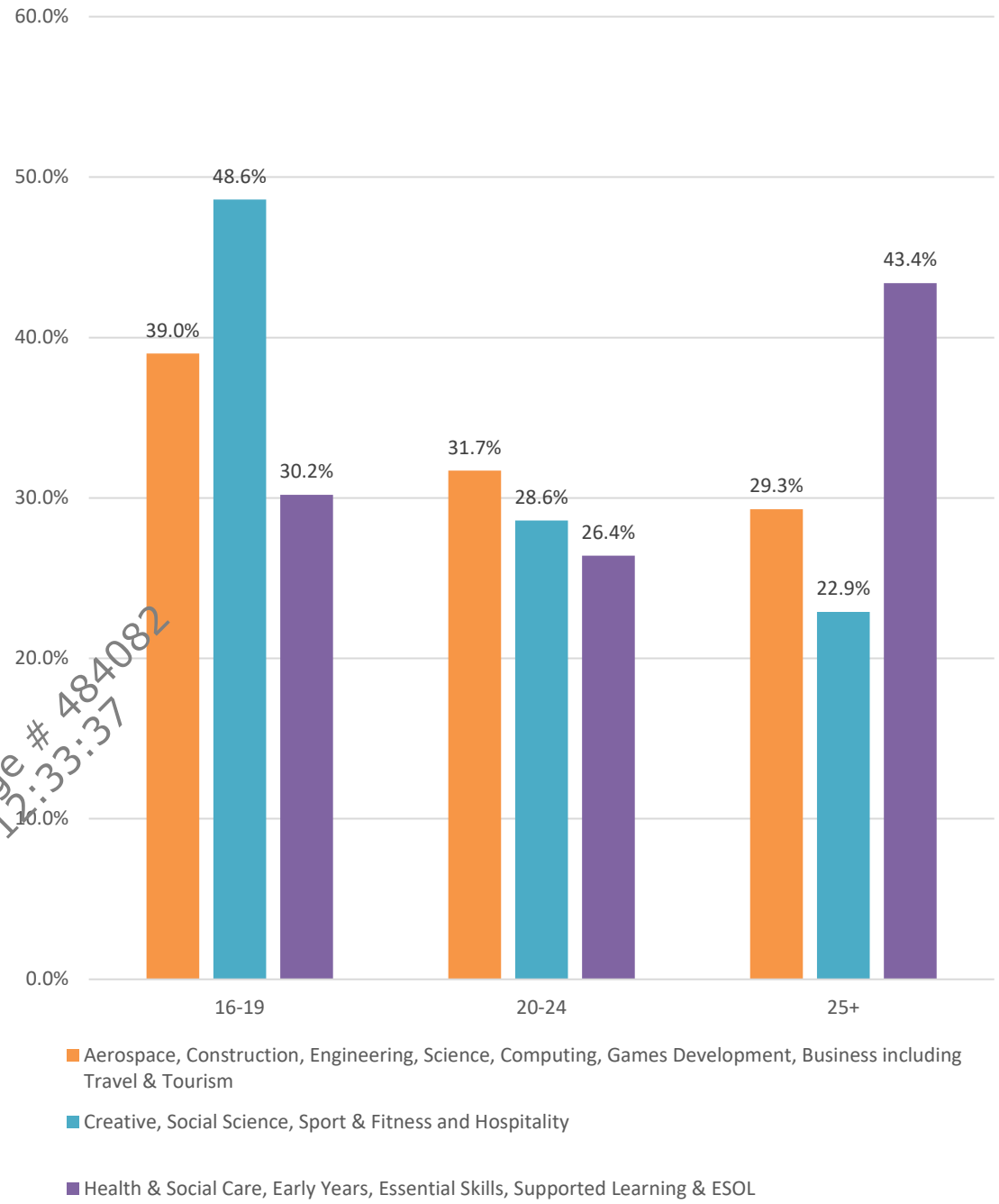
HE Full Time Early Withdrawals by Age Band





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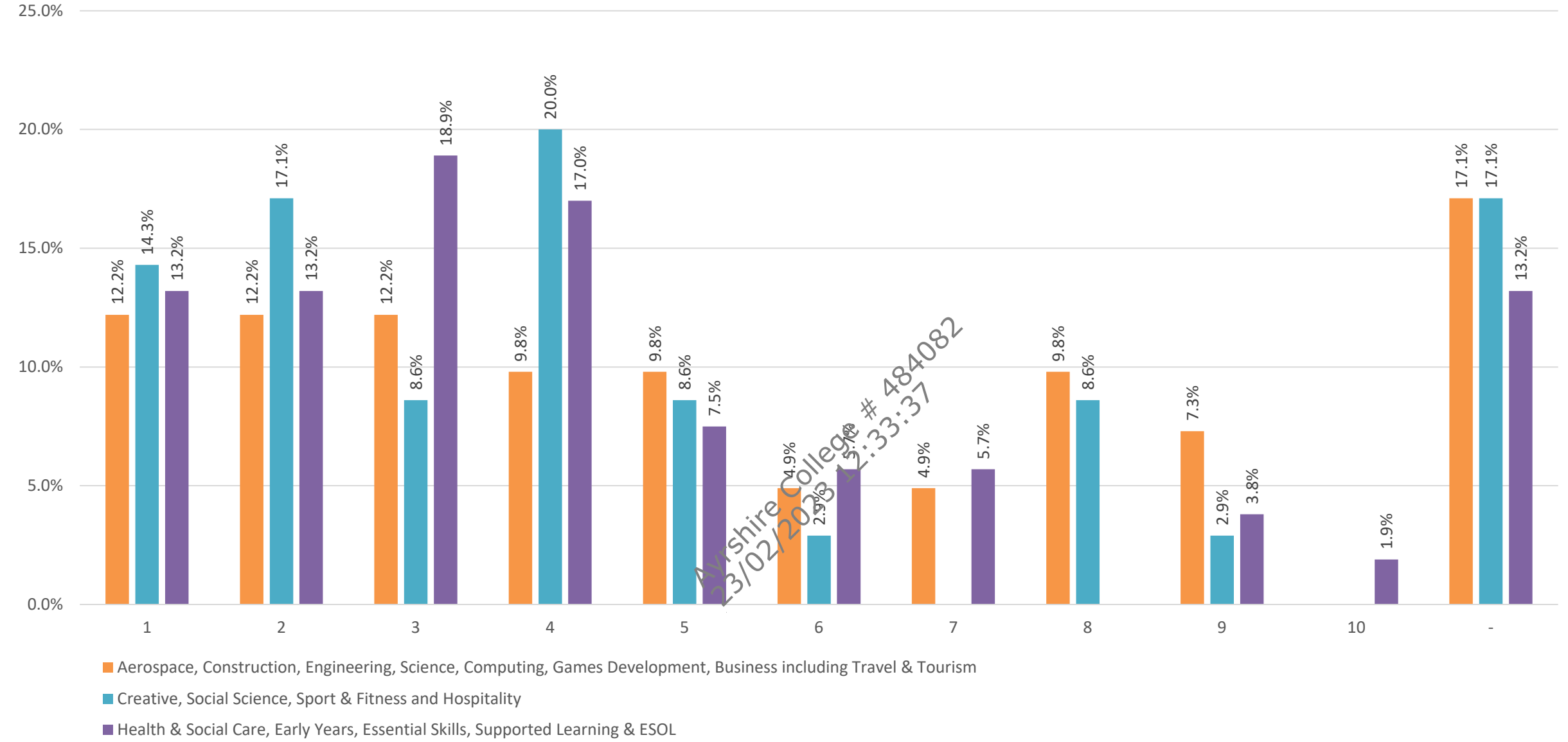
HE Full Time Early Withdrawals by SIMD



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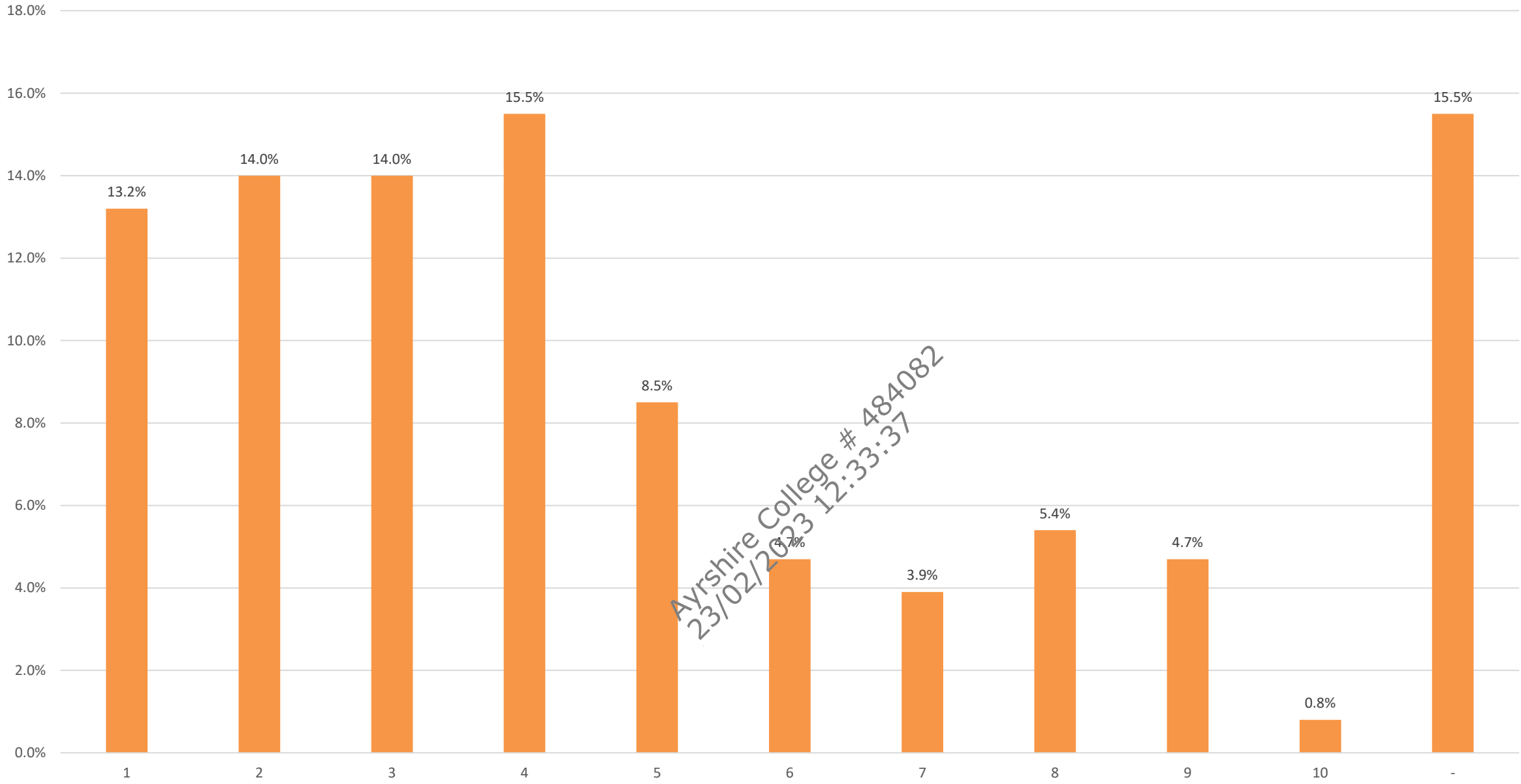
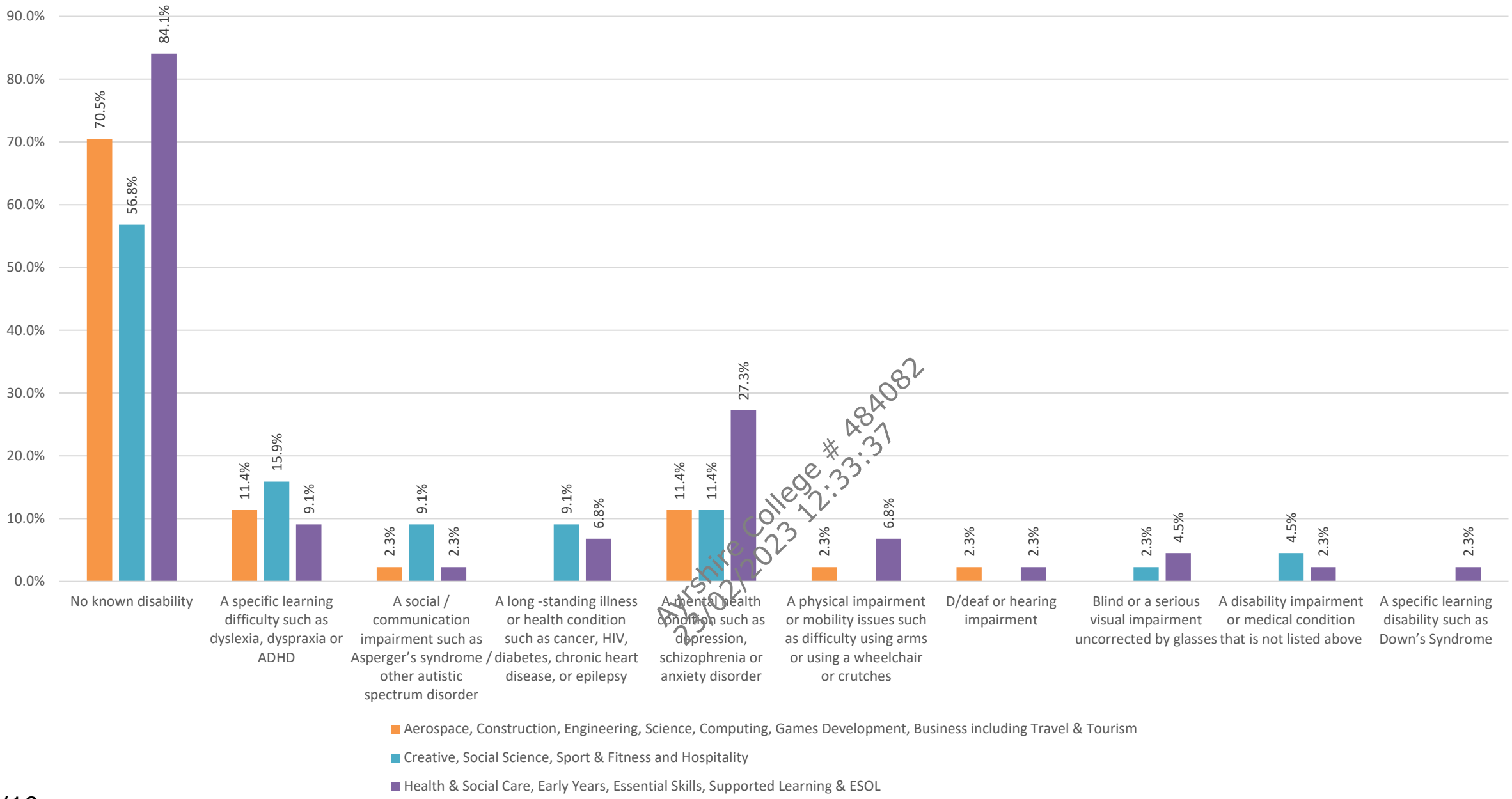
HE Full Time Early Withdrawals by SIMD



HE Full Time Early Withdrawals by Disability



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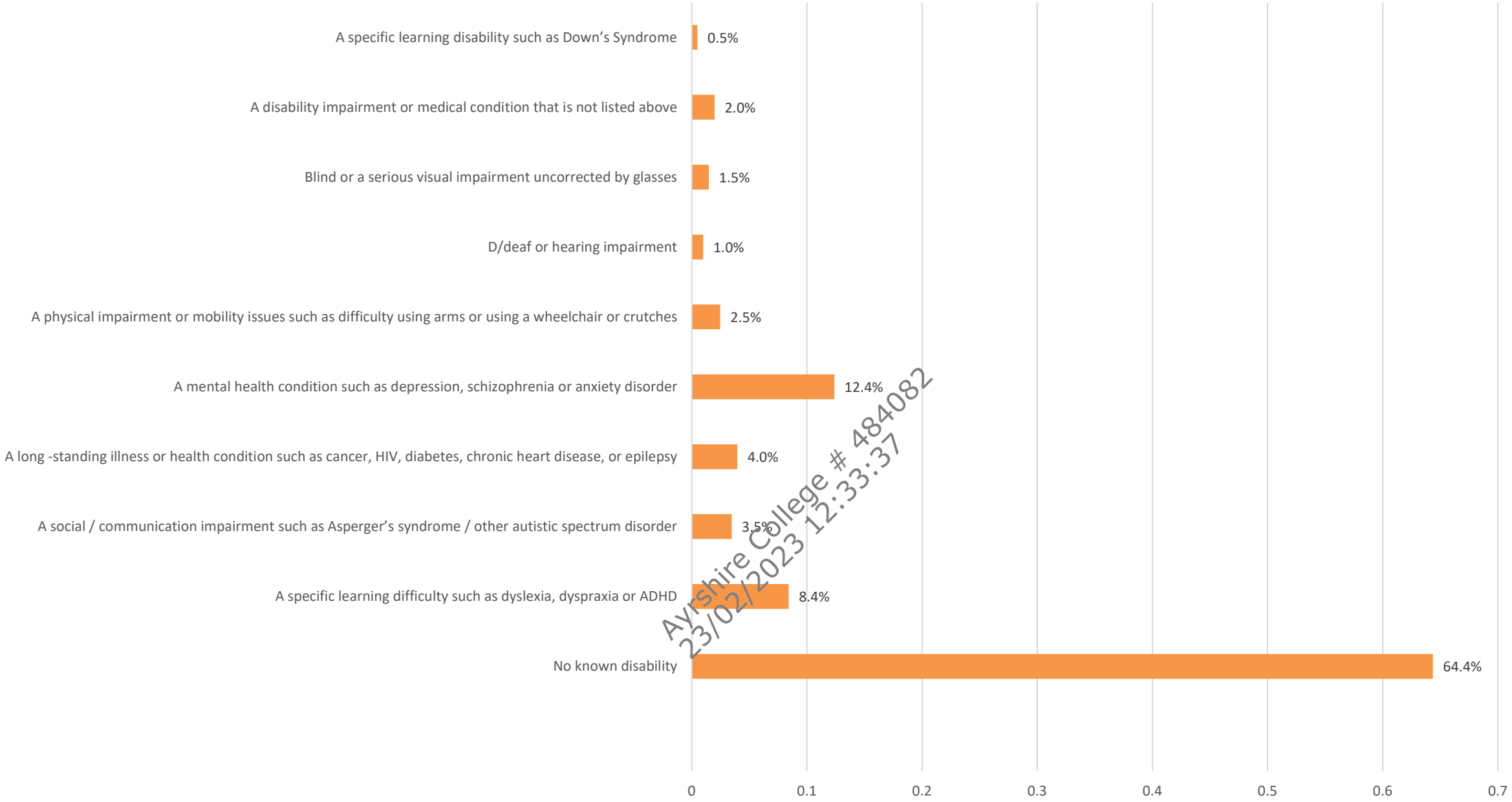

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Paper 6 - Agenda Item 9

Learning, Teaching & Quality Committee

02/03/2023

Strategic Objective Reference:	SO1 - An inspirational college experience	Choose an item.
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	Choose an item.	
Subject:	AY 2022-23 Credit Report (position at 15 February 2023	
Purpose:	To advise committee members of the current AY 2022-23 credit activity target position and projection to the end of the academic year.	
Action Required:	To Note	
Appendices:	Yes	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

As of 15 February 2023:

- The SFC Core credit target is predicted to be under target by approximately 2000 credits. This would be within the SFC 2% leeway.
- Contingency plans are in place to attempt to ensure that the remaining provision of 7,606 credits is realised.
- The Foundation Apprenticeship target has been exceeded by 82 credits.

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

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 Regional Outcome Agreement process.

The SFC Core credit activity target, agreed for AY 2022-23, is **123,867.** Table 1 provides a breakdown of credits.

Table 1

	2022-23
SFC Core credit target	123,867

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For AY 2022-23, SFC has also allocated additional places to colleges to manage the transition for Foundation Apprenticeships. Table 2 provides a breakdown of these credits.

Table 2

	2022-23
Foundation apprenticeship credit target	1,344

3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

SFC Core credit target

Appendix 1 provides the summary and detail of the current position and the anticipated final position for AY 2022-23. Currently, the College is predicting an outturn of **121,867 credits.**

For AY 2022-23, SFC has introduced a number of flexibilities aimed at addressing some of the current and future challenges affecting colleges. This includes introducing a 2% leeway against core activity targets.

The team are contingency planning for Spring start programmes and one-plus to minimise the shortfall and to try to ensure that the College SFC core credit target is within the 2% tolerance level.

Foundation Apprenticeship credits

The Foundation Apprenticeship programmes have recruited to the planned target of 1,344 and 1,426 credits will be claimed for this activity. The surplus can be claimed against the SFC core credit target.

4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

No further proposals are included within this paper

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

As well as a financial risk to the College, the failure to meet the SFC credit 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.

LTQ1

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6. Resource Implications (finance, HR, Estates, ICT, etc)

Choose an item.
Members should be aware that the SFC reserves the right to clawback funding should the College not meet the agreed activity target.

The College Principals' Group, The Vice Principal Curriculum Group and the Finance Directors continue to meet and lobby on behalf of the sector.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

An impact assessment is not applicable given the subject of this paper.

8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

No formal consultation is required given the subject of this paper.

Anne Campbell
Vice Principal, Curriculum
15 February 2023

This paper will be published on the College website

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2022-23 Credit Summary *(Paper 6 - Appendix 1)*

Core Target	Current position as at 15 Feb 2023	Remaining Provision	Total Projection	Over/under
123,867	114,261	7,606	121,867	-2,000
FA Target	**Current position as at 15 Feb 2023**	**Remaining Provision**	**Total Projection**	**Over/under**
1,344	1,426	0	1,426	82

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Curriculum Area	2022-23 Baseline	Current position as at 15 Feb 2023	Remaining Provision	Total Projection
ACES, Computing, Games Development, Business including Travel & Tourism - Total	**43,189**	**39,628**	**762**	**40,390**
ACES, Computing, Games Development, Business including Travel & Tourism	*42,115*	38,893	762	39,655
ACES, Computing, Games Development, Business including Travel & Tourism - Foundation Apprenticeships	*1,074*	735	0	735
Creative, Social Science, Sport and Hospitality - Total	**34,560**	**31,247**	**1,425**	**32,672**
Care, Essential Skills, Supported Learning and ESOL - Total	**33,882**	**31,683**	**971**	**32,654**
Care, Essential Skills, Supported Learning and ESOL	*33,610*	31,378	971	32,349
Care, Essential Skills, Supported Learning and ESOL - Foundation Apprenticeships	*272*	305	0	305
Schools, Engagement and Widening Access - Total	**4,588**	**5,402**	**0**	**5,402**
Schools, Engagement and Widening Access	*4,044*	5,016	0	5,016
Schools, Engagement and Widening Access - Foundation Apprenticeships	*544*	386	0	386
Apprenticeships and Work Based Learning	**3,600**	**6,075**	**0**	**6,075**
Community	**2,000**	**1,652**	**348**	**2,000**
May/June school-college partnership activity	**600**	**0**	**600**	**600**
One-plus total	**3,000**	**0**	**3,500**	**3,500**
One-plus - ACES	1,000	0	1,000	1,000
One-plus - Creative	1,000	0	1,000	1,000
One-plus - Care	1,000	0	1,500	1,500
Sub-Total	**125,419**	**115,687**	**7,606**	**123,293**
Less UWS Articulation Agreement	-150			
Total	**125,269**	**115,687**	**7,606**	**123,293**

Summary	**Total**
Current Position	115,687
Remaining	7,606
Total	123,293
Total Projected Delivery	123,293
Less UWS Credits	-150
Credit target	123,867
Over/Under Target	-724

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Paper 7 - Agenda Item 10

Learning, Teaching & Quality Committee

02/03/2023

Strategic Objective Reference:	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	Choose an item.	
Subject:	2022-23 Student Support Funds Position as at 9 February 2023	
Purpose:	To update Members on the Student Support Funds position and projections as at 9 February 2023	
Action Required:	To Note	
Appendices:	No	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

The sections of this paper provide details of the position of each student support fund as at 19 January 2023.

Members should note that while projected expenditure figures are included within this report there are a significant number of variables that continue to be factored including student retention rates, actual awards still outstanding and the actual impact from January 2023 start courses.

The current annual projected forecast and spend highlights an overall underspend postion for FE student support funds. The current projected and actual spend for HE Discretionary funding shows that funds are now fully committed.

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

The College is responsible for administering student support funds on behalf of the Scottish Funding Council (SFC), the Scottish Government and Student Awards Agency for Scotland (SAAS).

Updated financial projections for student support funds are reviewed on a monthly basis and refined throughout the year for reporting to both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee. These projections will also be refined to reflect the information reported by curriculum on student numbers.

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3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

3.1 SFC Funds provided for Student Support 2022-23

Total 2022-23 SFC Student Support Funds are £10,377,347. Table 1 below details the bursary support funds provided by SFC for 2022-23 together with projected expenditure figures as at 9 February 2023.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£8,890,118	£6,834,827	£2,055,291
FE Childcare	£403,157	£243,361	£159,796
HE Childcare	£217,084	£141,147	£75,937
FE Discretionary	£866,988	£1,958,968	£(1,091,980)
Total	**£10,377,347**	**£9,178,303**	**£1,199,044**

The above figures are based on the most up to date information on student applicants based on all students continuing with the College.

Student Funding will continue to review and revise the numbers to take account of student withdrawls, once these have been confirmed by the curriculum areas. The figures also include projections for current students on courses, who have yet to complete the funding process.

The figures set out in Table 1 include £2,793,392 relating to 414 care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. Therefore, the level of support and the number of identified care experienced students may continue to increase during the remainder of AY2022-23.

In the current climate the ability to accurately forecast student withdrawals and levels of engagement (attendance) has been significantly compromised. Student Funding will continue to monitor student numbers and projected bursary support closely. Any significant changes or anomalies to withdrawals or engagement levels will be reported to members as part of the regular reporting arrangements.

3.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 and 17 year-old students. The College's allocation for AY2022-23 is £800,000. The College is currently projecting EMA spent of £574,350 at this time. Members are asked to note that this figure includes January 2023 courses.

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

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3.3 SAAS Funds provided for Higher Education Discretionary support

The College is also allocated funding from SAAS for eligible students completing HE programmes. This budget is administered in line with SAAS guidance.

Table 2 details the HE Discretionary Fund Budget made available by SAAS for 2022-23 together with expenditure as at 9 February 2023.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Allocation	£199,873	£199,873	£0
Total	**£199,873**	**£199,873**	**£0**

At this stage we cannot allocate more than the original budget of £199,873. SAAS has not yet confirmed if additional funding will be available in 2023 for redistribution and this is not guaranteed. The College can however submit a request for additional funding support if funds do become available and if additional funding is required.

The level of additional funding requested will be based on the level of student demand at that time. Members are asked to note that the College can however also provide financial support to our most vulnerable students for essential costs, for example travel costs, from other budgets.

4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

No further proposals are included within this paper

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

There is a risk that the College is unable to process student support fund payments to students/third party service provider's as per published payment schedules because of system/server failure, processing error, shortage of staff with expert system and processing knowledge, or mismanagement of funds. This would cause financial hardship for both students and service providers, negative impact on attendance and retention, and reputational damage.[1]

6. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (positive or negative)).

An impact assessment is not applicable given the subject of this paper.

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[1] Source - Operational Risk Register Student Infrastructure Services

8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

The regular analysis and reporting of all student support funds contributes to strong corporate governance, financial sustainability, eliminates and highlights potential risk, and identifies opportunities to aid retention, engagement, and progression.

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

No formal consultation is required given the subject of this paper.

James Thomson
Vice Principal – Finance

16 February 2023

This paper will be published on the College website

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Paper 8 - Agenda Item 11

Learning, Teaching & Quality Committee

02/03/2023

Strategic Objective Reference:	Choose an item.	Choose an item.
	Choose an item.	SO4 - Working with partners and businesses
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	Choose an item.	
Subject:	Apprenticeships and Work Based Learning Report	
Purpose:	To advise Members of the in-year position of Apprenticeship and Work-Based Learning provision	
Action Required:	To Note	
Appendices:	No	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

This report provides an in-year update on the activity within Apprenticeships and Work-Based Learning, including candidate recruitment and related income.

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

Apprenticeships are a significant part of Scottish Government's work to address youth employment and develop Scotland's workforce.

Scotland's Apprenticeship Family consists of three strands, Modern Apprenticeships, Foundation Apprenticeships and Graduate Level Apprenticeships. Ayrshire College delivers the Modern and Foundation elements of this family.

In a Modern Apprenticeship, a paid employee, usually a young person, learns on the job and works towards a recognised qualification. The College supports and assesses this in-work learning and, in many industries, provides off–the-job courses to underpin this development.

Foundation Apprenticeships are designed to help young people in S5 and S6 gain valuable, real work experience and a recognised qualification while accessing work-based learning as part of the senior phase at school.

Alongside the apprenticeship programmes, the College also supports work-based learning for a significant number of Ayrshire's current and future workforce each year. These courses support registration for regulated industry sectors and help provide in-work skills and career development opportunities.

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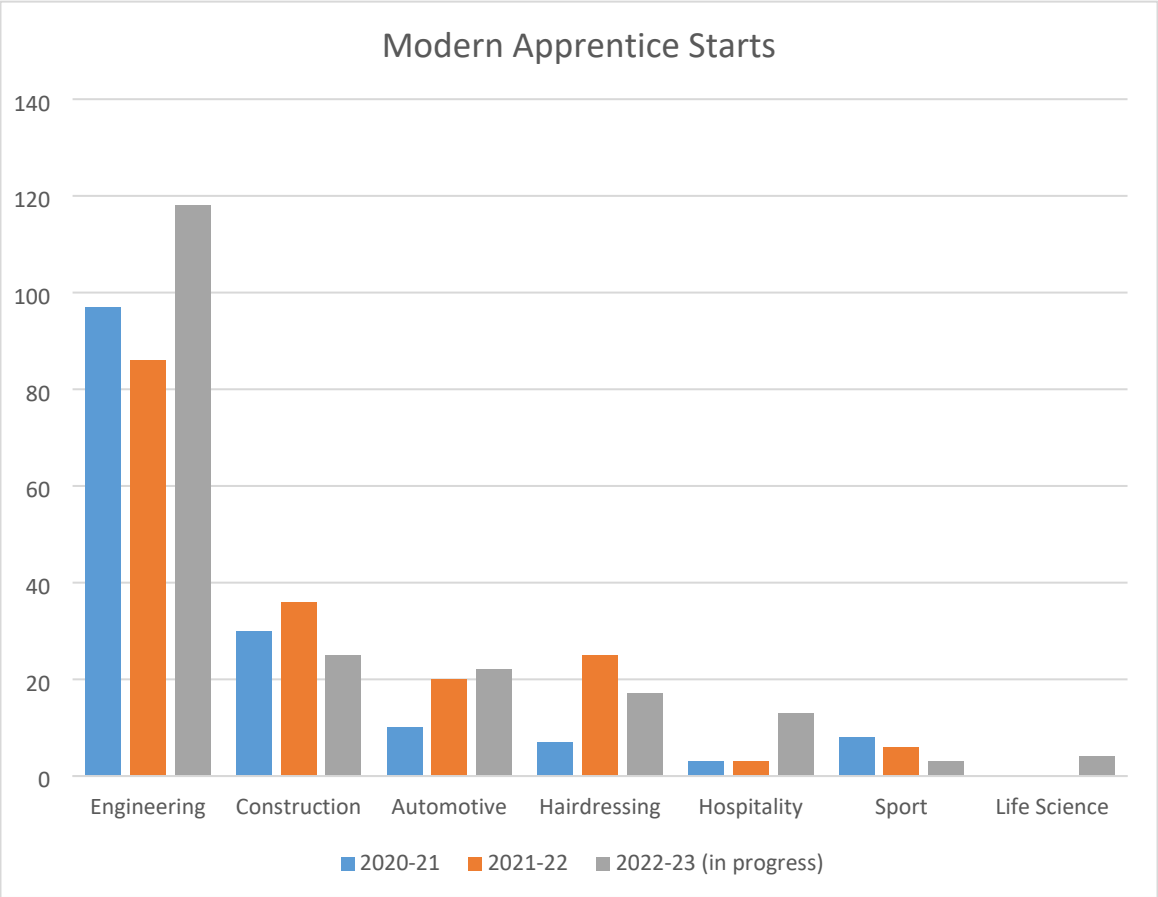
3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

AYRSHIRE COLLEGE APPRENTICESHIPS PROVISION

Modern Apprenticeships (MAs)

The Modern Apprenticeship contract year runs from April to March each year. The volume of starts presented is in relation to the Skills Development Scotland contract year, while the financial targets and claim values are presented in relation to the College's academic year.

Recruitment



2020-21 Total Modern Apprentice Starts	- 155
2021-22 Total Modern Apprentice Starts	- 176
2022-23 In Progress	- 202

As highlighted previously, apprentice starts in 2022-23 has grown compared to 2021-22, though has varied by sector.

Engineering recruitment has been very strong this year with growth seen in Aerospace and the wider engineering sector.

Construction recruitment has been generally in line with 2021-22 with the exception of plumbing where numbers have been very low. This appears to be a result of a phase in the recruitment cycle of our employer partners.

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Automotive has seen a positive year of recruitment.

Hairdressing and Hospitality continue recruiting through the year and are in a strong relative position. Recruitment will continue on a rolling basis through till April 2023. Following a presentation to the Community Wealth Building group, North Ayrshire Council have shown interest in expanding our relationship in delivering apprenticeships. Talks are ongoing regarding a number of Hospitality apprentices from the Local Authority and it is hoped that the first cohort will be signed up this year.

Sport recruitment is reduced compared to previous years as only Ayr United are working with us this year.

We have seen demand in Life Science this year which we will look to build on for future growth.

New Apprenticeship Opportunities

Recent engagement with global employers with sites or operations in Ayrshire has resulted in exciting new apprenticeship opportunities for the College.

Vestas, listed as the world's largest wind turbine company (2022), has indicated its intention to use Ayrshire College as its preferred Scottish supplier of engineering apprenticeships from 2023-24 onwards. This apprenticeship is intended to see 12 learners complete a 2 year residential learning experience at our Ayr Campus followed by on-the-job training, starting from August 2023.

Nestle, the world's largest food and drink manufacturer, has indicated an intention to partner with the College on an expanded apprenticeship programme for its Girvan chocolate crumb manufacturing site, to help address an ageing workforce issue. The college has supported engineering apprenticeships in Nestle previously, but this would represent a significant expansion of the relationship to include engineering and process manufacturing roles.

East Ayrshire Young Persons Guarantee Apprentice Employer Grant

In partnership with East Ayrshire Council, and funded by the Young Persons Guarantee, the College has been administering a £5000 grant to employers to incentivise them to recruit East Ayrshire young people into apprenticeship positions. This grant has been used to incentivise twenty apprenticeships for East Ayrshire residents.

All grants have been allocated and we have distributing funds in line with the apprentice sign-up process.

To date, seventeen grants have been distributed to SMEs in the Engineering, Hospitality, Automotive and Hairdressing industries and paperwork is being collected for the remaining three.

Income as of 31 Jan 2023

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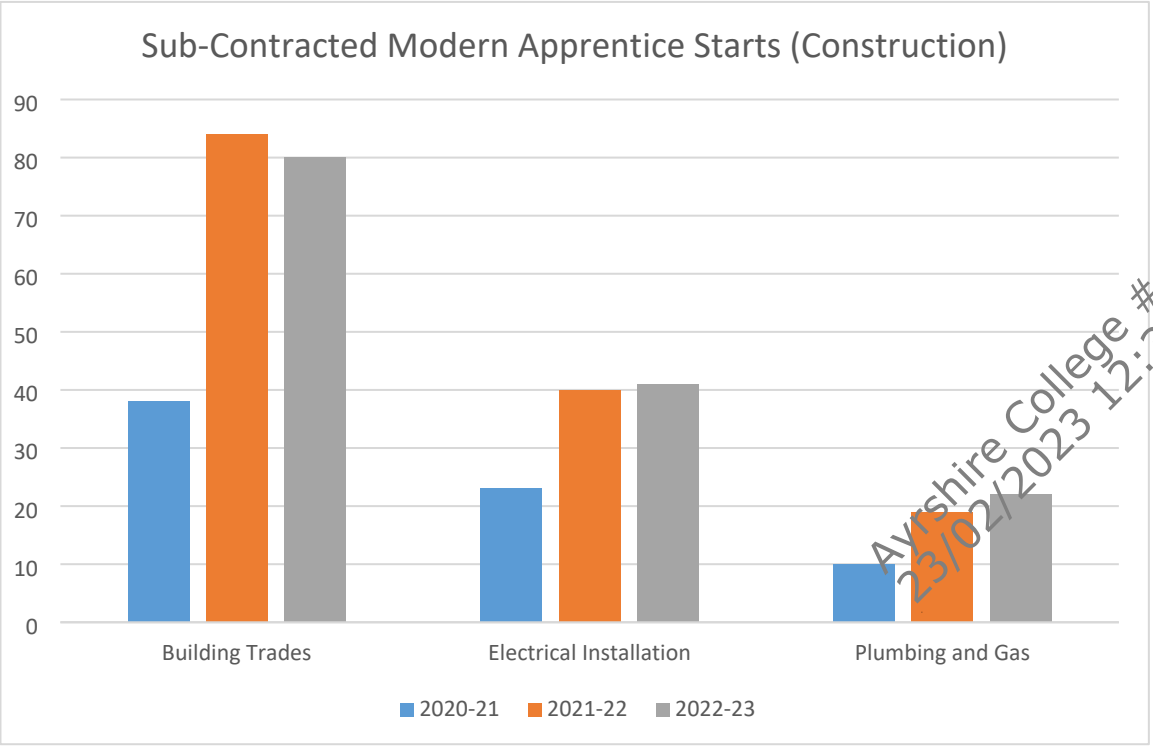
The 2022-23 target is £745,000 compared to £726,000 in 2021-22. It is projected that this target will be achieved. The rolling target for Modern Apprentice income has been modified to reflect the 2022-23 pattern of claims.

Sub Contracted Modern Apprenticeships

Alongside the contract held 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. Normally, around 350 apprentices are supported by these contracts, with the majority being employed in construction trades.

Recruitment

The construction sector saw a significant increase in apprentice recruitment in 2021-22. This was reflected in our own Modern Apprentice contract as well as new starts recruited to trade body and local authority contracts. This increased level of recruitment has been seen in 2022-23 also.



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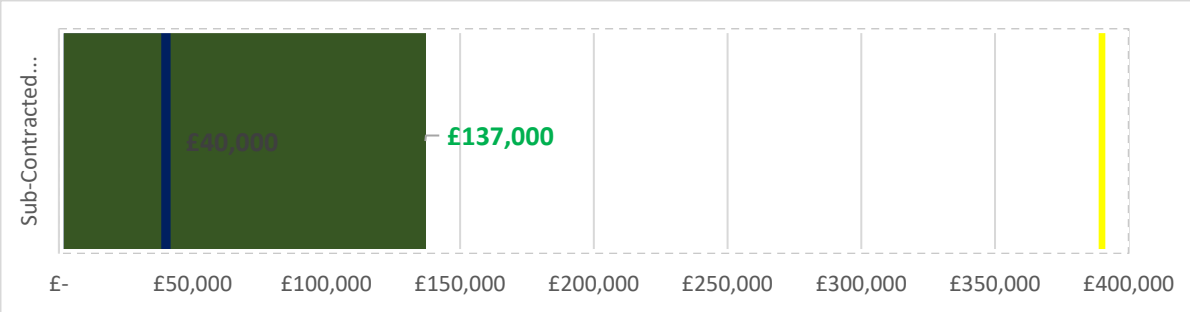
The slight increase in Plumbing & Gas recruitment compared to 2021-22 is driven primarily by strong recruitment by Local Authorities to this trade in 2022-23.

Overall, 166 sub-contracted Modern Apprentices have started in 2022-23. This may yet increase over the remainder of the academic year if other contracts from local authorities can be achieved.

Income as of 31 Jan 2023

Sub-contract Modern Apprentice income is drawn down in line with specific contractual arrangements with each partner.



The Sub Contracted MA target is £390,000 in 2022-23 compared with £295,000 in 2021-22. It is expected that this target will be achieved. Current income levels are ahead of the rolling target due to strong recruitment from Local Authorities. SECTT also paid their first instalment in January, compared to a February forecast.

Foundation Apprenticeships (FAs)

Foundation apprenticeships for 2022-23 are funded via a combination of additional, enhanced, credits from SFC and further income from SDS to cover travel costs. SFC credits are drawn down in line with mainstream course funding, while SDS funding is claimed using their traditional milestone model.

Recruitment

Recruitment for the Foundation Apprenticeship Cohort is summarised in the graph below compared to the previous years:

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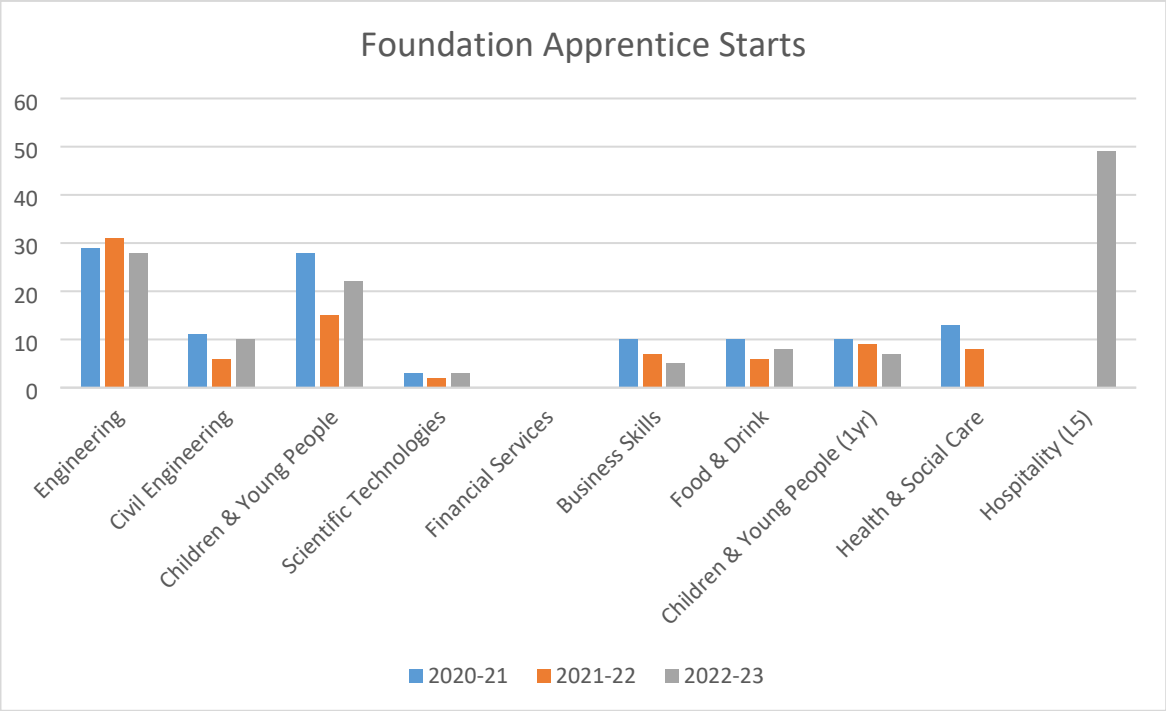

2020-21 Foundation Apprentice Starts - 110
2021-22 Foundation Apprentice Starts - 91
2022-23 Foundation Apprentice Starts - 132

East Ayrshire Council has introduced the Hospitality L5 FA in 2022-23 and this has proved to be popular. Enrolments for this framework are still being collected from the Local Authority as it started after the start of the academic year.

Income and Credit Position as of 31 Jan 2023

Due to a change in how Foundation Apprentice funds are distributed, the majority of funds associated will be through credits from SFC.

The credit target for AY 2022-23 for Foundation Apprenticeships is 1,344. As at 9th February 2023, there were 1,426 credits recorded.

Additional income will be received from SDS reflecting other costs such as student travel. This will be drawn down in phases throughout the academic year. The forecast income from SDS is £85,000. This is a significant reduction from 2021-22 as all Foundation Apprenticeships are now following the credit model in 2022-23.

SDS income is expected to be received from January/ February onwards. Work is ongoing between SFC and SDS to reduce the administrative burden of the Foundation Apprenticeship programme.

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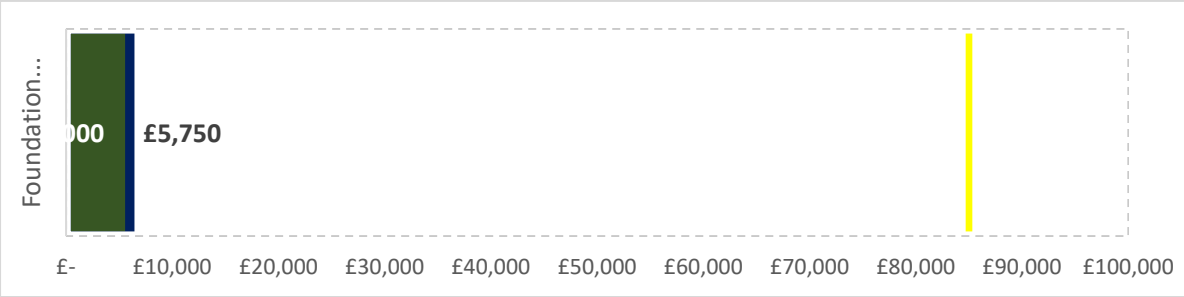
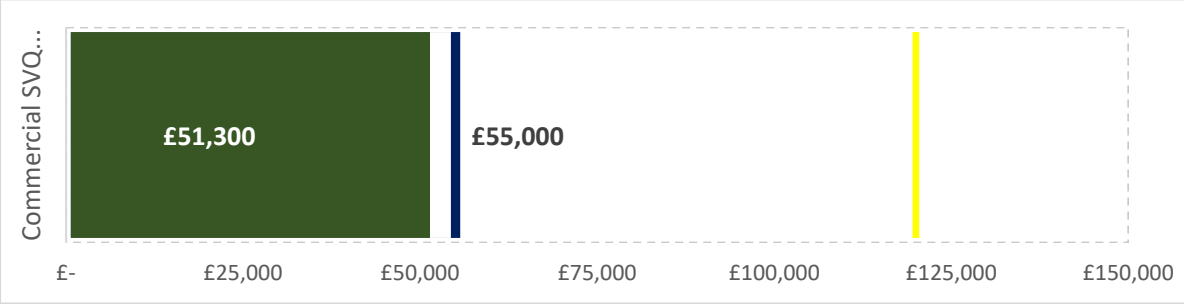


COMMERCIAL SVQS

Recruitment for commercial SVQ continues through the academic year. Current projections suggest the target of £120,000 income will be achieved and income is on track with the rolling target.

As well as ongoing individual recruitment, a contract is expected to be finalised with South Ayrshire Council to deliver Health & Social Care SVQs to home care staff. Demand is also being experienced for aeronautical engineering SVQs from Spirit, Collins and Ryanair.

Income as of 31 Jan 223



4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

No further proposals are included within this paper

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

LTQ4

6. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

An impact assessment is not applicable given the subject of this paper.

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8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

No formal consultation is required given the subject of this paper.

Gavin Murray
Assistant Principal, Curriculum
24 January 2023

This paper will be published on the College website

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