Ayrshire College

2017-18 Evaluative Report
and 2018-21 Enhancement Plan

Raising Aspirations
Inspiring Achievement
Increasing Opportunities

Contents

CONTEXT

Ayrshire College is a large regional college which operates from three main campuses in Ayr, Kilmarnock and Kilwinning. In 2017-18, the College supported 13,265 students, a 7% increase from 2016-17. The College delivers courses from SCQF level 1-9 including a range of foundation and modern apprenticeships as well as bespoke delivery for businesses utilising support from the Flexible Workforce Development Fund (FWDF).

The College is proactive in delivering national priorities and 27% of activity is in the area of STEM, with 9% in Early Years Education and 11% in Health and Social Care. The partnership approach adopted in Ayrshire for planning Early Years provision meant that the targets set were exceeded through joint planning for placement and work experience.

In 2017-18, just under half (6,431) of the students attended on a full-time basis, and 12,760 students (96%) resided in Ayrshire. Of these, 65% studied at FE level and 35% at HE level. Overall, there was a fairly even split of male/female students, although there was a higher proportion of female students (53%) on full-time courses compared to male students (46%). A higher proportion of HE full-time students were female (61%) but there was an equal balance of male/female on FE full-time courses.

Over three years, there has been a four percentage point decline in the number of full-time students from 6,965 to 6,431 although, over the past year, there has been a slight increase in FE full-time. The proportion of full-time students aged 16-19 declined slightly over three years from 52% to 51%, most significantly at HE level where the proportion of 16-19 students within this age group fell from 44% of all HE full-time students to 42%.

The College works with the three local authorities - East, North and South Ayrshire - and plays an active and important role in the corresponding Community Planning Partnerships (CPP). It works with all 26 secondary schools as well as special schools in the region. East and North Ayrshire local authorities are amongst the top six councils with the highest local share of SIMD20 datazones in Scotland. These local authorities also have the highest rates of children living in poverty outside of Glasgow. Reflecting the social and economic challenges facing the region, 40% of the College's full-time students live in SIMD20 areas, and this percentage figure has increased steadily each year.

The College has developed its provision in partnership with local and regional employers, ensuring that the curriculum meets the needs of labour market trends and future skills needs. However, *Jobs and Skills in Scotland: The Evidence*, published in November 2017, commented that "Ayrshire was the only region to record a decline in public and private sector employment suggesting economic and labour market challenges have been particularly acute in this region".

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

The College has developed a number of successful partnerships with universities to provide students with a seamless transition with advanced standing. Local delivery is in place with the Open University and this is an area of growth in the College.

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

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

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

METHODOLOGY

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

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

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

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

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

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

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

This report provides a comprehensive analysis of 2017-18 key performance indicators. All Heads of Curriculum and Service Managers provided summaries of how their teams performed over the year against the three main themes of leadership and quality culture, delivery of learning and services to support learning, and outcomes and impact. Their contributions are synthesised into this Evaluation Report and Enhancement Plan.

The College agrees performance targets for ten national measures with the Scottish Funding Council through the Outcome Agreement process and detail of progress on these measures is included in the Annex with detail of four-year performance on key national performance indicators. The Annex also includes a number of case studies which demonstrate good practice in the college and evidence our strong commitment towards meeting national aspirations.

OUTCOMES AND IMPACT

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

3.1 – Wellbeing, equality and inclusion

Areas of Positive Practice

- Strong and effective leadership from the Executive and Senior Management teams has firmly established a culture of equality and inclusion within the College.
- Comprehensive policies and procedures ensure the College complies with equalities legislation and inclusive strategies are in place to support wellbeing, access and inclusion and LGBT+ and during 2017-18, the College published a Gender Action Plan.
- The Values, Inclusion, Equality and Wellbeing (VIEW) steering group has made a positive impact across the College. Our Mental Health and Wellbeing Liaison Officer continued to work closely with curriculum and service teams throughout 2017-18 and introduced a virtual Wellbeing Hub in Moodle for a more self-directed approach to support. There have been a number of successful initiatives throughout the year to address the stigma surrounding mental health such as #MyMentalHealthMatters, See Me "Pass the Badge" and a New Year New You wellbeing campaign in January 2018.
- The College provides extensive support for health and wellbeing working in partnership with the Student Association, NHS Ayrshire & Arran and Police Scotland. This approach identifies students most at risk and through positive partnership working with other public bodies and third sector partners has supported improvements in retention and attainment.
- Early identification of support needs and recommendations for action ensure that effective support is in place for students when they start their course. Twenty two percent of students declared a disability and the Inclusive Learning team support these students through induction, retention meetings, reviews, and one to one sessions throughout the year. The team helped to remove barriers to learning and improve attainment by providing reasonable adjustments in non-medical human support, assistive software and technologies which provided tailored support for individual students.
- Very effective partnership arrangements have led to good progress in priority areas such as ESOL provision. College staff collaborate closely with CPP partners in the three local authorities to plan and accredit ESOL learning in the community. These community courses act as a progression route into College courses and are responsive to the needs of a growing number of refugees arriving in the three local authority areas.
- Initiatives to address gender imbalance in subject areas are beginning to have an impact; for example, 17% of engineering foundation apprenticeship starts in 2017-18 were female, compared with 0% the year before. Male enrolments on Early Years Education courses have increased significantly over three years from 39 to 98 and female enrolments on Computing and ICT courses have increased by 16% over three years.
- The College established a pan-Ayrshire LGBT network and staff and students engage positively in LGBT conversation cafes and other information sessions that support diversity and inclusion. A short-life working group focused on the development and delivery of a College Equally Safe Action Plan. Actions have been identified and are in progress such as a student survey to establish a baseline of their understanding of gender-based violence; training opportunities through the NHS 'Ask, Support and Care' model, and developing ways to embed within existing curriculum activity.
- Inclusive Learning staff provide comprehensive training in BSL for Student Services staff to aid communication with deaf and hearing impaired students. In addition, Autism Spectrum Disorder transition sessions are provided to alleviate the initial anxieties linked with coming to College. "In their shoes" sessions were delivered to curriculum staff and students to appreciate some of the difficulties faced by their peers.

Areas for Development

- During evaluation sessions some staff identified that they require more support to deal with the complex multiple barriers to learning students present with, such as mental health issues and the impact of adverse childhood experiences.

- Campaigns to support improved gender balance in traditionally imbalanced areas have yet to demonstrate sufficient impact. The curriculum areas of Construction, Hairdressing, Care and Engineering need to further action to address the gender imbalance.

3.2 – Equity, attainment and achievement for all learners (thee-year trend)

FE level courses

Student success on all FE level courses has improved due to sustained and focused efforts by staff to reduce partial success. The proportion of full-time and part-time students successfully achieving recognised qualifications has improved and performance is better than the sector average. The increase in part-time successful outcomes is due to an increased focus on school-college partnership courses, which included redesigning the curriculum offer and providing bespoke training to staff delivering on these courses.

- FE success has improved from 71% to 75%.
- FE full-time success has improved from 61% to 67%.
- FE part-time success has improved from 76% to 79%.

Retention rates on all FE level courses have remained very static. Retention on FE full-time courses has improved by four percentage points but is slightly below the sector average. Retention on part-time courses has declined by three percentage points and is also slightly below the sector average, mainly due to a significant increase in withdrawals on January start courses in 2017-18 compared to the previous year. Improved use of our internally developed web-based retention tool, redesigned Personal Development session and closer integration of service and curriculum teams leading to tailored individual student support have been the main contributory factors in the improvement on full-time courses.

- FE retention declined from 84% to 83%.
- FE full-time retention improved from 72% to 74%.
- FE part-time retention declined from 91% to 88%.

HE level courses

Student success on all HE level courses has improved due to a particular focus by all curriculum teams on reducing partial success which has had a positive impact. The proportion of full-time students successfully achieving recognised qualifications has improved however, the success rate remains below the sector average. The proportion of part-time students successfully achieving recognised qualifications remains high and is above the sector average. Four curriculum areas - Engineering and Science; Business and Computing; Hospitality and Tourism, and Hairdressing and Beauty Therapy were provided with additional support to redesign curriculum; improve assessment and re-assessment strategies; increase and improve digital content of courses and focus on individual student achievement, all of which contributed to the overall improvement in HE full-time.

- HE success has improved from 68% to 69%.
- HE full-time success has improved from 63% to 67%.
- HE part-time success has declined from 81% to 80%.

Retention rates on all HE courses declined by two percentage points. Retention on HE full-time courses has declined slightly by one percentage but is significantly below the sector average. Retention rates on part-time courses declined by three percentage points and is also below the sector average.

- HE retention declined from 81% to 79%.
- HE full-time retention declined from 78% to 77%.
- HE part-time retention declined from 91% to 88%.

Care experienced

The College has fostered and encouraged a supportive declaration environment for care experienced students, evidenced by the increasing numbers self-declaring as care experienced. In 2017-18, 59% of care experienced students successfully completed their course, two percentage points higher than the sector average, however care experienced students did not perform as well as their peers and this remains a key area of focus.

Disability

The proportion of students with a declared disability successfully completing their course has increased by two percentage points and the success rate is higher than the national average. There has been a significant (12%) increase in the number of full-time students declaring a disability but despite the increase in volume and additional support required, the proportion of students successfully completing their course has improved. However, success rates for students with a declared disability are below the College average performance, particularly at HE full-time level and this will remain a priority area of focus.

Full-time students under the age of 16

Retention and attainment for students who were under 16 at the time of enrolling on their course has traditionally been very poor as this group of students face particular challenges such as integrating into an adult learning environment, ineligibility for bursary funding and typically poor levels of prior achievement at school. Significant cross college efforts, including Student Services individually case managing each student and focused interventions from curriculum staff, have resulted in a significant improvement in performance from 43% to 64% for this particular cohort due to improved retention and reduction in partial success.

SIMD10-20

A very high proportion of students who enrol at Ayrshire College reside in SIMD10 and SIMD20 postcode areas. The latest figures from the Scottish Funding Council show that 62% of enrolments on courses of 160 hours or more were from these postcode areas and only three other colleges have a greater proportion. Ayrshire College accounts for 9% of the national enrolments which is the fifth largest proportion in Scotland.

Some of our students from the most disadvantaged backgrounds can have multiple barriers to learning and achievement and 40% of our full-time students in 2017-18 resided in SIMD10 and SIMD20 postcode areas. Three percent of this group were also care experienced and 18% were receiving extended learning support.

It is therefore extremely encouraging to report that the number of students achieving a successful outcome has increased steadily over time. The proportion of students from SIMD10 postcode areas successfully completing their course improving by two percentage points, and is higher than the national average. The proportion of students from SIMD20 postcode areas successfully completing their course has improved by four percentage points and is also higher than the national average.

Essential Skills

Our strategy for delivery of core and essential employability skills has been guided by employer feedback and is unique within the sector. For the three main core skills units (Communication, Numeracy and ICT), the College accounts for almost a fifth of all enrolments in Scotland. This is due to the fact that all FE full-time students are enrolled for units most appropriate to their level of study and vocational area.

Core skills delivery is very well contextualised to the vocational area by almost all curriculum teams, and performance in all units has improved, consistent with the College average for FE full-time. However, following an all-staff consultation in 2017-18 on the delivery model, a revised approach is being implemented for 2018-19, allocating additional time for students to develop these transferrable functional skills which are critical for employment.

Areas for Development

- Retention rates for FE and HE full-time are lower than the national average.
- HE full-time successful outcomes have been below the national average for the last three years.
- Success rates for priority student groups such as care experienced students and those with a declared disability are below the College average.
- A few curriculum teams have not fully embedded and contextualised core skills delivery to their vocational area.

DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING

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

2.2 – Curriculum

Areas of Positive Practice

- Curriculum design across the College is strongly influenced by national policy. All curriculum teams take very good account of local, regional and national priorities and strategic drivers when developing their provision. On an ongoing basis, curriculum teams review Scottish Government priorities and adjust the curriculum portfolio to meet local, regional and national demands. Key policy drivers such as DYW, Early Years Education, digital skills and STEM are embedded in the design and development of the curriculum.
- School partnership work is well led by managers and involves all secondary schools in the region. College staff, dedicated to each of the three local authority areas to support delivery of the senior phase curriculum, engage with teachers and pupils in school to provide information, advice and guidance on learner pathways.
- All curriculum teams provide learner pathways from National Qualifications to HNC/D with exit routes to apprenticeships, further study or employment. A highly successful partnership with the Open University provides transition locally and clear articulation routes to second and third year are in place with a number of university partners.
- Arrangements for all curriculum areas to engage with employers are comprehensive, systematic and effective. These partnerships provide extensive opportunities for robust feedback which is used positively to influence course design and improve the student experience.
- Almost all staff are flexible in the design and delivery of their courses to meet the particular needs of employers and industry sectors. Staff tailor courses well to help employers select specific learning outcomes that reflect the needs of their workplace and staff.
- In some curriculum areas, students are encouraged to undertake additional industry vendor qualifications, for example Computing, Hair and Beauty and Sport and Fitness, which enhance their skills and employability.
- Recognising the high quality learning that takes place at the College, aerospace employers are increasingly recruiting their modern apprentices exclusively from full-time engineering students. The College has developed specialist courses to meet global needs and is now the sole training provider for Spirit AeroSystems.
- Almost all curriculum teams incorporate and plan work-based learning activities into full-time courses to develop employability and career management skills. Where students are not ready for work placement or are on introductory courses, they benefit from well-equipped, simulated workplace environments in the College.
- Almost all curriculum teams incorporate and plan the development of employability and career management skills within their courses through the Personal Development unit on all FE full-time courses, industry visits or guest lectures.
- All curriculum teams work effectively with essential skills staff to plan essential skills delivery, specifically to ensure contextualisation related to the vocational course.
- All teams engage in a wide range of well-planned and co-ordinated Continuing Professional Development (CPD) activities which provide effective and meaningful ways for staff to engage in peer dialogue, along with professionals from the wider sector.
- Our flexible approach to curriculum delivery in the community allows us to be reactive to meet the needs of those furthest from the labour market in partnership with DWP, local authorities and third sector organisations. Innovative courses such as Me2You and Skills For Life have received awards for their impact on individual lives, with a significant percentage of long-term unemployed participants moving into employment.

Areas for Development

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

2.2 – Learning, teaching and assessment

Areas of Positive Practice

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

Areas for Development

- A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities.
- A few curriculum staff have yet to fully develop the potential of digital learning and assessment in the delivery of the curriculum to enhance the learning experience.
- A few curriculum teams do not reflect on and evaluate learning and teaching approaches sufficiently well.

2.4 – Services to support learning

Areas of Positive Practice

- The College has a very effective and well-planned admissions and enrolment process allowing support needs to be identified in a number of ways at different stages of the student journey. Transition meetings aid the identification of support needs with schools and third sector partners and staff refer students if support needs are identified on course.
- Curriculum teams work effectively with Inclusive Learning and Student Services staff to provide tailored interventions and offer a personal approach to allow students the best opportunity to achieve a positive outcome.
- The College successfully implemented a Bridge 2 Business programme in partnership with Young Enterprise Scotland's to boost the enterprise and entrepreneurial skillset of students. Through a series of information sessions and guidance from local entrepreneurs and business owners, we have increased knowledge in this area and inspired students to think of starting their own business as a career path.
- The Citrix ICT solution was successfully implemented in our new Kilmarnock Campus, providing a more flexible campus for students and more effective use of the College estate. This provides an ICT solution bespoke to the individual student and course they are studying so that when they log into any PC in any teaching space in any campus they have access to the relevant software applications for their course.
- The Estates and Sustainability team, supported with funding from the Ayrshire College Foundation, completed projects to provide a new Learning Resource Centre, Student Association Office and Partnership Centre at our Kilwinning Campus and a new Hospitality Suite on the Ayr Campus. Through the work of the VIEW group, equality impact assessments are regularly reviewed and actions identified to remove barriers and improve access to services for students, for example, by installing power-assisted doors at the Kilwinning Campus LRC to improve access for wheelchair users.
- The majority of staff are aware of the differing needs of discrete groups of students and various allowances are given to support students such as flexible start times for students with parental or caring responsibilities.
- Ongoing improvements by our Student Funding team to systems and processes have resulted in more students having their funding in place at the start of their course which has supported cross college efforts to improve retention. The team have adapted and personalised their approach, for example, care experienced students are individually supported through the bursary application process.
- Significant investment has ensured students are provided with industry standard resources and facilities with bespoke equipment being provided for students with specific additional support needs.
- Our Staff Learning and Development Technologist, supported by colleagues from the Learning Technology and Resource Centre, have supported all curriculum teams to make excellent use of various digital technologies within their learning and teaching practice. This has resulted in increased usage of our virtual learning environment, Moodle, as well as a range of other e-learning tools being effectively incorporated into teaching practice to enhance the student experience.
- Most teams use and analyse individual student data, provided within our risk register and online retention tool, to improve performance rates, although this is not consistent across all teams.
- Our commitment to young people who have disengaged from education begins in S3 with our Employability and Engagement Officers working in schools to help build relationships with pupils at risk of not progressing to a positive destination. A high percentage of young people who would not have considered continuing learning post-school choose to attend college to further their education. Our unique HIVE (Hope, Inspiration and Vision in Education) area provides intensive and effective support in the College to develop confidence, and raise aspiration, encouraging young people to progress to a vocational curriculum area.

Areas of Development

- The potential impact of the Bridge 2 Business programme is not being fully realised across all teams and campuses.
- ICT solution provided to students is not consistent across all campuses.
- Some curriculum teams do not make consistent and effective use of data and the online retention tool to improve retention rates.

LEADERSHIP AND QUALITY CULTURE

How good is our leadership and approach to improvement?

1.1 – Governance and leadership of change

Areas of Positive Practice

- The Board of Management has a strong focus on student success and provides clear strategic direction for the College, while ensuring rigorous challenge, scrutiny and good governance is delivered through the sub-committee structure.
- The Board, through the Learning and Teaching sub-committee, receives regular, detailed and accurate reports throughout the year detailing progress towards targets on student enrolments and credits; student satisfaction surveys; withdrawals; performance indicators; college leaver destination information; external verification activity and the Outcome Agreement.
- The Board and Executive Management team provide strong leadership for change in the College. A clear rationale and timeline for change are communicated to staff with comprehensive opportunities for consultation.
- The Student Association has a strong voice on all Board committees, with office-bearers attending regular meetings with SFC and Education Scotland, contributing effectively in developing plans for improvement and enhancement activity.
- All managers take very good account of local, regional and national priorities to develop college strategies such as the Strategic Plan, Regional Outcome Agreement, Learning and Teaching Strategy, Infrastructure Strategy, People Strategy and the Strategic Workforce Plan. Our new Digital Strategy "DigitalNOW" was developed in line with the aims and objectives of the national strategy *Scotland's Full Potential in a Digital World: A Digital Strategy for Scotland* published by the Scottish Government in March 2017. The core principles of the national priorities for Developing Scotland's Young Workforce and STEM are embedded in all of the College's strategic planning processes.
- All managers make good use of high level economic data and CPP data. Data from the Regional Skills Assessment, employer feedback, government strategies and sector specific Skills Investment Plans inform the strategic direction of the College.
- All managers make good use of data that focuses on targeted/actual enrolments, credit delivery against target and PIs trends over three years to agree realistic but stretching performance targets.
- The College implemented a comprehensive HR and Payroll information system, providing managers with real time workforce information to support effective decision making.
- All College strategies take full account of the ambitions of DYW, in particular those focused on senior phase vocational pathways, tackling gender imbalance in subjects, STEM, apprenticeships and equalities.
- To make progress on the DYW targets to reduce gender imbalance, the College established a formal Gender Leadership Group, chaired by a senior manager and comprising all Curriculum Heads and relevant Service Managers. This group has developed the College's Gender Action Plan for 2018-21 and will monitor progress against actions, leading by example.
- Ayrshire has experienced a significant decline in young people in the population, and the targets set by the College, particularly for full-time student enrolments, have been stretching. In 2017-18, after three years of declining full-time enrolments, there was a small increase from 6,403 to 6,435. An increase in part-time students meant that overall student enrolments rose from 14,153 to 15,343 over the year.
- Some targets can only be achieved through collaborative working, for example working with schools to develop foundation apprenticeships. The College works effectively with local, regional and national partners to achieve key strategic targets.
- The College demonstrates a strong commitment to improving learning and teaching through formal CPD activities, and in 2017-18 supported 18 lecturers through TQFE and 12 lecturers through the PDA in Teaching Practice. 93% of full-time permanent teaching staff now hold a formal teaching qualification which is an increase of 4% over the last three years.

Areas for Development

- The Board has recruited seven new members for session 2018-19 who will require support and development to understand the operating context of the College.

1.4 – Evaluation leading to improvement

Areas of Positive Practice

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

Areas for Development

- Feedback from Education Scotland highlighted that in a few curriculum areas, there is an inconsistent approach to the management and administration of course team meetings, which is a missed opportunity for staff to initiate and implement improvement measures.
- Team evaluation activity highlighted that there is limited ownership of student attendance and unit performance data by a few lecturers, resulting in insufficient analysis of the reasons for student withdrawals.

CAPACITY FOR IMPROVEMENT

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

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

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

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

GRADING

Key Principle	Grade
Outcomes and Impact *How good are we at ensuring the best possible outcomes for all our learners?* • 3.1 Wellbeing, equality and inclusion • 3.2 Equity, attainment and achievement for all learners	**GOOD**
Leadership and quality culture *How good is our leadership and approach to improvement?* • 1.1 Governance and leadership of change • 1.4 Evaluation leading to improvement	**VERY GOOD**
Delivery of learning and services to support learning *How good is the quality of our provision and services we deliver?* • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Services to support learning	**VERY GOOD**

PROGRESS ON 2017-18 ENHANCEMENT PLAN

The 2017-18 Enhancement Plan outlined fourteen areas for development with 33 specific actions and the table below details progress during 2017-18.

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

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

Leadership and Quality Culture

Action - Introduce a peer review process

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

Delivery of Learning and Services to Support Learning

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

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

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

- New Board members recruited for 2018-19 with planned rotation allowing all members the opportunity to serve on the Learning and Teaching Committee and engage in development opportunities, ensuring strong leadership and governance of the quality of learning and teaching and student experience.
- The College participated in a Ministerial Working Group to support implementation of the Equally Safe initiative in colleges and universities. As a result, the College developed an Equally Safe Action Plan with clear actions to support our activities with staff and students to tackle the impact of gender-based violence.
- The number of lecturing staff using the IRIS Connect self-reflection tool to evaluate their teaching practice has increased significantly. The feedback from staff was extremely positive and as result it will be a mandatory aspect of CPD for all new lecturers from 2018-19 onwards.
- The number of questions in Student Satisfaction and Engagement Survey was reduced leading to a 10% increase in response rate with 1,814 students completing in 2017-18 compared to 1,654 in 2016-17.
- Employer forums now established in all curriculum areas with the introduction of the HIT (Hospitality Industry Trust) Ayrshire forum which includes employers such as Turnberry, Costley and Costley and Buzzworks as well as local authority partners. The group meets every 6-8 weeks and is informing curriculum design as well as providing placement and event opportunities for students.
- The Digital Skills Forum, established in October 2017, has helped shape the College's Digital Skills Strategy as well as advising on future course design and skills requirements such as cyber security.
- Cross college efforts to improve outcomes for some of our most vulnerable students have been extremely effective. Successful outcomes for care experienced students have improved by 20 percentage points

over three years and successful outcomes for SIMD10 students on full-time courses have improved by five percentage points over three years.

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

ANNEX – OUTCOME AGREEMENT MEASURE PERFORMANCE

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

1a	Total credits delivered	2015-16	2016-17	2017-18 Target	2017-18 Actual
		126,485	125,749	125,370	126,326

		2015-16		2016-17		2017-18 Target		2017-18 Actual	
		#	%	#	%	#	%	#	%
1b(i)	Credits delivered to learners aged 16-19 and 20-24	92,330	72.9%	89,421	71.1%	90,364	72%	89,102	70.5%
1b(ii)	Credits delivered to full-time learners aged 16-19 and 20-24	73,740	75.4%	71,259	72.4%	74,000	74%	71,015	71.6%
1c	Credits delivered to learners in the most deprived 10% postcode areas	23,127	18.3%	27,039	21.5%	25,101	20%	24,297	19.2%
1d	Credits delivered to learners from different protected characteristic groups:								
	White	124,776	98.6%	123,798	98.5%	-		124,135	98.3%
	Mixed	347	0.3%	293	0.2%	-		416	0.3%
	Asian	778	0.6%	994	0.79%	-		1,012	0.8%
	Black	350	0.3%	416	0.3%	-		307	0.2%
	Other	129	0.1%	219	0.2%	-		308	0.2%
	BME	1,257	1.0%	1,629	1.3%	1,506	1.2%	1,627	1.3%
	Disability	29,699	23.5%	30,688	24.4%	25,101	20%	34,121	27%
	Care experienced	118	0.1%	2,659	2.1%	2,700	2.2%	3,163	2.5%

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

2a	Number of senior phase age school pupils studying vocational qualifications	2015-16	2016-17	2017-18 Target	2017-18 Actual
		330	300	390	315

		2015-16		2016-17		2017-18 Target		2017-18 Actual	
		#	%	#	%	#	%	#	%
2b	Credits delivered to senior phase age pupils studying vocational qualifications	1,467	1.2%	1,558	1.2%	1,480	1.18%	1,628	1.3%
2c	Credits delivered to learners at S3 and above as part of school-college provision	3,329	2.6%	3,734	3.0%	3,400	2.71%	4,551	3.6%
2d	Credits delivered at HE level to learners from SHEP schools	3,896	10.6%	4,247	10.9%	3,800	10.06%	3,688	10.3%

- *Measure 3 – Credit delivery for STEM*

		2015-16		2016-17		2017-18 Target		2017-18 Actual	
		#	%	#	%	%	%	%	%
3	Credits delivered to learners enrolled on STEM courses	28,448	22.5%	27,354	21.8%	29,000	23.11%	33,635	26.6%

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

		2015-16	2016-17	2017-18 Target	2017-18 Actual
	Proportion of enrolled students successfully achieving a recognised qualification				
4a	FE full-time	61.1%	66.8%	66%	66.9%
	FE part-time	76.3%	74.2%	-	79.3%
	HE full-time	63.1%	68.4%	66%	67.2%
	HE part-time	81.3%	79.3%	-	79.6%
	Proportion of enrolled MD10 students successfully achieving a recognised qualification				
4b	Full-time	58.6%	63.2%	-	64.3%
	Part-time	74.4%	74.0%	-	75.3%
4c	Proportion of senior phase age pupils successfully completing a vocational qualification	58.1%	57.1%	-	68.4%
4d	Proportion of full time enrolled care experienced students successfully achieving a recognised qualification	-	63.0%	-	59.2%
4e	Proportion of full time FE enrolled students aged 16-19 successfully achieving a recognised qualification	59.9%	64.6%	-	65.9%

- *Measure 5 – The numbers of apprenticeship starts*

		2015-16	2016-17	2017-18 Target	2017-18 Actual
5	Number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	269	274	250	279

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

		2015-16	2016-17	2017-18 Target	2017-18 Actual
6	Number of full-time learners with "work placement experience" as part their programme of study	2,055	1,643	2,100	1,847

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

		2015-16	2016-17	2017-18 Target	2017-18 Actual
7	Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Data unavailable from SFC		390	Data unavailable from SFC

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

		2015-16	2016-17	2017-18 Target	2017-18 Actual
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	94.2%	94.6%	-	Data not yet available

- *Measure 9 – Learners satisfaction with college experience*

		2015-16	2016-17	2017-18 Target	2017-18 Actual
9	The percentage of students overall, satisfied with their college experience	94%	94%%	94%	93%

- *Measure 10 – Gross carbon footprint*

		2015-16	2016-17	2017-18 Target	2017-18 Actual
10	Gross carbon footprint	2,813 tCO$_2$e	2,369 tCO$_2$e	-	Data not yet available

Outcome Agreement Progress (Measures 1, 2 and 3)

- The College delivered 126,326 credits against a target of 125,370, exceeding the target by 956 credits (0.8%).
- The number of senior phase pupils studying vocational qualifications at College has decreased over the last three years from 330 to 315, however the number of credits delivered slightly increased from 1,467 (1.2% of activity) to 1,628 (1.3% of activity). A significant restructuring of our school-college offering over the last three years in partnership with the three local authorities has led to an increase in the volume of credits delivered of school-college partnership courses from 3,329 (2.6% of activity) to 4,551 (3.6% of activity).
- The volume of credits delivered at HE level to students from Schools for Higher Education Programme (SHEP) has decreased very slightly over the last three years from 3,896 to 3,688, and the proportion of credits has decreased very slightly from 10.6% to 10.3%. The overall volume of HE activity has also decreased 1.8% in the same time period.
- The number and proportion of credits delivered to students on STEM courses has increased over a three-year period from 28,448 (22.5% of activity) to 33,635 (26.6% of activity).
- As expected and reflecting demographic trends and government policy, there was a slight decline over the year in credits allocated to students in the 16-19 and 20-24 age groups, with an increase in students aged 25 or over. The College delivered 62,583 credits to students aged 16-19 (49.5% of activity) and 26,519 credits to students aged 20-24 (21% of activity).
- The College delivered 99,180 credits to full-time students, 50,038 of which were delivered to students aged 16-19 (50.4%) and 20,977 credits to students aged 20-24 (21.2%).
- The College delivered 24,297 credits (19.2% of activity) to students from a SIMD10 postcode area, maintaining our progress towards achieving the national target of 19.5% by 2019-20.
- Over the last three years, the volume of credits delivered to students self-declaring their ethnic background as White has decreased by 0.3 percentage points with a corresponding increase in delivery to students declaring as BME (Black Minority Ethnic).
- Over the last three years, there has been a significant increase in the number of students declaring a disability, particularly related to mental health, resulting in an increase in the number of credits delivered to students with a disability from 30,130 (23.8%) to 34,178 (27.1%).
- The number of students declaring as care experienced has increased over three years from 13 to 250, resulting in an increase in the number of credits delivered to care experienced students from 118 (0.1%) to 3,163 (2.5%). The national target is to increase intake in the college sector to 800 by 2018-19, and based on early enrolment data from 2018-19, the College has enrolled 276 students who have declared either at application or enrolment stage as care experienced.

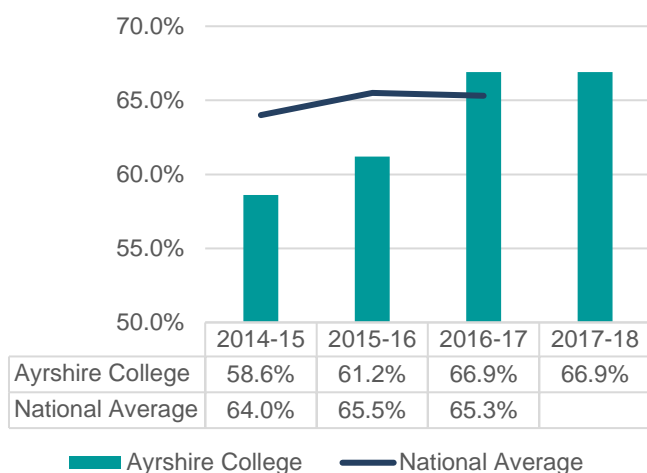**Outcome Agreement Progress (Measure 4)**

- The proportion of full-time enrolled students successfully receiving a recognised qualification has increased by 5 percentage points over three years from 62.0% to 67.0%.
- The proportion of part-time enrolled students successfully receiving a recognised qualification has increased by 2.6 percentage points over three years from 76.7% to 79.3%.
- The proportion of full-time SIMD10 students successfully achieving a recognised qualification has increased by 5.7 percentage points over three years from 58.6% to 64.3%.
- The proportion of part-time SIMD10 students successfully achieving a recognised qualification has increased slightly by 0.8 percentage points over three years from 74.5% to 75.3%.
- The proportion of senior phase age pupils successfully completing a vocational qualification has increased by 10.3 percentage points over three years from 58.1% to 68.4%.
- The proportion of full-time care experienced students successfully achieving a recognised qualification has decreased by 2.2 percentage points over one year from 61.4% to 59.2% (only 13 students self-declared as care experienced in 2015-16 so a three-year trend would be unreliable).
- The proportion of full-time FE students aged 16-19 successfully achieving a recognised qualification has increased by 6 percentage points from 59.9% to 65.9%.

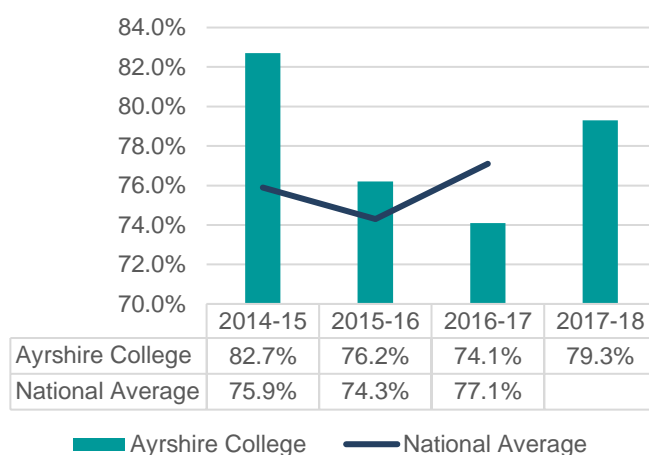**Outcome Agreement Progress (Measures 5 and 6)**

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

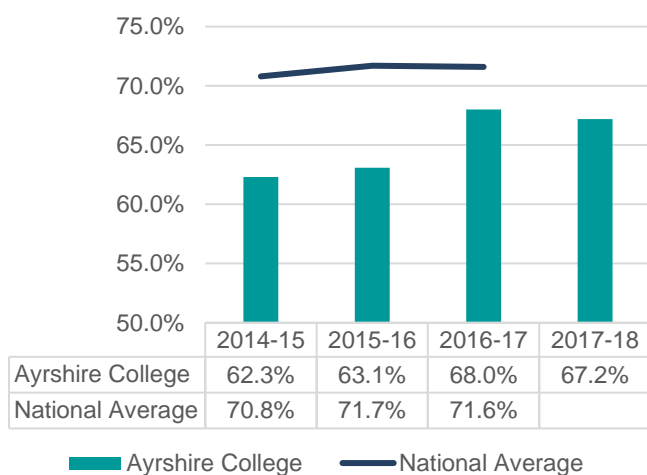**Four-year KPI information and national trends – successful outcomes**
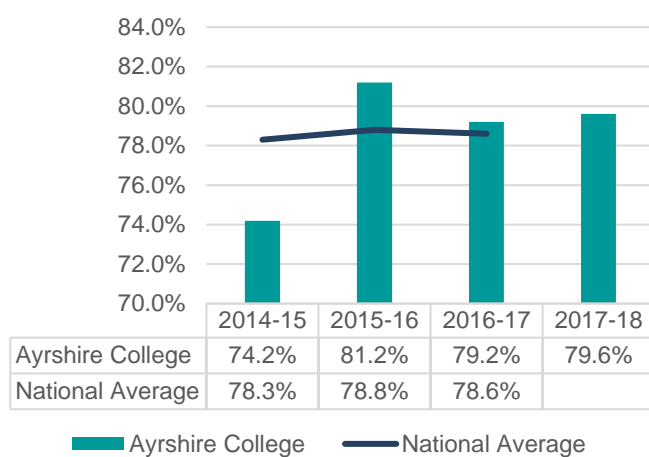
FE full-time

	2014-15	2015-16	2016-17	2017-18
Ayrshire College	58.6%	61.2%	66.9%	66.9%
National Average	64.0%	65.5%	65.3%	

Legend: Ayrshire College, National Average

FE part-time

	2014-15	2015-16	2016-17	2017-18
Ayrshire College	82.7%	76.2%	74.1%	79.3%
National Average	75.9%	74.3%	77.1%	

Legend: Ayrshire College, National Average

HE full-time

	2014-15	2015-16	2016-17	2017-18
Ayrshire College	62.3%	63.1%	68.0%	67.2%
National Average	70.8%	71.7%	71.6%	

Legend: Ayrshire College, National Average

HE part-time

	2014-15	2015-16	2016-17	2017-18
Ayrshire College	74.2%	81.2%	79.2%	79.6%
National Average	78.3%	78.8%	78.6%	

Legend: Ayrshire College, National Average

Case Studies

Employer training partnership

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

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

Spirit AeroSystems has been very positive about the College's approach and quality of delivery and their allocation from the FWDF was used as a contribution to this approach.

Virtual Reality community partnership project

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

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

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

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

The virtual reality project was highly commended within the *Digital Learning Award* category in the College Development Network Awards 2018.

Student mentoring project

In partnership with the Scottish Widening Access Programme (SWAP), our Health and Social Care team piloted a new mentoring initiative matching students from the SWAP Access to Nursing course with students from our Supported Learning department. It was felt that students on the Access to Nursing course would provide ideal mentors as they are typically mature students with valuable work and life experience who are studying towards a career in Learning Disabilities or Mental Health Nursing. These career aims align well with the needs of students on our Supported Learning courses. In addition, the SWAP students' applications to university are greatly enhanced by demonstrating that they have practical experience of working or volunteering in such a role.

The project was a great success, benefitting all students and staff involved and is being implemented in all campuses in 2018-19. Student feedback on the pilot was overwhelmingly positive, with the mentors finding the experience valuable and enjoyable. Comments included:

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

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

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

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

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

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

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

ENHANCEMENT PLAN 2018-21

AYRSHIRE COLLEGE ENHANCEMENT PLAN 2018-21

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact

3.1	Staff require training and support to deal with complex multiple barriers such as mental health issues and the impact of adverse childhood experiences on students learning.	There are increasing numbers of students declaring disability, particularly mental health issues and some staff do not feel confident at dealing with these issues.
		
		In order to meet the national aims on widening access, the College will continue to recruit and support students from the most disadvantaged backgrounds, for example SIMD10 and 20.
			• Various resources including an online course, training video, and mindfulness sessions to be provided for staff.
			
			• Provide Mental Health First Aid Training.
			
			• Corporate Parenting e-learning module to be available for all staff as part of ongoing CPD.
				September 2018
				
				February 2019
				
				January 2019
					Director of Student Services and Staff Learning and Development Manager	• Increase in volume of credits delivered to students from SIMD10 postcode areas to exceed the national target.
						• Continued increase in number of care experience students at College.
						• Improvement in retention and attainment rates for key priority groups of students:
						  • SIMD10
						  • SIMD20
						  • Care Experienced
						  • Disability

	Support Construction, Hairdressing, Care and Engineering curriculum teams to address gender imbalance.	Within the Scottish Government's Youth Employment Strategy, *Developing the Young Workforce*, all colleges have a target to increase the minority gender share in each of the ten largest and most gender imbalanced subjects by five percentage points by 2021.	Gender Leadership Group to implement the actions contained in the Gender Action Plan and monitor progress.	March 2019	Vice Principal – Strategy and Skills	Measurable progress towards reducing gender imbalance in specific subject areas.
3.1	Retention rates for full-time students are lower than the national average	National target of 75% successful completion rate on all full-time courses by 2021. In order to achieve	Support curriculum teams to understand and address reasons for poor performance	January 2019	Director of Quality Enhancement	• Improved retention on FE and HE full-time courses.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
	and HE full-time successful outcomes have been below the national average over the last three years.	this target retention and partial success rates both need to be improved.	implement improvement strategies.		and Business Improvement	• Sustained improvement in HE performance to meet and exceed the national average by 2021. • Ensure 75% of FE and HE full-time students successfully complete
	Success rates for priority student groups such as care experienced students, and those with a declared disability are below the College average.	Key aims and objectives have been detailed within national policy: • Children and Young People (Scotland) Act 2014. • Developing the Young Workforce • SFC National Ambition for Care Experienced Young People.	• Thematic cross college group to be established to co-ordinate activity to support vulnerable students. • Staff to be flexible with course delivery to accommodate students with particular barriers to learning. • Improve data quality and staff access to systems to deliver a co-ordinated support approach. • Implement Corporate Parenting Action Plan. • Provide bespoke student support to manage increased bursary funding for	January 2019 September 2018 September 2019 September 2018 September 2018	Director of Aerospace, Construction, Engineering and Science Curriculum Managers Head of Business Intelligence & Information Systems Director of Student Services Director of Student Services and Student Funding Manager	• Increased number of care experienced students identified and supported. • Increased collaboration with partners leading to more positive transitions into College. • Support needs identified and individual support plans in place at an early stage. • Improvement in retention and attainment rates for key priority groups of students: • SIMD10 • SIMD20 • Care Experienced • Disability

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
			care experienced students			
	A few curriculum teams have not fully embedded and contextualised core skills delivery to their vocational area.	Classroom observations, student feedback and ongoing evaluation activity have highlighted there are missed opportunities to contextualise core skills. Students are not always aware of when they are developing core skills, and their overall relevance to employment.	• Good practice to be highlighted and shared with curriculum teams. • Curriculum Managers to co-ordinate opportunities for vocational and core skills staff to meet and jointly plan course delivery.	June 2019 May 2019	Head of Essential Skills Curriculum Managers	• Increase in positive feedback from students regarding core skills delivery. • Improved attainment rates in core skills units.
2.2	A small number of curriculum areas do not take full advantage of the extensive employer engagement to provide students work-based placement opportunities or guest lectures to enhance the learning experience.	Student feedback highlighted that the learning experience could be improved by placement opportunities and/or guest lectures to provide practical context to theory content of courses.	Course teams to identify opportunities to embed regular work experience and industry input to courses.	September 2018	Curriculum Managers	Improved feedback from students leading to greater contextual understanding of learning and development of employability skills.
	Achievement rates for some apprenticeship frameworks are lower than the sector average.	Successful delivery of our apprenticeship framework is critical to the long-term economic development of the region and ensures the College continues to meet	Support curriculum staff and VQ assessors to analyse reasons for low attainment rates and implement improvement strategies.	January 2019	Director of Industry Programmes	Increase in attainment rates on apprenticeship frameworks to meet or exceed sector averages.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
		the needs of local employers.				
	A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities.	Student success is dependent on the quality of learning and teaching and it is critical that the primary focus of curriculum CPD is on teaching practice with subject-specific training as a secondary support.	• Support lecturers enrolled on the PDA and TQFE qualifications. • Introduce a support system for new lecturers in 2018-19 to provide them with an individual mentor and regular development training sessions throughout the year. • Deliver a series of "Learning and Teaching Conversation Cafes" to support implementation of new Learning and Teaching Strategy. • Introduce a cross college peer review process to observe 100 lecturers per year on a three-year rolling plan, evaluating the quality of the learning experience.	October 2018 September 2018 February 2019 August 2019	Staff Learning and Development Manager Director of Quality Enhancement and Business Improvement Directors of Learning and Skills Director of Quality Enhancement and Business Improvement	Staff will be more confident in their delivery and practice which will translate into an improved student experience, increased student satisfaction and an improvement in student attainment.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
	A few curriculum staff have yet to fully develop the potential of digital learning and assessment in the delivery of the curriculum to enhance the learning experience.	To support students, staff and wider communities to prosper in the digital age it is increasingly vital that staff are supported to develop digital values, skills and knowledge to inform and enhance their teaching practice.	• Implement the Digital Skills Strategy. • Provide Cybersecurity and Copyright online training modules. • Increase use of the IRIS Connect self-reflection system which will be mandatory CPD for all new lecturers.	June 2021 September 2018 February 2019	Director of Business Administration and IT Staff Learning and Development Manager Staff Learning and Development Manager	Will ensure staff have a greater confidence in digital teaching and assessment and have the ability to digitally evaluate practice in a safe environment.
2.4	The potential impact of the Bridge 2 Business programme is not being fully realised across all teams and campuses.	Although the Bridge 2 Business engagement has been a success, evaluation of the implementation recognised that having access to the Bridge 2 Business representative for only two days per week over three campuses was not sufficient to have significant cultural impact.	Implement a new enterprise strategy, including having a dedicated Bridge 2 Business representative for five days per week.	November 2018	Director of Industry Programmes	Will increase the scale, potential and impact of the enterprise skills support available in Ayrshire.
	ICT solution provided to students is not consistent across all campuses.	Student feedback of the new Citrix ICT solution implemented in the new Kilmarnock Campus was extremely positive and allowed for more flexible use of the resources. However, in Ayr and Kilwinning the ICT solution	Implement Citrix across all main campuses in Ayrshire during 2018-19.	October 2018	Head of ICT	Greater flexibility of rooms and resources allowing for more efficient timetabling.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
		was no longer fit for purpose.				
	Some curriculum teams do not make consistent and effective use of data and the online retention tool to improve retention rates.	Intelligent use of data allows us to target support interventions to students most at risk of withdrawing from College and improving retention rates is the underpinning factor to improving student success.	• Train and support staff to understand the data available and how it should be used. • Increase the functionality of the online retention tool based on user feedback. • Extend the use of the retention tool to Inclusive Learning and Essential Skills staff. • Extend the use of the retention tool to all curriculum staff	January 2019 October 2018 January 2019 January 2020	Director of Quality Enhancement and Business Improvement Head of Business Intelligence & Information Systems Head of Business Intelligence & Information Systems Head of Business Intelligence & Information Systems	Consistent improvement in retention rates for all key groups of students translating into an increase in the number of students successfully completing courses.
1.1	The Board has recruited seven new members for session 2018-19 who will require support and development to understand the operating context of the College.	To provide good and effective corporate governance and ensure the College continues to comply with the Code of Good Governance for Scotland's Colleges.	CPD opportunities to be identified for Board members throughout the duration of their term.	June 2020	Chair of Board of Management	Ensure robust governance of all college matters with a particular focus on core business of learning and teaching.

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
	The Nethermains Campus is not providing students with an appropriate standard of accommodation to support high quality learning and teaching.	All students deserve to have access of the same standard of estates and facilities across all campuses.	Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire	September 2018	Director of Aerospace, Construction, Engineering and Science	Improvement in the quality of learning and teaching as a result of having access to access to industry standard facilities, resulting in greater student satisfaction.
	Team evaluation activity highlighted that there is limited ownership of student attendance and unit performance data by some lecturers, resulting in insufficient analysis of the reasons for student withdrawals.	All staff have a responsibility for student attendance and require focus at a granular level to understand unit performance in order to drive improvement.	• Student attendance to be tracked regularly via the online retention tool and discussed at regular weekly retention meetings.	October 2018	Curriculum Managers	Greater ownership by lecturers of student performance data leading to improved retention and attainment.
			• Personal Development tutors to take specific ownership for FE full-time courses.	September 2018	Curriculum Managers	
			• SARU (Student Achievement Rate by Unit) dashboard to be developed to allow for deeper analysis of performance.	January 2019	Head of Business Intelligence & Information Systems	

Ayrshire College

AYR CAMPUS
DAM PARK
AYR
KA8 0EU

TEL: 0300 303 0303

KILMARNOCK CAMPUS
HILL STREET
KILMARNOCK
KA1 3HY

TEL: 0300 303 0303

KILWINNING CAMPUS
LAUCHLAN WAY
KILWINNING
KA13 6DE

TEL: 0300 303 0303

www.ayrshire.ac.uk