

## BOARD OF MANAGEMENT ACTION TRACKER

**COMMITTEE:** Learning and Teaching Committee

(Paper 1a)

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
07.09.17	1	A number of editorial amendments, as noted by the Board Secretary, were proposed to the terms of reference. It was agreed that a draft form of the amended terms of reference would be brought to the next meeting of the Committee for consideration and approval.	November 2017	Board Secretary	Completed	Reported to the Committee on 27.11.17 and incorporated into the revised Board Standing Orders
07.09.17	2	At an appropriate point in the future, the Mental Health and Wellbeing Officer be invited to attend the Committee and provide a presentation on the work they are undertaking.	No date set	Board Secretary	In progress	Arranged for the Board Development Day on 7 November 2019
07.09.17	3	Amendments to the L&T Risks in the Corporate Risk Register	September 2017	Vice Principal – Finance and Skills	Completed	
29.11.17	4	The Committee asked that the comparison figures with the national averages reported be double-checked and the paper recirculated to members before Paper 10 is published.	December 2017	Director of Quality Enhancement and Business Improvement	Completed	This action was completed with only one minor amendment to Paper 10.

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
31.05.18	5	Enhancement Plan Progress Report to become a standing item on LTC Agendas	From September 2018	Director of Quality Enhancement and Improvement	Completed	
31.05.18	6	The matter of leaver destinations surveys be raised with the Scottish Funding Council and the Scottish Government. This with a view to making a strong recommendation that research be carried out, through developing a survey which will provide valuable and meaningful data on the impact of the educational experience on students and the value added to the Scottish economy, regardless of whether individuals had formally completed their programme of studies.	June 2019	EMT	Completed	Discussions have been initiated and are ongoing as this is a national matter.
31.05.18	7	The Board should consider a strategic planning session in 2018-19 to considering the impact of predicted future scenarios on the College and the Ayrshire Region, considering measures in mitigation, which could be taken, and how it could support the Scottish Government and SFC in recognising and addressing these challenges.	2018-19	Board Secretary/LTC Chair	Completed	This situation has been overtaken by events. It had been the intention to carry this forward to the April 2019 Board Strategy Day, but subsequent events in Board planning mean that this now unlikely to happen within the envisaged schedule. Consideration should now be given to any developments that have occurred in the period since the original discussion and how best to take this forward. <i>An extract of the minute of this discussion is attached as an aide-memoire.</i>

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DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
31.05.18	8	Amendments to the L&T Risks in the Corporate Risk Register	May 2018	Vice Principal – Finance and Skills	Completed	
06.09.18	9	Amendments to the L&T Risks in the Corporate Risk Register	September 2018	Vice Principal – Finance and Skills	Completed	
15.11.18	10	Amendments to the L&T Risks in the Corporate Risk Register	November 2018	Vice Principal – Finance and Skills	Completed	
07.03.19	11	Student Association to consider the addition of a Male Student Officer to the portfolio of Officer responsibilities within the ACSA Constitution	September 2019	Student Association Sabbatical Officers	Not Started	
07.03.19	12	Comments In Minute 7, Draft Regional Outcome Agreement Revised for 2019-20 (Paper 4) to be considered by the College, with a report back to the Committee.	May 2019	Senior Management	Completed	
30.05.19	13	Future Student Association Reports to include information of future ACSA related events.	Sep 2019	Student Association Sabbatical Officers	Completed	

\* *Not Started / In Progress / Completed*

## Appendix

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

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

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

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

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

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

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**Learning and Teaching Committee**

**5 September 2019**

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

**1. Background**

After a month long period of induction and training, Student President, Jack McCrindle, and Student Vice President, Lauren Howieson, officially took up their positions on the 31<sup>st</sup> July.

Jack studied NC Sound Production at Ayr campus prior to becoming Student Vice President for the 2018/2019 academic year. Lauren studied HNC Social Science at Kilwinning campus last year before being successfully elected to the position of Student Vice President.

Both officers attended the NUS Scotland 'Lead and Change' training in July in preparation for their new roles.

**2. Current Situation**

Following a period of evaluation, review and planning over the summer, ACSA has set out its priorities for the year ahead which include; Student Mental Health, communication (in particular use of ACSA social media, Moodle and the college website), student carers, care experienced students and there will also be a focus on underrepresented groups.

The Student Association, along with the Head of Quality Enhancement and Head of Student Experience has undertaken a review of the class feedback model within Ayrshire College. Promotion of the new Your Voice Matters, Student Ambassador model, will be rolled out across the college upon the students return in September following a promotional campaign aimed at both students and staff. The new model will provide robust processes through which students can help shape curriculum design and curriculum delivery.

Further development work regarding a review of the Association's Executive Committee is underway with a view to a new model being introduced for the 2020/21 academic year.

### 3. Association Activity

#### Student Mental Health Agreement

The Student Association has been working with the Head of Student Experience and the Equality and Inclusion Advisor to produce a Student Mental Health Agreement which lays out the College and Student Association's commitment to providing activities, initiatives and support which promote positive mental health for both students and staff. The Student President and Vice President attended the NUS Scotland, Think Positive, Mental Health Agreement Event in Edinburgh on the 22 July which showcased the work Universities and Colleges are undertaking with regards to Student mental Health Agreements.

#### Fresher's Events

The association has planned one marketplace Fresher's event on each main campus and a mini Fresher's on the Irvine Campus as follows:

Tues 3 Sept	Wed 4 Sept	Thurs 5 Sept	Thurs 12 Sept
Kilwinning	Ayr	Kilmarnock	Irvine

Stall holders include a mix of third sector organisations, companies offering discounts to students and the campus liaison officers.

In addition to this, the Student President has been working with Sound Production lecturer, Murray Baxter, on a Freshers social event at a local music venue and nightclub, Furys & Harleys in Ayr which will take place on the 12 September.

#### Wear It On Your Sleeve

The Student Association will continue to promote its men's mental health campaign, Wear it On Your Sleeve. The campaign aims to encourage males to open up and talk about mental health with the message that 'talking saves lives'. Male staff champions from across the College are wearing a bright pink Wear It On Your Sleeve hoodie and giving out pocket sized cards which contain information on mental health services to encourage students to talk to them about mental health and to break the taboo of male mental health. Champions will be asked to wear their hoodie on the 26 of each month to maximise impact. In addition to the hoodies, which are exclusively for males, the Student Association will be introducing Wear It On Your Sleeve lanyards and pin badges to enable all gender identities to support the campaign. Following interest from students with regards to wearing the hoodies, it has been decided that the Student Association will purchase a supply for hoodies for students to purchase at a small cost with the proceeds going to a men's mental health charity (yet to be decided). It is hoped that all students will know that Ayrshire College is a safe and supportive environment which supports students and staff who are experiencing poor mental health.

#### Free Sanitary Product Promotion

Ayrshire College Students Association prides itself on being one of the first Associations in Scotland to provide free sanitary products to students. In 2015 the Association launched its #notaluxury.period campaign in response to the taxing of sanitary products at the time as a luxury item. The following year the Association managed to secure sponsorship with Always Ltd who provided a free supply of

sanitary products to the Association for two years. Upon the release of funding from the Scottish Government last year and guidelines stipulating that all education establishments are to provide free sanitary products to students, the Association intend to promote this across the college and also look at alternative more sustainable sanitary products such as moon cups. The Student Vice President has arranged for the organisation HeyGirls!, who support colleges and universities with their sanitary wear campaigns, to attend the Freshers events and will meet to discuss how they can support the Association with promoting the initiative shortly.

### Promotion of Your Voice Matters

The launch of Your Voice Matters will take the form of a poster and email campaign aimed at students to encourage them to apply for one of the Student Ambassador positions. Thirty six ambassadors will be recruited from across the College to undertake training which will incorporate working towards a Level 5 Leadership Award. Ambassadors will be recruiting through an application and selection process rather than being democratically elected to ensure that they have the appropriate skills and capacity to fulfil the role and work towards the leadership award in addition to their course studies.

### Conference Attendance

NUS Lead and Change – The Student President and Student Vice-President attended this training upon taking up post in July which is delivered by NUS Scotland and has been specifically designed for new and returning sabbatical officers.

That's Quality! Colleges – the Student President and Student Vice President attended this event on the 7 and 8 August which provided a comprehensive introduction to the national arrangements and processes around quality enhancement and encouraged consideration of how best to use these arrangements in Student Association roles.

The Gathering - The Student President and Vice President will attend the NUS Scotland's Gathering event which takes place on the 29 August in Edinburgh. The Gathering brings together examples of best practice from Student Associations from across the sector.

### Future Activity

#### Clubs and Societies

The Student Association will be looking to recruit students interested in helping facilitate student clubs within the College. We are hoping to initially set up an LGBT+ group and debating club on each campus, supported by the Student Vice President and the Student President is hoping to take part in the Jog Scotland Jog Leader training to set up a jogging group for both students and staff. This group will train with a view to taking part in the Roon the Toon 5K and 10K races in spring next year. The Student President also hopes to undertake gym instructor training to help staff the Kilmarnock gym to encourage more students to make use of the sports facilities on campus. Recruitment for clubs will take place during September with a view to getting them up and running as soon as possible.

## Movember

As part of the work of the Promoting Wellbeing group the Student Association will be organising activities for students around the national Movember campaign which raises awareness of mens health. This takes place throughout the month of November and incorporates a 10k run.

## Care Experienced Support

The Student Association will be recruiting a Care Experienced Students Officer who will represent our care experienced students, one of our priority groups, and who will help us to create a care experienced forum, link in with the local Champions Boards and attend care experienced events. This includes the care experienced events which take place in the College as organised by the Head of Student Experience and which take place during National Care leaver's week in November.

### **4. Proposals**

N/A

### **5. Risks**

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

### **6. Equality Impact Assessment**

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

### **7. Conclusion**

The ACSA will continue to work alongside staff in order to best support and encourage students, and make the 2019/20 session both enjoyable and successful for students.

**Jack McCrindle**  
**Student President**  
**15 August 2019**

### **Publication**

This paper will be published on the College website.

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**Learning and Teaching Committee Terms of Reference**  
**2019-20**

**Introduction**

The Learning and Teaching Committee is identified as a Committee of the Ayrshire College Board of Management. The approved Terms of Reference and information on the composition and frequency of the Committee will be considered as an integral part of the College Standing Orders.

The Committee will be known as the Learning and Teaching Committee of the College Board and will be a Standing Committee of the Board of Management. For the purposes of the Terms of Reference, unless otherwise indicated, 'The Board' means the Ayrshire College Board of Management.

**Remit**

The Committee will be responsible for overseeing all matters related to the strategic and operational planning of Learning and Teaching within the College and provide assurance to the Board on students' issues and the learning and teaching performance of the College.

**Committee Membership**

The Committee membership shall consist of a minimum of four members from the Board, which should include one staff representative and a College Student President.

The Committee Chair and remaining members will be appointed by the Board.

Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members.

**Quorum**

50% of the total membership of the Committee will constitute a quorum.

**Attendance**

The Committee may co-opt additional advisors as required. Details of proposed co-opted advisors will be notified to the Chair of the College Board in advance. The role, remit and term of membership of co-opted advisors will be determined by the Committee.

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The Vice Principal, Curriculum and, where appropriate, other staff should attend meetings of the Committee to provide information and reports as appropriate.

## Meetings

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

Any member of the Committee may convene additional meetings of the Committee as and when required by giving a minimum of ten working days' notice to the Secretary to the Board of Management to call a meeting.

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

## Duties

- To agree Strategies within the Committee's overall remit subject to Board of Management Approval.
- To approve the curriculum portfolio within the context of the College's strategic objectives and to meet the requirements of the Ayrshire College Outcome Agreement.
- To agree the College strategy on provision for young people (16-19), disadvantaged groups, the unemployed, employed and lifelong learners.
- To scrutinise performance indicators (PIs) in relation to student success including but not limited to; student retention and student outcome data, SIMD and post course destinations and consider action taken to improve performance where the PIs fall below national benchmarks.
- To monitor the progress and outcomes of the College curriculum directorates and service areas self-evaluation reports.
- To consider and review strategies supporting learning, teaching and assessment and student support funds.
- To review and monitor all College services which are provided to support the student journey, including the quality of learning and teaching and student satisfaction.
- To monitor equality and diversity strategies, scrutinise data and receive reports on learner profiles and interventions.
- To monitor the use of student funds including; bursaries, educational maintenance allowance (EMA) childcare and discretionary funds.

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- To review student feedback on their College experience using a range of methods and monitor actions for improvement.
- To monitor transition agreements between local schools, the College, university partners and employers and receive annual reports.
- To receive an annual report on student complaints and how they are dealt with.
- To receive an annual report on Student Welfare incorporating safeguarding and behavioural management issues.
- To receive a Student Satisfaction Annual Report.
- To celebrate success with staff and students.

### **Authority**

The Committee is authorised to investigate any matters which fall within its Terms of Reference.

The Committee is authorised to seek and obtain any information it requires from any Senior Manager or Employee of the College, its Advisors or Member of the Board of Management whilst taking account of policy and legal rights and responsibilities.

### **Reporting Arrangements**

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the Chair of the Committee and the Committee Executive Management Team representative for checking. It is expected that minutes will be checked timeously and any amendments advised to the Secretary to the Board of Management.

The Secretary to the Board of Management will prepare a "Staff Briefing Note" of the Committee proceedings, which will be posted on Staff Notice Boards throughout the College and also on the College intranet as part of the College communication system.

The Chair of the Committee shall report on the work and recommendations of the Committee and submit approved Committee minutes to the Board meeting for information.

### **Publication**

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## Learning and Teaching Committee Work Plan 2019-20

September	November	March	June
<b>Reports to this meeting</b>			
Terms of Reference & 2019-20 Work Plan	Draft 2020-21 Curriculum Delivery Plan	2018-19 Sector KPIs	
Published Regional Outcome Agreement 2019-20	Draft Regional Outcome Agreement 2020-21	Draft Regional Outcome Agreement 2020-21	Final Regional Outcome Agreement 2020-21
2018-19 Performance Indicator Report	College Leaver Destination Survey 2017-18	2019-20 Semester 1 Student Satisfaction Survey outcome	2019-20 Student Satisfaction and Engagement Survey
2019-20 Enrolment Position Update Report		Education Scotland Progress Visit Update	
2018-19 External Verification Report			
<b>Reports to each meeting</b>			
Student Association Report 2019-20	Student Association Report 2019-20	Student Association Report 2019-20	Student Association Report 2019-20
2018-19 Final Credit Position Report at August 2019	2019-20 Credit Report & Early Withdrawals Position	2019-20 Credit Report & Early Withdrawals Position	2019-20 Credit Activity Target Progress Report
Enhancement Plan 2019-20 Progress Report	Enhancement Plan 2019-20 Progress Report	Enhancement Plan 2019-20 Progress Report	Enhancement Plan 2019-20 Progress Report
2018-19 Student Support Funds: Final Position at July 2019	2019-20 Student Support Funds position	2019-20 Student Support Funds position	2019-20 Student Support Funds position
2018-19 Industry Programmes Report	2019-20 Apprenticeships and Work Based Learning Report	2019-20 Apprenticeships and Work Based Learning Report	2019-20 Apprenticeships and Work Based Learning Report
Complaints Quarterly Report Q3	Complaints Quarterly Report Q4	Complaints Quarterly Report Q1	Complaints Quarterly Report Q2
2019-20 Corporate Risk Register (V1): LTC Extract	2019-20 Corporate Risk Register (V2): LTC Extract	2019-20 Corporate Risk Register (V3): LTC Extract	2019-20 Corporate Risk Register (V4): LTC Extract

## Learning and Teaching Committee

5 September 2019

**Subject:** 2018-19 Performance Indicators**Purpose:** To provide members with background information and technical guidance on learning and teaching performance indicators. Also to provide members with information on the College's interim 2018-19 PIs.**Recommendation:** Members are invited to note the contents of this paper**1. Background**

Performance Indicators (PIs) support quality enhancement and improvement, in the College, by allowing curriculum teams to analyse and benchmark performance against subject specific and national trends. PI guidance is published annually by the Scottish Funding Council (SFC) but has not changed significantly for a number of years.

The College counts student activity in two distinct ways – headcount and enrolments. *Headcount* refers to an individual student and *enrolment* refers to the number of course enrolments generated by an individual student. In most cases, one student will generate one enrolment, but a student could enrol on a full time course and a part time evening classe, therefore generating two enrolments.

The College records an outcome for every *enrolment* and this must be one of the options outlined in the table below.

Outcome	Description
Completed successful	students who completed the course <b>and</b> achieve the qualification that they were enrolled on
Partial success	students who completed the course but <b>did not</b> gain the qualification that they were enrolled on
Early withdrawal	students who withdrew before 25% of their course had elapsed
Further withdrawal	students who withdrew from their course after the 25% point

The College delivers a range of courses within the Scottish Credit and Qualifications Framework (Appendix 1) which is split into two categories – FE (Further Education) and HE (Higher Education) and students study on either a full-time or part-time basis.

The four main PIs reported are: FE full-time, FE part-time, HE full time and HE part-time. It should be noted that part-time provision, particularly at FE level, is very diverse and includes school-college partnership courses, evening classes, commercial training and community based employability courses.

PIs are also reported for specific groups, related to Scottish Government national priorities, and detailed in the Regional Outcome Agreement, such as care experienced students, those from SIMD10 postcode areas and students with a declared disability receiving Extended Learning Support.

The timeline for auditing and publishing the PIs is detailed in the table below.

Date	Activity
August – July 2019	Course delivery
September 2019	External Audit
October 2019	Submission of PIs to SFC through FES (Further Education Statistics) return
November 2019 – January 2020	National PIs collated by SFC
February 2020	National PIs published by SFC

## 2. Current Situation

A high level summary of the College's 2018-19 performance indicators is provided in appendix 2.

### Further Education Full-Time – FE FT

Performance, with reference to completed successful on FE FT programmes, is broadly similar to that in academic sessions 2016-17 and 2017-18. This will be an area of focus for the Vice-Principal and Curriculum teams if the challenging national ambition of 75% completed successful is to be realised in academic session 2020-21. The strategy will include a focus on reducing partial success and further withdrawal which both increased from 2017-18.

### Further Education Part-Time – FE PT

FE PT performance continues to improve with completed successful increasing year on year. Early withdrawal, further withdrawal and partial success rates all decreased.

### Higher Education Full-time – HE FT

As with FE FT, performance, with reference to completed successful on HE FT programmes, is broadly similar to that in academic sessions 2016-17 and 2017-18. While early withdrawal rates decreased, further withdrawal and partial success increased. Strategies to increase completed successful rates and to reduce further withdrawal and partial success will be a focus.

### Higher Education Part-time – HE PT

HE PT performance continues to be strong with completed successful increasing year on year. Early withdrawal, further withdrawal and partial success rates all decreased.

A performance comparison, by Education Scotland subject grouping, is also provided for information.

A full analysis of performance indicators will be undertaken through the area team evaluation sessions scheduled to take place throughout September.

### **3. Conclusion**

Members are asked to note that the information provided is an interim position. PIs will not be confirmed until after the FES return to SFC and the subsequent audit process is complete.

Further reports and presentations will be brought to Committee later in the academic year when the team evaluations have concluded and when the national sector PIs are published.

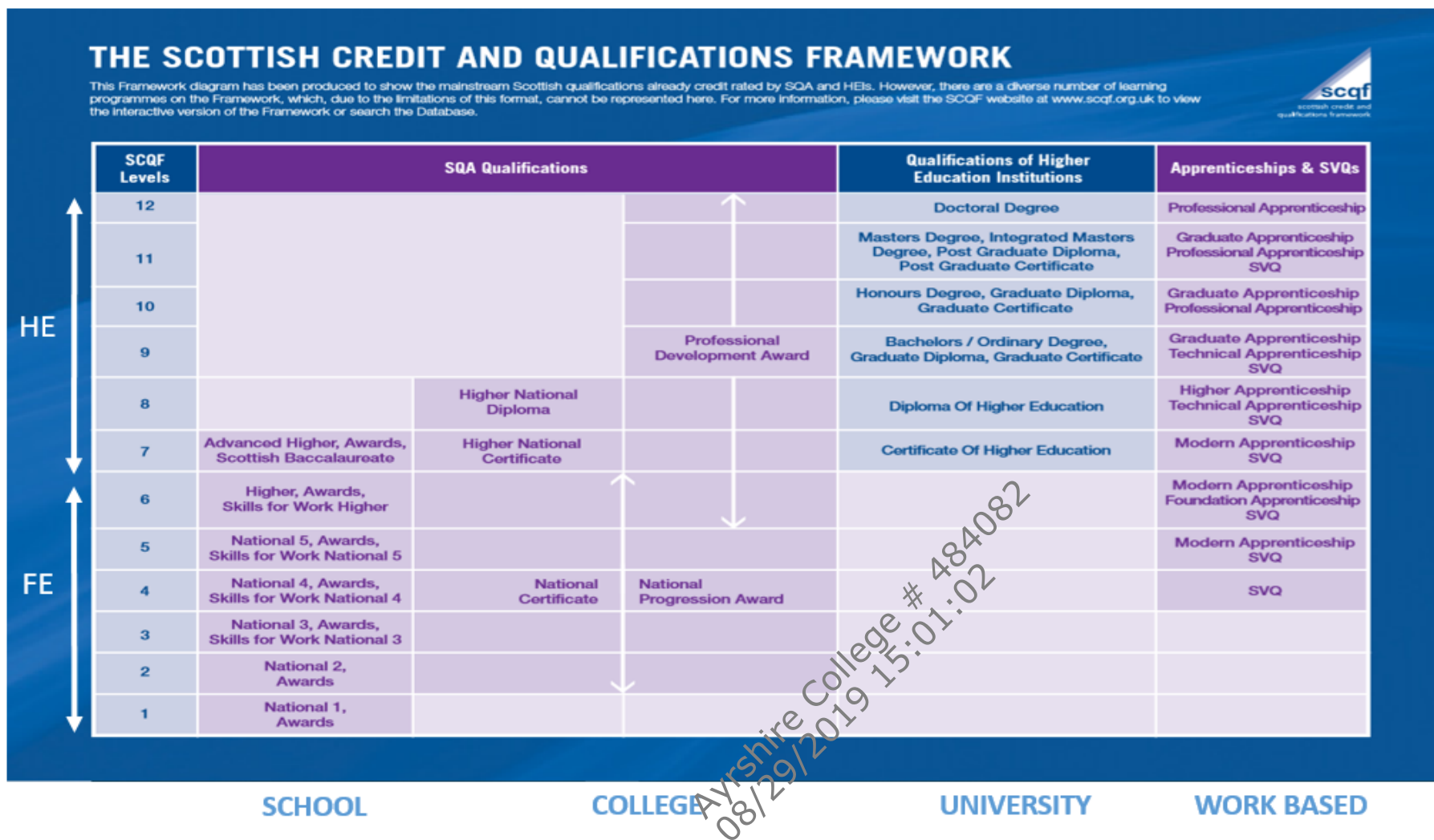
**Anne Campbell**  
**Vice Principal, Curriculum**  
**27 August 2019**

### **Publication**

This paper will be published on the College website.

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# APPENDIX 1





# 2018-19 Performance Indicators

## High-level summary

### FE Full Time

#### High-Level Summary

2018-2019 Student Success %	2018-2019 Partial Success %	2018-2019 Early Withdrawn %	2018-2019 Further Withdrawn %	2018-2019 Withdrawn Total
2,553 (66.6%)	314 (8.2%)	371 (9.7%)	594 (15.5%)	965 (25.2%)
2017-2018 Student Success %	2017-2018 Partial Success %	2017-2018 Early Withdrawn %	2017-2018 Further Withdrawn %	2017-2018 Withdrawn Total
2,802 (66.9%)	292 (7.0%)	490 (11.7%)	604 (14.4%)	1,094 (26.1%)
2016-2017 Student Success %	2016-2017 Partial Success %	2016-2017 Early Withdrawn %	2016-2017 Further Withdrawn %	2016-2017 Withdrawn Total
2,645 (66.8%)	339 (8.6%)	372 (9.4%)	606 (15.3%)	978 (24.7%)
2015-2016 Student Success %	2015-2016 Partial Success %	2015-2016 Early Withdrawn %	2015-2016 Further Withdrawn %	2015-2016 Withdrawn Total
2,734 (61.1%)	470 (10.5%)	561 (12.5%)	713 (15.9%)	1,274 (28.5%)
2014-2015 Student Success %	2014-2015 Partial Success %	2014-2015 Early Withdrawn %	2014-2015 Further Withdrawn %	2014-2015 Withdrawn Total
2,895 (58.7%)	572 (11.6%)	446 (9.0%)	995 (20.2%)	1,464 (29.7%)

### FE Part time

#### High-Level Summary

2018-2019 Student Success %	2018-2019 Partial Success %	2018-2019 Early Withdrawn %	2018-2019 Further Withdrawn %	2018-2019 Withdrawn Total
8,135 (82.9%)	601 (6.1%)	463 (4.7%)	574 (5.9%)	1,074 (10.9%)
2017-2018 Student Success %	2017-2018 Partial Success %	2017-2018 Early Withdrawn %	2017-2018 Further Withdrawn %	2017-2018 Withdrawn Total
6,278 (79.4%)	673 (8.5%)	449 (5.7%)	480 (6.1%)	956 (12.1%)
2016-2017 Student Success %	2016-2017 Partial Success %	2016-2017 Early Withdrawn %	2016-2017 Further Withdrawn %	2016-2017 Withdrawn Total
4,754 (74.2%)	829 (12.9%)	338 (5.3%)	478 (7.5%)	826 (12.9%)
2015-2016 Student Success %	2015-2016 Partial Success %	2015-2016 Early Withdrawn %	2015-2016 Further Withdrawn %	2015-2016 Withdrawn Total
5,896 (76.2%)	1,139 (14.7%)	344 (4.4%)	352 (4.5%)	707 (9.1%)
2014-2015 Student Success %	2014-2015 Partial Success %	2014-2015 Early Withdrawn %	2014-2015 Further Withdrawn %	2014-2015 Withdrawn Total
7,711 (82.7%)	752 (8.1%)	333 (3.6%)	478 (5.1%)	864 (9.3%)

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## HE Full Time

### High-Level Summary

2018-2019 Student Success % 1,480 (67.2%)	2018-2019 Partial Success % 253 (11.5%)	2018-2019 Early Withdrawn % 132 (6.0%)	2018-2019 Further Withdrawn % 336 (15.3%)	2018-2019 Withdrawn Total 468 (21.3%)
2017-2018 Student Success % 1,582 (67.3%)	2017-2018 Partial Success % 235 (10.0%)	2017-2018 Early Withdrawn % 194 (8.2%)	2017-2018 Further Withdrawn % 341 (14.5%)	2017-2018 Withdrawn Total 535 (22.7%)
2016-2017 Student Success % 1,668 (68.4%)	2016-2017 Partial Success % 276 (11.3%)	2016-2017 Early Withdrawn % 150 (6.2%)	2016-2017 Further Withdrawn % 344 (14.1%)	2016-2017 Withdrawn Total 494 (20.3%)
2015-2016 Student Success % 1,597 (63.6%)	2015-2016 Partial Success % 362 (14.4%)	2015-2016 Early Withdrawn % 195 (7.8%)	2015-2016 Further Withdrawn % 357 (14.2%)	2015-2016 Withdrawn Total 552 (22.0%)
2014-2015 Student Success % 1,503 (62.4%)	2014-2015 Partial Success % 277 (11.5%)	2014-2015 Early Withdrawn % 134 (5.6%)	2014-2015 Further Withdrawn % 491 (20.4%)	2014-2015 Withdrawn Total 628 (26.1%)

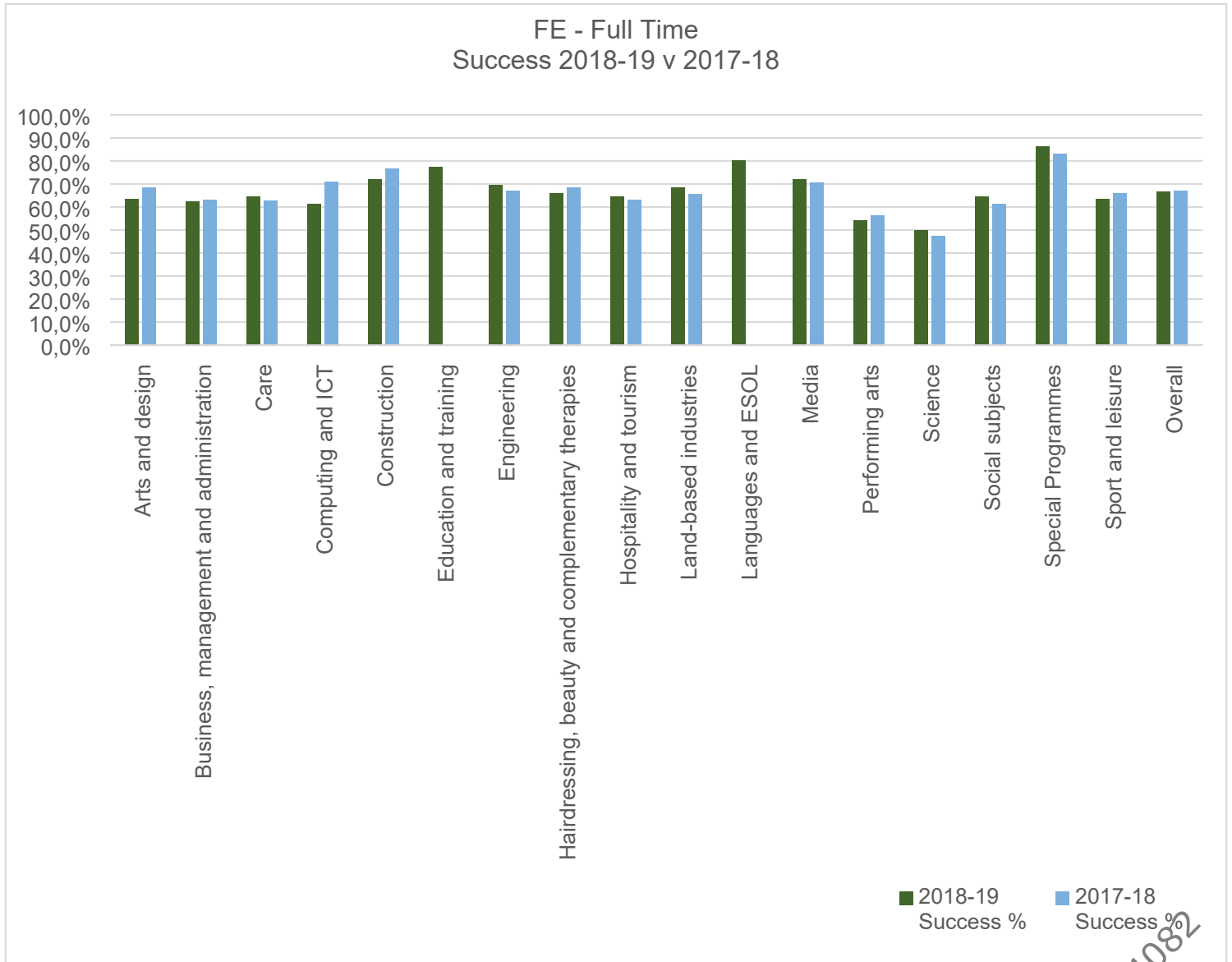
## HE Part Time

### High-Level Summary

2018-2019 Student Success % 493 (86.8%)	2018-2019 Partial Success % 28 (4.9%)	2018-2019 Early Withdrawn % 23 (4.0%)	2018-2019 Further Withdrawn % 17 (3.0%)	2018-2019 Withdrawn Total 47 (8.3%)
2017-2018 Student Success % 412 (79.7%)	2017-2018 Partial Success % 43 (8.3%)	2017-2018 Early Withdrawn % 35 (6.8%)	2017-2018 Further Withdrawn % 26 (5.0%)	2017-2018 Withdrawn Total 62 (12.0%)
2016-2017 Student Success % 612 (79.5%)	2016-2017 Partial Success % 82 (10.6%)	2016-2017 Early Withdrawn % 28 (3.6%)	2016-2017 Further Withdrawn % 46 (6.0%)	2016-2017 Withdrawn Total 76 (9.9%)
2015-2016 Student Success % 579 (81.2%)	2015-2016 Partial Success % 72 (10.1%)	2015-2016 Early Withdrawn % 20 (2.8%)	2015-2016 Further Withdrawn % 41 (5.8%)	2015-2016 Withdrawn Total 62 (8.7%)
2014-2015 Student Success % 517 (74.2%)	2014-2015 Partial Success % 86 (12.3%)	2014-2015 Early Withdrawn % 18 (2.6%)	2014-2015 Further Withdrawn % 67 (9.6%)	2014-2015 Withdrawn Total 94 (13.5%)

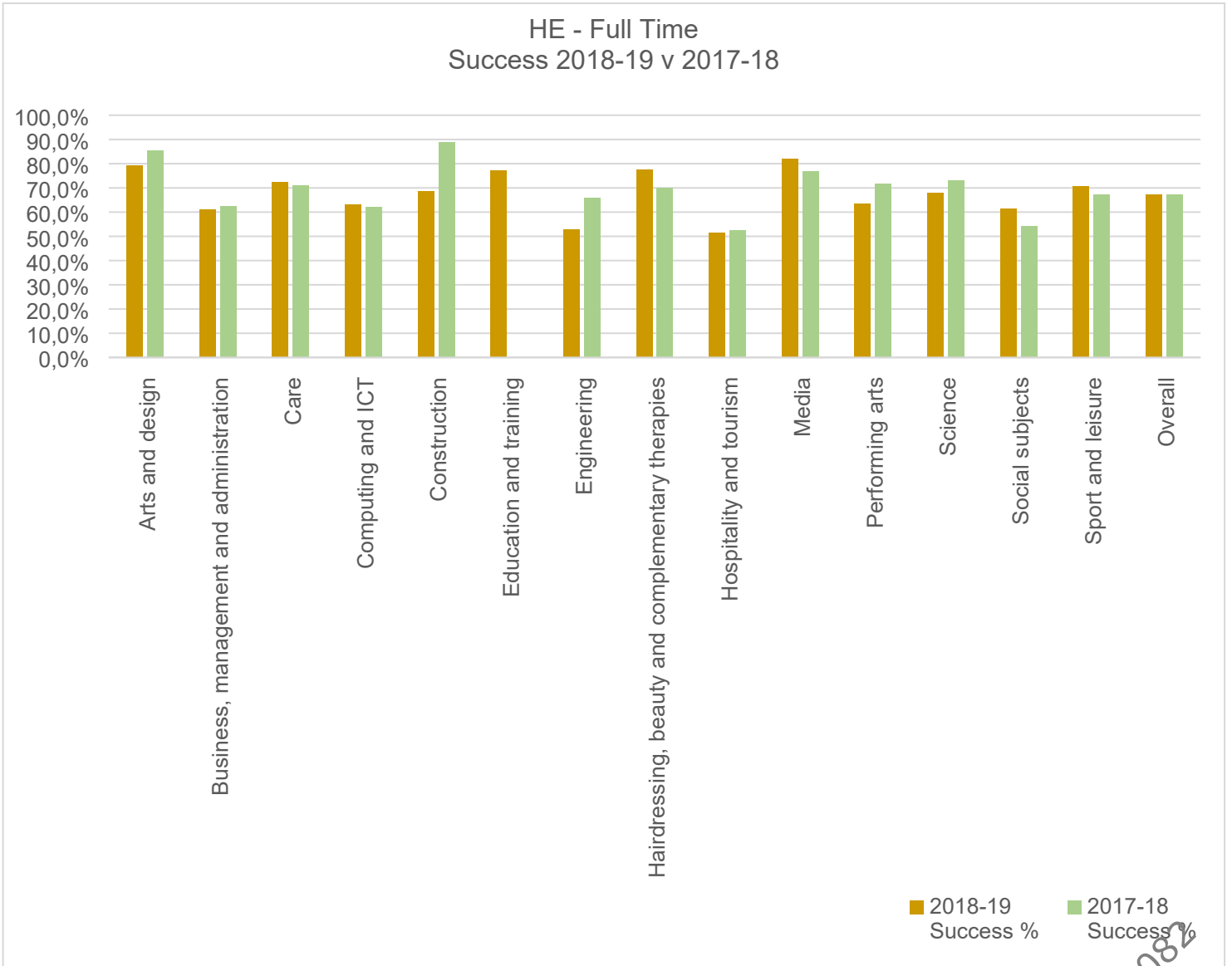
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## FE – Full Time Success by Education Scotland Subject Grouping



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## HE - Full Time Success by Education Scotland Subject Grouping



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**Learning and Teaching Committee**

**5 September 2019**

**Subject:** Information for College Quality arrangements 2019-20

**Purpose:** To provide members with information about how Education Scotland and the Scottish Funding Council plan to engage with colleges to ensure that they are delivering on the ambitions set out in their Enhancement Plans through a programme of progress visits. It also provides information on future reporting.

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

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**1. Background**

During academic year 2017-18, all colleges submitted an Evaluative Report and Enhancement Plan. The current enhancement plan is a three year plan covering 2018-19 to 2020-21 and contains areas for development, and associated actions, across the three themes of *Outcomes and Impact, Delivery of Learning and Services To Support Learning and Leadership and Quality Culture*. Progress against actions are monitored by the Learning and Teaching Committee.

**2. Current Situation**

During 2019-20, Education Scotland and Scottish Funding Council will begin a series of progress visits (PVs), with colleges, to evaluate progress being made against ambitions set out in their Enhancement Plans. These progress visits will be in addition to the usual ongoing engagement visits carried out by Education Scotland and Scottish Funding Council which enable communication and continuous engagement. Ayrshire College's progress visit will take place week commencing 13 January 2020.

During 2019-20, colleges are expected to use the summary report, issued after the progress visit, to refresh their Enhancement Plans.

For October 2019, colleges will be asked to complete an Annual Report for the Scottish Funding Council.

Colleges will be expected to produce their next full Evaluative Report and Enhancement Plan in 2020.

**3. Conclusion**

Members are invited to note the contents of this paper.

Ayrshire College #484082  
08/29/2019 15:01:02  
**Anne Campbell**  
Vice Principal, Curriculum  
27 August 2019

**Publication**

This paper will be published on the College website

(Paper 5a)

To College Principals

4 June 2019

Dear Colleagues

### **Additional information for the college quality arrangements for 2019-20**

The following provides a brief outline of how Education Scotland and Scottish Funding Council plan to engage with colleges to ensure that they are delivering on the ambitions set out in their Enhancement Plans through a programme of progress visits. It also provides information on future reporting.

#### **Background**

Over the last two years, Education Scotland and Scottish Funding Council have worked collaboratively to develop new quality arrangements for assuring and improving the quality of provision delivered in Scotland's colleges. The arrangements are predicated on colleges improving their work through self-evaluation with external assurance of the ability and effectiveness of colleges to carry out evaluation and plan for improvement.

During the academic year 2017-2018, all colleges carried out a self-evaluation resulting in an Evaluative Report and Enhancement Plan (EREP). The Evaluative Report is essentially an account of progress in relation to Outcome Agreement priorities and a self-evaluation of quality assurance measured against a range of quality indicators (QIs). The Enhancement Plan provides an opportunity for colleges to set out an agenda for improvement.

#### **Progress visits**

Building on the significant work to date and colleges' EREPs, from September 2019 Education Scotland and Scottish Funding Council will begin a programme of progress visits with colleges to evaluate progress being made against the ambitions set out in their Enhancement Plans. These progress visits will be in addition to the usual

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ongoing engagement visits carried out by Education Scotland and Scottish Funding Council which enable communication and continuous engagement.

During the course of the academic year, HM Inspectors of Education in conjunction with Scottish Funding Council will undertake a progress visit (PV) for each college. PVs will focus on three key areas: outcomes and impact, delivery of services to support learning, and leadership and quality culture. They will be planned collaboratively between the college, Education Scotland and Scottish Funding Council. The team carrying out the progress visit will engage with staff, students and other stakeholders and produce a summary report for each college which will be shared with the Principal, College Board and Scottish Funding Council.

Progress visits, along with ongoing engagement visits, will also enable the identification and sharing of highly effective practice to support colleges on their journey to improvement.

Work is underway to plan the PVs and your link inspector will be in contact with you to discuss any particular circumstances which would impact on the scheduling of your PV. More detailed briefings for the PVs are also being developed and will be shared over the summer.

### **Reporting going forward**

During 2019-20, colleges should use the summary report issued after the progress visit to refresh their Enhancement Plans.

For October 2019, colleges will be asked to complete an Annual Report for the Scottish Funding Council. A template, which was co-created with the sector, will be provided to colleges to simplify and streamline reporting.

Going forward, colleges will be expected to produce their next full EREP in 2020.

Yours sincerely



Janie McManus  
Strategic Director Scrutiny  
Education Scotland



John Kemp  
Director Access, Skills and Outcome Agreements  
Scottish Funding Council

Fife College # 484082  
08/29/2019 15:01:02

## Learning and Teaching Committee

5 September 2019

<b>Subject:</b>	2018-19 External Verification Report
<b>Purpose:</b>	To inform the Learning and Teaching Committee of the overall results of external verification activity during 2018-19
<b>Recommendation</b>	Members are invited to note the contents of this paper

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## 1. External Verification Activity 2018-19

In 2018-19, the College was externally verified by a number of Awarding Bodies with visits being spread across all three main campuses. The College participated in a total of 92 external verification activities (compared to 76 in 2017-18) as follows:

- 62 SQA visits (57 in 2017-18)
- 14 SQA postal/central verifications (6 in 2017-18)
- 16 visits from other Awarding Bodies (13 in 2017-18)

In total, 90 external verifications were successful at the first visit and certification was recommended in all but two occasions where further actions were required. This was resolved quickly and all students were certificated on time. One of these courses was a commercial course being delivered in a Partnership with an external agency. As a result of the EV outcome the commercial partner and the college curriculum area are now working together on standardisation activities and sharing good practice.

Overall, this has been another successful year for external verification visits indicating that the College's internal processes to assure the quality of our assessment decisions are working well. Staff development and support from the Quality Enhancement team will continue.

Many External Verifiers identified areas of good practice including:

- *'The centre, prior to delivery, held a student focus group which allowed a student centric approach to be adopted during reviews of assessment environments; equipment; and reference, learning and assessment materials. This in turn allowed student development needs to be identified proactively, both by the candidates and the Assessor and Internal Verifier.'*
- *'Some of the candidate evidence was of a very high standard with folios showing specific improvements based on assessor feedback. The use of*



*candidate blogs as assessment evidence has worked well and staff are keen to develop this idea further'*

- *'The candidates interviewed were highly complementary of the support provided by the team. The support and development needs assessment system being used is clearly highly effective.'*
- *'Assessments being modified to suit candidate needs and facilitate achievement is an excellent technique to ensure that assessments are fair and equitable.'*
- *'The staff had a provided a good reference of materials on their VLE. This allowed the students to access appropriate materials to facilitate their learning'*
- *'There were extensive minutes from meetings that made it apparent the staff are reflecting on their assessment practices.'*
- *'There was evidence of good practice in the detail and amount of feedback to candidates throughout the process. Feedback was targeted regarding improvement and annotations throughout the candidate evidence which details the satisfactory and unsatisfactory application of the candidate's ideas. Candidates received feedback via email advising them of success/remediation.'*
- *'Excellent Internal Verification was evident with double marking and comments from the Internal Verifier, plus the use of an Internal Verification Activity form which was provided'*
- *'Candidates get opportunity to make own comment on the assessment process. This encourages candidates to be actively involved in the feedback process.'*

## **2. Conclusion**

The external verification visits for 2018-19 have been successful and build on the progress made year on year. External visits provide robust evidence and confirmation that the College is maintaining high standards and continuing to develop good practice in inspiring and innovative ways. The College will continue to embrace and welcome the opportunity to work with our Awarding Bodies.

Members are invited to note the contents of this paper.

**Jane McKie**  
**Vice Principal, People**  
**16 August 2019**

*(Ann Heron – Head of Quality Enhancement)*

### **Publication**

This paper will be published on the College website.

**Learning and Teaching Committee****5 September 2019****Subject:** 2018-19 Credit Position Report - Final Position for Audit**Purpose:** To advise the Learning and Teaching Committee of the 2018-19 credit position, as at August 2019, and to provide an analysis of actual performance against SFC activity target**Recommendation:** Members are invited to note the contents of this paper**1. Background**

A key strategic aim, of the College, is to meet the annual credit activity target agreed with the Scottish Funding Council (SFC) as part of the Outcome Agreement process.

The activity target, agreed for 2018-19, was 124,958 credits which comprised of a combination of core, ESF and additional Early Years credits.

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

**2. Current Situation**

Table 1 provides detail of the SFC activity target and the anticipated final position. The College is on target to achieve approximately 125,631 credits, which is 673 credits above target.

*Table 1 - Credit target and delivery to date (at 27 August 2019)*

<b>SFC Activity Target 2018-19</b>	<b>124,958</b>
<b>Projected final position</b>	<b>125,631</b>
<b>Difference to target</b>	<b>673</b>

**3. One plus activity**

One-plus activity has been capped, by SFC, at 2.5% of the agreed SFC target for all colleges in 2018-19. This has been discussed, regularly, at Executive and Senior Leadership Team meetings, and reported to the Learning and Teaching Committee throughout 2018-19.

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The College submitted a request for a range of courses to be excluded from one-plus activity in 2018-19 and the following exemptions were granted:

- City and Guilds Wind Turbine Technician
- SVQ Level 3 Hairdressing
- HNC Care and Administrative Practice
- HNC Childhood Practice.

The current projected final credit position includes the maximum 2.5% one-plus activity as well as granted exemptions.

#### **4. Resource Implications**

SFC reserves the right to claw back funding if the College does not meet the agreed activity target. However, the College is not funded for over delivery and, as such, a balance requires to be struck in planning and monitoring of credit activity.

#### **5. Risks**

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

#### **6. Equality Impact Assessment**

Not required.

#### **7. Conclusion**

The College has exceeded the SFC activity level agreed for 2018-19. It is expected that there will be slight variations to the figures noted above as the College completes the final stages of the Further Education Statistics (FES) return. However, the total credits recorded on the student information system will provide a comfortable position for the College during its final FES validation processes and through the annual SFC audit.

Members are invited to note the contents of this paper.

**Anne Campbell**  
**Vice Principal, Curriculum**  
**27 August 2019**

#### **Publication**

This paper will be published on the College website.

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## Learning and Teaching Committee

5 September 2019

**Subject:** 2018-19 Student Support Funds Final Position at July 2019

**Purpose:** To update Members on the Student Support Funds final position as at July 2019

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

## 1. Current Situation

The following sections of this paper provide details of the final position of each fund as at 31 July 2019.

### 1.1 SFC Funds provided for Bursary Support

Total 2018-19 SFC Student Support Funds are £10,040,477. Table 1 below details the bursary support funds provided by SFC for 2018-19 together with projected expenditure figures as at 7 May 2019.

**Table 1**

Student Support Fund	Revised Budget	Actual Expenditure	Difference
SFC Bursary	8,553,418	8,455,599	97,819
FE Childcare	671,575	555,093	116,482
HE Childcare	287,818	307,975	(20,157)
FE Discretionary	527,666	329,549	198,117
<b>Total</b>	<b>£10,040,477</b>	<b>£9,648,216</b>	<b>392,261</b>

Members are asked to note that the College did not utilise in full the FE Discretionary budget for 2018-19. This is mainly due to the requirements of universal credit and increased discretionary funding would result in students having their overall funding stopped and as such would not be financially advantageous.

### 1.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year-old students. The College's EMA allocation for AY 2018-19 was £600,000 and the College spent £657,960.

### 1.3 SAAS Funds provided for Higher Education Discretionary support

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

Table 2 below details the HE Discretionary Fund Budget made available by SAAS for 2018-19 together with final expenditure as at 31 July 2019.

**Table 2**

<b>Student Support Fund</b>	<b>Revised Budget</b>	<b>Actual Expenditure</b>	<b>Difference</b>
HE Discretionary Additional Funding	£134,613	£121,958	£12,655
<b>Total</b>	<b>£134,613</b>	<b>£121,958</b>	<b>£12,655</b>

## 2. Consultation

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

## 3. Risks

The disbursement of student support funds and financial monitoring arrangements are key areas of financial risk for the College. In addition, issues arising from the management of the student support funds can impact significantly on the reputation of the College.

## 4. Equality Impact Assessment

An impact assessment was completed in respect of the 2018-19 Student Funding Policy and Procedures.

## 5. Conclusion

Members are asked to note the contents of this paper.

**Michael Breen**  
**Vice Principal, Finance**  
**19 August 2019**

*(James Thomson - Director, Finance, Student Funding and Estates)*

### **Publication**

This paper will be published on the College website.

**Learning and Teaching Committee**

**5 September 2019**

**Subject:** Evaluative Report and Enhancement Plan 2018-21 Progress Report

**Purpose:** To advise members of progress with the 2018-21 Enhancement Plan

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

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**1. Background**

As part of the national quality framework *How Good Is Our College?*, all colleges are required to write an annual Evaluative Report and Enhancement Plan (EREP).

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

**2. Current Situation**

Appendix 1 contains the full three year Enhancement Action Plan with a RAG status colour coded to indicate progress with each action.

Appendix 2 contains commentary on outstanding actions due for completion by the end of the reporting cycle.

During 2019-20, Education Scotland and Scottish Funding Council will begin a series of progress visits (PVs), with colleges, to evaluate progress being made against ambitions set out in their Enhancement Plans.

During 2019-20, colleges are expected to use the summary report, issued after the progress visit, to refresh their Enhancement Plans.

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

**Anne Campbell**  
**Vice Principal, Curriculum**  
**22 August 2019**

**Publication**

This paper will be published on the College website.

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## APPENDIX 1 – ENHANCEMENT PLAN 2018-21

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

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



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

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
		the needs of local employers.				
	A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities.	Student success is dependent on the quality of learning and teaching and it is critical that the primary focus of curriculum CPD is on teaching practice with subject-specific training as a secondary support.	<ul style="list-style-type: none"> <li>Support lecturers enrolled on the PDA and TQFE qualifications.</li> <li>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.</li> </ul>	<p>October 2018</p> <p>September 2018</p>	<p>Staff Learning and Development Manager</p> <p>Director of Quality Enhancement and Business Improvement</p>	Staff will be more confident in their delivery and practice which will translate into an improved student experience, increased student satisfaction and an improvement in student attainment.
		<ul style="list-style-type: none"> <li>Deliver a series of "Learning and Teaching Conversation Cafes" to support implementation of new Learning and Teaching Strategy.</li> </ul>	February 2019	Directors of Learning and Skills		
		<ul style="list-style-type: none"> <li>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.</li> </ul>	August 2019	Director of Quality Enhancement and Business Improvement		

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

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

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

## APPENDIX 2 - Enhancement Plan 2018-2021 – PROGRESS REPORT

Area for development	Action(s)	Implementation milestone	Lead	RAG Status	Comments
Support Construction, Hairdressing, Care and Engineering curriculum teams to address gender imbalance.	Gender Leadership Group to implement the actions contained in the Gender Action Plan and monitor progress.	December 2019	VP Curriculum		Anne Campbell met Cameron Bell (interim group Chair) and Sara Turkington to discuss work and progress to date. Plans are now being developed to re-instate the group for August 2019. Sara Turkington will attend national event in October
A few curriculum teams have not fully embedded and contextualised core skills delivery to their vocational area	Good practice to be highlighted and shared with curriculum teams	June 2019	Head of Essential Skills		Greg Cassidy is working with core skills lecturers to identify good practice examples from 2018-19. These were shared at a cross-college event in August 2019
	Curriculum Managers to co-ordinate opportunities for vocational and core skills staff to meet and jointly plan course delivery	August 2019	Curriculum Managers		CMs invited core skills lecturers to the final course team meeting of the current session. Moving forward, joint project delivery options will be identified to provide a mechanism to contextualise core skills within vocational unit delivery.
A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities	Deliver a series of “Learning and Teaching Conversation Cafes” to support implementation of new Learning and Teaching Strategy	August 2020	Directors of Learning and Skills		Following completion of the organisational review process Anne Campbell will work with Curriculum Directors to implement a new Learning and Teaching Strategy and lead development sessions with teaching staff.

Area for development	Action(s)	Implementation milestone	Lead	RAG Status	Comments
	Introduce a cross college peer review process to observe 100 lecturers per year on a three-year rolling plan, evaluating the quality of the learning experience	August 2020	Vice Principal Curriculum		A set of proposals have been shared with Anne Campbell and these will be discussed with the Senior Leadership Team in due course, following completion of the organisational review. Various models will be considered in light of the NRWP agreement
The Nethermain Campus is not providing students with an appropriate standard of accommodation to support high quality learning and teaching	Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire	December 2019	Director of Aerospace, Construction, Engineering and Science		Ongoing discussions taking place between College Management and Nuclear Decommissioning Authority regarding funding and options for new facility

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**Learning & Teaching Committee**

**5 September 2019**

**Subject:** Industry Programmes 2018-19 Progress Report

**Purpose:** To advise Members of industry focused activity

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

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**1. Background**

The focus of the College's industry training activity is to respond to employer demand. Commercial, apprenticeship and employability provision complements and enriches the curriculum offer, allowing the College to demonstrate significant added value to students, employers and communities.

The College continually develops the portfolio it offers to businesses to ensure industry demands are met. Developments continue in our apprenticeships and short course portfolios to make our service best meet the skills development needs of employers and stakeholders.

**2. Apprenticeships**

Modern Apprenticeships (MAs)

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

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

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<b>Sector</b>	<b>2018-19 Award</b>	<b>2018-19 Starts</b>	<b>2019-20 Award</b>	<b>Current 2019-20 Pipeline</b>
Automotive	24	9	12	27
Construction Trades	5	8	30	33
Customer Service	2	0	0	0
Engineering	73	73	91	92
Food & Drink	0	0	12	5
Hairdressing	20	20	22	5
Hospitality	2	21	22	4
Life Science	2	0	0	0
Sport, Health & Social Care	10	10	7	8
<b>Total</b>	<b>138</b>	<b>141</b>	<b>196</b>	<b>173</b>

The award of 196 places positioned Ayrshire College as the third largest provider of Modern Apprenticeships in the college sector and was a significant increase on the 2018-19 award. The College is the second largest provider of engineering apprenticeships in the sector, behind Forth Valley College.

Recruitment to the 2019-20 contract to date has been very strong and further places will be requested from SDS where over-recruitment is evidenced.

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

Sectors such as Hairdressing and Hospitality traditionally recruit on an ongoing basis throughout the year, rather than being focussed on the start of the academic year.

Due to the strong recruitment demand experienced to date, confidence levels are high that the total number of 2019-20 new starts will meet or exceed the number of contracted places.

A new staff member was recruited to the automotive assessment team alongside a recovery plan after an extended period of staff illness. We are now seeing recruitment return to normal levels.

Income for 2018-19 from the Modern Apprenticeship programme was £612,000 and KPI recovery continues due to the issues previously experienced in the automotive sector.

Alongside the contract we hold directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Approximately 350 apprentices are supported by these contracts with an associated income of £334,000 achieved in 2018-19.

Alongside the 570 apprentices allocated to our direct SDS contract, the College continues to train more than 900 apprentices each academic year.

### Foundation Apprenticeships (FAs)

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

	<b>Awarded</b>	<b>Contracted Value</b>	<b>Anticipated Starts</b>
Civil Engineering	15	£85,830	18
Engineering	45	£286,740	48
Children & Young People	45	£188,865	51
Business Skills (1yr)	15	£53,145	15
Scientific Technologies (1yr)	15	£59,505	7
Children & Young People (1yr)	15	£62,955	4
<b>Total</b>	<b>150</b>	<b>£737,040</b>	<b>143</b>

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

Assuming the number of anticipated starts are in alignment with actual starts in August, subsequent work will be undertaken as part of the SDS Contract Variation process to adjust the contract value in relation to the numbers of starts.

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

### **3. Business Solutions**

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

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

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

The College has commissioned work totalling £490,000 from the applications received for the 2018-19 FWDF contract. This value is slightly below the value of applications received as some companies reduced the scope of their requirement towards the end of the commissioning process.

To date (end of July 2019), contracts totalling £236,000 were underway or complete, with the remaining £254,000 scheduled to be underway by the end of September 2019. Although, £170,000 of activity from the 2017-18 FWDF contract was delivered in August and September 2018, ELT has recently taken the decision to reallocated approximately £133,000 to another college. This decision was taken to allow the Business Growth team to focus on delivery of the 2019-20 FWDF.

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

<b>Applications Received (37)</b>		<b>Waiting List</b>
Merck	Egger	Bridgend
Ryanair	Brakes **	Neogen **
KA Leisure	Affinity Trust	AB Ports **
Rainbow Care	Mahle	Ingram Motors **
Buzzworks	Kilmarnock Football Club **	Brighter Kind **
East Ayrshire Council	GE Caledonian	BAM FM **
Windhoist	Booth Welsh	UPM Kymmenne **
Ayrshire Hospice	NATS **	Morgan Sindall **
Halls of Scotland	South Ayrshire Council	
Glasgow Prestwick Airport	Brown Brothers **	
Turnberry Hotel	Collins Aerospace	
Awilco Drilling	QTS Group **	
Ayrshire College	Ardagh Glass **	
Hansel Alliance	NHS A&A	
Spirit Aerosystems	National Autistic Society **	
North Ayrshire Council	Egger	
Hillhouse Quarry	Brakes **	
SThree **	Affinity Trust	
Costley & Costley		
	<b>£490,332</b>	<b>£120,000</b>

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

Demand for the standard diet of commercial courses started well in the first months of academic year 2018-19. Work is ongoing to minimise the impact of FWDF funding on the College's ongoing commercial course offer. Commercial courses to a total value of £336,000 were delivered in 2018-19. This includes large SVQ contracts that were secured with East Ayrshire Council and Affinity Trust.

In December 2018, the College was notified that national funding through the SDS administered Individual Training Accounts (ITAs) was being suspended until the end of the financial year due to a lack of remaining budget. The ITA scheme provides £200 towards approved training courses and is available to

unemployed or low paid members of the public who are not currently in full time education or training. The suspension of funding had an impact on the standard diet of commercial courses being delivered in this period. The programme was re-opened in April 2019 for a short period to mop up previous applicants who missed out in this period. The scheme is currently open for a period of time until September 2019, when Scottish Government expects to have allocated all currently available funds.

#### **4. Construction Modern Apprenticeships**

Previously reported ongoing work to find sustainable resolution to the issues regarding Construction Modern Apprenticeships has resulted in a positive outcome for the college sector. Meetings with Scottish Government, SQA Accreditation, SQA, CITB, SFC and SDS have resulted in additional funding from CITB to help fund requirements for additional work-based observation and assessment that is mandatory from August 2019.

An initial increase in funding had been secured from CITB from 2018-19 onwards. This 20% uplift did not meet the total shortfall in funding for the work-based. After subsequent negotiation, CITB agreed to increase funding from the original £2450 per apprentice to £4500, applicable to all apprentices from the 2017-18 intake onwards.

Work continues with CITB to agree a pattern of payment across the four year apprenticeship. The >80% increase in funding from CITB per apprentice has a significant positive impact on the business model the college sector has with CITB

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

#### **5. Conclusion**

Following the implementation of the organisational review, progress on the Business Growth area will be reported to future BRIC committees. Progress on the apprenticeships and work based learning area will be reported to the Learning and Teaching Committee.

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

**Stuart Millar**  
**Director of Industry Programmes**  
**July 2019**

#### **Publication**

This paper will be published on the College website.

## Appendix 1 – Case Studies

### Taylor Wimpey Apprenticeship Academy

As part of the ongoing exercise regarding Construction Modern Apprenticeships, the College has been looking to expand its direct contract with Skills Development Scotland to service this sector. Thirty starts were bid for, and awarded, as part of the annual tendering process.

In order to fill these awarded places, we are now promoting this expanded offer, starting with companies we have had recent dialogue with.

One of these companies was Taylor Wimpey West of Scotland, part of the Taylor Wimpey group that is one of the UK's largest homebuilding firms.

The College's offer resonated with Taylor Wimpey's future plans, including an approach promoting consistency and high quality, and a collaboration between the two organisations has quickly formed.

The College is now identified as Taylor Wimpey's West of Scotland Apprenticeship Academy. All apprentices in the West of Scotland will undertake their apprenticeship at Ayrshire College. In 2019-20, a total of 20 apprentices from the company will undertake this scheme.

The company is committed to this approach for the next five years and sees a natural progression of the collaboration to encompass the pre-apprenticeship pipeline also.

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## Learning and Teaching Committee

5 September 2019

<b>Subject:</b>	Student Services Annual Report 2018-19
<b>Purpose:</b>	To provide the Learning and Teaching Committee with a summary of the activity and outcomes for Student Services for 2018-19
<b>Recommendation:</b>	Members are invited to note the contents of this report

## 1. Background

This report provides an overview of the type and volume of activity, which has supported students during academic year 2018-19.

For information, the Student Services directorate comprises three main teams:

- Student Services
- Inclusive Learning
- Learning Resources

## 2. Current Situation

### 2.1 Student Services

The table below shows the significant activity to support students, which has been delivered during 2018-19.

Activity	2016-17	2017-18	2018-19	% Change
Service Desk Enquiries	25,925	26,986	19,235	-28.7%
1-2-1 Students Supported	8,789	9,273	11,955	+28.9%
Disciplinary Referrals	206	169	150	-11.3%
Safe Guarding Concerns	161	145	158	+9%
PVGs Completed	1,343	718	793	+10.5%
Workshops Delivered	591	1,114	1,209	+8.5%
Students Attending Workshops	7,540	14,025	16,279	+16.2%
UCAS Applications	690	695	682	-1.8%
Counselling Session	536	489	664	+35.8%

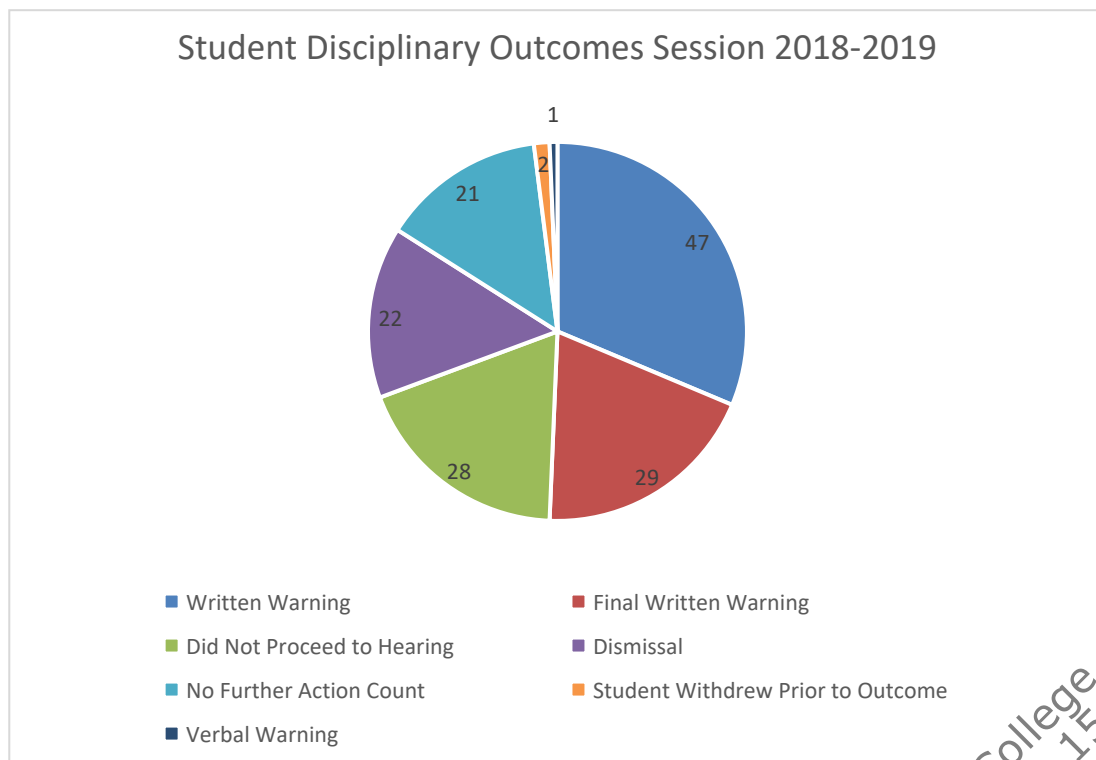
It can be seen that the changes made to the service desk arrangements in 2016-17, including improved signage and increased staff availability, have continued to be effective in ensuring that students are able to access the right support on their first visit. The most common types of front desk enquiries were 1:1 appointment bookings,

bursary and SAAS funding, course application, attendance checks and referrals to Student Services Advisors and Inclusive Learning.

Overall, there has been an increase of 28.9% in the number of students receiving 1:1 support from Student Services, which shows that students know where to access support and that they value the support provided by the Student Services Advisors. The main areas of concern for students are still:

- Attendance issues
- Personal issues
- UCAS applications
- SAAS applications
- Health and wellbeing issues.

Student Services have continued to work closely with curriculum areas in relation to disciplinary matters and it can be seen from the figures above that there has been an 11.3 % decrease in the number of students referred to the Student Disciplinary process, This suggests that disciplinary matters are being dealt with more effectively at an informal level. The graph below shows a breakdown of disciplinary outcomes for 2018-19 and Appendix 1 shows a breakdown of the reasons for referral to the formal Student Disciplinary process



There has been an increase of 18.6% in safeguarding concerns across the College with 172 referrals in 2018-19 compared with 145 referrals in 2017-18. 16 required no further action, 67 were referred to external agencies for support, and 81 were referred to internal College services for additional support. The number of students being referred to internal services including the Liaison Officers and Counselling Service demonstrates the importance and value of these resources for our students. The



overall increase in safeguarding referrals provides further evidence of the increase in mental health issues amongst Ayrshire College students.

Our students have also been supported through the Curriculum Discretionary Fund. In total, 377 payments were made to 313 of our most vulnerable students. In addition, the East Ayrshire Council Discretionary Fund provided 55 payments to students, mainly for support including household expenses

Student Services also distributed 241 lunch vouchers and 70 food bank vouchers to students across Ayrshire. The College has continued to work in partnership with local food banks to ensure that students have easy access to food packages on each campus and that support is provided to our most vulnerable students, many of whom face considerable barriers to learning.

The implementation of a new streamlined PVG process in 2016-17 has continued to provide benefits to students. The fact that continuing students no longer require a PVG update has improved the experience for these students, as they no longer have to repeat the PVG application process.

Overall, workshop delivery has increased by 8.5% this year and the number of students who have participated in workshops has increased from 14,025 to 16,279. Workshops have included mandatory First Steps, Staying on Track and Next Steps workshops delivered by Student Services as well as a range of workshops delivered by our three partnership liaison officers and the LRC.

In 2019-20, Student Services will continue to offer three mandatory workshops for all FE students as well as a range of other workshops on request. Student Services will also be involved in the delivery of some full-time level 4 programmes and will offer a range of workshops as part of this delivery, based on the needs of individual class groups,

In 2018-19 we have continued to work with curriculum and MIS colleagues to support student retention, through our weekly absence review meetings. The number of calls to our Absence Hotline has decreased; in 2017-18 we handled 1,265 and in 2018-19 this figure was 861. This suggests improved that more students are communicating directly with curriculum staff in relation to absence.

The number of counselling sessions delivered has increased by 35.8% from 489 in 2017-18 to 664 in 2018-19, whilst the total number of students referred for counselling has risen from 168 to 181. This rise suggests that students are benefiting from increased availability of counsellors across the week but it also highlights the increasing number of students who require a significant level of support during their time at College.

It is hoped that the work being done to encourage our students to develop resilience through workshops and access to self-help materials on Moodle, as well as the initial triage process will ensure that the counselling service is used appropriately and is accessible to students who will benefit from this valuable resource.

A number of key developments have been achieved this year including:

- Hosted colleagues from Fife and South Lanarkshire Colleges to discuss how retention meetings are used to support at risk students.
- We continue to have monthly campus meetings with our SDS partners to provide support for student transitions and tracking of young people without a positive destination.
- Staff attended Complaints Awareness Training, Minute Taking training, Database training, Windows 10 training, Universal Credit/Funding update training, Contact Scotland-BSL Demonstration.
- Attended Strathclyde University Counselling Unit Networking day
- Hosted North Ayrshire Council Housing Day, East Ayrshire Financial Inclusion Group Quarterly meeting and Glasgow Caledonian University Connects pop-ups and stalls within the College.

### 2.1.1 Police Scotland Partnership

Throughout this academic year, our Police CLO has delivered 173 workshops to 2,501 students, which is a 48% increase on the same period last year. The CLO also organised 20 additional workshops with external partners for 200 students as part of Student Safety Week in December 2018.

The CLO also provided interventions for 29 students, provided personal advice to 80 students and supported 73 staff members with advice on safeguarding matters, student issues or personal issues.

The CLO has also supported or organised a wide range of events designed to engage students in making positive life choices and contribution to their communities, which includes:

- Smoke Free Campus Awareness Raising and Campus Patrols
- Freshers' Week providing information stands, mock 'crime scenes', and student engagement on local policing
- National Care Leavers' Week celebration
- Get Safe Online Week – Providing Key Information to students
- Alcohol Awareness Week
- Reclaim the Night
- Student Safety Week

The CLO devised a Drug, Alcohol and the Law workshop for staff in partnership with the Alcohol and Drug Liaison Officer (Anne Kennedy). The CLO and ADLO jointly delivered five workshops to 105 members of staff during staff development week in February. Feedback was extremely positive.

The CLO delivered 3 days of work experience for Uniformed Service classes from Kilmarnock and Irvine. Activities included visits to Mounted and Dog Branches and Road Policing, fitness tests and sessions on the Role of the Police and the Recruitment Process.

Other developments included providing an evening surgery on all campuses, which was open to students and staff to seek advice. The Moodle page has been updated throughout the year. Information on all the CLO workshops, key information and

advice on staying safe is available on the CLO Moodle. The CLO has continued to use Twitter to enable instant communication on events, campaigns and important information.

### 2.1.2 NHS Alcohol and Drugs Partnership

The partnership with our NHS Alcohol and Drug Liaison Officer (ADLO) has continued to be a vital resource to support our students. In total, 112 workshops were delivered to 1,432 students. In addition to workshops, the ADLO has provided a health stand across College sites on 10 occasions. This has supported 152 interactions where students and staff were provided with health information on the use of drugs and/or alcohol. In addition, a total of 31 students were supported with a variety of interventions. Appendix 2 gives further information on the activity of the ADLO for the academic year.

## 2.2 Inclusive Learning

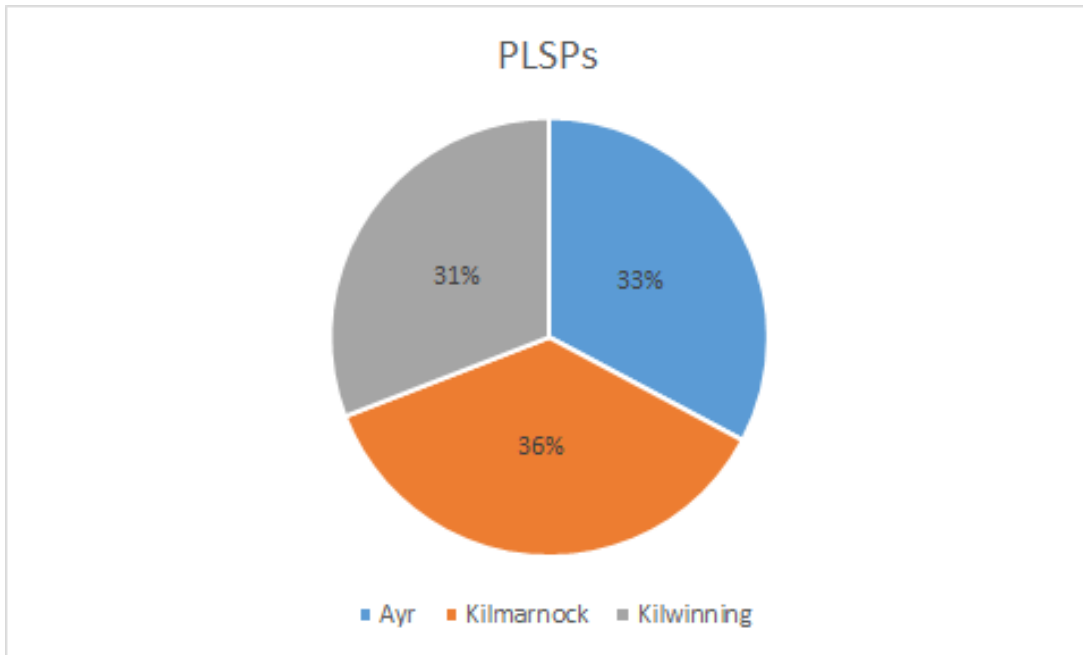
Activity	2016-17	2017-18	2018-19	Percentage Change
<b>Learning Referrals Support</b>	2861	3666	3,716	+1.4%
<b>PLSPs and Initiated</b>	1314	1404	1,629	+16%

Overall, the number of referrals has increased by 1.4% from 3,666 in 2017-18 to 3,716 in 2018-19. Core staffing levels have remained static since 2015-16 whilst the number of referrals has increased by 125% since 2015-16 and the number of PLSPs has increased by 49%. The number of referrals that resulted in “no further action” has decreased to 2,086. This means that more of the students who declared an Additional Support Need at application or enrolment accessed support. Inclusive Learning are continuing to work in partnership with Student Services and curriculum teams to encourage more students to access support.

The number of Personal Learning Support Plans (PLSPs) and initiated increased by 16% to 1,629 students. This means an additional 225 students were supported in 2018-19. The number of students on school/college programmes who required a PLSP increased to 208 in 2018-19. This represents an increase of 41.5% compared with 2017-18. This was the result of an improved transition process with schools and more effective communication with the School/College Partnership Team.

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The chart below shows the distribution of PLSPs across campuses:



Once again, the highest number of PLSPs required by students was at the Kilmarnock campus (592). In addition, there was also an increase in the number of PLSPs required at each Campus (Kilmarnock +15.2%, Ayr +11.7% and Kilwinning +22.1%).

The table below shows the outcomes for students who received Extended Learning Support (ELS) in 2018-19:

ELS/Non ELS Student Outcomes			
	Students Flagged as ELS	Non ELS	Difference
<b>Completed Successful</b>			
<b>FE full-time</b>	67.2%	66.6%	+0.6%
<b>FE part-time</b>	69.8%	83.5%	-13.7%
<b>HE full-time</b>	65.2%	68%	-2.8%
<b>HE part-time</b>	77.3%	87.2%	-9.9%
<b>Partial Success</b>			
<b>Early Withdrawal</b>	4.5%	6.3%	+1.8%
<b>Further Withdrawal</b>	15.5%	8.6%	-6.9%

Overall, students on FE full-time programmes who received ELS support achieved better outcomes than their peers for the third year in a row. However, the completed successful rate for students on FE part-time courses, and HE courses is lower for students with ELS than non ELS, although ELS figures have improved by 3.1% for FE part-time students since 2016-17 and by 7.3% for HE part-time students compared with 2017-18.

The early withdrawal rate of 4.5% for students who received ELS support is lower than for students who did not receive ELS support, but the further withdrawal rate (15.5%) is significantly higher.

<b>ELS Student Outcomes Comparison 2017-18/2018-19</b>			
	<b>2017-18</b>	<b>2018-19</b>	<b>Difference</b>
<b>Completed Successful</b>			
<b>FE full-time</b>	525 (67.8%)	469 (67.1%)	-0.7%
<b>FE part-time</b>	192 (67.6%)	213 (69.8%)	+2.2%
<b>HE full-time</b>	210 (68%)	221 (65.2%)	-2.8%
<b>HE part-time</b>	14 (70%)	17 (81%)	+11%
<b>Partial Success</b>			
<b>Early Withdrawal</b>	56 (4%)	61 (4.5%)	-0.5%
<b>Further Withdrawal</b>	218 (15.7%)	211 (15.5%)	+0.2%

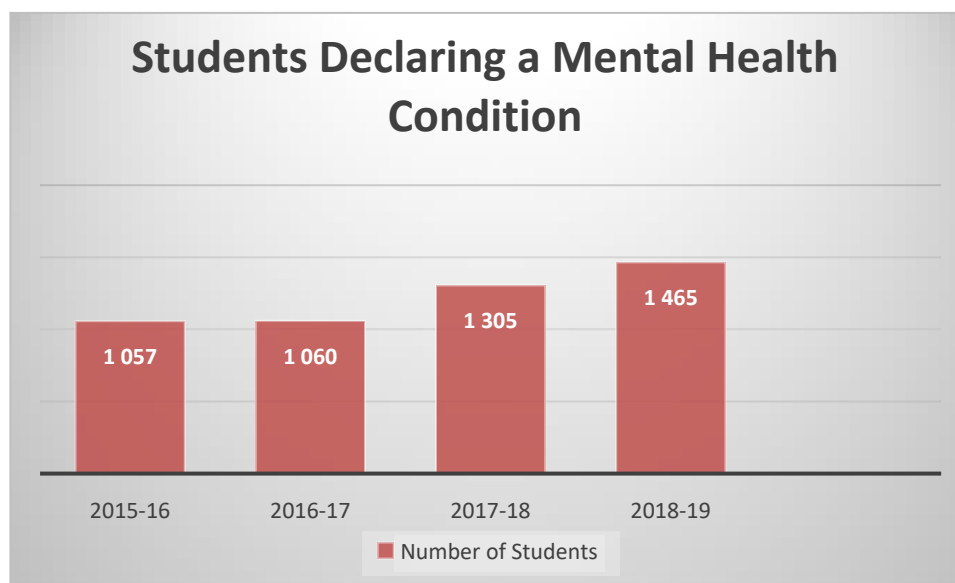
The table above shows that outcomes for FE and HE full-time students who received ELS support in 2018-19 have declined, although there has been an improvement in outcomes in the FE part-time, HE part-time and further withdrawal rates.

Improvements in part-time student outcomes may be due to an increased focus on part-time students in 2018-19. Students have been encouraged to complete their DSA applications earlier and there has been a greater focus on evening and schools students. Appendix 3 gives details of outcomes for other priority groups and key support activities.

The team are continually working to enhance partnerships, increase knowledge and skills, and make processes more efficient and effective. Some examples are:

- Further improvements to the online PLSP and Inclusive Learning database have resulted in more efficient working across the team
- British Sign Language (BSL) training and a basic awareness session was delivered to Front of House staff
- The team continued to work in partnership with schools across Ayrshire to support school link pupils and students transitioning to college
- Attended East, North and South Ayrshire Schools Partnership meetings
- Adverse Childhood Experiences (ACEs) training was delivered to staff as part of the College Staff Development week
- Improved process for ASN bursary and Disabled Students' Allowance (DSA) claims has streamlined the process and made it more efficient and accurate
- Increased number of students utilising e-reader pens both in class and in exams instead of human readers, supporting independence
- Worked in partnership with local authorities to organise a Care Experienced Celebration event on each campus as part of Care Leavers' Week
- Delivered 'In Their Shoes' sessions to students and staff across all campuses to increase awareness of additional support needs
- Attended the Foster Carers group to give information about support available at college for students who Care Experienced and Student Carers
- Attend East Ayrshire Young Carers forum
- Attended the Carers Strategy Event organised by the North Ayrshire Carers Advisory Group
- Staff have delivered Study Skills and Learning Styles sessions for the pilot groups.
- Delivered In Their Shoes and Assistive Technology workshops for staff at the *DigitalNOW* event

## 2.2.1 Health and Social Care Partnership - Mental Health



The chart above shows that there has been a 12.3% increase in the number of students declaring a mental health issue in the last year and an overall increase of 38.6% since 2015-16. This demonstrates that mental health issues continue to be a significant factor for students at Ayrshire College.

In 2018-19, the College continued to deliver a range of activities to support student and staff mental health through its Promoting Wellbeing Action Plan.

As part of this, Inclusive Learning and Student Services staff have been working closely with the Mental Health Liaison Officer (MHLO) to enhance support for students with a declared mental health condition. During 2018-19 key activities included:

Continued development and promotion of the Wellbeing Hub on Moodle, which provides students and staff with information, resources and useful links to support resilience and encourage greater understanding of mental health.

From Dec 2018 to May 2019, the MHLO delivered 60 'Looking After Your Mental Health' workshops to over 700 students, focusing on awareness raising, self-help and resilience.

The MHLO also piloted workshops in Ayr Campus for Construction and Trades students on the subject of mental health and suicide, in response to the reported rise in suicides at a local and national level.

The MHLO provided 1:1 sessions for over 40 students and provided drop in support for students and staff across all three campuses.

The MHWLO has also supported the follow events:

- Freshers' and Refreshers' Events
- Care Leavers' Events
- Suicide Awareness Week
- Mental Awareness Week

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- Drug Awareness Week
- My Mental Health Matters Month

Significant work has been undertaken to enhance our links with organisations that can support student mental wellbeing. Appendix 4 provides details of these.

Figures from 2018-19 show that students who have declared a mental health condition still have higher rates of withdrawal and lower success rates than their peers. In 2018-19 the withdrawal rate for students with a mental health condition was 9% higher than for students with no declared mental health condition. Overall success rates for this group were also 11.8% lower compared with their peers. Although the figures for this group are disappointing when compared with their peers, the trend for students with a mental health condition is improving, as shown in the table below:

<b>Students With a Declared Mental Health Condition – Outcomes Comparison</b>				
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Difference over 3 years</b>
<b>FE full-time</b>	56%	59.8%	58.5%	+2.5%
<b>FE P/T</b>	69.5%	71.2%	68.5%	-1%
<b>HE F/T</b>	58.8%	57.3%	63.8%	+5%
<b>HE P/T</b>	66.7%	62.5%	75%	+8.3%
<b>Partial Success</b>	10.5%	8.9%	10.2%	+0.3%
<b>Early Withdrawal</b>	11.1%	12.9%	11.2%	-0.1%
<b>Further Withdrawal</b>	15.7%	14.3%	14.4%	-1.3%

The results seen over the last three years suggest that the investment in the MHLO post and the effort to supporting mental wellbeing across the College is having a positive impact.

## 2.2.2 Care Experienced Students

The Scottish Funding Council's (SFC) National Ambition for Care Experienced Students for 2018-19 was to increase the number of FE full-time students who successfully completed their course from 61% to 66% and the number of HE full-time students from 66% to 71%. The tables below show that outcomes for care experienced students at Ayrshire College are below the SFC's targets for 2018-19 and below those of their non-care experienced peers. However, the difference for FE full-time students has reduced to 4.3% from 12.7% and there is evidence that the overall outcomes trend for care experienced students is improving.

<b>Care Experienced Students Outcomes</b>			
	<b>Care Experienced Students</b>	<b>Non-Care Experienced Students</b>	<b>Difference</b>
<b>FE full-time</b>	62.7%	67%	-4.3%
<b>FE part-time</b>	64.8%	84%	-19.2%
<b>HE full-time</b>	63.2%	67.7%	-4.5%
<b>HE part-time</b>	66.7%	88%	-21.3%

<b>Care Experienced Students Comparison</b>			
	<b>2017-18</b>	<b>2018-19</b>	<b>Difference</b>
<b>FE full-time</b>	53.6%	62.7%	+9.1%
<b>FE part-time</b>	62%	64.8%	+2.8%
<b>HE full-time</b>	69.6%	63.2%	-6.4%
<b>HE part-time</b>	50% (1)	66.7%	+16.7%
<b>Partial Success</b>	12.9%	10.8%	+2.1%
<b>Early Withdrawal</b>	11.3%	9.4%	+1.9%
<b>Further Withdrawal</b>	14.5%	16%	-1.5%

The College's Corporate Parenting Steering Group will continue to explore ways of ensuring that our care experienced students receive the support they need to be successful on their course. The College will take action to try to ensure that we meet the SFC target of parity of outcomes for care experienced students by 2021.

### **2.3 Learning Resources**

Our LRCs have continued to improve the learning environment and support for students. The table below illustrates how students have been engaging with some of the resources available to support their learning.

<b>Activity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>% Change</b>
eBook Issues	<b>N/A</b>	7,943	10,330	6,250	-39%
Printing	782,652	845,894	872,952	663,185	-24%
Book Issues	9,228	7,863	7,803	7,557	-3.2%
Laptop Issues	17,637	19,057	29,667	31,410	+5.9%
Workshops delivered	496	775	510	505	-0.98%
1-2-1 support sessions	141	160	207	323	+56%

The table above shows that book issues have shown a slight decrease in 2018-19, which continues the general trend of the past few years. eBook usage is also showing a decrease due to a delay in implementing Shibboleth sign-on with our new Ebsco for FE & HE collection. This delay has meant that eBook usage statistics have not been captured accurately.

Workshop delivery has been fairly consistent with last year, however demand for 1-2-1 support, particularly with ICT, continues to rise. Demand for laptops has also continued to increase.

The LRC have increased resource provision in 2018-19 through investing in a subscription to Ebsco eBooks for FE & HE, which provides access to 9,700 up-to-date texts, particularly relevant to college programmes. The LRC have also introduced an online journal, Science for Sport, and a map resource, Geospatial Data, both to support Sports students.



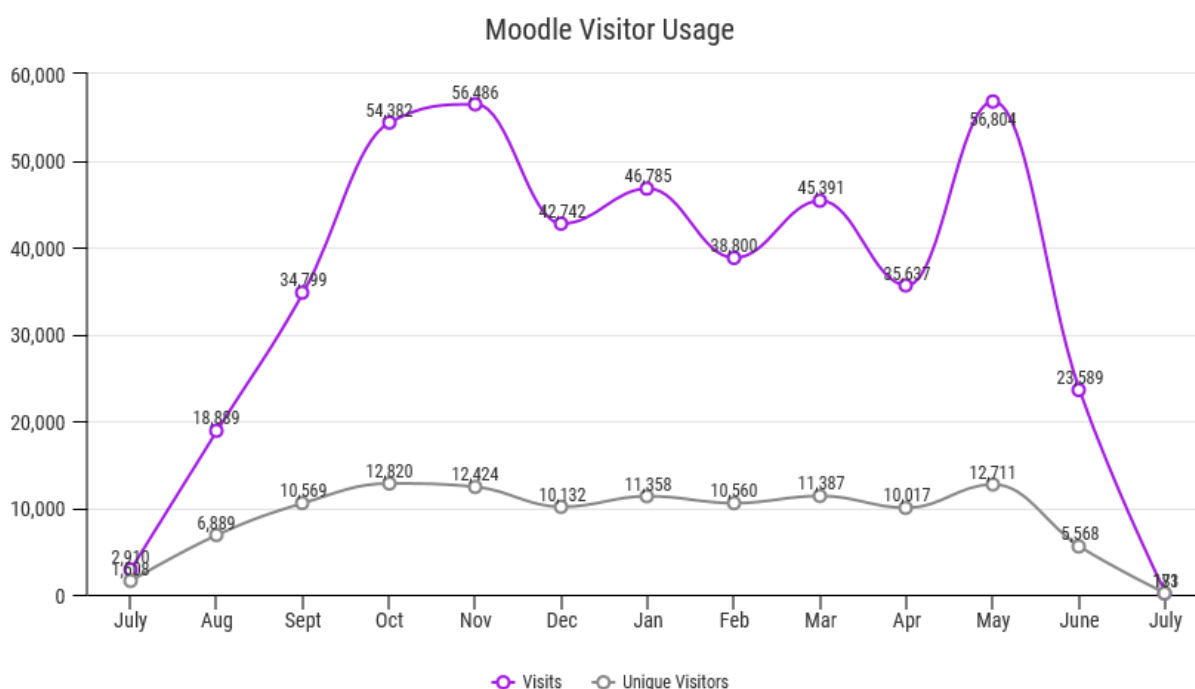
To assist students to search the expanded ebooks collection, the LRC developed an in-house Discovery Service. This is an online catalogue of all ebooks with enhanced search functions.

LRC staff are now certified trainers for Read & Write Gold software which will enable them to better support students in using this.

LRC staff attended a 2-day training course in Copyright. Following this we developed an online course and support materials to support copyright awareness among staff and formed part of the network of copyright specialists in the college.

### 2.3.1 Learning Technologies

The 2018-19 session saw a significant increase in Moodle use across the College. Both the overall site visits and the average visits per month during the academic year saw slight increases. The chart below illustrates usage in the last 12 months.



- Average unique visitors per month: 9,712, an increase of 16.6% on the same period last year (8,328)
- Total site logins: 451,487, an increase of 36.9% on the same period last year (329,656)
- Average logins per month: 37,624, an increase of 36.9% on the same period last year (27,471).

In addition to supporting the Virtual Learning Environment (VLE) the team have supported staff development as follows:

- Face to face training delivered – down 18% from 374 hours to 305.75 hours
- Moodle helpdesk enquiries received – up 22% from 1,755 to 2,144
- Online training guides created – 20
- Online training viewed – 55 hours

It is envisaged that the College wide drive to reduce printing and the development of the directed study units will drive a further significant increase in the use for the VLE for academic year 2019-20.

There have also been a number of service improvements, support for innovation in learning and teaching, and sharing of good practice. Examples of these include:

The Learning Technology team completed Pilot training for our drone at NATS. The College has received our Civil Aviation Authority License for piloting a drone. The team are licensed pilots and will be working with curriculum colleagues on projects which use drones within learning and teaching.

The Team worked on joint project with Scottish Fire & Rescue and curriculum staff from Health and Social Care which was nominated for an award at the annual CDN awards

The Team also delivered multiple sessions on both days of the staff development days, including 9 Moodle sessions and 3 digital innovation sessions. These sessions have led to a number of collaborative projects with curriculum teams.

The Learning Technology team were involved in Digi Days with a number of primary schools. Pupils had the opportunity to try Google Expeditions and Oculus VR and learn about Augmented Reality. Feedback from the schools was very positive.

A member of the team has become a certified member of the Association of Learning Technologists. In order to achieve this, a portfolio of evidence had to be submitted and assessed by the ALT.

All of this work is supporting learning and teaching and providing opportunities for students and staff to improve their digital skills, and engage with learning through a range of media.

### **3. Current Priorities**

The list below gives a flavour of the current work and development priorities for the Student Services Directorate for 2019-20:

- Improve joint working between Inclusive Learning and Student Services
- Contribute to achieving Going Further for Student Carers Recognition Award
- Take steps to improve outcomes for care experienced students
- Extend and promote free sanitary products service
- Deliver and evaluate the level 4 Skills for Learning programme
- Deliver a targeted workshop programme to support mental health amongst male students

### **4. Conclusion**

The Student Services Directorate continues to significantly enhance the student experience and access and inclusion priorities by developing services to support individual students and their learning. We continue to build our capacity to reduce a wide range of barriers to learning and resources to access learning. This paper demonstrates the positive impact of the services currently offered and the potential

for greater success. The student voice is vital to understanding student needs and opinions. Appendix 5 gives a flavour of feedback from our students.

We continue to improve all our services and to identify new opportunities to work with partners to deliver services which impact positively on the lives of our students and the wider community.

## **5. Recommendation**

Members are invited to note the contents of this report.

**Jane McKie**  
**Vice Principal, People**  
**20 August 2019**

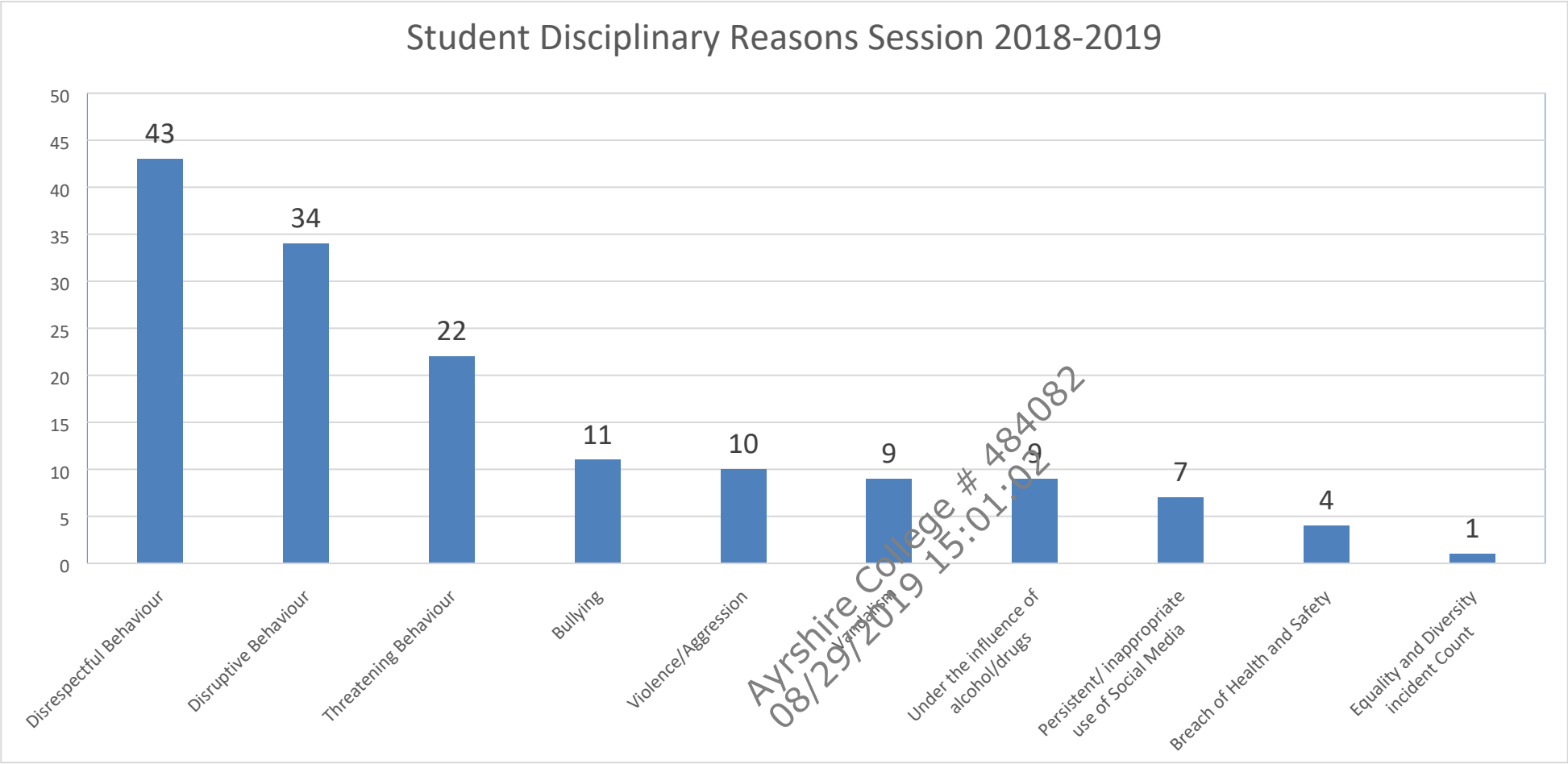
*(Doreen Wales – Head of Student Experience)*

## **Publication**

This paper will be published on the College website.

Ayrshire College # 484082  
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**Appendix 1  
Reasons for Student Disciplinary**

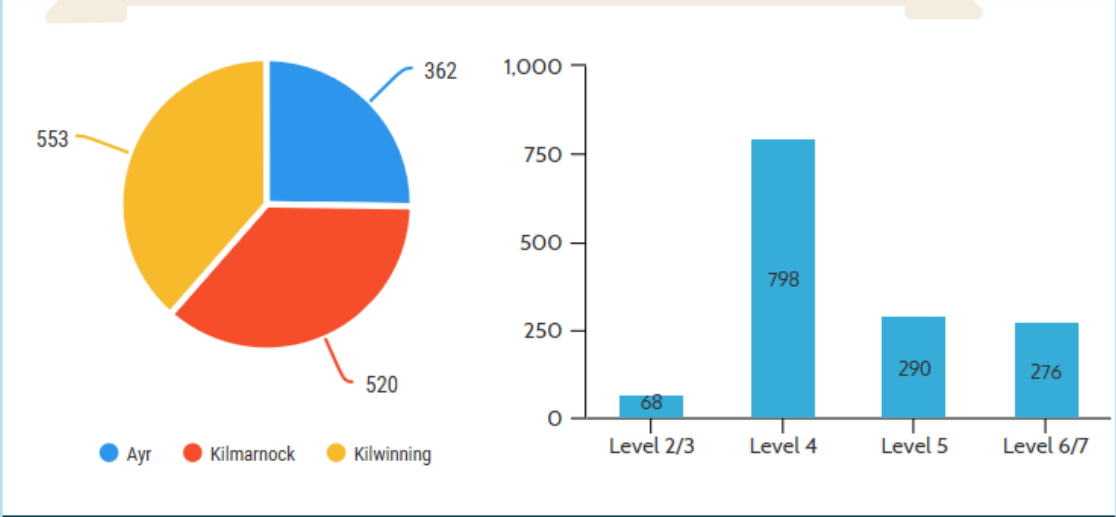


# Ayrshire College & NHS


## Alcohol & Drug Liaison Officer

Activity Report  
 August 2018 - June 2019

### Students Reached in Workshops - by Campus & Level



A total of **112** workshops were delivered to **1432** students.  
 Topics included: Drug & Alcohol Awareness, Drink Spiking, Substance Use & Mental Health.



**Number Of Student Support Meetings**

**31**

Plus 4 staff support meetings

**Number of Information Stalls**

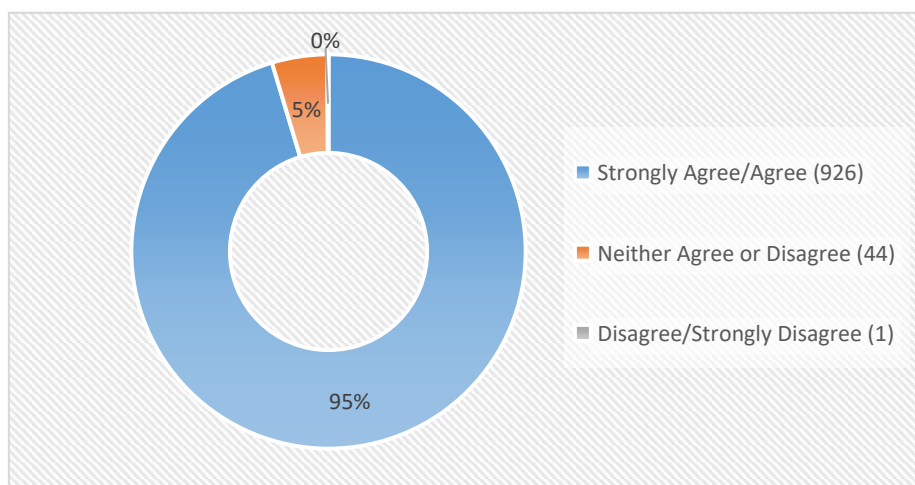
**10**

Total of 305 contacts

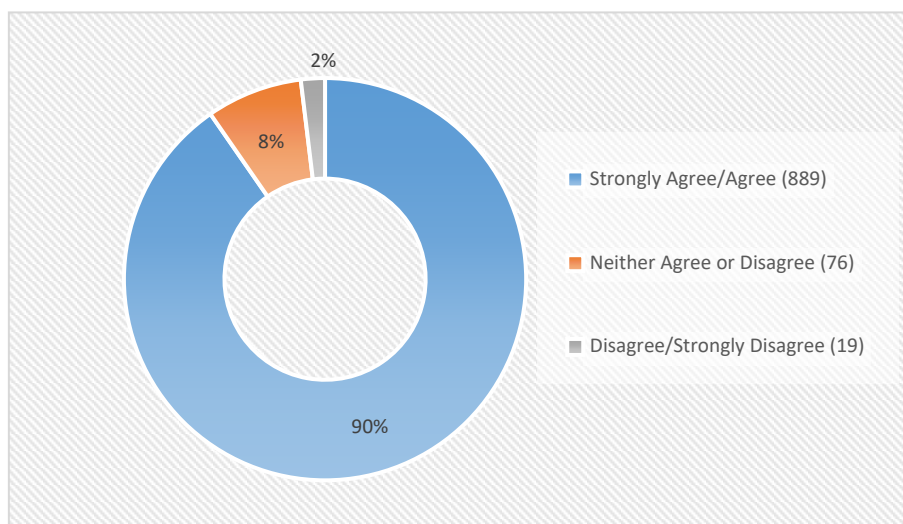
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## WORKSHOP EVALUATION

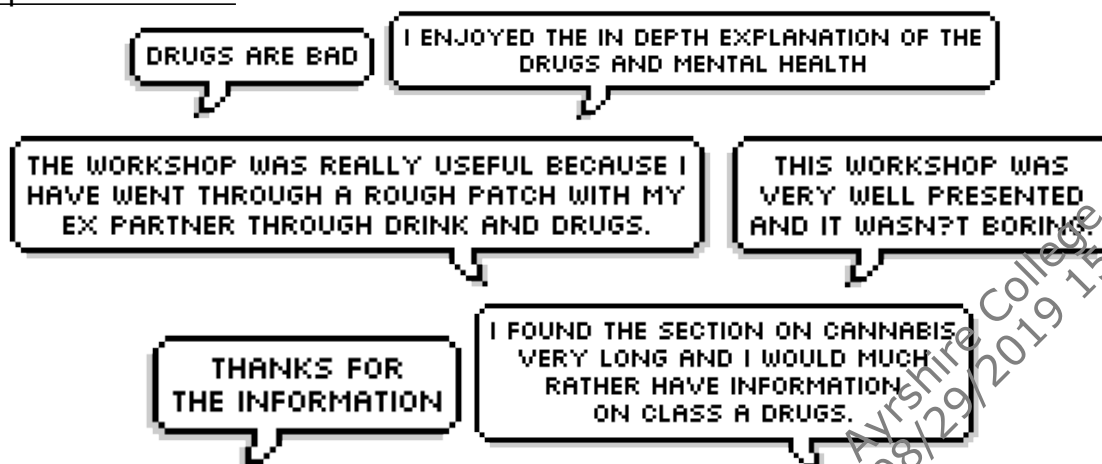
I found the workshop useful:



My knowledge has increased as a result of this workshop:



Participant comments:



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### Supporting Priority Groups

Inclusive Learning supports a number of 'at risk' students. The tables below show the numbers of students with a specific additional support need who successfully completed their course. Students who were supported by Inclusive Learning are flagged as ELS. Students flagged as non-ELS are those who have indicated an additional support need but who have not requested support from Inclusive Learning.

<b>KPIs Deaf and Hearing Impaired Students 2018-19</b>				
	<b>ELS (43)</b>	<b>Non-ELS (68)</b>	<b>Combined</b>	<b>Not D/deaf or Hearing Impaired</b>
<b>FE F/T</b>	75%	100%	82.1%	66.1%
<b>FE P/T</b>	60%	76.7%	75.4%	81.5%
<b>HE F/T</b>	85.7%	66.7%	76.9%	67.6%
<b>HE P/T</b>	66.7%	60%	62.5%	87.3%

<b>KPIs Students With a Mental Health Condition 2018-19</b>				
	<b>ELS (431)</b>	<b>Non-ELS (938)</b>	<b>Combined</b>	<b>No Mental Health Condition</b>
<b>FE F/T</b>	65.1%	51.3%	58.7%	67.3%
<b>FE P/T</b>	64.5%	69.4%	68.7%	82.3%
<b>HE F/T</b>	62%	65.6%	63.8%	67.6%
<b>HE P/T</b>	71.4%	76.5%	75%	87.3%

<b>KPIs Students With a Social/Communication Difficulty Including Autistic Spectrum Disorder 2018-19</b>				
	<b>ELS (145)</b>	<b>Non-ELS (207)</b>	<b>Combined</b>	<b>Not Social/Communication Difficulty</b>
<b>FE F/T</b>	71.8%	79.5%	75.6%	66.2%
<b>FE P/T</b>	75%	82.2%	80.9%	81.5%
<b>HE F/T</b>	73.5%	57.1%	70.7%	67.6%
<b>HE P/T</b>	100%	50%	66.7%	86.9%

<b>KPIs Care Experienced Students 2018-19</b>				
	<b>ELS (168)</b>	<b>Non-ELS (433)</b>	<b>Combined</b>	<b>Not Care Experienced</b>
<b>FE F/T</b>	63.9%	62%	62.7%	67%
<b>FE P/T</b>	60%	65.6%	64.8%	84%
<b>HE F/T</b>	65.5%	62.1%	63.2%	67.7%
<b>HE P/T</b>	n/a	66.7%	66.7%	88%

## Assessment Arrangements

Inclusive Learning have responsibility for organising assessment arrangements for students who require this support. The following table shows the number of assessment arrangements organised in 2018-19:

Number of Assessments Arranged 2018-19										
Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
50	142	290	282	96	66	131	131	268	47	1503

## Use of Equipment

In 2018-19, the College continued to invest in additional assistive technologies to support inclusion and independence across all campuses. Resources now include:

- 133 laptops to lend to students across three campuses
- 22 assessment laptops
- 17 iPads
- 56 Digital Voice Recorders
- 6 laptops which are used to demonstrate equipment to students applying for DSA
- 30 Livescribe pens
- 11 C-Reader Exam Pens (purchased through Innovation Fund)
- 21 C-Reader Pens (purchased through Innovation Fund)

The table below outlines the number of students who have borrowed equipment in 2018-19:

Number of Students Borrowing Equipment				
	Kilwinning	Ayr	Kilmarnock	Total
Laptops	47	29	77	153
Equipment (including Livescribe pens and DVRs)	82	106	160	348
Total	129	135	237	501

## CPD

The Inclusive Learning team have taken part in numerous CPD and training activities this session. This ensures that staff members have up to date skills and knowledge to fully support students with a wide range of additional support needs.

Sessions have included:

- Introduction to British Sign Language(BSL)
- Gender Based Violence
- Oculus Go virtual reality headset training (to Support Student Mental Health)
- L2 Certified Trainer qualification for Texthelp Read & Write.
- Certificate in Leadership & Management course
- Post Graduate Certificate in Inclusive Education



- Adverse Childhood Experiences
- Safe Talk, Applied Suicide Intervention Skills Training (ASIST), STORM
- Scotland’s Mental Health First Aid Certificate
- Assistive Technologies including Reader pens, Livescribe pens, iPad training
- PDA Inclusiveness
- PDA Supporting Adult Literacies
- Subject Access Requests and GDPR
- Improving Mental Health – A Practical Approach
- Ahead for Health – Toolbox Talks – Training for Trainers

**Disabled Students’ Allowance (DSA)**

The Inclusive Learning Officers support students at HE Level to apply for DSA where appropriate. The table below outlines the average number of days taken to process the application from the date of the DSA assessment to the date the report is sent to SAAS. The target outlined in the DSA timeline states that we will aim to send reports to SAAS within 10 working days of the DSA assessment.

<b>DSA Timescale (average number of days from date of DSA assessment to date report sent to SAAS)</b>	
	<b>2018-19</b>
<b>Kilmarnock</b>	8.3 days
<b>Kilwinning</b>	7.2 days
<b>Ayr</b>	8.5 days

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## Appendix 4

### Mental Wellbeing Partner Organisation Development

Links with external organisations who may be able to offer student support in relation to mental health have been enhanced. Details and outcomes resulting from links established can be seen below:

The MHLO has continued to work closely with all three Choose Life Coordinators across Ayrshire to ensure a consistent approach and clear guidelines for staff supporting students who are expressing suicidal ideation/thoughts of deliberate self-harm. Choose Life has continued to deliver training for Ayrshire College staff as required.

The MHLO has been liaising with Penumbra in North Ayrshire to discuss the opportunity of piloting a peer to peer support project in the College. This work will continue in 2019-20.

Staff training has been arranged with the Crisis Resolution Team for Student Services and Inclusive Learning staff. Training will take place in October and will aim to further improve risk assessment in relation to mental health.

The MHLO has continued to update the Wellbeing Hub and has now created accessible links to the three Ayrshire local authority resource directories.

The MHLO has been working in partnership with the Scottish Recovery Network and curriculum staff from Health and Social Care to pilot a peer support network amongst students using the PEER 2 PEER resource

The MHLO now has an agreement with SAMH, who deliver the ALBA project in North Ayrshire, that they can refer students directly to their 16 week CBT programme.

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## **The Student Voice**

### Inclusive Learning

A number of student focus groups were carried out by the Quality Team at the end of session 2018-19. Students who had received support from Inclusive Learning were invited to attend. Here are some of the comments received:

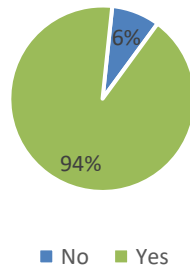
- *“It was very easy to get support.”*
- *“The support from Inclusive Learning is very good on what they do.”*
- *“There is nothing else I can say about this as the learning has been great.”*
- *“It was good and helpful as I didn’t even know I needed an overlay and it helped me read better.”*
- *“I have been receiving in-class support and out of class support as this has helped me to achieve better goals towards my College progression.”*
- *“Put in place more study time with a member of staff to ensure my needs are met. More equipment such as laptops and material in relation to my course to encourage my level of learning. For assessments, reading out questions so I can understand the assessment better.”*
- *“I was advised by someone in Glasgow before I came to college that support would be given at Ayrshire College.”*
- *“Support sufficient to assist with completion of course.”*

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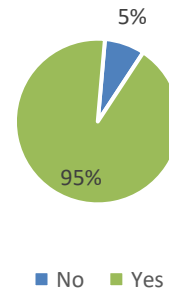
## Learning Resource Centre

The LRC carry out an annual survey of students. Here is some of the feedback received in 2018-19:

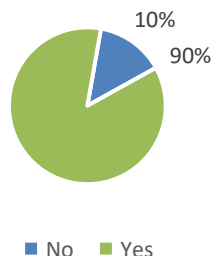
Did the LRC have relevant resources for your course?



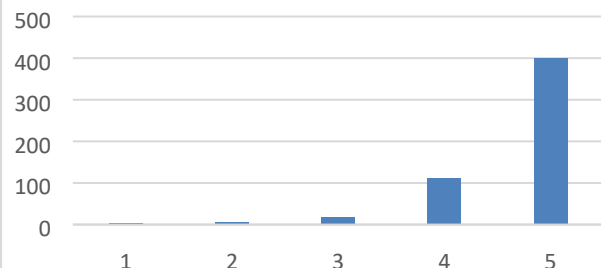
Were you always able to access and laptop or a PC when you needed to?



Were you always able to find a suitable study space when you needed it?



Where 1 is poor and 5 is excellent, how would you rate the level of Customer Service in the LRC?



- *“The LRC is an extremely valuable asset to the college and any students who may not have easy access to the resources which they provide”*
- *“Thanks for help this year, i was a new student and struggled with some things but got lots of help from lrc staff”*
- *“A great crowd always willing and quick to help. Ordered a book for me when they didn't have one in the library. I got the book within a couple of days. Helped me copy documents to my pen drive when I couldn't save to the drive. They also gave my class a lesson on Harvard referencing”*
- *“Overall, I would definitely continue to use the LRC if I was continuing on to study. It's a great facility and helped me so much in my studies”*
- *“Overall very pleased with the LRC including LRC Online which i have used a lot during my two years at college”*
- *“The LRC has been a great resource for me to study and get through my course, the staff are always happy to help when needed which makes the experience better and more relaxed”*
- *“Id like to thank all the staff for all thier support and because of this I passed my course ..”*

- *“Overall, from the 2 years I’ve attended Ayrshire College my experience in the LRC has been first class, has benefitted my learning experience and has improved me as a student overall”*
- *“Staff at LRC is always happy to help even when I ask the same question for the 50th time. Very patient and helpful”*
- *“I think the LRC is a very welcoming environment. The staff within it are always friendly and so quick to help. Theyre a good team”*
- *“every person who works in the LRC are extremely helpful. Times when i have wanted to quit due to not knowing about computers but they have always been on hand to calm me down, this is extremely important to me as i suffer from anxiety. They help to keep me calm and collected ensuring me that I can do this and that I am not they only one who has felt like this, all I have to do is look up and they are there offering a friendly smile and helpful hand when needed. I can’t thank you all enough x”*
- *“I had some help with referencing as I had never really had to do it before. It was a one to one workshop and it was so helpful!!”*
- *“I often come to the LRC before my evening class begins and I always find resources to help me with my course. The staff in the LRC are always helpful and knowledgeable and an invaluable asset to the college in my opinion”*
- *“Harvard referencing information on Moodle was beneficial. Online library has many books and sources of information”*
- *“I am very happy with the books and computers also the staff in lrc has helped myself get through this course somewhere to study places to upload your work and down load also... the staff are always a helping hand every opportunity”*

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**Quarterly Complaints Report  
2018/2019  
Quarter 3 (February – April 2019)**

Ayrshire College # 484082  
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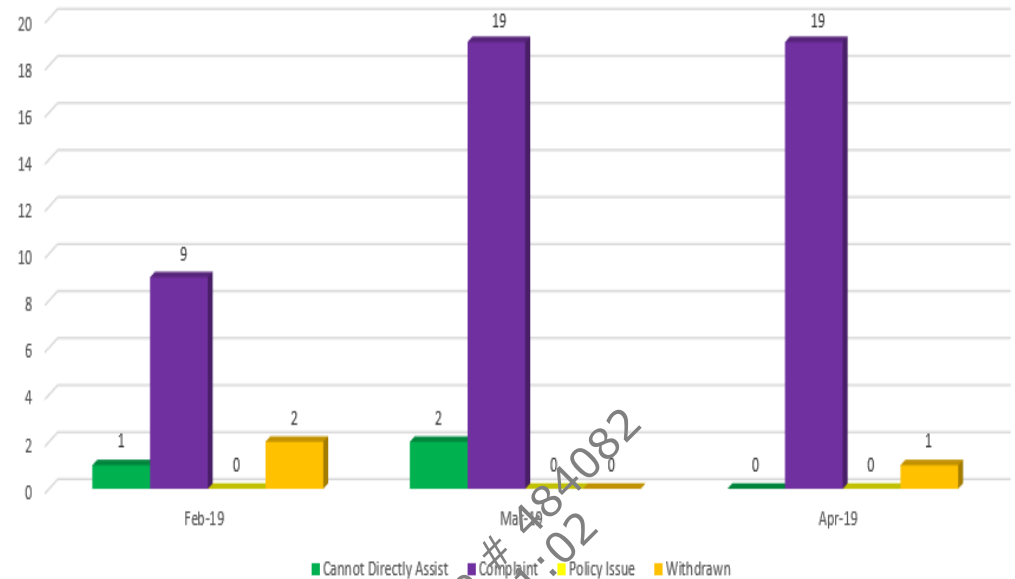
# Total Issues Received

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

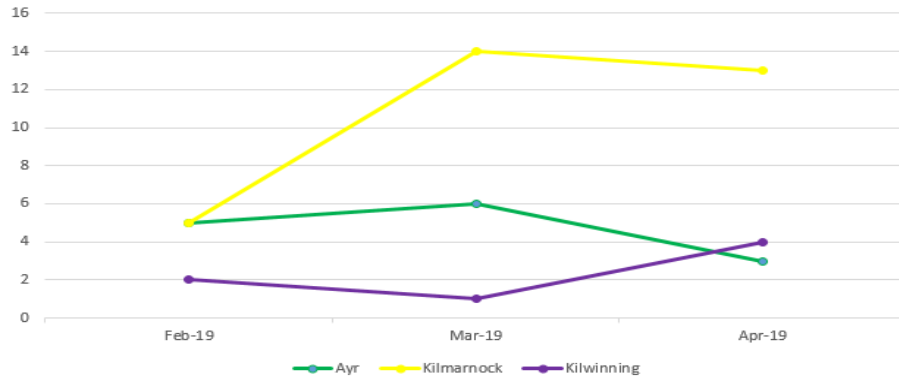
50 complaints were received, 3 of these were withdrawn. 3 issues were recorded as cannot directly assist.

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

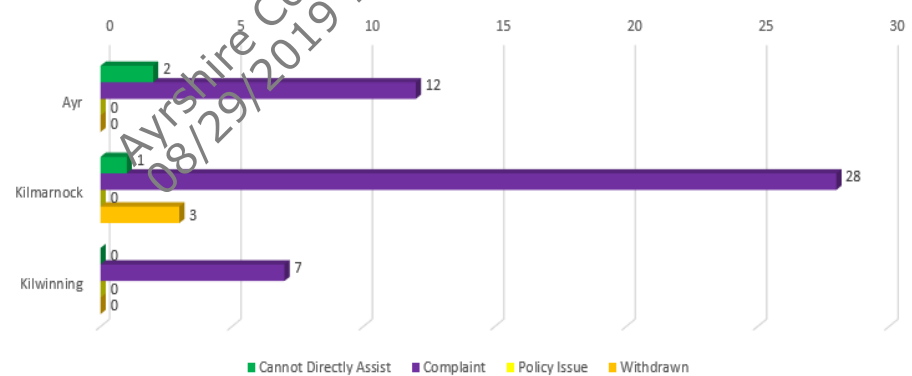
Issues received, split by month and type of issue



Issues received, split by month and campus

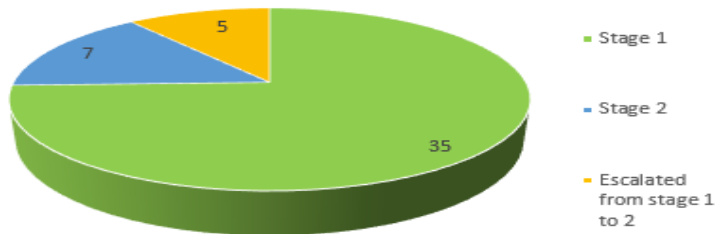


Issues received, split by campus and type of issue



# Complaints Received

Complaints received, split by stage



50 complaints were received, 3 of these were withdrawn.

The chart on the left shows the remaining 47 complaints received, split by stage.

35 out of 47 complaints received were dealt with at stage 1, which equates to 74% of complaints.

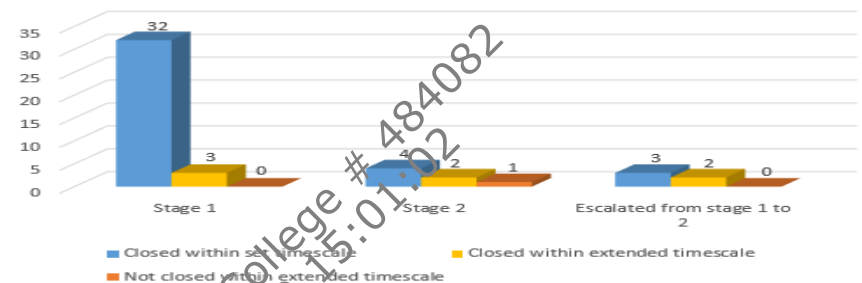
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

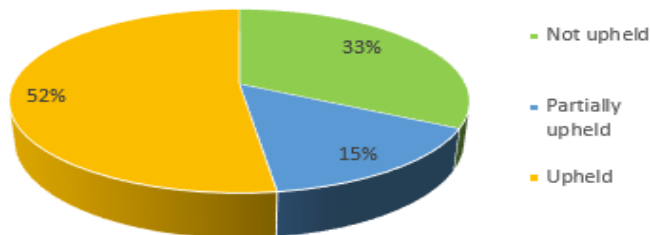
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

83% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in



Complaints received, split by outcome as a percentage



Of the 47 complaints received, 52% of complaints were upheld, with a further 15% partially upheld. This combines to 31 out of 47 complaints.

\*\*1 complaint remains open so these figures will change.



# Complaints – Sub-category

Quarterly Complaints Report – Q3, 2018/2019

The chart below shows the complaints received, split by sub-category and outcome. Noted below are the reasons for complaint in each of the top 4 sub-categories:

## Environmental

- Local residents neighbouring the Kilmarnock campus unhappy students and staff using their car park, including students being disrespectful when asked to move, driving irresponsibly and that a padlock on their barrier had been vandalised
- Local church neighbouring the Kilmarnock campus unhappy staff and students are smoking in their grounds and dropping cigarette ends
- Local residents neighbouring the Ayr campus unhappy a barrier had been placed in their street blocking access
- Local resident unhappy cars were blocking pavement preventing them getting past on their mobility scooter
- Local resident unhappy a college van was blocking access

## Student Conduct

- Student being bullied in class affecting the atmosphere in the classroom
- Conduct of a student towards other students and lecturer in the class
- Students driving irresponsibly, dropping litter and playing loud music in residents car parks

## Staff Conduct

- Treatment of students by staff member
- Attitude and behaviour of staff member
- Tone of an email from a staff member
- Lack of support and assistance, no response to emails
- Would not authorise absence
- Driving of College minibus
- Assigned to wrong framework and not received feedback
- Risk assessment not carried out
- Not received apprenticeship qualification
- Asked to leave the College building

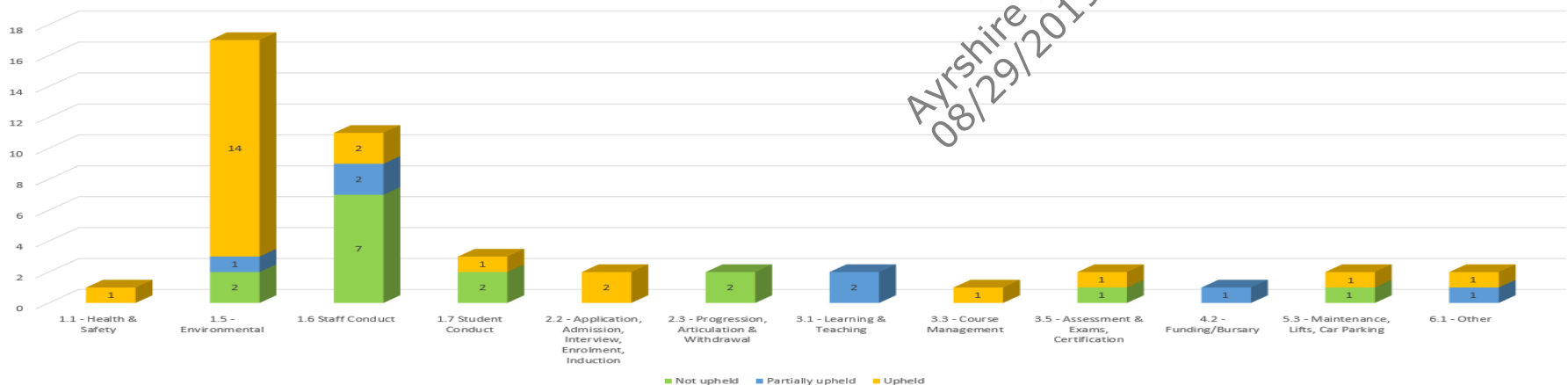
## Learning & Teaching

- Unhappy with teaching methods of a member of staff and unhelpful
- Not being taught subjects assessed on

\*Pages 10-12 show all the categories and sub-categories available

\*\* 1 complaint in the 3.1 – Learning & Teaching category still open so this figure will change.

Complaints received, split by sub-category and outcome

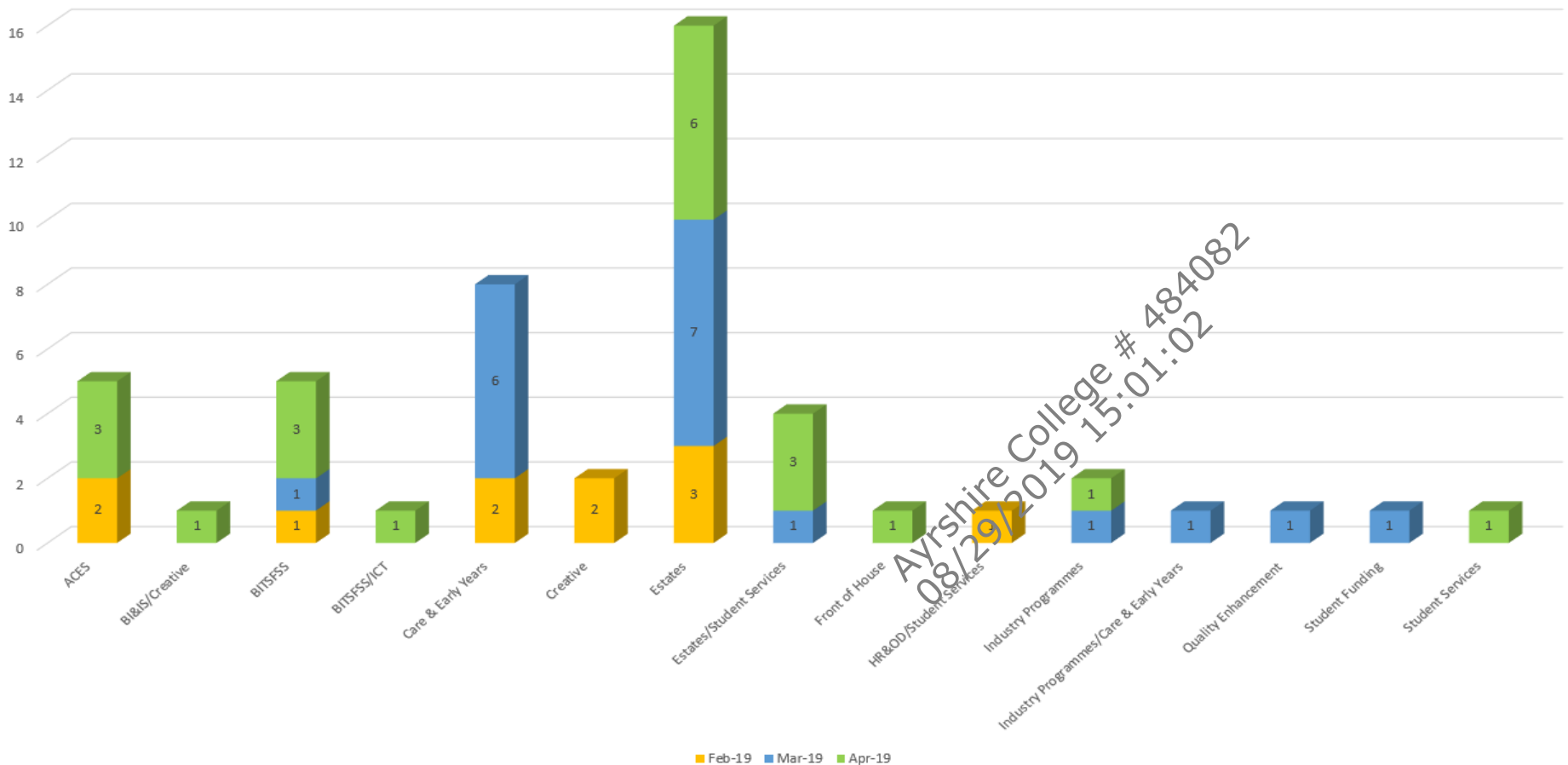


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# Complaints – Directorate

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

Monthly complaints (inc withdrawn) received, split by directorate

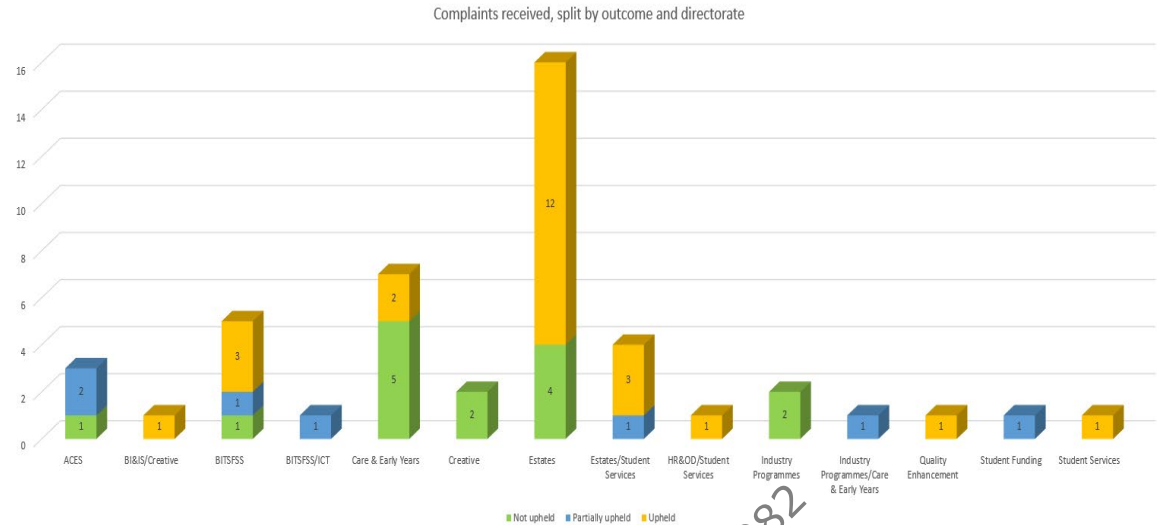


# Complaints – Directorate

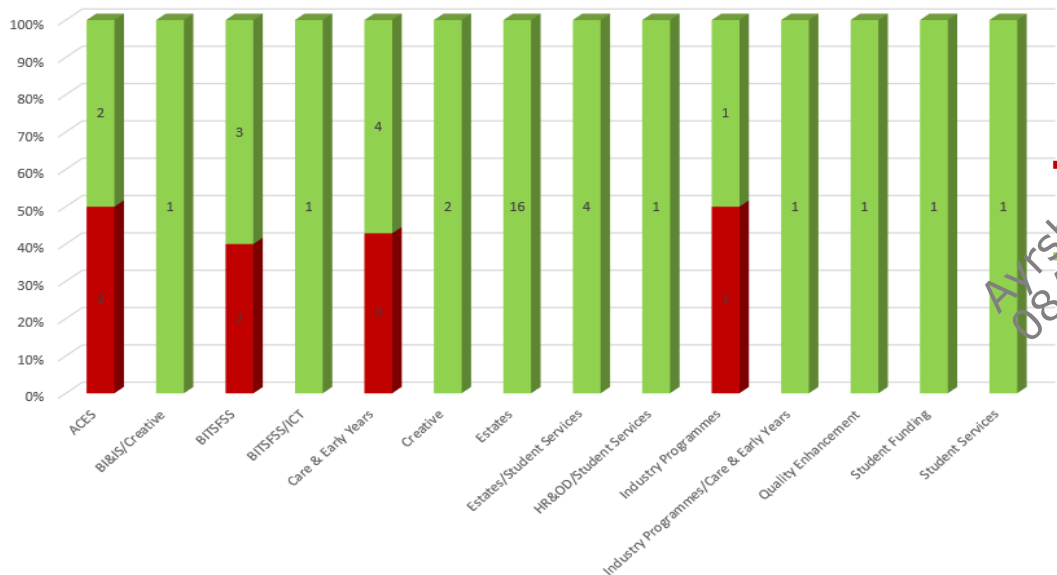
Quarterly Complaints Report – Q3, 2018/2019

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

\*1 complaint in the ACES directorate still open so this figure will change.



Percentage of complaints received, closed within timescale split by directorate



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

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# Actions

Quarterly Complaints Report – Q3, 2018/2019

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	13	11	2
2. Applications, Admissions & Progression	2	2	0
3. Course Related	5	3	2
4. Services	1	1	0
5. Facilities	1	1	0
6. Others	2	1	1
<b>Total</b>	<b>24</b>	<b>19</b>	<b>5</b>

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# Service Improvements

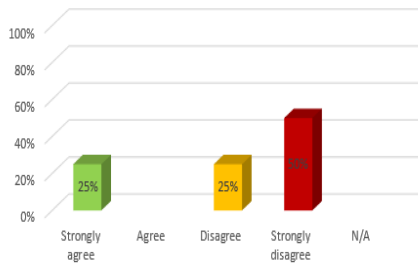
Quarterly Complaints Report – Q3, 2018/2019

Issue	Actions
Member of local church unhappy staff and students are smoking in the church grounds and dropping their cigarette ends.	Email communication issued to all staff and students of that campus asking them to refrain from smoking in the grounds or entrance of the church.
Student was assigned to the wrong framework on OneFile for the SVQ element of their course.	Review of the process for assigning students to a framework.
Parent of a student unhappy that the student cannot get a disabled parking space despite having a blue badge, as cars without disabled badges are parked in these spaces.	Estates staff are now patrolling the car parks in the morning.
Local resident in Content Avenue, Ayr, unhappy a barrier has been erected preventing residents from gaining access to the street.	The barrier was to prevent students parking at the back of the College, however this should have been manned. Barrier will only be put in place where this can be manned by a member of staff to allow residents access to Content Avenue.
Students unhappy assessment procedure has been changed meaning some assessments already complete on paper needed to be redone online.	Contact made with SQA and agreement reached that assessments already completed on paper could be accepted but future assessments to be done online.
Lifts in the Riverside building in Ayr kept dropping when the student was in them, hurting their already injured back.	Lift engineers called the next day and again two days later and reported the lifts are in working order, however they will continue to monitor them.
Students were unhappy with the teaching methods and conduct of a member of staff.	Lecturer will not teach this subject in 2019/2020 academic year and will reflect on their teaching practice. Lecturer to ask students for feedback fortnightly initially, moving to monthly. Lecturer to conduct a peer review, shadow another lecturer and be shadowed by another lecturer. Lecturer to use a variety of teaching styles and mix this up. Teaching notes/slides to be reviewed and updated.
Student unhappy class was not covered when lecturer absent. LAN school not working for 12 weeks and problems with IT.	Feedback given to lecturers of other systems that can be used when issues with LAN school. Investigate the issue of not being able to increase the screen size when using LAN school. Process for notifying students of staff absence reviewed. Communication with staff about paperless environment and the requirement for handouts if this is affecting the student experience.
Lecturer failed to provide lecture notes in advance of the class and feedback not provided in a timely manner.	Review of the learning and teaching methods of the course to be undertaken with particular emphasis on arrangements to meet individual support needs.
Students unhappy with the way they were treated by a member of staff and that the member of staff was behaving differently towards them.	Staff member to arrange to use some reflection tools. Student Association to ensure meetings with students are arranged outwith class time or receive the lecturer's permission to remove students from class.

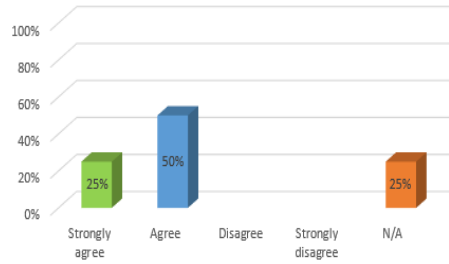
# Customer Satisfaction

A total of 20 surveys have been sent, with 4 responses received, this equates to a 20% response rate. The results from the responses received are shown in the charts below.

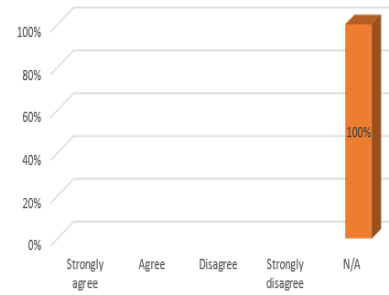
Q2 - I was aware of the complaints procedure before I needed to make a complaint



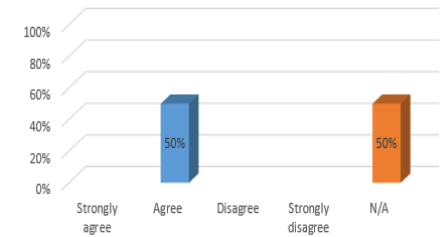
Q3 - I found the complaints process easy to access



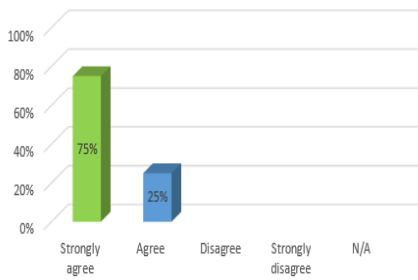
Q4 - I found the complaints form easy to use



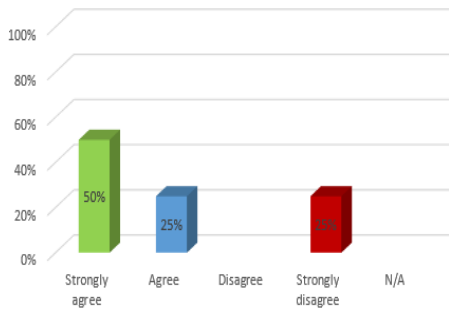
Q5 - I was able to access information and assistance in making my complaint where this was required



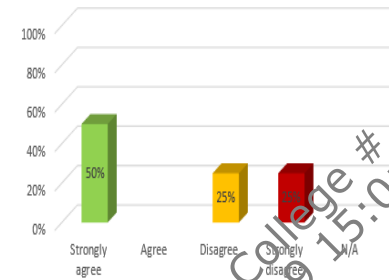
Q6 - I received a prompt acknowledgment of my complaint



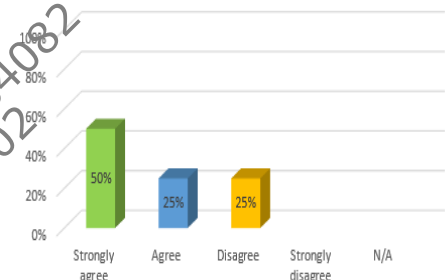
Q7 - I felt my complaint was taken seriously



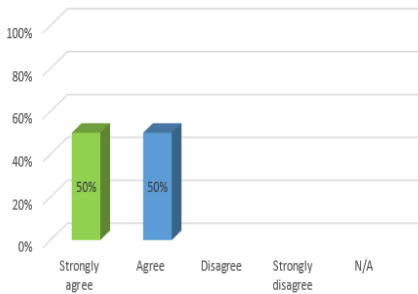
Q8 - I felt my complaint was thoroughly investigated



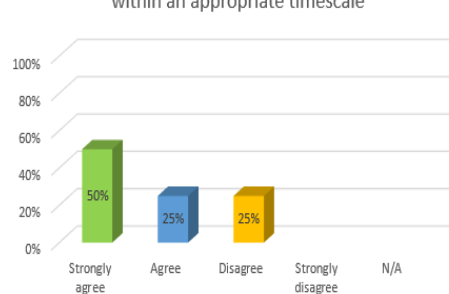
Q9 - I received a fair and objective response to my complaint



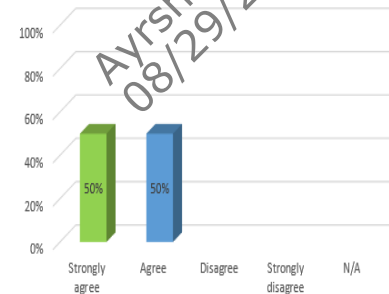
Q10 - I received a clear response to my complaint



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



Q12 - I was dealt with courteously at all times



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# Appendix

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

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

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# Appendix cont...

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

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

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# Appendix cont...

Quarterly Complaints Report – Q3, 2018/2019

4.0 SERVICES		
	Sub-Category	Examples
4.1	Finance	<ul style="list-style-type: none"> <li>Former student unhappy to be threatened with legal proceedings for unpaid fees</li> <li>Student unhappy not to have course fees refunded after withdrawing from course</li> </ul>
4.2	Funding/Bursary	<ul style="list-style-type: none"> <li>Delay in processing bursary application</li> <li>Application for hardship fund handled unfairly</li> </ul>
4.3	Student Records	<ul style="list-style-type: none"> <li>Student personnel data is incorrect/not updated</li> </ul>
4.4	Provided Learning Support	<ul style="list-style-type: none"> <li>Delay in arranging DSA assessment</li> <li>Student unhappy that they could not have the same support worker for every class</li> <li>Student unhappy that additional support requirements have not been put in place</li> </ul>
4.5	Library/Learning Technology	<ul style="list-style-type: none"> <li>Student complained that library overdue book notification system was unfair</li> <li>Lack of support provided by the College with regards to provision of IT on evening class</li> <li>Library opening hours</li> </ul>
4.6	College Services – Quality etc	<ul style="list-style-type: none"> <li>Delay in handling complaint</li> </ul>
5.0 FACILITIES		
	Sub-Category	Examples
5.1	Catering	<ul style="list-style-type: none"> <li>Coffee shop frequently runs out of soya milk</li> <li>Choice on offer</li> </ul>
5.2	Student Accommodation	<ul style="list-style-type: none"> <li>Poor wifi service</li> <li>Cleanliness of accommodation</li> </ul>
5.3	Maintenance, Lifts, Car Parking	<ul style="list-style-type: none"> <li>Lifts out of order</li> <li>College does not provide sufficient car parking space</li> <li>College signage is misleading</li> </ul>
6.0 OTHERS		
	Sub-Category	Examples
6.1		<ul style="list-style-type: none"> <li>No College wide 2 minute silence on Remembrance Day</li> </ul>

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Ayrshire  
College 

# Access and Inclusion Strategy

2018-21

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# Context

During academic year 2015-16, the Scottish Funding Council undertook a review of the Extended Learning Support (ELS) funding system. As a result of this review, the funds were renamed Access and Inclusion Funds. The purpose of these funds is to support key Scottish Government access priorities and to secure a parity of outcomes amongst students, including inclusive practices in areas such as teaching, ICT and welfare of students across the college. Particular attention should be given to the progression of students who are studying on programmes up to SCQF level 4.

## Introduction

As well as supporting the college to deliver outcome agreement targets, the Access & Inclusion funding will contribute to implementing the ambitions of Developing the Young Workforce and making progress on the recommendations of the Commission on Widening Access.

Ayrshire College's Access & Inclusion strategy outlines our commitment with regards to two key strands:

- Access – offering learning opportunities to all
- Inclusion – ensuring inclusive practices for all

and sets out:

- What we do - defining the inclusive services we provide
- So what? - outline the effectiveness and impact of the services
- What next? - setting out our ambitions for improvement



**Access Programmes**  
(SCQF Level 4 and below)

- College
- Community
- Prison
- Schools

**Supporting Student Learning and Wellbeing**

- Student Services
- Inclusive Learning
- Student Funding
- Joint liaison posts
- Student Association
- Core Skills



**Supporting Transitions**

- In school delivery
- Transition meetings
- Transition events
- Tailored transition support

**Partnership Working**

- Social work
- Schools
- Community learning and development
- DWP
- SDS
- NHS
- Police Scotland
- Prison
- National Trust
- Third sector organisations

**College Systems and Initiatives**

- Cross College groups
- Using data
- CPD
- Application process
- Marketing
- Investment in IT

**Priority Groups**

- Care experienced
- BSL
- Exceptional entires
- SIMD 10
- Student carers
- ESOL
- Equalities

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# Access: Offering learning opportunities for all

## 1 Access Programmes (SCQF level 4 and below)

Context - the College uses core grant funding to fund a range of bespoke full-time and part-time programmes at SCQF level 4 and below, however it is important to state our commitment to these access programmes as part of our strategy. In addition to programmes delivered in the college, there are also a large number of access programmes delivered in the community, in the prison and in schools. The majority of students on these bespoke programmes require a great deal of support, both extended learning and pastoral support for which the additional Access and Inclusion funds are utilised.

### 1.1 In College

#### Supported Learning

##### What we do

Developing the independence and employability of young people with disabilities is a high priority for Ayrshire College therefore a structured pathway of full-time and part-time 'Connect to...' and 'Routes to...' programmes are offered, ranging from SCQF level 2- 4.

Two Project Search programmes, in partnership with East Ayrshire Council and University Hospital Crosshouse and with Girvan Youth Trust, Culzean Castle and South Ayrshire Council.

Specialist support staff work with young people with learning disabilities to provide them with individual, intensive support both in class and as required.

##### So what?

From 2014-15 to 2017-18, the college made significant improvements on the retention and attainment of students in this area - an increase of 11% in student success. This was achieved by:

- Adopting a project-based approach to learning which developed confidence and independence in our students
- Introducing an early planning process with schools.
- Regular input from designated Student Services staff

Supported Learning students leave with improved awareness of their own skills, a better understanding of support options across Ayrshire and employability skills that meet their needs.

## What next?

The college will:

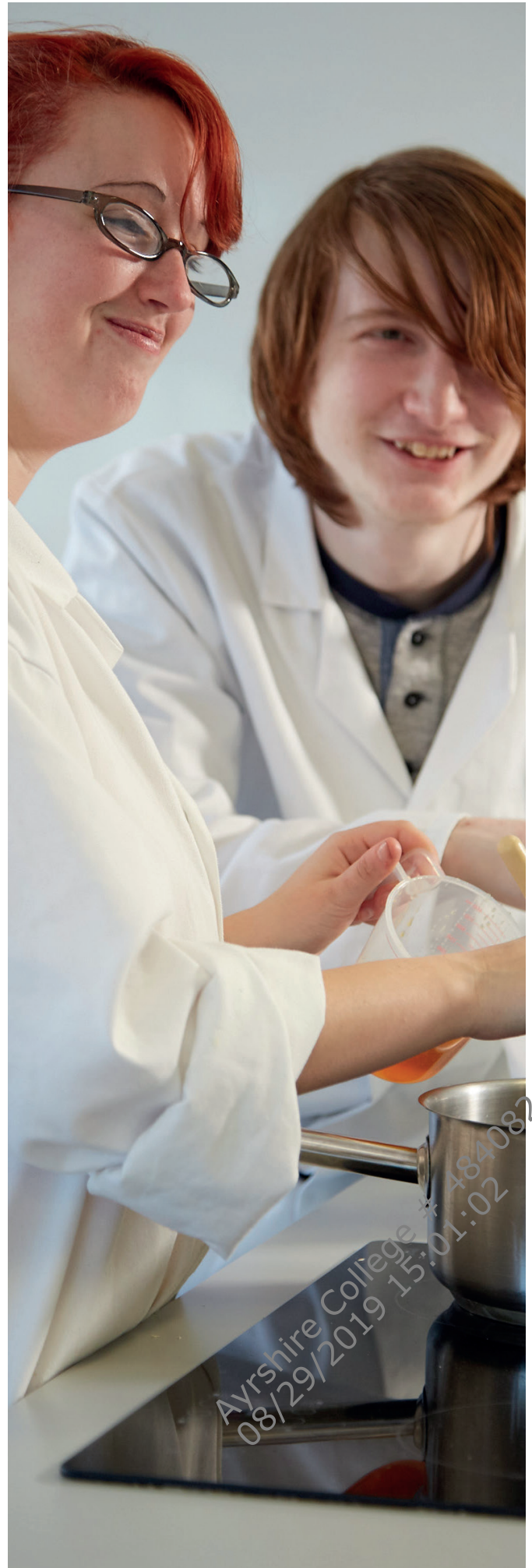
- Continue with the project-based approach to learning.
- Source additional volunteering and work placement opportunities for students.
- Continue to develop the partnerships with special schools and supported learning centres.
- Promote and use Skills Development Scotland's career management jigsaw at transition meetings to support pupils, parents, teachers, and the college identify appropriate choices for the next step in their journey.
- Continue to work with the inclusive learning team to help aid smooth transition from supported learning to vocational programmes

## The HIVE

### What we do

The College's HIVE (Hope, Inspiration and Vision in Education) model provides young people, who have previously disengaged from education, the chance to reengage in learning in a safe and nurturing environment where they develop skills that prepare them for further learning. HIVE courses focus on developing self-confidence, improving self-esteem, raising awareness of health and wellbeing, encouraging personal responsibility as well as exploring the world of work and further education opportunities.

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





To support the most disengaged young people, we offer the Prince's Trust Team programme, which includes a residential-based activity to build confidence and enhance team building activities. The College works in partnership with Police Scotland on this programme.

Specialist support staff work with young people with learning disabilities to provide them with individual, intensive support both in class and as required.

## So what?

Sustaining engagement among hard to reach young people and assisting in finding positive destinations for them is challenging but very satisfying.

- Over the past few years, we have worked hard to increase the number of young people who progress on to further college courses but many choose to progress to other training programmes and opportunities. In session 2017-18, 66% of HIVE students progressed on to further learning within the college, 1% moved into employment and 33% moved on to other training programmes and opportunities.

## What next?

The college will:

- Develop a coherent system to better track destinations of HIVE students with partners across all three campuses.

Develop stronger internal partnerships to improve the transitional support for students moving from the HIVE into vocational curriculum areas through the development of a Transition Passport



## 1.2 In the Community

### What we do

Provision of employability opportunities for short and long term unemployed individuals in our communities aims to respond to recent changes in social security provision and has resulted in a broader range of people attending our programmes. Programmes focus largely on access level, Health and Wellbeing, Core Skills and Employability qualifications.

Currently Ayrshire College delivers a wide range of community based courses in partnership with a variety of stakeholders, including:

- Department of Work and Pensions (DWP)
- East Ayrshire Council
- North Ayrshire Council
- South Ayrshire Council
- NHS (Woodland View & Ailsa)
- Alcohol & Drugs Partnership (ADP)
- Third Sector Partners

Access and Inclusion Funds are used to support learners in the community as required and to facilitate progression on to further learning.

### So what?

Community based programmes increase employability and raise levels of community participation amongst those groups often marginalised and disengaged from such activity. At the individual level it has raised levels of confidence and wellbeing among people for whom this has been a barrier to personal development and economic participation for many years – in some instances over decades.



# Community Case Study

## Me to You.

Partners: East Ayrshire Council Education Services; Vibrant Communities; DWP

This eight week employability programme includes two days attendance at local community centres to complete four SQA Employability units alongside two days' work placement within local secondary and primary schools (janitorial services, class room assistants, cleaning services, canteen services and technical services). The first five courses resulted in 75% of participants moving into full or part time employment and the programme was shortlisted for the SQA Innovation Award in 2017 and won the East Ayrshire Partnership Award the same year.

One participant on a Me to You course was a woman in her early fifties who had not worked for over thirty years. On beginning the course she did not think she had anything to offer in terms of employability skills and had a very limited self-image as a mother/grandmother and housekeeper. Within one month of completing the course she had secured employment with East Ayrshire Council.

Another participant was a man in his fifties with long term health issues who had not worked for over fifteen years. He originally elected to do his work placement with the janitorial services, but on further examination it transpired he really wanted to work with children with additional support needs. He was provided with a work placement with the classroom assistant team and is now employed full time as a classroom assistant with East Ayrshire Council.

Since merger the numbers of community based learning opportunities has grown considerably with 18/19 on track to continue the upward trend of this growth.

	Learner Numbers 16/17	Learner Numbers 17/18	Difference	% Increase
East	386	599	+ 213	35.56%
North	122	580	+ 458	78.97%
South	290	484	+ 194	40.08%
Total	798	1663	+ 865	52.01%

## What next?

The college will:

- Build on successful partnerships to further increase the levels of participation across all three Ayrshire Council areas
- Work with partners to ensure that Ayrshire residents can access community based opportunities regardless of where they live
- Develop a coherent system to better track destinations of community students across all three campuses

## 1.3 In Prison

### What we do

Ayrshire College currently delivers SQA units at SCQF level 4 in Painting and Decorating, Sewing, Bricklaying and Joinery within HMP Kilmarnock.

### So what?

In academic year 2017/18 a total of 95 students successfully completed these courses. This has grown from 81 students the previous year in 2016/17. The average success rate for in prison delivery has risen by 20% to 96% over the past few years.

The impact of providing recognised qualifications to offenders prior to release includes:

- Enhancing offenders' opportunities for employment upon release
- Contributing to rehabilitative goals

### What next?

The college will:

- Expand range of programmes offered
- Increase number of students participating in programmes
- Develop a bespoke employability programme within the prison
- Create transition pathways from prison to college
- Develop a coherent system to better track destinations students in prison.



## 1.4 In Schools

### What we do

As part of our vocational pathways for broad general education, the College delivers 'Vocational Bursts' - short 6 week introductory opportunities, helping S2 and/or S3 pupils to find out about a range of vocational areas which could then lead to participation in a yearlong DYW innovative project in partnership with the DYW regional group and the Prince's Trust.

Progressing on to the senior phase, there is then the opportunity for pupils to study a wide range of vocational qualifications from SCQF level 4 to 7, while still at school, facilitating transition to college post school.

College staff also engage with young people, who find school challenging for a range of different reasons, within the school environment on a weekly basis. (see Supporting Transitions)

The College runs summer schools on each campus for senior phase pupils who are identified as at risk of not progressing to a positive destination. During the month of July, young people participate in a range of learning activities. Access and Inclusion Funds are used to support learners in the community as required and facilitate progression on to further learning.

### So what?

The early interventions ensure that college staff engage with young people while they are still at school giving them the confidence to make informed decisions about career paths and potential progression to college. Without understanding and experiencing a range of vocational areas, building relationships with college staff while still at school and having the opportunity to visit the campuses, many of the young people would not have continued with their learning.

The outcomes of these summer schools have been significant with almost all young people moving onto positive destinations.

A number of 'in school' vocational pathways have now been developed.



# Early Education and Childcare

## Learning pathways while still in school

S2 (or S3)	S3 (or S4-6)	S4-S6	S5 & S6
<b>Vocational Burst</b> Early Education	<b>DYW Project</b> Early Education - outdoor focus	<b>SfW Early Education</b>	<b>FA Children and Young People</b>
2 periods per week for 5-6 weeks	(SQA Steps to Work Level 4 qualification)	(SQA Group Award Level 4 or Level 5)	(SQA Group Award at Level 6 (Higher))
<i>In school</i>	2 periods per week August - May  <i>In school</i>	2 afternoons per week August - April  <i>In college</i>	<b>Over 2 years</b> Yr 1 - 2 afternoons per week in college Yr 2- 1 afternoon per week in college and 1 day work placement  <b>Over 1 year</b> 2 days per week - 1 day in college, 1 day work placement



## What next?

The college will:

- Continue to develop 'in school' vocational pathways for young people, identified as being at risk of not entering a positive destination when they leave school
- Increase the number of schools participating in Vocational Bursts and DYW innovative projects
- Increase the number of young people participating in the summer schools to include other young people in the community who have disengaged from education
- Increase the positive destinations of the young people participating in summer schools



# 2 Supporting transitions

## 2.1 In School Delivery

### What we do

Over the course of the school year, college staff engage with and often deliver a range of personal development and employability programmes in school, for pupils at risk of not progressing to a positive destination. The aim of the programmes is to re-engage school pupils in education, raise aspirations and develop transferable essential skills as well as build relationships with the college staff who help them with their transition to further learning opportunities at college.

The majority of learners who study in the Supported Learning department enter college directly from school. Starting in S4, college staff deliver in schools helping pupils build a connection to staff and the idea of studying at college. They then attend classes in college while in S5 and S6, where they becoming familiar with the college environment before enrolling at college fulltime, after leaving school.

### So what?

Over the past few years there has been consistent engagement in these programmes with approximately 500 young people participating. The college has, as part of the school-college partnership, contributed to the each local participation measure which has increased slightly in all three local authority areas from 2017 to 2018. (EAC 89.3%, NAC 91.1%, SAC 91.6%)

- The robust partnership that exists with the special schools and supported learning centres allows the college to strategically plan the curriculum over a three year period, ensuring that we have the right number of programmes at the right level, based on partner need. It also breaks down barriers between school and college to make transitioning to college less daunting for pupil and parent

### What next?

The college will:

- Develop a coherent system to better track destinations of school pupils progressing to college across all three campuses
- Continue to develop the transition partnership with special schools and supported learning centres

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## 2.2 Transition meetings

### What we do

College staff play an active role in Transition meetings for senior phase pupils from local secondary schools and special schools. The meetings bring together pupils, teachers, parents, carers and support agencies to discuss options for the young people after the senior phase. The meetings provide an opportunity to discuss any barriers or additional support needs and develop a Personal Learning Support Plan, which outlines the strategies and reasonable adjustments that the college will put in place to overcome barriers and support the young people as they start to plan their journey from school into college and beyond.

### So what?

Schools have begun to appreciate the value of inviting college staff to attend transition meetings and the number of invitations has double over the past two years to over 200 across the three local authorities. Attendance at the meetings ensures that individual support is in place before the young person starts college, making both the student and the college better prepared. This support contributes to our improved retention and success figures.

### What next?

The college will:

- Continue to attend transition forums with principal teachers and social work
- Continue to attend transition meetings in schools
- Improve coordination of service internally across inclusive learning, HIVE and supported learning teams

## 2.3 Transition Events

### What we do

Creating Connections is a collaborative event with SDS and Ayrshire College to help young people with additional support needs along with their families and teachers to understand the options that exist across Ayrshire for education, training and advice post-senior phase and after college. The College hosts a Creating Connections webpage to support all partners, parents and young people during the transition phase.

### So what?

Creating Connections informs parents, pupils and teachers about options that exist, after school or college, for young person with an additional support need.

## What next?

The college will:

- Strengthen process for students transitioning into mainstream provision
- Continue to strengthen Creating Connections event and website

## 2.4 Tailored Transition Support

### What we do

The college offers individualised support for students who require an extended transition to college. Students with complex additional support needs are offered individual orientation visits prior to the start of their programme. The college runs a short transition programme in the summer for students who have an Autism Spectrum Disorder to support their transition to college.

### So what?

The provision of individualised transition support and extended transition and engagement activities has contributed to a sustained improvement in attainment at FE level from 70.6% in 2015-16 to 75% in 2017-18.

## What next?

The college will:

- Track the impact of the tailored transition support
- Further develop processes to support transitions within the college



## 2.5 Partnership Working

### What we do

Building and maintaining effective partnerships is a high priority for Ayrshire College. It has a wide range of strong partnerships within the local community which add significant value to the student experience. Partners include:

#### Social work

- The inclusive learning team work closely with the intensive support and throughcare teams in each local authority to support care experienced students
- College staff regularly attend social work review meetings for care experienced young people and students who have a learning disability and who require additional support

#### Schools

- College staff attend information evenings and deliver presentations to school staff, parents and pupils about opportunities for both learning at college while still at school as well as further learning at college post school
- They work closely with schools to develop meaningful vocational pathways
- They attend transition meetings and work with schools to support local and national initiatives e.g. the Whole School Approach to Wellbeing at Kilwinning Academy and Developing the Young Workforce

#### Community Learning & Development (CLD)

- The college collaborates closely with CLD in each local authority to accredit learners in the community, particularly those who have no formal qualifications, have been out of the workplace for a long period of time due to redundancy or ill health or who have English as a Second or Other Language (ESOL). Many learners start their learning journey in community facilities. Throughout their journey from community to college, our aim is to support them to make further progress by gaining higher levels of skills and the accompanying accreditation that improves their independence and employment opportunities

#### Department of Work & Pensions (DWP)

- The College collaborate with DWP and other local partner organisations to support DICE (Disability Inclusive = Confident Employers). DICE is a partnership of local agencies and employers looking to inform and support local employers on issues related to disability and employment
- DWP assess local need for employability programmes and refer clients to appropriate learning opportunities which the college deliver in local communities

#### Skills Development Scotland (SDS)

- SDS provide weekly drop-in sessions for students on each campus
- The college attends joint tracking meetings with SDS and social work to monitor student progress and track positive destinations. The college contributes to the SDS Data Hub

#### NHS/Health and Social Care Partnerships

- The college and the local Health and Social Care Partnerships jointly fund an Alcohol and Drug Liaison Officer and a Mental Health Liaison Officer post.

- The college is a member of Ayrshire's Public Mental Health and Wellbeing Network and NHS staff are members of the College's Promoting Wellbeing Group
- There is ongoing work with CAMHS and Adult Support and Protection teams to support student wellbeing
- The delivery of Project Search in University Hospital Crosshouse

### **Police Scotland**

- The college and Police Scotland jointly fund a Campus Liaison Officer post
- An officer is seconded to the college for 6 months on a rotational basis to assist with the delivery of the Prince's Trust Team programme as a career development opportunity
- There is ongoing work with Police Scotland to deliver staff training on Prevent and Adverse Childhood Experiences (ACEs)

### **HMP Kilmarnock**

- The college currently delivers a range of SQA units at SCQF level 4 in vocational subjects to prepare offenders for release

### **National Trust**

- Our newest Project Search programme is a collaboration with National Trust Scotland and the Girvan Youth Trust at the National Trust site of Culzean Castle site in South Ayrshire. The range of jobs internships include gardening, being a ranger, as well as working in a hotel, and catering

### **Other external organisations**

- The college works with a wide range of external partners including third sector organisations who provide projects and volunteering opportunities for our students. We work with specialist organisations and groups such as Penumbra signposting students as appropriate

## **So what?**

The partnerships have undoubtedly improved the overall experience of learners, providing work experience, specialist support as well as professional development for staff. They all contribute to improved retention and success figures and most importantly, further learning, training or employment opportunities for our students.

## **What next?**

The college will:

- Continue to build and maintain appropriate partnerships to ensure widening access opportunities
- Evaluate the effectiveness of the partnerships as part of the annual quality cycle
- Ensure appropriate data sharing agreements are in place with all partners

# Partnership Case Study

## Project SEARCH

Project SEARCH, an exciting project to give students with learning disabilities and/or those on the autistic spectrum the opportunity to get hands-on experience in the workplace, has helped another young person find success in the work place.

Amy's initial learning journey took her from Park School to Ayrshire College where she studied Connect to Careers. During her time on this course, she developed an interest in food preparation and progressed onto a Professional Cookery course where she achieved a NC Level 5 in Professional Cookery.

From Ayrshire College, Amy successfully completed a one-year internship at University Hospital Crosshouse and secured permanent employment as a domestic assistant in the hospital. Current manager, Jacqueline Armstrong, Hotel Services Manager said: "Amy gained experience working within several areas of domestic services while taking part in Project SEARCH, which helped to give her the knowledge and skills to apply for and be successful in securing a permanent post with us.

"When her job coach at East Ayrshire Council recently asked what her dream job would be, Amy replied without hesitation, "To work for the NHS".

"It's certainly not every day that we get the chance to make dreams come true but we are very happy to have helped Amy do just that. We would like to say a huge well done to Amy and wish her every success in her new role."

Project SEARCH first launched at University Hospital Crosshouse in December 2013. It originated in Cincinnati in 1996 and involves a partnership between a host business, education services and adult supported employment. The latest collaboration between NHS Ayrshire & Arran, East Ayrshire Council and Ayrshire College will help 17-24 year olds in East Ayrshire, who have learning difficulties and/ or are on the autistic spectrum, build skills for employment.

In addition to securing and sustaining permanent employment with NHS Ayrshire & Arran, Amy has now moved into her own tenancy and is living life as an independent working woman and is reaping the benefits of her hard work. The support services that Amy has accessed have ensured that she has been given opportunities and ben provided with the tools to achieve in life.

Watch Amy's story here:

[https://www.youtube.com/watch?v=2BoUj4yPhiY&index=4&list=PLUVXqS\\_S-92nk49GRFQaYGSGJ7aGVqZUJ](https://www.youtube.com/watch?v=2BoUj4yPhiY&index=4&list=PLUVXqS_S-92nk49GRFQaYGSGJ7aGVqZUJ)



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# Inclusion: Ensuring inclusive practices for all

## 3 Supporting Student Learning and Wellbeing

### Introduction

The College provides seamless support for students aiming to remove barriers to learning and assist them to achieve their potential. Support is tailored to the individual and our universal services support access and inclusion for all students. The Student Services, Inclusive Learning and Student Funding teams all work together to provide a 'one stop shop' service for all student support needs.

### 3.1 Student Services

#### What we do

The Student Services team provides support to students across all campuses. They are the first point of contact for students, providing information, advice and guidance throughout their time at college.

The team provides workshops to students on a wide range of topics to support them in maintaining their place, developing life skills, and preparing for work or progression. There is also one-to-one pastoral support for students. Staff work with a range of partners to ensure a holistic approach is taken to supporting our students.

Through Student Services, students can access counselling services, be issued with lunch vouchers, access small value emergency funds, be referred to other external services for support such as CAMHS or addiction services.

#### So what?

In 2016-17, Student Services, along with curriculum and performance and planning teams, implemented a range of positive interventions to improve student retention, which was the major factor in greatly improved student success over the year. The number of students accessing 1:1 support through student services has increased by 69% over the past four years.

#### What next?

The college will:

- Continue to focus on reducing student withdrawals
- Continue to develop our practice and ensure consistent support for students across the college
- Continue to work with our partners to maintain and develop services to support our students.
- Develop more coherent internal partnership working with curriculum and other support teams

## 3.2 Inclusive Learning

### What we do?

The Inclusive Learning team ensures that students have access to high quality, individualised extended learning support throughout their time at college. The team supports students with a wide range of additional support needs including:

- Visual impairment
- Hearing impairment
- Autistic spectrum disorder
- Physical disabilities
- Medical conditions
- Specific learning difficulties eg dyslexia
- Unseen disabilities
- Mental health
- Social emotional and behavioural difficulties

Inclusive learning work with external partners, for example the Royal National Institute or Blind or Scottish Autism, to provide specialist support for individuals and to develop services.

### So what?

Students are now more like to declare a disability and seek help. The team has worked hard to eliminate stigma associated with requiring additional support. The number of students declaring a disability has more than doubled over the past four years.

Success rates for students who access additional support through inclusive learning have improved by 1.5% over the past four years. In 2017-18, the success rate for fulltime FE students accessing this support was 1.5% higher than for their peers.

### What next?

The college will:

- Continue to engage with our students and partners to maintain and develop services to meet the needs of our students
- Develop more coherent internal partnership working with curriculum and other support teams
- Work with the Business Intelligence & Information Systems team to further integrate systems, linking Inclusive Learning systems to UNITE and the retention tool





## 3.3 Assistive Technologies and Learning Resources

### What we do

We endeavour to make learning technologies universally available providing support for everyone. Whilst the college has a person centred approach to providing assistive technologies to individuals, we also work to mainstream the availability of technologies for all students, for example, My Study Bar software is installed on all college PCs.

There is a range of equipment available for students to support their learning including: Laptops, Digital voice recorders, Livescribe pens, AlphaSmart word processors, Electronic spellcheckers, Overlays.

We provide a wide range of assistive software packages and apps for students including: JAWS screen reading software, ZoomText Magnifier Reader, Dragon Naturally Speaking (voice recognition software), Read & Write Gold (reading and writing support) and Mind Manager (mind mapping software).

Our virtual learning environment (VLE), Moodle, is a key resource in ensuring accessibility for our students. Accessibility of all our web based systems is supported by Browse aloud software. Our Learning Resource team deliver workshops for students to assist them with accessing the wide range of resources available for learning. For those students who are not comfortable with the use of ICT one-to-one support is offered. Students can use their own devices, use our desk top PCs or borrow laptops.

### So what?

The use of assistive technology creates independence for the student and contributes to the overall improvement in success rates.

Students who log on to Moodle less than 50 times over the academic year are 13.9% less likely to succeed on their course. Students who log on to Moodle more than 200 times over the academic year are 17.5% more likely to succeed. Making resources available on Moodle so that students can access them any time is having a positive impact on success.

### What next:



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The college will:

- Continue to promote the use of built in accessibility features which are available as standard in Office 365
- Continue to develop our range of assistive technologies which are available to all students, and to support individuals with bespoke solutions
- Ensure all lecturers are making full use of the VLE to support inclusive approaches to learning and teaching



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## 3.4 Student Funding

### What do we do?

The Student Funding Team provides financial advice and makes payments to students across all campuses. We administer funds from Bursary, Educational Maintenance Allowance, Further and Higher Education Childcare and Further and Higher Education Discretionary Funds.

The Student Funding team are an integral part of the college community and offer a wide range of advice on funding and benefits to ensure that each student receives maximum financial support.

Student funding payments made by the college helps sustain students on their courses which is a key element of our retention and achievement strategies.



## So what?

There has been significant work and progress made in the development of efficient and effective funding systems and processes since merger. An example of this information below shows that there has been positive progress in our quest to better support our students financially and contribute toward aiding retention.

- Early access to online funding application – Go Live dates have been brought forward to the earliest possible point opening to all students offered places. In 2015 applications were not open till end of May however applications for the past 3 consecutive years have been open at the beginning of March.
- The number of awards processed early each year is increasing with more students completing their applications earlier. Each year more students know what their funding award is for the start date of the course. Over 90% of complete applications have been in place at start of term each year since 2016.
- The team work closely with Student Services, Inclusive Learning and Curriculum teams so that at risk students can be identified, contacted directly, and offered additional support to aid retention. For instance, care experienced applicants are identified at the point of application and are offered 1:1 support to help individuals complete the application process and staff will advocate for the student when communicating with external partners such as social services when collating any evidence required to complete the funding process. This category of student is given priority status to ensure they have the optimum award for starting college.

## What next?

- Student Funding will continue to build strong working relationships with key internal and external partners
- Continue to develop systems and processes that are sector leading and enhances the student experience
- Continue to develop a skilled and knowledgeable team who need to continue to evolve within their roles in a forever changing internal and external environment. This includes ensuring that the team have specialised knowledge with regards to DWP benefits, residency, and other legislative changes, as they happen

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## 3.5 Joint Liaison Posts

### What we do

Our innovative shared posts, created in partnership with Police Scotland, NHS Ayrshire and Arran, and the Ayrshire Health and Social Care Partnerships, enable us to offer a unique range of services and interventions for our students.

In 2013 we established both our Campus Police Liaison Officer and Drug and Alcohol Liaison Officer posts. These posts support the education and development of our students in key areas of citizenship and wellbeing. They also support individuals with appropriate interventions enhancing life chances.

In 2017 a further joint post was created. The College appointed a Mental Health and Wellbeing Liaison Officer. This post was the first of its kind in Scotland. The post supports our commitment to mental wellbeing and has facilitated the delivery of workshops to raise awareness of mental wellbeing, advise students about strategies to maintain good mental health, and to provide appropriate interventions and signposting for students.

### So what?

Intervention and engagement activities contribute to our overall retention figures as students are professionally supported through challenging circumstances. The number of students declaring a mental health condition has increased by over 30% over the past three years and the success rate of this group has improved by 4.6% over the same period. As a direct result of these posts the college community has become a safer and more positive environment with enhanced links to the associated external organisations.

### What next?

The college will:

- Continue to build on this resource to help our students develop resilience and maintain their mental wellbeing
- Continue to work with the relevant partner organisations to ensure the sustainability of the liaison posts and encourage all staff to take responsibility for embedding this work across

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## 3.6 Student Association

### What we do

The Student Association supports student representation and engagement across the college. It aims to enhance the educational experience of all students, to represent students and act as a channel of communication with the college and other bodies, to promote student wellbeing and encourage and co-ordinate activities and events for all students.

### So what?

The Student Association enables students to take collective action to improve the Student Experience. In 2018/19 the Student Association recruited and trained 366 class reps to ensure that students are involved in the life and work of the college and have an input into the College's quality processes through a system of feedback and enhancement. The Student Association and College have a Student Partnership Agreement which lays out the mechanisms through which students can feedback their experiences to the College.

The Student Association Acts as a critical friend, enabling the College to develop robust governance processes and speaks with an autonomous voice in discussions and decision making. The Student President and Student Vice President sit on the College's Board of Management and various subgroups such as the Learning and Teaching Committee. This ensures that the student voice is at the heart of the College's decision making processes.

The Student Association strengthens the student voice at a national level through its affiliation with the National Union of Students. This enables Ayrshire College students to get involved in national campaigns such as NUS Scotland's Budget for Better Campaign which secured an additional £16 million annual investment in bursary support for students, over £5

million for bursary supplements for care experienced students and effectively renegotiated the starting salary level for Student Loan repayments to £25,000. Over 160 Ayrshire College Students wrote to their local MSP's to demand a better deal for students and contributed to the Budget for Better outcomes.

The Student Association is the legally representative voice of students as required by the 1994 Education Act and Post 16 Education Act (Scotland).

## What next?

The Student Association will continue to work in partnership with the College to:

- Support students to get involved in the work and life of the College
- Ensure the interests of the students are represented on the highest decision making committees within the College
- Ensure Ayrshire College students have a voice at a national level through its affiliation with NUS Scotland

## 3.7 Core skills

### What we do

Effective core skills are critical to being successful in learning, life and work. Our model of core skills delivery ensures that all students on full-time vocational courses at SCQF levels 3, 4 and 5 study the three core skills of numeracy, communication and ICT at the same level as their course. SCQF level 6 students study the two core skills that are considered to be the most relevant to help them progress in their chosen vocational area. Weekly drop in sessions across all campuses allow students to access 1:1 or small group support to help with individual understanding and development.

### So what?

Core skills delivery in the college helps students to understand, use, and articulate their skills when circumstances change in their life, learning, and work. These skills combined with vocationally specific skills prepare students to adapt in their life and remain employable. Feedback from employers have confirmed that they are looking for all future employees to have these functional, transferable skills.

### What next?

The college will:

- Continue with our contextualised project-based approach to core skills delivery
- Increase collaborative working between core skills lecturers, vocational lecturers and employers



## 3.8 Mental Health Awareness

### What do we do?

The College continues to build its capacity to support student with mental health issues and to raise awareness of supporting mental wellbeing across the College. We have established a Promoting Mental Wellbeing Group and continue to train staff. With the support of our three Ayrshire Health and Social Care Partners, the College appointed a Mental Health and Wellbeing Liaison Officer.

Feedback was sought from students and staff in relation to their awareness of mental health and wellbeing issues. This has been used to identify key areas of work moving forward including:

- Delivery of 'How to look after your Mental Health' workshops to students
- Formalisation of Mental Health Referral routes to external agencies and health services
- Case meetings have been established on all campuses to aid Student Services staff to support students
- The creation of an online 'Wellbeing Hub' where all students can access resources to support their mental wellbeing and to provide contacts for self-referral.

### So what?

The number of students declaring a mental health condition has increased by over 30% over the past three years and the success rate of this group has improved by 4.6% over the same period.

### What next?

- Continue to build on this resource to help our students develop resilience and maintain their mental wellbeing



## 4 Priority Groups

Ayrshire College is fully committed to challenging discrimination, advancing equality of opportunity, promoting inclusion and celebrating the diversity of all of its students, staff and other stakeholders. Indeed, the College continues to change and evolve as an organisation and educational institution with equality and inclusion as an integral part of College life. Successful progress is being made in relation to mainstreaming equality with wider, significant changes being made in raising awareness of equality and inclusion through student and staff inductions, campaigns and events, curriculum subject learning and staff learning and development. The College also promotes itself as a champion and advocate of equality through its partnership working and reviews and updates its curriculum delivery plan to ensure it widens access and participation especially for those furthest away from education and employment. For the first time, the College and a range of key local, community partners developed a set of shared, regional Equality Outcomes. These were effective from April 2017 and will be in place until April 2021. These Equality Outcomes demonstrate a commitment across Ayrshire to promote equitable experiences and as such, the College continues to play an active role in the region.

### 4.1 Care experienced

#### What we do

We have made significant progress with the three local authorities in Ayrshire to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced. In 2017-18 this resulted in 222 students declaring that they were care experienced. More than 76% of these students were under 20 years old, with half living in SIMD20 areas and a third undertaking supported learning or HIVE courses.

The college has worked with partners, care experienced students, the Student Association, other corporate parents and Who Cares? Scotland to develop our Corporate Parenting Action Plan and has monitored progress towards the targets set out against each of the duties. At the end of session 2016-17, the College created a video review of the first year of its Corporate Parenting Journey. This provided an overview of some of the key achievements from the first 12 months of the reporting period. The video has been shared with other Corporate Parents including colleges across the FE sector and the three Ayrshire local authorities.

Following a Corporate Parenting Networking Event, the College also established its own Corporate Parenting Steering Group to oversee the ongoing implementation and review of the Corporate Parenting Plan and to continue to develop collaboration. The Steering Group includes representatives from Who Cares? Scotland, the three Ayrshire local authorities, Police Scotland, Scottish Fire & Rescue, South Ayrshire Council's Champions for Change, the champion's board in North Ayrshire and the Connecting Voice's group in East Ayrshire. The College has successfully engaged with children's houses and social work staff across the three local authority areas and has delivered presentations for Ayrshire Foster Carers Support Group, run by Glasgow's Social Work Department.

## So what?

There has been an increased awareness of the support and opportunities available at the College amongst carers and support workers which has led to an increased number of referrals and requests for information and advice.

The number of students who disclosed their care experienced status rose to 222 in 2016-17, which was a significant increase on the previous year. This number increased further to 253 in 2017-18. Overall, Ayrshire College made a significant contribution towards the SFC's aim of increasing the intake of care experienced students in the college sector to 673 in 2016-17 and to 733 in 2017-18.

In 2016-17, the college exceeded national targets for full-time FE and HE care experienced students who successfully completed their qualification, with 62.5% success at FEFT (national target 57%) and 71.4% success at HEFT (national target 60%). We did not meet the national target for fulltime FE care experienced students in 2017-18, with only 55.4% success against a national target of 61%. We did however exceed the national target of 66% for fulltime HE with 69.6% of students completing successfully. The college remains committed to achieving the targets as set out by the SFC's National Ambition for Care Experienced students.

Further improvements in retention in 2017-18 have seen the proportion of full-time care experienced students leaving courses early reduce by 3.8 percentage points over the year to 7.3%, which is better than the College average.

## What next?

The college will:

- Continue to implement the actions in our Corporate Parenting Plan
- Establish a pan-Ayrshire network of other corporate parents by hosting an annual partnership event
- Continue to develop further corporate parenting training for staff.
- Continue to work with schools, local authorities and SDS to engage with care experienced young people before they enrol at college
- Improve transitions and help sustain positive destinations.

## 4.2 British Sign Language (BSL) and support for the deaf community

Ayrshire College has developed its BSL Plan in consultation with D/deaf students, external partners including Ayrshire Sensory Impairment Team, Deaf Action, College Development Network and Ayrshire Hearing Impairment Service and has contributed to the development of the Ayrshire Shared BSL Local Plan.

The College has already made a significant investment in supporting students who are BSL users. Over the last two years, we have recruited a number of BSL signers who provide in-class and out of class BSL support and we have also invested in assistive equipment such

as the Contego hearing device, to enable students to be as independent as possible in their learning.

The College has started to take steps to ensure that key information is provided in an accessible format for students who are BSL users. Induction information is now available in BSL signed format on Moodle and an increasing number of lecturers now include subtitles in class videos. Some college staff have already taken part in BSL and D/deaf Awareness Training and further sessions are planned.

## So what?

We participate in the Care Experienced, Estranged and Carers West Forum along with other colleges and universities in the West of Scotland.

The robust partnerships and joint action plan has resulted in smoother transitions from school to college across the three local authorities. The number of deaf students attending the college has remained fairly consistent over the last three years.

## What next?

The college will:

- Continue to make reasonable adjustments for students on an individual basis and this may include providing written course notes and materials in BSL.
- Offer further BSL courses for staff
- Offer Inclusive Learning, Student Services and Front of House staff the opportunity to take part in Contact SCOTLAND - BSL training in August to ensure that staff are equipped to support students who are BSL users to use Scotland's British Sign Language Interpreting Video Relay Service (VRS) as required by the British Sign Language (Scotland) Act 2015



## 4.3 Exceptional Entries

### What do we do?

Each year, approximately one hundred 15-year-old pupils embark on full-time courses at the college before their official school leaving date. Under-16s studying on full-time courses are a particular group of high risk students. These young people have typically disengaged from education in school and many have no desire to continue in any form of education beyond their official leaving date. In 2016-17, we focused resources on helping these young people to remain on their course beyond their school-leaving date. We established a working group and secured commitment from local authorities and Skills Development Scotland (SDS) to work better together to ensure that these young students have the best possible transition from school and support in College. Exceptional entry students are flagged on registers to highlight their vulnerability to lecturers and attendance reports for these students are sent to schools on a weekly basis. SDS come in to college twice per year to meet with the students and offer individual career guidance.

In 2017-18, 87 students under the age of 16 enrolled on full-time courses. A third of the students participated in personal development, access courses in the HIVE. All of the young students were contacted individually at the beginning of the academic session by Student Services staff to discuss support options available to them and relevant information was communicated to curriculum teams.

### So what?

Using this targeted approach, there has been a major reduction in early withdrawals amongst this group of students from 35.8% in 2016-17 to 10.3% in 2017-18.

### What next?

The college will

- Continue to improve processes to support and monitor progress of this group
- Create a flowchart outlining the responsibility and expectations of different teams

## 4.4 SIMD10

### What we do

A total of 13 per cent of Ayrshire's data zones are among the 10% most deprived nationally, with more than half of these located within North Ayrshire.

Since merger the College has made significant progress in supporting students who live in areas of multiple deprivation, with the proportion of credits delivered in SIMD10 areas increasing from 18.8% in 2013-14 to 19.2% in 2017-18. The College is making good progress towards achieving the SFC target for this priority group of 20% by 2020-21.

## So what?

Outcomes for full-time students residing in SIMD10 datazones have improved significantly over the last four years by 10.8% for FE students and by 10,5% for HE students.

## What next?

- Continue to work with local authority partners to target resources where need is greatest, particularly in localities identified by the three community planning partnerships (CPPs)

## 4.5 Student Carers

### What we do

The College tracks the number of students who disclose they are carers, in particular young carers, and offers support similar to that provided to care experienced students. We participate in the Care Experienced, Estranged and Carers West Forum along with other colleges and universities in the West of Scotland.

The College has been a member of a national partnership project along with a number of colleges, universities, Scottish Funding Council, College Development Network and the Carers Trust Scotland to develop the Going Further for Student Carers Recognition Award Toolkit. This is being launched for the sector in early 2019. During session 2017-18, 79 student declared that they had ?

### So what?

By raising awareness of the support available and by amending the application and enrolment forms, there has been an increase in the number of students who have disclosed that they have caring responsibilities. In 2017-18.

### What next?

The College will:

- Work towards achieving the Going Further for Student Carers recognition award in 2019-20. This will involve establishing a working group, developing an action plan, reviewing our processes to support Student Carers and implementing a number of other initiatives

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## 4.6 English for Speakers of Other Languages (ESOL) & Gaelic

### What we do

We work closely with the three local authorities to jointly plan ESOL provision based on the new funding mechanism. The College offers courses from SCQF level 2 to 6 and has recently introduced ESOL qualifications as part of school-college partnerships. We facilitate joint training days, forums which brings all ESOL practitioners together to share good practice, and regularly organise celebrations of success of ESOL students.

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

### So what?

The collaborative working around ESOL enables the college and community partners to signpost learners to appropriate provision, in the community or at college, to meet their learning needs. This collaboration improves the transition between community and college, reducing anxiety for learners as they take the next step towards greater confidence in their English language skills.

### What next?

The college will:

- Continue to develop the data sharing agreement with the local authorities that will significantly improve the ability to evaluate jointly provision and plan for improvement to meet unmet demand for ESOL within Ayrshire



## 4.2 Tackling gender imbalance

### What we do

Addressing gender imbalance is a priority for the College and strategic leadership for this is demonstrated at the highest level in the organisation. The membership of the Board of Management has consistently had 50:50 female/male representation and the board signed up to the 50/50 Pledge in October 2017. At most management levels in the College, there is equal representation of men and women.

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

### So what?

The number of fulltime students studying on non-traditional programmes has remained fairly static over the past three years.

### What next?

The college will:

- Continue to promote interactive case studies demonstrating the success of young women and men in non-traditional occupations, making these resources available to schools, parents and employers
- Continue to encourage applications to gender-dominated courses, paying particular attention to engineering, computing, and early education and childcare
- Continue to support student success through peer networks like Ayrshire Connects, which links female STEM students on courses across all of our campuses with each other, with students in other colleges and universities, and with employers
- Establish a Gender Leadership management group to lead the strategy to address the gender imbalance on specific programmes

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# 5 College Systems and Initiatives

## 5.1 Cross College Groups

### What we do

A number of cross college groups have been established across the college, with representation from both curriculum and service, which have a focus on access and inclusion. Groups include:

- VIEW (Values, Inclusion, Equality & Wellbeing)
- Promoting wellbeing
- Corporate parenting
- Gender leadership
- Accessibility
- Safeguarding

### So what?

The coherent systems and processes which evolve from the groups contribute to the number of students from priority groups who study at college as well as contribute to improvements to retention and success.

### What's next?

- Establish additional thematic working groups
- Continue to evaluate effectiveness of all groups

## 5.2 Using Data

### What we do

The College has established a number of bespoke dashboards using our business intelligence platform Qlikview. This has allowed us to establish a baseline data position for key priority groups and monitor the progress of students against KPIs agreed with the Scottish Funding Council and outlined in our Outcome Agreement.

### So what?

Our data shows that we have made significant progress in addressing a number of priority areas over the three years to 2017-18 in terms of both volume of activity and student success:

### Credit activity

- 5% increase in delivery to students from SIMD10 postcode areas
- 11% increase in delivery for senior phase pupils studying vocational qualifications
- 37% increase in delivery for school pupils at S3 and above studying school-college provision
- Increase in the number of care experienced students from 14 to 254

### Student success

- 1.7 percentage point increase for SIMD10 students
- 4.2 percentage point increase for SIMD20 students
- 1.5 percentage point increase for students with a declared disability
- 17.5 percentage point increase for care experienced students

## What's next?

We will develop our business intelligence capabilities by allowing more staff to have access to a greater range of data on multiple platforms including mobile and tablet devices. This will improve our intelligence, lead to more effective and sustainable decision making and most importantly, improve the student experience by allowing us to deliver tailored, bespoke support in a faster timeline.

## 5.3 Professional Learning

### What we do

The Professional Learning team not only actively supports other College areas in keeping their knowledge and skills up to date in respect of supporting students with specific accessibility needs but also contributes to the creation of a wider cultural understanding of everyone's role in ensuring all students have access to the tools, knowledge and support they require.

In the past year we have directly supported the Marketing Team and Learning Technology Team by increasing their understanding of the new EU Web accessibility Directive and how this applies to all public facing web-based material, including the College website & VLE content. Staff in both areas have undertaken online training identified by the Personal Development team enabling them to use a range of tools and techniques to effectively 'audit' web-based content that they are responsible for.

We have worked directly with JISC's accessibility team to develop a 'snapshot' of course content on the VLE and tools available to support students in the LRC. We have organised a range of workshops for staff aimed at improving their knowledge and understanding of accessibility including:

- JISC – Embedding Inclusion: Making most of your digital investment (Feb 2019)
- Inclusive Learning Team – In their shoes (Aug 2018)
- Inclusive Learning Team – Assistive Technology

- BSL awareness & basic sign language session through the FWDF in February 2019
- BSL evening class (7th March-23rd May = 10 week course)
- Texthelp – Read & Write 11 (15 February 2019)
- PDA Inclusiveness (unit 1) for one member of staff from January 2019
- PG Certificate in Inclusive Education for one member of staff in session 2017/18 & completed in December 2018
- Mental Health First Aid course – 13 & February 2019 (14 attendees)
- Mental Health First Aid course – scheduled for June 2019 (up to 16 attendees)

As well as identifying and organising workshops and training sessions in the use of tools such as Office365 and Moodle to provide an accessible learning experience for all students. The Personal Development team has contributed directly to the Accessibility Working Group and as part of this group has delivered a proposal to the Innovation for Learning Fund to develop a programme of training around the creation of accessible Learning & Teaching material in conjunction with the use of a product call Sensus Access which would not only support all users in their ability to access material which best suits their own learning needs, but also to help us identify areas that may need extra support in raising awareness of the role all staff play in ensuring all of our users can access information in the method that best suits them.

## So what?

Staff directly supporting students have improved upon their expert knowledge ensuring all students are fully supported.

Staff in every College area have an increased awareness of their own roles in creating and inclusive environment for all users.

Staff have an increased understanding of Mental Health issues that may affect some of our students, signs to look out for and methods of support.

## What next?

The college will:

- Increase our Mental Health First Aid programme over the next year, increasing the cohort of staff within the College who can provide first-line support for a range of Mental Health issues
- Work more closely with JISC's accessibility team to ensure that all College staff have a better awareness of accessibility best practices in the creation of Learning Material

## 5.4 Application Process

- Online process
- Links with MIS for ASN reports
- Wording/call outs on application form
- Information sessions for guidance staff
- Participation in school/college partnership meetings
- Links with DYW team
- Website information

## Recruitment

- More info on prospectus and all leaflets (first page) advising about support we provide
- Offer support at interviews and offer transitions meetings

## Enrolment and induction

- Inclusive Learning input at induction sessions
- Identification of ASN through enrolment form (not related to support box)
- Links with MIS for ASN reports
- Support and referral process information available to all students through induction process
- More specific and more comprehensive and clearer wording

## Interview process

- Staff training on interview techniques, identification of ASN
- Inclusive Learning involvement in group interviews
- Inclusive Learning team available for initial needs assessment interview drop-in queries (need to discuss this further with staff teams)
- Referral to Student Services and Funding

## Transitions and early identification of need

- Links with DYW team
- School/college partnership meetings
- Attendance at transition meetings
- Needs assessment carried out prior to enrolment and support in place for students with priority needs
- Information sessions for schools (guidance staff and pupil support teams)

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- Evidence gathering process for AA
- Building links with external support organisations i.e. Yipworld, STEP
- Continuing students
  - Early completion of needs assessment
  - Links with curriculum
- ILA/ILO linked to specific schools to go out and do workshops and talks to school leavers

## What we do

We operate a fully online application process via the college website which features a number of industry standard accessibility features. Our Student Information, Marketing, School Partnership, Student Experience, Finance and Student Funding teams work closely together using continuous improvement methodologies to review the process on an annual basis and implement improvements to reflect new national policy initiatives.

Our website has been refreshed over the last two years to improve the customer experience and improve the process for finding and applying for courses. We have provided more comprehensive information on the support available to students and improved the signposting to internal teams and external agencies.

Our Student Information and Student Experience teams work closely together throughout the application journey and regular reports are provided on students who have identified as requiring additional support either at interview or on-course. Support is offered at interview if requested and college staff attend transition planning meetings to improve the student journey into college.

Staff from our Inclusive Learning team provide support at interview and induction sessions as well as a flexible initial needs assessment drop-in service.

Our Schools Partnership team meet the three local authorities on a quarterly basis and facilitate information sessions for guidance staff and pupil support teams within individual schools.

## So what?

The college conduct an Initial Experiences survey in November each year to gather views of students. 2,732 students completed the survey in 2018-19 with:

- 94% indicating they found all of the course information they needed on the website
- 96% indicating they found it easy to apply for their course

## What's next?

We are developing our system to allow students to self-select an interview date. This will improve the customer experience by allowing them to select a convenient date and will also improve staff efficiency as a result of fewer interviews having to be re-scheduled.

In 2018-19 we rolled out the functionality for students to pay for courses online. This will be reviewed and monitored with further improvements implemented on an on-going basis.

Curriculum and support staff will review the application process, with particular regard to the interview process and aim to identify courses where no interview is required and students can be offered places based on their online application. This will improve the applicants' experience by providing a quicker turnaround and improve staff efficiency by reducing the number of face-to-face interviews to be conducted.

## 5.5 Marketing

### What we do

The marketing team ensure all the components in our marketing materials are accessible for all. This means making sure our images are balanced, for example, for gender, age, nationality and disability. We use a consistent style of writing across all our written material so that we can relate to our audience, and everything we say is easily understood. Ayrshire College's writing style is friendly and down to earth, while still reflecting an appropriate professional distance for a staff/student relationship.

Our website uses Browsealoud technology to make it accessible for everyone. The team works with staff across the college to design engaging documents to raise awareness of equality and inclusion.

BSL - <https://www.youtube.com/playlist?list=PLJ7URSe3Nld9A4dJlMv1klwMf17NLgNo1>

BSL Local Plan:

<http://www1.ayrshire.ac.uk/media/6880/ayrshire-sign-language-plan-proof-3.pdf>

Wellbeing Action Plan: <http://www1.ayrshire.ac.uk/media/6442/promoting-wellbeing-action-plan-full-plan-march18.pdf>

Mainstreaming Equality Report: <http://www1.ayrshire.ac.uk/media/6107/mainstreaming-equality-2015-2017-and-equality-outcomes-2017-2021-report.pdf>

Equality Outcomes Action Plan:

<http://www1.ayrshire.ac.uk/media/5006/eo2017-2021actionplan.pdf>

Gender Action Plan:

<http://www1.ayrshire.ac.uk/media/6394/gap-report-210218-compressed.pdf>

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## So what?

When applicants/students are accessing our marketing materials they will see how inclusive we are, and how we welcome diversity. They will say, "I can see myself being happy at this College."

Our brand hub allows all staff to have access to materials so that we can ensure consistent brand communications.

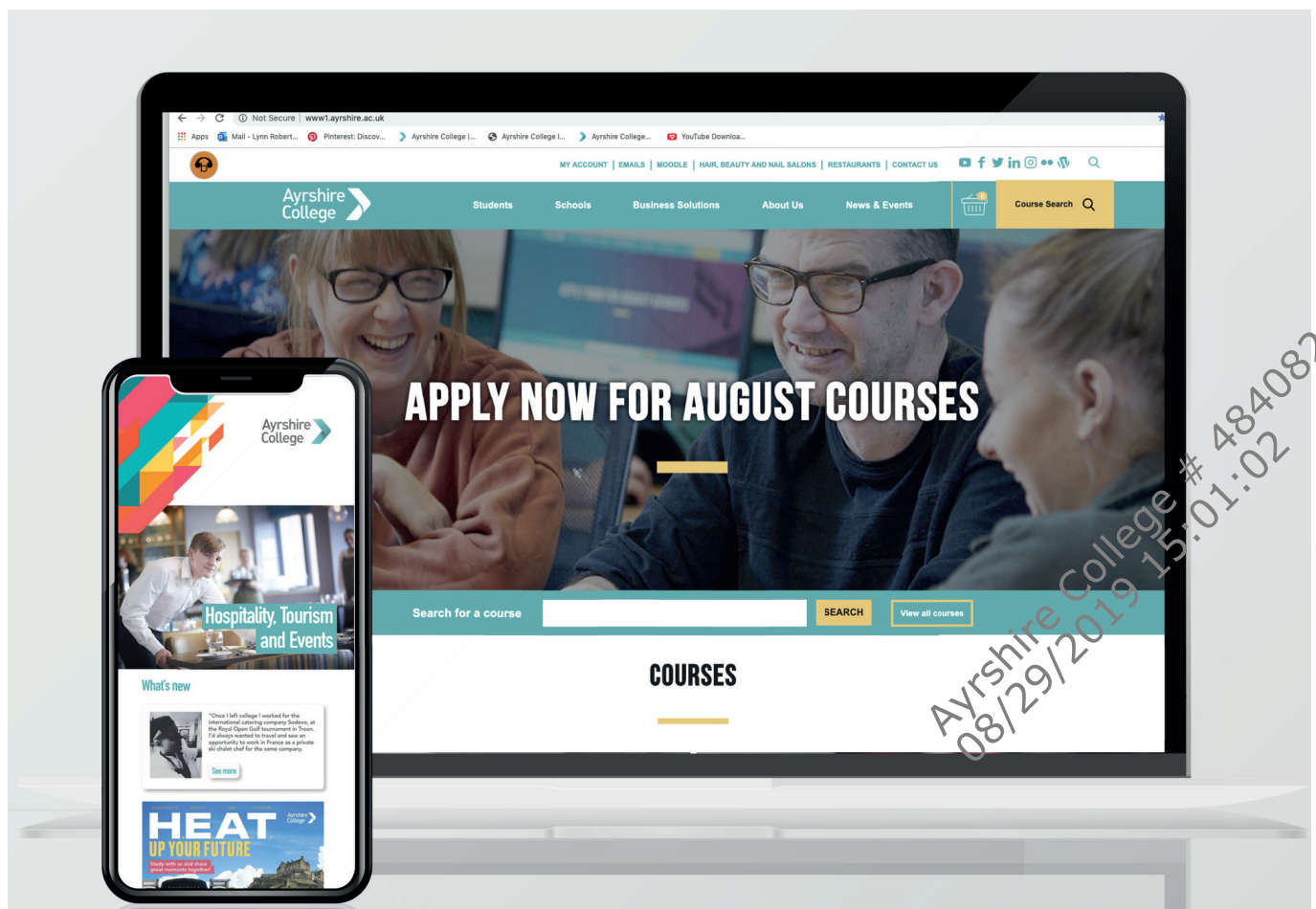
Our beautifully designed reports and videos, really engage staff, students and other stakeholders, so they are more aware of how we embed diversity and inclusion into all we do.

Browsealoud enables applicants to find the information they are looking for on all our platforms.

## What's next?

The team will:

- Work with the DICE group to host a website page and provide social media support. This means that employers in Ayrshire who have employees with disabilities can find a central source of support and advice
- Form an accessibility working party group to work together to improve accessibility with on-line and off-line marketing materials
- Create an entry for the Queens Anniversary Prize 2019 showcasing the work of how Ayrshire College widens access and promotes inclusion



## 5.6 Investment in IT

### What we do

The college has invested in multiple areas of ICT but by far its biggest has been the investment in our classroom estate with the procurement of Citrix. Citrix allows the college to deliver customised desktops to students no matter where they are in the college. Working with curriculum areas, we have created desktops that have all of the relevant software required for particular students.

To accompany the citrix investment we have procured a significant amount of laptops that we use to access citrix. This has allowed us to create IT enabled labs which can effectively be a standard classroom, and IT classroom or a mixture to suit the learner's needs for their studies.

We have invested in our network both wired and wireless to enable students to securely use college equipment but also their own around the college if that suits their needs.

### So what?

Using Citrix removes the barrier of only having particular software installed on a limited number of computers making the use of software packages more accessible and available to more students.

The investment in laptops provide the flexibility for students to study anywhere in the campus.

### What next?

The college will:

- Put Citrix at the heart of our infrastructure, taking advantage of the technology and the flexibility and accessibility it provides
- Investigate the possibility Citrix being available out with the college buildings which will allow for distance learning and teaching in areas where restrictions can be a barrier (schools, community centres etc) in order to enhance both access and the student experience from these centres.
- Continue to improve our support services, maintaining our requirement to be GDPR compliant and securing the integrity of our data.
- Investigate the possibility of removing the desktop experience for users and providing an app experience which would make everything more accessible.

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## ACCESS AND INCLUSION STRATEGY 2018-21

### ACTION TRACKER

		Responsible	Timescale
<b>1 Access Programmes</b>			
1.1	In College	<ul style="list-style-type: none"> <li>• Continue with the project-based approach to learning</li> <li>• Source additional volunteering and work placement opportunities for students</li> <li>• Continue to develop the partnerships with special schools and supported learning centres</li> <li>• Promote and use Skills Development Scotland's career management jigsaw at transition meetings to support pupils, parents, teachers, and the college identify appropriate choices for the next step in their journey.</li> <li>• Continue to work with the inclusive learning team to help aid smooth transition from supported learning to vocational programmes</li> <li>• Develop a coherent system to better track destinations of HIVE students with partners across all three campuses</li> <li>• Develop stronger internal partnerships to improve the transitional support for students moving from the HIVE into vocational curriculum areas through the development of a Transition Passport</li> </ul>	
1.2	In the Community	<ul style="list-style-type: none"> <li>• Build on successful partnerships to further increase the levels of participation across all three Ayrshire Council areas</li> <li>• Work with partners to ensure that Ayrshire residents can access community based opportunities regardless of where they live</li> <li>• Develop a coherent system to better track destinations of community students across all three campuses</li> </ul>	

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1.3	In Prison	<ul style="list-style-type: none"> <li>Expand range of programmes offered</li> <li>Increase number of students participating in programmes</li> <li>Develop a bespoke employability programme within the prison</li> <li>Create transition pathways from prison to college</li> <li>Develop a coherent system to better track destinations students in prison</li> </ul>		
1.4	In Schools	<ul style="list-style-type: none"> <li>Continue to develop 'in school' vocational pathways for young people, identified as being at risk of not entering a positive destination when they leave school</li> <li>Increase the number of schools participating in Vocational Bursts and DYW innovative projects</li> <li>Increase the number of young people participating in the summer schools to include other young people in the community who have disengaged from education</li> <li>Increase the positive destinations of the young people participating in summers schools</li> </ul>		
<b>2 Supporting Transitions</b>				
2.1	In School Delivery	<ul style="list-style-type: none"> <li>Develop a coherent system to better track destinations of school pupils progressing to college across all three campuses</li> <li>Continue to develop the transition partnership with special schools and supported learning centres</li> </ul>		
2.2	Transition Meetings	<ul style="list-style-type: none"> <li>Continue to attend transition forums with principal teachers and social work</li> <li>Continue to attend transition meetings in schools</li> <li>Improve coordination of service internally across inclusive learning, HIVE and supported learning teams</li> </ul>		

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2.3	Transition Events	<ul style="list-style-type: none"> <li>Strengthen process for students transitioning into mainstream provision</li> <li>Continue to strengthen Creating Connections event and website</li> </ul>		
2.4	Tailored Transition Support	<ul style="list-style-type: none"> <li>Track the impact of the tailored transition support</li> <li>Further develop processes to support transitions within the college</li> </ul>		
2.5	Partnership Working	<ul style="list-style-type: none"> <li>Continue to build and maintain appropriate partnerships to ensure widening access opportunities</li> <li>Evaluate the effectiveness of the partnerships as part of the annual quality cycle</li> <li>Ensure appropriate data sharing agreements are in place with all partners</li> </ul>		
<b>3 Supporting Student Learning and Wellbeing</b>				
3.1	Student Services	<ul style="list-style-type: none"> <li>Continue to focus on reducing student withdrawals</li> <li>Continue to develop our practice and ensure consistent support for students across the college</li> <li>Continue to work with our partners to maintain and develop services to support our students</li> <li>Develop more coherent internal partnership working with curriculum and other support teams</li> </ul>		
3.2	Inclusive Learning	<ul style="list-style-type: none"> <li>Continue to engage with our students and partners to maintain and develop services to meet the needs of our students</li> <li>Develop more coherent internal partnership working with curriculum and other support teams</li> <li>Work with the Business Intelligence &amp; Information Systems team to further integrate systems, linking Inclusive Learning systems to UNITE and the retention tool</li> </ul>		

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3.3	Assistive Technologies and Learning Resources	<ul style="list-style-type: none"> <li>• Continue to promote the use of built in accessibility features which are available as standard in Office 365</li> <li>• Continue to develop our range of assistive technologies which are available to all students, and to support individuals with bespoke solutions</li> <li>• Ensure all lecturers are making full use of the VLE to support inclusive approaches to learning and teaching</li> </ul>	
3.4	Student Funding	<ul style="list-style-type: none"> <li>• Student Funding will continue to build strong working relationships with key internal and external partners</li> <li>• Continue to develop systems and processes that are sector leading and enhances the student experience</li> <li>• Continue to develop a skilled and knowledgeable team who need to continue to evolve within their roles in a forever changing internal and external environment. This includes ensuring that the team have specialised knowledge with regards to DWP benefits, residency, and other legislative changes, as they happen</li> </ul>	
3.5	Joint Liaison Posts	<ul style="list-style-type: none"> <li>• Continue to build on this resource to help our students develop resilience and maintain their mental wellbeing</li> <li>• Continue to work with the relevant partner organisations to ensure the sustainability of the liaison posts and encourage all staff to take responsibility for embedding this work across the college</li> </ul>	
3.6	Student Association	<ul style="list-style-type: none"> <li>• Support students to get involved in the work and life of the College</li> <li>• Ensure the interests of the students are represented on the highest decision making committees within the College</li> <li>• Ensure Ayrshire College students have a voice at a national level through its affiliation with NUS Scotland</li> </ul>	
3.7	Core Skills	<ul style="list-style-type: none"> <li>• Continue with our contextualised project-based approach to core skills</li> </ul>	

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		<p>delivery</p> <ul style="list-style-type: none"> <li>• Increase collaborative working between core skills lecturers, vocational lecturers and employers</li> </ul>		
3.8	Mental Health Awareness	<ul style="list-style-type: none"> <li>• Continue to build on this resource to help our students develop resilience and maintain their mental wellbeing</li> </ul>		
<b>4</b>	<b>Priority Groups</b>			
4.1	Care Experienced	<ul style="list-style-type: none"> <li>• Continue to implement the actions in our Corporate Parenting Plan</li> <li>• Establish a pan-Ayrshire network of other corporate parents by hosting an annual partnership event</li> <li>• Continue to develop further corporate parenting training for staff.</li> <li>• Continue to work with schools, local authorities and SDS to engage with care experienced young people before they enrol at college</li> <li>• Improve transitions and help sustain positive destinations</li> </ul>		
4.2	BSL and support for the deaf community	<ul style="list-style-type: none"> <li>• Continue to make reasonable adjustments for students on an individual basis and this may include providing written course notes and materials in BSL.</li> <li>• Offer further BSL courses for staff</li> <li>• Offer Inclusive Learning, Student Services and Front of House staff the opportunity to take part in ContactSCOTLAND-BSL training in August to ensure that staff are equipped to support students who are BSL users to use Scotland's British Sign Language Interpreting Video Relay Service (VRS) as required by the British Sign Language (Scotland) Act 2015</li> </ul>		
4.3	Exceptional Experiences	<ul style="list-style-type: none"> <li>• Continue to improve processes to support and monitor progress of this group</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Create a flowchart outlining the responsibility and expectations of different teams</li> </ul>		
4.4	SIMD 10	<ul style="list-style-type: none"> <li>• Continue to work with local authority partners to target resources where need is greatest, particularly in localities identified by the three community planning partnerships (CPPs)</li> </ul>		
4.5	Student Carers	<ul style="list-style-type: none"> <li>• Work towards achieving the Going Further for Student Carers recognition award in 2019-20. This will involve establishing a working group, developing an action plan, reviewing our processes to support Student Carers and implementing a number of other initiatives</li> </ul>		
4.6	English for Speakers of Other Languages (ESOL) & Gaelic	<ul style="list-style-type: none"> <li>• Continue to develop the data sharing agreement with the local authorities that will significantly improve the ability to evaluate jointly provision and plan for improvement to meet unmet demand for ESOL within Ayrshire</li> </ul>		
4.7	Tackling Gender Imbalance	<ul style="list-style-type: none"> <li>• Continue to promote interactive case studies demonstrating the success of young women and men in non-traditional occupations, making these resources available to schools, parents and employers</li> <li>• Continue to encourage applications to gender-dominated courses, paying particular attention to engineering, computing, and early education and childcare</li> <li>• Continue to support student success through peer networks like Ayrshire Connects, which links female STEM students on courses across all of our campuses with each other, with students in other colleges and universities, and with employers</li> <li>• Establish a Gender Leadership management group to lead the strategy to address the gender imbalance on specific programmes</li> </ul>		

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5 College System Initiatives				
5.1	Cross College Groups	<ul style="list-style-type: none"> <li>Establish additional thematic working groups</li> <li>Continue to evaluate effectiveness of all groups</li> </ul>		
5.2	Using Data	<ul style="list-style-type: none"> <li>We will develop our business intelligence capabilities by allowing more staff to have access to a greater range of data on multiple platforms including mobile and tablet devices. This will improve our intelligence, lead to more effective and sustainable decision making and most importantly, improve the student experience by allowing us to deliver tailored, bespoke support in a faster timeline</li> </ul>		
5.3	Professional Learning	<ul style="list-style-type: none"> <li>Increase our Mental Health First Aid programme over the next year, increasing the cohort of staff within the College who can provide first-line support for a range of Mental Health issues</li> <li>Work more closely with JISC's accessibility team to ensure that all College staff have a better awareness of accessibility best practices in the creation of Learning &amp; Material</li> </ul>		
5.4	Application Process	<ul style="list-style-type: none"> <li>We are developing our system to allow students to self-select an interview date. This will improve the customer experience by allowing them to select a convenient date and will also improve staff efficiency as a result of fewer interviews having to be re-scheduled</li> <li>In 2018-19 we rolled out the functionality for students to pay for courses online. This will be reviewed and monitored with further improvements implemented on an on-going basis</li> <li>Curriculum and support staff will review the application process, with particular regard to the interview process and aim to identify courses where no interview is required and students can be offered places</li> </ul>		

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		based on their online application. This will improve the applicants' experience by providing a quicker turnaround and improve staff efficiency by reducing the number of face-to-face interviews to be conducted		
5.5	Marketing	<ul style="list-style-type: none"> <li>• Work with the DICE group to host a website page and provide social media support. This means that employers in Ayrshire who have employees with disabilities can find a central source of support and advice</li> <li>• Form an accessibility working party group to work together to improve accessibility with on-line and off-line marketing materials</li> <li>• Create an entry for the Queens Anniversary Prize 2019 showcasing the work of how Ayrshire College widens access and promotes inclusion</li> </ul>		
5.6	Investment in IT	<ul style="list-style-type: none"> <li>• Put Citrix at the heart of our infrastructure, taking advantage of the technology and the flexibility and accessibility it provides</li> <li>• Investigate the possibility Citrix being available out with the college buildings which will allow for distance learning and teaching in areas where restrictions can be a barrier (schools, community centres etc) in order to enhance both access and the student experience from these centres</li> <li>• Continue to improve our support services, maintaining our requirement to be GDPR compliant and securing the integrity of our data</li> <li>• Investigate the possibility of removing the desktop experience for users and providing an app experience which would make everything more accessible</li> </ul>		

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Ayrshire  
College 

# Outcome Agreement

2017-20

(Revised for 2019-20)

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## INTRODUCTION

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### SFC Activity Target for 2019-20

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

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

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

### Supporting national and regional developments

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

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

### Intensification

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

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

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

**TO BE INSERTED:**

***Signed pro-forma***

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## REGIONAL CONTEXT

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### Ayrshire's economy – challenges and opportunities

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

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

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

### Economic profile of Ayrshire

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

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

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

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

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

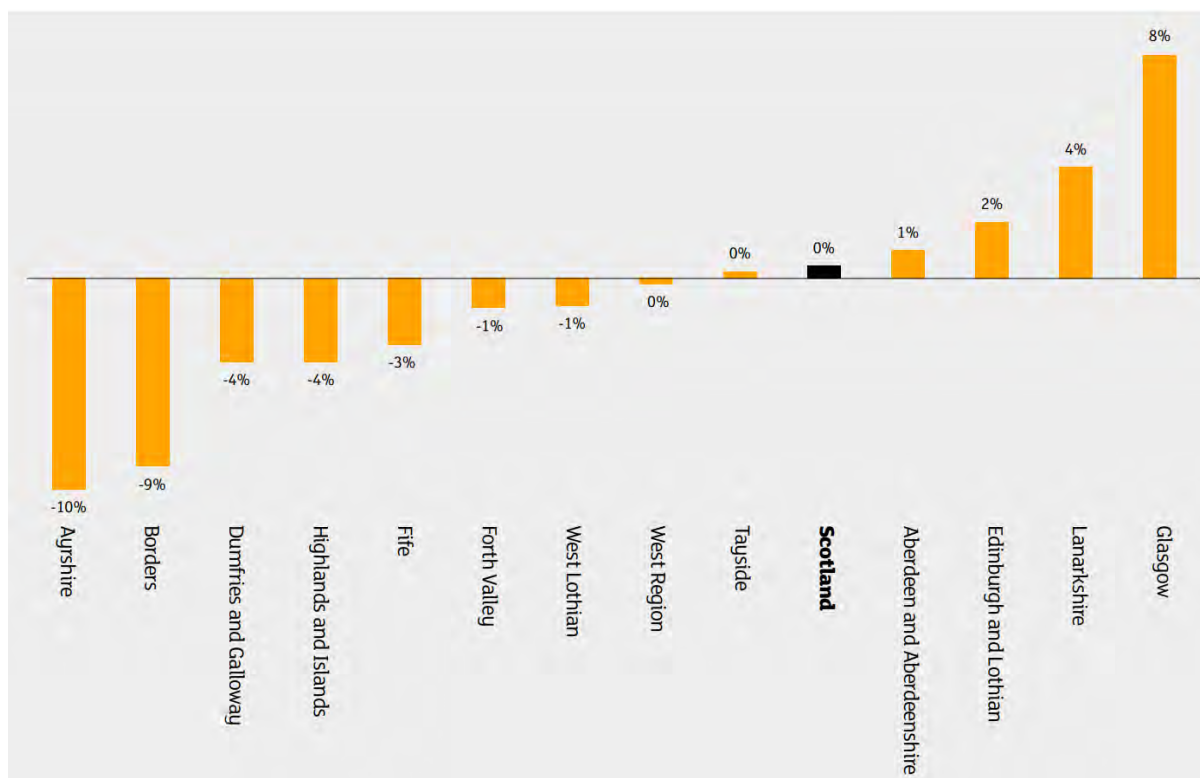
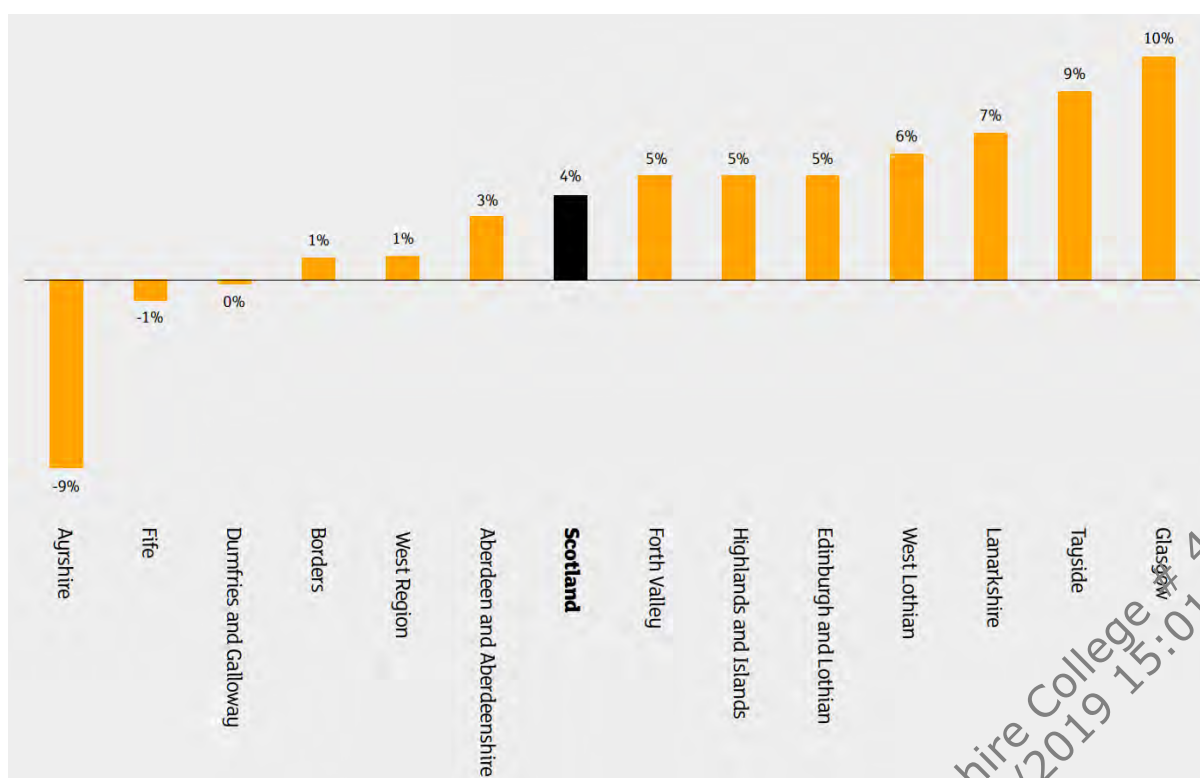


Figure 2: Percentage change in private sector employment by region, 2008-16



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

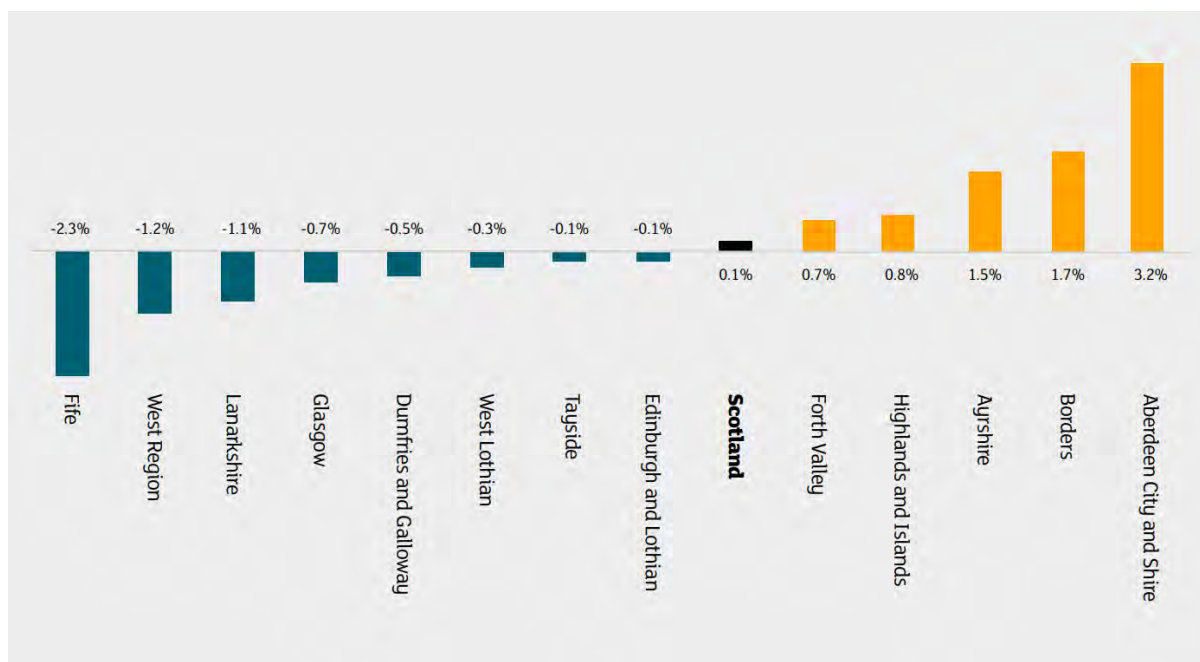


Figure 4: Net forecast change in employment by region, 2017-27

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

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

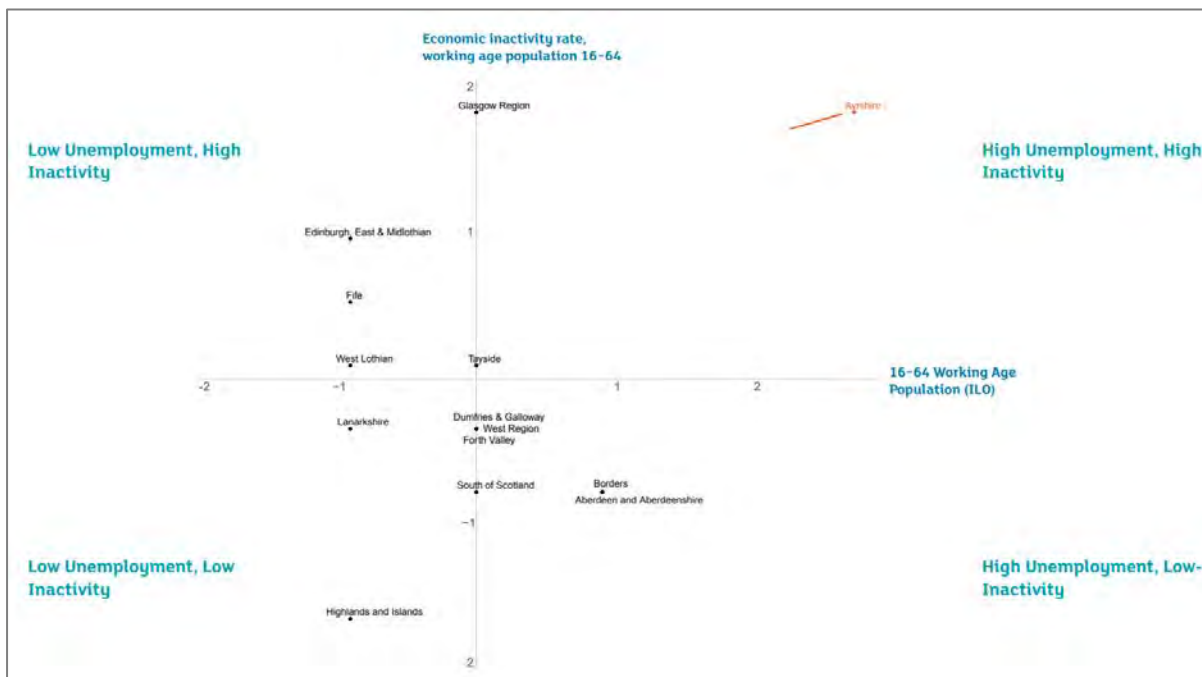
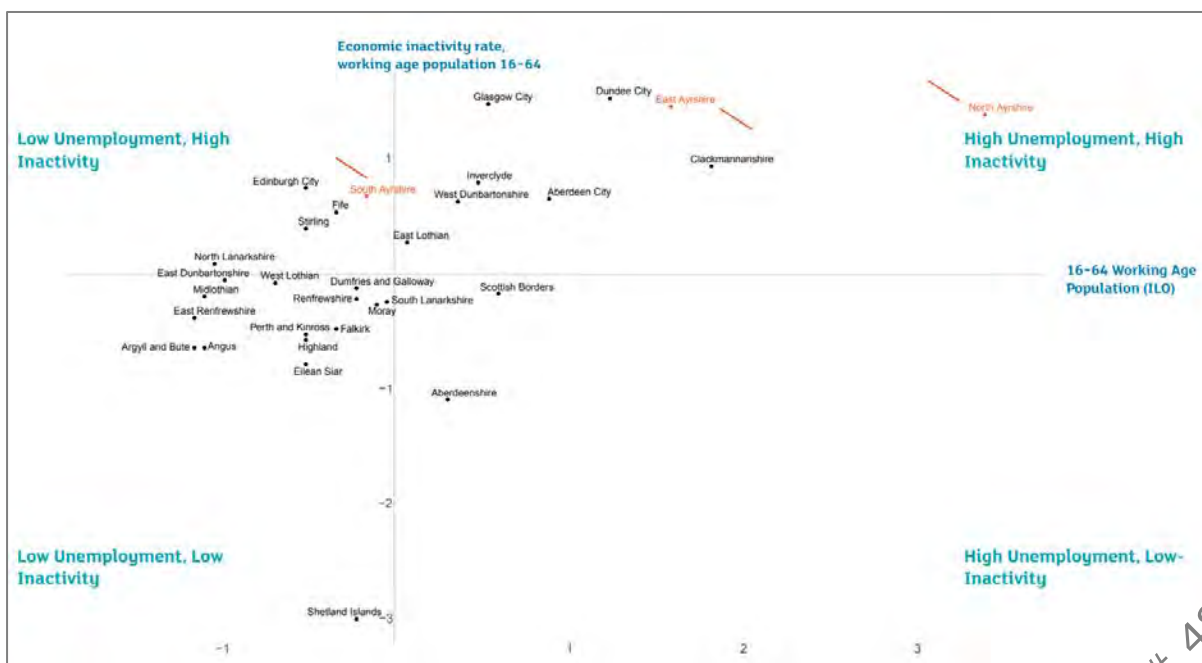


Figure 6: Unemployment (ILO) and Economic Inactivity by Local Authority, January to December 2016



## Population

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



## Meeting future skills demand

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

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

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

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

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

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

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

## OUTCOME 1 – ACCESS

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

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

### Access and Inclusion

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

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

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

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

Our strategy is defined in two parts:

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

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

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

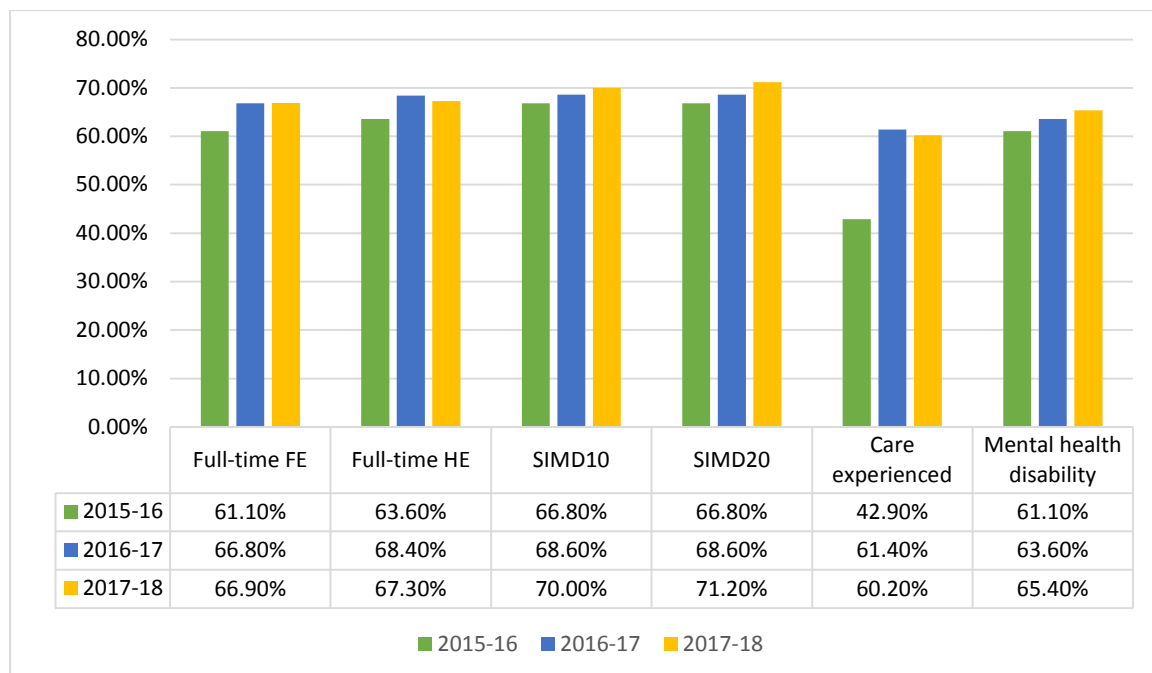
Just over £4M of the access and inclusion funding supports the staffing and associated costs of the following support areas:

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

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

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

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



## Mental Health and well-being

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

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

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

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

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

## SIMD10

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

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

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

## Care experienced students

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

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

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

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

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

## Carers

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

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

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

## Estranged students

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

## Veterans

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

## Ethnicity

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

## Gender-based violence

Progress continues in the development of a College Equally Safe plan with a short-life working group now established and a clear reporting structure defined through the Values, Inclusion, Equality and Wellbeing (VIEW) steering group. A College Equally Safe position statement is now effective as well as additional resources created to improve awareness of gender-based violence and supports available. Such activities complement existing resources and supports including our current student Safeguarding policy which is explicit in referencing behaviours that may be related or associated to gender-based violence.

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

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

## Trans and gender diverse people

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

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

## Working with young people in school to prevent disengagement

Over the course of the school year, specialist staff deliver personal development programmes, such as ASDAN qualifications, in school for pupils at risk of not progressing to a positive destination. Pupils build relationships with these staff who help them with their transition to learning opportunities at College. The number of schools across the three local authority areas taking advantage of this offer is increasing, and we expect all secondary schools in Ayrshire to take advantage of this by 2020.

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

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

## Winter leavers and exceptional entries

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

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

## Reengaging young people who have disengaged from education

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

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

To support the most disengaged young people, we will continue to run the Prince's Trust Team programme, which includes a residence-based activity to build

confidence and enhance team building activities. The College is now working in partnership with Police Scotland on this programme.

### Supporting students with additional support needs

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

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

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

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

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

### Helping students develop essential skills for success

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

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



## Tackling gender imbalance

Addressing gender imbalance is a priority for the College and strategic leadership for this is demonstrated at the highest level in the organisation. The membership of the Board of Management has consistently had 50:50 female/male representation and the board signed up to the 50/50 Pledge in October 2017. At most management levels in the College, there is equal representation of men and women.

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

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

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

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

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

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

## ESOL and Gaelic

We will work with the three local authorities to plan ESOL provision in 2019-20 based on the mainstreaming of funding that was previously available for additional activity across CPPs. The College is developing a regional database identifying ESOL demand and will build on the introduction this year of ESOL qualifications as part of school-college partnerships with local authorities. We will continue to facilitate joint training days, forums which brings all ESOL practitioners together to share good practice, and celebrations of success of ESOL students.

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

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

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

## Diet and Healthy Weight

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

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

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

## Supporting over-24 year olds

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

Although unemployment has decreased in recent years, East and North Ayrshire continue to experience amongst the highest rates of youth and all-age unemployment in Scotland. The College will work closely with the CPPs and local

employability partnerships to design provision that supports the needs of unemployed in their communities.

In partnership with the local Department of Work and Pensions, local authorities and a wide range of third sector organisations, we will continue to develop and deliver a range of short courses to support unemployed people. It will be critical that such courses are not impacted negatively by the introduction of Universal Credit in our communities.

### Student Support Funding

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

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

### How Good is our College?

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

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

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

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## OUTCOME 2 - OUTSTANDING SYSTEM OF LEARNING

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

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### Improving Student Outcomes

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

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

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

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

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

### Articulation

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

those involved in the Schools for Higher Education Programme (SHEP), to promote awareness of the various college routes to higher education, and the College's Involvement in the FOCUS West Management Board from summer 2018 will be beneficial.

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

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

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

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

### Demand-led curriculum

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

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

We will continue to review our curriculum provision on an annual basis, ensuring that it meets the needs of the regional economy and local communities. To support this,

we will refresh our industry sector employer skills forums, and create new forums, eg Digital Skills Employer Forum. These will continue to be the main formal vehicle to secure feedback from employers on the relevance of college provision and to validate our provision by industry, whilst also ensuring there is no unmet demand in the region.

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

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

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

## Employability of disabled learners

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

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

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

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

*Creating Connections* is hosted in collaboration with Skills Development Scotland and this partnership working is built on a shared understanding of the importance in

helping young people view their skills, strengths, and abilities as helping them achieve a fulfilling role in the workplace. Together we are promoting the SDS Career Management Jigsaw to schools and other partners as a way to guide help young people make these informed choices during the transition phase of school or college.

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

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## OUTCOME 3 – A MORE SUCCESSFUL ECONOMY AND SOCIETY

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

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

### Responding to labour market needs

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

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

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

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

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

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



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

### Community Planning Partnerships / LOIPs

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

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

### Flexible Workforce Development Fund

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

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

### Focus on STEM

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

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

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

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

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

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

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

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

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

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

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

Prestwick Aircraft Maintenance Ltd, Hyspec Engineering and GSK, and encourage the use of these films in schools to encourage girls to think differently about careers in engineering.

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

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

### Digital ambitions in Ayrshire

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

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

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

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

Our successful Coderdojo Ayrshire computing coding clubs have introduced over a thousand primary and secondary age school pupils to programming and developing apps, and we will continue to offer these throughout 2019-20 to build a pipeline of

young people studying digital skills. Following two successful *This Ayrshire Girl Can* events, run in partnership with SmartSTEMs, which introduced over 500 first and second year secondary school girls to STEM, we will continue to roll these events out on an annual basis.

## Early Years and Childcare

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

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

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

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

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

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

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

the qualification. Work is ongoing with partners to investigate alternative placement models for the future.

## Senior Phase Vocational Pathways

Building on good progress already made, we will continue to develop a coherent, strategic approach to promote school-college courses. In 2018-19, the College will continue to engage in the new South West Educational Improvement Collaborative and with headteachers in Ayrshire's 26 secondary schools to strategically design and plan senior phase vocational pathways.

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

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

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

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

## Supporting the apprenticeship family

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

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

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

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

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

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

## Work placements

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

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

## Responding to current workforce skills needs

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

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

## Industry partnerships

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

The College entered a new partnership with Spirit to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme we already provide the company. The new technical training is being delivered by a dedicated vocational trainer employed by the College, who will provide accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site. Our trainer will upskill new recruits to the business to ensure they are compliant with the technology and culture that the company requires. As new technology and processes are introduced the training provision will change accordingly, with the benefit of feeding this valuable information back into our curriculum design process.

### Demand-led curriculum

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

### Cyber resilience

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

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

### ESF Provision

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

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

## OUTCOME 4 - HIGH-PERFORMING, SUSTAINABLE INSTITUTION

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

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

### Governance and financial management

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

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

### Institutional Financial Health and Sustainability

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

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

#### 2018-19 Academic Year

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

#### 2019-20 and beyond

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



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

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

### Public Sector Efficiency Saving

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

### Brexit

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

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

### Inspiring learning spaces

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

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

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

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

Learning kitchen was installed providing a fit for purpose learning space for students with additional support needs.

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

## Climate change

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

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

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

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

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

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

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

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

## Equality outcomes

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

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

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

## Equally Safe

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

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

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

these partnerships and in the *Equally Safe* partnership, which means we are able to inform and contribute to local *Equally Safe* plans in the region.

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

## Workforce Plan

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

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

## Student Association

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

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

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

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

Staff from our Quality Enhancement and Student Experience teams meet the Student Association on a monthly basis to discuss key themes from the Outcome

Agreement, develop future targets and monitor progress. We will continue with this approach in 2019-20 as it has been effective in developing the sustainability of the Student Association and continuity planning for the new Student President on an annual basis.

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## OUTCOME 5 - INNOVATION

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

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

### Supporting innovative developments in Ayrshire's economy

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

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

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

### Encouraging and supporting innovation

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

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

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

### College Innovation Fund

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

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

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

### Innovation Vouchers

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

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

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

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

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

### Using Technology to Enhance Learning

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

developed through, the digital professional standards work planned by College Development Network.

### Supporting Student Enterprise

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

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

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

### LINKS TO COLLEGE STRATEGIES

<a href="#">Strategic Plan 2017-20</a>
<a href="#">Learning and Teaching Strategy 2018-20</a>
<a href="#">Digital Skills Strategy 2018-20</a>
<a href="#">People Strategy 2018-20</a>
<a href="#">Infrastructure Strategy 2018-20</a>
<a href="#">Promoting Wellbeing Strategy 2018-21</a>
<a href="#">Ayrshire Shared British Sign Language Plan</a>
<a href="#">Corporate Parenting Plan</a>

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Gender Action Plan

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**EQUALITY IMPACT ASSESSMENT  
STAGE 1 PRO-FORMA**

Decision, Policy or Practice	Outcome Agreement Addendum 2019-20
Lead Manager	Michael McHugh
Purpose of the Decision, Policy or Practice	The Outcome Agreement reflects the College's commitment to responding to the educational and skills needs within Ayrshire, aligned to the Scottish Government and Scottish Funding Council's strategic priorities.
Who is affected by the Decision, Policy or Practice?	All staff and students, external stakeholders, and local authorities.

Does, or could, the decision, policy or practice have an adverse effect on people sharing the following protected characteristics or/and are care-experienced? (Please tick relevant box)			
Protected Characteristic	Yes	No	Unknown
Age		X	
Disability		X	
Gender Reassignment		X	
Marriage or Civil Partnership		X	
Pregnancy and Maternity		X	
Race		X	
Religion or Belief		X	
Sex		X	
Sexual Orientation		X	
Care-experienced		X	
Details of the adverse effect:			

Does, or could, the decision, policy or practice promote or advance equality of opportunity for people sharing the following protected characteristics or/and are care-experienced? (Please tick relevant box)			
Protected Characteristic	Yes	No	Unknown
Age	X		
Disability	X		
Gender Reassignment	X		
Marriage or Civil Partnership	X		
Pregnancy or Maternity	X		
Race	X		
Religion or Belief	X		
Sex	X		
Sexual Orientation	X		
Care-experienced	X		
Details of the positive effect:			

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**EQUALITY IMPACT ASSESSMENT  
STAGE 1 PRO-FORMA**

The Outcome Agreement (OA) details the college's commitment to a range initiatives which are designed to meet the Scottish Government and Scottish Funding Council's objectives in a range of policy areas, for example, improving outcomes for care experienced students, The activities detailed in the OA will promote equality of opportunity, for example, our approach to access and inclusion details how we will offer learning opportunities across the full range of protected characteristics and ensure inclusive priorities for all students.

The OA details how we are developing specialist provision to address specific protected characteristics and streamlining our support services to provide more tailored, bespoke support for identified priority groups in order to address national policy aims.

It will promote equality by removing barriers to education for protected groups and this is evident in the targets we have set including increasing the proportion of activity to students with a known disability and also to care experienced students.

In what way does, or could, the decision, policy or practice foster good relations between people who share a protected characteristic or/and are care-experienced and those who do not or/and are not care-experienced?

The OA details a range of initiatives which will be implemented in 2019-20 which will create a more diverse student population, and this will foster good relations by increasing interactions, and subsequently promoting improved understanding of different groups within the wider student population.

A range of equality and diversity training and CDP opportunities is available to staff which will help tackle prejudice, whether conscious or unconscious.

Should the policy, practice or decision be referred for a Stage 2 Assessment?	No
Signed	Michael McHugh
Date	17 April 2019

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**EQUALITY IMPACT ASSESSMENT  
STAGE 1 PRO-FORMA**

**Please forward your completed Stage 1 Pro-forma to the  
Vice Principal of People and Skills**

Stage 1 Equality Impact Assessment Approved	Yes
Signed	<i>Jane McKee</i>
Date	17 April 2019

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## SFC Outcome Agreement Targets for 2019-20 to 2021-22

- \* denotes priority measure  
 \*\* denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
<b>1(a)* The volume of Credits delivered</b>				
The volume of Credits delivered (core)	125,370	124,086	124,086	124,086
Core Credits target (region)	-	124,086	124,086	124,086
% towards core Credits target (region)	-	100%	100%	100%
The volume of Credits delivered (ESF)	956	857	857	857
The volume of Credits delivered (core + ESF)	126,324	124,943	124,943	124,943
<b>1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	19.3%	20.0%	20.5%	21.0%
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>				
Proportion of Credits delivered to Male learners	47.0%	48.0%	48.3%	48.3%
Proportion of Credits delivered to Female learners	52.1%	51.7%	51.3%	51.2%
Proportion of Credits delivered to Other learners	0.2%	0.3%	0.4%	0.5%
Proportion of Credits delivered to BME learners	1.6%	1.5%	1.5%	1.5%
Proportion of Credits delivered to students with a known disability	28.9%	28.0%	29.0%	30.0%
Proportion of Credits delivered to learners aged under 16	2.3%	2.5%	2.6%	2.7%
Proportion of Credits delivered to learners aged 16-19	49.5%	48.4%	47.9%	47.3%
Proportion of Credits delivered to learners aged 20-24	21.0%	20.4%	19.8%	19.3%
Proportion of Credits delivered to learners age 25 and over	27.2%	28.7%	29.7%	30.7%
Proportion of Credits delivered to students with Care Experience	2.5%	3.1%	3.2%	3.3%
<b>2* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	408	360	380	400
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.3%	1.5%	2.0%	2.5%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.8%	5.0%	5.1%	5.2%
Proportion of Credits delivered at HE level to learners from SHEP schools	3.4%	3.9%	4.1%	4.2%
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>				
Proportion of Credits delivered to learners enrolled on STEM courses	26.6%	30.0%	31.0%	32.0%
<b>4(a)* Proportion of enrolled students successfully achieving a recognised qualification</b>				
The percentage of FT FE enrolled students achieving a recognised qualification	66.9%	73.2%	75.0%	76.0%
The percentage of PT FE enrolled students achieving a recognised qualification	71.7%	75.0%	77.0%	78.0%
The percentage of FT HE enrolled students achieving a recognised qualification	67.2%	72.5%	75.0%	76.0%
The percentage of PT HE enrolled students achieving a recognised qualification	80.5%	82.0%	84.0%	85.0%

<b>4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	63.7%	67.3%	68.0%	69.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	70.7%	75.0%	77.0%	78.0%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	63.6%	70.5%	71.0%	71.4%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	76.5%	82.4%	83.3%	84.4%
<b>4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	86.7%	81.3%	82.4%	86.1%
The percentage of senior phase PT FE pupils achieving a vocational qualification	67.4%	69.0%	70.0%	72.1%
The percentage of senior phase FT HE pupils achieving a vocational qualification**	-	70.0%	70.0%	70.0%
The percentage of senior phase PT HE pupils achieving a vocational qualification**	-	75.0%	80.0%	80.0%
<b>4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>				
The percentage of CE FT FE enrolled students achieving a recognised qualification	55.1%	68.0%	70.9%	75.0%
The percentage of CE FT HE enrolled students achieving a recognised qualification	69.6%	73.3%	74.0%	75.5%
<b>4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	65.9%	71.0%	72.0%	73.0%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	290	310	320	330
<b>6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	28.5%	33.9%	35.5%	36.6%
<b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	61.1%	51.6%	52.5%	53.3%
<b>8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	95.8%	96.8%	97.6%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	92.3%	96.0%	96.8%	96.9%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>		94%	95%	96%
Response rate				
Full-time				
Part-time				
Distance Learning				
<b>10 Gross carbon footprint (tCO2e)</b>		2,204	2,128	2,052

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## Outcome Agreement between Ayrshire College and the Scottish Funding Council for AY 2019-20

### On behalf of Ayrshire College:

Signed: 

Print name: Carol Turnbull

Position: Principal

Date: 5 July 2019

Signed: 

Print name: Willie Mackie

Position: Chair

Date: 5 July 2019

### On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 28 June 2019