

BOARD OF MANAGEMENT ACTION TRACKER

COMMITTEE: Learning and Teaching Committee 14.11.19
(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	Completed	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	December 2017	Director of Quality Enhancement and Business Improvement	Completed	This action was completed with only one minor amendment to Paper 10.

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
		recirculated to members before Paper 10 is published.				
31.05.18	5	Enhancement Plan Progress Report to become a standing item on LTC Agendas	From September 2018	Director of Quality Enhancement and Improvement	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</i>

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
						<i>minute of this discussion is attached as an aide-memoire.</i>
31.05.18	8	Amendments to the L&T Risks in the Corporate Risk Register	May 2018	Vice Principal – Finance and Skills	Completed	
06.09.18	9	Amendments to the L&T Risks in the Corporate Risk Register	September 2018	Vice Principal – Finance and Skills	Completed	
15.11.18	10	Amendments to the L&T Risks in the Corporate Risk Register	November 2018	Vice Principal – Finance and Skills	Completed	
07.03.19	11	Student Association to consider the addition of a Male Student Officer to the portfolio of Officer responsibilities within the ACSA Constitution	September 2019	Student Association Sabbatical Officers	Completed	
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	
05.09.19	14	The Committee to receive a summary of the FE and HE Full Time Outcomes per campus and in comparison to similar Colleges	March 2019	Vice Principal, Curriculum	In progress	

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
		when this information becomes available.				
05.09.19	15	The Industry Programmes Progress Report to be split in two with a Business Growth report to be brought as a standing paper to the Business, Resources and Infrastructure Committee and the Apprenticeships and Work Based Learning report to be brought as a standing paper to the Learning and Teaching Committee	Nov 2019	Vice Principal, Curriculum	In Progress	
05.09.19	16	A smaller and high-level version of the Student Services Report be provided on a regular basis at future meetings.	Nov 2019	Vice Principal, Curriculum	In Progress	
05.09.19	17	The Committee agreed that a summary of the Student Services Annual Report be provided at the College Terminology Workshop in October 2019.	Oct 2019	Vice Principal, Curriculum	In Progress	

* **Not Started** / **In Progress** / **Completed**

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Appendix

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

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

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

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

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

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

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Learning and Teaching Committee

14 November 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

The Student Association has continued to provide ongoing guidance and support to students across the college with regards to enhancing their learning experience. ACSA have funded various student experiences such as paying for travel for a group of Hairdressing and Beauty Students to attend the Beauty Expo in Glasgow as well as funding buses for a Social Science trip to the Scottish Parliament in December. On a daily basis we are assisting students with fundraising for their chosen charities as well as dealing with student feedback and suggestions for improvement. Through this activity we continue to build our relationship and raise our profile with both students and staff.

2. Current Situation

The Student Association have recently undergone the process of recruiting their Student Ambassadors for the 2019/2020 session. There were over a hundred and twenty applicants for thirty six places. Following on from a selection process, sixty potential ambassadors were selected to attend information sessions and thirty four ambassadors attended one of two training days with sweep up sessions taking place during the week beginning the 4th November for Ambassadors who could not make the training. Your Voice Matters Focus groups, facilitated by the Ambassadors, will take place during the last two weeks in November.

3. Association Activity

Nominated Charity Consultation

In September the Student Association undertook a consultation with students and staff to determine who would be the College's 2019/2020 Nominated Charities. The Successful charities are:

- Alzheimer Scotland
- Ayrshire Hospice
- Ayrshire Sands
- Brittle Bone Society
- Keep Scotland Beautiful
- North Ayrshire Cancer Care

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With additional codes open by finance for students who want to fundraise for the following National campaigns:

Comic Relief
Young Minds (Hello Yellow)
BBC Children in Need
MacMillan Cancer Support
Movember Foundation
North Ayrshire Cancer Care
West FM Cash for Kids

Your Voice Matters

Following the successful recruitment and training of Student Ambassadors for the new 'Your Voice Matters' feedback model, focus groups are currently being organised for all classes to take place at the end of November. Talks are ongoing with regards to how the model can be adapted to suit our supported learning students. Please see Paper 7 for a full report regarding the Your Voice Matters model.

Wear It On Your Sleeve

The Student President is planning to relaunch the men's mental health campaign, Wear it On Your Sleeve, on the 1st November, along with encouraging students to sign up for the Movember Challenge. The Wear It On Your Sleeve campaign aims to encourage males to open up and talk about mental health with the message that 'talking saves lives'. To maximise visibility and impact, Male staff champions from across the College will be asked wear their Wear It On Your Sleeve hoodie on the 26th of each month.

Free Sanitary Product Promotion

The Student Vice President is working on organising an awareness raising event to make all students aware of the Scottish Government initiative to provide free sanitary products in all education establishments in Scotland to ensure that students are able to fully participate in education with dignity and without the worry of period poverty. We will be working in partnership with Hey Girls!, a community interest company who provides information, support and reduced cost, sustainable and bleach free sanitary products to public sector organisations. The event will take place on Wednesday 11th December and will bring together different local and national organisations who have wellbeing initiatives to encourage students to stay safe and take care of their wellbeing over the Christmas period when the College is closed. As part of the event the Student Association will be giving out goody bags with information, sanitary supplies, toiletries and treats.

Mental Health & Wellbeing Champions

The Student Association is supporting a pilot peer support project which is hoped will help students access the help they need if they are struggling. Student Mental Health and Wellbeing Champions will chat to and signpost students in the Kilmarnock campus to the various services both within and out with the College. The project is

being led by the Head of Student Experience and approximately 12 student champions from the Health and Social care curriculum are going through the process of being trained. Training is taking place in partnership with NHS Ayrshire and Arran, East Ayrshire Council and Vibrant Communities. The project will be officially launched on the 11th December.

Student Placements

The Student Association have two students joining them this year for student placements. Brett McKenzie, a former sports student, will be joining us from UWS where he is studying sports science. Brett's placement will include the development of clubs with the theme of using physical activity to improve mental health. Brett hopes to roll out some of the good work from the Passing Positivity Campaign to the Kilwinning and Ayr campuses, as well as assisting with the Healthy Body, Healthy Mind Awards. Working with Communities student, Rebecca Staff, will be joining the team on placement to assist the Student Vice President with the women's initiatives such as the sanitary product campaign and Reclaim the Night.

Future Activity

Student Information Scotland Portal

The Student Association is assisting the Scottish Government with piloting its new Student Information Scotland Portal, which provides students with all the information they need to know about student funding. The Student Association is organising a series of focus groups and 1-2-1 sessions on the Kilwinning Campus on the 13th November. Students are being recruited to take part in the trials which will provide important feedback with regards to the portals functions and content.

Reclaim the Night

As part of the Student Association's Women's Campaign, we will be organising a Reclaim the Night march in East Ayrshire, in partnership with the STAR Centre (formerly Rape Crisis). The aim of the event is to invite students, staff and the wider community to get together to take part in a march around the town centre to demand safer streets for everyone. Reclaim the Night is a movement which started in Canada in response to the sexual harassment and assaults taking place against women and girls on campus grounds. The movement has spread worldwide and encompasses a desire for safe streets after dark for every member of the community. This event will take place as part of the College's 16 days of Activism activities which raise awareness of gender based violence and take place from the 25th November to the 10th December.

Winter Markets

The Student Association is organising Winter Markets on each Campus on the 4th and 5th of December. The Ayr Campus event is being led by students on the Ayr Campus whilst the Student Association will host the events on the 4th in Kilwinning and the 5th in Kilmarnock. The markets will provide students and staff with the opportunity to purchase Christmas gifts from student enterprises, local businesses and crafters. Each event will take place from 10am to 2pm.

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
30 October 2019

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

14 November 2019

Subject:	2017-18 College Leaver Destinations Survey
Purpose:	To provide members with an overview of College leaver destinations for 2017-18
Recommendation:	Committee members are asked to note 2017-18 College Leaver Destinations survey responses and the analysis provided

1. Introduction

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

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

The most recent survey report focuses on students who studied a course in academic year 2017-18 and would have completed their course in June 2018 with a successful outcome. The data reports on their position as at 31 December 2018.

Scotland has 26 colleges split across 13 regions and national data is presented at a regional and College level. For the purposes of this paper, comparisons to national averages are at College level.

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

2. Current Situation

Outcome agreements now have a stronger focus on the positive effects of College learning on the lives of students.

Post-course destination data provides a key measure of the impact of undertaking a College course and is monitored under National Measure 8 (number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying) in our Outcome Agreement 2017-20. This measure does not take account of part-time students, many of whom progress directly to employment.

The College achieved a return rate of 87.5%, confirming the destinations of 3,961 College leavers out of a total of 4,526, exceeding the SFC survey completion target of 80%.

Table 1 provides a summary of the confirmed destinations of Ayrshire College leavers.

Table 1: Confirmed destinations of Ayrshire College leavers

Moved on to further study		Moved on to employment		Other	Moved on to a negative destination
Full-time study	Part-time study	Full-time work	Part-time work		
3,089	43	566	99	65	99
80%	1.1%	14.3%	2.5%		
3,132 79.1%		665 16.8%			
3,797 95.9%				65 1.6%	99 2.5%
Positive					Negative

The main point to note is that 95.9% of Ayrshire College confirmed leavers are in a positive destination six months after completing their course of study, an increase of 1.1% on the previous year, and slightly higher than the sector average. The data in Table 1 shows that, of known destinations, the majority of students (79.1%) were undertaking further study six months after successful completion of their full-time course, and that 16.8% had moved into employment.

Ayrshire College has a significantly high proportion of FE students and around 80% of all College enrolments in 2017-18 were on a course at FE level. We would expect that a high percentage of those students would return for further study at FE or HE level, particularly as a large number of students progress through more than one year of study.

Table 2 provides a breakdown of the destinations of students who left the College sector.

Table 2: Destinations of 1,305 Ayrshire College leavers who left the college sector

Destination	% Ayrshire College Leavers	% National College Leavers
FE to university	12.3%	16%
HE to university	51.2%	56.3%
FE to employment	67.1%	65.7%
HE to employment	41.1%	37.9%
FE Unavailable for work	9.7%	7.2%
HE Unavailable for work	4.8%	2.1%
FE to Unemployed	10.9%	11.2%
HE to unemployed	2.8%	3.7%

Encouragingly, a higher proportion of our leavers who left the college sector moved into employment (51%) compared to the national average of 49.3%. Also, fewer Ayrshire College leavers (5.9%) were unemployed 6 months after the successful completion of their course compared to the national average of 6.8%.

A detailed breakdown of the underlying data will be provided to all curriculum teams and is used on an ongoing basis to inform action plans and future curriculum delivery plans.

The Scottish Funding Council published a national statistical publication on 2017-18 College Leaver Destinations on 15 October 2019. This is available on the SFC website.

A glossary of definitions of the terminology used is included in Appendix 1.

3. Consultation

Due to the nature of this report consultation was not required.

4. Risks

Robust collection of leaver destination data can be resource intensive, particularly when a high response rate is required. Many leavers are unavailable to give feedback during daytime working hours. Due to Outcome Agreement targets, there will be continued pressure to maintain adequate college response rates.

5. Equality Impact Assessment

An equality impact assessment is not required for this paper.

6. Conclusion

Committee members are asked to note 2017-18 College Leaver Destinations survey responses and the analysis provided.

Ann Heron
Head of Quality Enhancement
18 October 2019

Publication

This paper will be published on the College website.

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APPENDIX 1

Definitions:

All qualifiers: Refers to qualifiers who have confirmed destinations and those qualifiers who remain unconfirmed.

Unconfirmed qualifiers: Qualifiers where contact could not be made.

Positive destinations are defined in the *National Measure: Destination and Employment* as the number and proportion of college qualifiers in **work, training** and/or **further study** 3-6 months after qualifying and refer to:

Further study or training: Qualifiers who are continuing with full-time or part-time study, training or research at college or university.

Entering employment: For those in **full-time** and **part-time work** only (including self-employed/freelance, voluntary/unpaid, developing a professional portfolio/creative practice or on an internship). Also includes qualifiers who were not currently in employment but who secured employment that was set to commence by 31 March 2019.

Negative Destinations refer to:

Unemployed and looking for work: This applies to qualifiers *Unemployed and looking for work* and those *Not employed but not looking for employment, further study or training*.

Unavailable to work: Qualifiers who are: *taking time out in order to travel; Permanently unable to work/retired; Temporarily sick/unable to work/looking after home/family*.

National KPI 4: KPI 4 on *Destinations & Employment for Developing Scotland's Young Workforce*: The percentage of 16-24 year old college students who have successfully completed a full-time course moving into employment or higher level study. [Employment includes Modern Apprenticeships and continued study *must* show upwards progression in SCQF level.]

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SFC Guidance

Guidance for the development of College Outcome Agreements: 2020-21 to 2022-23

Issue date: 7 October 2019

Reference: SFC/GD/20/2019

Summary: Process and framework for developing and negotiating College Outcome Agreements.

FAO: College Principals and regional strategic bodies

Further information:

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Annexes

[Annex A: Self-evaluation report](#)

[Annex B: Technical guidance on SFC's measures of progress](#)

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Foreword

Education is the Scottish Government’s defining mission, and, as the national strategic body for colleges and universities, the Scottish Government has charged the Scottish Funding Council (SFC) with driving forward excellence and equity across the education and skills landscape in Scotland. The SFC is committed to working with Scotland’s universities and colleges to make Scotland the best place in the world to learn, to educate, to research, and to innovate.

Outcome Agreements are a mechanism for engagement between SFC and institutions and provide colleges and universities with an opportunity to describe how they contribute towards this mission. Working in partnership with our institutions, we want the almost 490,000 students in our universities and colleges to have a high-quality learning experience, to be supported to succeed in their studies, and to be equipped to flourish in employment, further study and fulfilling lives.

Furthermore, we want this opportunity to be available to people from all backgrounds and are therefore committed to working with our institutions to continue to implement the recommendations of the Commission on Widening Access (CoWA) in its ‘A Blueprint for Fairness’.¹

Within the context of the National Performance Framework², where we deliver against each of the 11 National Outcomes, our Strategic Framework³ sets out our core objectives: to invest in accessible education; to invest in excellent research and innovation; to ensure our education system is sustainable and responsive; and to be outcome focused. Through close working with the college and university sectors, and continued alignment with our partner enterprise and skills agencies through the Enterprise and Skills Strategic Board, we commit to continued improvement in productivity, equality, wellbeing and sustainability to deliver the Scottish Government’s ambition for sustained, inclusive growth.

¹ [A Blueprint for Fairness: Final Report of the Commission on Widening Access](#)

² [Scottish Government National Performance Framework](#)

³ [SFC Strategic Framework 2019-2022](#)

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Introduction

1. In their Outcome Agreements (OAs) for AY 2020-21, we ask institutions to focus on the specific priorities that have been identified for SFC by the Scottish Government and outlined in the Ministerial Letter of Guidance⁴. These priorities are detailed below.
2. In addition, institutions are also required to report on continuing priorities; those ongoing policy areas that continue to have a role in OAs and remain priorities for both the Scottish Government and the SFC.
3. Finally, reporting on progress for a number of policy areas can be provided in less detail where this can be done with hyperlinks to strategic and other documentation. An example of this would be institutional commitments provided in a Gender Action Plan (GAP).
4. Further detail on reporting requirements is included in the Framework for OAs in Table 1 below.
5. As in previous years, we ask that institutions show their ambitions for national priorities over the coming three year period and that baselines, milestones and aspirations are provided for each of the national measures for the same period. A template for national measures reporting is included at [Annex B](#). A populated version will be provided to colleges in due course.
6. The UK's planned departure from the EU will be a key consideration for universities and colleges in the coming years. At the time of writing, the terms on which the UK is expected to leave the EU are not yet certain, so we are not able to include specific OA guidance on Brexit at this point. However, we will ask that institutions continue their Brexit preparations, including putting in place contingencies for a 'no deal' Brexit. We will continue to engage with institutions on Brexit and provide guidance to assist preparations.⁵

Key dates

7. We will formally begin AY 2020-21 OA discussions from October 2019, with a well-developed draft due in December, and final OAs submitted by the end of April 2020. SFC will provide full and timely feedback on submissions received from institutions.
8. The key dates are set out below.

⁴ [SFC Letter of Guidance 2019-20](#)

⁵ [Brexit and Scottish Colleges and Universities](#)

SFC Outcome Agreement process

Key Dates

2 July 2019	Ministerial Letter of Guidance received by SFC
Oct 2019	Outcome Agreement (OA) guidance updated and published National measures OA data template provided Negotiations begin
31 Oct 2019	AY 2018-19 OA self-evaluation reports submitted
6 Dec 2019	SFC Board review OA progress for AY 2018-19
13 Dec 2019	Well-developed draft OA for AY 2020-21 submitted
Feb 2020	Colleges provided with National Measures OA table, updated to include 2018-19 data Initial feedback from SFC on draft OAs Indicative funding allocations announced for AY 2020-21
30 Apr 2020	Final OAs submitted
May 2020	Final funding allocations announced for AY 2020-21
June 2020	OAs published

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Outcome Agreement Priorities for AY 2020-21

9. In his Letter of Guidance to the SFC of 2 July 2019 the Minister for Further Education, Higher Education and Science set out his expectations and priorities for the coming year. Those relevant to the college sector are summarised below, alongside SFC's continuing priorities, and are set out in the OA Framework in Table 1. The Framework for OAs also provides detail of the measures of progress required to clearly illustrate the sector's role in delivering on these priorities.
10. Please note that priorities can be removed, added or amended by SFC if, for example, further guidance is received from the Scottish Government.

Section 1: The Learner

Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds.

SFC core objective⁶: To invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.

Letter of Guidance Priorities

Access and learning

11. It is a priority that improvement continues, at pace, for the implementation of the recommendations made by the Commission for Widening Access.
12. For the college sector our ambitions to implement the recommendations made by the Commission for Widening Access also include an expectation of a step change in the number of HN students progressing to university with advanced standing. This has also been set as a priority in the university OA guidance.
13. The SFC no longer expects colleges to grow their intake of the 10% most deprived communities if they are already achieving good intake (i.e. that is representative of the regions they deliver to). However, we do expect that these students should have comparable successful completion rates to those of the wider student cohort. Where this is not the case we expect colleges to outline ambitious targets to close this gap.

⁶ [Scottish Funding Council Strategic Framework 2019-2022](#)

Mental health and wellbeing

14. Institutions are asked to report on their progress in implementing their Mental Health Strategy, Student Mental Health Agreement and progress with implementation of the Scottish Government funded mental health counsellors' programme. Institutions should provide a weblink to their Mental Health Strategy.

Student safety

15. Institutions should work with staff and Students' Associations to ensure that there is a common understanding of acceptable behaviours and that effective mechanisms are in place to respond to allegations of harassment or behaviours that do not meet the values of the institution.

Gender

16. Tackling student subject imbalances, imbalances in retention by gender and balanced gender representation on Boards and at senior levels remains a priority. Colleges should reflect on progress and outcomes in their OA and activities and work being undertaken to achieve this should be outlined in the institution's gender action plan. As such, colleges are also asked to include a link in their OA to their GAP.
17. Institutions should continue to work with their Students' Associations on adopting and working with the Equally Safe in Higher Education Toolkit (including its adaptation for colleges)⁷. Institutions should outline in this OA and in their OA discussions how they are developing and putting in place reporting systems, and data capture arrangements, in respect to gender based violence; and how they are implementing support systems for survivors of gender based violence. In addition to this, institutions should outline their commitment to supporting and enhancing equality for applicants, students and staff who are trans or gender diverse in their OA, with detail on activity given in their institutional GAP.
18. Institutions should report on progress with meeting the requirements of the Gender Representation on Public Boards (Scotland) Act 2018. Institutions should also reflect on progress with achieving gender balance at senior levels and highlight how they are proactively working towards achieving these outcomes.
19. We are currently developing guidance requiring institutions to re-new their institutional GAPs. These plans should outline how the institution will achieve

⁷ [Equally Safe in Higher Education Toolkit](#)

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the gender outcomes outlined in their OA. A weblink to the institution's GAP must be provided in their OA.

Student voice

20. Colleges are encouraged to ensure that their student bodies are offered meaningful opportunities to fully engage with the development and monitoring of OAs. Colleges should also provide examples of learners developing and delivering responses to policy priorities such as student mental health, healthy living initiatives etc.

SFC continuing priorities

Equality and Diversity

21. The Scottish Funding Council is working with the Equality and Human Rights Commission (EHRC) to help Scotland's universities and colleges to improve their performance in meeting the public sector equality duty. The Commission will help SFC to strengthen its efforts to advance equality for all the people who are, or could be, part of Scotland's universities and colleges. The focus of this joint initiative will be on helping universities and colleges identify equality outcomes which will tackle the most significant and persistent inequalities in the sector, and take action to achieve these outcomes. We will also be considering how best to ensure that working and reporting on the public sector equality duty is streamlined with existing outcome and reporting systems.
22. Institutions should include a web link to their published Mainstreaming Report and Equality Outcomes (as per the Equality Act) in their OA and ensure that ambitions for improvements are clearly articulated in their OA document. This should evidence how institutions intend to use the places and funding allocated to them by SFC to advance equality. As part of this colleges should continue to seek improvements in the reporting and analysis of equality data. SFC would also encourage institutions to consider signing up to the Disability Confident Scheme.⁸

Access and Inclusion funds

23. All college regions are required to publish – and provide a link to – an updated Access and Inclusion Strategy. [Updated guidance](#) is available on the SFC website. Institutions who do not report on the use of this funding in their Outcome Agreement and/or who do not use these funds as outlined in our guidance may have these funds clawed back.

⁸ [Disability Confident](#)

Care-experienced students

24. SFC has updated the National Ambition for Care-Experienced Students⁹ which sets the sector targets for intake and retention until 2022-23, in line with a vision of no difference in outcomes between care-experienced students and their peers by 2030.
25. The survey of care-experienced students in Scottish colleges and universities¹⁰, carried out by CELCIS on behalf of SFC, led to eight key learning points and 18 recommendations. We ask colleges to work, where relevant, towards implementation of these recommendations and to focus their reporting on their commitment to the retention and success of these students. Institutions should provide a weblink to their Corporate Parenting Plan.

Veterans

26. We ask colleges to sign the Armed Forces Covenant which includes support to Service children and their families, and demonstrate their current and future commitment to students who are veterans, in relation to the mapping and consideration of their existing skills and qualifications and in relation to articulation pathways. Additionally, colleges are asked to report on their engagement with the Veterans Steering Group and update on progress made in relation to the key recommendations made by the Veterans Commissioner.¹¹

Carers and estranged students

27. Colleges should include a statement on their current activities to support carers and estranged students¹², including participation in Going Further for Student Carers and work with Stand Alone and confirm their commitment to take the Stand Alone Pledge¹³. Where known please also state the numbers of students who identify as a carer or are estranged from their families.

BSL

28. Colleges are required to provide a link to an up to date BSL plan and describe how the institution will govern its plan.

⁹ [National Ambition for Care-Experienced Students](#)

¹⁰ [‘Being a student with care experience is very daunting’. Findings from a survey of care-experienced students in Scottish colleges and universities](#)

¹¹ <https://scottishveteranscommissioner.org/>

¹² SFC definition: An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. This might mean biological or adoptive parents or wider family members who have been responsible for supporting a student in the past. Estranged students have no experience of being in care and do not have a corporate parent responsible for them.

¹³ <http://www.thestandalonepledge.org.uk>

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See Framework at Table 1 for other reporting required in this section.

Section Two: The System

Scottish Government strategic priority: To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability

SFC Core objective: To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland's international connections.

Letter of Guidance Priorities

Skills alignment

29. The impact of investment in skills can be enhanced by increased planning alignment between SFC and SDS. SFC will continue to work with SDS to build upon the work undertaken to date to implement the 5-stage planning model in AY 2021-22. This model seeks to align provision with the needs of learners, employers and the economy. Pilot activity is currently taking place in a few specific areas to test the model and the evidence base. In AY 2020-21 SFC will engage with the sector to inform on progress with the pilot activity and any action required in response to this work.

The apprenticeship family

30. Recognising the importance of apprenticeships to Scottish Government Youth Employment, Economic and STEM education and training strategies, colleges are asked to report in their OAs their plans for the development of new Foundation Apprenticeship opportunities and other work-based learning pathways to ensure they meet the needs of all employers and that the offer of apprenticeships at all levels is supported.

Developing the Young Workforce (DYW)

31. AY 2020-21 is the final year of the seven year programme to introduce DYW. There is a clear expectation that SFC and colleges demonstrate delivery of Ministerial and DYW Programme Board expectations of systemic change in the planning and delivery of vocational learning for young people at Senior Phase across Scotland through school-college partnership.

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32. The Government has announced a review of the Senior Phase to ensure that young people have the best possible opportunities. It will be important that this Review is informed by evidence and impact from DYW.
33. Colleges, therefore, are asked to produce a DYW Progress Report as an annex to their main OA document to support development of robust evidence of the sector's contribution and progress. Details of what we are seeking of colleges in the Progress Report can be found on the [SFC website](#).
34. DYW is about delivering a work relevant vocational education experience for *all* young people, including those at risk of missing out on achieving their potential. A summary of the DYW aims which SFC is working with partners to deliver is:
 - Create a systemic approach to joint planning and delivery of the Senior Phase curriculum based on school-college partnership.
 - Increase the volume and range of vocational options being taken up by young people.
 - Support economic skills need.
 - Support the interests of young people by increasing choice, success and destination outcomes at Senior Phase.
35. From AY 2021-22 the aims and outcomes of DYW will become an embedded part of OA negotiations and the 15-24 Learner Journey programme.

Early learning and childcare

36. The Scottish Government's expansion in early learning and childcare (ELC) will continue to have a significant impact on the demand for qualified childcare practitioners and managers beyond 2020/21. Colleges are required to maintain their commitment to increase the number of enrolments and graduates to create a highly skilled, diverse and dedicated workforce.
37. More flexible training options and efforts to increase the number of learners from minority ethnic groups and those with disabilities will be critical in providing a diverse workforce to meet the targets. Colleges are required to report to SFC on progress made in delivering ELC provision. Colleges should also embed the learning from the Men in Early Years (MIEY) project and work collaboratively with local authorities, employers and other organisations to support the aims of the ELC SIP, the Blueprint for 2020 and the SFC GAP.

Public health

38. Colleges are asked to use their OAs to illustrate and assess their current contributions to both Scotland's public health priorities and local priorities identified through CPPs through the provision of case studies that particularly focus on local engagement to support the delivery of local priorities.

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STEM education and training

39. Colleges should ensure their STEM activity aligns to the National STEM Strategy's four aims of Excellence, Equity, Inspiration and Connection. Institutions should ensure their STEM strategies are linked to these priorities and engage with and further expand the work of the college-led STEM Hubs, particularly around STEM engagement with young people and Career Long Professional Learning (CLPL) for teaching and research staff. OAs should provide a link to the institutional STEM strategy.
40. SFC will also engage with colleges to evaluate and promote placement activity in STEM subjects. We will consider the extent to which this aspiration becomes part of the implementation of the 5-stage skills alignment model.

Digital

41. Colleges are required to report on how digital skills development has been improved across all subject areas for staff and students. In addition colleges should continue to support and engage with the Digital Skills Partnership to enhance links with industry and universities. This engagement should result in greater provision of industry led CLPL for lecturers to enhance the provision of skills.

Climate change emergency

42. In the light of the First Minister's acknowledgement of the global climate emergency¹⁴, colleges are asked to share with SFC their progress in creating strategies and plans to reduce their net carbon emissions. We would hope to see these emerging plans and strategies include your reduction of greenhouse gas emissions, plastic pollution and your contribution to the Sustainable Development Goals¹⁵.

Skills Action Plan for rural Scotland

43. Relevant colleges are required to illustrate their contribution to the delivery of the objectives of the Action Plan – addressing skills shortages, talent retention and attraction, and demographic challenges through enhanced work-based learning and access to education and skills provision in rural areas.

¹⁴ [World Forum on Climate Justice: First Minister's speech](#)

¹⁵ [Sustainable Development Goals](#)

SFC continuing priorities

Gaelic

44. OAs should include a response to the requirements of public bodies, outlined by the National Gaelic Plan for 2018-23¹⁶. This should include actions in support of parity of esteem for Gaelic and to encourage its visibility and use by speakers among their staff, students and others with whom they engage, as well as maintenance and development of their provision for Gaelic learners.

English for Speakers of Other Language provision (ESOL)

45. To ensure ESOL provision continues to meet the needs of the region, colleges/regions must continue to work with their local Community Planning Partnership (CPP) and discuss the provision and funding of ESOL – whether that be delivered in the college or in the community. To demonstrate this collaborative working, colleges/regions must prepare joint delivery plans with CPPs and share them with the relevant Outcome Agreement manager. The joint plan should provide detail of:
- The ESOL need for the region and how local need is being met by the college/region and the CPP.
 - Credit bearing and non-credit bearing activity and funding allocated to each category of activity.
 - How ESOL activity in the region fits into a learner journey/pathway, i.e. the pipeline of provision which supports progression into formal accredited college courses, where that is appropriate.
46. Links to documents related to these plans should be included in OAs.

Quality reporting

47. Quality assurance and enhancement underpins the OA process and remains a continuing requirement of colleges and a condition of funding. SFC and Education Scotland have developed Quality Arrangements to enable SFC to discharge its statutory duty for the assessment and enhancement of quality.
48. [Annex A](#) of this document provides information on college quality assurance requirements and OA self-evaluation reporting. The following guidance documents should also be consulted:

¹⁶ [Bòrd na Gàidhlig National Gaelic Language Plan 2018-23](#)

- [How good is our college?](#) (SFC, ES December 2016).
- [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges](#)

49. Building on the evidence contained in colleges' Evaluative Report and Enhancement Plans (see [Annex A](#)), we will provide a data-focused assessment of progress for each institution to discuss with colleges. This evidence will also be used to aid negotiations over future OAs, and to help inform national priorities and areas for collaboration.

Professional standards

50. The Government is supporting the college sector toward professional registration of its lecturers. Colleges should engage with the General Teaching Council for Scotland (GTCS) on registration to ensure that they have planned the necessary actions to have registration in place within the timescale that is still to be agreed, but which we anticipate to commence by the start of AY 2021-22. Colleges should work with GTCS on how progress can be reported.

See Framework at Table 1 for other reporting required in this section.

Section Three: Innovation

Scottish Government strategic priority: To support Scotland's global reputation as a Science and Research Nation synonymous with high quality teaching, research, knowledge exchange and innovation.

SFC Core Objective: To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland's international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.

Effective knowledge exchange and innovation

51. Building on the early experiences of responding to the College Innovation Fund pilot activity where appropriate, colleges should ensure they are improving their links with business to stimulate greater economic, social and cultural benefits for Scotland, and that they continue to develop the entrepreneurial and enterprise skills of their students. This should include how colleges are contributing to the priorities of the Enterprise and Skills Strategic Board, how they are exploiting the opportunities for partnership with other colleges and universities and how they are engaging with Innovation Centres and other appropriate partner organisations. Case studies that illustrate this should be included in the OA.

See Framework at Table 1 for other reporting required in this section.

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Table 1: SFC’s Framework for Outcome Agreements AY 2020-21: commitments, strategies and evidence of progress

Colleges and RSBs for multi-college regions should use this framework to ensure that they report fully on all the priorities detailed in this guidance.

Section One: The Learner	
Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds.	
SFC core objective: To invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.	
Priorities	Measures of progress
<p>Letter of Guidance:</p> <ul style="list-style-type: none"> • Demonstrate the institution’s response to the recommendations made by the Commission for Widening Access. For the college sector this relates to measure 7. Support for the mental health and wellbeing of students and staff – include hyperlinks to Mental Health Strategy and Student Mental Health Agreement. • Outcomes to tackle gender inequality at subject level. • Achieve and maintain gender balanced Boards and Courts. • Develop and put in place reporting systems, and data capture arrangements, in respect to gender based violence. • Provide weblink to Gender Action Plan. • Student Voice - engagement of students’ association representatives in the development of the OA. <p>SFC Continuing priorities:</p> <ul style="list-style-type: none"> • For measure 1b - please note that the SFC no longer expects a college to grow their intake of the 10% most deprived communities if they can evidence their intake is representative of the region they deliver to. The SFC does expect colleges to outline ambitious targets for the successful completion rates of these students. • Provide a weblink to the published Equality Outcomes and Mainstream report and address under-representation from protected 	<p>(1a) Credits delivered.</p> <p>(1b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (i.e. SIMD10 students).</p> <p>(1c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced learners.</p> <p>(2d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education).</p> <p>(4b) Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).</p> <p>(4d) Proportion of enrolled care-experienced students successfully achieving a recognised qualification.</p> <p>(7) The number and proportion of successful learners who have achieved HNC (SCQF level 7) or HND (SCQF Level 8) qualifications articulating to degree level courses (SCQF level 9) with advanced standing.</p>

<p>characteristic and underrepresented socio-economic groups including:</p> <ul style="list-style-type: none"> • Care-experienced - focus reporting on commitment to retention and success and provide link to Corporate Parenting Plan. • Estranged students - provide evidence of work with Stand Alone/ uptake of Stand Alone Pledge. • Veterans – commitment to mapping existing skills and qualifications, update on progress made in relation to key recommendations made by Veterans Commissioner, and engagement with the Veterans Steering Group. • Carers - commitment to participation in Carer Trust Scotland’s Going Further Award. • Commitment to British Sign Language, link to institution’s BSL Plan. • Access and Inclusion funds - provide link to updated Access and Inclusion Strategy. 	
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<p>Section Two: The System</p> <p>Scottish Government strategic priority: To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability</p> <p>SFC Core objective: To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland’s international connections.</p>	
Priorities	Measures of progress
<p>Letter of Guidance:</p> <ul style="list-style-type: none"> • DYW: Colleges are required to produce a DYW Progress Report. • The apprenticeship family: Reporting on developments. • Early learning and childcare: Progress update. • STEM education and training: Link to STEM Strategy. • Digital: Update on digital skills development. • Skills Action Plan for rural Scotland – description of regional contribution, where relevant. • Climate emergency – colleges are required to provide a link to their Climate Action Plan or Sustainability strategy, and describe their engagement with the Sustainable Development Goals and funding opportunities focussing on climate change. • Gender balance on Boards. 	<p>(2a) Number of senior phase age pupils studying vocational qualifications delivered by colleges.</p> <p>(2b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges.</p> <p>(2c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision.</p> <p>(3) Volume and proportion of Credits delivered to learners enrolled on STEM courses.</p> <p>(4a) Proportion of enrolled students successfully achieving a recognised qualification (FT & PT).</p> <p>(4c) Proportion of senior phase age pupils</p>

<ul style="list-style-type: none"> Public health – Colleges should provide case studies evidencing their contribution to support local priorities and engagement with Healthy Working Lives Award or similar awards. <p>SFC Continuing priorities:</p> <ul style="list-style-type: none"> Gaelic – Reporting should include link to updated Gaelic Language Plan. ESOL – reporting should include supportive documents, e.g. Joint Delivery Plan, Memorandum of Understanding etc. 	<p>successfully completing a vocational qualification delivered by colleges.</p> <p>(4e) Number and proportion of FT FE learners aged 16-19 successfully completing courses.</p> <p>(5) The number of starts for contracted apprenticeships (e.g. in CITB, SECTT).</p> <p>(6) The number and proportion of full-time learners with “work experience” as part of their programme of study.</p> <p>(8) The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.</p> <p>(9) Student Satisfaction and Engagement Survey - the percentage of students Overall, satisfied with their college experience.</p> <p>(10) Gross carbon footprint</p>
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<p>Section Three: Innovation</p> <p>Scottish Government strategic priority: To support Scotland’s global reputation as a Science and Research Nation synonymous with high quality teaching, research, knowledge exchange and innovation.</p> <p>SFC Core Objective: To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland’s international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.</p>	
Priorities	Measures of progress
<p>Colleges are asked to summarise their approach to developing and sustaining a culture in which innovation can flourish, and their work with business, industry, and the public sector to find innovative solutions that support economic growth, and impact on our society and culture. Colleges are also asked to continue to provide information on the work they do to develop enterprising mind-sets in their students by providing exposure to entrepreneurial education opportunities e.g. learning by inspiring, sparking interest in starting a business, testing out business ideas etc.</p>	<p>Innovation focused case studies, including promotion of outputs, outcomes and impacts</p> <p>Detail of interventions in place and/or engagement with specific initiatives exposing staff and students to entrepreneurial / enterprise education. This could include numbers of workshops run for staff and students, events run / attended (such as selling events) or numbers of students supported (referrals / applications to competitions, financial support and/or mentoring).</p>

<p>Where appropriate statements should outline plans and/or strategies for:</p> <ul style="list-style-type: none">• Engaging with the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government’s innovation reforms.• Responding to opportunities presented through the SFC’s College Innovation Fund.• Describe the impact and benefits to the college of having received funds through Year 2 of the College Innovation pilot, if they have had a successful bid funded through the call for proposals.• How entrepreneurial education currently is / will be undertaken in the college.	
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Table 2: SFC’s National Performance Measures for 2020-21

Number	Measure
Measure 1 (a)	Credits delivered (Core / ESF / Core + ESF).
Measure 1 (b)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas.
Measure 1 (c)	The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced.
Measure 2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by colleges.
Measure 2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges.
Measure 2 (c)	Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision.
Measure 2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education).
Measure 3	Volume and proportion of Credits delivered to learners enrolled on STEM courses (TBC).
Measure 4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT).
Measure 4 (b)	Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).
Measure 4 (c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges.
Measure 4 (d)	Proportion of enrolled care-experienced students successfully achieving a recognised qualification.
Measure 4 (e)	Proportion of enrolled students Full-time FE students aged 16-19 successfully achieving a recognised qualification.
Measure 5	The number of starts for contracted apprenticeships (including industry bodies such CITB and SECTT).
Measure 6	The number and proportion of full-time learners with high quality work placement or work place “experience” as part of their programme of study.
Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing.
Measure 8	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.
Measure 9	SSES Survey - The percentage of students Overall, satisfied with their college experience.
Measure 10	Gross carbon footprint.

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Outcome Agreement National Measures template

52. As in previous years, we ask that institutions share their ambitions towards national priorities over the coming three year period and provide milestones and aspirations for each of the national measures. A data template populated with available data up to AY 2017-18 will be sent to institutions in October. This should be included in the initial draft OA submission to SFC in December.
53. Once the AY 2018-19 FES data becomes available in January, this table will be re-issued to institutions, updated to include AY 2018-19 data. This will allow institutions to revise aspirations, if needs be. At this point, SFC will also issue a 'summary' version of the National Measures.
54. SFC requires institutions to submit both versions of their data with the final OA: the former for analysis of individual projections and for aggregation at sector level; and the latter which will be published as part of their final OAs.

Contact details

55. The contact details for all Outcome Agreement Teams can be found on the [SFC website](#).

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SFC Guidance

Annex A

Guidance for the development of College Outcome Agreements: 2020-21

Annex A: Guidance on Evaluation Report and Enhancement Plan reporting covering AY 2018-19



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Background

1. In Academic Year (AY) 2016-17 the Scottish Funding Council (SFC) and Education Scotland (ES) introduced new quality arrangements focusing on a self-evaluative approach to college quality assurance. This approach also integrated quality arrangements with Outcome Agreement (OA) self-evaluation.
2. As part of the quality arrangements, colleges are required to produce an Evaluative Report and Enhancement Plan (EREP). This provides a snapshot of the college's performance (the ER), and a forward look that sets out actions for improvement (the EP). For AY 2018-19 however, colleges will not be required to produce an EREP and instead ES and SFC will carry out a progress visit to each college to determine progress made against actions set out in the EP AY 2017-18 EREPs. Further information is set out in the [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges \(Updated September 2019\)](#).

Reporting requirements

3. This year, colleges are required to produce an OA self-evaluation report and provide this to SFC by 31 October 2019. The requirements of the OA self-evaluation report are set out below.
4. The report should focus on the following four high-level OA priorities:
 - Recruitment.
 - Retention.
 - Attainment.
 - Progression.
5. For each priority, colleges should provide a self-evaluative statement that answers the following questions:
 - How good is our (for example) recruitment?
 - How do we know?
 - What are our successes?
 - What are our challenges and priorities?
6. OA measures should be used as a source of evidence, both to illustrate successes and to highlight areas where there are concerns. Table 2 below provides a suggested allocation of each measure as a source of evidence for each priority though colleges may also wish to use internal KPIs as an evidence source.

7. As priorities for focus, OA self-evaluation reports should also include an analysis and discussion of the following:
 - The attainment gap between students from deprived areas and the wider student population.
 - Recruitment in relation to gender imbalanced subject areas.
8. We expect that the OA self-evaluation report should be no longer than 5 to 10 pages.

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Table 1: Outcome Agreement measures as evidence

How good is our Recruitment?

Measure 1a: Credits delivered.

Measure 1b: Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (i.e. SIMD10 students).

Measure 1c: The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced learners.

Measure 2a: Number of senior phase age pupils studying vocational qualifications delivered by colleges.

Measure 2b: Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges.

Measure 2c: Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision.

Measure 2d: Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education).

Measure 3: Volume and proportion of Credits delivered to learners enrolled on STEM courses.

How good is our Retention?

Measure 4c: Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges.

Measure 4e: Number and proportion of FT FE learners aged 16-19 successfully completing courses.

How good is our Attainment?

Measure 4a: Proportion of enrolled students successfully achieving a recognised qualification (FT & PT).

Measure 4b: Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).

Measure 4d: Proportion of enrolled care-experienced students successfully achieving a recognised qualification.

How good is our Progression?

Measure 5: The number of starts for contracted apprenticeships (e.g. in CITB, SECTT).

Measure 6: The number and proportion of full-time learners with "work experience" as part of their programme of study.

Measure 7: The number and proportion of successful learners who have achieved HNC (SCQF level 7) or HND (SCQF Level 8) qualifications articulating to degree level courses (SCQF level 9) with advanced standing.

Measure 8: The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

Measure 9: Student Satisfaction and Engagement Survey - the percentage of students Overall, satisfied with their college experience.

Further information

Contact:

- Dee Bird, Assistant Director, Learning and Quality, tel: 0131 313 6603; email: dbird@sfc.ac.uk .
- Ken Rutherford, Assistant Director, Outcomes, tel: 0131 313 6618; email: krutherford@sfc.ac.uk.
- Keith Coyne, Outcome Agreement Manager, tel: 0131 313 6554; email: kcoyne@sfc.ac.uk.

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Guidance for the development of College Outcome Agreements: 2020-21

Annex B: Technical Guidance on SFC's measures of progress

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Introduction

This Technical Guidance provides the definitions for each of the measures listed in Table 4 of the document: *Delivering College Outcome Agreements (AY 2020-21)*.

For each measure the document provides:

Aim: The Council’s strategic aim under which this measure falls		
Measure: The number and description of the measure		
Table:	Provides an overview and coverage of the measure	
Numerator	If the measure is a proportion these specify the numerators and denominators to be used in the calculation	
Denominator		
Data	This provides further information on the data source used to calculate the measure.	
Term	Definition / Description	Notes
A term used that requires further detail	A definition or description of the term	Further information on the term e.g. code list in FES guidance

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Table 3: SFC's National Performance Measures for 2020-21

	Outcome Agreement measures of progress: Revised for 2020-21
Measure 1 (a) Measure 1 (b) Measure 1 (c)	Credits delivered (Core / ESF / Core + ESF) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10) The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced
Measure 2 (a) Measure 2 (b) Measure 2 (c) Measure 2 (d)	Number of senior phase age pupils studying vocational qualifications delivered by colleges Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)
Measure 3	The number and proportion of Credits delivered to learners enrolled on STEM courses
Measure 4 (a) Measure 4 (b) Measure 4 (c) Measure 4 (d) Measure 4 (e)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT) Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges Proportion of full-time enrolled care-experienced students successfully achieving a recognised qualification Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification
Measure 5	The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)
Measure 6	Number of full-time learners with “work placement experience” as part of their programme of study
Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Measure 8	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
Measure 9	SSES Survey - The percentage of students Overall, satisfied with their college experience
Measure 10	Gross carbon footprint

General Notes - Definition of the metrics used in the measures

Credits

1. A credit gives a measure of the volume of activity delivered. One credit is equivalent to 40 hours of learning.
2. The eligibility criteria to determine whether credits can be claimed for a student and/or course is set out in the [Credit Guidance: 2019-20 student activity data guidance for colleges](#).

Enrolment

3. This figure is the number of student enrolments as recorded on the FES 2 return. A student enrolling on more than one course / programme will have more than one enrolment.

Scottish Index of Multiple Deprivation

4. The [Scottish Index of Multiple Deprivation \(SIMD\)](#) is provided by the Scottish Government.
5. Postcode files linking postcodes to SIMD rank are available on the National Records of Scotland (NRS) website via [NRS Postcode Extracts in the Geography](#) web page.
6. Using the student postcode (FES field: pcode) a student is matched to a datazone and then to a SIMD rank. The ranks are divided into deciles.
7. Aspirations set from 2017-18 onwards will be based on **SIMD 2016** and will follow the Scottish Government standard method of calculating deciles (rather than a separate SFC population weighted method).
8. Details on the SIMD 2016 ranks are detailed below:

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Scottish Government – Deciles split the datazones into 10 groups, each containing 10% of Scotland's datazones

	SIMD2016 Rank	
	From	To
1 - 10% most deprived	1	697
2	698	1,395
3	1,396	2,092
4	2,093	2,790
5	2,791	3,488
6	3,489	4,185
7	4,186	4,883
8	4,884	5,580
9	5,581	6,278
10 - 10 % least deprived	6,279	6,976

9. Senior Phase Vocational Pathways (SPVP) Measure 2(a) and Measure 2(b) looks at senior phase school pupils studying vocational qualifications and Foundation Apprenticeships, at SCQF Level 5 and above, delivered by colleges. Without taking away from this focus, a wider view of all SPVP activity will be reflected in analysis relating to these measures. This is intended to show the full picture of SPVP activity across the sector, specifically activity lower than SCQF level 5.

FES Quarterly Return Deadlines 2019-20

10. The deadlines for the quarterly data returns are as follows:

Data Return 1	8 November 2019
Data Return 2	7 February 2020
Data Return 3	3 July 2020
Data Return 4	2 October 2020

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Priority 1

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

Measure 1 (a) Credits delivered (Core / ESF / Core + ESF)	
Description	The total volume of Credits delivered by the region. Only students who are eligible for credits are included.
Data	FES Data
Term	Definition / Description
Eligible for Credits	Activity for which the course is eligible for Credits.
Extracting data for measure	Include all students where CREDITS GREATER THAN 0

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Measure 1 (b)		Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10)	
Description	This measure reports on the volume of all activity measured as Credits, delivered to those Scottish-domiciled students from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10), and this volume as a proportion of the total Credits delivered. Only students for whom Credits are claimed are included in Credit figure.		
Numerator	The volume of Credits delivered to students from SIMD10		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data National Records of Scotland (NRS) Mid-Year Population Estimates Scottish Index of Multiple Deprivation		
Term	Definition / Description	Notes	
<i>SIMD</i>	The 10% most deprived datazones, based on SIMD 2016	See Scottish Index of Multiple Deprivation in General Notes	
<i>Scottish-domiciled</i>	Scottish-domiciled students if the students home local authority, as derived using the postcode provided on FES 2 return, is in Scotland. Students with an invalid or missing postcode are included in the "No matching Scottish postcode" figure.	Postcode is valid AND derived home location (domicile of student) is in Scotland	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND postcode of home location is valid AND in SIMD 10% Most Deprived decile AND derived home location (domicile of student) is in:		
Aberdeen City	100	Midlothian	290
Aberdeenshire	110	Moray	300
Angus	120	North Ayrshire	310
Argyll & Bute	130	North Lanarkshire	320
Clackmannanshire	150	Orkney Islands	330
Dumfries and Galloway	170	Perth and Kinross	340
Dundee City	180	Renfrewshire	350
East Ayrshire	190	Scottish Borders	355
East Dunbartonshire	200	Shetland Islands	360
East Lothian	210	South Ayrshire	370
East Renfrewshire	220	South Lanarkshire	380
Edinburgh, City of	230	Stirling	390
Falkirk	240	West Dunbartonshire	395
Fife	250	West Lothian	400
Glasgow City	260	Na h-Eileanan (Western Isles or Outer Hebrides)	235
Highland	270		
Inverclyde	280		

Measure 1 (c) Volume and Proportion of Credits related to learners from different protected characteristic groups and care-experienced students		
Description	This measure reports on the volume of all activity measured as Credits, delivered to various categories for each protected characteristic group (ethnicity, disability, sex, sexual orientation, religion), and this volume as a proportion of the total Credits delivered. Only students for whom Credits are claimed are included in Credit figure.	
Numerator	The volume of Credits delivered to each protected characteristic group	
Denominator	The total volume of Credits delivered by the Region	
Data	FES Data	
Term	Definition / Description	Notes
Ethnic Group	Ethnicity categories are those used in Scotland's 2011 Census. As coded in FES 2 return: Ethnic group – code list D	
White	Scottish English Welsh Irish Northern Irish British Gypsy / Traveller Polish Any other white ethnic background	For some analysis aggregated to "White"
Mixed	Any mixed or multiple ethnic background	For some analysis aggregated to "BME" (Black Minority Ethnic)
Asian, Asian Scottish or Asian British	Indian, Indian Scottish or Indian British Pakistani, Pakistani Scottish or Pakistani British Bangladeshi, Bangladeshi Scottish or Bangladeshi British Chinese, Chinese Scottish or Chinese British Any other Asian background	
Black, Black Scottish or Black British	Caribbean, Caribbean Scottish or Caribbean British Other Caribbean or black background Black, Black Scottish or Black British African, African Scottish or African British Other African background	
Other ethnic background	Arab, Arab Scottish or Arab British Any other background	
Information not known / Prefer not to say	Information not known Prefer not to say	

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Disability Group	Disability fields as listed in FES 2 return
Not disabled	No known disability
Disabled	A specific learning difficulty such as dyslexia, dyspraxia or ADHD A specific learning disability such as Down's Syndrome A social / communication impairment such as Asperger's syndrome / other autistic spectrum disorder A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy A mental health condition, such as depression, schizophrenia or anxiety disorder A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches D/deaf or hearing impairment Blind or a serious visual impairment uncorrected by glasses A disability, impairment or medical condition that is not listed above
Sex of student	As coded in FES 2 return: Sex of Student - code list P
Male Female Other Prefer not to say	Male(including trans man) Female (including trans woman) In another way Prefer not to say
Sexual Orientation	As coded in FES 2 return: Sexual Orientation of Student - code list Q
Heterosexual Gay man / Homosexual Gay Woman / Lesbian Bisexual Other Prefer not to say	Heterosexual / straight Gay man Gay Woman / Lesbian Bi/Bisexual Other Prefer not to say
Religion	As coded in FES 2: Religion, Religious Denomination or body- code list R
No Religion Christian: Protestant Christian: Roman Catholic Christian: Other Muslim Buddhist Sikh Jewish Hindu Other religion or body Prefer not to say	None Christian: Protestant Christian: Roman Catholic Christian: Other Muslim Buddhist Sikh Jewish Hindu Another religion or body Prefer not to say
Care-experienced	As coded in FES 2: Care-experienced student- code list Y
Care-experienced	Care-experienced (previously categorised as care leavers and looked after children). The term care-experienced refers to anyone who has been or is currently in care or from a looked-after background at any stage of their

	life, no matter how short, including adopted children who were previously looked-after. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND who fulfil the criteria for each protected characteristic / Care-experienced category as stated in the FES Guidance	
Measure 2 (a)		
Number of senior phase age pupils studying vocational qualifications delivered by colleges		
Description	This measure reports on the total number of senior phase school pupils studying vocational qualifications and foundation apprenticeships delivered by colleges.	
Measure	Total number of students enrolled on these qualifications	
Data	FES Data	
Term	Definition / Description	
<i>SCQF</i>	There are 12 SCQF (Scottish Credit and Qualifications Framework) levels which provide an indication of the complexity of qualifications and learning programmes. Further details on how programmes are allocated an SCQF level can be found at the SCQF website . Not all programmes offered by colleges are accredited with an SCQF level.	SCQF level recorded in FES2 - SCQF level
<i>Vocational Qualifications</i>	For the purposes of this measure, the following qualifications are defined as vocational: <ul style="list-style-type: none"> • Higher National Qualifications (codes DC,DD) • National Certificates (code 33) • Scottish / National Vocational Qualifications (codes 28 & 31) • SQA National Progression Awards (code 35) • SQA Skills for Work Awards (code 36) • Foundation Level Apprenticeship (code 40) 	The 2019-20 FES 2 guidance contains an update to the Qualification Aim field (code list O)
<i>School Year</i>	S4 S5 (includes FT winter leavers) S6	As coded in FES 2 return: category of student - code list G
<i>Students</i>	Enrolment total includes all students returned on FES	
Extracting data for measure	Include all students where the SCQF level is 5 and above AND their school year is between S4 and S6 AND the qualification aim is one of the following vocational qualification: include winter leavers	
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35)	

	SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)
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Measure 2 (b)		Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
Description	This measure reports on the volume of Credits delivered to senior phase pupils studying vocational qualifications and Foundation Apprenticeships delivered by colleges, and this volume as a proportion of total Credits delivered. Only students for which Credits are claimed are included in Credit figure (assume 4 credits for pupils on Foundation Apprenticeships).	
Numerator	The volume of Credits delivered to senior phase age pupils studying vocational qualifications and foundation apprenticeships delivered by colleges.	
Denominator	The total volume of Credits delivered by the Region	
Data	FES Data	
Term	Definition / Description	
<i>SCQF</i>	As above (Measure 2a)	
<i>Vocational Qualifications</i>	As above (Measure 2a)	
<i>School Year</i>	As above (Measure 2a)	
<i>Students</i>	As above (Measure 2a)	
Extracting data for measure	Include all students where the SCQF level is 5 and above AND their school year is between S4 and S6 AND the qualification aim is one of the following vocational qualification: include winters	
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)	

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Measure 2 (c)		Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	
Description	<p>This measure reports on the volume of all activity measured as Credits, delivered as school college partnership activity, and this volume as a proportion of the total Credits delivered.</p> <p>Only students for which Credits are claimed are included in Credit figure (assume 4 credits for pupils on Foundation Apprenticeships).</p>		
Numerator	The volume of Credits delivered to learners at S3 and above taking part in school-college activity.		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data		
Term	Definition / Description		
<i>School College Activity</i>	School College activity as defined as learning delivered to school pupils S3 and above. <u>Further guidance to be provided.</u>		
<i>School Year</i>	S3 S4 S5 (includes FT winter leavers) S6	As coded in FES 2 return: category of student - code list G	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND who are categorised as "School-College" activity as described above, assume 4 credits for pupils on Foundation Apprenticeships. Students who are classed as engaging in "School-College" activity will be from one of the Category of student below:		
	01 - School based S3 02 - School based S4 03 - School based S5 04 - School based S6 21 - Winter leaver		

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Measure 2 (d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools				
Description	This measure reports on the volume of all Higher Education (HE) level student activity measured as Credits, delivered to those who attended a SHEP school, and this volume as a proportion of the total HE-level Credits delivered. Only students for which Credits are claimed are included in Credit figure.			
Numerator	The volume of Credits at HE level delivered to learners who attended SHEP schools. Please note that senior phase aged pupils studying vocational qualifications (as defined in measures 2a and 2b) should not be included within the numerator.			
Denominator	The total volume of HE level Credits delivered by the Region			
Data	FES Data			
Term	Definition / Description			
<i>Higher Education (HE)</i>	Advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, Non-advanced (FE) = 2		
<i>SHEP</i>	Secondary schools with consistently low rates of progression to Higher Education See list of SHEP schools below. This list has been updated for the 2020-21 Guidance.	As coded for all students under 20 years of age at the point of enrolment in FES 2 return: School code number - code list K		
Extracting data for measure	Include all students where CREDITS GREATER THAN 0 AND level of study is HE (see above definition) AND previous institution attended is a school within the list of SHEP schools below ¹ .			
<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>ASPIRE North</p> <p>Aberdeen City – Bucksburn Academy Aberdeen City - Lochside Academy² Aberdeen City - Northfield Academy Aberdeen City - St Machar Academy Aberdeenshire – Banff Academy Aberdeenshire – Fraserburgh Academy Aberdeenshire – Peterhead Academy Highland - Alness Academy Highland – Invergordon Academy Highland - Inverness High School Highland – Lochaber High School Highland – Tain Royal Academy Highland - Wick High School Moray - Elgin High School</p> </td> <td style="vertical-align: top; width: 50%;"> <p>LIFT OFF</p> <p>Angus - Arbroath Academy Dundee City - Baldrigon Academy Dundee City - Braeview Academy Dundee City - Craigie High School Dundee City – Morgan Academy Dundee City – St John’s RC Academy Dundee City – St Paul’s RC Academy Fife - Beath High School Fife – Glenrothes High School Fife - Glenwood High School Fife – Kirkcaldy High School Fife - Levenmouth Academy³ Fife - Lochgelly High School Fife – St Columba’s RC High School</p> </td> </tr> </table>			<p>ASPIRE North</p> <p>Aberdeen City – Bucksburn Academy Aberdeen City - Lochside Academy² Aberdeen City - Northfield Academy Aberdeen City - St Machar Academy Aberdeenshire – Banff Academy Aberdeenshire – Fraserburgh Academy Aberdeenshire – Peterhead Academy Highland - Alness Academy Highland – Invergordon Academy Highland - Inverness High School Highland – Lochaber High School Highland – Tain Royal Academy Highland - Wick High School Moray - Elgin High School</p>	<p>LIFT OFF</p> <p>Angus - Arbroath Academy Dundee City - Baldrigon Academy Dundee City - Braeview Academy Dundee City - Craigie High School Dundee City – Morgan Academy Dundee City – St John’s RC Academy Dundee City – St Paul’s RC Academy Fife - Beath High School Fife – Glenrothes High School Fife - Glenwood High School Fife – Kirkcaldy High School Fife - Levenmouth Academy³ Fife - Lochgelly High School Fife – St Columba’s RC High School</p>
<p>ASPIRE North</p> <p>Aberdeen City – Bucksburn Academy Aberdeen City - Lochside Academy² Aberdeen City - Northfield Academy Aberdeen City - St Machar Academy Aberdeenshire – Banff Academy Aberdeenshire – Fraserburgh Academy Aberdeenshire – Peterhead Academy Highland - Alness Academy Highland – Invergordon Academy Highland - Inverness High School Highland – Lochaber High School Highland – Tain Royal Academy Highland - Wick High School Moray - Elgin High School</p>	<p>LIFT OFF</p> <p>Angus - Arbroath Academy Dundee City - Baldrigon Academy Dundee City - Braeview Academy Dundee City - Craigie High School Dundee City – Morgan Academy Dundee City – St John’s RC Academy Dundee City – St Paul’s RC Academy Fife - Beath High School Fife – Glenrothes High School Fife - Glenwood High School Fife – Kirkcaldy High School Fife - Levenmouth Academy³ Fife - Lochgelly High School Fife – St Columba’s RC High School</p>			

¹ Should this list alter, SFC will update it and notify institutions

² Merger of Torry Academy and Kincorth Academy

³ Please note that Buckhaven and Kirkland merged to form Levenmouth Academy

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<p>LEAPS</p> <p>Clackmannanshire Council - Alloa Academy Clackmannanshire Council - Lornshill Academy East Lothian Council – Ross High School Edinburgh City Council - Castlebrae Community High School Edinburgh City Council - Craigoyston Community High School Edinburgh City Council - Drummond Community High School Edinburgh City Council - Forrester High School Edinburgh City Council - Gracemount High School Edinburgh City Council - Liberton High School Edinburgh City Council - Tynecastle High School Edinburgh City Council - Wester Hailes Education Centre Falkirk Council - Grangemouth High School Midlothian Council - Newbattle Community High School Midlothian Council – St David’s High School Scottish Borders Council - Eyemouth High School Stirling Council - Bannockburn High School West Lothian Council - Armadale Academy</p>	<p>Fife – Woodmill High School</p> <p>Focus West</p> <p>Dumfries and Galloway Council - Maxwelltown High⁴ East Ayrshire Council – Auchinleck Academy East Ayrshire Council – Cumnock Academy East Ayrshire Council - Doon Academy East Ayrshire Council – St Joseph’s Academy East Ayrshire Council – William McIlvanney Campus (Kilmarnock Academy) Glasgow City Council - All Saints Secondary Glasgow City Council - Castlemilk High Glasgow City Council – Cleveden Secondary School Glasgow City Council - Drumchapel High Glasgow City Council - Eastbank Academy Glasgow City Council - Govan High Glasgow City Council – Hillhead High School Glasgow City Council - Hillpark Secondary School Glasgow City Council – Holyrood Secondary School Glasgow City Council - John Paul Academy Glasgow City Council – Knightswood Secondary School Glasgow City Council - Lochend Community High School Glasgow City Council – Lourdes Secondary School Glasgow City Council – Notre Dame High School for Girls Glasgow City Council - Rosshall Academy Glasgow City Council - Smithycroft Secondary Glasgow City Council - Springburn Academy Glasgow City Council - St Andrew’s Secondary Glasgow City Council - St Margaret Mary’s Secondary Glasgow City Council - St Mungo’s Academy Glasgow City Council - St Paul’s High Glasgow City Council - St Roch’s Secondary Glasgow City Council – St Thomas Aquinas Secondary School Glasgow City Council - Whitehill Secondary Inverclyde Council - Inverclyde Academy Inverclyde Council – Notre Dame High School Inverclyde Council - Port Glasgow High School Inverclyde Council – St Columba’s High School Inverclyde Council - St Stephen’s High North Ayrshire Council – Ardossan Academy North Ayrshire Council - Auchentharvie Academy North Ayrshire Council – Greenwood Academy North Ayrshire Council - Irvine Royal Academy North Ayrshire Council – Kilwinning Academy</p>
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⁴ For AY2018-19 school attendance, Maxwelltown HS pupils may also show North West Community Campus as their previous school. Due to construction delays at the new Campus, pupils had to return to the old school; institutions are asked to take account of this disruption

	<p>North Ayrshire Council – St Matthew’s Academy North Lanarkshire Council – Airdrie Academy North Lanarkshire Council - Bellshill Academy North Lanarkshire Council - Braidhurst High School North Lanarkshire Council - Calderhead High North Lanarkshire Council - Clyde Valley High North Lanarkshire Council – Our Lady’s High School, Motherwell North Lanarkshire Council – St Andrew’s High School North Lanarkshire Council – St Margaret’s High School Renfrewshire – Castlehead High School South Ayrshire Council - Ayr Academy South Lanarkshire Council – Calderside Academy South Lanarkshire Council - Larkhall Academy South Lanarkshire Council – St John Ogilvie High School South Lanarkshire Council – Trinity High School West Dunbartonshire Council – Clydebank High School West Dunbartonshire Council – St Peter the Apostle High School West Dunbartonshire Council - Vale of Leven Academy</p>
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Measure 3		Volume and proportion of Credits delivered to learners enrolled on STEM courses	
Description	This measure reports on the volume of all student activity measured as credits delivered to those enrolled on a Science, Technology, Engineering or Mathematics (STEM) course.		
Numerator	The volume of Credits delivered to learners enrolled on a STEM course.		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data		
Extracting data for measure	Include all students where CREDITS GREATER THAN 0 AND where superclass II is equal to one of the following:		
<p>C: Information Technology and Information</p> <p>CA Information and Communication Technology</p> <p>CB Computer Science</p> <p>CC Using Software</p> <p>CD Information Work / Information Use</p> <p>CE Text / Graphics / Multimedia Presentation Software</p> <p>N: Catering/Food/Leisure Services/Tourism</p> <p>NH Food Sciences/Technology</p> <p>Q: Environment Protection/Energy/Cleansing/Security</p> <p>QA Environmental Protection/Conservation</p> <p>QB Energy Economics/Management/Conservation</p> <p>QC Pollution/Pollution Control</p> <p>QD Environmental Health/Safety</p> <p>R: Sciences and Mathematics</p> <p>RA Science</p> <p>RB Mathematics</p> <p>RC Physics</p> <p>RD Chemistry</p> <p>RE Astronomy / Space Science</p> <p>RF Earth Sciences</p> <p>RG Land and Sea Surveying / Cartography</p> <p>RH Life Sciences</p> <p>RK Agricultural Science</p> <p>T: Construction and Property (Built Environment)</p> <p>TA Built Environment (general)</p> <p>TD Building Design / Architecture</p> <p>TE Construction</p> <p>TF Construction Management</p> <p>TG Building / Construction Operations</p> <p>TL Civil Engineering</p> <p>TM Structural Engineering</p>		<p>X: Engineering</p> <p>XA Engineering / Technology (General)</p> <p>XD Metals Working / Finishing</p> <p>XE Welding / Joining</p> <p>XF Tools / Machining</p> <p>XH Mechanical Engineering</p> <p>XJ Electrical Engineering</p> <p>XK Power / Energy Engineering</p> <p>XL Electronic Engineering</p> <p>XM Telecommunications</p> <p>XN Electrical / Electronic Servicing</p> <p>XP Aerospace / Defence Engineering</p> <p>XQ Ship and Boat Building / Marine/ Offshore Engineering and Maintenance</p> <p>XR Road Vehicle Engineering</p> <p>XS Vehicle Maintenance / Repair / Servicing</p> <p>XT Rail Vehicle Engineering</p> <p>S: Agriculture, Horticulture and Animal Care</p> <p>SK Agricultural Engineering/Farm Technology</p> <p>V: Services to Industry</p> <p>VF Industrial Design/Research and Development</p> <p>VG Engineering Services</p> <p>Y: Oil/Mining/Plastics/Chemicals</p> <p>YA Mining/Quarrying/Extraction</p> <p>YB Oil and Gas Operations</p> <p>YC Chemicals/Materials Engineering</p> <p>YE Polymer Science/Technology</p>	

Measure 4 (a) Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)		
Description	The number of enrolments completed successfully for each category of duration of programme, for FE and HE as a proportion of the total number of enrolments (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE.	
Numerator	The total number of enrolments completed successfully for each level of study and duration of programme.	
Denominator	The total number of enrolments for recognised qualifications for each level of study and duration of programme.	
Data	FES Data Further information on the SFC Performance Indicators can be found on the Student and staff performance indicators for Scotland's further education colleges section of the SFC website.	
Term	Definition / Description	Notes
<i>Completed Successful</i>	The student has successfully completed the course year	Using the following codes in FES 2-Student record outcome: "8" Completed programme / course, student assessed and successful "18" Student has progressed to the next year and has achieved 70% of credits undertaken "20" Student has achieved 70% of credits undertaken but has chosen not to progress to the next year "22" Student completed first year of an HND but has chosen to leave with an HNC "25" Student is on an interim year of a multi-year VQ programme and is on-track and is still participating in the college programme
<i>Total enrolments</i>	Completed Successful (see above) + Partial success + Further withdrawal + Early Withdrawal Partial success- The student completed the programme but did not gain the qualification Further withdrawal- The student attended after the funding qualifying date but withdrew from their studies before the programme ended Early withdrawal- The	Using the following codes in FES 2-Student record outcome: Partial success "7" Completed programme / course, student assessed but not successful "17" Student has progressed to the next year but did not gain 70% of credits undertaken Further withdrawal "2" Withdrawn from programme / course and commenced employment "3" Withdrawn from programme / course and now studying in an HEI "4" Withdrawn from programme / course and destination unknown "5" Transferred to another programme / course

	student has withdrawn from the programme before the funding qualifying date	within the college "10" Withdrawn from programme / course and now studying elsewhere (not an HEI)
<i>Recognised Qualification</i>		Using the following code in FES 1 return: All programmes not coded as Qualification Aim = "PB"
<i>Duration of programme</i>	Duration of programme in hours: for the purposes of OA reporting the hours of duration of programme are grouped as follows. Full-time Part-time: 320 hours but not full-time 160 to 320 hours 80 to 160 hours 40 to 80 hours 10 to 40 hours under 10 hours	
<i>Higher Education (HE)</i> <i>Further Education (FE)</i>	Advanced programme Non-advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) = 2
Extracting data for measure	Information on the data required to construct the PIs is available in the College PI Technical Guidance available on the SFC website:	

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Measure 4 (b) Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)			
Description	The number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) completed successfully for each category of duration of programme, for FE and HE as a proportion of the total number of enrolments (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE.		
Numerator	The number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) completed successfully for each level of study and duration of programme.		
Denominator	The total number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) for recognised qualifications for each level of study and duration of programme.		
Data	FES Data Scottish Index of Multiple Deprivation		
Term	Definition / Description Notes		
<i>SIMD</i>	The 10% most deprived datazones, based on SIMD 2016 See Scottish Index of Multiple Deprivation in General Notes		
<i>Scottish-domiciled</i>	Scottish-domiciled students if the student's home local authority, as derived using the postcode provided on FES 2 return, is in Scotland. Students with an invalid or missing postcode are included in the "No matching Scottish postcode" figure. Post code valid and derived home location (domicile of student) is in Scotland		
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND the students home postcode is valid AND in the SIMD 10% Most Deprived decile AND the derived local authority is in:		
Aberdeen City	100	Midlothian	290
Aberdeenshire	110	Moray	300
Angus	120	North Ayrshire	310
Argyll & Bute	130	North Lanarkshire	320
Clackmannanshire	150	Orkney Islands	330
Dumfries and Galloway	170	Perth and Kinross	340
Dundee City	180	Renfrewshire	350
East Ayrshire	190	Scottish Borders	355
East Dunbartonshire	200	Shetland Islands	360
East Lothian	210	South Ayrshire	370
East Renfrewshire	220	South Lanarkshire	380
Edinburgh, City of	230	Stirling	390
Falkirk	240	West Dunbartonshire	395
Fife	250	West Lothian	400
Glasgow City	260	Na h-Eileanan Siar	235
Highland	270	(Western Isles or Outer	
Inverclyde	280	Hebrides)	

Measure 4 (c)		Proportion of senior phase aged pupils successfully achieving a recognised qualification (FT & PT)
Description	The number of senior phase school pupils studying vocational qualifications and Foundation Apprenticeships delivered by colleges completed successfully as a proportion of the total number of enrolments (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE.	
Numerator	The number of senior phase school pupils studying vocational qualifications delivered by colleges completed successfully for each level of study and duration of programme.	
Denominator	The total number of senior phase school pupils studying vocational qualifications delivered by colleges	
Data	FES Data	
Term	Definition / Description	Notes
<i>Vocational Qualifications</i>	For the purposes of this measure, the following qualifications are defined as vocational: Higher National Qualifications National Certificates Scottish Vocational Qualifications SQA National Progression Awards SQA Skills for Work Foundation Level Apprenticeship	The 2019-20 FES 2 guidance contains an update to the Qualification Aim field (code list O)
Extracting data for measure	Include all students where the SCQF level is 5 and above AND their school year is between S4 and S6 AND the qualification aim is one of the following vocational qualification: include winter leavers	
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards(code 36) Foundation Level Apprenticeship (code 40)	

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Measure 4 (d)	Proportion of full-time enrolled Care-Experienced students successfully achieving a recognised qualification	
Description	The number of full-time enrolled Care-Experienced students completing their course successfully as a proportion of the total number of enrolled Care-Experienced students (completed successful, completed partial success, further withdrawal, early withdrawal) on full-time FE and HE courses.	
Numerator	The number of full-time Care-Experienced students completing their course successfully for each level of study and duration of programme.	
Denominator	The total number of full-time Care-Experienced enrolments	
Data	FES 2 Student Data	
Term	Definition / Description	Notes
<i>Care-Experienced</i>	Where student is defined as Care-experienced.	Care-experienced = 1
<i>Full-time</i>	As in Duration of Programme guidance above, Full-time	
<i>Higher Education (HE)</i>	Advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) =2
<i>Further Education (FE)</i>	Non-advanced programme	
Measure 4 (e)	Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification	
Description	The number of full-time FE enrolled students aged 16-19 completing their course successfully as a proportion of the total number of full-time FE enrolments aged 16-19 (completed successful, completed partial success, further withdrawal, early withdrawal).	
Numerator	The number of full-time FE enrolled students aged 16-19 completing their course successfully	
Denominator	The total number of full-time FE enrolled students aged 16-19	
Data	FES 2 Student Data	
Term	Definition/ Description	
<i>Age</i>	Age of student at 31st December of the academic year: 16 - 19	Notes
<i>Full-time</i>	As in Duration of Programme guidance above, Full-time	
<i>Further Education (FE)</i>	Non-advanced programme	Coded in FES 1 return: non-advanced (FE) =2

Measure 5			The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)		
Description			The number of contracted Modern Apprenticeship Starts as reported to Skills Development Scotland (SDS).		
Data			Further information on the reporting requirements and definitions of Modern Apprenticeships are available from the SDS website.		
Measure 6			The number and proportion of full-time learners with “work placement experience” as part of their programme of study		
Description			This measure reports on the number of full-time students who as part of their programme of study undertake "work experience". Only students for which credits are claimed are included.		
Measure			The number of full-time enrolments with a "work experience" element in their programme of study.		
Data			FES data		
Term			Definition / Description		
<i>Full-time</i>			Any student who undertakes 15 Credits or more, on a single course, in a single academic year (including spanning courses) should be considered full-time. In addition HNC students undertaking 12 Credits in a single year should also be considered full-time.		Coded in FES 1 return: Mode of attendance of programme (code list G) and FES 2: Mode of attendance of student (code list E) as: "17" - Full-Time
<i>Substantial placement in business and industry</i>			A student is deemed to have a "work experience" if it is of 40 hours or more in duration.		“Work experience” is used here as a general term to cover the following activity; work experience, work placement, work simulation (client based), employer project. It can be internal or external, supported or unsupported, assessed or non-assessed.
Extracting data for measure			Include all students where CREDITS GREATER THAN 0 AND Mode of attendance of programme = "17" AND a work placement of 40 hours or more.		

Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Description	HN Scottish-domiciled student entry from Scotland's colleges to Scotland's HEIs: HN leaver analysis & HEI advanced standing summary table.
Numerator	The number of Scottish-domiciled HN entrants from college to undergraduate programmes with advanced standing.
Denominator	Scottish-domiciled HN leavers from college in previous year.
Data	National Articulation Database (compiled from data supplied via FES, HESA, SQA). Please see Annex 1 of the ' Articulation from Scottish Colleges to Scottish Universities 2017-18 ' report for data definitions.
Term	Definition / Description
<i>Advanced Standing</i>	Articulation with Advanced Standing is defined as a student gaining entry into second year of a degree with a Higher National Certificate (HNC) gained at college, or into third year with a Higher National Diploma (HND) gained at college in the previous three academic years.
Extracting data for measure	Data for this measure is derived from the National Articulation Database and is available from SFC on request.

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Measure 8		
The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying		
Description	This measure reports on the number and proportion of full-time qualifiers (excluding senior phase school pupils) who are in positive destinations 3-6 months after they qualify. Separate figures are calculated for Further and Higher Education level course qualifiers.	
Numerator	Number students in a positive destination.	
Denominator	Number of student with confirmed destinations.	
Data	This data is returned on the College Leaver Destinations (CLD) return. Further details are available in the College Data Collections section of the SFC website.	
Term	Definition / Description	Notes
<i>Full-time</i>	Any student who undertakes 15 Credits or more, on a single course, in a single academic year (including spanning courses) should be considered full-time. In addition HNC students undertaking 12 Credits in a single year should also be considered full-time.	Coded in FES 1 return: Mode of attendance of programme – code list G and FES 2: Mode of attendance of student – code list E as: "05" Short full-time,"17" - Full-Time and "18" previously met old full-time criteria
<i>Qualifier</i>	The student has successfully completed the course	Using the following codes in FES 2- Student record outcome: "8" Completed programme / course, student assessed and successful or "22" Student completed first year of an HND but has chosen to leave with an HNC
<i>HE Level</i>	Student was on an HE level programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) = 2
<i>FE Level</i>	Student was on an FE level programme	
<i>Positive destination</i>	Destination is counted as a positive destination if "Primary Classification" as recorded on CLD return is in: Working full-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship) Working part-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship) Engaged in full-time further study, training or research Engaged in part-time further study, training or research Due to start a job by the 31st March (in following year)	
<i>Confirmed destination</i>	Destination is counted as a confirmed destination if "Primary Classification" as recorded on CLD return is not "Unconfirmed"	

Measure 9		SSES Survey - The percentage of students Overall, satisfied with their college experience
Description	This measure reports on the proportion of students overall, satisfied with their college experience.	
Numerator	Number of students that 'strongly agree' or 'agree' that they are; Overall, satisfied with their college experience.	
Denominator	Total number of responses.	
Data	This data is returned on the College Student Satisfaction and Engagement Survey (SSES) return. Further details are available in the latest SSES Guidance on the SFC website.	
Measure 10		Gross carbon footprint
Data	The table is included (Table 3a) in the annual Public Sector Climate Change report submitted to SSN (Sustainable Scotland Network). Guidance and resources are available from the SSN website: https://sustainablesotlandnetwork.org/step-0	
Table	Metrics: Towards Climate Change (Scotland) Act 2009	
Term	Definition / Description	
<i>Gross carbon footprint</i>	Total of Scope 1, Scope 2 and Scope 3 emissions as recorded under Gross Emissions (tonnes CO2e) section of the report template Metrics: Towards Climate Change (Scotland) Act 2009.	

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Annex: SFC College Sector National Measures Template

1. As in previous years, we ask that institutions share their ambitions towards national priorities over the coming three year period and provide milestones and aspirations for each of the national measures. A data template, populated with available data up to AY 2017-18, will be sent to institutions in October. This data should be included in the initial draft OA submission to SFC in December 2019.
2. This table will be re-issued to institutions in January, updated to include available data for AY 2018-19. This will allow institutions to revise aspirations, if needs be. At this point, SFC will also issue a 'summary' version showing the sector's progress against the national measures.
3. SFC require institutions to submit both versions of their data with the final OA: the former for analysis of individual projections and for aggregation at sector level; and the latter which will be published as part of their final Outcome Agreements.

	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Notes and comments
<i>Will be removed from OA prior to publication</i>	Actual			Ambition				
1(a) The volume of Credits delivered								
The volume of Credits delivered (core)								
info. Core Credits target (region)								
info. % towards core Credits target (region)	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The volume of Credits delivered (ESF)								
The volume of Credits delivered (core + ESF)								
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas								
Volume of Credits delivered to learners in the most deprived 10% postcode areas								
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced students								
Gender -								
Volume of Credits delivered to Male learners								
Proportion of Credits delivered to Male learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to Female learners								
Proportion of Credits delivered to Female learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to Other learners								
Proportion of Credits delivered to Other learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	

Ethnicity -								
Volume of Credits delivered to BME learners								
Proportion of Credits delivered to BME learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Disability -								
Volume of Credits delivered to students with a known disability								
Proportion of Credits delivered to students with a known disability	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Age -								
Volume of Credits delivered to learners aged under 16								
Proportion of Credits delivered to learners aged under 16	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to learners aged 16-19								
Proportion of Credits delivered to learners aged 16-19	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to learners aged 20-24								
Proportion of Credits delivered to learners aged 20-24	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to learners age 25 and over								
Proportion of Credits delivered to learners age 25 and over	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Care-Experienced -								
Volume of Credits delivered to care-experienced students								
Proportion of Credits delivered to care-experienced students	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges								
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
Total volume of Credits delivered (including FA Credits)								
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision								
Total volume of Credits delivered (including FA Credits)								
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision								
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)								
Volume of Credits delivered at HE level								
Volume of Credits delivered at HE level to learners from SHEP schools								
Proportion of Credits delivered at HE level to learners from SHEP schools	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses								
Volume of Credits delivered to learners enrolled on STEM courses								
Proportion of Credits delivered to learners enrolled on	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	

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STEM courses	%	%	%	%	%	%	%	
4(a) Proportion of enrolled students successfully achieving a recognised qualification								
The number of FT FE enrolled students achieving a recognised qualification								
The total number of FT FE enrolled students								
The percentage of FT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of PT FE enrolled students achieving a recognised qualification								
The total number of PT FE enrolled students								
The percentage of PT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of FT HE enrolled students achieving a recognised qualification								
The total number of FT HE enrolled students								
The percentage of FT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of PT HE enrolled students achieving a recognised qualification								
The total number of PT HE enrolled students								
The percentage of PT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification								
The number of MD10 FT FE enrolled students achieving a recognised qualification								
The total number of MD10 FT FE enrolled students								
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of MD10 PT FE enrolled students achieving a recognised qualification								
The total number of MD10 PT FE enrolled students								
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of MD10 FT HE enrolled students achieving a recognised qualification								
The total number of MD10 FT HE enrolled students								
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of MD10 PT HE enrolled students achieving a recognised qualification								
The total number of MD10 PT HE enrolled students								
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges								
The number of Senior Phase FT FE enrolled students achieving a recognised qualification								
The total number of Senior Phase FT FE enrolled students								
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of Senior Phase PT FE enrolled students achieving a recognised qualification								
The total number of Senior Phase PT FE enrolled students								
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	

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The number of Senior Phase FT HE enrolled students achieving a recognised qualification								
The total number of Senior Phase FT HE enrolled students								
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of Senior Phase PT HE enrolled students achieving a recognised qualification								
The total number of Senior Phase PT HE enrolled students								
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
4(d) Proportion of full-time enrolled Care-Experienced students successfully achieving a recognised qualification								
The number of CE FT FE enrolled students achieving a recognised qualification								
The total number of CE FT FE enrolled students								
The percentage of CE FT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of CE FT HE enrolled students achieving a recognised qualification								
The total number of CE FT HE enrolled students								
The percentage of CE FT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification								
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification								
The total number of FT FE enrolled students aged 16-19								
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)								
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study								
Total number of full-time learners								
Number of full-time learners with substantial 'work placement experience' as part of their programme of study								
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing								
The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses								
The number of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing								
The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying								
The total number of full-time FE college qualifiers (confirmed destinations)								
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying								
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	

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The total number of full-time HE college qualifiers (confirmed destinations)								
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying								
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
9. The percentage of students overall, satisfied with their college experience (SSES survey)								
10. Gross carbon footprint (tonnes CO2e)								

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Learning and Teaching Committee

14 November 2019

Subject:	Student Ambassador Update
Purpose:	To update Committee Members on the recent Student Ambassador sessions
Recommendation:	That Committee Members note the content of the report

1. Background

Following a review of the class rep system within Ayrshire College by the Student Association, Head of Quality Enhancement and College Management, it was decided that the existing system of one class rep per class was no longer fit for purpose.

With over 700 classes in total, the system became unmanageable and undemocratic with class reps often not having a mandate to raise the issues that they were bringing to class rep meetings. Class rep meetings were often taken up with discussion around the wider college experience, such as parking, with very little quality feedback with regards to learning and teaching.

2. Update

In session 2019/2020, the Student Association has adopted a Student Ambassador model to gather feedback from classes called 'Your Voice Matters'. The Student Association has recruited a team of approximately 36 ambassadors who have been selected from the student body through a system of application based upon particular criteria required for the role. The role of the ambassador is to gather feedback from an allocated cohort of classes twice per year.

Following recruitment, the Student Association hosted a series of information sessions for new Ambassadors during the week beginning 7 October with training being delivered on the 21 and 24 October. 36 Student Ambassadors attended the training across the two sessions, which were delivered in partnership with our College HMI, Ian Beech and Education Scotland Student Team Member, Lorraine Simpson, who provided an insight into her peer to peer feedback experience.

The next stage is to match Student Ambassador availability with class timetables to ensure all classes are matched and that all student Ambassadors are utilised to undertake their role.

A flexible timetable approach to the delivery of the Level 5 Leadership Awards is being taken to ensure that all Ambassadors can attend tutorials and fulfil the criteria required for the award.

Between the 18 and 29 November, feedback will be gathered via class focus groups where the Ambassadors will facilitate a question set devised by the Student Association and Quality Team. Both quantitative and qualitative information will be recorded via an online portal and reports will be created from the system for curriculum to devise an action plan. The week beginning Friday 2 December will be used to sweep up any classes missed in the initial round with all focus group feedback being entered onto the system by Thursday 12 December. All curriculum areas will receive their reports thereafter.

Student Ambassadors have expressed an interest in working with the Student Association and Quality Enhancement team to close the feedback loop before embarking on the next round of focus groups in February.

The opportunity to provide feedback with regards to facilities and the wider college experience will still remain through existing channels. Curriculum areas will continue to engage with student representatives at a local level by selecting students to take part in curriculum team meetings as and when required.

Jack McCrindle
Student President
30 October 2019

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

14 November 2019

- Subject:** 2019-20 Credit Report (position at 4 November 2019)
- Purpose:** To advise members of the current 2019-20 credit position and projection to the end of the academic year
- 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 Regional Outcome Agreement process.

The activity target agreed for AY 2019-20 is **124,943** credits which comprises a combination of core, ESF and additional Early Years credits. Table 1 provides a breakdown of credits.

Table 1

	2019-20
SFC Core credit target	124,086*
ESF credits	857
Total SFC credit target	124,943

*Please note that 5,080 of the core credit target is ring-fenced for Early Years courses in line with SFC guidance.

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2. Current Situation

Table 2 provides a summary of the current position, projected further activity, and the anticipated final position. Currently, the College is expected to exceed its credit target by 741 credits. Though the College is not funded for over delivery, it is necessary to ensure that the College has sufficient credits for its FES credit audit.

Table 2 - Credit target and delivery to date (at 4 November 2019)

SFC Activity Target 2019-20	124,943
Current credit position	116,599
Activity still to deliver:	
• Planned CDP courses	7,124
• Supplementary activity	1,000
• Work-based	1,111
	9,235
Total projected delivery	125,834
Less UWS credits	-150
Final projected position	125,684
Difference to SFC target	741 / 100.6%

3. Resource Implications

Members should be aware that the SFC reserves the right to clawback funding should the College not meet the agreed activity target. The College is not funded for over delivery.

4. Risks

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

5. Conclusion

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal - Curriculum
4 November 2019

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

14 November 2019

- Subject:** 2019-20 Student Support Funds Position as at 11 October 2019
- Purpose:** To update Members on the Student Support Funds position and projections as at 11 October 2019
- Recommendation:** Members are asked to note the contents of this paper and the proposed increase to the maximum award for HE discretionary support to £2,100 to ensure parity with the FE discretionary award.

1. Background

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

2. Current Situation

The following sections of this paper provide details of the position of each student support fund as at 11 October 2019.

Members should note that while projected expenditure figures are included within this report there are a significant number of variables still to be factored including student retention rates, actual awards still outstanding and January 2020 start courses.

Financial projections will continue to be refined throughout the year for reporting to the Senior Leadership Team, the Learning and Teaching Committee and the Business, Resources and Infrastructure Committee.

1.1 SFC Funds provided for Bursary Support

Total 2019-20 SFC Student Support Funds are £10,040,480. Table 1 below details the bursary support funds provided by SFC for 2019-20 together with projected expenditure figures as at 11 October 2019.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£8,690,480	£9,150,059	£(459,579)
FE Childcare	£660,000	£485,528	£174,472
HE Childcare	£350,000	£207,413	£142,587
FE Discretionary	£340,000	£311,396	£28,604
Total	£10,040,480	£10,154,396	£(113,916)

The above figures are based on the most up to date information on student applicants based on all students continuing with the College. Student Funding will continue to review and revise the numbers to take account of student withdrawals, once these have been confirmed by the curriculum areas. The figures also include initial projections for January 2020 start courses. These courses have however traditionally attracted students who would be EMA eligible rather than eligible for Bursary due to their expected age.

The figures set out in Table 1 include circa £1,499,625 which relates to 203 care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. The level of support and the number of identified care experienced students may therefore increase during AY2019-20.

1.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year-old students. The College's allocation for AY 2019-20 is £800,000. The College is currently projecting EMA spent of £639,300 at this time. Members are asked to note that this figure includes January 2020 courses.

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

1.3 SAAS Funds provided for Higher Education Discretionary support

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

Table 2 below details the HE Discretionary Fund Budget made available by SAAS for 2019-20 together with expenditure as at 17 September 2019.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional	£252,862	£252,862	£0
Total	£252,862	£252,862	£0

The College's HE Discretionary Fund Budget has increased by £128,094 from the 2018-19 budget. This enables the College to provide increased levels of support to students entitled to the fund.

Therefore management is proposing increasing the maximum award available to a student from £1,800 to £2,100. This would bring the award in line with the FE Discretionary Fund. In 2018-19 101 students received an award from the HE Discretionary Fund Budget, with an average award of c. £1,200. If all 101 students were entitled to £2,100 of support the College would still have sufficient funds available to ensure all 101 students received this funding.

At this stage cannot allocate more than the original budget of £252,862. However, the College will submit a request for additional funding support to SAAS in January 2020 in line with its timescales, if additional funding is required. The level of additional funding requested will be based on the level of student demand at that time. In the interim the College will provide financial support to our most vulnerable students for essential costs, for example travel costs, from other budgets.

3. Proposals

No further proposals are noted in this paper.

4. Consultation

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

5. Resource Implications

No further resource issues require to be noted in this paper.

6 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.

7. Equality Impact Assessment

An impact assessment was completed in respect of the 2019-20 Student Funding Policy and Procedures.

8. Conclusion

Members are asked to note the contents of this paper and the proposed increase to the maximum award for HE discretionary support to £2,100 to ensure parity with the FE discretionary award.

Michael Breen
Vice Principal, Finance
5 November 2019

(James Thomson – Director of Finance, Student Funding and Estates)

Publication

This paper will be published on the College website.

Learning and Teaching Committee

14 November 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
-

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. Ayrshire College's progress visit is scheduled to take place during week commencing 13 January.

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
4 November 2019

Publication

This paper will be published on the College website.

APPENDIX 1 – ENHANCEMENT PLAN 2018-21

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

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

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

QI	Areas for Development	Rationale	Action	Implementation Milestone	Responsible Lead(s)	Impact
		the needs of local employers.				
	A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities.	Student success is dependent on the quality of learning and teaching and it is critical that the primary focus of curriculum CPD is on teaching practice with subject-specific training as a secondary support.	<ul style="list-style-type: none"> Support lecturers enrolled on the PDA and TQFE qualifications. Introduce a support system for new lecturers in 2018-19 to provide them with an individual mentor and regular development training sessions throughout the year. 	<p>October 2018</p> <p>September 2018</p>	<p>Staff Learning and Development Manager</p> <p>Director of Quality Enhancement and Business Improvement</p>	Staff will be more confident in their delivery and practice which will translate into an improved student experience, increased student satisfaction and an improvement in student attainment.
		<ul style="list-style-type: none"> Deliver a series of "Learning and Teaching Conversation Cafes" to support implementation of new Learning and Teaching Strategy. 	February 2019	Directors of Learning and Skills		
		<ul style="list-style-type: none"> Introduce a cross college peer review process to observe 100 lecturers per year on a three-year rolling plan, evaluating the quality of the learning experience. 	August 2019	Director of Quality Enhancement and Business Improvement		

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

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

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

APPENDIX 2 - 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. Sara Turkington attended a national event in October and the GAP is being updated in line with new guidance.
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		The Principal has initiated work on the new strategic plan. Anne Campbell will work with Curriculum Directors to develop and implement a new Learning and Teaching Strategy and lead development sessions with teaching staff.
	Introduce a cross college peer review process to observe 100 lecturers per year on	August 2020	Vice Principal Curriculum		Various models will be considered in light of the

Area for development	Action(s)	Implementation milestone	Lead	RAG Status	Comments
	a three-year rolling plan, evaluating the quality of the learning experience				NRWP agreement and feedback from the national groups
The Nethermains 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. Alternative options may require to be considered

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Learning & Teaching Committee

November 2019

Subject: Apprenticeships and Work-based Learning Report

Purpose: To advise Members of ongoing activity

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

1. Background

The Scottish Government is committed to growing a world class work-based learning system in Scotland. The family of Scottish Apprenticeships demonstrate and promote the benefits work-based learning brings to businesses, individuals and the Scottish economy.

The Scottish Apprenticeship family consists of three programmes:

Modern Apprenticeships

The MA is the longest established member of the Apprenticeship family. Modern Apprenticeships help employers to develop their workforce by training new staff, and upskilling existing employees. For individuals, an MA is a job which lets them earn a wage and gain an industry-recognised qualification.

Foundation Apprenticeships

Developed to help young people gain valuable, real-world work experience and access work-based learning while they're still at school, Foundation Apprenticeships close the gap between the classroom and the workplace.

For young people it provides a chance to get a head start on their careers by gaining an industry-recognised qualification, work on real projects and broaden their career options when they leave school. For employers, it's the chance to attract highly motivated and committed young people who are willing to learn, and ensure their organisation has people with the knowledge, skills and attitude it needs.

Graduate Apprenticeships

Graduate Apprenticeships provide work-based learning opportunities up to Master's Degree level for employees. They have been created in partnership with industry and the further and higher education sector.

Graduate Apprenticeships combine academic knowledge with skills development to enable participants to become more effective and productive in the workplace.

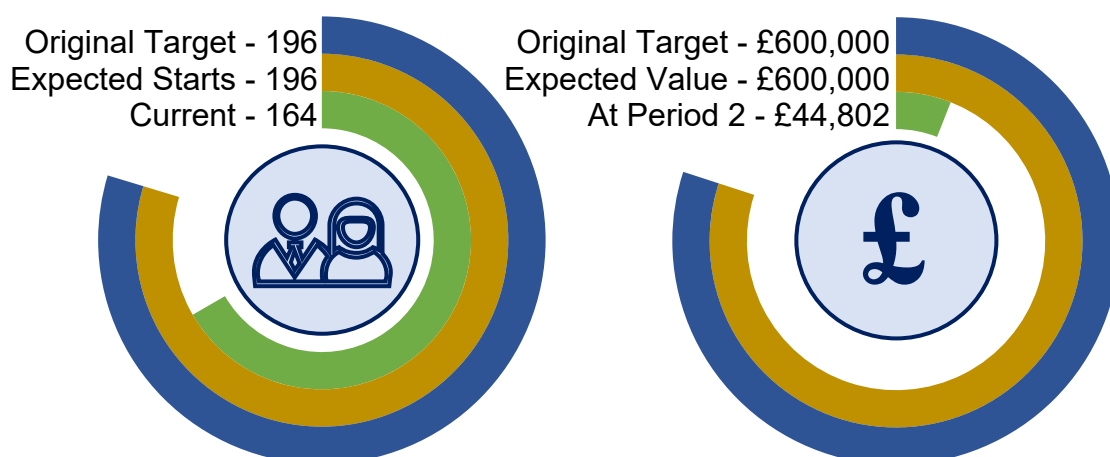
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Scottish Government's ambition is to continue to expand apprenticeship provision in Scotland to 30,000 new starts annually by 2020. In line with this, the College continually develops the portfolio it offers to businesses to ensure that the skills development and succession planning needs of our region's employers and stakeholders are met, increasing employment opportunities for our communities.

Many employers also utilise work-based learning outside of the apprenticeship family. SVQs are very popular, particularly in the Health and Social Care sector, as a means of developing industry specific skills and qualifications. This mode of learning allows skills to be developed and accredited in the environment where they are most relevant, whilst maintaining workplace productivity.

2. Ayrshire College Apprenticeships Provision

Modern Apprenticeships (MAs)



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

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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Sector	2018-19 Starts	2019-20 Award	Current 2019-20 Starts	2019-20 in process	2019-20 Running Total	2019-20 Places remaining
Automotive	9	12	12	8	20	-8
Construction Trades	8	30	30	-	30	0
Engineering	73	91	67	26	93	-2
Food & Drink	0	12	0	-	0	12
Hairdressing	20	22	7	-	7	15
Hospitality	21	22	5	2	7	15
Sport, Health & Social Care	10	7	6	1	7	0
Total	141	196	127	37	164	32

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 strong and further places in automotive and engineering will be requested from SDS where over-recruitment is evidenced.

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.

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. The final stages of SQA approval are underway, after which recruitment to the programme will begin.

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. Recruitment is ongoing in these sectors.

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

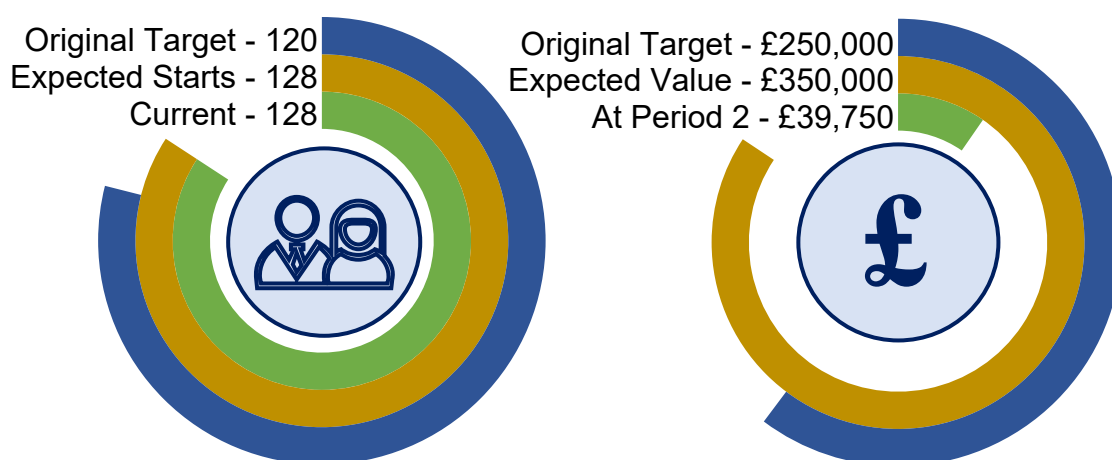
Skills Development Scotland have recently modified the programme rules in relation to claims that are undertaken after Quarterly Progress Reviews. This includes the engineering sector which represents the largest portion of our contract. The change does not affect the value of the College's contract or the projected annual income. However, the College has been working with SDS to

bring our processes into line with the new rules which has caused a slight backlog and associated delay of claims in Period 2 and into Period 3.

Combining our direct SDS contract and sub-contracted apprentices, the College continues to train more than 900 Modern Apprentices each academic year.

The tender for the SDS Modern Apprenticeship contract for 2020-21 is now live on Public Contracts Scotland. The College's response to this tender will be submitted in early December 2019.

Sub Contracted Modern Apprenticeships

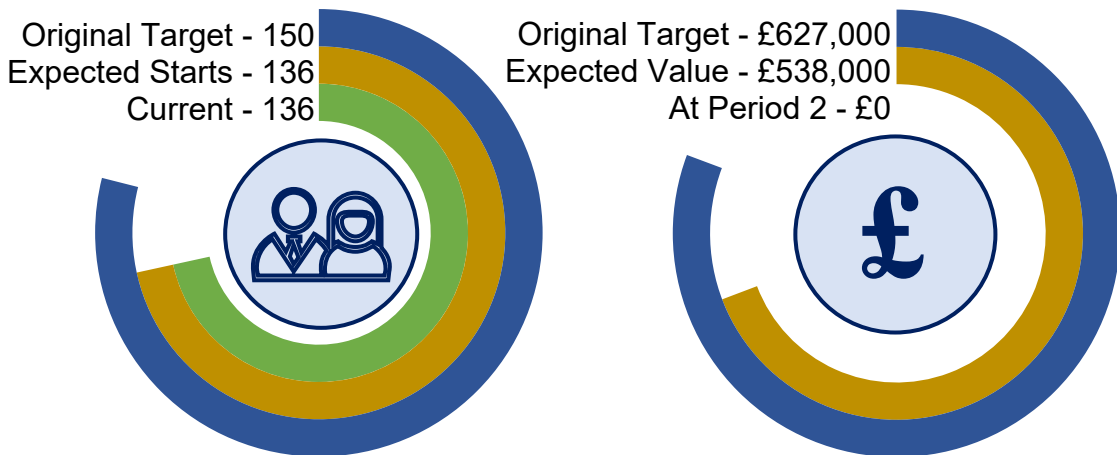


Alongside the contract we hold directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Approximately 350 apprentices are supported by these contracts.

After a period of dispute with CITB, the trade body who administers the largest volume of apprenticeships in the construction trades, a significant increase in funding was secured. This was required to deliver the revised construction assessment strategy that stipulates enhanced work-based learning and direct observation in the workplace. Funding has been increased from £2,450 per student to £4,500 though this will be offset by increased costs of work-based assessment.

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Foundation Apprenticeships (FAs)



Recruitment to the Foundation Apprenticeship programme has been strong for 2019-20 compared to previous years and the provision continues to grow year on year. A comparison of starts compared to the awarded contract can be seen in the table below:

	Awarded	Contract Value	Starts
Civil Engineering (2yr)	15	£85,830	18
Engineering (2yr)	45	£286,740	45
Children & Young People (2yr)	45	£188,865	57
Business Skills (1yr)	15	£53,145	7
Scientific Technologies (1yr)	15	£59,505	6
Children & Young People (1yr)	15	£62,955	3
Total	150	£737,040	136

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. Unfortunately, although the local partnership predicted demand for a single year Foundation Apprenticeship would be high, enrolments for the newly introduced single year delivery model frameworks have been below expectations.

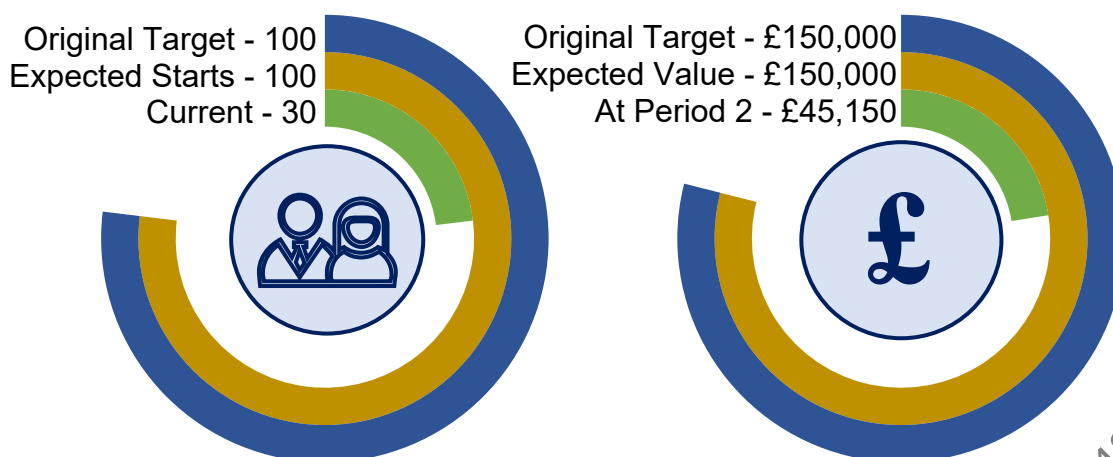
Work will be undertaken shortly, as part of the SDS Contract Variation process, to adjust the contract value in relation to the numbers of starts. Note that the contract value stipulated in the table above reflects the value for those Foundation Apprentices starting in 2019-20. The in-year target and expected value reflects the income expected in academic year 2019-20 from this contract as well as residual funds from AY 2018-19 and AY 2017-18 starts.

The tender for the Foundation Apprenticeship contract for 2020-22 was submitted in September 2019. This has been developed in partnership with all

Local Authorities in the region represents growth growing provision that supports the main sectors of the Ayrshire economy. The College will be the main contract holder and delivery partner, with each local authority undertaking an element of delivery also. Marketing and promotion of the 2020-22 contract will be undertaken in collaboration with all partners. The partnership was successfully awarded all frameworks and volumes bid for, summarised below.

Framework	Awarded
Civil Engineering (2yr) (AC)	15
Engineering (2yr) (AC)	45
Children & Young People (2yr) (AC)	40
Children & Young People (1yr) (EAC)	15
Business Skills (1yr) (AC & SAC)	30
Scientific Technologies (1yr) (AC)	15
Food & Drink Technologies (1yr) (EAC)	10
IT Hardware & System Support (1yr) (AC)	15
Social Services & Healthcare (1yr) (NAC)	15
Total	200

3. Commercial SVQs



Employers, particularly in the Health and Social Care sector, utilise SVQs as a means of developing industry specific skills and qualifications. This may be for legislative reasons, as is seen in Health and Social Care, or to support employees to achieve the qualifications their experience deserves while maintaining high productivity.

The SVQ contracts the college delivers consist of a combination of contracts for individuals who require the qualification for their employment or career prospects, small scale staff development contracts for employers as well as

large scale contracts, normally secured with local authorities through a procurement exercise.

4. Other Activity

SVQ Units of HNC Provision in Health and Social Care and Early Years

Work based assessors in the Health and Social Care and Early Years sectors are currently supporting over 400 students to achieve their full-time qualification. Courses in these areas, particularly at HNC level, have SVQ units embedded which are assessed by work-based assessors in collaboration with the Curriculum departments.

Work Placement Administration

From 2019-20, the Apprenticeships and WBL team will be supporting the sourcing and organisation of work placements for all Ayrshire College students. Since August 2019, this work has focussed on supporting Health and Social Care and Early Years students. Learning from this exercise will inform future processes and rolled out to all students and curriculum areas. To date, approximately 950 students have been supported by registering them on Disclosure Scotland's PVG scheme and facilitating the work placement required for their qualification.

Supporting Bids

As well as the recent, successful, Foundation Apprenticeship tender and upcoming Modern Apprenticeship bid, the Apprenticeship and WBL team has supported the development of other bids for funding across the College. This included supporting applications from the engineering and construction teams to the SFC Innovation Fund and the CITB Onsite Experience Scotland Fund. The team also wrote the application to SFC's European Social Fund project, which provides an additional 857 credits for the college in AY 2019-20. The team is currently administering the sign-up of eligible students to this project.

External Profile

Collectively, the college sector is one of the largest contributors to the delivery of Scottish Apprenticeships. Through direct delivery of Foundation and Modern Apprenticeships and supporting off-the-job learning of other apprentices through contracts with other providers, the sector will support many thousands of apprentices each year.

As one of the larger providers of apprenticeships in the sector, it is important that Ayrshire College has a high profile in this field, both within the college sector and with external stakeholders. The following highlights some of the work that is ongoing to maintain and raise the status of the College.

Colleges Scotland representative on the Scottish Apprenticeship Advisory Board's Standards and Frameworks Group (SAAB SFG). The SAAB SFG oversees apprenticeship standards and framework development and is a key

part of apprenticeship governance. Initial work has developed the future principles of apprenticeships alongside the new Apprenticeship Approvals Group (AAG) to replace the Modern Apprenticeship Approvals Group (MAG). This change, recently approved by the Minister for Business, Fair Work and Skills and the Deputy First Minister, will change apprenticeship development to an employer led process, ensuring the apprenticeship family is sustainable in the future.

Colleges Scotland representative on the SAAB SFG work based assessment short life working group. This group is working to define the principles work-based learning and assessment in the future and how this can be effectively and sustainably put into practice.

Represented on the Colleges Scotland CITB Working Group (now disbanded). This group successfully negotiated a significant increase in funding from CITB to deliver Modern Apprenticeships in Construction. The group brought the college sector together, influencing Scottish Government and other stakeholders in a positive manner, to secure an additional £3.3M funding across the sector.

5. Conclusion

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

Stuart Millar
Head of Apprenticeships and Work-based Learning
November 2019

Publication

This paper will be published on the College website.

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Appendix 1 – Press Release of Recent Taylor Wimpey West Scotland Apprenticeship Academy Launch

TAYLOR WIMPEY WEST SCOTLAND LAUNCHES APPRENTICESHIP ACADEMY AT AYRSHIRE COLLEGE

Taylor Wimpey West Scotland has launched a new Apprenticeship Academy with Ayrshire College as part of its drive and commitment to invest in young talent and future-proofing the business by maintaining a supply of high-quality tradespeople coming into the industry.



The team at Taylor Wimpey has worked with lecturers at Ayrshire College to create a bespoke training course that will enhance the SQA qualification that each young person is training for, while also ensuring that every apprentice will learn the techniques that are required to deliver high-quality new homes to its customers.

The launch of the Apprenticeship Academy sees a further investment in the number of apprentices that Taylor Wimpey West Scotland will support this year. In 2018, the housebuilder employed 12 new starts, and this year's first intake into the Apprenticeship Academy consists of 20 apprentices aged 17-27 years old, in a mix of trades that predominately includes bricklayers and joiners, as well as one rough-caster. In total, with this intake, Taylor Wimpey West Scotland is supporting the training and development of 51 apprentices.

Stuart Millar, Head of Apprenticeships and Work Based Learning at Ayrshire College adds: "Ayrshire College is delighted to be entering this innovative and forward-looking partnership with Taylor Wimpey West Scotland.

"The Apprenticeship Academy is developing from strong relationships, built up over many years, with Taylor Wimpey. It demonstrates the commitment of both organisations to help young people develop the skills required for a successful career in a thriving business.

“Ayrshire College has a vision to raise aspirations, inspire achievement and increase opportunities for all of Ayrshire’s communities and this partnership is undoubtedly a significant milestone in achieving this ambition.”

Investing and developing a young and talented workforce who can deliver high-quality work is behind the move from the housebuilder, as Brian Henderson, Production Director for Taylor Wimpey West Scotland explains: “Future-proofing our talent pool is very important if we are to continue to deliver the high-quality homes that our customers expect. We have always enjoyed strong links with Ayrshire College through our Direct Labour Programme, and many of our apprentices already attend the college or have done so in the past.

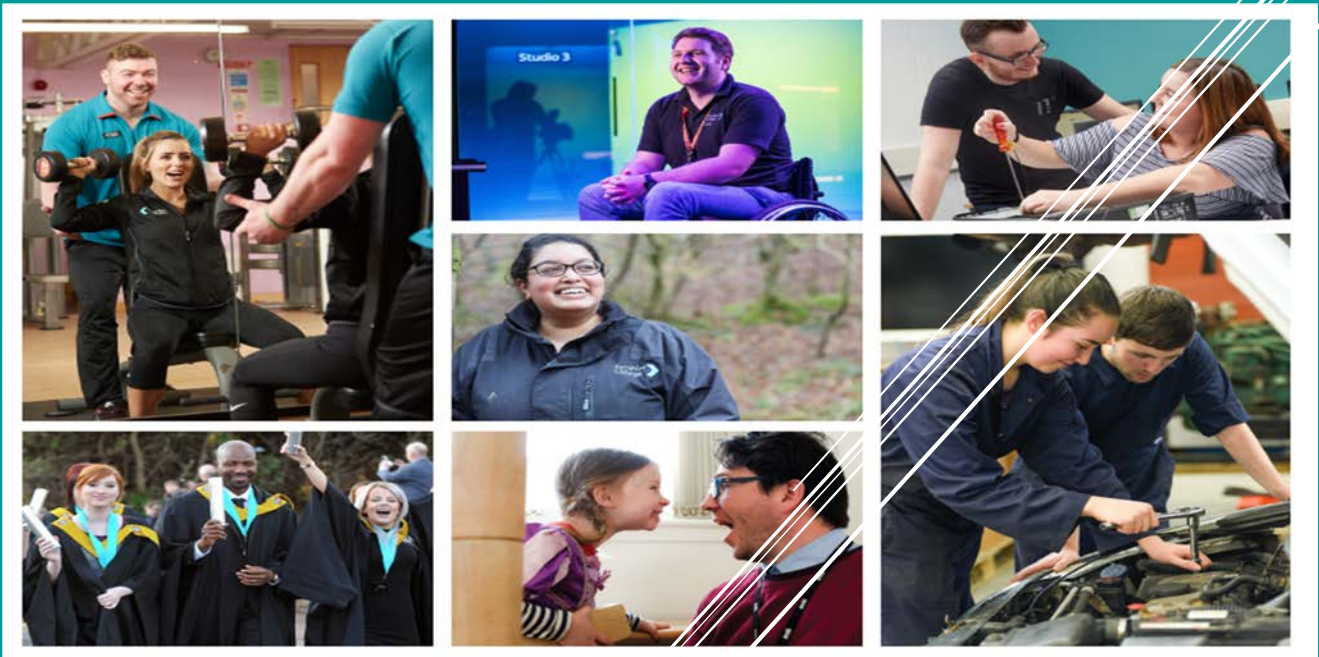
“It was a natural step for us to approach Ayrshire College when we were looking for an educational partner to work with us on setting up our own Apprenticeship Academy. We’re looking forward to working alongside the lecturers at Ayrshire College to maximise this opportunity for the young people that we attract to join the course.

“We’re fully committed to this project for at least the next five years, and we already have our sights set that our pre-apprentices, who are young people who are spending a year with us to see if the industry and the trade they’ve chosen is for them, could form 50% of next year’s intake.”

The students will complete block release for year one and two of their courses, splitting their time between on-site training and college days. Apprentices who successfully complete a four-year apprenticeship and fully qualify will be guaranteed a full-time position with Taylor Wimpey on one of their sites across the west of Scotland.

All of Taylor Wimpey West Scotland’s apprentices will now go to Ayrshire College, and all travel will be paid for regardless of their designated training development. This will allow the Production Team at Taylor Wimpey to ensure consistency and high-quality across all learning.

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Ayrshire
College



AYRSHIRE COLLEGE

Outcome Agreement Self Evaluation Report
2018-19

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Ayrshire College

Outcome Agreement Self-Evaluation Report 2018-19

This report focuses on the following four high-level Outcome Agreement (OA) priorities:

- Recruitment
- Retention
- Attainment
- Progression

The OA measures, contained in Appendix 1, have been used, as a source of evidence to provide an evaluative statement for each of the four priorities. The measures have been used to illustrate both areas of strength as well as areas for development.

Recruitment - How Good is our Recruitment?

Measure 1a: Credits Delivered

The College exceeded its 2018-19 credit activity target by delivering 125,683 credits against a target of 124,958. As in previous years, it exceeded its overall credit target - in 2018-19, the target was exceeded by 725 credits (0.6%).

The College robustly reviews its curriculum offer, and associated delivery modes, to ensure that it continues to meet the needs of its stakeholders, and, revises its offer in line with the refreshed Regional Skills Assessments, the Ayrshire Growth Deal and, of course, the wider, national strategic context.

Measure 1b: Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas

A high proportion of students who enrol at Ayrshire College reside in SIMD 10 postcode areas. The College delivered 24,230 credits (19.3% of activity) to students in the lowest 10% SIMD postcode areas, maintaining its progress towards achieving the national target of 20.5% of activity by 2020-21. However, this was below Ayrshire College's ambition of 22% for 2018-19. As part of the College's curriculum review, actions to increase engagement with learners from SIMD 10 postcode areas are being undertaken.

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Measure 1c: The volume and proportion of Credits relating to learners from different protected characteristics groups and care-experienced learners

Gender

In 2018-19, 52.8% of students declared their Gender as Female (including Trans women) and 47.1% declared their Gender as Male (including Trans men). This was in line with the College's target.

Recruitment, in relation to gender imbalanced subjects, continues to prove challenging – particularly in recruiting males to traditionally female-dominated subject areas as the table, below, demonstrates. Recruitment of females to traditionally male-dominated subject areas is marginally better; however, the College is a considerable distance from achieving the national ambition.

Percentage of Gender Split 2018-19

	Care		Beauty		STEM	
	Male	Female	Male	Female	Male	Female
FE	8%	92%	5%	95%	87%	13%
HE	5%	95%	2%	98%	85%	15%

Ethnicity

Over the last three years, the volume of credits, delivered to students self-declaring their ethnic background as White, has decreased by 0.3%. There was an increase in delivery to students declaring as BME (Black Minority Ethnic) of 0.3% between 2015-16 and 2017-18. However, this decreased very slightly by 0.4% in 2018-19 and is reflective of the Ayrshire population.

The College collaborates closely with CPP partners in the three Ayrshire local authorities to plan and accredit ESOL learning in the community. These then act as a progression route on to college courses.

Disability

Over the last three years, there has been a significant increase in the number of students declaring a disability, particularly in relation to mental health. This has resulted in an increase in the number of credits delivered to students with a disability from 36,530 in 2017-18 (28.9%) to 40,189 (32%) in 2018-19.

The College has taken a number of steps to raise awareness of the support available to students with a disability, to challenge the stigma around additional support needs and mental health and to encourage students to declare their disability status:

- Application and enrolment forms have been amended to highlight the fact that support is available for students who declare a disability.

- A review of Inclusive Learning processes was carried out to ensure that students who declare a disability are offered support either before, or as soon as, they start their course.
- Presentations and workshops are delivered during Induction, with the 'First Steps' workshop raising awareness of the support available from the Inclusive Learning team.
- The College has invested in staff development to raise awareness through information sessions, updated information on the staff intranet and website and information leaflets.
- The College Inclusive Learning Team has improved links with schools, local authority partners and SDS and regularly attend transition meetings to support students on their journey to college.
- A Mental Health Liaison Officer post (part funded by the three Ayrshire Health and Social Care Partnerships) has been established and the impact of the post can be demonstrated.
- An online Wellbeing Hub provides resources and information for students and staff around Mental Health and Wellbeing.
- The College Promoting Wellbeing Group developed a Promoting Wellbeing Action Plan, which focuses on raising awareness of mental health, challenging stigma, improving the capacity of staff to support students with mental health issues and improving the support available to students across the College.

Age

The volume and proportion of credits delivered to learners by age was broadly in line with previous years. One slight change was the 2% increase delivered to learners under 16, reflecting the College's strategic objective to engage with younger learners to influence and support subject choice, particularly in relation to attracting girls in to STEM-based subjects.

Care-Experienced

The number of students declaring as care-experienced has increased over the last three years. The number of credits delivered to care-experienced students increased from 3,163 in 2017-18 (2.5%) to 7,670 (6.1%) in 2018-19, exceeding the ambition of 3%.

A key priority for the College, over the last three years, has been to raise awareness of the support available to care-experienced students, to challenge stigma and barriers to education amongst care-experienced students and to encourage more students to declare their care experienced status.

- Application and enrolment forms have been amended to try to encourage students to declare their care-experienced status.

- The Inclusive Learning Team created an information leaflet for care experienced students and added information to the College website.
- The College Corporate Parenting Plan, for 2018-21, was reviewed and updated and published on the College website. The plan was shared, widely, with partners across the three local authority areas to raise awareness of the support available to care-experienced young people at the College.
- The College has also developed closer links with social work teams, Throughcare and Aftercare teams and with the Champions Boards in the three local authorities. The College has improved links with local children's houses and College staff now regularly attend school transition meetings for care-experienced young people to support them on their journey to College.
- A Corporate Parenting Steering Group was established, in the College, and the College is represented on the Corporate Parenting Steering Groups in each of the three local authorities.
- In partnership with Ayrshire's three local authorities the College hosts Care-Experienced celebration events on each of the three main campuses, for young people during National Care Leavers' Week and a football tournament for care-experienced young people in the Kilmarnock Campus.
- The College now provides the Care Experienced Bursary, which was introduced by the Scottish Government in 2017-18 to provide increased financial support for care-experienced students.
- SAAS also introduced the Care Experienced Grant which has encouraged students to study at HE level as they no longer have to pay back money received through the Grant.

All of the above activities have contributed to the significant increase in the number of care-experienced students enrolling at Ayrshire College.

Measure 2a: Number of senior phase age pupils studying vocational qualifications delivered by the College

The number of senior phase pupils, studying vocational qualifications at College, has increased substantially over the last three years from 408 in 2017-18 to 883 in 2018-19. However, the number of credits delivered decreased from 1,628 (1.3% of activity) in 2017-18 to 1,212 (1.0% of activity) in 2018-19.

This can be attributed to the increase in the delivery of level 6 Foundation Apprenticeship programmes which are funded through SDS and not by credits. There has also been an increase in the provision of level 4 qualifications as part of our school-college partnership programme. These courses have been designed to meet the needs of schools who requested programmes at this level as part of learning pathways.

Measure 2b + 2c: Number and Volume of Credits delivered to pupils in Senior Phase and S3 and above

A significant restructuring of the College's school-college offering over the last three years, in partnership with the three local authorities, has led to an increasing trend in the volume of credits delivered through school-college partnership courses. This trend continued with an increase from 3,734 (3% of activity) in 2016-17 to 6,206 (4.9% of activity) in 2018-19 due to the introduction of the College's bespoke learning pathways.

The introduction and subsequent roll out of DYW innovative projects in partnership with DYW Ayrshire and Prince's Trust (S3), Vocational Bursts (S2s) and an increase in delivery of engagement and employability programmes in schools accounted for this increase. These programmes are being monitored through the College Evaluation process in partnership with the local authorities.

Measure 2d: Volume and proportion of Credits delivered at HE level to learners from SHEP schools

The volume of credits delivered at HE level to students from Schools for Higher Education Programme (SHEP) has decreased very slightly from 1,370 (3.8%) in 2017-18 to 1,228 (3.5%) in 2018-19. This can be attributed to a corresponding reduction in the respective school rolls, rather than a reduction in the school-college offer.

Measure 3: Volume and proportion of Credits delivered to learners enrolled on STEM courses

The number and proportion of credits, delivered to students on STEM courses, had increased from 27,357 (21.8% of activity) in 2016-17 to 33,635 (26.6% of activity) in 2017-18. However, in 2018-19 the proportion decreased to 30,474 (24.2% of activity). This was largely due to an increase in the proportion of Early Learning and Childcare credits which were required to be delivered as part of the College's overall credit target.

Early analysis of enrolment figures, for 2019-20, indicates an increase in the number of enrolments on STEM courses, particularly amongst Apprenticeship programmes.

In summary, the College's recruitment is good, with particular strengths in overall recruitment, also, in relation to recruitment of those declaring a disability and those from care experienced backgrounds. The College requires to continue to monitor recruitment to STEM courses, as well as recruitment from SHEP schools. A main area for development is recruitment in relation to gender imbalanced subject areas.

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Retention - How Good is Our Retention?

The statistics, in the tables below, demonstrate a reduction in early withdrawal across all areas of FEFT; FEPT; HEFT and HEPT. The reduction reflects a strategic focus on early retention. This has been particularly successful with HEFT courses where Early Withdrawal decreased by two percentage points, overall.

Further withdrawal, however, increased across both full-time and part-time, in relation to FE. It increased in relation to HE full-time, but decreased in relation to HE part-time.

All curriculum areas are reviewing their Further Withdrawals to identify withdrawal patterns and at risk students and are implementing support strategies. The improved use of digital technology in learning, teaching and assessment is expected to lead to improvement in retention overall.

In summary, the College's retention, in terms of early withdrawal has improved, but further withdrawal, across both HE and FE, remains an area for improvement.

Table 1: FE Full Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	561	12.5%	372	9.4%	490	11.7%	371	9.7%
Further Withdrawal	713	15.9%	606	15.3%	604	14.4%	595	15.5%

Table 2: FE Part Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	344	4.4%	338	5.3%	449	5.7%	465	4.6%
Further Withdrawal	352	4.6%	478	7.5%	480	6.1%	571	5.6%

Table 3: HE Full Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	195	7.8%	150	6.2%	194	8.2%	132	6.0%
Further Withdrawal	357	14.2%	344	14.1%	341	14.5%	336	15.2%

Table 4: HE Part Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	20	2.8%	28	3.6%	35	6.5%	24	3.6%
Further Withdrawal	41	5.8%	46	6.0%	26	4.8%	16	2.4%

Attainment - How Good is our Attainment?

Measure 4a: Proportion of enrolled students successfully achieving a recognised qualification (FT&PT)

Student success, on FE full-time level courses, has remained broadly similar to the previous year with the proportion of FE full-time enrolled students successfully achieving a recognised qualification reducing slightly from 66.9% in 2017-18 to 66.2% in 2018-19. While national Key Performance Indicators are not yet available, for benchmarking purposes, this is below the College's 70% ambition and is significantly below the national 2020-21 ambition of 75%. Staff are continuing to focus on reducing partial success by identifying at risk learners as early as possible and implementing support initiatives. It is a priority area for development for the College.

The proportion of FE part-time enrolled students successfully achieving a recognised qualification increased from 79.3% in 2017-18 to 80% in 2018-19. This is above the College's target as well as the national ambition of 75% by 2020-21. The increase in part-time successful outcomes is due to a continuing focus on school-college partnerships and the appropriateness of the curriculum offer.

Student success on HE full-time level courses has remained broadly similar to the previous year, with the proportion of HE full-time enrolled students successfully achieving a recognised qualification reducing slightly from 67.2% in 2017-18 to 66.8% in 2018-19. As with FE full-time, this is below the College's 70% ambition and is significantly below the national 2020-21 ambition of 75%. It, too, remains a priority area.

Meanwhile, the proportion of HE part-time enrolled students successfully achieving a recognised qualification increased by three percentage points from 79.6% in 2017-18 to 83% in 2018-19. This exceeds the College's ambition for 2018-19 and the College is progressing well, in this area, towards the 2020-21 target of 84%.

A focus on improving assessment and re-assessment strategies, improvements to the digital content of courses and improved access to Digital Technologies has had a positive impact on part-time HE student success.

Measure 4b: Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT&PT)

The proportion of FE full-time SIMD10 students successfully achieving a recognised qualification has increased from 63.7% in 2017-18 to 65.7% in 2018-19. This is slightly below the College's Completed Successful, of 66.2% for all FE full-time students.

The proportion of FE part-time SIMD10 students successfully achieving a recognised qualification has increased from 70.7% in 2017-18 to 74.8% in 2018-19. This is 5.2 percentage points lower than the College FE part-time success rate.

The proportion of HE full-time SIMD10 students successfully achieving a recognised qualification in 2018-19 was 63%. This was 3.8 percentage points lower than the College HE full-time success rate.

The proportion of part-time HE SIMD10 students successfully achieving a recognised qualification in 2018-19 was 75%. This was 8.6 percentage points lower than the College HE part-time success rate.

While the attainment levels for students from SIMD 10 areas remains lower than their peers, they have been improving over the past three years. There will be a focus on early identification of at risk students from SIMD 10 areas, through improvements to the College Retention Tool, to help address the attainment gap.

Measure 4c: Proportion of Senior Phase age pupils successfully completing a vocational qualification

The proportion of senior phase age pupils successfully completing a vocational qualification has decreased. Successful senior phase pupils enrolled on a FE FT course achieving a recognised qualification decreased from 86.7% in 2017-18 to 43.8% in 2018-19. Similarly, successful senior phase pupils enrolled on a FE PT course, achieving a recognised qualification, decreased from 67.4% in 2017-18 to 58.6% in 2018-19. Reasons for the decline include an increase in further withdrawal and partial success rates which are being closely monitored in 2019-20.

Measure 4d: Proportion of enrolled care-experienced students successfully achieving a recognised qualification (FT&PT)

The proportion of FE full-time care experienced students successfully achieving a recognised qualification in 2018-19 was 62.3% - an increase of 7.2% on 2017-18. It is, however, 3.9 percentage points lower than the College FE full-time success rate.

The proportion of HE full-time care experienced students successfully achieving a recognised qualification in 2018-19 was 64% - a decrease of 5.6% on 2017-18. This was 2.8 percentage points lower than the College HE full-time success rate.

While the attainment levels for care-experienced students remains lower than their peers, they have been improving, across FE, over the past three years. This been achieved as result of the initiatives outlined earlier in this report as well as increased awareness of the challenges facing care experienced students across all staff teams including Curriculum, Student Funding, Student Services and Inclusive Learning.

Staff teams have taken part in a wide range of CPD activities around Adverse Childhood Experiences, Corporate Parenting, Suicide Awareness and Mental Health training and there has been improved collaborative working between curriculum and service teams to support “at risk” students

The College makes good use of “at risk” data to identify students who may need support. Inclusive Learning, Student Services and curriculum teams are continuing to make better use of this data. Teams are making good use of the Retention Tool and attendance information to identify students who are at risk of withdrawal. Regular retention meetings involving curriculum and support staff provide an opportunity to identify at risk students and plan a joined up approach to supporting the student.

There has also been improved collaborative working with external partners in Throughcare, social work, children’s houses and schools which has resulted in improved transitions and support for students who may be at risk of withdrawal.

The Care Experienced Bursary has provided support to students who might otherwise have withdrawn for financial reasons.

However, the significant increase in the number of at risk students presents a challenge in terms of the College's capacity to respond to students and provide the support required.

Some students who are in receipt of the Care Experienced Bursary have had difficulties managing their money and there are anecdotal examples of students being pressured by family and friends to attend college.

Some students have experienced significant trauma and have serious mental health problems, which presents a challenge for staff in terms of support.

Transition arrangements are not consistent across all three local authority areas. There is also a need to improve links with external organisations including SDS to support students who are at risk of withdrawal/who withdraw from college to ensure an alternative positive destination if college is not appropriate.

Measure 4e: Number and Proportion of FT FE learners aged 16-19 successfully completing courses

The proportion of full-time FE students, aged 16-19, successfully achieving a recognised qualification has decreased slightly from 65.9% in 2017-18 to 65.3% in 2018-19. This was below the College's target of 70%. It corresponds with the requirement to monitor, and improve, further withdrawal and partial success rates across both our FE and HE FT programmes.

In summary, performance across FE and HE PT courses continue to improve and have exceeded both College targets and the national ambition for 2020-21. In addition, while SIMD 10 and care-experienced learner perform slightly below their peers, the three year picture is an improving one. The areas where significant improvement is required is attainment across FE and HE FT courses as well as attainment of senior phase aged pupils successfully completing a vocational qualification.

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Progression - How Good is our Progression?

Measure 5: The number of starts for contracted apprenticeships

The number of apprenticeship starts decreased slightly in 2018-19 from 279 the previous year to 271. This was below the College's projection of 300. There was, however, an increase in starts associated with the College's direct contract with SDS in 2018-19 compared to 2017-18. The College is the third largest provider of apprenticeships in Scotland and is making excellent progress in this area.

Measure 6: The number and proportion of full-time learners with 'work experience' as part of their programme of study

In 2018-19 1,963 learners had work placement or work experience opportunities as part of their programme of study – 32.4%. This was a significant increase of 573 from the previous year. All curriculum areas are committed to providing work placement or work experience opportunities for learners.

Measure 7: The number and proportion of successful learners who have achieved HNC (SCQF level 7) or HND (SCQF level 8) qualifications articulating to degree level courses (SCQF level 9 with advanced standing)

A total of 359 successful HNC or HND students, from 2017-18, articulated to degree level courses with advanced standing (61.1%). This figure was 53.8% for the previous year.

Measure 8: The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

A total of 3,797 full-time College qualifiers, from 2017-18, were in work, training and/or further study 3-6 months after qualifying (95.9%) having been 94.6% in the previous two years. This is slightly higher than the sector average.

Measure 9: Student Satisfaction and Engagement Survey – the percentage of students Overall, satisfied with their college experience

In 2018-19, 95% of students, overall, were satisfied with their College experience. This was an increase of 2% from 2017-18. 96% of FE full-time students were, overall, satisfied with their College experience. This is above the national average of 93%. Meanwhile, 92.3% of HE full-time students were, overall, satisfied with their college experience. This was significantly above the national average of 86.8%. However, participation rates of 28.1% for FE and 23.6% for HE are below the sector average.

In summary, progression is good with the College having a strong track record in delivering apprenticeships and the number of students articulating to university, with advanced standing, increasing year on year. The number and proportion of full-time qualifiers in work, training and/or further study 3-6 months after qualifying is above the national average as is the percentage of students, overall, satisfied with their college experience. However, participation rates in the Student Satisfaction and Engagement Survey is below the national average and a priority, for the College, is to increase participation rates.

AYRSHIRE COLLEGE - APPENDIX 1		2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	Notes and comments
		Actual				Ambition					
X	Will be removed from OA prior to publication										
1(a) The volume of Credits delivered											
	The volume of Credits delivered (core)	126,212	124,301	126,324	125,683	124,086	124,086	124,086	124,086		
	info. Core Credits target (region)	124,252	124,252	125,370	124,943	124,086	124,086	124,086	124,086		
	info. % towards core Credits target (region)	101.6%	100.0%	100.8%	100.6%	100.0%	100.0%	100.0%	100.0%		
	The volume of Credits delivered (ESF)	1,255	1,447	0	871	871	857	857	857		
	The volume of Credits delivered (core + ESF)	127,467	125,748	126,324	125,683	124,943	124,943	124,943	124,943		
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas											
X	Volume of Credits delivered to learners in the most deprived 10% postcode areas	26,116	27,027	24,323	24,230						
	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	20.5%	21.5%	19.3%	19.3%	22.0%	20.0%	20.5%	21.0%		
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students											
Gender -											
X	Volume of Credits delivered to Male learners	60,282	59,669	60,285	59,146						
	Proportion of Credits delivered to Male learners	47.3%	47.5%	47.7%	47.1%	47.7%	48.0%	48.3%	48.3%		
X	Volume of Credits delivered to Female learners	67,184	65,912	65,847	66,307						
	Proportion of Credits delivered to Female learners	52.7%	52.4%	52.1%	52.8%	52.1%	51.7%	51.3%	51.2%		
X	Volume of Credits delivered to Other learners	1	167	193	238						
	Proportion of Credits delivered to Other learners	0.0%	0.1%	0.2%	0.2%		0.3%	0.4%	0.5%		
Ethnicity -											
X	Volume of Credits delivered to BME learners	1,580	1,921	2,019	1,502						
	Proportion of Credits delivered to BME learners	1.2%	1.5%	1.6%	1.2%	1.5%	1.5%	1.5%	1.5%		
Disability -											
X	Volume of Credits delivered to students with a known disability	26,743	29,629	36,503	40,189						
	Proportion of Credits delivered to students with a known disability	21.0%	23.6%	28.9%	32.0%	24.0%	28.0%	29.0%	30.0%		
Age -											
X	Volume of Credits delivered to learners aged under 16	2,190	2,482	2,859	5,358						
	Proportion of Credits delivered to learners aged under 16	1.7%	2.0%	2.3%	4.3%		2.5%	2.6%	2.7%		
X	Volume of Credits delivered to learners aged 16-19	64,361	62,606	62,582	61,549						
	Proportion of Credits delivered to learners aged 16-19	50.5%	49.8%	49.5%	49.0%	49.0%	48.4%	47.9%	47.3%		
X	Volume of Credits delivered to learners aged 20-24	28,679	26,826	26,518	24,411						
	Proportion of Credits delivered to learners aged 20-24	22.5%	21.3%	21.0%	19.4%	21.5%	20.4%	19.8%	19.3%		
X	Volume of Credits delivered to learners age 25 and over	32,237	33,835	34,365	34,367						
	Proportion of Credits delivered to learners age 25 and over	25.3%	26.9%	27.2%	27.3%		28.7%	29.7%	30.7%		
Care Experienced -											
X	Volume of Credits delivered to care experienced students	79	2,643	3,163	7,670						
	Proportion of Credits delivered to care experienced students	0.1%	2.1%	2.5%	6.1%	3.0%	3.1%	3.2%	3.3%		
2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges		405	347	408	883	340					
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges											
X	Total volume of Credits delivered (including FA Credits)	127,467	125,748	126,324	125,683						
X	Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	693	1,562	1,628	1,212						
	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.5%	1.2%	1.3%	1.0%	1.4%	1.5%	2.0%	2.5%		
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision											
X	Total volume of Credits delivered (including FA Credits)	127,467	125,748	126,324	125,683						
X	The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	5,828	5,865	5,585	6,206						
	The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.6%	4.7%	4.4%	4.9%	3.5%	5.0%	5.1%	5.2%		
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)											
X	Volume of Credits delivered at HE level	35,904	37,468	35,933	34,708						
X	Volume of Credits delivered at HE level to learners from SHEP schools		1,535	1,296	1,228						
	Proportion of Credits delivered at HE level to learners from SHEP schools	0.0%	4.1%	3.6%	3.5%	11.6%	3.9%	4.1%	4.3%		
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses											
	Volume of Credits delivered to learners enrolled on STEM courses	28,570	27,357	33,635	30,474						
	Proportion of Credits delivered to learners enrolled on STEM courses	22.4%	21.8%	26.6%	24.2%	30.0%	30.0%	31.0%	32.0%		
4(a) Proportion of enrolled students successfully achieving a recognised qualification											
X	The number of FT FE enrolled students achieving a recognised qualification	2,757	2,666	2,800	2,537						
X	The total number of FT FE enrolled students	4,507	3,983	4,186	3,834						

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AYRSHIRE COLLEGE - APPENDIX 1

	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	Notes and comments
	Actual					Ambition				
X Will be removed from OA prior to publication										
X The percentage of FT FE enrolled students achieving a recognised qualification	61.2%	66.9%	66.9%	66.2%	70.0%	73.2%	75.0%	76.0%		
X The number of PT FE enrolled students achieving a recognised qualification	3,660	3,374	3,683	8,099						
X The total number of PT FE enrolled students	5,254	4,887	5,136	10,122						
X The percentage of PT FE enrolled students achieving a recognised qualification	69.7%	69.0%	71.7%	80.0%	73.0%	75.0%	77.0%	78.0%		
X The number of FT HE enrolled students achieving a recognised qualification	1,575	1,636	1,581	1,469						
X The total number of FT HE enrolled students	2,498	2,405	2,351	2,199						
X The percentage of FT HE enrolled students achieving a recognised qualification	63.1%	68.0%	67.2%	66.8%	70.0%	72.5%	75.0%	76.0%		
X The number of PT HE enrolled students achieving a recognised qualification	464	442	343	554						
X The total number of PT HE enrolled students	570	557	426	663						
X The percentage of PT HE enrolled students achieving a recognised qualification	81.4%	79.4%	80.5%	83.6%	80.0%	82.0%	84.0%	85.0%		
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification										
X The number of MD10 FT FE enrolled students achieving a recognised qualification	622	616	558	545						
X The total number of MD10 FT FE enrolled students	1,033	971	876	829						
X The percentage of MD10 FT FE enrolled students achieving a recognised qualification	60.2%	63.4%	63.7%	65.7%	66.0%	67.3%	68.0%	69.0%		
X The number of MD10 PT FE enrolled students achieving a recognised qualification	764	737	671	1,212						
X The total number of MD10 PT FE enrolled students	1,118	1,058	949	1,621						
X The percentage of MD10 PT FE enrolled students achieving a recognised qualification	68.3%	69.7%	70.7%	74.8%	73.0%	75.0%	77.0%	78.0%		
X The number of MD10 FT HE enrolled students achieving a recognised qualification	229	275	255	220						
X The total number of MD10 FT HE enrolled students	423	435	401	349						
X The percentage of MD10 FT HE enrolled students achieving a recognised qualification	54.1%	63.2%	63.6%	63.0%	65.0%	70.5%	71.0%	71.4%		
X The number of MD10 PT HE enrolled students achieving a recognised qualification	69	54	39	1,272						
X The total number of MD10 PT HE enrolled students	84	67	51	1,695						
X The percentage of MD10 PT HE enrolled students achieving a recognised qualification	82.1%	80.6%	76.5%	75.0%	81.0%	82.4%	83.3%	84.4%		
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges										
X The number of Senior Phase FT FE enrolled students achieving a recognised qualification		18	26	7						
X The total number of Senior Phase FT FE enrolled students		34	30	16						
X The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.0%	52.9%	86.7%	43.8%	64.0%	81.3%	82.4%	86.1%		
X The number of Senior Phase PT FE enrolled students achieving a recognised qualification	102	127	213	150						
X The total number of Senior Phase PT FE enrolled students	164	221	316	256						
X The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	62.2%	57.5%	67.4%	58.6%	68.0%	69.0%	70.0%	72.1%		
X The number of Senior Phase FT HE enrolled students achieving a recognised qualification	0	0	0	0						
X The total number of Senior Phase FT HE enrolled students	1	0	0	0						
X The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	63.0%	70.0%	70.0%	70.0%		
X The number of Senior Phase PT HE enrolled students achieving a recognised qualification	0	0	0	0						
X The total number of Senior Phase PT HE enrolled students	1	0	0	0						
X The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	73.0%	75.0%	80.0%	80.0%		
4(d) Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification										
X The number of CE FT FE enrolled students achieving a recognised qualification	0	79	76	172						
X The total number of CE FT FE enrolled students	2	127	138	276						
X The percentage of CE FT FE enrolled students achieving a recognised qualification	0.0%	62.2%	55.1%	62.3%	64.0%	68.0%	70.9%	75.0%		
X The number of CE FT HE enrolled students achieving a recognised qualification	1	5	16	55						
X The total number of CE FT HE enrolled students	2	7	23	86						
X The percentage of CE FT HE enrolled students achieving a recognised qualification	50.0%	71.4%	69.6%	64.0%	72.0%	73.3%	74.0%	75.5%		
4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification										
X The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,498	1,447	1,536	1,997						
X The total number of FT FE enrolled students aged 16-19	2,526	2,252	2,331	3,058						
X The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	59.3%	64.3%	65.9%	65.3%	70.0%	71.0%	72.0%	73.0%		
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)										
	268	274	279	271	300	310	320	330		
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study										
X Total number of full-time learners	7,440	6,707	6,724	6,055						
X Number of full-time learners with substantial 'work placement experience' as part of their programme of study	952	1,427	1,390	1,963						
X Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	12.8%	21.3%	20.7%	32.4%	30.4%	33.9%	35.5%	36.6%		
7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing										
X The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	585	494	588							

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AYRSHIRE COLLEGE - APPENDIX 1

	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	Notes and comments
	Actual				Ambition					
x Will be removed from OA prior to publication										
x The number of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	329	266	359							
The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	56.2%	53.8%	61.1%	0.0%	50.7%	51.6%	52.5%	53.3%		
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying										
x The total number of full-time FE college qualifiers (confirmed destinations)	2,796	2,776	2,629							
x The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,627	2,628	2,527							
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	94.0%	94.7%	96.1%	0.0%	94.8%	95.8%	96.8%	97.6%		
x The total number of full-time HE college qualifiers (confirmed destinations)	1,377	1,289	1,332							
x The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,302	1,223	1,270							
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	94.6%	94.9%	95.3%	0.0%	95.2%	96.0%	96.8%	96.9%		
9. The percentage of students overall, satisfied with their college experience (SSES survey)	93.7%	93.7%	93.0%	95.0%	94.0%	94.0%	95.0%	96.0%		
10. Gross carbon footprint (tonnes CO2e)	2,953.1	2,509.8	2,394.8		2,800.0	2,204.0	2,128.0	2,052.0		

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Regional Skills Assessment

Ayrshire

Summary Report 2019

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Regional Skills Assessments (RSAs)

First launched in 2014, the RSA's purpose is to provide a robust evidence base to support partners in strategic skills investment planning. They have evolved over time based on an independent review carried out in 2015 and feedback from partners.

To ensure an inclusive approach to their development, dissemination and utilisation, RSAs are produced by Skills Development Scotland (SDS) in partnership with Highlands and Islands Enterprise, Scottish Enterprise, Scottish Government, the Scottish Funding Council (SFC), the Scottish Local Authorities Economic Development Group and the South of Scotland Economic Partnership.

RSAs include the use of published data sets. Inevitably, when using published data there is a time lag but the data contained is the most up to date available at the time of writing. The section on the Supply of People in the region is an exception to this rule. Whilst 2018 estimates exist, we have used data for 2016 for consistency with the 2016 based population projections which are the latest available.

RSAs also include forecast data that has been commissioned through Oxford Economics. A number of caveats need to be applied when using forecast data. The Technical Note¹ provides full detail on this but broadly it should be noted that forecasts are based on what we know now and include past and present trends projected into the future. Their value is in identifying likely directions of travel rather than predicting exact figures. The more disaggregated they become, especially at smaller geographical units, the less reliable they are likely to be. Standard occupational classifications (SOC) and standard industrial classifications (SIC) are used to define occupations and industries. ONS has useful SIC² and SOC³ hierarchy tools that can be used to understand the classifications in more detail.

In addition, we provide analysis by Key Sector. Key Sectors are central to our Skills Investment Planning approach. Each Key Sector has a tailored Skills Investment Plan (SIP) which gives a picture of the economic and labour market situation, trends in skills and qualification supply and employers' perspectives on the big skills issues affecting sector growth. Regional SIPs have also been developed. SIPs and RSIPs are available on the SDS website⁴.

This year's RSA is in three parts:

1. This report outlining Demand for Skills, Supply of People; and Skills Mismatches;
2. An infographic detailing key data for the area; and
3. A new interactive RSA Data Matrix⁵ that was launched in August 2019 that provides more detailed data.

Finally, in the sections which follow, the numbers and figures in the body of the text are rounded for ease of reference and readability and therefore may differ slightly from:

- The Oxford Economics data in the RSA Data Matrix; and
- The accompanying charts in the report which are also based on the Oxford Economics data.

This RSA report is for Ayrshire which covers the East Ayrshire, North Ayrshire and South Ayrshire local authorities.

1 <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/regional-skills-assessments/>

2 ONS, UK Standard Industrial Classification (SIC) Hierarchy. https://onsdigital.github.io/dp-classification-tools/standard-industrial-classification/ONS_SIC_hierarchy_view.html

3 ONS, Standard Occupational Classification (SOC) Hierarchy. https://onsdigital.github.io/dp-classification-tools/standard-occupational-classification/ONS_SOC_hierarchy_view.html

4 SDS, Skills Investment Plans. <http://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills-investment-plans/>

5 <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/regional-skills-assessments/>

1

Introduction

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Introduction

We live in a world that is complex and is constantly evolving. Scotland's businesses and people need the skills, knowledge and capabilities, not just to cope with this change but to thrive in it and influence it.

Scotland's Economy

The latest 'State of the Economy' reported that Scotland's economy continued its recent pattern of strong performance at the start of 2019 with the unemployment rate falling to record lows and strong growth in exports and output. Output growth increased in the first quarter to 0.5 per cent but this was driven partly due to by temporary factors such as stockpiling and firms completing orders in anticipation of the original end March Brexit deadline. Short term outlooks for the economy will be dominated by Brexit uncertainty with the likelihood of subdued growth and the potential for more exposure to downturns in international demand and growth⁶.

Labour productivity grew by 0.5 per cent in Q4 2018 and by 3.8 per cent in 2018 as a whole – its fastest pace of growth since 2010⁷. Whilst positive, Scotland's ranking among Organisation for Economic Co-operation and

Development (OECD) countries is 16th of 37 countries, placing it in the second quartile. This ranking of 16th place has been unchanged since 2007⁸. Scottish Government has the aspiration of improving Scotland's productivity to match the performance of the top quartile of OECD countries.

Boosting productivity is vital for our long-term prosperity

Scotland's People

Scotland's population has grown and is projected to grow in future. National Records of Scotland⁹ (NRS) confirms that Scotland's population in 2018 was 5,438,100 and is expected to grow to 5.58 million in 2026 and to 5.69 million by 2041¹⁰. This estimate for growth is based on a continuation of EU migration at pre-Brexit levels which is not guaranteed.

Despite this past and projected growth, Scotland is facing an ageing demographic structure. Based on the population in 2016, just under one in five people (18 per cent) were aged 65 and over but by 2041, one in four people (25 per cent) are projected to be in this age group.

If we examine dependency ratios¹¹ for Scotland's population this shows a growing dependency ratio at Scotland level and indeed some areas – particularly some of Scotland's rural areas – having much higher rates of dependency than the national average. At Scotland level, the dependency ratio will increase from 55 per cent in 2016 to almost 70 per cent in 2041. Put simply, for every 100 people of working age there will be 70 people dependent by 2041.

This suggests that the supply of labour might contract over the longer term if projections are realised. This points to a tighter labour market and greater competition for skilled labour in the future. Uncertainty regarding the implications of Brexit also remain, and any decisions taken on the free movement of people could exacerbate this further.

A tight labour market will result in more competition for skilled labour – Brexit could exacerbate this

6 Scottish Government (June 2019) Office of the Chief Economic Adviser State of the Economy, p2

7 Scottish Government (June 2019) Office of the Chief Economic Adviser State of the Economy, p5

8 Scottish Government (February 2019) International Comparators of Productivity – Economy Indicator 2017

9 National Records of Scotland (April 2019) Mid-2018 population estimates Scotland

10 All population projections in this RSA are based on 2016. 2018 based projections for Scotland are available from the NRS website. We have used 2016 to maintain consistency with what is available at sub-Scotland level. 2018 Based sub-Scotland estimates are expected to be published by NRS in March 2020.

11 Dependency ratio is calculated by (a) the number of children aged 0-15 years, plus (b) The number of people of pension age and above – and comparing this total vis-à-vis the working age population

Although we are seeing record levels in relation to high employment and low unemployment and relative economic prosperity since the recession, not everyone is benefitting equally in this prosperity:

- The gender pay gap for women working full-time in Scotland was 5.7 per cent in 2018¹².
- The unemployment rate was 4.2 per cent for working age people in Scotland, but this increases to 9.9 per cent for 16-24 year olds and to 10.8 per cent for males aged 16-24¹³.
- The employment rate for people aged 16-64 was 74.5 per cent, but 57.4 per cent for people from an ethnic minority and 45.9 per cent for disabled people¹⁴.

There are disparities in regional performance across Scotland. Based on an assessment of employment growth, productivity, earnings and unemployment, recovery since the recession has been stronger in Scotland's urban areas and weaker in rural areas.

Since the recession we have seen a rise in 'nonstandard' jobs (such as part time and temporary employment), low wage growth and continued 'in work' poverty:

- Self-employment has risen by 22 per cent, compared to one per cent for full-time employment since the recession¹⁵.
- Median weekly earnings (gross) grew by 19 per cent in the five years leading up to the financial crash in 2008. A slower rate of 11 per cent has occurred over the past five years¹⁶.
- More than half a million (550,000) people in Scotland were living in relative poverty (after housing costs) in a household where at least one adult was in paid employment¹⁷.

Both people and place are considerations when working towards a more inclusive labour market.

Our growth needs to be inclusive

Scotland's Response to the Climate Emergency

In April 2019, Scotland's First Minister declared a climate change emergency with targets being set to reduce greenhouse gas emissions to net-zero by 2045. In May 2019, Scotland's Climate Change Secretary set out Scotland's response to the climate change emergency including action such as:

- A change in approach to airport departure tax;
- Funding to strengthen the rail freight industry and reduce the amount of freight that travels by road; and
- A new farmer-led initiative to drive low-carbon, environmentally sustainable farming practices.

The Cabinet Secretary for Environment, Climate Change and Land Reform confirmed that Scottish Government will be "placing climate change at the heart of everything we do"¹⁸ and this is at the core of the recently published Programme for Government.

¹² Scottish Parliament (2018). The Gender Pay Gap: Facts and Figures – 2018. <https://digitalpublications.parliament.scot/ResearchBriefings/Report/2019/2/4/The-gender-pay-gap--facts-and-figures---2018>

¹³ Annual Population Survey (April 2018-March 2019)

¹⁴ Annual Population Survey (April 2018-March 2019), EA core disabled has been used for the employment rate of disabled people.

¹⁵ Annual Population Survey (April 2008-March 2009) (April 2018-March 2019)

¹⁶ Annual Survey of Hours and Earnings. Median weekly earnings gross (2003–2008, 2013–2018).

¹⁷ ScotPHO (2019). Income and employment: working-age and in-work poverty (data for 2017/18) <https://www.scotpho.org.uk/life-circumstances/income-and-employment/data/working-age-poverty/>

¹⁸ <https://www.gov.scot/publications/global-climate-emergency-scotlands-response-climate-change-secretary-roseanna-cunninghams-statement/>

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All parts of Government will be expected to play a role in achieving these ambitious targets and SDS is to develop a Climate Emergency Skills Action Plan, as outlined in the Programme for Government. The development of appropriate skills will have a significant part to play in enabling this transition to a low carbon economy.

Our growth needs to be sustainable

Scotland's Resilience

The world of work is constantly changing and the rate of change is rapid. Technological and societal disruptions are occurring at an increasing pace. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable. SDS has developed a Skills 4.0 model that focuses on developing 'meta-skills' to equip people with skills in resilience to thrive in a complex and ever-changing world (see **Figure 1**).

We need skills for resilience to thrive in a complex and ever-changing world

Figure 1:
Skills 4.0







<https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills4-0>

Issues and Challenges

A fit for purpose, skilled workforce will be essential to address the challenges facing Scotland (see **Figure 2**).

The development of skills that are fit for Scotland now and in the future is essential to achieving a high performing, inclusive and sustainable labour market. To meet these challenges, a step change in how we align skills provision to meet labour market demand is planned.

**Figure 2:
Drivers for change**

<p>Scotland's Economy</p>  <p>Boosting productivity is vital for our long-term prosperity</p>	<p>Scotland's People</p>  <p>A tight labour market</p> <p>Our growth needs to be inclusive</p>	<p>Scotland's Climate Change Emergency</p>  <p>Our growth needs to be sustainable</p>	<p>Scotland's Resilience</p>  <p>We need skills for resilience to thrive in a complex and ever-changing world</p>
<p>Scotland's Skills Issues</p>			
<p>We need innovative workplaces and skills to boost productivity with employers and employees as active participants in the skills system</p>	<p>We need to maximise Scotland's indigenous talent and attract new talent to fill jobs in future. We need to enable all of Scotland's people to share in the nation's prosperity</p>	<p>We need to develop fit for purpose skills to enable Scotland to achieve its ambitious target for greenhouse gas emissions</p>	<p>We need to develop sector specific skills for the economy and skills for resilience – 'meta skills'</p>
<p style="text-align: center;">To support this we will need:</p> <p style="text-align: center;">Greater flexibility and responsiveness in skills provision to better align with the needs of employers and the Scottish economy Investment in upskilling and reskilling throughout individual's careers to respond to a rapidly changing environment More personalised, relevant and flexible work-based pathways</p>			

Scotland’s Skills Alignment Ambition

Skills Alignment (one of the workstreams in the Scottish Government’s Future Skills Action Plan) is focused on improving the skills system in Scotland.

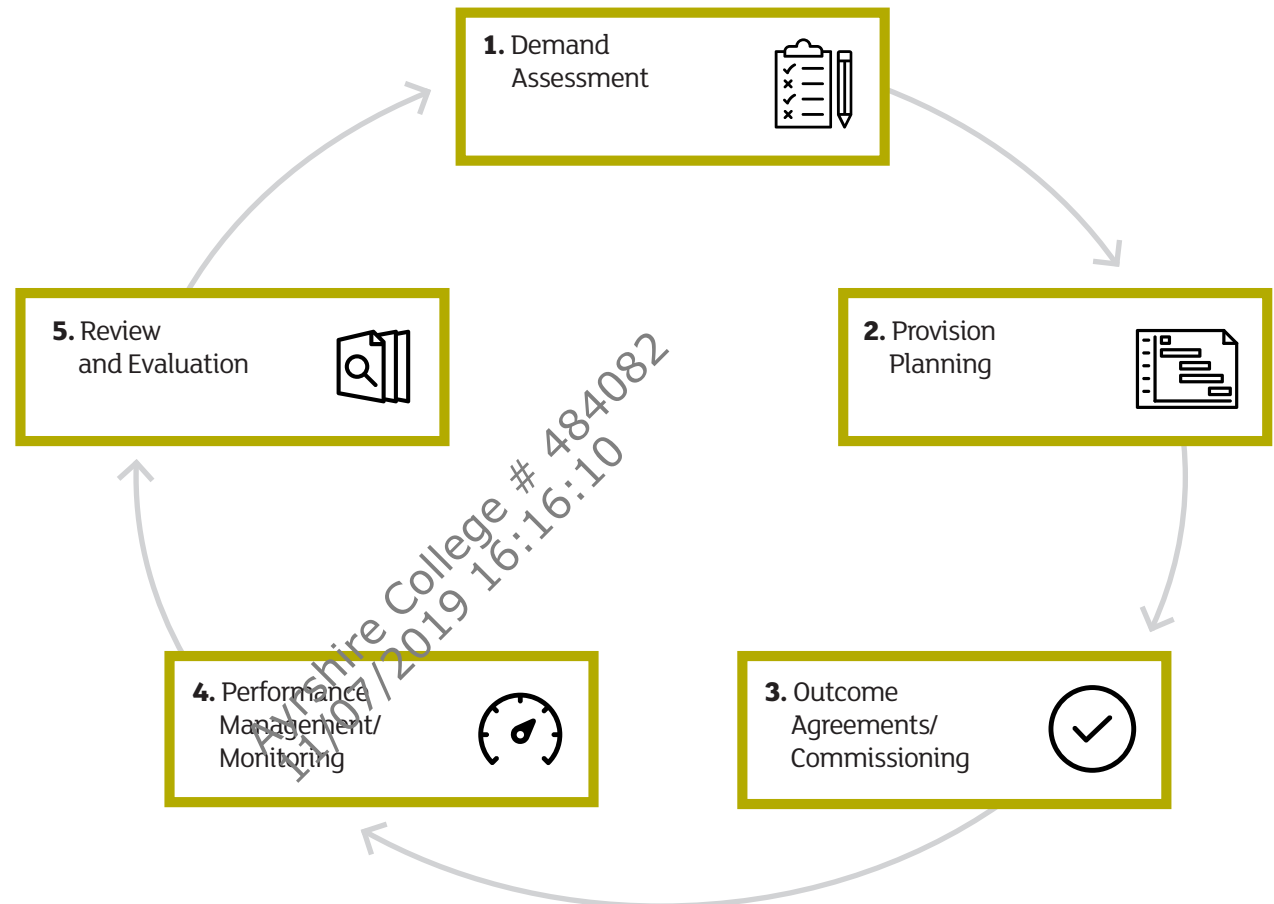
Its purpose is “to ensure that Scotland’s people and businesses are equipped with the right skills to succeed in the economy, not just now but in the future.” To achieve this end, a new joint planning process is in development to align the relevant functions of SDS and the SFC (see **Figure 3**).

To lead this process a Director of Skills Alignment has recently been appointed and three pilot projects have been established to test approaches in:

- Regions – Glasgow College region; and
- Sectors – Early Years and Child Care and Financial and Professional Services.

Having a robust evidence base is crucial if we are to ensure a fit for purpose skills system. SDS and partners are working to develop evidence on the key strategic issues and challenges for Scotland. This and the evidence contained in the RSAs will help inform Step 1 of this model – the Demand Assessment.

Figure 3:
Five-step Skills Alignment model



2

Ayrshire Economy

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Ayrshire Economy

Current Economic Performance

Gross Value Added (GVA) is a measure of the value of goods and services produced in an area and is an indicator of the economy's health.

GVA in Ayrshire in 2019 was £5.7bn, four per cent of Scotland's output (£138.8bn).

This share of GVA ranks Ayrshire as the one of the smallest contributing RSA regions to the Scottish economy.

In 2019, the highest value sectors in Ayrshire were:

- Manufacturing, £1.1bn;
- Real Estate, £0.7bn;
- Human Health and Social Work, £0.6bn; and
- Wholesale and Retail, £0.6bn.

Past Economic Performance

From 2009 to 2019 the Ayrshire economy, measured by GVA, grew by 1.0 per cent on average each year. This was a slower rate of growth than Scotland, which over the same period experienced 1.4 per cent growth on average each year.

Future Economic Performance

GVA in Ayrshire is forecast to grow by 1.3 per cent on average each year from 2019 to 2029. Whilst this rate of growth would be below that of Scotland (1.7 per cent) and the UK (2.0 per cent), it would be greater than the average annual growth rate that Ayrshire experienced from 2009 to 2019.

Economic growth across Scotland is expected to be relatively modest in the short term, as businesses show their reluctance to invest while operating under Brexit-related uncertainties. Slower GVA growth in Scotland is largely explained by its industrial mix, and specifically, the most dynamic sectors such as high value business services and digital sectors being underrepresented in Scotland compared to the UK.

GVA growth in Ayrshire is expected to be driven by the dominant Real Estate sector from 2019 to 2029, the GVA produced by the sector will increase by £131.8m. The GVA output from the Real Estate sector is however inflated by owner-occupier imputed rent. Imputed rent captures, economically, the value of the service homeowners are providing to themselves by owning and living in their own home.

In addition to Real Estate, sectors forecast to have the greatest increases in GVA output are:

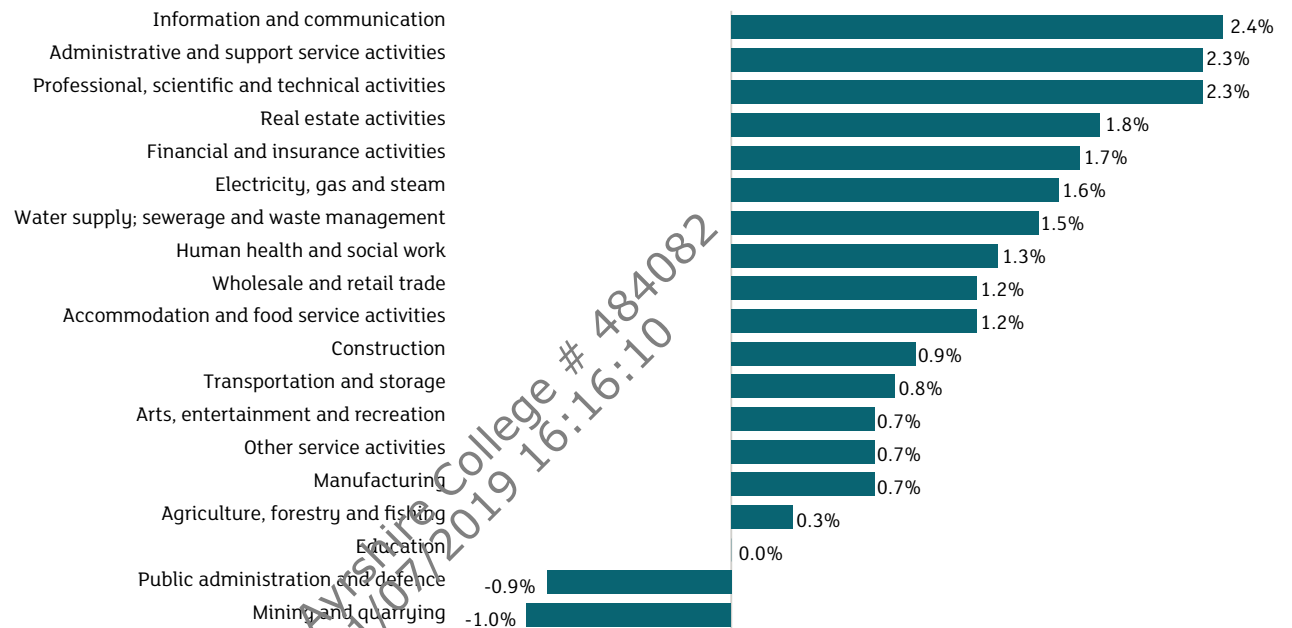
- Human Health and Social Work, £87.8m;
- Manufacturing, £77.4m;
- Wholesale and Retail Trade, £73.4m; and
- Administrative and Support Service Activities, £47.8m.

When compared to GVA output in 2019, most of the sectors that had the greatest GVA output in 2019 are expected to have the greatest actual growth from 2019 to 2029.

Percentage change provides an alternative viewpoint for considering the future GVA contribution from sectors. This approach captures sectors that might make smaller GVA contributions but are forecast to grow at a faster rate. Information and Communication is expected to have the greatest rate of GVA growth from 2019 to 2029 in Ayrshire. This was one of the smallest sectors in 2019 (in economic terms) but it is forecast to have an average annual growth rate of 2.4 per cent. The Administrative and Support Service Activities and Professional, Scientific and Technical Activities sectors are also expected to have a fast rate of growth from 2019 too, averaging 2.3 per cent each year up to 2029.

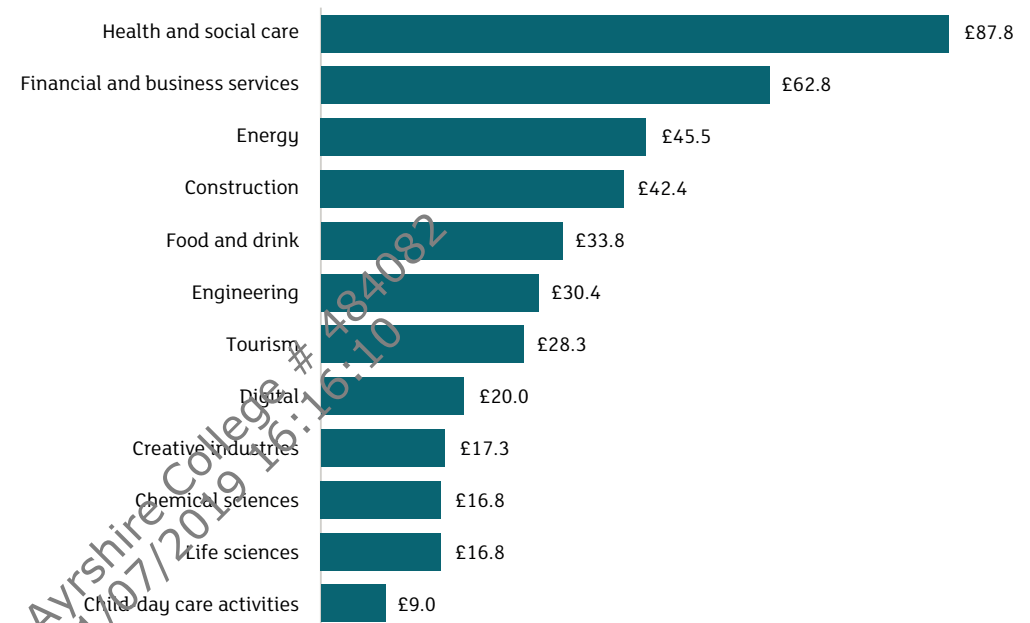
Fiscal policy is likely to remain tight over the forecast period and, as a result, will weigh on the economic growth prospects for the Public Sector. Public Administration and Defence Activities is expected to contract each year from 2019 to 2029 in Ayrshire. The forecast average annual rate of contraction is -0.9 per cent. Whilst Education is forecast to remain the same, the Human Health and Social Work sector is forecast to have GVA growth, growing by 1.3 per cent per year over the forecast period (see **Figure 4**). This will be as a result of increased demand for these services due to changes in the region's population structure.

Figure 4
Forecast average annual GVA change by Industry (%) (2019 - 2029), Ayrshire



The key sectors contributing most to GVA growth in Ayrshire from 2019 to 2029 are expected to be Health and Social Care, Financial and Business Services, Energy and Construction (see **Figure 5**). These sectors are expected to have a higher overall contribution to growth as they have a relatively large presence in the regional economy already.

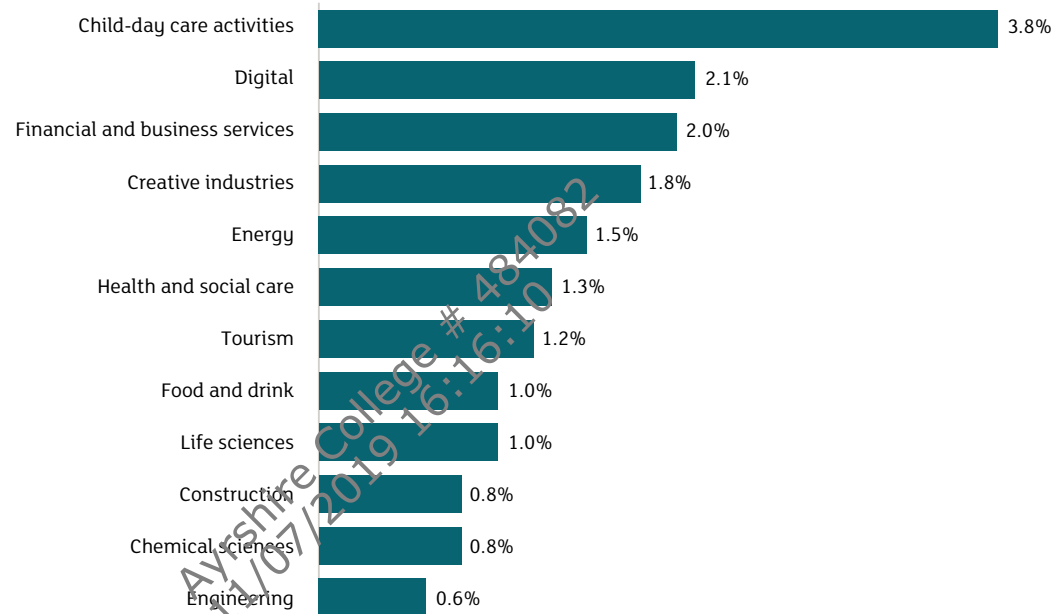
Figure 5
Forecast absolute GVA growth by Key Sector (£m) (2019 - 2029), Ayrshire



Looking instead at percentage change for the key sectors for 2019 to 2029, Child-Day Care Activities is forecast to be the fastest growing. It is forecast to grow 3.8 per cent each year on average. This strong outlook reflects the Scottish Government’s childcare policy to double the number of hours of free childcare by 2020. However, its small size in absolute terms means that its impact on overall growth is limited.

Relatively fast growth is also forecast in the Digital, Financial and Business Services and Creative Industries sectors. However, like Child-Day Care Activities the overall contribution from Digital and Creative Industries will be lower due to their smaller size relative to the much larger, dominant key sectors in the region currently (see **Figure 6**).

Figure 6
Forecast average annual GVA growth by Key Sector (%) (2019 - 2029), Ayrshire



Productivity

Productivity is the measure of goods and services produced per unit of labour input. Productivity has been calculated by dividing total regional GVA by total regional employment (measured by jobs).

The productivity of a region is influenced by the industrial mix that is present. Within the same industries productivity may differ from business to business.

Office for National Statistics (ONS) analysis tells us that²⁰:

GVA per worker [productivity] is generally lower in the accommodation and food service activities, administrative and support services activities, and wholesale and retail trade industries than in most other industries. The production sector, by contrast, has relatively high productivity.

Among the service sectors, the professional, scientific and technical activities, financial and insurance activities, and the information and communication sector also tend to have relatively high-productivity. Therefore, a relatively high aggregate productivity in a region may sometimes be a reflection of a relatively large share of more productive industries in that location.

20 ONS (2019) Understanding spatial labour productivity in the UK <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/abourproductivity/articles/understandingspatiallabourproductivityintheuk/2019-05-03>

In 2019, productivity in Ayrshire was £40,300. This was lower than the Scottish average of £50,400 (see **Figure 7**).

From 2009 to 2019, productivity in Ayrshire grew by 1.3 per cent on average each year. This rate of growth was the same as that across Scotland. Average annual productivity growth across Scotland was 1.3 per cent over the period. The equivalent for the UK was 0.8 per cent.

Productivity in Ayrshire is forecast to grow at an average of 1.3 per cent per year from 2019 to 2029. This is below the growth rate expected for Scotland as a whole (1.4 per cent), and below that of the UK (1.5 per cent).

Figure 7
Productivity (2019)



Ayrshire's Employment

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Ayrshire's Employment Current Employment

Total employment in Ayrshire (measured by jobs) was estimated to be 141,900 in 2019, five per cent of Scottish employment.

The employment rate for the working age population (aged 16-64) in Ayrshire was 70.6 per cent, which was below the rate for Scotland (74.5 per cent). Compared to Scotland, the region had below average employment rates for:

- Young people (aged 16-24), 54.7 per cent compared to 58.3 per cent;
- Males, 73.9 per cent compared to 78.1 per cent;
- Females, 67.6 per cent compared to 71.1 per cent; and
- Disabled people²¹, 40.5 per cent compared to 45.9 per cent.

The employment rate for ethnic minorities was higher in Ayrshire compared to Scotland, 59.1 per cent compared to 57.4 per cent²².

21 Equalities Act (EA) Core Disabled

22 Employment rate figures from Annual Population Survey, April 2018 – March 2019

23 Employment rate, unemployment rate and economic inactivity rate may not sum to 100 due to rounding.

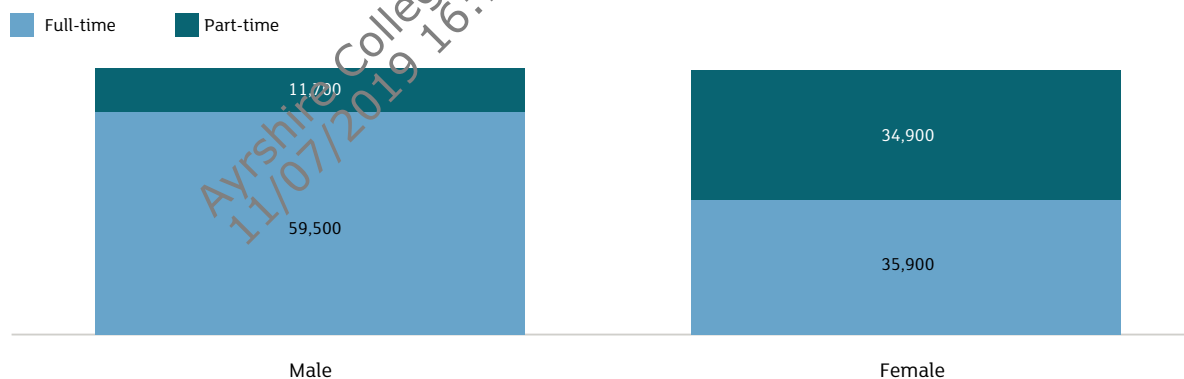
The region's overall employment rate means that approximately three in ten of Ayrshire's working age population were unemployed (5.4 per cent) or economically inactive (25.4 per cent)²³. Inactivity includes people who are studying, retired or looking after their family or home.

Across Scotland and within the region full-time jobs were most numerous, 95,400 jobs (67 per cent) were full-time in Ayrshire in 2019. This was a lower percentage share compared to Scotland where 68 per

cent of jobs were full-time. Within the region just under two thirds of full-time jobs (59,500; 62 per cent) were held by males, and the approximately one third (35,900; 38 per cent) were held by females.

Part-time jobs accounted for a greater percentage share of employment in the region compared to Scotland, 33 per cent compared to 32 per cent. Overall there were 46,500 part-time jobs in Ayrshire, females accounted for three quarters of these jobs (34,900; 75 per cent). Whilst males accounted for 25 per cent, 11,700 jobs (see **Figure 8**).

Figure 8
Employment by gender and full-time/part-time (2019), Ayrshire

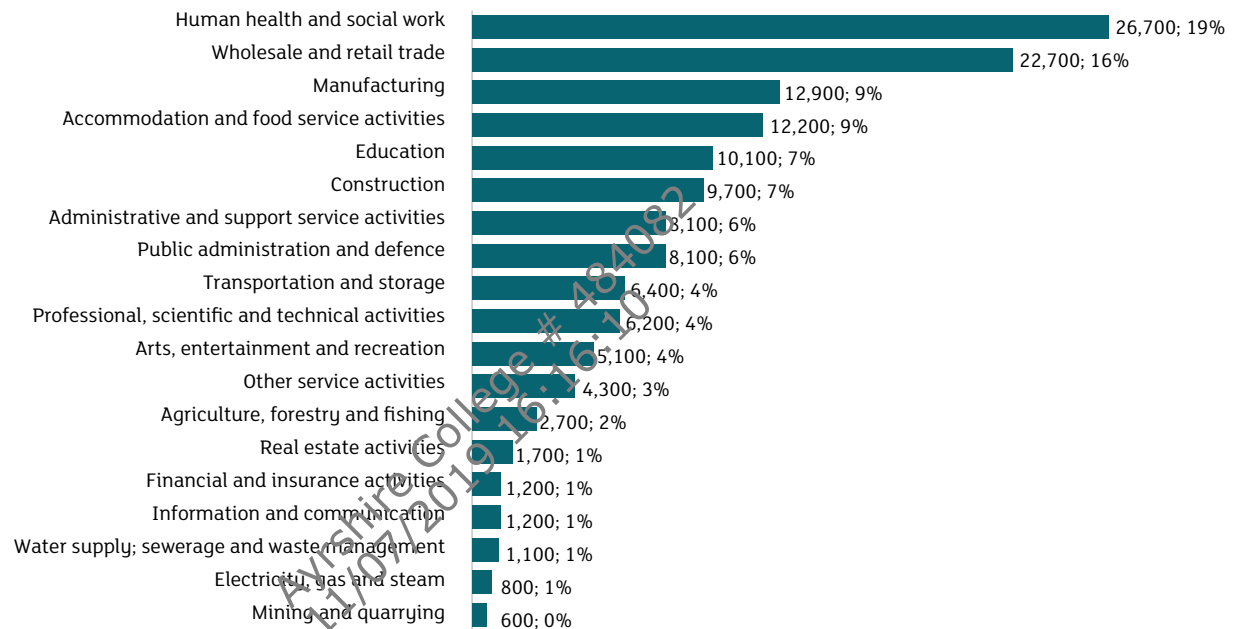


In Ayrshire, the largest employing sectors, and their regional share of employment, in 2019 were (see **Figure 9**):

- Human Health and Social Work, 19 per cent;
- Wholesale and Retail Trade, 16 per cent;
- Manufacturing, nine per cent; and
- Accommodation and Food Services, nine per cent.

Real Estate Activities, the sector that is expected to contribute most to GVA growth in the future (irrespective of the imputed rent consideration) accounted for a small share of regional employment in 2019. The sector accounted for 1,700 jobs, a one per cent share.

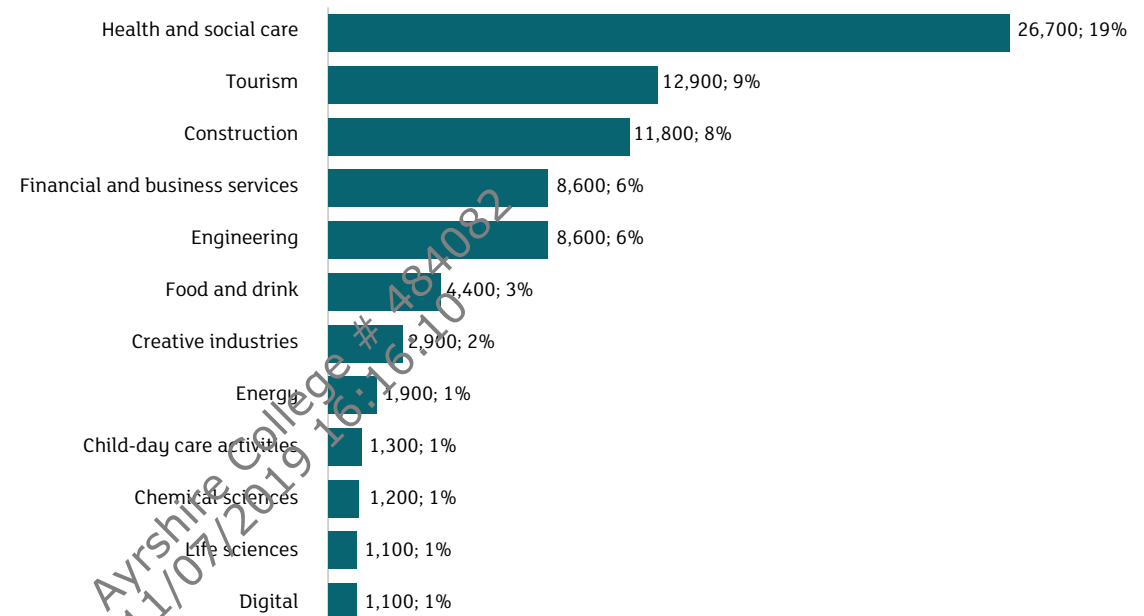
Figure 9
Employment by Industry and share of total employment (2019), Ayrshire



Large sectors are an important source of jobs, however regions also have sectoral strengths that make them unique. It means that smaller sectors can be more important than their size suggests as they are more concentrated in the region compared to the national average. In Ayrshire, Manufacturing was the greatest specialism with the percentage of employment in this sector about 1.3 times greater than the Scottish average. The Human Health and Social Work and Wholesale and Trade sectors had above average concentrations in Ayrshire too (1.2 times more concentrated each). The attraction of Ayrshire as a destination for tourists is also likely to have contributed to the increased presence of the Accommodation and Food Services and Art, Entertainment and Recreation sectors in the region. These sectors were both 1.2 times more concentrated in the region.

Of the key sectors, Health and Social Care, as might be expected given the sectoral insight above, was the largest in Ayrshire in 2019. The sector accounted for 26,700 jobs. Tourism was the second largest with a total of 12,900 jobs (see **Figure 10**).

Figure 10
Employment by Key Sector and share of total employment (2019), Ayrshire

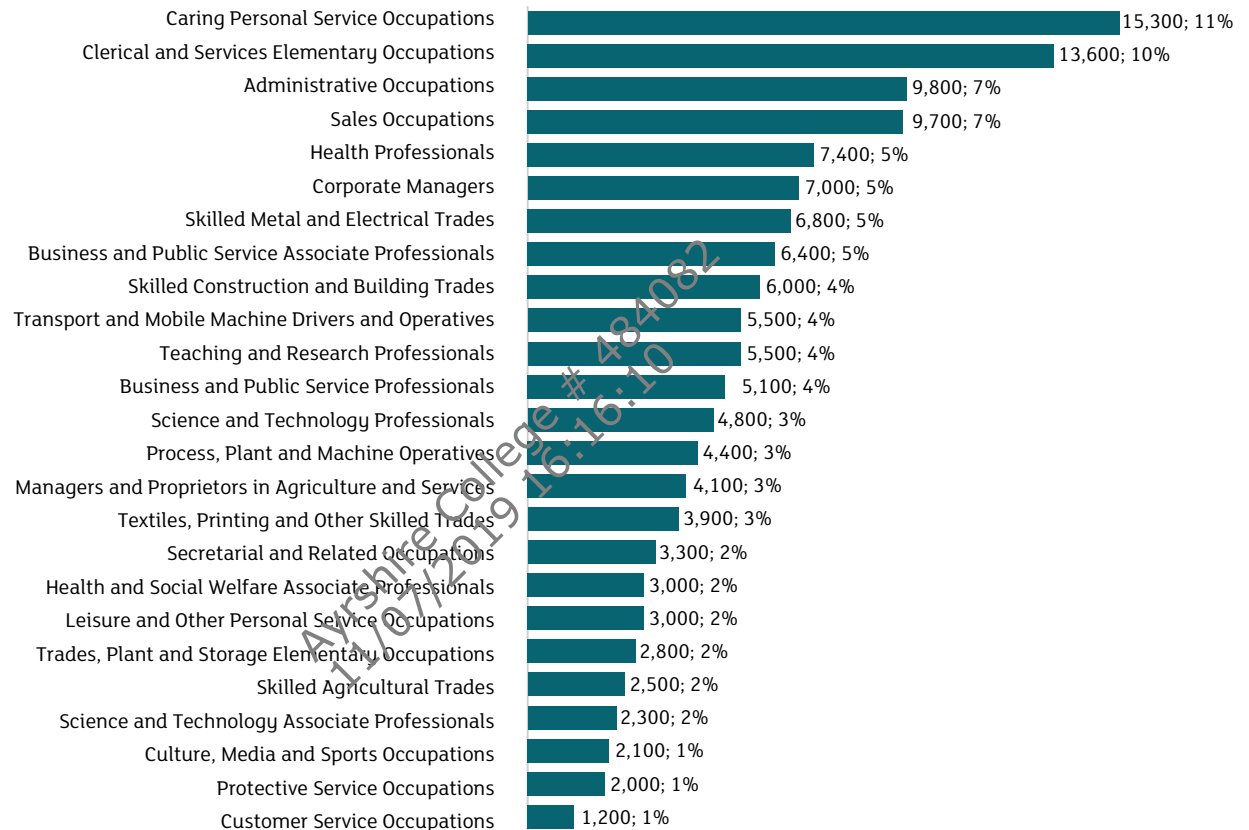


Sectors tell us about the industries that people work in, and occupations provide insight on the type of jobs people do. In 2019, more than one-third of all occupations (36 per cent) in Ayrshire were 'higher level', 37 per cent were 'mid-level' and 27 per cent were 'lower level'. Compared to Scotland, the occupational structure of the Ayrshire had a greater percentage of the workforce in 'mid-level' occupations and fewer elsewhere. Scotland had a greater percentage in 'higher level' (45 per cent) and 'lower-level' (30 per cent) occupations but fewer in 'mid-level' (25 per cent) occupations.

A detailed look at the occupational structure shows that the largest occupations in the region in 2019 were (see **Figure 11**):

- Caring Personal Service Occupations, 11 per cent;
- Elementary Occupations: Clerical and Services, ten per cent;
- Administrative Occupations, seven per cent; and
- Sales Occupations, also seven per cent.

Figure 11
Employment by occupation and share of total employment (2019), Ayrshire



Past Employment

Employment in Ayrshire decreased by -2.9 per cent from 2009 to 2019. This was largely caused by contraction in prominent, large employing sectors including:

- Wholesale and Retail Trade, -2,600 jobs;
- Transportation and Storage, -900 jobs; and
- Agriculture, Forestry and Fishing, -700 jobs.

Whilst these sectors experienced job losses, other sectors grew. The greatest absolute growth occurred in the Professional, Scientific and Technical Activities sector in Ayrshire. Compared to 2009, there were 700 more jobs in the sector in 2019. Growth also occurred in Arts, Entertainment and Recreation (500 jobs) and Other Service Activities (400 jobs).

Beyond the sectors, other shifts in the region's labour market have occurred. Part-time employment increased by 1,000 jobs, whilst full-time employment declined by 5,300 jobs from 2009 to 2019. Female employment also declined by 4,600 jobs whilst male employment increased by 300 jobs.

Employment Forecast

The employment decline that has occurred in Ayrshire in the past is forecast to continue. From 2019 to 2029 marginal employment decline of 0.3 per cent is forecast in the region. This equates to very little

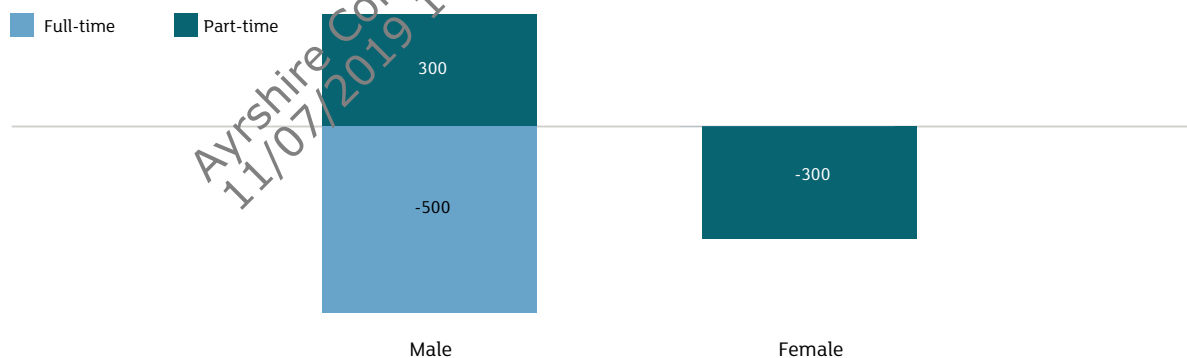
employment change year to year, and 400 fewer jobs in total over the forecast period. Whilst Ayrshire is forecast to continue to have employment decline, the growth that has occurred across Scotland is forecast to continue. A three per cent increase in employment, or 0.3 per cent growth annually, over the forecast period is expected for Scotland. The growth rate for the UK is greater still, a five per cent increase, or 0.5 per cent annual change, is forecast.

The employment forecast for the local authorities within Ayrshire shows a similar outlook with little change for each. Employment in East Ayrshire and

North Ayrshire is expected to stay the same from 2019 to 2029. Whilst employment decline is forecast in South Ayrshire (-0.1 per cent per year).

Over the period to 2029, full-time employment is expected to decrease in Ayrshire with 400 fewer full-time jobs in 2029 compared to 2019. Male full-time employment is expected to decrease, by 500 jobs and female full-time employment will increase marginally (less than 100 jobs)²⁴. Part-time employment is not expected to change. Female part-time employment is forecast to decline by 300 jobs, but this decline is expected to be offset by growth of 300 jobs in male part-time employment (see **Figure 12**).

Figure 12
Forecast employment change, by gender and full-time/part-time (2019 - 2029), Ayrshire



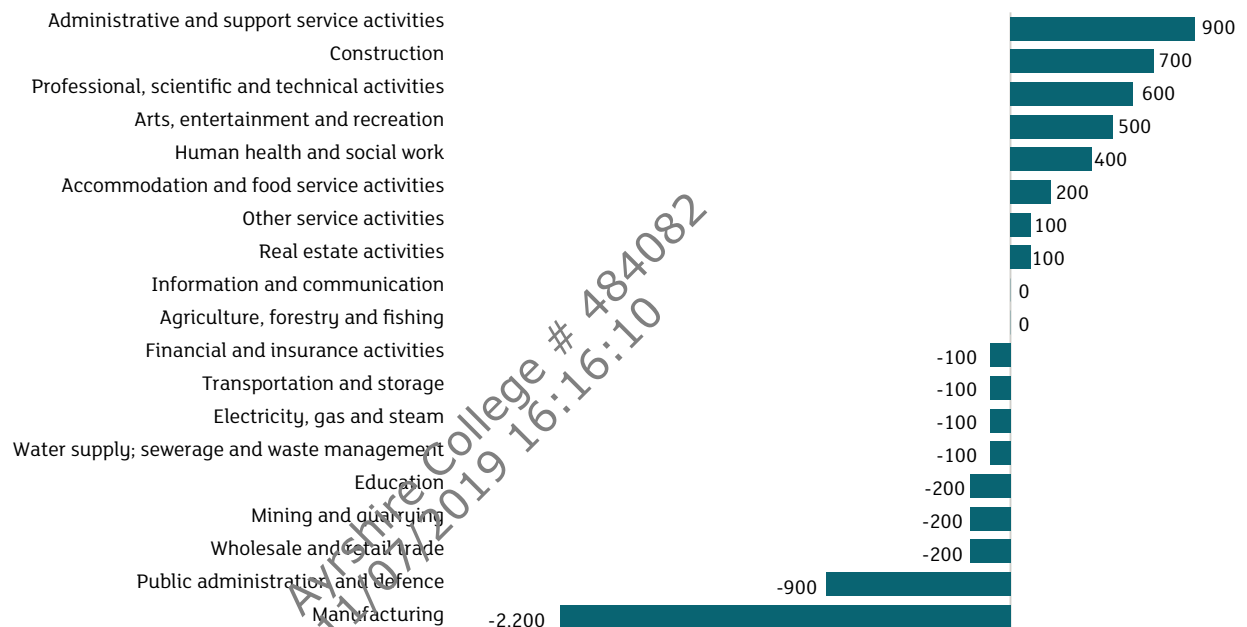
²⁴ Figures are rounded to the nearest 100 and as a result totals may not equal the sum of the constituent parts.

Although employment is forecast to decrease in Ayrshire from 2019 to 2029, sectors will have varying performance. The greatest growth in jobs is forecast in Administrative and Support Service Activities, with 900 more jobs expected in the sector by 2029 compared to 2019. Other sectors forecast to have growth over the forecast period include Construction (700 jobs) and Professional, Scientific and Technical Activities (600 jobs).

Job losses in Ayrshire are forecast in some sectors, notably in production sectors and the public sector. Manufacturing is the sector forecast to have the greatest number of job losses from 2019 to 2029. During the forecast period a decline of 2,200 jobs is anticipated. This reflects the general trend of more capital intensive and higher value-added activity in the sector, which requires less labour-intensive methods (see **Figure 13**).

Employment is also forecast to fall overall in Ayrshire's public services sector²⁵ with Public Administration and Defence forecast to contract by 900 jobs over the forecast period due to continued pressure on public finances. The Education sector is also expected to contract but by a lesser amount, 200 jobs. Human Health and Social Care is the only part of the public sector expected to grow, the sector is forecast to have 400 more jobs in 2029 compared to 2019.

Figure 13
Forecast employment change by Industry (2019 - 2029), Ayrshire



²⁵ Comprising Public administration and defence, Education, and Human health and social work.

The growth and contraction of employment by sector means that private services²⁶ are expected to account for a larger share of jobs in Ayrshire over the forecast period. The percentage is forecast to rise from 49 per cent in 2019 to 50 per cent in 2029. In 2019 the Construction sector accounted for seven per cent of employment and this share is expected to be maintained in 2029. The share that the public services, primary industries and Manufacturing sectors each account for is expected to decline by one percentage point over the forecast period to 31 per cent, three per cent and eight per cent in 2029 respectively.

Looking ahead, the outlook for the key sectors largely echoes the broad sector trends summarised above – with Financial and Business Services forecast to have the greatest growth (700 jobs). Construction, the third largest key sector in 2019, is expected to grow by 600 jobs from 2019 to 2029 in Ayrshire.

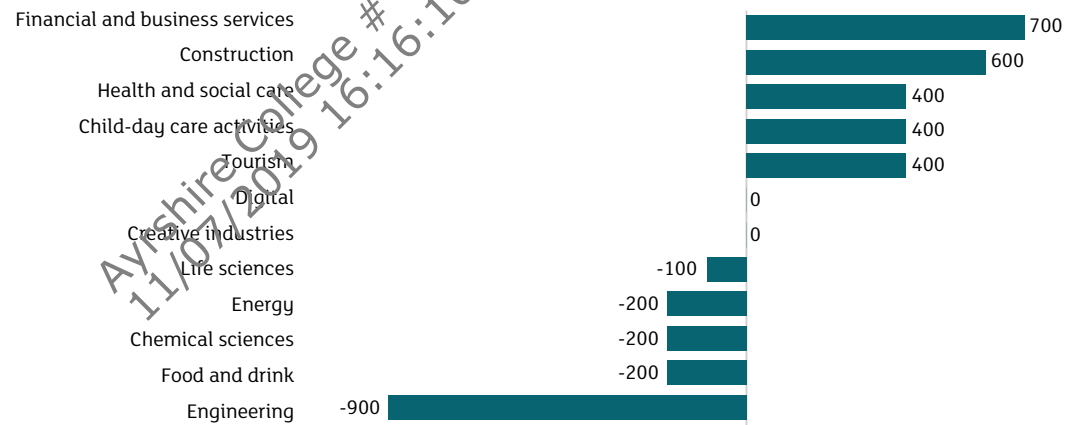
26 N.B. 'private services' comprise the following sectors: wholesale and retail trade; transportation and storage; accommodation and food services; information and communication; financial and insurance activities; real estate activities; profess., scientific and technical activities; administrative and support services; arts, entertainment and recreation; and other service activities.

A number of other key sectors will experience growth over the forecast period, including:

- Health and Social Care, 400 jobs;
- Child-Day Care Activities, 400 jobs; and
- Tourism, 400 jobs.

Engineering is the key sector forecast to have the greatest employment decline in Ayrshire, with 900 fewer jobs in 2029 compared to 2019 expected (see **Figure 14**).

Figure 14
Forecast employment change by Key Sector (2019 - 2029), Ayrshire



By occupation, Caring Personal Service Occupations are forecast to experience the greatest increase in employment in Ayrshire from 2019 to 2029 (of 400 workers). Growth in these occupations is closely related to the forecast rise in employment in the Health and Social Care sector. An additional 400 workers are expected to be required in Skilled Construction and Building Trades, driven by expansion in the Construction sector. Other occupations anticipated to have an increase that is relatively large for the region are:

- Business and Public Service Professionals, 300 workers;
- Business and Public Service Associate Professionals, 200 workers; and
- Culture Media and Sports Occupations, 200 workers.

Occupations likely to contract over the next decade tend to be those most closely associated with Manufacturing and Public Administration and Defence, reflecting the declining numbers of jobs in each of these sectors. Examples include Skilled Metal and Electrical Trades (-600 people) and Administrative Occupations (-500 people) (see **Figure 15**).

Figure 15
Forecast employment change by occupation (2019 - 2029), Ayrshire



4

Total Labour Market
Requirement in
Ayrshire

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Total Labour Market Requirement in Ayrshire Total Requirement

In the previous sections we presented what has happened, is happening and what is forecast to happen in Ayrshire's economy and labour market. When looking at the labour market, we have until this section focused on how many jobs there will be in any given year and how that compares to another year. However, the labour market is more complex than this.

In this section, we provide greater insight on job openings²⁷. To do this we consider the jobs that will be created or lost due to expansion or contraction in the labour market and the jobs that will arise due to people leaving the labour market. People leave the labour market and jobs become vacant for a variety of reasons, retirement being the most common cause. This is called the replacement requirement.

In Ayrshire, 55,100 job openings are forecast from 2019 to 2029. In the region, and as shown in the previous chapter, it is forecast that there will be 400 fewer jobs in Ayrshire from 2019 to 2029 due to contraction in the labour market. However, 55,500 job openings will arise due to the replacement requirement.

These opportunities are expected to be concentrated in a small number of sectors, with four sectors in Ayrshire forecast to account for more than half (59 per cent) of the requirement. These are (see **Figure 16**):

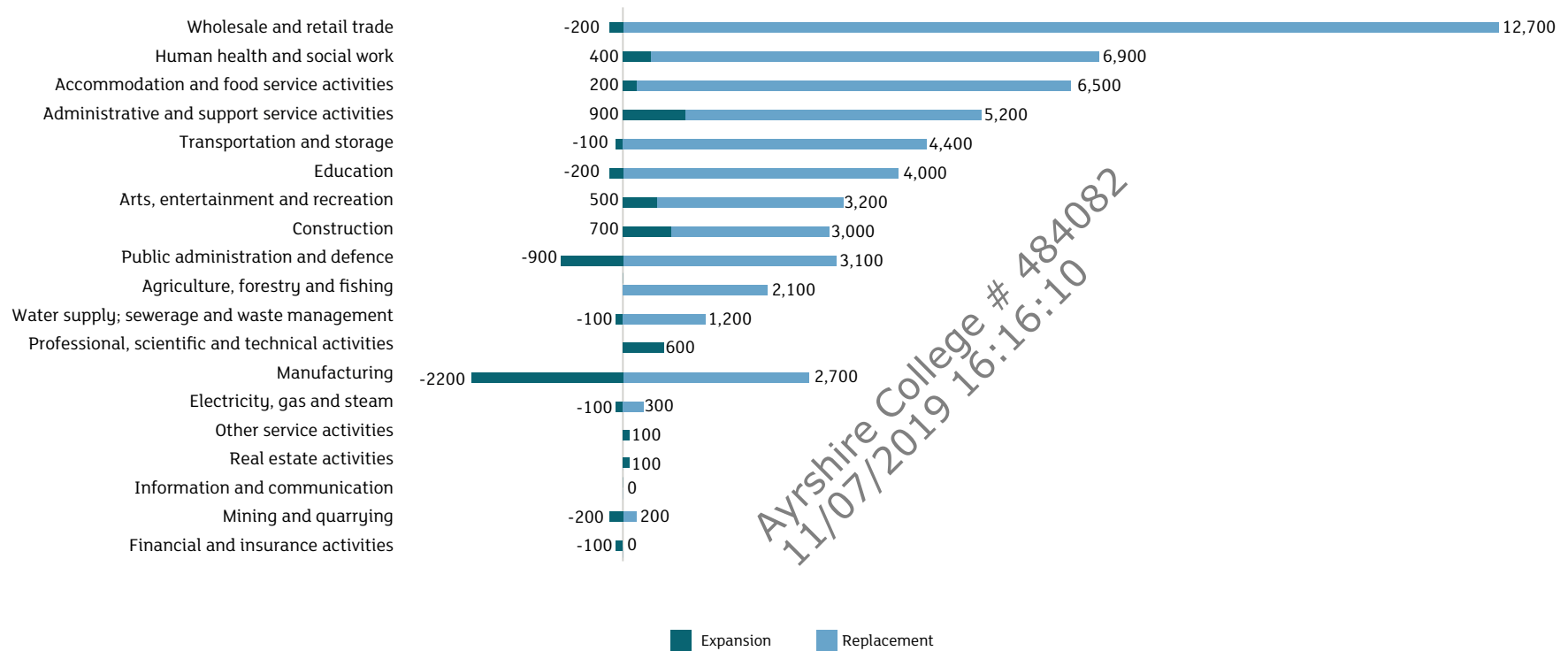
- Wholesale and Retail Trade, 12,600 jobs;
- Human Health and Social Work, 7,300 jobs;
- Accommodation and Food Services, 6,700 jobs; and
- Administrative and Support Service Activities, 6,100 jobs.

These sectors were the largest, as well as specialisms, in the region in 2019 with the exception of Administrative and Support Service Activities. This sector is however the one expected to have the greatest absolute growth over the forecast period.

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²⁷ Job openings can be full or part time and the job openings forecast could be higher or lower in reality. Please note that throughout this section totals may not equal the sum of constituent parts due to rounding.

Figure 16
Forecast net requirement by Industry (2019 - 2029), Ayrshire



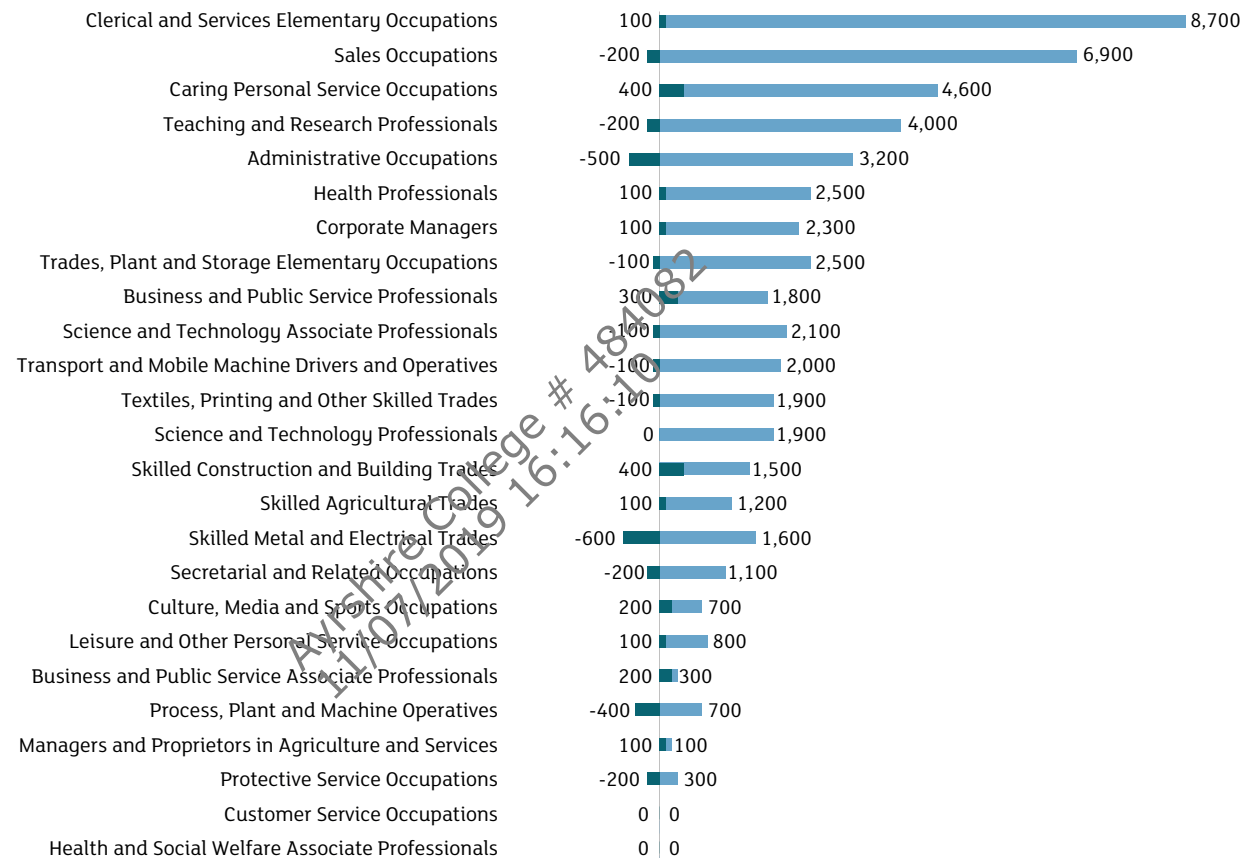
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To fill these jobs, and others, there is a forecast requirement for 52,100 people in the region from 2019 to 2029. The difference between the people and job requirements is due to some people having more than one job, for example someone who has two part-time jobs. The number of people working in Ayrshire is expected to decline by 700 from 2019 to 2029 however the replacement requirement of 52,800 people creates a need for labour.

By occupation, the greatest number of people are forecast to be required in (see **Figure 17**):

- Clerical and Service Elementary Occupations, 8,800 people;
- Sales Occupations, 6,700 people;
- Caring Personal Service Occupations, 5,000 people; and
- Teaching and Research Professions, 3,800 people.

Figure 17
Forecast net requirement by occupation (2019 - 2029), Ayrshire



Source: Oxford Economics

Expansion Replacement

Supply of People in Ayrshire

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5

Projection of Total Population

NRS produce population estimates for Scotland biennially. Their 2016 based forecasts cover the period up to 2041, so in this chapter we present a longer forecast period than the previous chapters.

In 2016, the population of Ayrshire was 370,600, seven per cent of Scotland’s population.

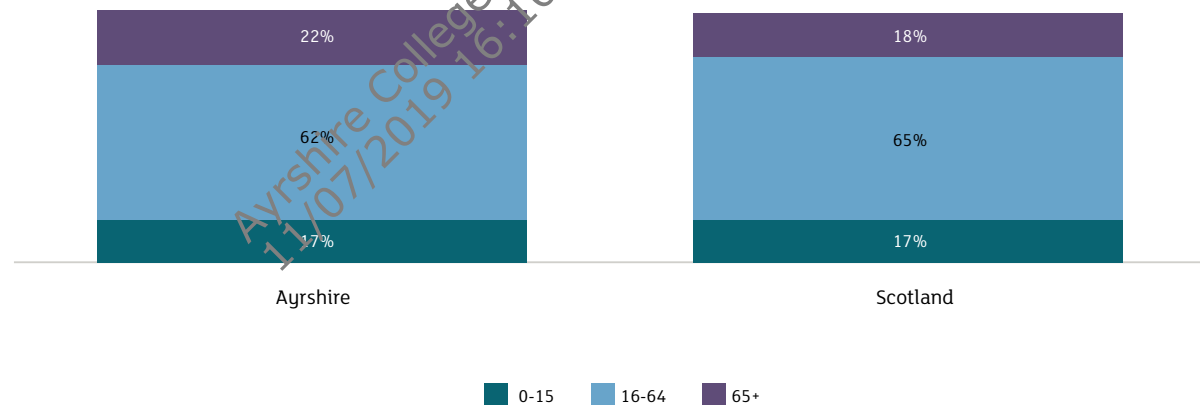
By age, the largest group in Ayrshire were people of working age (16-64 years). There were 228,000 people in this age group, 62 per cent of the region’s population. Whilst it was the largest group, people of working age across Scotland accounted for a larger share of the population overall (65 per cent).

The number of people of working age compared to those of non-working age has implications for the region’s dependency ratio. The dependency ratio is important when considering the demand for public services, for example schools and healthcare services, and the funds available to provide these services, the income from taxes and National Insurance. In 2016, the dependency ratio in Ayrshire was 63 per cent. This means that for every 100 people of working age, there were 63 people of non-working age. Across Scotland it was 55 per cent.

Of those who were in age groups thought to be dependent, the oldest age group was the largest. There were 80,400 people aged 65 or older who accounted for 22 per cent of the region’s population. Across Scotland those aged 65 or older accounted for 18 per cent of the population, which suggests an overall older population in Ayrshire. The region accounts for eight per cent of Scotland’s population aged 65 or over compared to seven per cent for all ages.

Children and young people (0-15 years) accounted for the remaining 17 per cent. There were 62,100 individuals in this age group (see **Figure 18**).

Figure 18
Population by age (2016), Ayrshire and Scotland



Brexit has placed an increased focus on the nationality of people living and working in the UK. It has the potential to discourage EU migrants from coming to the UK to live and work, either through choice or eligibility. Migration is important to Scotland as without it the population would be declining. In Ayrshire, there were 4,000 people who were born in the EU and a further 8,000 from the rest of the world in 2018. The EU born population accounted for one per cent of the region’s population, and two per cent of the region’s population were born elsewhere in the world. Compared to Scotland a smaller percentage of the region’s population were born in the EU or elsewhere in the world. Across Scotland four per cent of the population were born in the EU, and four per cent were born in other countries outside of the EU.

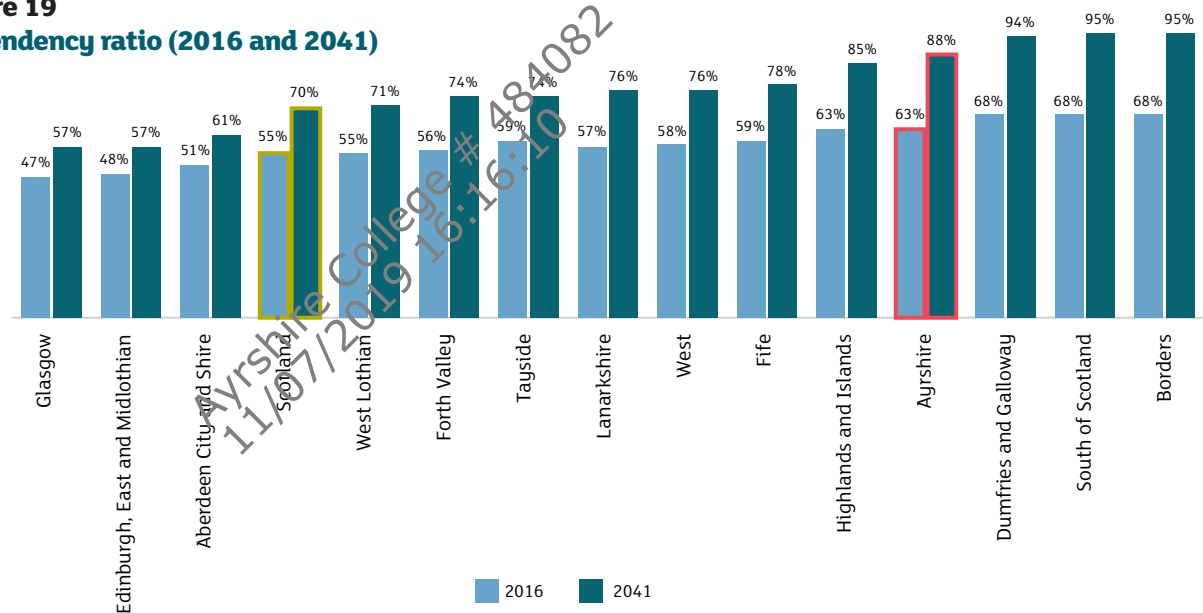
From 2016 to 2041, the population of Ayrshire is projected to decline by approximately 18,800 people. Equating to a five per cent decrease, this contrasts with the national projected growth rate of five per cent over the same period.

The age structure of the region’s population is projected to change over the coming decades, with the percentage of the population who are of working age expected to fall from 62 per cent in 2016 to 53 per cent in 2041; a projected decrease of 41,000 people.

The largest increases are expected in the 65 or older age groups, with a 75 per cent increase projected for those aged 75+ (an additional 26,100 people) and five per cent among those aged 65-74 (an additional 2,500 people). There is a forecast decline in all other age groups over the period, with the most substantial decline of 19 per cent projected for those aged 30-64, a projected fall of 31,700 people.

These shifts suggest that the region could have a smaller and generally older population by 2041. This has implications for the region’s dependency ratio. Brexit may also affect the population structure and exacerbate any challenges. By 2041, the region’s dependency ratio is expected to increase to 88 per cent. Ranging across the region from 79 per cent in East Ayrshire to 96 per cent in South Ayrshire. Across Scotland the dependency ratio is expected to rise to 70 per cent (see **Figure 19**).

Figure 19
Dependency ratio (2016 and 2041)



Source: National Records of Scotland

6

Skills Shortages, Gaps and Challenges in Ayrshire

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Skills Shortages, Gaps and Challenges in Ayrshire

The Employer Skills Survey (ESS) gathered information on the skills challenges that employers encountered when recruiting, and any challenges that they had within their existing workforces. It is the primary source for this insight as it has taken a consistent approach across sectors and regions. The survey covered:

- Recruitment and skill-shortage vacancies;
- Skills gaps in the existing workforce;
- Skills under-utilisation;
- Upskilling - the need for staff to acquire new skills or knowledge;
- Training and workforce development; and
- High Performance Working practices.

The insight presented here is from the 2017 ESS which covered Scotland, England, Wales and Northern Ireland. The next ESS will be published in 2020 and unlike previous years, Scotland's results will be published by the Scottish Government. Future ESS results for England, Wales and Northern Ireland will still be available and will be published by the UK Government.

Skills Shortages

Skills shortages are challenges that arise when employers are recruiting but are unable to find applicants with the required skills. When a vacancy cannot be filled due to a shortage of skills it is a skill-shortage vacancy (SSV). SSVs impact on the workplace and workforce in a number of ways, including:

- Increasing the workload for other staff;
- Creating difficulties when trying to meet customer service objectives; and
- Increasing operating costs.

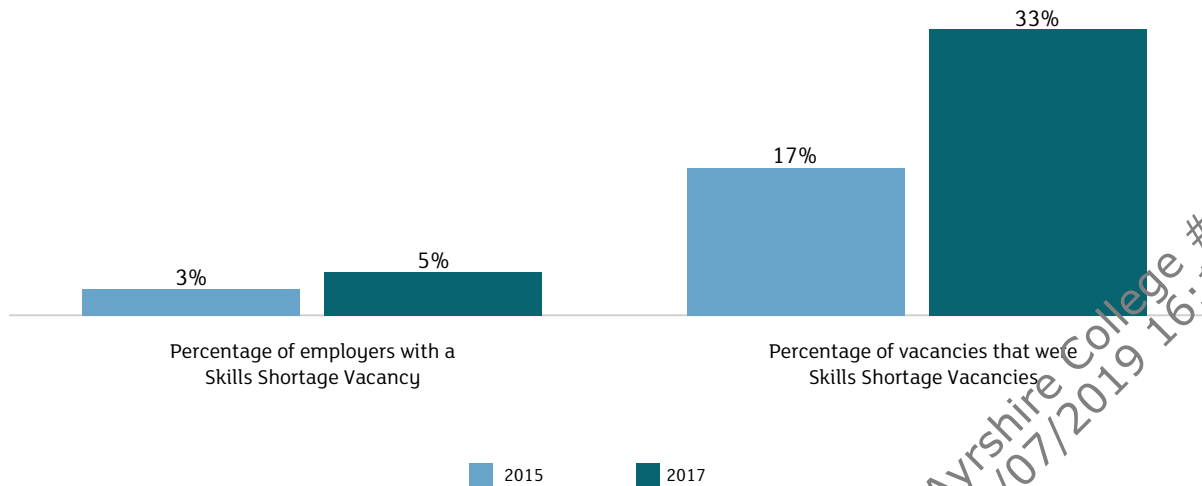
In 2018, skills shortages were estimated to have cost Scottish employers £361.3million, roughly £17,000 per organisation²⁸.

To understand the scale of the challenge that they present we can consider their incidence (how many employers are experiencing the challenge) and their density (how many vacancies are affected).

In 2017, the number of employers reporting at least one SSV in Ayrshire was five per cent, compared to six per cent for Scotland. This suggests a challenge that is less prevalent in the region's labour market compared to Scotland's, but there is evidence that it is growing. The incidence of SSVs in the region was lower in 2015 (three per cent), whereas across Scotland the incidence of SSVs has remained the same (six per cent) from 2015 to 2017.

Density, which indicates how many vacancies were SSVs, was higher in Ayrshire than Scotland in 2017 and lower in 2015. In 2017, density in the region was 33 per cent, up from 17 per cent in 2015. Across Scotland, density was 24 per cent in 2015 and 2017. This suggests that employers in the region are facing difficulties across a number of roles, with greater challenges than employers across Scotland in 2017 (see **Figure 20**).

Figure 20
Skills Shortage Vacancies (2015 and 2017), Ayrshire



Across Scotland, to overcome SSVs, the most common responses employers took were to:

- Increase their expenditure on advertising and recruitment;
- Use new recruitment methods; and
- Redefine existing jobs.

Skills are not the only reason employers can find it difficult to fill vacancies. Other factors like hours and location, can make it hard to fill vacancies. In Ayrshire, 20 per cent of employers tried to recruit non-UK nationals to overcome hard to fill vacancies, compared to 41 per cent across Scotland. As a response to recruitment challenges, 89 per cent of employers across Scotland sought to recruit EU nationals (equivalent data for Ayrshire is not available). Any changes to migration policy as a result of Brexit will affect all regions in Scotland.

Most employers took action to overcome SSVs, however 11 per cent of Scottish employers in 2017 took no action.

Skills Gaps

Skills gaps arise when existing employees are not fully proficient as they do not have all the skills necessary for their role – these can be people, personal, practical and/or technical skills. Similar to skills shortages, we consider the incidence (how many employers have at least one person not fully proficient) and density (how many employees are not fully proficient). Skills gaps have similar impacts to SSVs and can slow down innovation in the workplace. Across Scotland, the most common causes of skills gaps were:

- Employees being new to their role, or training being incomplete;
- A lack of staff motivation; and
- An inability to recruit staff with the required skills, creating a need to upskill employees/recruits.

In 2017, the number of employers who reported a skills gap in at least one employee was 15 per cent in Ayrshire, compared to 16 per cent for Scotland. Since 2015, the incidence of skills gaps in the region has increased. In 2015, 12 per cent of employers experienced a skills gaps in Ayrshire which was a lower percentage compared to Scotland (13 per cent).

Overall, 5.6 per cent of the workforce in Ayrshire had a skills gap in 2017. This was a decrease from 6.4 per cent in 2015, and above the Scottish rate of 5.0 per cent in 2017 (4.9 per cent in 2015). This, alongside the insight

on incidence, suggests that skills gaps are more far reaching and more concentrated in Ayrshire compared to Scotland (see **Figure 21**).

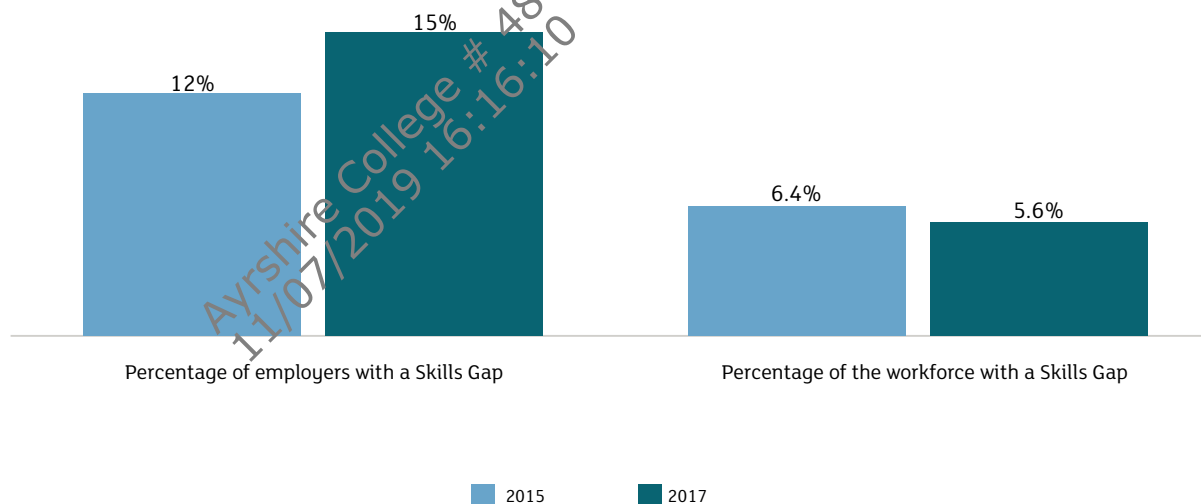
Across Scotland employers responded to skills gaps by:

- Increasing their expenditure on training, expanding trainee programmes and/or increasing training activity;
- Implementing more staff supervision; and
- Implementing a mentoring or buddy scheme.

Most employers in Ayrshire acted to overcome skills gaps, and 25 per cent sought to recruit non-UK nationals as a response, compared to 15 per cent across Scotland. Across Scotland, most employers (93 per cent) who sought to recruit non-UK nationals considered EU nationals. Equivalent data for Ayrshire is not available.

Most employers took action to overcome SSVs, however 15 per cent of Scottish employers took no action in 2017.

Figure 21
Skills Gaps (2015 and 2017), Ayrshire



Skills Under-Utilisation

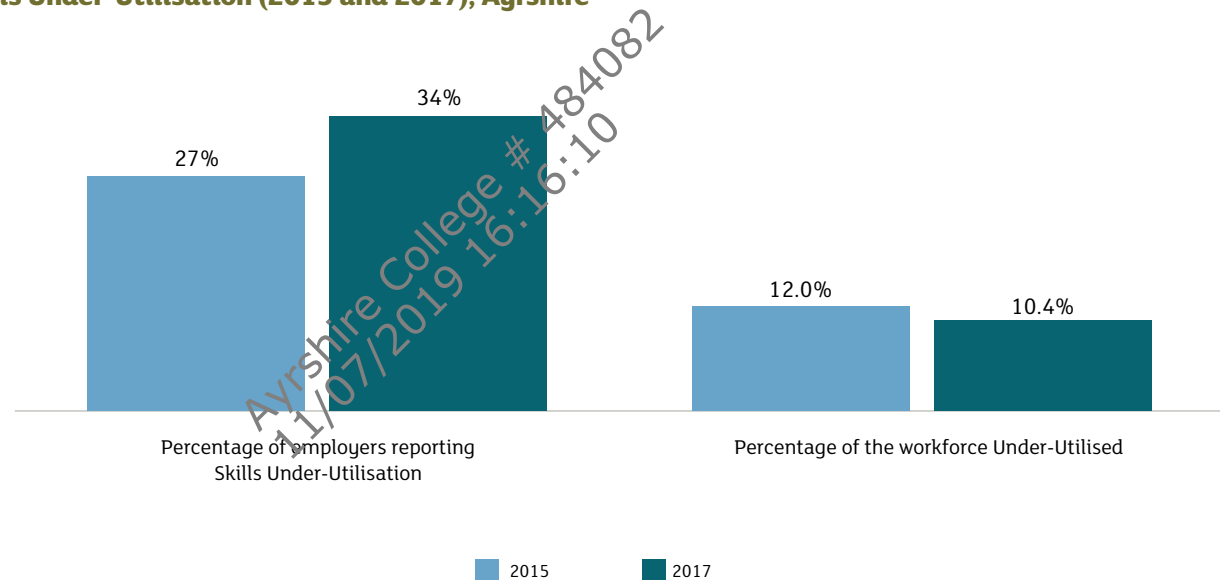
Employees are under-utilised if they have skills and qualifications more advanced than what is needed for their role. Addressing skills under-utilisation is important. In 2012 the economic cost to the UK of skills under-utilisation was estimated to be between £12-25bn. If skills-utilisation was on a par with the levels observed in Germany or France, UK GDP would be £5-9bn higher²⁹. There are implications for individuals too, having their skills under-utilised can impact on their income, health and wellbeing³⁰.

Similar to SSVs and skills gaps we can understand the incidence (how many employers have under-utilised employees) and density of the challenge (how many employees are under-utilised).

The number of employers reporting skills under-utilisation in their workforce was lower in the Ayrshire in 2017 compared to Scotland, 34 per cent and 35 per cent respectively. This still suggests that more than one third of employers in the region had skills and talent going unused. Skills under-utilisation increased in the region and across Scotland from 2015 to 2017, from 27 per cent and 32 per cent respectively.

The percentage of staff under-utilised has declined in the region, from 12.0 per cent in 2015 to 10.4 per cent in 2017. Across Scotland, the percentage of staff under-utilised increased from 7.9 per cent to 9.2 per cent which suggests a skills challenge that is growing (see **Figure 22**).

Figure 22
Skills Under-Utilisation (2015 and 2017), Ayrshire



29 Holmes, C. (2012). The cost of skill underutilisation in the UK. UK Government office for Science.

30 Various within Keep, E. (2016). Improving Skills Utilisation in the UK – Some Reflections on What, Who and How? SKOPE Research Paper No. 123.

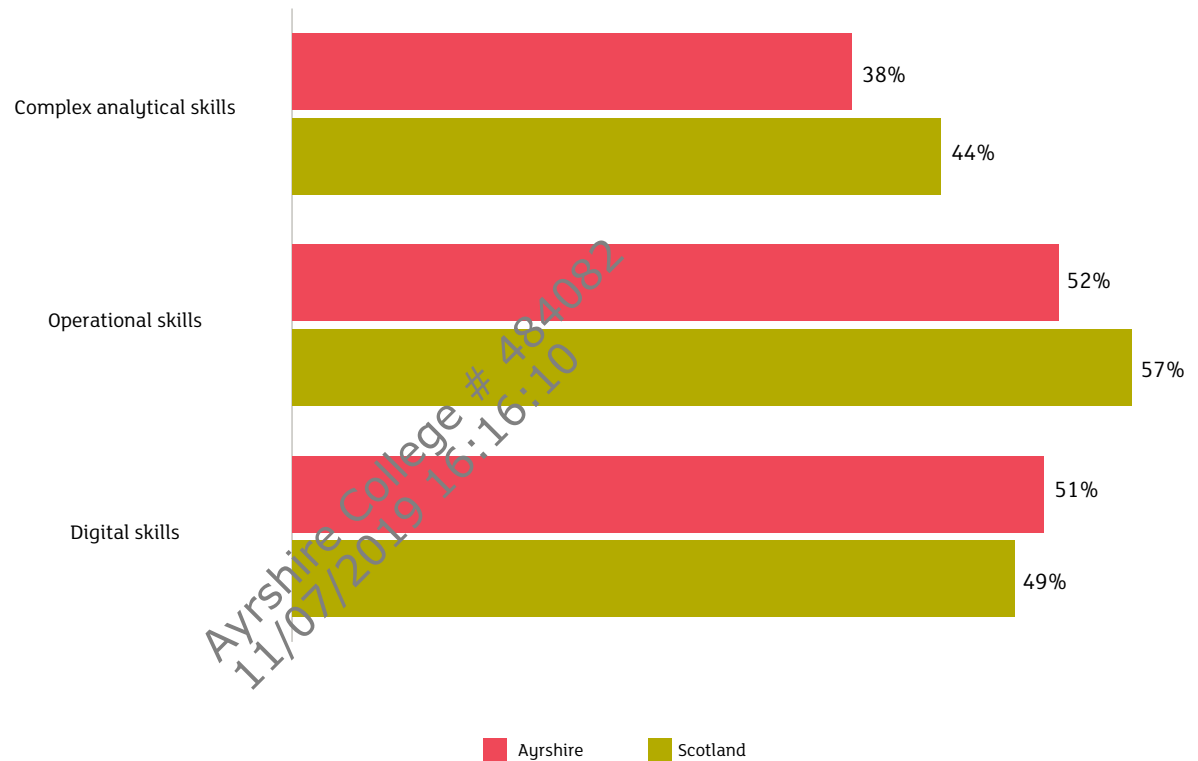
Upskilling

Skills are gained throughout life, and a need to upskill can arise due to:

- New legislative or regulatory requirements;
- The introduction of new technologies, equipment or working practices;
- Increased competitive pressure;
- The development of new products and services; and more recently
- The UK's decision to leave the EU.

A need to upskill employees in the next 12 months was anticipated by 65 per cent of employers in Ayrshire (as of 2017). This was lower, but close, to the percentage of employers across Scotland who anticipated a need to upskill (69 per cent). Within the region, operational and digital skills were the most commonly mentioned development area. Approximately half of the employers who identified development needs mentioned these (52 per cent and 51 per cent respectively). The need to upskill operational skills was lower in the region compared to Scotland (57 per cent), whilst the expected need to upskill digital skills was higher in the region compared to Scotland (49 per cent). Fewer employers in the region expected a need to upskill the complex analytical skills of their employees (38 per cent) compared to Scotland (44 per cent). The evidence suggests that fewer employers in Ayrshire expected to upskill their workforce in the next twelve months compared to Scotland, with the need for digital upskilling above that for Scotland (see **Figure 23**).

Figure 23
Employers anticipating a need to upskill by type of skill (2017), Ayrshire and Scotland





Conclusion

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Conclusion

In 2019 Ayrshire made a GVA contribution to the Scottish economy of £5.7bn, four per cent of Scotland's output (£138.8bn). Looking ahead, the economy is forecast to grow by 1.3 per cent on average each year up to 2029. Whilst this would be slower growth than what is forecast across Scotland, it would be more than the average annual growth rate that Ayrshire experienced from 2009 to 2019. The forecast however reflects a point in time and the high levels of economic uncertainty could change the outlook.

Total employment in Ayrshire (measured by jobs) was estimated to be 141,900 in 2019, five per cent of Scottish employment. Employment in the region declined from 2009 to 2019, and the forecast suggests that further decline will occur in the future from 2019 to 2029. Despite the overall decline some sectors will grow. The three sectors forecast to have the greatest jobs growth are:

- Administrative and Support Service Activities, 900 jobs;
- Construction, 700 jobs; and
- Professional, Scientific and Technical Activities, 600 jobs.

As the region's share of Scotland's GVA was lower in 2019 than its share of employment, productivity performance was below average. Productivity was £40,300 in Ayrshire compared to £50,400 across Scotland.

The forecast suggests that employment decline, equivalent to 400 fewer jobs in the region by 2029, will occur. The need to replace workers leaving the labour market however has the potential to create 55,500 opportunities. Vacancies arising due to the replacement requirement far outweigh those lost due to the decline in employment.

To fill these jobs, and others, there is a forecast requirement for 52,100 people in the region from 2019 to 2029. The difference between the people and job requirements is due to some people having more than one job, for example someone who has two part-time jobs.

By occupation, the greatest number of people are forecast to be required in:

- Clerical and Service Elementary Occupations, 8,800 people;
- Sales Occupations, 6,700 people;
- Caring Personal Service Occupations, 5,000 people; and
- Teaching and Research Professions, 3,800 people.

Whilst there will be demand for people to fill jobs, the population projection suggests that Ayrshire could have a smaller and generally older population by 2041. This presents a number of challenges:

- Skills challenges could be exacerbated by a deficit of talent, created due to the growth of people reaching retirement age and contraction in the number of people of working age;
 - Pressures on public finances and services could increase due to a growing dependency ratio. The region's dependency ratio is expected to reach 88 per cent by 2041, up from 63 per cent in 2016; and
- Migration has been a driver of population growth across Scotland and an important source of skilled labour. With de-population forecast in the region and three per cent of the region's population born outside of the UK, changes to migration policy arising from Brexit could adversely affect future migration to the region and also impact on those who have already settled.

To address the current and future challenges in the labour market, and to make the most of the region's strengths SDS is working in partnership with others on a range of actions.

Within Stage 2 of the Enterprise and Skills Review the Scottish Government highlighted the need to build stronger regional economies. Building on earlier

collaborative work, a Regional Economic Partnership (REP) has been established, reporting to the Ayrshire Regional Economic Joint Committee³¹. The REP is led by the local authorities and self-assembled around the bespoke requirements of Ayrshire, seeking to build inclusive growth through a clear understanding of the future of the regional economy and its key challenges, constraints and opportunities. Membership is drawn from across the local authorities, national agencies, elected members, academics, other strategic partners and the private sector.

Heads of Terms for the Ayrshire Growth Deal were signed in March 2019. The vision is for the region to be vibrant, outward looking, attractive to investors and visitors, and for it to make a major contribution to Scotland and the UK's growth. Building on the Inclusive Growth Diagnostic tool the local authorities and partners have developed a range of interventions to grow the regional economy. These include those with a focus on aerospace/space, enhancing the economic infrastructure, tourism, energy, the circular economy and the environment and digital, supported by a Regional Skills and Inclusion Programme and a Community Wealth Building Fund. The Growth Deal has secured a total investment of £251.5m, comprising £206m joint funding from both Scottish and UK Governments, and the remainder from regional

partners. It is estimated that this investment will help deliver around 7,000 new jobs across the region, with the potential to unlock up to £300m of private investment.

A Regional Economic Strategy is currently in development and will set out a shared vision for the region, supported by a Regional Strategic Action Plan. On completion, work can begin on the proposed Regional Skills Investment Plan (RSIP) for Ayrshire, underpinning both the Regional Economic Strategy and the Ayrshire Growth Deal. SDS is committed to working collaboratively with partners to facilitate the development of an RSIP, seeking to embed an evidence based approach to skills planning, investment and delivery aligned to the needs of employers and the economy. This will be built on analysis and insight from the skills evidence base and consultation and engagement with key skills partners and employers. The focus will be on actions to address the main skills issues and support development priorities that regional partners identify.

The significant opportunities presented by the Ayrshire Growth Deal and the establishment of the REP have the potential to deliver transformational change in the region over the next decade. A clear focus on the evidence base and a commitment to collaborative

working will maximise the benefits for the employers, individuals and communities of Ayrshire flowing from these developments now and in the future.

Contact Us: If you have any feedback or comments on this report, please email rsa@sds.co.uk

31 Membership includes representatives from the three local authorities, Scottish Enterprise, Skills Development Scotland, the business sector and education

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Complaints Report
2018/2019
Quarter 4 (May – July 2019)

Ayrshire College # 484082
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Complaint Volumes

2018/2019 – Quarter 4

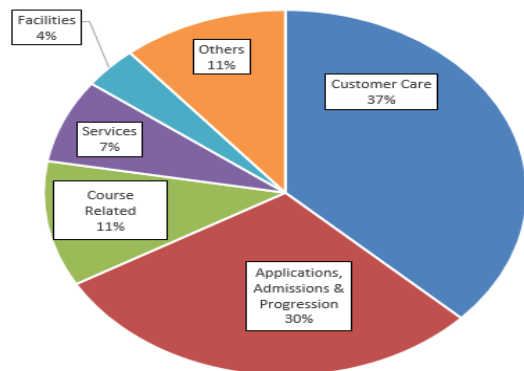
COMPLAINTS HANDLING PROCEDURE INDICATORS		Q4 2018/2019		Q4 2017/2018		YTD 2018/2019		YTD 2017/2018	
1.0	Total number of complaints received & complaints received per 100 population								
1.1	Number of complaints Received	27		32		173		231	
1.2/1a	College Population and Number of Complaints received per 100 population	7691	0.4	7755	0.4	9697	1.8	9755	2.4
2.0	Number of complaints closed at each stage and as a % of all complaints closed								
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	20	74.1%	19	59.4%	142	82.1%	180	77.9%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	5	18.5%	9	28.1%	23	13.3%	42	18.2%
2.3/2c	Number of complaints closed after Escalation and % of total closed	2	7.4%	4	12.5%	8	4.6%	9	3.9%
2.4	Open	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.0	Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage								
3.0	Stage 1								
3.1/3a	Number and % of complaints upheld at Stage 1	6	30.0%	11	57.9%	73	51.4%	127	70.6%
3.3/3c	Number and % of complaints not upheld at Stage 1	14	70.0%	8	42.1%	69	48.6%	53	29.4%
3.0	Stage 2								
3.4/3d	Number and % of complaints upheld at Stage 2	3	60.0%	4	44.4%	14	60.9%	24	57.1%
3.6/3f	Number and % of complaints not upheld at Stage 2	2	40.0%	5	55.6%	9	39.1%	18	42.9%
3.0	Escalated								
3.7/3g	Number and % of complaints upheld after Escalation	0	0.0%	3	75.0%	3	37.5%	4	44.4%
3.9/3i	Number and % of complaints not upheld after Escalation	2	100.0%	1	25.0%	5	62.5%	5	55.6%
4.0	Total working days and average time in working days to close complaints at each stage								
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	101	5.0	89	3.7	543	3.8	698	3.9
4.2	Total working days and average time in working days to close complaints at Stage 2	90	18.0	210	23.3	638	27.7	892	21.2
4b	Escalation	38	19.0	96	24.0	161	20.1	213	23.7
5.0	Number and % of complaints closed within set timescales (S1=5 working days; S2=20 working days ; Escalated = 20 working days)								
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	14	70.0%	14	73.7%	117	82.4%	145	80.6%
5.2/5b	Number and % of Stage 1 complaints not closed with 5 working days	6	30.0%	5	26.3%	25	17.6%	35	19.4%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	3	60.0%	5	55.6%	12	52.2%	30	71.4%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	2	40.0%	4	44.4%	11	47.8%	12	28.6%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	2	100.0%	3	75.0%	6	75.0%	6	66.7%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	1	25.0%	2	25.0%	3	33.3%
6.0	Number and % of complaints closed at each stage where extensions have been								
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	5	83.3%	5	100.0%	24	96.0%	32	91.4%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	1	16.7%	0	0.0%	1	4.0%	3	8.6%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	2	100.0%	4	100.0%	9	81.8%	10	83.3%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	2	18.2%	2	16.7%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	1	100.0%	2	100.0%	3	100.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%

- 27 complaints received, a decrease of 16% from Q4 2017/2018.
- 74% of complaints were handled at stage 1 in Q4 2018/2019, compared to 59% for the same period in 2017/2018.
- 70% of complaints were closed within the target timescale, compared to 69% in Q4 2017/2018.
- 96% of complaints were closed within the extended timescale in Q4 2018/2019, compared to 100% closed within the extended timescale in the same period in 2017/2018.

Complaints Categories

2018/2019 – Quarter 4

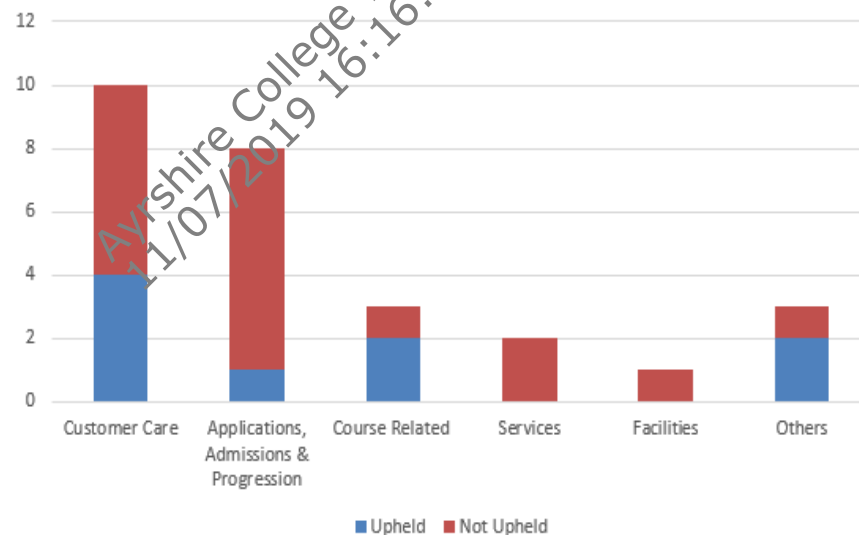
Complaints Received by Category



The chart on the right shows complaints received, split by category and outcome. 67% of complaints in the Course Related and Others categories were upheld, with 40% upheld that about Customer Care. 13% of complaints in the Application, Admissions & Progression category were upheld, with 0% upheld in both the Services and Facilities categories.

The chart on the left shows complaints received split by category. 10 out of 27 complaints received were about Customer Care, with 8 out of 27 received in the Applications, Admissions & Progression category. 3 complaints were received in the Course related and Others categories. 2 complaints were Service related and 1 was about Facilities.

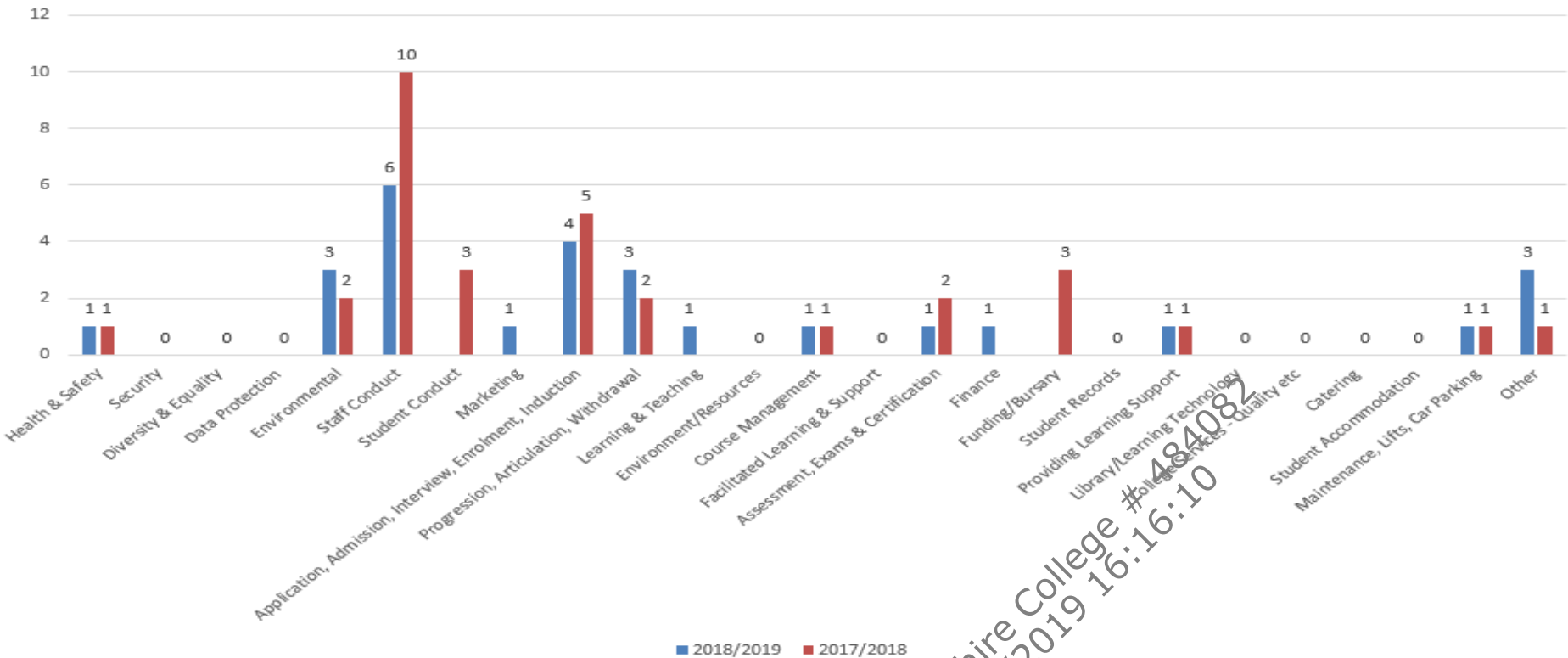
Complaints received by Category and Outcome



Complaints Sub Categories

2018/2019 – Quarter 4

Complaints Received by Sub-category Q4, 2018/2019 vs Q4, 2017/2018



- Increase in complaints received in the other sub-category from 1 in Q4, 2017/2018 to 3 in Q4, 2018/2019. Volumes in this area were higher due to an increase in complaints about strike action.
- Decrease in complaints received in the staff conduct sub-category from 10 in Q4, 2017/2018 to 6 in the same period for 2018/2019. There is no specific reason for this decrease.
- Decrease in complaints in the student conduct sub-category from 3 received in Q4, 2017/2018 compared to 0 received in the same period for 2018/2019. This is mainly due to a reduction in complaints from neighbours of the Kilmarnock campus about students smoking in their bin sheds.
- Complaints in the health & safety, course management, providing learning support and maintenance, lifts, car parking categories remain the same from Q4 2017/2018 to Q4 2018/2019.

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Lessons Learned

2018/2019 – Quarter 4

Category – Customer Care

Issue	Outcome	Actions
Parent of a student unhappy student was injured in the gym.	Not upheld	Danger zone in the gym made more visible to prevent students going into this area when weights are being used. Matting has been extended.
Student had an issue with another student in the class and didn't feel this was dealt with properly by the Curriculum Manager.	Partially upheld	Feedback to staff about the need for concise notes to be recorded whether formal or informal process used.

Category – Applications, Admissions, Progression

Issue		
Student unhappy the College website for the course they studied was misleading about progression to University.	Partially upheld	<p>Wording on the website and career book updated to be clearer in that a place at University is not automatic.</p> <p>Wording on all other courses on the College website and career book reviewed to ensure clear information, that is not misleading, is provided.</p>

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Annual Complaints Report 2018/2019

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Total Issues Received

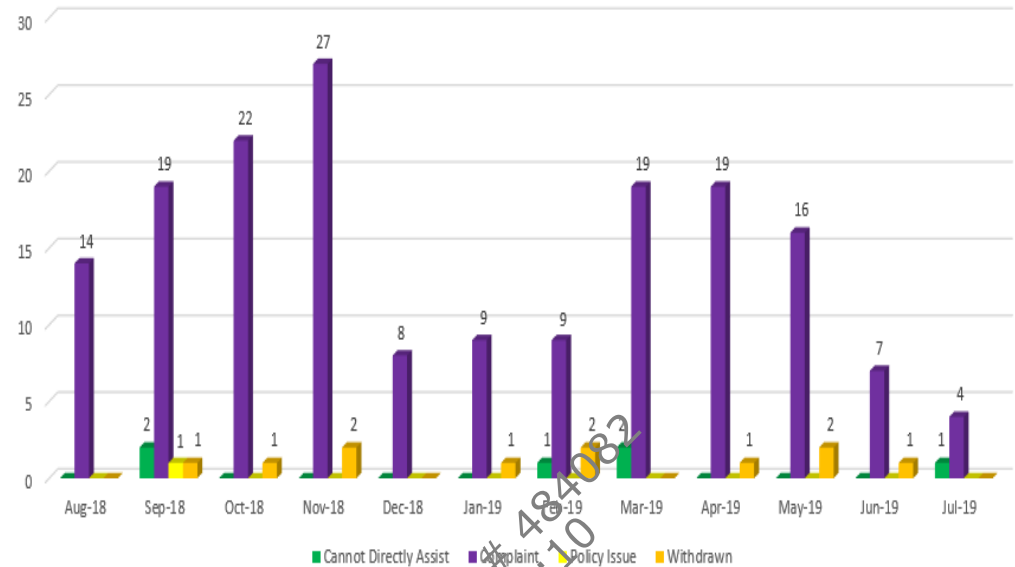
191 issues were received. The chart on the right shows the number of issues received each month, split by the type of issue.

184 complaints were received, 11 of these were withdrawn. 6 issues were recorded as cannot directly assist and 1 as a policy issue.

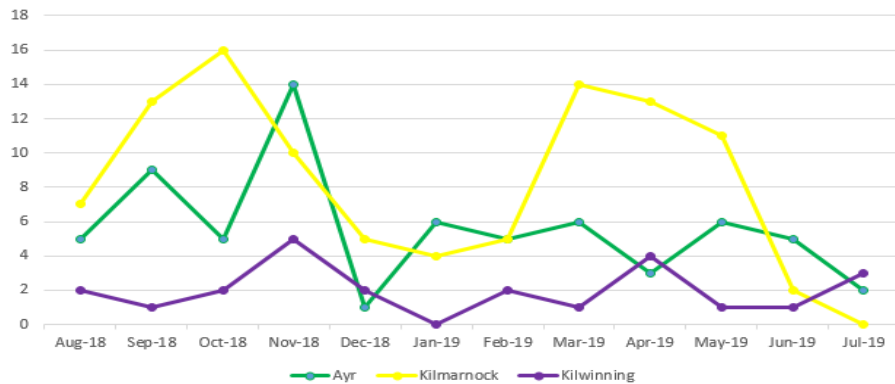
Of the 6 recorded as cannot directly assist, 3 were about content on personal social media accounts by students and staff and 3 were about the behaviour of students outwith College. The 1 issue recorded as a policy issue was an allegation of plagiarism, which was investigated under the malpractice and maladministration policy.

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

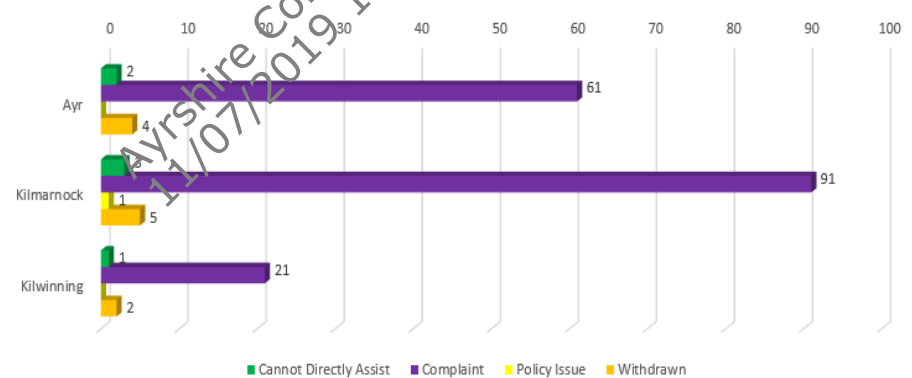
Issues received, split by month and type of issue



Issues received, split by month and campus

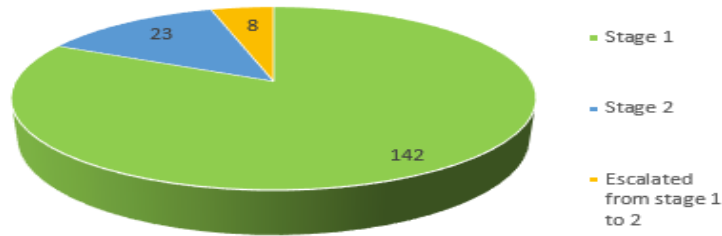


Issues received, split by campus and type of issue



Complaints Received

Complaints received, split by stage



184 complaints were received, 11 of these were withdrawn.

The chart on the left shows the remaining 173 complaints received, split by stage.

142 out of 173 complaints received were dealt with at stage 1, which equates to 82% of complaints.

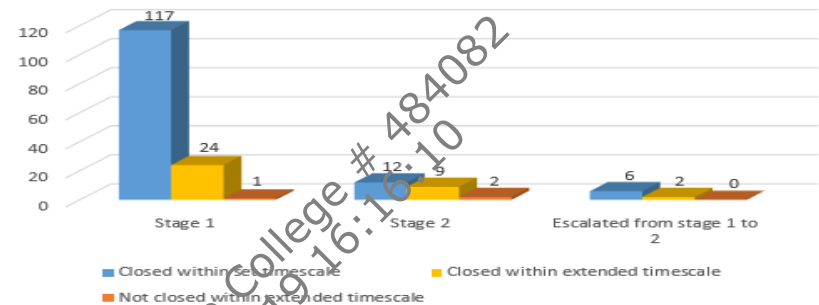
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

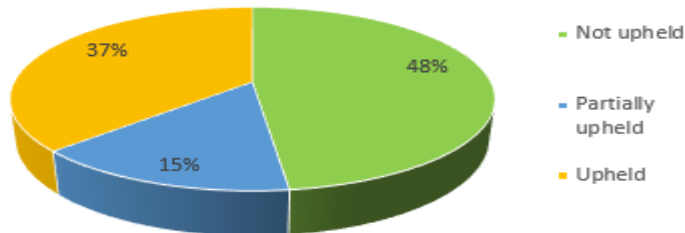
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

78% 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 173 complaints received, 37% of complaints were upheld, with a further 15% partially upheld. This combines to 90 out of 173 complaints.

Complaints – Sub-category

Annual Complaints Report - 2018/2019

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

Staff Conduct

- Treatment of students by staff member and during interviews
- Attitude and behaviour of staff member
- Lack of support, classes finishing early
- Lack of response, not receiving callbacks, requests not actioned
- Not received apprenticeship qualification
- Asked to leave the College building

Environmental

- Local residents neighbouring the Kilmarnock campus unhappy students and staff using their car park, students being disrespectful, dropping litter, driving irresponsibly, blocking pavement and padlock on barrier vandalised
- Local residents neighbouring the Ayr campus unhappy students and staff parking in their street and in residents' carpark, delivery vans driving up their streets, litter being dropped, students being disrespectful, our alarm sounding during anti-social hours, newly painted wall not complete, contractors starting times, a barrier was placed in their street blocking access and that we do not provide bins on the river walkway

Application, Admission, Interview, Enrolment, Induction

- Application process offensive and asks information deemed unnecessary
- Did not receive communication to make payment and course now full
- Attended for a group interview and told to go home as too many people
- Not offered a place on course applied for
- Not given enough notice of interview, interviewers did not turn up, it was rushed and not advised interview was for a waiting list place

Student Conduct

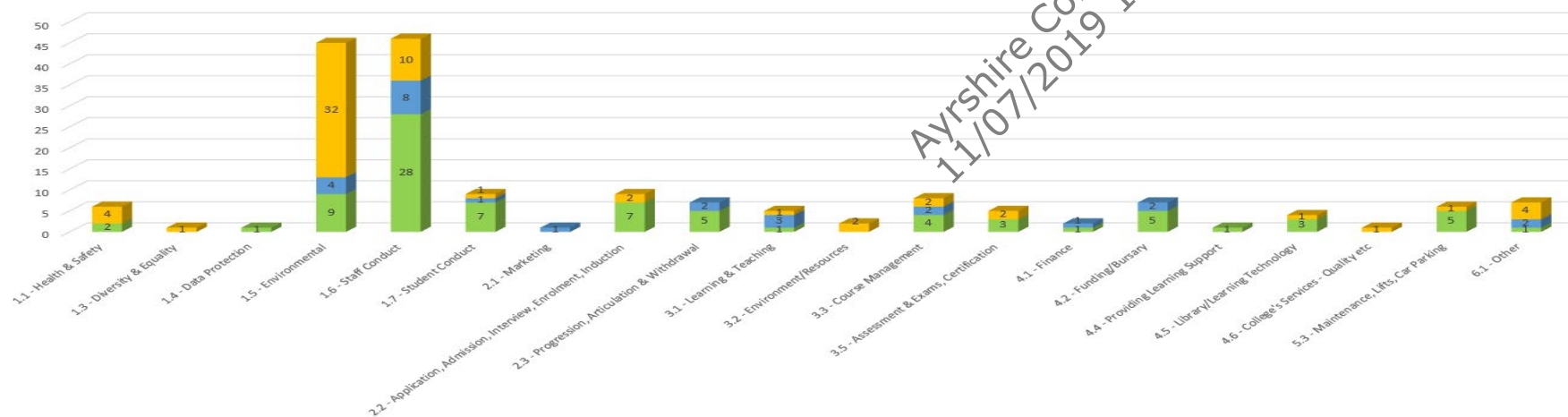
- Students sending inappropriate messages during class and via social media
- Student driving irresponsibly in residents' car park, dropping litter, playing music
- Allegation student allowed to study with criminal conviction
- Unhappy with hair cut/highlights from student and their conduct
- Behaviour of other students in class towards students in class

Course Management

- Change in lecturer for evening class
- Advised class time reducing by an hour a week
- Change in timetable at short notice and student had other commitments
- Advised work to be handed in that day but extended timescale already agreed

*Pages 15-17 show all the categories and sub-categories available

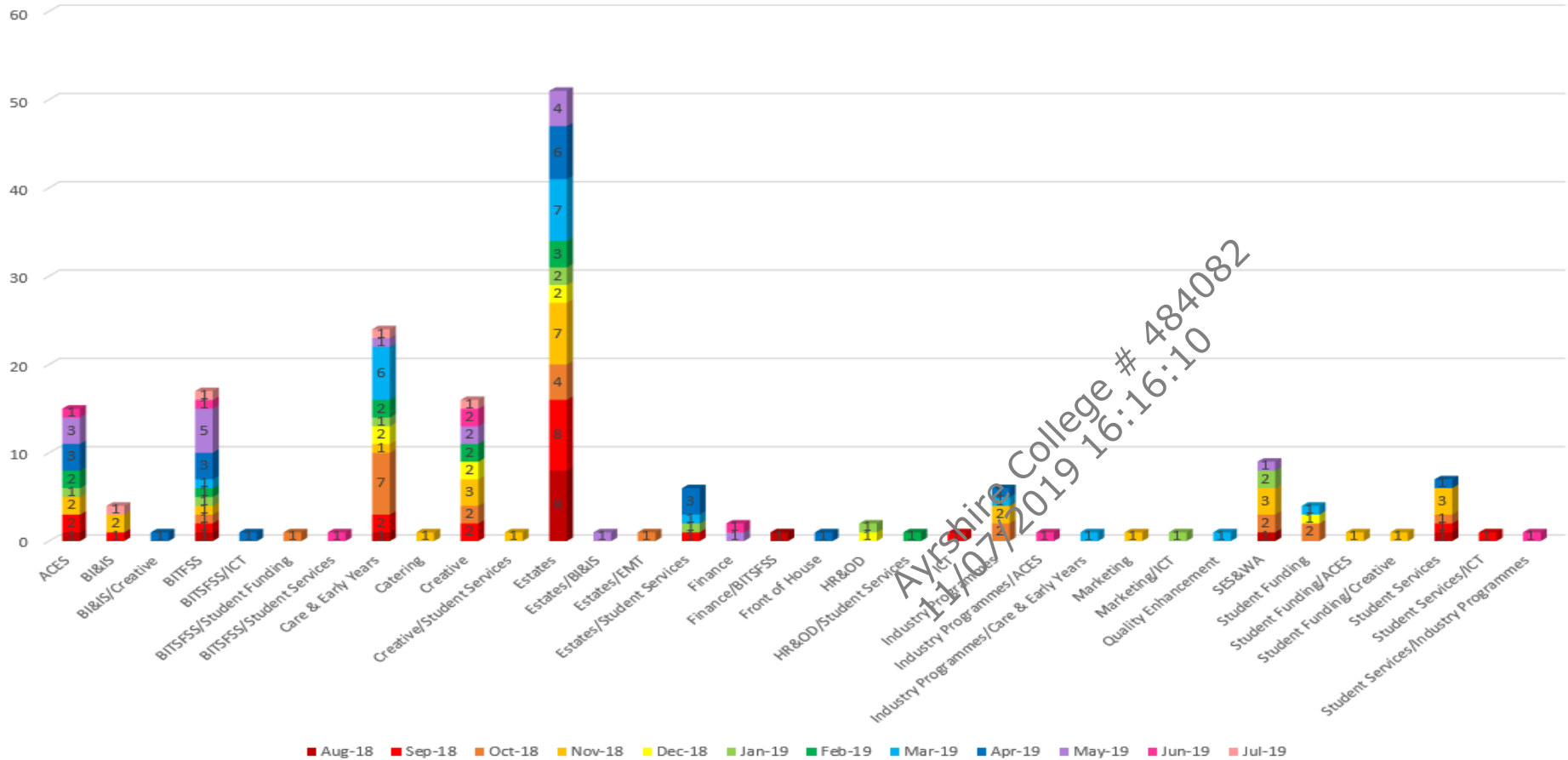
Complaints received, split by sub-category and outcome



Complaints – Directorate

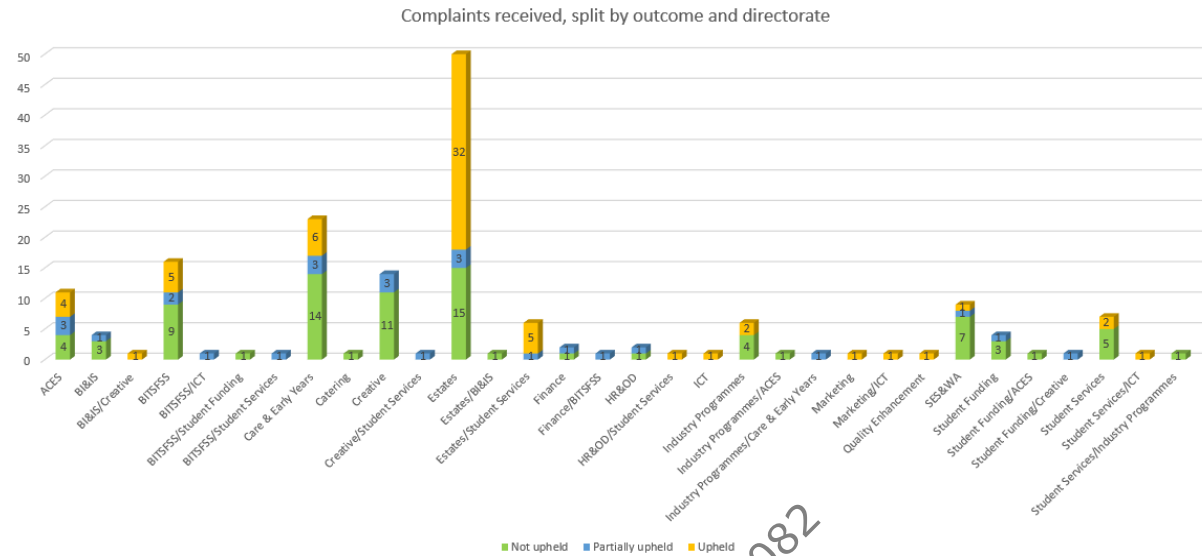
The chart below shows issues received each month, split by directorate. It should be noted that complaints about our car park and residents' car parks are logged against Estates and complaints about students' behaviour outwith the classroom are mainly recorded against Student Services.

Monthly complaints (inc withdrawn) received, split by directorate

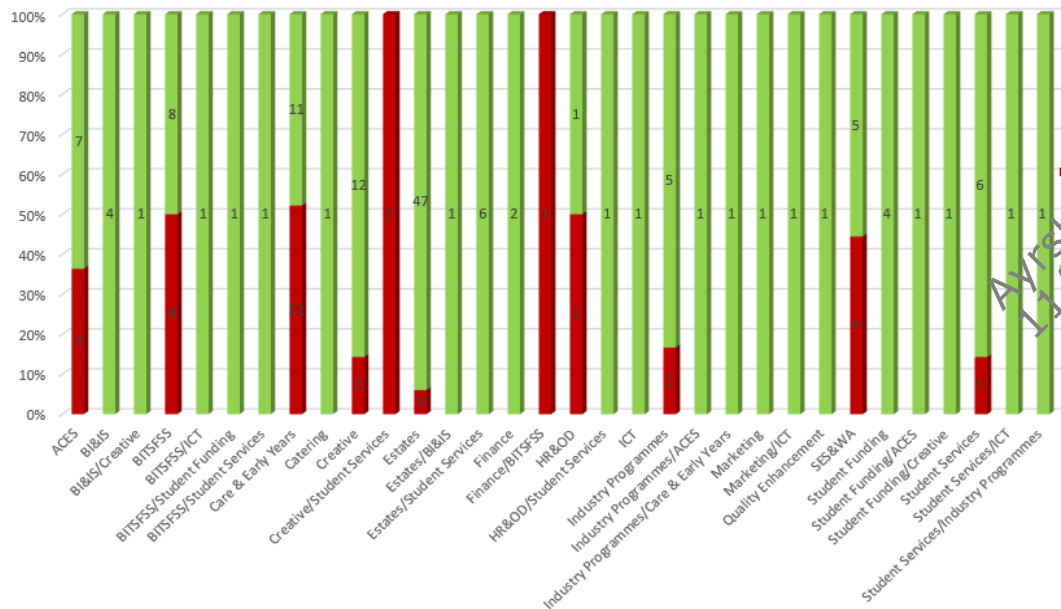


Complaints – Directorate

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



Percentage of complaints received, closed within timescale split by directorate



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

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Actions

Annual Complaints Report - 2018/2019

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	47	41	6
2. Applications, Admissions & Progression	7	6	1
3. Course Related	13	10	3
4. Services	7	7	0
5. Facilities	2	2	0
6. Others	4	2	2
Total	80	68	12

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Service Improvements

Annual Complaints Report - 2018/2019

Issue	Actions
Local resident unhappy the grass at the Holehouse Road campus had not been cut and weeds were growing into their garden.	Discussions were already in progress with our landscape contractor and arrangements were made for the grass to be cut and weeds attended to by the end of the following week.
Local resident in Content Avenue unhappy that contractors working on the Ayr campus started working at 7.30am at weekends.	Contractors reminded that their start time should be no earlier than 8am.
Parent did not receive a callback about a signer for the student.	Letter sent to all parents of students in supported learning classes with contact number and email address for the guidance lecturer.
Student did not receive a callback or response to emails chasing a credit transfer.	Head Of met with all managers to reiterate the importance of listening to and responding to voicemail messages and emails.
Parent unhappy a sticker was placed on the students windscreen as they were parked on double yellow lines in the College car park.	Feedback given to the manager applying the sticker that they should be applied to the side window and not the windscreen.
Parent unhappy the student's outstanding fees debt was passed to a debt recovery agency, potentially affecting their residency application. Student was not informed of the actual amount of the fees until December.	<p>Process altered for those students being charged overseas rates so invoice is issued as close to the start of the session as possible, confirming monetary amount of the fees due.</p> <p>When confirming right to study under residency check, as well as including the type of fee to be charged, we will also confirm an approximate monetary amount.</p>
Housing Association received complaints from residents of new development in Hill Street about students and staff parking in the development.	<p>First Steps Workshop content updated to specifically refer to this area when advising students where not to park.</p> <p>Plasma screen notices updated to advise staff and students not to park in any of the residents car parks opposite or nearby the Kilmarnock campus.</p>
Student did not receive their certificate as a unit had not been correctly attached to their student record.	<p>Curriculum Managers provided with training on Qlikview and the importance of checking student records that units allocated to students match the credits.</p> <p>Frequent checks taking place with Student Information to ensure all units are correctly attached.</p>

Service Improvements

Annual Complaints Report - 2018/2019

Issue	Actions
<p>Student unhappy with Wi-Fi network in the Ayr campus.</p>	<p>ICT reviewed the wireless coverage in the Ayr Campus and fixed the following issues:</p> <p>Room F126 - when the building works were completed cabling was missed for this room, additional cabling installed.</p> <p>Aero Building Room A102 – wireless connection was poor for students when using laptops. Additional wireless access point installed in this room.</p> <p>Room G51 – laptops had issues when connecting to wireless. Access point had frozen up. A hard reset resolved this and improvements noted.</p>
<p>Support worker unhappy with the way she was spoken to and that when they asked where the cash machine was the staff member only pointed her in the general direction.</p>	<p>Staff induction for catering staff now includes information on the location of available services.</p>
<p>Student unhappy they were not advised College would be closed for Graduation until 2 days before and missed out on a shift at work.</p>	<p>Process updated so that in future, an email will be sent to all students to advise of the campus closures for graduation.</p>
<p>Student unhappy bursary payment placed on hold due to an unauthorised absence but they were on placement that day.</p>	<p>Curriculum Admin were unable to get a hold of the salon owner. Process updated so that calls will now be made by another Curriculum Admin on a Friday and the register updated the following Monday.</p>
<p>Student unhappy they are not allowed to eat hot food in LRC but allowed to eat cold food, which can also smell.</p>	<p>Policy updated to reflect that no food or drink to be consumed in the LRC, following discussions with the Student Association. This will avoid any ambiguity.</p>
<p>Parents of a student unhappy student's withdrawal date processed as the last date of attendance at College and the medical certificate and self-certificate have not been taken into account.</p>	<p>SAAS guidance allows Colleges to make a decision on whether to process the withdrawal date later e.g. to allow for a medical certificate. Process for withdrawals reviewed when medical certificate and/or self certificate received.</p>
<p>Student unhappy with the way an assessment is carried out and having to do this outwith College hours is unfair.</p>	<p>Candidates applying for the HND course will be made explicitly aware that evening work is expected as part of the course. This will be communicated at induction sessions as not all candidates are interviewed.</p> <p>The assessment requirements, specifically evening work expectations, will be explained to students at the start of the unit.</p>

Service Improvements

Annual Complaints Report - 2018/2019

Issue	Actions
Student representative unhappy with the way the student was treated by another student and that no action was taken when this issue was raised. A meeting was arranged for the student with the class, with support from Student Services, but this did not take place.	Process reviewed when a Student Services Adviser is absent so that support in meetings/discussions is provided by another member of the team.
Parent unhappy the student was sent home from College suspected of being under the influence.	<p>Staff to complete a student incident report for all these types of incident.</p> <p>Process being reviewed for the safety of a student if they are sent home suspected of being under the influence of drugs or alcohol.</p>
Applicant unhappy they were told to apply for the course when applications opened and they wouldn't need to attend an interview. However, when they tried to apply the course was already full.	The possibility of a system to record potential applicants who have declared an interest in a programme is being investigated so applicants can be contacted when the applications are open.
Student unhappy vaping is not allowed on College grounds and is treated the same way as smoking.	Smoke Free Campus procedure to be reviewed.
Students unhappy with the teaching methods and lack of support from a member of staff.	<p>Regular standardisation meetings to take place with the two lecturers teaching on the course.</p> <p>All practical sessions on the course will be supervised by lecturers.</p> <p>Remove the use of the terms 'primary lecturer' and 'secondary lecturer' by staff.</p>
Parent of a student unhappy that a hygiene room was not installed in the Riverside building and that only one hygiene room is available in the Dam Park building.	Decision not to install a hygiene room in the Riverside building is being reviewed.
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.	Process for assigning students to a framework has been reviewed.
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.

Service Improvements

Annual Complaints Report - 2018/2019

Issue	Actions
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.
Parent of a student unhappy student was injured in the gym.	Danger zone in the gym made more visible to prevent students going into this area when weights are being used. Matting has been extended.

Service Improvements

Annual Complaints Report - 2018/2019

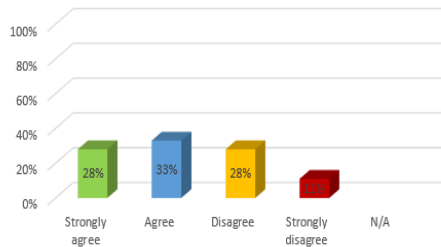
Issue	Actions
Student had an issue with another student in the class and didn't feel this was dealt with properly by the Curriculum Manager.	Feedback to staff about the need for concise notes to be recorded whether formal or informal process used.
Student unhappy the College website for the course they studied was misleading about progression to University.	Wording on the website and career book updated to be clearer in that a place at University is not automatic. Wording on all other courses on the College website and career book reviewed to ensure clear information, that is not misleading, is provided.

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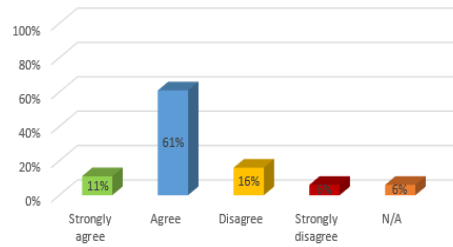
Customer Satisfaction

A total of 106 surveys have been sent, with 18 responses received, this equates to a 17% response rate. The results from the responses received are shown in the charts below.

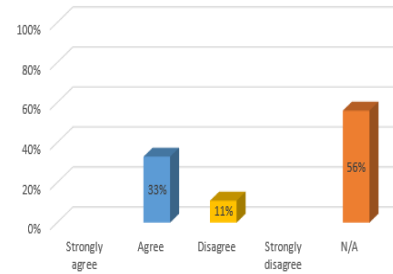
Q2 - I was aware of the complaints procedure before I needed to make a complaint



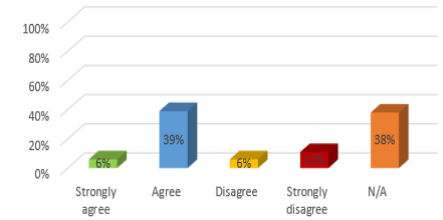
Q3 - I found the complaints process easy to access



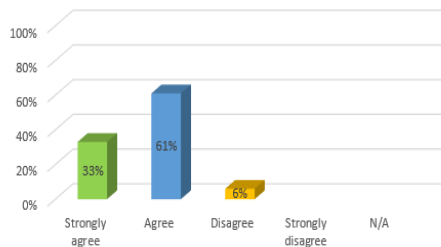
Q4 - I found the complaints form easy to use



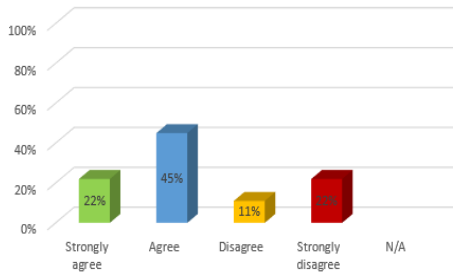
Q5 - I was able to access information and assistance in making my complaint where this was required



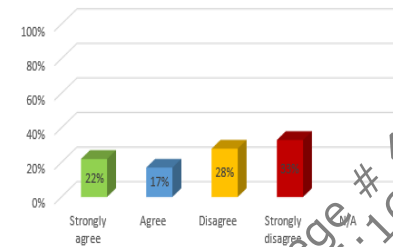
Q6 - I received a prompt acknowledgment of my complaint



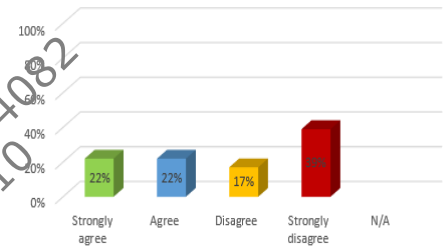
Q7 - I felt my complaint was taken seriously



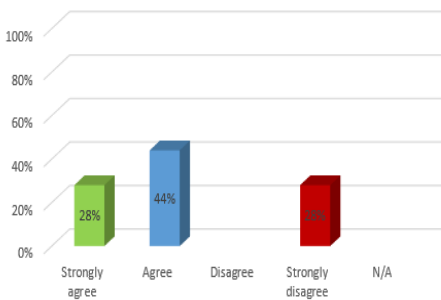
Q8 - I felt my complaint was thoroughly investigated



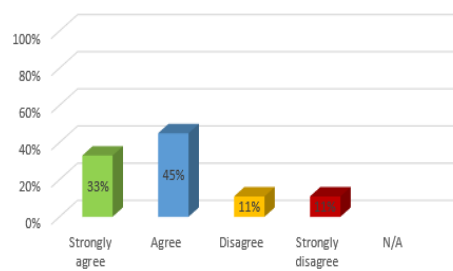
Q9 - I received a fair and objective response to my complaint



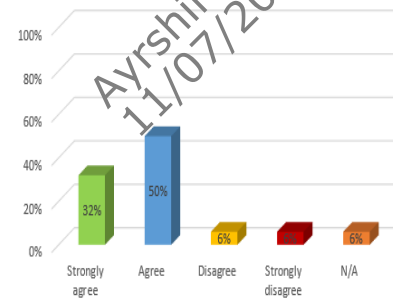
Q10 - I received a clear response to my complaint



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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Customer Satisfaction

Annual Complaints Report - 2018/2019

The comments below is feedback received through the complaints customer satisfaction survey.

'... was great and dealt with the complaint acknowledgement however the response and actions promised/agreed did not leave me without doubt or fill me with confidence. I do not feel Ayrshire college is fulfilling its obligation to the community or its students. Nothing about the complaint is personal, the response left very little for them to be responsible for as they were non committal answers "we will speak with factors and see what we can do" "we leave it up to students but we ask them not to do it".

'... was a big help.'

'...who dealt with my complaint was very professional polite and helpful.'

'It was dealt with.'

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'It is annoying that the College refuses to take responsibility for how its students and staff behave off-campus. They need to realise that they are upsetting local residents. A positive attitude to resolving the litter and parking problems would help. Why not clean the Civic Theatre Green and Content Avenue every evening if staff and students are not going to be disciplined over their behaviour.'

Appendix

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

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

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Appendix cont...

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

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

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Appendix cont...

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

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Arrangements for assuring and improving the quality of provision and services in Scotland's colleges

Updated September 2019

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Arrangements for assuring and improving the quality of provision and services in Scotland's colleges

Introduction

Education Scotland (ES) and the Scottish Funding Council (SFC) have worked collaboratively to develop the following arrangements for assuring and improving the quality of provision delivered in Scotland's colleges.

The arrangements are predicated on colleges continuously improving the quality of their provision and services through a cycle of evaluation and enhancement planning. They are founded on colleges engaging staff, learners and key external stakeholders, including other educational providers and employers, in contributing meaningfully and productively to continuous improvement.

Aims of the arrangements

The arrangements seek to encourage colleges, with their partners, to be forward looking, ambitious and agile to respond to new situations and priorities. To enable this, the arrangements are designed to avoid duplication and to build on current and emerging systems and practices. These include:

- Strengthening of college ownership and responsibility for evaluation and planning for continuous improvement.
- Coherence of SFC and ES monitoring and formal reporting requirements to avoid duplication and reduce the burden of reporting by colleges.
- Promoting on-going evaluation to inform understanding of performance within a regional and national context to assist future planning of support and scrutiny.
- Identifying highly effective practice to share across the sector and through Education Scotland's National Improvement Hub.
- Ensuring external evaluation arrangements are independent and robust, and provide independent, external feedback.
- Providing external assurance of the quality of provision and services in colleges in line with ES principles of inspection and review.
- Providing external assurance regarding progress being made to address areas for improvement.

Quality and improvement framework

HM Inspectors of Education use a set of standards to evaluate and report on quality and improvement in colleges. These are set out in the quality improvement framework [How good is our college? \(HGIOC?\)](#), and are based on the following four high-level principles:

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- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact
- Capacity for improvement

HGIOC provides colleges with a structure for evaluation and enhancement which colleges, with their stakeholders, can use to identify what is working well and what needs to improve. It is designed to support collaborative evaluation internally and with external stakeholders who contribute to the learning experience. The framework incorporates and signposts links to SFC Outcome Agreement requirements and the Student Engagement framework.

Outline of arrangements

Evaluative Report and Enhancement Plan

Colleges will apply the four principles to produce an Evaluative Report (ER), which provides an assessment of the college's performance in relation to a prescribed timeframe. They will draw on the findings from the ER to produce an Enhancement Plan (EP), which identifies actions and timescales to address areas for improvement.

In order to allow time to demonstrate improvement, colleges will not be required to produce an 'EREP' (as they are called collectively) every year. However, they will be required to maintain and update their EP and report annually to SFC on Outcome Agreement priorities as outlined in the annual Outcome Agreement Guidance.

Annual reporting requirements will be set out in Annex A of the SFC Outcome Agreement Guidance for Colleges, which is available at www.sfc.ac.uk/outcome-agreements-guidance.

Progress Visits

Progress Visits (PVs) will provide external evaluation of progress against actions for improvement within the EP. PVs will be carried out annually and planned collaboratively between the college, ES and SFC. Following a PV, a written report containing a statement regarding progress made against EP targets will be provided to the college and shared with the Board. ES will produce a summary report for SFC on completion of all college PVs.

Involvement of stakeholders

Colleges are expected to involve stakeholders systematically in evaluative processes. Stakeholder feedback should be reported in ERs with clear reference to which group of stakeholders the feedback belongs, for example staff, learners, employers, schools, community learning organisations.

Learner engagement

Learner engagement is fundamental to the college's ability to identify areas for development. Colleges should view students as partners in supporting improvement and should have effective processes for engaging students in contributing to the development of the EREP.

The Student Engagement Framework for Scotland, developed by sparqs, applies to all sector agencies and representative bodies in the college and university sectors. Colleges are expected to use this framework to develop partnership approaches with learners and learner representatives. The full framework can be found here: [sparqs - Student Engagement Framework](#). Colleges should engage learners in contributing to:

- The evaluation of provision and services, as illustrated within the challenge questions.
- The planning and writing of the EREP.
- The evaluation of progress against the Enhancement Plan.

Employer engagement

HGIOC? requires colleges to work closely with local, regional and national employers to develop and deliver learning which meets the needs of learners, industry, communities and higher education institutions. Colleges should engage employers systematically in contributing to evaluation of how well the college is meeting employer and industry needs in relation to:

- Leadership
- Curriculum
- Learning, teaching and assessment
- Services to support learning

Partner engagement

Colleges should engage partner agencies, including schools, universities, and community partners in contributing to evaluation of how well the college is meeting the needs of learners in relation to:

- Leadership
- Curriculum
- Learning, teaching and assessment
- Services to support learning.

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College nominee

Education Scotland will ask colleges to identify a senior manager with a comprehensive strategic overview to fulfil the role of college nominee. The nominee will play a key role in coordinating on-going engagement with Education Scotland and SFC and preparation of the ER and EP.

Arrangements in single and multi-region colleges

Within the arrangements, there is a requirement to align evaluation and reporting with the Outcome Agreement process and governance. Arrangements will therefore take account of the variations in operating contexts of colleges and recognition that Boards have responsibility and accountability for assuring quality of provision and services. These arrangements seek to take these into account as outlined below.

Single college regions

Arrangements will align with the *single* college Outcome Agreement and accommodate single Board oversight.

Multi-college regions

In the three multi-college regions, evaluations of provision and services will continue, as before, to function at the level of the individual college. However, the Outcome Agreement and governance arrangements in each multi-college region differ, and therefore each of these regions will agree with their SFC Outcome Agreement Teams and Education Scotland College HMIs how best to align Outcome Agreement evaluation and reporting with individual institutional evaluations and reporting in their regional contexts.

Engagement and support

The college link HM Inspector and Outcome Agreement Teams will work with colleges to provide both support and constructive challenge as they develop the EREP.

At the start of each year, the college link HM Inspector and Outcome Agreement Team for each college will have a pre-analysis meeting to share intelligence about the work and performance the college.

The college HMI, OA Teams and college nominee will draw on findings from the pre-analysis meeting to agree a schedule of engagement activities. The activities will be predicated on supporting, challenging and monitoring arrangements by the college to evaluate provision and services and identify actions for improvement.

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The college link HM Inspector will work with the nominee to identify any specific areas of the college which may require additional support and challenge.

Cycle for reporting and monitoring of progress

Each year, colleges will produce an OA self-evaluation report as part of the Outcome Agreement process. Detailed guidance on reporting requirements in relation to the production of the EREP, or interim update report, will be issued annually.

External endorsement of EREPs

The arrangements for external endorsement of the ER and EP consist of three stages.

Stage 1 - external endorsement meeting

Education Scotland HM Inspector and SFC OAMs review the EREPs to formally endorse, or not endorse, that:

- The ER provides an accurate and appropriate account of the quality of provision, services and outcomes being delivered by the college, including appropriateness of grades.
- The EP is well informed by and linked appropriately to the findings of the ER, and communicates clearly plans to address areas of provision, services and outcomes which require improvement.

The college, college Board and for multi-college regions, the RSB will be advised in writing of the outcome of the meeting and *provisional* endorsement statements by Education Scotland and SFC.

In the event of EREPs which cannot yet be formally endorsed, communication to the college, the college Board, and for multi-college regions, the RSB will provide suggested amendments to the documents including adjustments to grades, areas for development and main points for action. Colleges will be advised to amend and resubmit their EREP in light of comments from Education Scotland and SFC.

Stage 2 - Formal notification of endorsement

In relation to the ER, formal notification will identify whether:

- Education Scotland /SFC **endorses** that the ER of (name of college) provides an *accurate and appropriate account* of the quality of provision and services being delivered by the college; or

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- Education Scotland/SFC **does not endorse** that the ER of (name of college) provides an accurate and appropriate account of the quality of provision and services being delivered by the college.

In relation to the EP, formal notification will identify whether:

- Education Scotland /SFC **endorses** that the Evaluation Plan of (name of college) is *linked appropriately* to the findings of the ER and *communicates clearly* plans to address areas of provision and services which require improvement; or
- Education Scotland/SFC **does not endorse** that the EP of (name of college) is *linked appropriately* to the findings of the Evaluation Report, and *communicates clearly* plans to address areas of provision and services which require improvement.

Stage 3 – Board presentation

The final endorsement statements will be presented to the college Board at its next appropriate meeting. The presentation will be delivered by the college HMI. The SFC Outcome Agreement Team may also attend.

Publication of college EREP

Education Scotland and SFC will publish on their websites, college ERs and EPs with accompanying Education Scotland and SFC endorsement statements.

Arrangements when Education Scotland and SFC do not endorse the EREP

If Education Scotland and SFC agree that they are not able to endorse a college's ER and/or EP, they will work together to take appropriate action, which may involve intensifying their engagement with the college.

An ER and / or EP may not be endorsed if the college:

- Failed to identify a significant weakness within its Evaluation Report
- Identified an area of weakness but is not sufficiently clear of the cause(s) resulting in the weakness.
- Has made insufficient progress (over a reasonable timescale) to address a significant weakness.

The college link HM Inspector and Outcome Agreement Team will work with the college to identify and plan arrangements to intensify engagement with the college during the next year of activity with a view to securing improvement.

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On-going engagement

On-going engagement between the college link HM Inspector, SFC OA Team and the college, is a key factor of the arrangements in securing improvement across the college sector. On-going engagement activities will take account of changes to the operating context of colleges and will accommodate evaluative activity to bring about improvement.

The arrangements will involve Education Scotland in additional enhancement activity which will be informed by intelligence gathered by Education Scotland and SFC and will be based on supporting and securing improvement. Education Scotland and SFC will work together to agree the scope and specification of enhancement activities.

Principles of on-going engagement

HM Inspectors and Outcome Agreement Manager(s) will carry out regular engagement with colleges to maintain an evaluative overview of the college and promote continuous quality improvement. On-going engagement activity will be focused on:

- Supporting colleges to secure improvement within evaluation and forward planning processes.
- Planning Progress Visits.
- Identifying highly effective practice which is worthy of wider dissemination.
- Providing a current, sector-wide perspective of the quality of provision and services in Scottish colleges.
- Communicating aspects of college-sector operation which require additional support or development, to external stakeholders who have a role in facilitating improvement.

Concerns

If a college believes that Education Scotland or SFC has arrived at a judgment which does not take sufficient account of all relevant information or evidence, it should submit any additional evidence in writing to the college link HM Inspector and/or Outcome Agreement Managers within five working days of the receipt of their formal notification or report. This must consist of evidence which is new in nature and is not a further submission of evidence of the type previously considered. Education Scotland and/or SFC will consider additional new evidence and convey the decision to the college in writing.

Any other concerns should be raised in the first instance with the College HMI. If the matter is not resolved to the satisfaction of the college, it should be raised with the

Education Scotland Head of Scrutiny responsible for inspection and review who will seek to resolve the issue.

Complaints

Education Scotland is committed to providing high-quality services. Occasionally things go wrong and when this happens it is important that we act quickly to resolve the situation. The Education Scotland [complaints handling procedure](#) covers concerns and formal complaints about our work and the work of our staff. It also details how to complain and how we use your feedback to identify what we need to do to improve. If you wish to complain, or raise concerns about the services we offer, please contact +44 (0)131 244 4330, [write to us](#), or email: complaints@educationscotland.gov.scot.

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Collation of key messages from college Evaluative Reports and Enhancement Plans

September 2019

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1. Introduction

In 2017, the Scottish Funding Council (SFC) and Education Scotland introduced revised arrangements for assuring and improving the quality of provision and services in Scottish colleges. This included a new quality framework, [How good is our college? \(HGIOC?\)](#) and the requirement for colleges to:

- Produce an Evaluative Report (ER) on the quality of provision and services using *HGIOC?* quality indicators, setting out areas of strengths and areas for development alongside their performance in meeting SFC Outcome Agreement (OA) targets.
- Produce an Enhancement Plan (EP) outlining planned actions and timescales for addressing areas for development identified within the ER; and
- Submit the ER and EP to Education Scotland and SFC by 31 October for formal, independent, endorsement.

The following report was commissioned by SFC. It presents a collation of the key areas of strength and aspects for improvement identified by colleges and contained within the twenty-seven college-devised EREPs published in January, 2019. The report will inform work of partner agencies and the college sector in supporting and securing improvement.

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2. Summary

Following is a summary from the college published EREPs;

2.1. Governance and leadership of change (Quality Indicator 1.1)

Colleges were asked to evaluate the impact of leadership at all levels in the process of change and planning for continuous improvement.

Strengths

- All colleges report strengths in the support and challenge provided by their respective Boards. Colleges highlighted the role of Board members in taking good account of college strategic priorities and monitoring of performance across college functions.
- Almost all colleges report strengths in engagement with stakeholders, particularly partnership working with Students' Associations.
- Most colleges cite strengths in developing college strategies which take good account of identified priorities. In particular, these refer to investment in career-long professional learning for college managers.
- Many colleges feel that they take a proactive role with partners in their regional area in leading developments to improve outcomes for young people. This includes devising and revising school-college provision.
- The majority of colleges cite strengths in relation to target setting. These refer to Board and management team use of data and college reports to inform target setting.

Areas for improvement

- Some colleges recognise a need to improve Board members understanding of the context of the college sector. In addition, they acknowledge a need to strengthen further employer engagement to influence and enhance the curriculum to take account of projected industry needs.
- A few colleges identify a need to improve consistency of engagement with the Students' Association and to increase managers' knowledge of national and regional priorities.
- Some colleges note the need to improve communication of college priorities and strategic direction to staff and to improve arrangements for setting realistic and stretching targets through provision of accessible and timeous data sets.

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2.2. Leadership of evaluation to facilitate improvement (Quality Indicator 1.4)

Colleges were asked to evaluate the effectiveness of leadership of evaluation arrangements and how they bring about improvement.

Strengths

- Almost all colleges identify strengths in the provision of direction and support by managers to enable staff to participate in evaluative activities and plan for improvement.
- Most colleges indicate that they make good use of real-time data effectively to provide staff with learner performance information. This includes methods to capture learner feedback and identify improvement actions.
- The majority of colleges report strengths in relation to evaluative activities leading to improvements in learner outcomes. These include a range of actions from extending access to ICT facilities to provision of increased levels of support and guidance.
- Around two thirds of colleges cite strengths in incorporating Developing the Young Workforce (DYW) priorities within quality processes. These include piloting joint evaluation activities with local schools. For these colleges DYW is having a positive impact in supporting closer collaboration between themselves, schools and the local education authority.
- The majority of colleges report strengths in arrangements for monitoring and reviewing targets to inform improvements.

Areas for improvement

- A few colleges recognise the need to better support managers and staff to take ownership of college evaluation processes. They comment on a need to improve the consistency of staff understanding and engagement in use of corporate data to make informed judgements about quality of provision and plan for improvement.
- A number of colleges identify the need to improve the response rate of learners to surveys and differing staff practices in relation to responding to feedback from learners and class representatives.
- Two thirds of colleges recognise that there is a need to improve the capacity of support service teams to formulate evaluative reports and plan for improvement.
- Around a third of colleges identify a need to engage staff teams more productively in analysing and reporting on factors which are contributing to learner attendance, retention and attainment rates.
- A quarter of colleges recognise a need to involve employers more systematically in evaluation and curriculum planning processes, particularly in relation to identifying current and emerging industry skill requirements.
- A few colleges identify a need for more local authority and school involvement in evaluation and planning discussions.

2.3. Curriculum (Quality Indicator 2.2)

Colleges were asked to evaluate how well the curriculum takes account of strategic drivers to meet the needs of all learners and stakeholders including employers.

Strengths

- Almost all colleges cite strengths in developing the curriculum in line with national priorities and the ambitions of DYW. These predominantly refer to the portfolio of provision and design of the curriculum being informed by national policy and supporting local and regional economic demand.
- Almost all colleges cite strengths in the effective use of Labour Market Intelligence to plan the curriculum and in eliciting and incorporating the views of employers and industry stakeholders to plan for improvement. These mainly refer to the range of approaches used to engage employers.
- The majority of colleges identify strengths in incorporating learners' views in the planning and review of the curriculum. These mainly refer to the application of a broad range of mechanisms to gather learners' views on learning and teaching activities and the content of college programmes.
- Almost all colleges report strengths in providing suitable entry and exit points to ease access and transition to learning, and progression to further learning and work.
- Almost all colleges cite strengths in arrangements to ensuring learners are gaining relevant, up-to-date knowledge and skills to enter the workplace or progress to further learning.
- The majority of colleges cite strengths in the incorporation and planning of work-based learning activities to develop employability.

Areas for improvement

- A few colleges report an area for development in improving the consistency and productivity of curriculum teams in engaging employers and industry partners in evaluation and planning processes.
- More than a few colleges report an area for development regarding the need to increase work placement and work-based learning opportunities to equip learners for the workplace; and raising the profile and prioritising of work-based learning activities within curriculum planning processes.

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2.4. Learning, teaching and assessment (Quality Indicator 2.3)

Colleges were asked to evaluate how well learners engage in learning activities, and how well teaching approaches meet learning needs and how use of resources, including digital technologies, impact on learning.

Strengths

- All colleges report strengths in learner motivation and engagement.
- Most colleges report that staff plan lessons well and use an appropriate range of learning and teaching methods that are valued by learners.
- A few colleges identify the effective use of digital technology and project based learning as significant factors in achieving high levels of learner engagement.
- Almost all colleges report strengths in learners' development of skills to achieve, attain and progress within classes.
- Almost all colleges report strengths in lecturer maintenance and application of up-to-date knowledge of industry and workplace practice to support learning.
- All colleges report strengths in lecturers' use of resources and digital technologies to support and enhance purposeful learning. These predominately refer to staff use of high quality digital resources to deliver units and programmes.
- All colleges report strengths in lecturer involvement of learners in planning and personalising their own learning. These mainly refer to teaching staff taking account of the interests and aspirations of individual learners and class groups when planning learning.
- Almost all colleges report strengths in lecturer application of assessment arrangements to meet the needs of individual learners. These generally refer to the application of a wide variety of well-developed assessment approaches.
- Almost all colleges report strengths in lecturer reflection on outcomes of learning and teaching approaches to continuously improve the learning experience.

Areas for improvement

- A few colleges report an area for development in improving the quality of learning and teaching in some teaching departments; and ensuring contextualisation and arrangements for delivery of core skills in providing appropriately engaging experiences for learners.
- Around a quarter of colleges report an area for development in improving delivery approaches and incorporating development of Career Management Skills within programmes.

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- A few colleges report the need to improve the range of delivery approaches applied by some lecturing staff; and increase the proficiency of lecturers to use digital technology effectively to support and enhance learning and teaching.
- More than a few colleges identify involving learners more consistently and productively in providing feedback on learning and teaching as an area for improvement.
- More than a few colleges report an area for development relating to staff understanding of the role of quality assurance and enhancement processes in improving learning and teaching.

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2.5. Services to support learning (Quality Indicator 2.4)

Colleges were asked to evaluate the provision of support services. It includes information provided to applicants and services delivered to ensure learners benefit from appropriate support arrangements to ensure they remain on programme and succeed.

Strengths

- Most colleges cite strengths in arrangements to support learners prior to and during their college experience. These predominantly relate to collegiate working between admissions, student funding and teaching departments.
- Almost all colleges report strengths in providing opportunities for learners to identify support needs. These mainly refer to staff applying customer-friendly approaches to encourage early disclosure of support needs, including profiling of core skills.
- Two thirds of colleges report strengths in arrangements for disbursement of student funds. These mainly relate to the impact of recent and on-going improvements to funding application and disbursement processes.
- Two thirds of colleges cite strengths in arrangements for learners to monitor and discuss their progress with a member of staff. These predominantly refer to learners being allocated a named member of staff who provides individualised guidance and tutorial support.
- Half of colleges cite strengths in the adeptness of support staff in adjusting approaches to take account of different learner needs. These refer to arrangements to meet the needs of specific groups of learners, particularly care experienced, learners with mental health issues and attention deficit hyperactivity disorder and carers.
- Around a third of colleges report strengths in support services staff drawing on reflective practice to improve the learning experience. These predominantly refer to the work of staff teams in discussing and forming approaches to improve services.

Areas for improvement

- Around a quarter of colleges identify the need to align arrangements for delivery of support services better with the needs of learners.
- A few colleges identify the need to improve the speed and efficacy of systems to enable prompt processing of funding applications; and evaluating the impact of revisions to bursary policy to identify and measure improvement.
- Around half of colleges identify ensuring learners are made aware of the full range of support services available to them from teaching and support service departments, prior to the start of programmes as an area for improvement.
- A third of colleges highlight the need to improve collaboration between support services and teaching teams to plan interventions to improve outcomes for learners.

2.6. Wellbeing, equality and inclusion (Quality Indicator 3.1)

Colleges were asked to evaluate how well the college complies with equalities legislation and how inclusion and equality arrangements improve outcomes for learners and stakeholders.

Strengths

- Almost all colleges report strengths in their actions to meet equalities legislation. These generally refer to processes and activities which have been implemented, or are being developed further, to improve outcomes for target groups.
- Almost all colleges identify strengths in their environments for learning being inclusive and supportive.
- The majority of colleges identify strengths in relation to promoting and celebrating diversity within the life and work of the college. These include fostering a welcoming and inclusive environment.
- Almost all colleges cite strengths in the planning of provision to support specific groups of learners. These generally refer to partnership working with public and third-sector organisations to improve participation.

Areas for improvement

- Most colleges identify the need to improve the attainment rates of care-experienced learners and improve the gender balance on programmes.
- More than a few colleges specify improving systems for tracking target groups of learners and increasing the quality and use of data.
- The majority of colleges report an area for development in increasing the number of learners self-referring to access additional support services and building organisational capacity to respond to the increasing levels of learners with barriers to learning as areas for development.

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2.7. Equity, achievement and attainment for all learners (Quality Indicator 3.2)

Colleges were asked to evaluate how well learners succeed. It includes analysis of programme outcomes over time.

Strengths

- The majority of colleges report strengths in improving further and higher education learner success over time.
- The majority of colleges report strengths in addressing factors which contribute to poor retention rates. These include pre-entry and early identification of support needs and arrangements for monitoring attendance at the initial stages of programmes to instigate earlier interventions.
- The majority of colleges cite strengths in improving attainment rates of essential skills. These include improved contextualisation of core skills components of programmes and more visible signposting of employability skills within the curriculum.
- Almost all colleges identify strengths in improving outcomes for individuals and groups learners with additional barriers to learning

Areas for improvement

- Most colleges cite an area for development referring to improving full-time further education recruitment, retention and attainment.
- Over a third of colleges cite an area for development in relation working with curriculum teams to surface and resolve issues that are impacting negatively on attainment, including school-college programmes.
- A third of colleges identify improving success rates for care-experienced learners; increasing the retention and success rates of 16 to 19 year olds and learners on school-college programmes as an area for development.

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3. What happens next

This report will be used to inform discussion about supporting the college sector to build on strengths and address areas for improvement. Education Scotland and the Scottish Funding Council will work with Scottish Government, College Development Network, *Sparqs*, the Quality Assurance Agency for Higher Education, and Skills Development Scotland to ensure areas for improvement inform planning for professional learning and support.

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