

BOARD OF MANAGEMENT ACTION TRACKER

COMMITTEE: Learning and Teaching Committee 05.03.20

(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 recirculated to members before Paper 10 is published.	December 2017	Director of Quality Enhancement and Business Improvement	Completed	This action was completed with only one minor amendment to Paper 10.

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

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DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
31.05.18	8	Amendments to the L&T Risks in the Corporate Risk Register	May 2018	Vice Principal – Finance and Skills	Completed	
06.09.18	9	Amendments to the L&T Risks in the Corporate Risk Register	September 2018	Vice Principal – Finance and Skills	Completed	
15.11.18	10	Amendments to the L&T Risks in the Corporate Risk Register	November 2018	Vice Principal – Finance and Skills	Completed	
07.03.19	11	Student Association to consider the addition of a Male Student Officer to the portfolio of Officer responsibilities within the ACSA Constitution	September 2019	Student Association Sabbatical Officers	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 benchmarked in comparison to similar Colleges when this information becomes available.	March 2020	Vice Principal, Curriculum	In progress	
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	Nov 2019	Vice Principal, Curriculum	Complete	

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
		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				
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	Complete	
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	Complete	
14.11.19	18	The Committee to receive the feedback from SFC on the draft regional outcome agreement 20-21 to 22-23 at its March 2020 meeting.	March 2020	Vice Principal, Curriculum	In Progress	
14.11.19	19	The Student Association to provide regular update reports to the Committee on the success of its Student Ambassadors Programme.	March 2020	President/Vice President of the Student Association.	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.

Ayrshire College #184082
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Learning and Teaching Committee

5 March 2020

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 and supported student activity, such as the Passing Positivity Campaign. Through this activity we continue to build our relationship and raise our profile with both students and staff.

2. Current Situation

The Student Association is entering their election period and also the next round of Have Your Say focus groups, followed by supporting the Scottish Funding Council's Student Satisfaction and Engagement Survey. The Association is working with various teams and curriculum areas throughout this period to ensure that these initiatives are delivered as promised.

3. Association Activity

Your Voice Matters

The first round of Your Voice Matters focus group took place during December. There was limited success, mainly due to the scale of the undertaking, the timescales and also the information gathered (as a result of glitches with online Jotform programme) however there has been learning taken from the initial experience and measures put in place to ensure challenges are tackled. Evaluations have taken place with regards to the process and feedback from the Student Ambassadors about the experience has been very positive. Retention of Ambassadors has been good and twenty eight Student Ambassadors have submitted their availability for the second round, taking place from the 16th March. The Quality teams on each campus will take on the responsibility of liaising with curriculum staff and Ambassadors to schedule focus groups and will act as a local contact for support of the Ambassadors. The Student Association team will support Ambassadors to take part and facilitate focus groups where Ambassadors aren't available.

Ayrshire College #AG4082
02/2/2020

Free Sanitary Product Promotion

The Student Vice President organised roadshows on each campus before the winter break to promote the Scottish Governments' free sanitary wear scheme to students and to showcase the range of sustainable alternatives available from the Student Association, such as Mooncups and washable pads. There was a good amount of interest in the sustainable products which were handed out alongside advice and guidance on their use. A representative from Hey Girls! was in attendance at the Kilmarnock event to support the Student Association to promote the Hey Girls! products.

The Student Association have also been involved in a Free Sanitary Product working group which has been working with the Estates team to cancel the previous vending contracts and organise a new supply contract with Hey Girls! Hey Girls! Are the Scottish Government's recommended supplier for the public sector social enterprise who provide sustainable and planet friendly products to public sector.

The Student Association will continue to work to promote the scheme and encourage students to try some alternative, planet friendly sanitary wear. Further roadshows are being organised in advance of the spring break to ensure any students who need them have a supply for when they are not in College.

Mental Health & Wellbeing Champions

On the 18th December, the Mental Health and Wellbeing Champions, in their new yellow hoodies, handed out holiday bags to four hundred students on the Kilmarnock Campus. The bags contained a range of goodies to help students with the break, including sanitary products, toothpaste, toothbrushes, face packs, colouring books and pencils and fidget toys, as well as a chocolate bar and hot chocolate sachets. Most importantly the bags contained information of where students could access help and support whilst the College was closed for the Winter break. This was a successful initiative and was well received by the students and the Student Vice President is looking into widening this out to include all campuses in preparation for the summer break.

Student Placements

Working with Communities student placement, Rebecca Staff, has organised as part of her graded unit, an event which takes place on the 9th March on the Kilmarnock Campus. Rebecca has been working with the Student Association advisor to invite practitioners from the organisation 'The Bright Path' to deliver two taster meditation workshops to students and staff. The purpose of introducing meditation to students is that it is a helpful tool in dealing with the stresses of life and in particular exam stress. The organisation itself is made up of a community of people who practice meditation and want to pass on the skills to empower people to do this for themselves. They work within many schools, colleges and universities, delivering sessions and workshops. The Bright Path practitioner leading on the sessions with the College is Wendy McKenzie, former vice principal at Doon Academy in Ayr.

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Future Activity

Student President Elections

Nominations for the 2020 Student President Elections are open until Wednesday 11th March. Voting takes place from the 18th March to 3pm on the 27th March. The successful candidates will be announced at 4pm on Friday 27th March. The current Student President is coming to the end of their two year maximum tenure and will leave the Student Association on the 30th June. The current Vice President is coming to the end of their first year and will be required to stand in the elections to secure a second year. There is one election within which the candidate with the most votes takes up position of Student President and the candidate with the second highest number of votes takes up position of Student Vice President. Both positions are for one year beginning the 1st July 2020.

NUS Scotland Conference 2020

The Student President and Vice President will be attending the annual NUS Scotland Conference in Dundee on the 19th and 20th March. The purpose of the conference is to help NUS Scotland to set its priorities for the coming year and to elect the new NUS Scotland President and Officers.

4. Risks

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

5. 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
27 February 2020**

Publication

This paper will be published on the College website.

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Learning and Teaching Committee

5 March 2020

Subject: 2018-19 Sector KPI Report

Purpose: To advise the Learning and Teaching Committee of the College's 2018-19 performance relative to the wider sector

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

1. Background

On 28 January 2020, the Scottish Funding Council (SFC) published the college sector's performance indicators (PIs) for 2018-19. Reported PIs support quality enhancement by helping colleges evaluate their performance over time, against other colleges, and within specific subject areas. The PIs, in published reports, are validated by the SFC from the Further Education Statistics (FES) return from colleges.

The percentages included in this paper focus on the *completed successful* performance indicator - students who completed their course and achieved the qualification that they were working towards.

2. Current Situation

Full-time Student Success

The College's performance, for full-time student success, is summarised in the table below.

Ayrshire College	2015-16	2016-17	2017-18	2018-19	Difference
FE full-time (FEFT)	61.2%	66.9%	66.9%	66.2%	-0.7%
HE full-time (HEFT)	63.1%	68.0%	67.2%	66.8%	-0.4%
Scotland					
FE full-time (FEFT)	65.5%	65.3%	66.1%	65.2%	-0.9%
HE full-time (HEFT)	71.7%	71.6%	71.3%	69.8%	-1.5%

For three consecutive years, the College has performed above the sector average for FE full-time – this year 1 percentage point above the sector average. It has, however, consistently performed below the sector average for HE full-time, although the gap has narrowed to 3 percentage points (Appendix 1). Actions for improving attainment, particularly in HE full-time will be a central focus of the College's refreshed Evaluative Report and Enhancement plan – which requires to be updated following the January 2020 Education Scotland Progress Visit.

The table, above, demonstrates that performance, across the sector, declined for both FEFT and HEFT. The SFC's national aspiration for FEFT success, by 2019-20, is 73.2% and for HEFT is 74.4%. In 2018-19, only one small College exceeded the aspiration for FEFT and HEFT. The College has revised the student success targets

in its 2020-23 Regional Outcome Agreement and, while still aspiration, are more realistic reflecting on college and sector performance.

Part-time student success

SFC also reports on part-time provision and performance for these indicators are shown in the table below. It must be noted that SFC only publish performance data for the activity that they fund whereas internal college data reports all enrolments including commercially funded courses.

Ayrshire College	2015-16	2016-17	2017-18	2018-19	Difference
FE part-time (FEPT)	69.7%	69.0%	71.7%	71.1%	-0.6%
HE part-time (HEPT)	81.4%	79.4%	80.5%	79.1%	-1.4%
Scotland					
FE part-time (FEPT)	74.3%	77.1%	78.2%	79.7%	1.5%
HE part-time (HEPT)	78.8%	78.6%	80.4%	78.9%	-1.5%

FE part-time performance has declined slightly by 0.6 percentage points and the performance is 8.5 percentage points below sector average. FE part-time provision is extremely varied and includes:

- Work-based vocational qualifications
- Evening classes
- Community courses
- School provision.

The figures also demonstrate that there has been a decline in HE part-time performance by 1.4 percentage points, though the figure is just above sector average by 0.2 percentage points.

Key Groups of Students

SFC publishes performance data for key groups of students which are tied to national measures in college regional outcome agreements.

Success by age

Age category	2017-18	2018-19	Difference
Under 18	63.3%	64.1%	0.8%
18 – 20	69.0%	68.9%	-0.1%
21 – 24	67.5%	70.4%	2.9%
25 – 40	68.2%	70.5%	2.3%
41 and over	69.8%	72.7%	2.9%

Success by Gender

Category	2017-18	2018-19	Difference
FE females	63.8%	65.3%	1.5%
FE males	69.4%	71.2%	1.8%
HE females	71.5%	71.4%	-0.1%
HE males	65.3%	66.1%	0.8%

Success by SIMD, Disability and Care-Experienced

Category	Ayrshire College 2017-18	Ayrshire College 2018-19	Difference over year	2018-19 Sector average	Comparison with sector average
SIMD10	64.0%	65.1%	1.1%	65.6%	-0.4%
SIMD20	64.5%	65.9%	1.4%	66.0%	-0.1%
Disability	65.6%	66.2%	0.6%	65.5%	0.7%
Care experienced	57.8%	60.4%	2.6%	58.7%	1.7%

SFC expects 75% of all full-time students to complete their course successfully by 2021.

Performance at subject level

There are eighteen subject groupings defined by Education Scotland - the College offers fifteen at FE level and thirteen at HE level. In 2018-19, the College performed better than the sector average in 8 out of 15 subjects at FE level, and in 6 out of 13 subjects at HE level. This is an improvement on 2017-18, when the College performed better than the sector average in 7 out of 15 subjects at FE level, and 4 out of 13 at HE level (see Appendix 2 for a four-year subject trend).

The SFC national publication on 2018-19 college performance indicators can be accessed at the following link: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/2020/SFCST022020.aspx>

3. Actions for improvement

On an annual basis, each of the 27 curriculum areas are analysed and ordered by risk using a scoring metric which takes into account performance over three years, year on year improvement/decline and comparison with the college average for FE and HE full-time.

The Vice Principal Curriculum and Head of Quality Enhancement will meet with Directors, Heads and Curriculum Managers, in late February/early March, for each of these areas, as part of the Curriculum Area Review Process, to discuss approaches to course design, timetabling, assessment, student support and staff participation in CPD in order to increase positive outcomes for students.

4. Consultation

Performance indicators are discussed, in detail, at all management forums in the College and staff are engaged fully in the monitoring of performance and actions for improvement.

5. Risks

The risk of not acting to improve performance indicators could result in poorer outcomes for students and significant damage to the College's reputation.

6. Summary

The College has revised the student success targets in its 2020-23 Regional Outcome Agreement and, while still aspirational, they are more realistic, reflecting on college and sector performance. With the continued focus of all teams on improving retention, increasing attainment and improving the quality of the student experience through effective learning and teaching, the team remains confident in achieving the performance targets set in the Regional Outcome Agreement.

7. Conclusion

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
11 February 2020

Publication

This paper will be published on the College website

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FE - Sector Benchmark PI Data - Rank Order**2015-16**

College	% Full-Time Outcome
Dundee & Angus College	72.9
City of Glasgow	71.7
Forth Valley	69.4
South Lanarkshire	68.5
NE Scotland	67.4
Glasgow Kelvin	66.9
Borders	66.6
Scotland Average	65.5
Edinburgh College	65.2
Glasgow Clyde	64.2
West Lothian	64.1
West College Scotland	63.7
Fife College	62.0
Ayrshire College	61.2
D & G	60.8
New College Lanarkshire	58.7

2016-17

College	% Full-Time Outcome
Forth Valley	73.5
Dundee & Angus College	70.8
South Lanarkshire	70.2
City of Glasgow	69.1
West College Scotland	68.7
Ayrshire College	66.9
NE Scotland	66.2
Borders	65.9
Scotland Average	65.3
Edinburgh College	62.9
D & G	62.5
Glasgow Clyde	62.1
West Lothian	61.9
Glasgow Kelvin	60.8
New College Lanarkshire	59.4
Fife College	57.4

2017-18

College	% Full-Time Outcome
Dundee & Angus College	75.4
Forth Valley	71.4
South Lanarkshire	69.7
West College Scotland	69.2
Borders	68.7
City of Glasgow	67.9
Ayrshire College	66.9
NE Scotland	66.6
Glasgow Clyde	66.2
Scotland Average	66.1
West Lothian	65.5
New College Lanarkshire	61.4
Edinburgh College	60.7
Glasgow Kelvin	60.2
D & G	59.6
Fife College	59.1

2018-19

College	% Full-Time Outcome
South Lanarkshire	71.7
Dundee & Angus College	70.2
Forth Valley	69.1
Borders	68.2
Glasgow Clyde	68.0
West College Scotland	67.9
West Lothian	67.7
Ayrshire College	66.2
City of Glasgow	65.9
Scotland Average	65.2
NE Scotland	64.8
Glasgow Kelvin	63.8
New College Lanarkshire	63.0
D & G	58.6
Fife College	57.9
Edinburgh College	56.0

HE - Sector Benchmark PI Data - Rank Order**2015-16**

College	% Full-Time Outcome
South Lanarkshire	77.4
NE Scotland	77.1
Dundee & Angus College	76.6
Borders	76.5
City of Glasgow	76.2
Forth Valley	74.7
Edinburgh College	73.6
Glasgow Kelvin	73.3
Glasgow Clyde	72.2
Scotland Average	72.2
D & G	71.2
Fife College	69.8
West Lothian	69.7
New College Lanarkshire	66.8
West College Scotland	65.4
Ayrshire College	63.1

2016-17

College	% Full-Time Outcome
NE Scotland	75.0
South Lanarkshire	74.8
City of Glasgow	73.8
Glasgow Clyde	73.8
Dundee & Angus College	73.2
Edinburgh College	73.1
West Lothian	72.5
Scotland Average	71.6
Glasgow Kelvin	70.8
Forth Valley	70.3
D & G	70.2
Borders	69.6
West College Scotland	68.7
Fife College	68.4
Ayrshire College	68.0
New College Lanarkshire	66.5

2017-18

College	% Full-Time Outcome
Dundee & Angus College	76.2
Glasgow Clyde	74.8
NE Scotland	74.1
South Lanarkshire	73.9
City of Glasgow	73.9
Borders	72.5
Edinburgh College	71.3
Scotland Average	71.3
Forth Valley	70.9
West Lothian	69.8
West College Scotland	69.4
D & G	68.7
Glasgow Kelvin	67.7
Ayrshire College	67.2
Fife College	66.8
New College Lanarkshire	66.1

2018-19

College	% Full-Time Outcome
South Lanarkshire	75.0
Glasgow Clyde	72.9
Borders	72.1
NE Scotland	72.0
Dundee & Angus College	71.7
City of Glasgow	71.5
West Lothian	70.5
Forth Valley	70.0
Scotland Average	69.8
D & G	69.7
Edinburgh College	69.7
Fife College	67.6
New College Lanarkshire	66.9
Ayrshire College	66.8
Glasgow Kelvin	66.5
West College Scotland	64.9

Performance Indicators

Four year trend:
2015-16 to
2018-19

RAISING ASPIRATIONS

INSPIRING ACHIEVEMENT

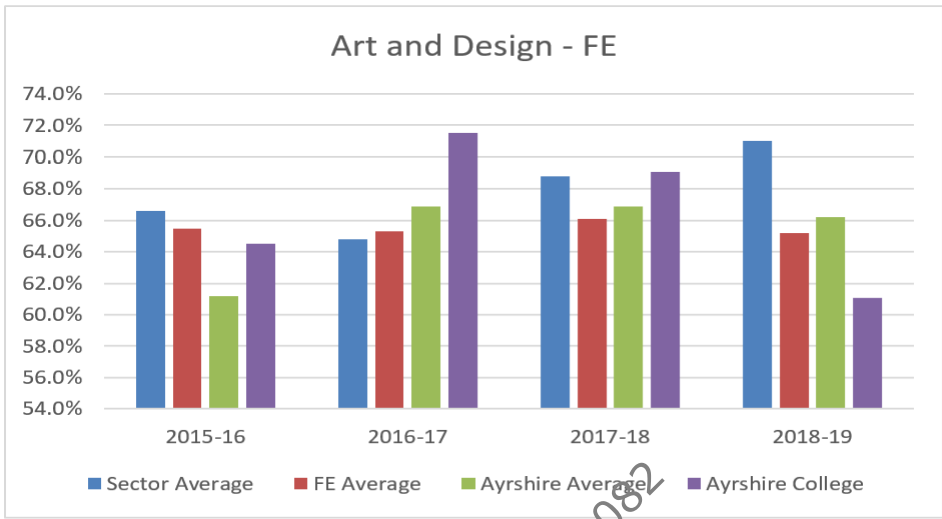
INCREASING OPPORTUNITIES



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Art & Design

Art and Design - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	66.6%	64.8%	68.8%	71.0%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	64.5%	71.5%	69.1%	61.1%



Art and Design - FE

2015-16	
College	% Completed Successfully
Ayrshire Average	61.2
Ayrshire College	64.5
City of Glasgow College	73.2
Dumfries & Galloway College	72.4
Dundee & Angus College	75.1
Edinburgh College	65.3
FE Average	65.5
Fife College	65.3
Forth Valley College	75.8
Glasgow Clyde College	61.7
Glasgow Kelvin College	60.7
New College Lanarkshire	71.6
Sector Average	66.6
West College Scotland	62.8
West Lothian College	64.7

2016-2017	
College	% Completed Successfully
Dumfries and Galloway College	78.0
Ayrshire College	71.5
City of Glasgow College	69.1
Forth Valley College	69.0
Ayrshire Average	66.9
Edinburgh College	65.5
Glasgow Clyde College	65.4
FE Average	65.3
Sector Average	64.8
West College Scotland	64.3
North East Scotland College	63.0
Dundee & Angus College	61.9
New College Lanarkshire	61.3
West Lothian College	60.0
Fife College	59.3
South Lanarkshire College	58.1
Borders College	50.9
Glasgow Kelvin College	50.4

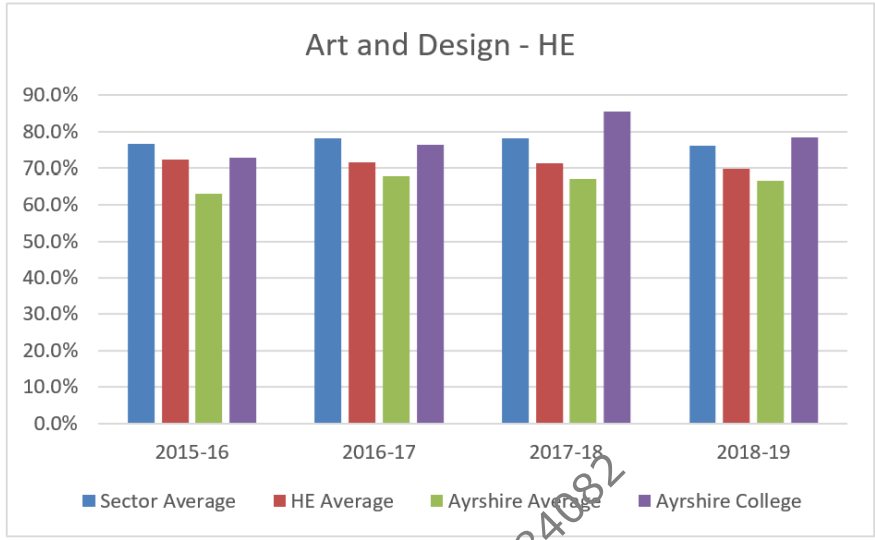
2017-2018	
College	% Completed Successfully
Dundee & Angus College	78.3
North East Scotland College	70.6
New College Lanarkshire	70.5
Glasgow Kelvin College	70.1
Ayrshire College	69.1
Sector Average	68.8
Glasgow Clyde College	67.7
Edinburgh College	67.2
Ayrshire Average	66.9
Forth Valley College	66.4
West College Scotland	66.3
FE Average	66.1
City of Glasgow College	65.4
Fife College	59.6

2018-2019	
College	% Completed Successfully
Dundee & Angus College	80.1
City of Glasgow College	75.5
Glasgow Clyde College	71.3
Sector Average	71.0
Edinburgh College	70.5
New College Lanarkshire	69.8
West College Scotland	68.0
Fife College	67.7
North East Scotland College	67.6
Ayrshire Average	66.2
Glasgow Kelvin College	65.9
FE Average	65.2
Ayrshire College	61.1
Forth Valley College	59.7

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Art & Design

Art and Design - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	76.7%	78.0%	78.2%	76.0%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	72.9%	76.3%	85.5%	78.4%



Art and Design - HE

2015-16

College	% Completed Successfully
Edinburgh College	82.0
Forth Valley College	81.6
Glasgow Clyde College	79.2
Dumfries & Galloway College	79.1
Glasgow Kelvin College	78.8
City of Glasgow College	78.3
North East Scotland College	77.6
Sector Average	76.7
Dundee & Angus College	74.5
Ayrshire College	72.9
HE Average	72.2
West College Scotland	71.1
New College Lanarkshire	69.4
Fife College	64.3
Ayrshire Average	63.1

2016-2017

College	% Completed Successfully
Edinburgh College	85.8
Forth Valley College	83.5
Dumfries & Galloway College	82.5
Dundee & Angus College	82.5
North East Scotland College	80.1
Glasgow Clyde College	79.4
Sector Average	78.0
City of Glasgow College	77.0
Ayrshire College	76.3
Fife College	75.3
Glasgow Kelvin College	74.1
West College Scotland	71.7
HE Average	71.6
Ayrshire Average	68.0
Borders College	67.6
New College Lanarkshire	66.9
West Lothian College	52.0

2017-2018

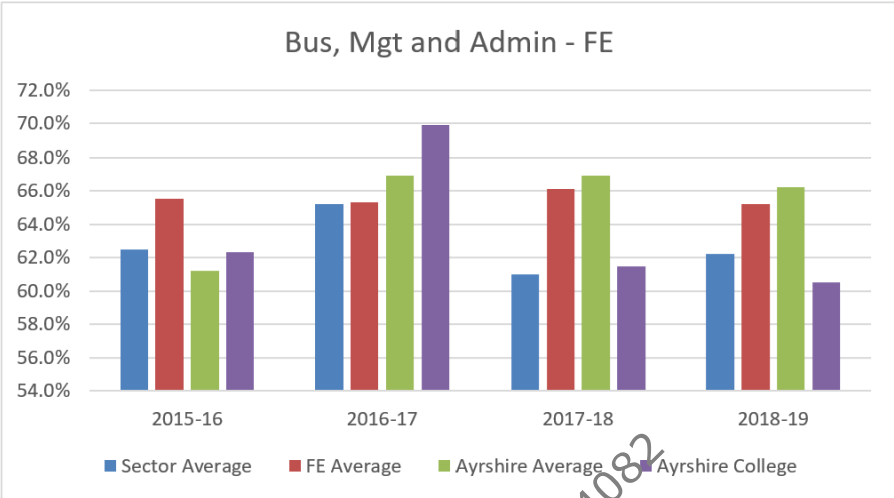
College	% Completed Successfully
Forth Valley College	89.3
Ayrshire College	85.5
Edinburgh College	85.2
Dundee & Angus College	82.3
Glasgow Clyde College	81.0
Sector Average	78.2
North East Scotland College	77.8
West College Scotland	76.5
City of Glasgow College	76.0
Dumfries & Galloway College	75.9
New College Lanarkshire	75.4
HE Average	71.3
Glasgow Kelvin College	70.3
Fife College	67.2
Ayrshire Average	67.2

2018-2019

College	% Completed Successfully
Edinburgh College	83.4
Glasgow Clyde College	81.1
Fife College	80.6
Forth Valley College	80.2
Ayrshire College	78.4
North East Scotland College	76.1
Sector Average	76.0
City of Glasgow College	74.3
West College Scotland	70.3
HE Average	69.8
Dundee & Angus College	67.8
Ayrshire Average	66.8
New College Lanarkshire	65.4
Glasgow Kelvin College	61.7

Business, Management & Admin

Bus, Mgt & Admin - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	62.5%	65.2%	61.0%	62.2%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	62.3%	69.9%	61.5%	60.5%



Business, Management and Administration - FE

2015-2016

College	% Completed Successfully
Forth Valley College	85.8
Glasgow Kelvin College	81.7
Dumfries & Galloway College	81.0
Fife College	76.2
Dundee & Angus College	71.2
City of Glasgow College	70.1
Edinburgh College	67.9
West Lothian College	65.7
North East Scotland College	65.5
FE Average	65.5
South Lanarkshire College	65.3
Sector Average	62.5
Ayrshire College	62.3
Glasgow Clyde College	61.4
Ayrshire Average	61.2
Borders College	58.9
New College Lanarkshire	55.3
West College Scotland	37.8

2016-2017

College	% Completed Successfully
Forth Valley College	84.3
Dundee & Angus College	76.6
Borders College	75.8
South Lanarkshire College	74.2
Dumfries & Galloway College	71.7
Ayrshire College	69.9
West Lothian College	69.1
City of Glasgow College	68.9
Ayrshire Average	66.9
FE Average	65.3
Sector Average	65.2
Glasgow Kelvin College	60.6
New College Lanarkshire	60.1
Fife College	59.3
Glasgow Clyde College	58.9
North East Scotland College	56.4
West College Scotland	54.6
Edinburgh College	49.1

2017-2018

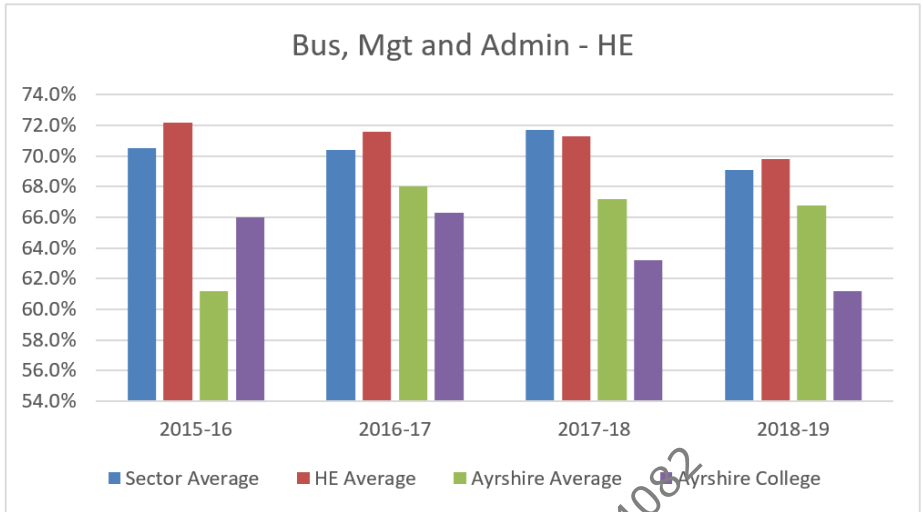
College	% Completed Successfully
Forth Valley College	79.7
North East Scotland College	76.2
Dundee & Angus College	74.8
Borders College	70.8
New College Lanarkshire	70.7
Glasgow Kelvin College	70.0
Fife College	68.9
West Lothian College	68.5
Ayrshire Average	66.9
City of Glasgow College	66.3
FE Average	66.1
Ayrshire College	61.5
Sector Average	61.0
Glasgow Clyde College	60.8
West College Scotland	54.0
Edinburgh College	44.4

2018-2019

College	% Completed Successfully
West Lothian College	87.2
Forth Valley College	79.1
Borders College	74.2
Glasgow Kelvin College	70.7
Fife College	70.4
South Lanarkshire College	67.8
Ayrshire Average	66.2
City of Glasgow College	65.2
FE Average	65.2
Glasgow Clyde College	64.8
Dundee & Angus College	64.3
West College Scotland	62.8
New College Lanarkshire	62.2
Sector Average	62.2
Dumfries & Galloway College	61.7
Ayrshire College	60.5
North East Scotland College	54.5
Edinburgh College	38.2

Business, Management & Admin

Bus, Mgt & Admin - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	70.5%	70.4%	71.7%	69.1%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	61.2%	68.0%	67.2%	66.8%
Ayrshire College	66.0%	66.3%	63.2%	61.2%



Business, Management and Administration - HE

2015-2016	
College	% Completed Successfully
North East Scotland College	80.6
Borders College	77.9
Forth Valley College	76.5
Dundee & Angus College	75.0
City of Glasgow College	74.9
HE Average	72.2
Fife College	70.7
Sector Average	70.5
Dumfries & Galloway College	69.9
Glasgow Kelvin College	69.1
South Lanarkshire College	68.2
Glasgow Clyde College	67.8
West Lothian College	66.3
Ayrshire College	66.0
Edinburgh College	64.3
Ayrshire Average	63.1
New College Lanarkshire	60.8
West College Scotland	59.8

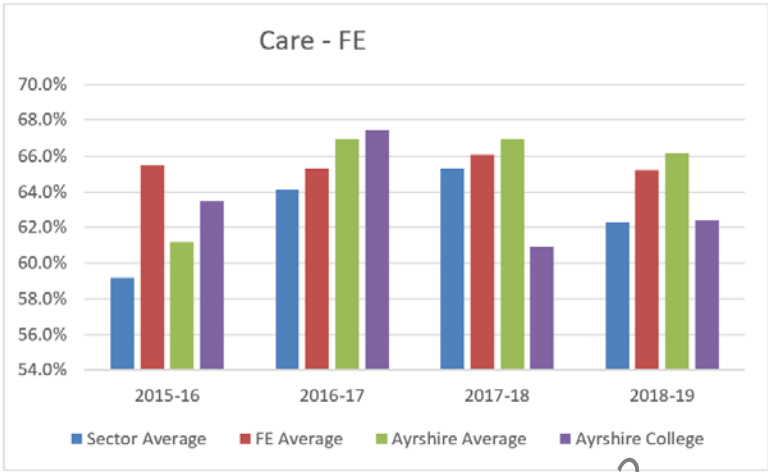
2016-2017	
College	% Completed Successfully
West Lothian College	82.4
North East Scotland College	77.2
Borders College	76.3
Glasgow Clyde College	74.9
City of Glasgow College	73.7
Dundee & Angus College	73.2
HE Average	71.6
Fife College	71.0
Sector Average	70.4
Glasgow Kelvin College	69.7
Ayrshire Average	68.0
Forth Valley College	66.8
Ayrshire College	66.3
Dumfries & Galloway College	66.0
South Lanarkshire College	65.6
Edinburgh College	64.3
West College Scotland	61.6
New College Lanarkshire	60.9

2017-2018	
College	% Completed Successfully
Glasgow Clyde College	79.5
Borders College	79.3
West Lothian College	76.3
Forth Valley College	76.0
City of Glasgow College	75.9
South Lanarkshire College	72.8
Dumfries & Galloway College	71.9
Dundee & Angus College	71.9
Sector Average	71.7
HE Average	71.3
New College Lanarkshire	70.7
Fife College	69.4
West College Scotland	68.0
Ayrshire Average	67.2
Ayrshire College	63.2
Edinburgh College	62.0
Glasgow Kelvin College	61.7
North East Scotland College	44.2

2018-2019	
College	% Completed Successfully
West Lothian College	80.7
Forth Valley College	80.4
Borders College	77.8
Dumfries & Galloway College	77.0
Glasgow Clyde College	72.9
City of Glasgow College	72.6
North East Scotland College	70.3
South Lanarkshire College	70
Fife College	70.0
HE Average	69.8
Sector Average	69.1
Ayrshire Average	66.8
Dundee & Angus College	66.2
New College Lanarkshire	63.7
Edinburgh College	62.0
Ayrshire College	61.2
West College Scotland	57.4
Glasgow Kelvin College	57.0

Care

Care - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	59.2%	64.1%	65.3%	62.3%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	63.5%	67.4%	60.9%	62.4%



Care - FE

2015-2016

College	% Completed Successfully
City of Glasgow College	79.7
Forth Valley College	74.1
West Lothian College	70.4
South Lanarkshire College	68.7
Borders College	67.5
Dundee & Angus College	66.2
Dumfries & Galloway College	66.1
FE Average	65.5
Glasgow Clyde College	64.5
Glasgow Kelvin College	63.8
Ayrshire College	63.5
North East College	61.6
Fife College	61.5
Ayrshire Average	61.2
Edinburgh College	61.0
UHI	60.9
Care Sector Average	59.2
New College Lanarkshire	57.2
West College Scotland	38.8

2016-2017

College	% Completed Successfully
City of Glasgow College	80.1
Forth Valley College	79.6
West Lothian College	79.0
South Lanarkshire College	74.9
Borders College	70.3
Ayrshire College	67.4
Fife College	67.3
Ayrshire Average	66.9
FE Average	65.3
Care Sector Average	64.1
North East Scotland	63.5
Glasgow Kelvin College	62.6
New College Lanarkshire	61.9
West College Scotland	61.6
UHI	61.1
Dundee & Angus College	60.1
Glasgow Clyde College	57.0
Edinburgh College	54.1
Dumfries & Galloway College	53.8

2017-2018

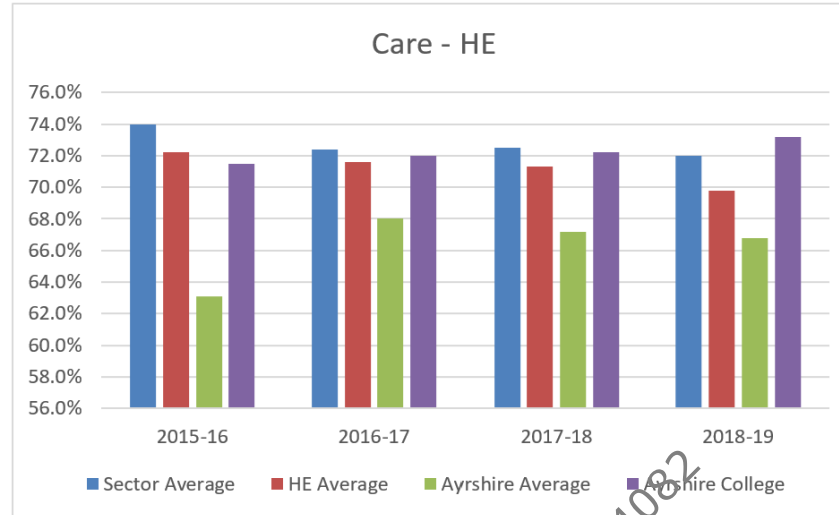
College	% Completed Successfully
West Lothian College	78.2
Forth Valley College	75.9
City of Glasgow College	74.5
South Lanarkshire College	70.6
Borders College	68.8
Fife College	68.0
Dundee & Angus College	67.1
Ayrshire Average	66.9
West College Scotland	66.3
UHI	66.2
FE Average	66.1
Care Sector Average	65.3
Glasgow Clyde College	63.8
Dumfries & Galloway College	62.3
New College Lanarkshire	62.1
Ayrshire College	60.9
North East Scotland	58.3
Glasgow Kelvin College	55.6
Edinburgh College	53.2

2018-2019

College	% Completed Successfully
West Lothian College	82.4
South Lanarkshire College	75.4
City of Glasgow College	69.6
Forth Valley College	68.7
Borders College	67.5
Glasgow Clyde College	67.4
Ayrshire Average	66.2
FE Average	65.2
Dundee & Angus College	62.5
Ayrshire College	62.4
Care Sector Average	62.3
Fife College	62.0
Dumfries & Galloway College	60.6
Glasgow Kelvin College	60.4
West College Scotland	60.3
UHI	60.0
New College Lanarkshire	57.6
Edinburgh College	47.0
North East Scotland	46.5

Care

Care - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	74.0%	72.4%	72.5%	72.0%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	71.5%	72.0%	72.2%	73.2%



Care - HE

2015-2016

College	% Completed Successfully
South Lanarkshire College	82.6
Borders College	81.0
City of Glasgow College	80.6
Dundee and Angus College	79.5
Forth Valley College	79.3
Glasgow Kelvin College	79.2
Dumfries & Galloway College	77.4
West Lothian College	76.2
Edinburgh College	74.8
Glasgow Clyde College	74.6
Sector Average	74.0
North East College	72.5
HE Average	72.2
Ayrshire College	71.5
West College Scotland	69.0
Fife College	68.3
New College Lanarkshire	66.8
Ayrshire Average	63.1

2016-2017

College	% Completed Successfully
Edinburgh College	81.2
South Lanarkshire College	80.3
West Lothian College	80.3
City of Glasgow College	78.3
Borders College	77.7
Glasgow Clyde College	77.6
Glasgow Kelvin College	74.6
Sector Average	72.4
North East Scotland	72.2
Ayrshire College	72.0
West College Scotland	71.7
HE Average	71.6
Ayrshire Average	68.0
Forth Valley College	67.8
Dumfries & Galloway College	67.0
New College Lanarkshire	65.7
Dundee & Angus College	61.0
Fife College	60.1

2017-2018

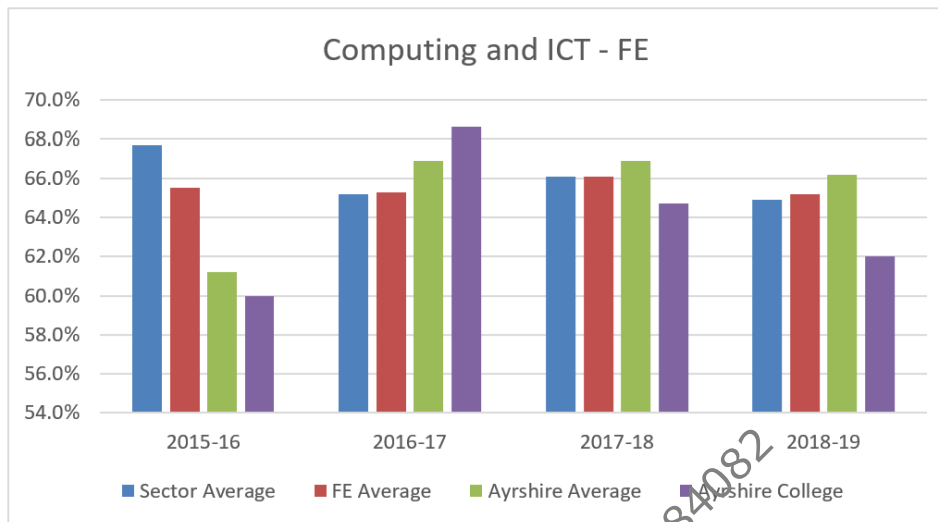
College	% Completed Successfully
South Lanarkshire College	79.4
Borders College	78.9
Glasgow Clyde College	78.2
West College Scotland	76.0
Edinburgh College	75.0
City of Glasgow College	73.1
Sector Average	72.5
Ayrshire College	72.2
Fife College	71.8
West Lothian College	71.8
HE Average	71.3
North East Scotland	68.6
New College Lanarkshire	67.6
Ayrshire Average	67.2
Forth Valley College	66.5
Glasgow Kelvin College	65.7
Dundee & Angus College	63.6
Dumfries & Galloway College	62.2

2018-2019

College	% Completed Successfully
Borders College	84.0
South Lanarkshire College	81.5
Glasgow Clyde College	75.6
West College Scotland	74.1
Ayrshire College	73.2
City of Glasgow College	73.0
North East Scotland	72.1
Sector Average	72.0
Fife College	71.8
Forth Valley College	70.8
Glasgow Kelvin College	70.7
West Lothian College	69.9
HE Average	69.8
Dumfries & Galloway College	69.4
Edinburgh College	68.8
Ayrshire Average	66.8
New College Lanarkshire	65.7
Dundee & Angus College	59.0

Computing & ICT

Computing & ICT - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	67.7%	65.2%	66.1%	64.9%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	60.0%	68.6%	64.7%	62.0%



Computing and ICT - FE

2015-2016

College	% Completed Successfully
Forth Valley College	89.3
City of Glasgow College	78.6
Fife College	78.5
Glasgow Kelvin College	72.1
Sector Average	67.7
Dumfries and Galloway College	66.7
FE Average	65.5
North East Scotland College	62.8
Edinburgh College	62.5
Dundee & Angus College	61.4
Ayrshire Average	61.2
Ayrshire College	60.0
Glasgow Clyde College	57.8
West College Scotland	57.1
New College Lanarkshire	54.7
West Lothian College	51.1

2016-2017

College	% Completed Successfully
Forth Valley College	93.6
City of Glasgow College	76.2
Ayrshire College	68.6
Fife College	68.0
West College Scotland	67.0
Ayrshire Average	66.9
FE Average	65.3
Sector Average	65.2
Dundee & Angus College	63.3
Dumfries & Galloway College	60.7
Edinburgh College	60.7
North East Scotland College	60.4
West Lothian College	59.0
New College Lanarkshire	57.7
Borders College	53.8
Glasgow Clyde College	51.5
Glasgow Kelvin College	51.4

2017-2018

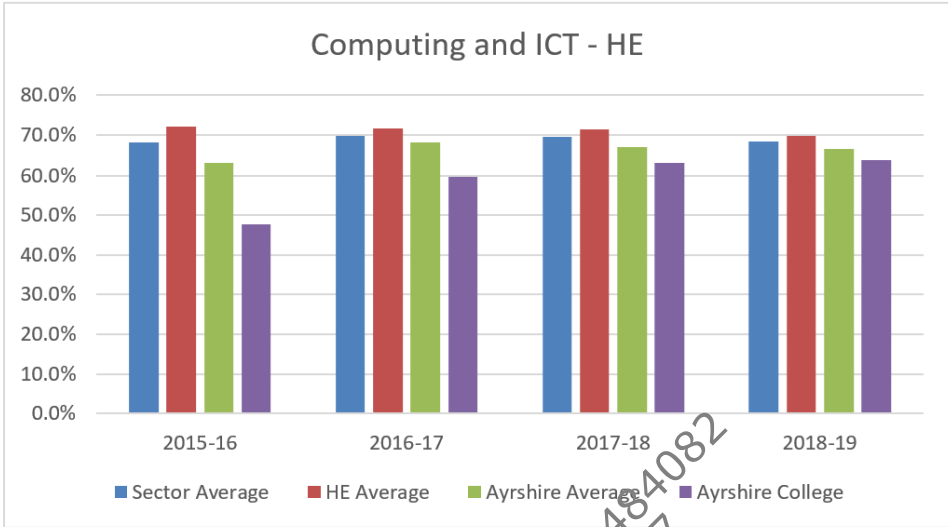
College	% Completed Successfully
Forth Valley College	90.8
City of Glasgow College	77.7
West College Scotland	70.4
West Lothian College	67.0
Ayrshire Average	66.9
North East Scotland College	66.7
New College Lanarkshire	66.4
FE Average	66.1
Sector Average	66.1
Dundee & Angus College	66.0
Ayrshire College	64.7
Glasgow Clyde College	64.4
Fife College	60.3
Edinburgh College	55.8
Dumfries & Galloway College	55.4
Glasgow Kelvin College	52.6
Borders College	50.0

2018-2019

College	% Completed Successfully
Forth Valley College	88.4
West Lothian College	76.1
City of Glasgow College	70.0
Fife College	67.9
North East Scotland College	67.4
Ayrshire Average	66.2
Dundee & Angus College	65.7
FE Average	65.2
Sector Average	64.9
Dumfries & Galloway College	63.5
Ayrshire College	62.0
West College Scotland	61.8
New College Lanarkshire	59.6
Glasgow Clyde College	57.8
Edinburgh College	57.4
Glasgow Kelvin College	53.8

Computing & ICT

Computing & ICT - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	68.0%	69.7%	69.6%	68.4%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	47.7%	59.7%	63.1%	63.9%



Computing and ICT - HE

2015-2016

College	% Completed Successfully
Forth Valley College	80.6
Glasgow Kelvin College	78.3
North East Scotland College	77.1
Fife College	74.4
Dundee & Angus College	73.3
City of Glasgow College	72.8
HE Average	72.2
Edinburgh College	71.7
West Lothian College	69.1
Sector Average	68.0
Ayrshire Average	63.1
Glasgow Clyde College	60.4
West College Scotland	60.0
New College Lanarkshire	59.1
Ayrshire College	47.7

2016-2017

College	% Completed Successfully
Forth Valley College	80.3
Glasgow Kelvin College	80.0
North East Scotland College	79.1
Dundee & Angus College	78.1
West Lothian College	73.3
HE Average	71.6
Glasgow Clyde College	71.3
Dumfries & Galloway College	70.6
West College Scotland	70.0
Sector Average	69.7
Fife College	68.7
Ayrshire Average	68.0
Edinburgh College	67.0
City of Glasgow College	65.8
New College Lanarkshire	62.6
Ayrshire College	59.7
Borders College	41.7

2017-2018

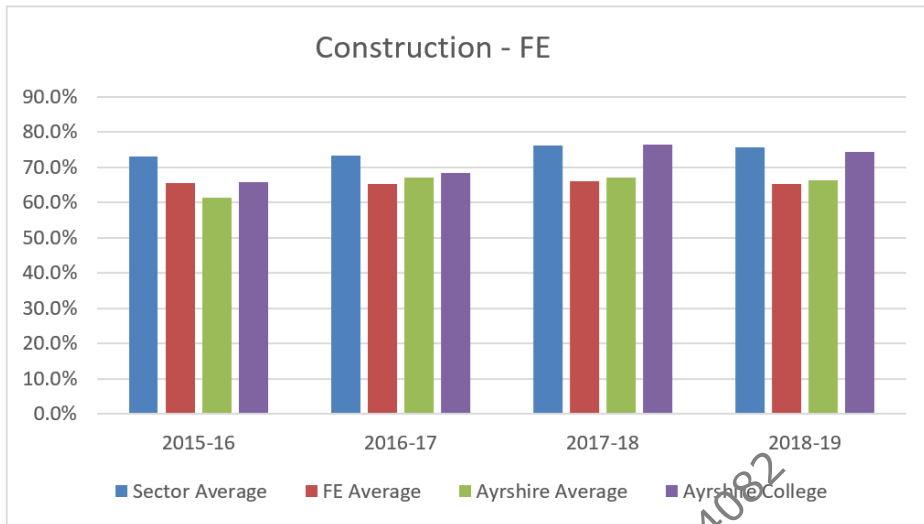
College	% Completed Successfully
Dundee & Angus College	76.5
North East Scotland College	74.4
Forth Valley College	74.1
West Lothian College	72.7
Dumfries & Galloway College	72.2
Edinburgh College	71.9
HE Average	71.3
City of Glasgow College	70.9
Sector Average	69.6
West College Scotland	68.6
Ayrshire Average	67.2
Fife College	67.1
Glasgow Clyde College	65.6
Ayrshire College	63.1
New College Lanarkshire	58.2

2018-2019

College	% Completed Successfully
Dumfries & Galloway College	84.3
North East Scotland College	74.0
Dundee & Angus College	73.1
Forth Valley College	73.1
West Lothian College	72.1
HE Average	69.8
Fife College	68.8
Sector Average	68.4
West College Scotland	68.1
New College Lanarkshire	67.2
Ayrshire Average	66.8
City of Glasgow College	66.2
Glasgow Clyde College	66.2
Edinburgh College	65.8
Ayrshire College	63.9

Construction

Construction - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	73.0%	73.2%	76.1%	75.6%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	65.6%	68.3%	76.4%	74.4%



Construction - FE

2015-2016	
College	% Completed Successfully
Glasgow Kelvin College	80.5
Glasgow Clyde College	78.5
South Lanarkshire College	78.5
Edinburgh College	77.5
Dundee & Angus College	77.0
Forth Valley College	76.2
Borders College	75.3
North East Scotland College	73.4
Sector Average	73.0
Dumfries & Galloway	71.6
City of Glasgow College	67.4
West College Scotland	65.7
Ayrshire College	65.6
FE Average	65.5
Ayrshire Average	61.2
Fife College	59.1
New College Lanarkshire	54.6
West Lothian College	54.1

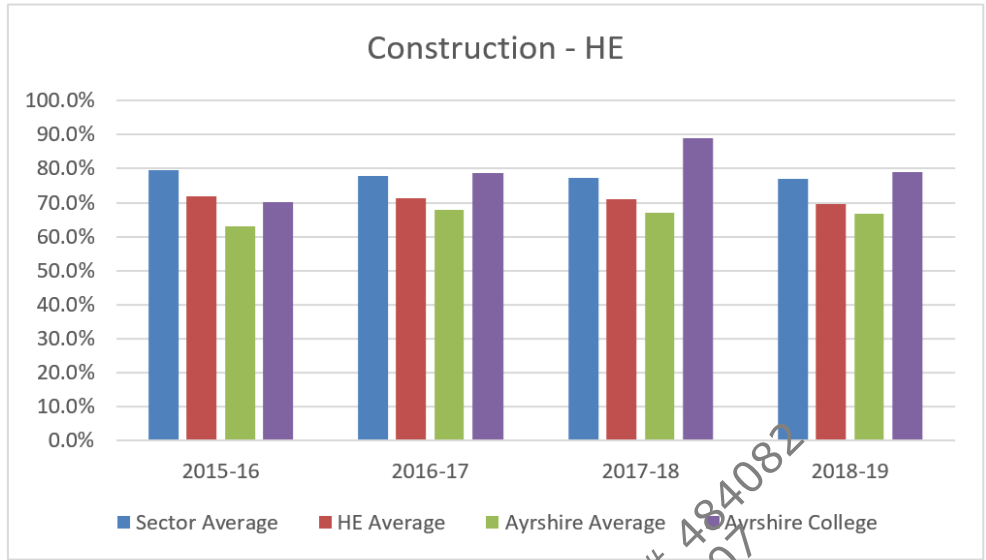
2016-2017	
College	% Completed Successfully
Forth Valley College	85.7
UHI	81.4
Dundee and Angus College	78.4
Glasgow Kelvin College	77.6
West College Scotland	77.3
South Lanarkshire College	76.5
Sector Average	73.2
Borders College	72.5
Fife College	72.0
Dumfries & Galloway College	71.0
West Lothian College	68.8
North East Scotland College	68.8
Ayrshire College	68.3
Glasgow Clyde College	68.0
City of Glasgow College	67.4
Ayrshire Average	66.9
FE Average	65.3
Edinburgh College	62.9
New College Lanarkshire	49.9

2017-2018	
College	% Completed Successfully
UHI	83.6
Glasgow Kelvin College	81.4
Dundee & Angus College	79.1
South Lanarkshire College	78.5
Fife College	77.7
Forth Valley College	77.2
Ayrshire College	76.4
West College Scotland	76.4
Sector Average	76.1
North East Scotland	75.4
Edinburgh College	73.7
West Lothian College	72.8
City of Glasgow College	72.3
Glasgow Clyde College	71.0
Borders College	70.7
Dumfries & Galloway College	69.9
Ayrshire Average	66.9
FE Average	66.1
New College Lanarkshire	58.7

2018-2019	
College	% Completed Successfully
UHI	83.6
Glasgow Kelvin College	81.6
Borders College	81.3
South Lanarkshire College	79.9
West Lothian College	79.5
Forth Valley College	77.8
West College Scotland	77.1
Dundee & Angus College	76.2
Fife College	75.8
Sector Average	75.6
Ayrshire College	74.4
Glasgow Clyde College	73.5
North East Scotland	73.1
Edinburgh College	71.3
City of Glasgow College	68.4
Ayrshire Average	66.2
FE Average	65.2
Dumfries & Galloway College	65.0
New College Lanarkshire	60.9

Construction

Construction - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	79.5%	77.9%	77.5%	77.3%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	70.5%	78.7%	89.0%	78.9%



Construction - HE

2015-2016

College	% Completed Successfully
North East Scotland	86.9
South Lanarkshire	86.8
Dundee & Angus College	83.3
Glasgow Kelvin College	81.1
Edinburgh College	80.5
Forth Valley College	79.9
Sector Average	79.5
City of Glasgow College	77.6
Fife College	75.3
New College Lanarkshire	75.2
West College Scotland	74.0
HE Average	72.2
Glasgow Clyde College	71.9
Ayrshire College	70.5
Ayrshire Average	63.1

2016-2017

College	% Completed Successfully
West College Scotland	86.9
South Lanarkshire College	84.3
Edinburgh College	83.8
Glasgow Kelvin College	80.1
Ayrshire College	78.7
New College Lanarkshire	78.7
North East Scotland College	78.5
Sector Average	77.9
City of Glasgow College	76.8
Fife College	74.0
HE Average	71.6
Glasgow Clyde College	69.8
Dundee and Angus College	69.4
Ayrshire Average	68.0
Forth Valley College	67.5
West Lothian College	63.9

2017-2018

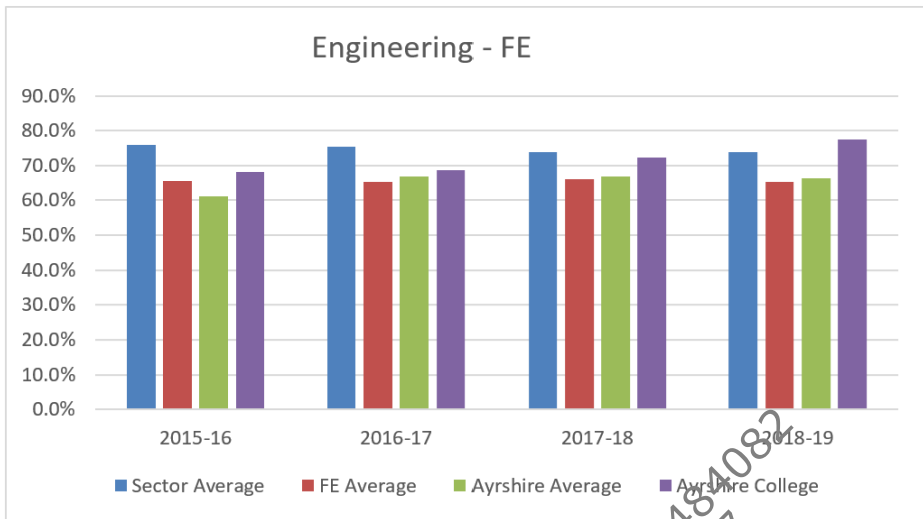
College	% Completed Successfully
Ayrshire College	89.0
West College Scotland	86.6
Dundee & Angus College	86.3
South Lanarkshire College	80.2
West Lothian College	79.7
Edinburgh College	79.3
New College Lanarkshire	78.7
Forth Valley College	77.6
Sector Average	77.5
Glasgow Kelvin College	76.5
North East Scotland	75.0
City of Glasgow College	72.8
Fife College	72.6
HE Average	71.3
Ayrshire Average	67.2
Glasgow Clyde College	64.3

2018-2019

College	% Completed Successfully
South Lanarkshire College	88.4
Dundee & Angus College	88.0
West College Scotland	81.4
North East Scotland	80.6
Ayrshire College	78.9
Sector Average	77.3
Forth Valley College	76.6
Glasgow Kelvin College	76.5
New College Lanarkshire	75.9
City of Glasgow College	74.9
Edinburgh College	72.6
Fife College	72.4
HE Average	69.8
Ayrshire Average	66.8
Glasgow Clyde College	65.3
West Lothian College	63.4

Engineering

Engineering - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	75.8%	75.4%	73.9%	73.9%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	68.0%	68.7%	72.2%	77.4%



Engineering - FE

2015-2016	
College	% Completed Successfully
Forth Valley College	94.0
Fife College	80.7
UHI	78.3
Glasgow Kelvin College	76.1
North East Scotland College	76.1
Sector Average	75.8
Dundee & Angus College	75.6
Glasgow Clyde College	75.2
City of Glasgow College	74.9
Edinburgh College	74.2
Borders College	72.4
New College Lanarkshire	72.3
West Lothian College	72.3
Ayrshire College	68.0
West College Scotland	67.0
FE Average	65.5
Dumfries & Galloway	63.1
Ayrshire Average	61.2

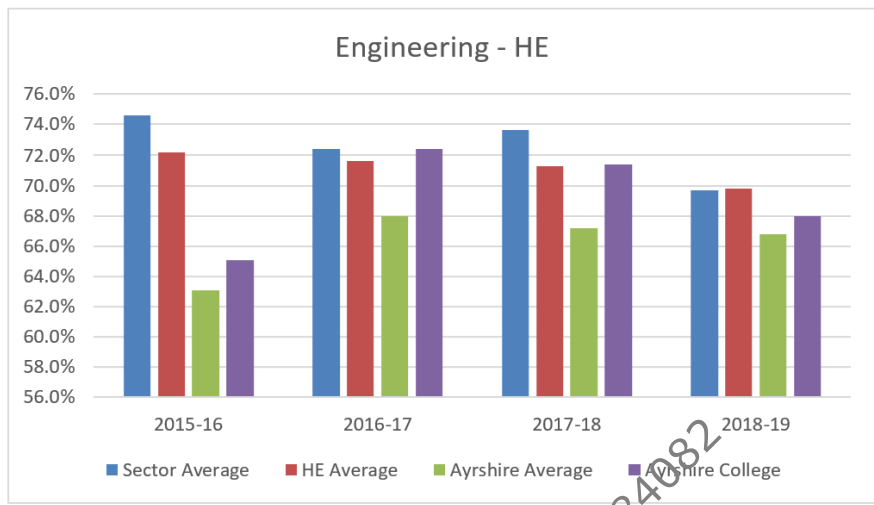
2016-2017	
College	% Completed Successfully
Forth Valley College	94.2
Fife College	80.4
UHI	76.5
Sector Average	75.4
City of Glasgow College	74.8
West College Scotland	73.8
New College Lanarkshire	73.7
Borders College	73.0
North East Scotland	72.6
Glasgow Clyde College	71.7
Dundee & Angus College	71.6
Edinburgh College	70.9
Ayrshire College	68.7
Ayrshire Average	66.9
FE Average	65.3
Glasgow Kelvin College	64.4
Dumfries & Galloway College	62.7
West Lothian College	60.9

2017-2018	
College	% Completed Successfully
Forth Valley College	92.0
West College Scotland	79.1
UHI	77.8
Dundee & Angus College	75.5
Glasgow Clyde College	74.8
Sector Average	73.9
New College Lanarkshire	73.5
Ayrshire College	72.2
North East Scotland	72.2
City of Glasgow College	71.1
West Lothian College	69.4
Fife College	69.2
Ayrshire Average	66.9
Glasgow Kelvin College	68.6
Dumfries & Galloway College	66.9
FE Average	66.1
Edinburgh College	65.6
Borders College	64.9

2018-2019	
College	% Completed Successfully
Forth Valley College	86.6
Glasgow Clyde College	79.9
UHI	78.2
Ayrshire College	77.4
West College Scotland	76.6
Dumfries & Galloway College	76.3
New College Lanarkshire	74.5
Sector Average	73.9
Fife College	72.8
Borders College	70.6
Dundee & Angus College	69.6
North East Scotland	68.6
Edinburgh College	66.5
Ayrshire Average	66.2
West Lothian College	66.2
FE Average	65.2
Glasgow Kelvin College	63.3
City of Glasgow College	57.6

Engineering

Engineering - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	74.6%	72.4%	73.6%	69.7%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	65.1%	72.4%	71.4%	68.0%



Engineering - HE

2015-2016

College	% Completed Successfully
Forth Valley College	83.4
Fife College	82.8
Dundee & Angus College	79.0
Glasgow Clyde College	75.8
North East Scotland	75.6
Sector Average	74.6
City of Glasgow College	73.4
Dumfries & Galloway College	73.3
Glasgow Kelvin College	72.2
HE Average	72.2
Edinburgh College	72.0
New College Lanarkshire	69.3
Ayrshire College	65.1
West College Scotland	64.2
Ayrshire Average	63.1
West Lothian College	59.0

2016-2017

College	% Completed Successfully
Forth Valley College	84.2
Glasgow Clyde College	77.4
Ayrshire College	72.4
Sector Average	72.4
North East Scotland	72.0
Fife College	71.8
HE Average	71.6
Edinburgh College	71.1
New College Lanarkshire	71.1
Glasgow Kelvin College	69.8
City of Glasgow College	68.8
Ayrshire Average	68.0
Dundee & Angus College	67.3
West Lothian College	64.4
West College Scotland	60.7
Dumfries & Galloway College	52.0

2017-2018

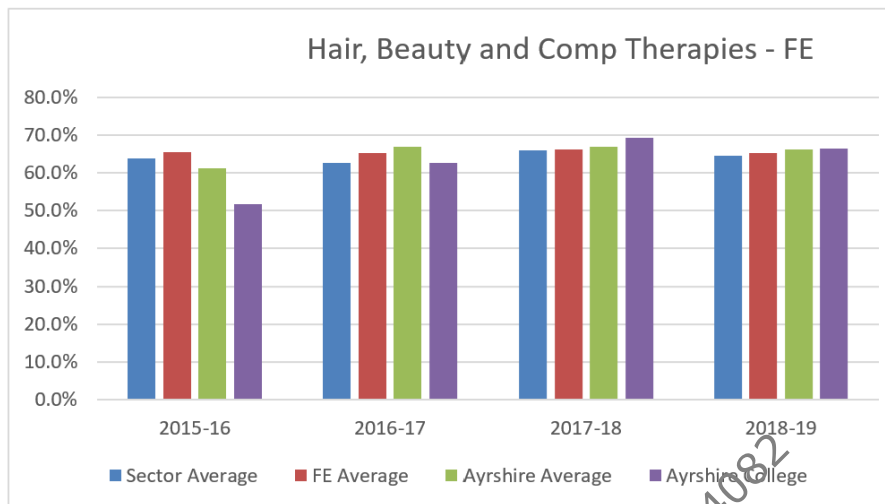
College	% Completed Successfully
Forth Valley College	80.7
Edinburgh College	78.0
Dundee & Angus College	77.2
North East Scotland	76.1
Fife College	75.2
Sector Average	73.6
Glasgow Clyde College	72.8
City of Glasgow College	71.9
Ayrshire College	71.4
HE Average	71.3
Glasgow Kelvin College	69.3
New College Lanarkshire	67.8
Ayrshire Average	67.2
West College Scotland	64.4
West Lothian College	62.6

2018-2019

College	% Completed Successfully
West Lothian College	87.2
Forth Valley College	78.4
North East Scotland	76.1
Edinburgh College	74.9
Fife College	72.0
Glasgow Clyde College	71.0
HE Average	69.8
Sector Average	69.7
Ayrshire College	68.0
Dundee & Angus College	66.9
Ayrshire Average	66.8
Glasgow Kelvin College	64.8
New College Lanarkshire	60.4
City of Glasgow College	60.1
West College Scotland	52.7

Hair, Beauty & Comp Therapies

Hair, Beauty and Comp Therapies - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	63.8%	62.5%	65.9%	64.4%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	51.6%	62.7%	69.3%	66.3%



Hair, Beauty and Complementary Therapies - FE

2015-2016	
College	% Completed Successfully
Dundee & Angus College	78.4
Forth Valley College	75.5
North East Scotland College	74.1
South Lanarkshire College	71.8
West Lothian College	68.4
Borders College	66.3
City of Glasgow College	65.7
FE Average	65.5
Sector Average	63.8
Glasgow Kelvin College	63.1
New College Lanarkshire	61.6
Ayrshire Average	61.2
Glasgow Clyde College	60.3
Edinburgh College	59.2
West College Scotland	58.7
Dumfries & Galloway College	58.1
Fife College	56.2
Ayrshire College	51.6

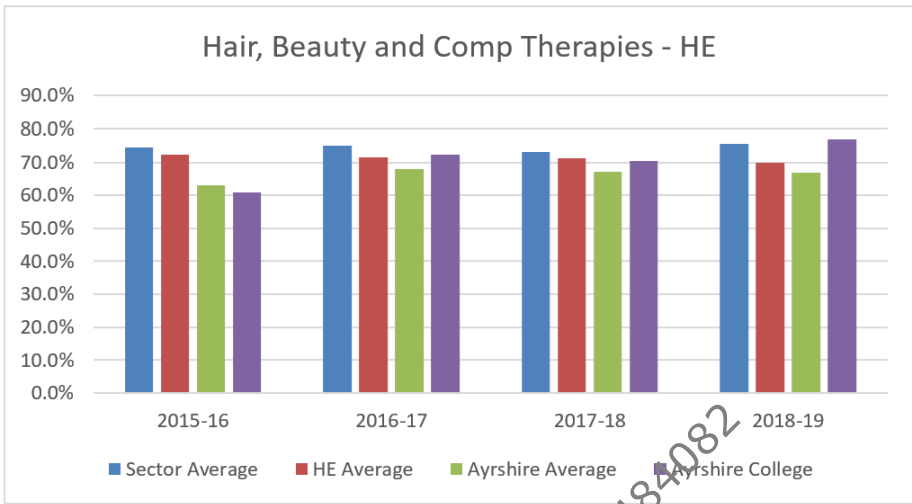
2016-2017	
College	% Completed Successfully
Forth Valley College	76.2
Dundee & Angus College	68.3
Glasgow Clyde College	67.8
South Lanarkshire College	67.8
Ayrshire Average	66.9
North East Scotland College	66.7
FE Average	65.3
West College Scotland	64.4
Ayrshire College	62.7
West Lothian College	62.5
Sector Average	62.5
City of Glasgow College	61.5
New College Lanarkshire	57.4
Borders College	57.3
Dumfries & Galloway College	53.7
Edinburgh College	53.5
Fife College	53.5
Glasgow Kelvin College	53.5

2017-2018	
College	% Completed Successfully
Forth Valley College	75.3
Dundee & Angus College	71.9
Glasgow Clyde College	71.9
Borders College	71.7
Ayrshire College	69.3
City of Glasgow College	67.5
Ayrshire Average	66.9
FE Average	66.1
South Lanarkshire College	66.0
Sector Average	65.9
North East Scotland College	65.7
West College Scotland	63.8
New College Lanarkshire	62.9
Fife College	60.1
West Lothian College	59.0
Edinburgh College	57.0
Glasgow Kelvin College	56.9
Dumfries & Galloway College	55.7

2018-2019	
College	% Completed Successfully
Dundee & Angus College	72.1
West Lothian College	70.3
Forth Valley College	70.2
City of Glasgow College	69.5
Borders College	67.7
South Lanarkshire College	67.1
Ayrshire College	66.3
Ayrshire Average	66.2
FE Average	65.2
Glasgow Clyde College	64.8
Sector Average	64.4
West College Scotland	63.0
North East Scotland College	62.3
Fife College	61.9
New College Lanarkshire	60.2
Dumfries & Galloway College	57.9
Edinburgh College	54.2
Glasgow Kelvin College	53.6

Hair, Beauty & Comp Therapies

Hair, Beauty and Comp Therapies - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	74.6%	75.0%	73.2%	75.5%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	61.0%	72.2%	70.4%	77.0%



Hair, Beauty and Complementary Therapies - HE

2015-2016	
College	% Completed Successfully
Edinburgh College	85.1
City of Glasgow College	80.9
South Lanarkshire College	79.6
New College Lanarkshire	79.4
Glasgow Clyde College	75.2
Forth Valley College	75.0
Sector Average	74.6
HE Average	72.2
West College Scotland	67.8
Ayrshire Average	63.1
Ayrshire College	61.0
Fife College	52.5

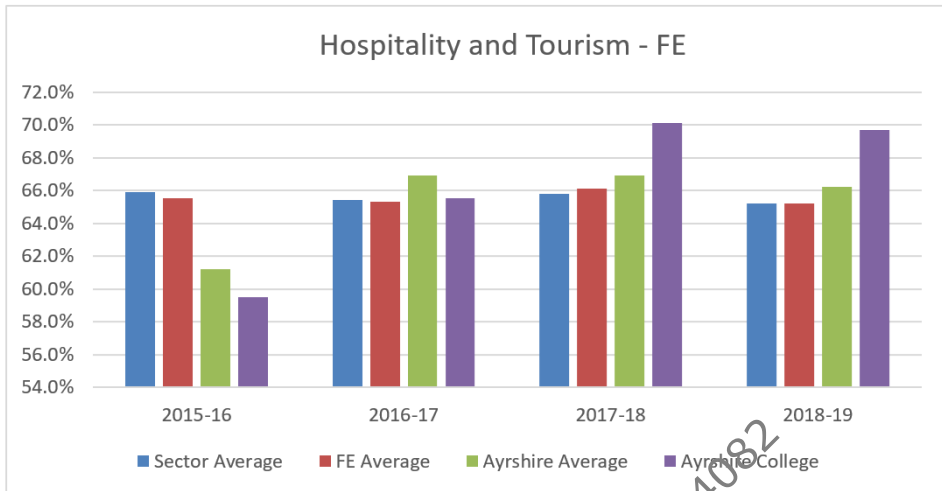
2016-2017	
College	% Completed Successfully
Edinburgh College	82.7
City of Glasgow College	82.6
Dundee & Angus College	82.6
Glasgow Clyde College	85.5
South Lanarkshire College	81.5
Dumfries & Galloway College	75.0
Sector Average	75.0
Fife College	72.4
Forth Valley College	72.4
Ayrshire College	72.2
HE Average	71.6
Glasgow Kelvin College	68.2
Ayrshire Average	68.0
West College Scotland	67.5
New College Lanarkshire	65.5
West Lothian College	62.7
Borders College	58.3

2017-2018	
College	% Completed Successfully
Glasgow Clyde College	78.2
Fife College	76.7
Edinburgh College	76.4
New College Lanarkshire	74.6
West College Scotland	74.4
Sector Average	73.2
City of Glasgow College	71.7
HE Average	71.3
Forth Valley College	71.0
South Lanarkshire College	70.9
Ayrshire College	70.4
Ayrshire Average	67.2
North East Scotland College	65.7

2018-2019	
College	% Completed Successfully
Glasgow Clyde College	82.8
West College Scotland	77.6
City of Glasgow College	77.5
Ayrshire College	77.0
New College Lanarkshire	76.3
Sector Average	75.5
Fife College	74.7
South Lanarkshire College	74.3
HE Average	69.8
Edinburgh College	69.1
Forth Valley College	68.3
Ayrshire Average	66.8

Hospitality & Tourism

Hospitality and Tourism - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	65.9%	65.4%	65.8%	65.2%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	59.5%	65.5%	70.1%	69.7%



Hospitality and Tourism - FE

2015-2016

College	% Completed Successfully
Dundee & Angus College	82.8
North East Scotland College	74.8
Glasgow Kelvin College	73.3
City of Glasgow College	71.5
Forth Valley College	70.6
Glasgow Clyde College	69.3
South Lanarkshire College	68.6
Edinburgh College	67.9
Sector Average	65.9
FE Average	65.5
West Lothian College	63.9
Ayrshire Average	61.2
Dumfries & Galloway College	60.0
Ayrshire College	59.5
Fife College	57.6
New College Lanarkshire	57.5
Borders College	55.8
West College Scotland	54.0

2016-2017

College	% Completed Successfully
Dundee & Angus College	79.2
Forth Valley College	78.7
North East Scotland College	70.8
Ayrshire Average	66.9
Ayrshire College	65.5
Sector Average	65.4
FE Average	65.3
City of Glasgow College	65.2
Dumfries & Galloway College	65.0
Glasgow Clyde College	63.9
Glasgow Kelvin College	63.0
West Lothian College	62.3
Edinburgh College	61.7
New College Lanarkshire	61.3
West College Scotland	59.7
Borders College	59.6
South Lanarkshire College	57.0
Fife College	55.2

2017-2018

College	% Completed Successfully
Dundee & Angus College	78.2
North East Scotland College	72.8
Ayrshire College	70.1
Glasgow Clyde College	68.3
Ayrshire Average	66.9
FE Average	66.1
Sector Average	65.8
City of Glasgow College	64.8
Fife College	63.5
West College Scotland	62.3
Forth Valley College	61.9
Glasgow Kelvin College	61.5
Edinburgh College	60.4
New College Lanarkshire	60.1
Dumfries & Galloway College	53.0

2018-2019

College	% Completed Successfully
Dundee & Angus College	75.4
West Lothian College	73.4
Ayrshire College	69.7
Glasgow Clyde College	69.2
Ayrshire Average	66.2
Dumfries & Galloway College	66.1
Glasgow Kelvin College	65.5
FE Average	65.2
Sector Average	65.2
South Lanarkshire College	65.1
Edinburgh College	64.0
City of Glasgow College	62.3
Fife College	61.6
West College Scotland	61.2
Forth Valley College	59.2
North East Scotland College	57.5
New College Lanarkshire	57.1

Hospitality & Tourism

Hospitality and Tourism - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	65.1%	65.4%	64.5%	65.4%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	50.6%	49.4%	54.7%	50.0%



Hospitality and Tourism - HE

2015-2016	
College	% Completed Successfully
Dundee & Angus College	82.9
Forth Valley College	75.4
HE Average	72.2
North East Scotland College	71.4
Edinburgh College	70.8
Glasgow Clyde College	68.1
City of Glasgow College	66.8
Sector Average	65.1
South Lanarkshire College	63.5
Ayrshire Average	63.1
Fife College	59.0
New College Lanarkshire	56.8
Ayrshire College	50.6
West College Scotland	44.5

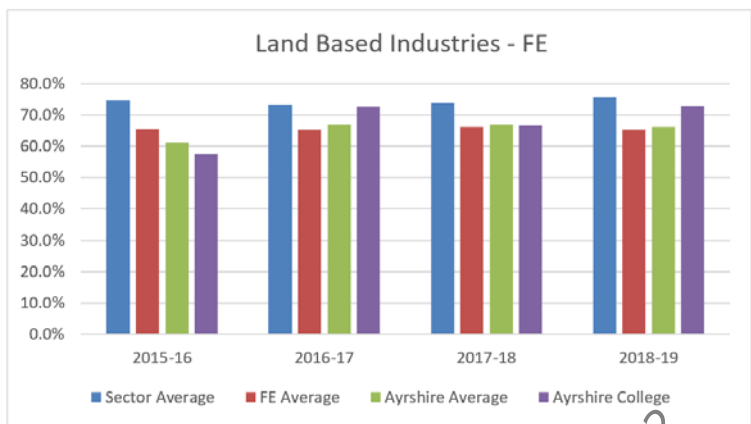
2016-2017	
College	% Completed Successfully
North East Scotland College	76.9
South Lanarkshire College	74.6
HE Average	71.6
City of Glasgow College	70.9
Forth Valley College	69.5
Ayrshire Average	68.0
Edinburgh College	67.3
Dundee & Angus College	67.0
Sector Average	65.4
West Lothian College	65.2
Glasgow Clyde College	59.7
West College Scotland	58.7
New College Lanarkshire	54.4
Fife College	53.6
Ayrshire College	49.4
Dumfries & Galloway College	45.5

2017-2018	
College	% Completed Successfully
North East Scotland College	75.6
HE Average	71.3
City of Glasgow College	70.2
Forth Valley College	69.4
Glasgow Clyde College	69.4
Ayrshire Average	67.2
Dundee & Angus College	66.3
Edinburgh College	65.8
South Lanarkshire College	65.6
Sector Average	64.5
New College Lanarkshire	60.1
Ayrshire College	54.7
West College Scotland	53.3
Fife College	44.6

2018-2019	
College	% Completed Successfully
New College Lanarkshire	73.9
North East Scotland College	73.3
Glasgow Clyde College	70.4
HE Average	69.8
South Lanarkshire College	69.7
Forth Valley College	66.9
Ayrshire Average	66.8
City of Glasgow College	66.2
Sector Average	65.4
Fife College	62.4
Edinburgh College	61.3
West College Scotland	61.2
Dundee & Angus College	60.0
Ayrshire College	50.0

Land Based Industries

Land Based Industries	2015-16	2016-17	2017-18	2018-19
Sector Average	74.6%	73.2%	73.7%	75.7%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	57.3%	72.5%	66.7%	72.7%



Land-based Industries - FE

2015-2016	
College	% Completed Successfully
Edinburgh College	95.0
Dundee & Angus College	83.0
Borders College	75.5
Sector Average	74.6
Glasgow Clyde College	71.4
North East Scotland College	67.8
FE Average	65.5
Ayrshire Average	61.2
Ayrshire College	57.3

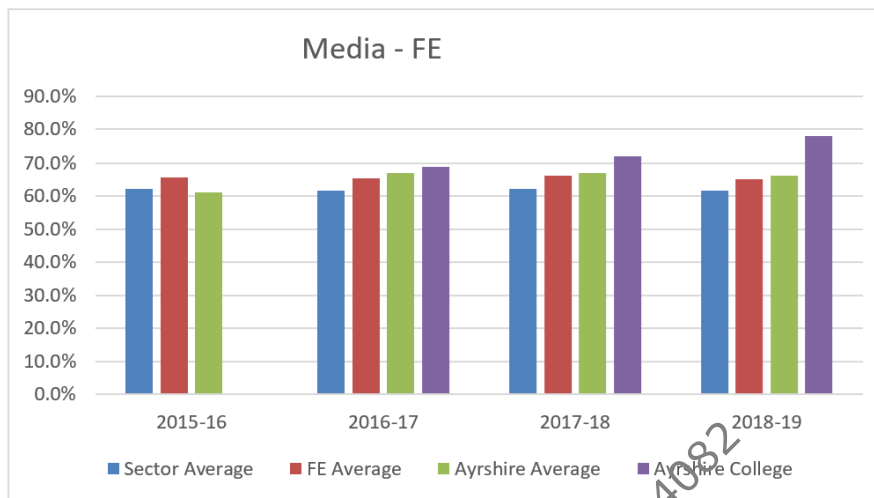
2016-2017	
College	% Completed Successfully
South Lanarkshire College	78.8
Borders College	77.8
Sector Average	73.2
Glasgow Clyde College	73.1
Ayrshire College	72.5
North East Scotland College	71.4
Dundee & Angus College	69.5
Ayrshire Average	66.9
FE Average	65.3
New College Lanarkshire	61.8

2017-2018	
College	% Completed Successfully
South Lanarkshire College	91.7
Dundee & Angus College	76.3
Sector Average	73.7
Borders College	68.3
Ayrshire Average	66.9
Ayrshire College	66.7
Glasgow Clyde College	66.2
FE Average	66.1

2018-2019	
College	% Completed Successfully
South Lanarkshire College	87.9
Borders College	78.3
Sector Average	75.7
Glasgow Clyde College	73.5
Dundee & Angus College	73.3
Ayrshire College	72.7
Ayrshire Average	66.2
FE Average	65.2

Media

Media - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	62.1%	61.7%	62.1%	61.5%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College		68.8%	72.0%	77.8%



Media - FE

2015-2016

College	% Completed Successfully
North East Scotland College	83.7
South Lanarkshire College	71.6
Glasgow Clyde College	70.5
West College Scotland	69.7
Edinburgh College	68.1
FE Average	65.5
Sector Average	62.1
Ayrshire Average	61.2
Glasgow Kelvin College	60.0
New College Lanarkshire	56.0
Forth Valley College	51.1
Fife College	50.3

2016-2017

College	% Completed Successfully
Dundee & Angus College	86.2
North East Scotland College	82.5
Glasgow Clyde College	77.7
West Lothian College	76.9
South Lanarkshire College	69.8
Ayrshire College	68.8
Ayrshire Average	66.9
FE Average	65.3
Sector Average	61.7
New College Lanarkshire	61.5
Forth Valley College	59.5
West College Scotland	59.5
City of Glasgow College	58.6
Fife College	52.1
Edinburgh College	51.1
Dumfries & Galloway College	40.0
Glasgow Kelvin College	23.5

2017-2018

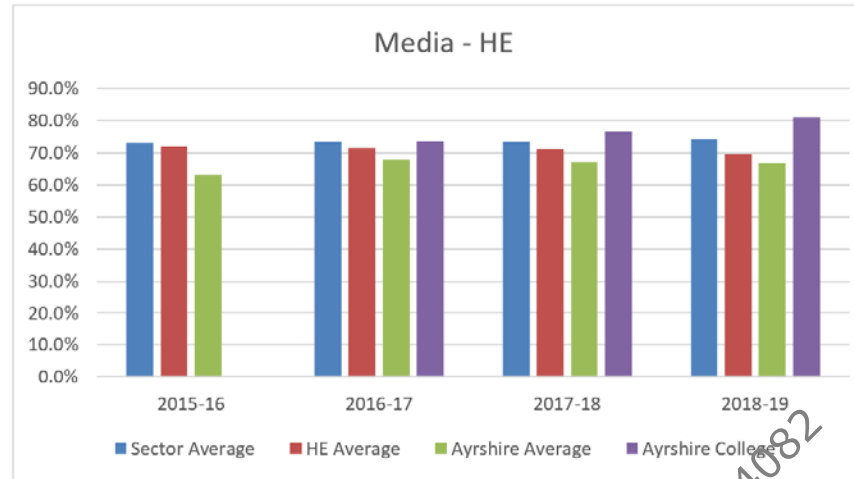
College	% Completed Successfully
North East Scotland College	75.1
Forth Valley College	74.7
City of Glasgow College	73.1
Ayrshire College	72.0
South Lanarkshire College	67.7
Ayrshire Average	66.9
Glasgow Kelvin College	66.3
FE Average	66.1
West College Scotland	62.7
West Lothian College	62.5
Sector Average	62.1
Edinburgh College	56.7
Glasgow Clyde College	55.5
New College Lanarkshire	53.0

2018-2019

College	% Completed Successfully
South Lanarkshire College	78.5
Ayrshire College	77.8
City of Glasgow College	73.8
Forth Valley College	72.2
Glasgow Clyde College	68.8
Dundee & Angus College	68.1
North East Scotland College	67.9
Ayrshire Average	66.2
FE Average	65.2
Fife College	61.8
Sector Average	61.5
New College Lanarkshire	61.2
Glasgow Kelvin College	59.2
West College Scotland	54.8
Edinburgh College	51.7

Media

Media - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	73.1%	73.5%	73.5%	74.2%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College		73.7%	76.5%	81.2%



Media - HE

2015-2016

College	% Completed Successfully
North East Scotland College	84.7
Glasgow Clyde College	80.6
Forth Valley College	76.2
Fife College	73.4
Sector Average	73.1
HE Average	72.2
Glasgow Kelvin College	70.3
City of Glasgow College	69.8
West College Scotland	66.5
Edinburgh College	66.3
Ayrshire Average	63.1

2016-2017

College	% Completed Successfully
Glasgow Clyde College	80.2
North East Scotland College	77.1
Forth Valley College	75.6
Ayrshire College	73.7
Sector Average	73.5
West College Scotland	72.6
New College Lanarkshire	72.4
City of Glasgow College	72.0
HE Average	71.6
Edinburgh College	71.2
Glasgow Kelvin College	70.7
Fife College	69.8
Ayrshire Average	68.0

2017-2018

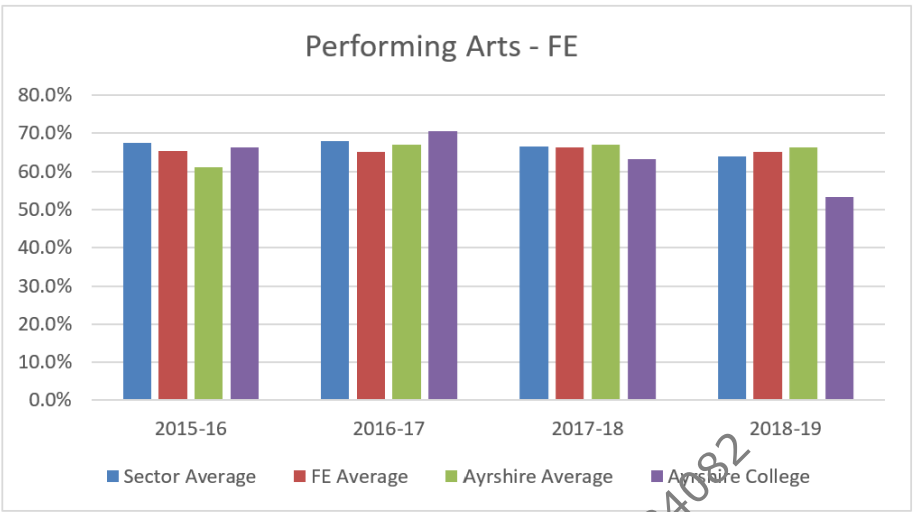
College	% Completed Successfully
Forth Valley College	81.5
Glasgow Clyde College	77.0
Ayrshire College	76.5
City of Glasgow College	74.6
Edinburgh College	73.8
Sector Average	73.5
Glasgow Kelvin College	72.5
HE Average	71.3
West College Scotland	67.4
Ayrshire Average	67.2
North East Scotland College	65.5
Fife College	63.5
New College Lanarkshire	53.0

2018-2019

College	% Completed Successfully
Ayrshire College	81.2
Glasgow Clyde College	79.7
North East Scotland College	78.7
City of Glasgow College	77.8
Forth Valley College	76.7
Sector Average	74.2
Edinburgh College	73.2
HE Average	69.8
Glasgow Kelvin College	68.5
Ayrshire Average	66.8
West Lothian College	66.0
Fife College	64.2
New College Lanarkshire	63.8
West College Scotland	61.5

Performing Arts

Performing Arts - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	67.3%	67.9%	66.3%	64.0%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	66.1%	70.4%	63.2%	53.3%



Performing Arts - FE

2015-2016

College	% Completed Successfully
Dundee & Angus College	80.8
Glasgow Clyde College	80.7
New College Lanarkshire	68.8
Glasgow Kelvin College	68.0
North East Scotland College	67.9
Sector Average	67.3
Ayrshire College	66.1
FE Average	65.5
Fife College	63.0
West College Scotland	62.9
Ayrshire Average	61.2
Edinburgh College	58.6

2016-2017

College	% Completed Successfully
Glasgow Clyde College	82.3
West College Scotland	73.8
Ayrshire College	70.4
Dundee & Angus College	68.0
Sector Average	67.9
Fife College	67.4
Ayrshire Average	66.9
Glasgow Kelvin College	65.9
FE Average	65.3
Edinburgh College	63.2
New College Lanarkshire	62.8
North East Scotland College	60.2

2017-2018

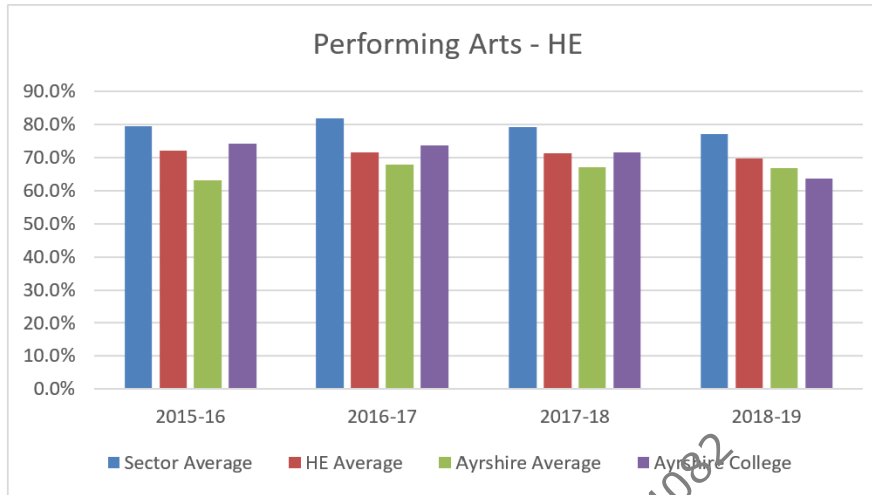
College	% Completed Successfully
Glasgow Clyde College	86.1
North East Scotland College	76.5
West College Scotland	71.2
Dundee & Angus College	68.6
Ayrshire Average	66.9
Sector Average	66.3
FE Average	66.1
New College Lanarkshire	65.5
Fife College	65.3
Ayrshire College	63.2
Glasgow Kelvin College	59.8
Edinburgh College	56.3

2018-2019

College	% Completed Successfully
Glasgow Clyde College	76.8
Ayrshire Average	66.2
North East Scotland College	65.9
FE Average	65.2
Fife College	64.5
Sector Average	64.0
Glasgow Kelvin College	60.0
Edinburgh College	59.3
New College Lanarkshire	58.6
West College Scotland	57.5
Ayrshire College	53.3

Performing Arts

Performing Arts - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	79.5%	81.9%	79.3%	77.2%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	74.3%	73.8%	71.7%	63.8%



Performing Arts - HE

2015-2016

College	% Completed Successfully
City of Glasgow College	92.1
Glasgow Clyde College	88.8
Dundee & Angus College	84.4
New College Lanarkshire	83.7
Edinburgh College	80.1
Fife College	79.7
North East Scotland College	79.5
Sector Average	79.5
South Lanarkshire College	79.0
Glasgow Kelvin College	74.6
Ayrshire College	74.3
West College Scotland	72.5
HE Average	72.2
Ayrshire Average	63.1

2016-2017

College	% Completed Successfully
City of Glasgow College	93.4
Glasgow Clyde College	91.8
Edinburgh College	88.7
Dundee & Angus College	87.7
New College Lanarkshire	85.4
Sector Average	81.9
North East Scotland College	79.3
West College Scotland	77.3
Glasgow Kelvin College	75.5
Fife College	74.3
South Lanarkshire College	74.1
Ayrshire College	73.8
HE Average	71.6
Ayrshire Average	68.0

2017-2018

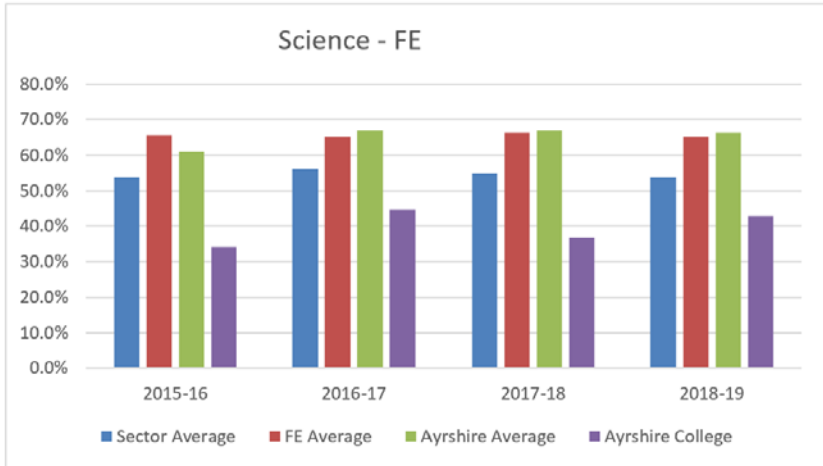
College	% Completed Successfully
City of Glasgow College	93.4
Glasgow Clyde College	91.3
Dundee & Angus College	90.2
Edinburgh College	83.6
Sector Average	79.3
West College Scotland	73.9
Glasgow Kelvin College	71.9
Ayrshire College	71.7
HE Average	71.3
Fife College	68.3
Ayrshire Average	67.2
North East Scotland College	67.1
New College Lanarkshire	65.5

2018-2019

College	% Completed Successfully
Glasgow Clyde College	87.4
New College Lanarkshire	81.9
Edinburgh College	80.5
North East Scotland College	77.7
Sector Average	77.2
Fife College	73.9
West College Scotland	73
Glasgow Kelvin College	71.4
HE Average	69.8
Ayrshire Average	66.8
South Lanarkshire College	66.0
Ayrshire College	63.8

Science

Science - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	53.8%	56.1%	54.9%	53.8%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	34.2%	44.6%	36.9%	42.9%



Science - FE

2015-2016

College	% Completed Successfully
Glasgow Kelvin College	78.4
Edinburgh College	72.0
FE Average	65.5
Forth Valley College	61.5
North East College	61.4
Ayrshire Average	61.2
West Lothian College	58.5
West College Scotland	55.7
Sector Average	53.8
New College Lanarkshire	51.6
Dundee & Angus College	47.5
Fife College	46.6
Glasgow Clyde College	46.6
UHI	46.1
Ayrshire College	34.2

2016-2017

College	% Completed Successfully
Glasgow Kelvin College	75.1
Forth Valley College	73.9
Edinburgh College	68.8
South Lanarkshire College	67.9
Ayrshire Average	66.9
FE Average	65.3
West Lothian College	64.2
West College Scotland	62.0
North East Scotland	61.8
Sector Average	56.1
Fife College	52.5
Dundee & Angus College	50.4
Glasgow UHI	47.3
New College Lanarkshire	46.0
Ayrshire College	44.6

2017-2018

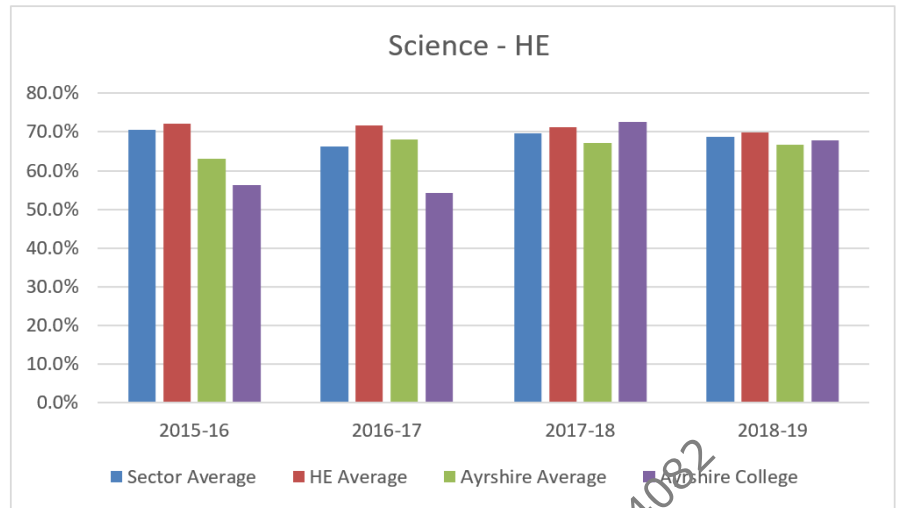
College	% Completed Successfully
Edinburgh College	69.3
North East Scotland	67.6
Ayrshire Average	66.9
FE Average	66.1
Forth Valley College	64.2
West College Scotland	63.0
Glasgow Kelvin College	57.7
Dundee & Angus College	56.2
Fife College	55.5
Sector Average	54.9
New College Lanarkshire	50.7
Glasgow Clyde College	50.1
West Lothian College	48.1
UHI	41.2
Ayrshire College	36.9

2018-2019

College	% Completed Successfully
Glasgow Kelvin College	73.9
Fife College	68.1
Ayrshire Average	66.2
North East Scotland	66.1
FE Average	65.2
South Lanarkshire College	61.8
New College Lanarkshire	58.5
West College Scotland	56.1
Forth Valley College	54.8
Sector Average	53.8
Dundee & Angus College	52.4
Edinburgh College	52.2
West Lothian College	49.6
Glasgow Clyde College	47.4
Ayrshire College	42.9
City of Glasgow College	41.2
UHI	37.4
Dumfries & Galloway College	30.1

Science

Science - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	70.5%	66.3%	69.6%	68.7%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	56.3%	54.2%	72.6%	67.8%



Science - HE

2015-2016

College	% Completed Successfully
Edinburgh College	81.3
Dundee and Angus College	78.3
Forth Valley College	77.3
North East College	76.4
Glasgow Kelvin College	74.5
HE Average	72.2
Sector Average	70.5
Ayrshire Average	63.1
Glasgow Clyde College	62.6
New College Lanarkshire	62.6
Fife College	61.0
West College Scotland	58.6
Ayrshire College	56.3

2016-2017

College	% Completed Successfully
North East Scotland	75.2
New College Lanarkshire	73.5
Edinburgh College	71.7
HE Average	71.6
Forth Valley College	71.4
Dundee & Angus College	69.7
Ayrshire Average	68.0
Sector Average	66.3
Glasgow Kelvin College	65.8
West College Scotland	61.9
Ayrshire College	54.2
Fife College	49.0
Glasgow Clyde College	46.0

2017-2018

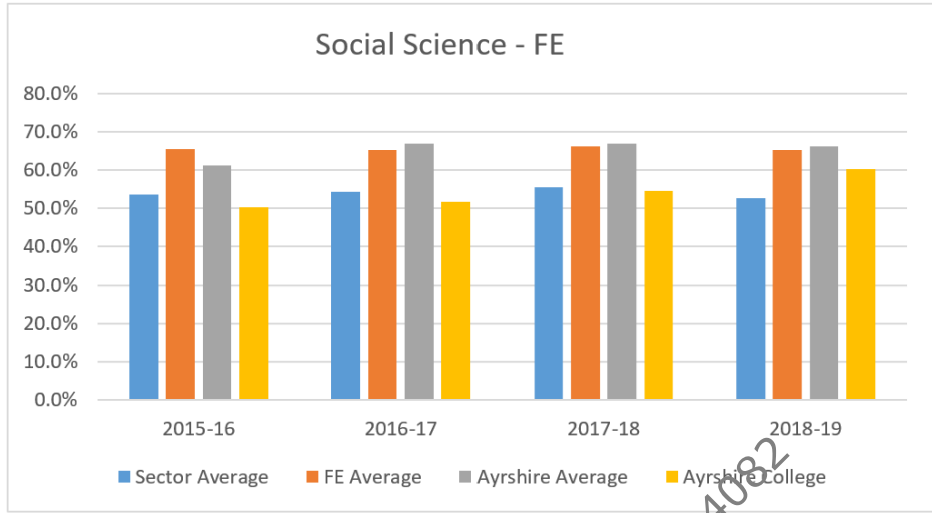
College	% Completed Successfully
City of Glasgow College	92.0
North East Scotland	80.6
Dundee & Angus College	79.6
Ayrshire College	72.6
HE Average	71.3
Sector Average	69.6
Edinburgh College	69.2
New College Lanarkshire	68.9
Fife College	68.5
Ayrshire Average	67.2
Forth Valley College	63.6
Glasgow Kelvin College	61.2
Glasgow Clyde College	55.0
West College Scotland	54.9

2018-2019

College	% Completed Successfully
City of Glasgow College	88.4
North East Scotland	79.8
Edinburgh College	73.3
Fife College	72.5
HE Average	69.8
Dundee & Angus College	69.5
Glasgow Kelvin College	69.2
Sector Average	68.7
Forth Valley College	68.4
Ayrshire College	67.8
Ayrshire Average	66.8
New College Lanarkshire	66.1
Glasgow Clyde College	58.4
West College Scotland	56.0

Social Science

Social Science - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	53.7%	54.4%	55.5%	52.6%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	50.3%	51.6%	54.6%	60.3%



Social Subjects - FE

2015-2016

College	% Completed Successfully
West College Scotland	73.4
Forth Valley College	67.7
North East Scotland	67.6
FE Average	65.5
Newbattle Abbey College	65.4
UHI	62.5
Ayrshire Average	61.2
Dundee & Angus College	57.6
Sector Average	53.7
Glasgow Clyde College	52.0
Fife College	50.5
Ayrshire College	50.3
Glasgow Kelvin College	48.6
Edinburgh College	48.2
New College Lanarkshire	36.0

2016-2017

College	% Completed Successfully
Forth Valley College	84.4
North East Scotland	72.9
Ayrshire Average	66.9
FE Average	65.3
Dundee & Angus College	65.3
UHI	62.3
West College Scotland	57.9
Glasgow Kelvin College	57.6
Sector Average	54.4
Glasgow Clyde College	54.2
Ayrshire College	51.6
Edinburgh College	46.5
Fife College	46.1
New College Lanarkshire	42.0

2017-2018

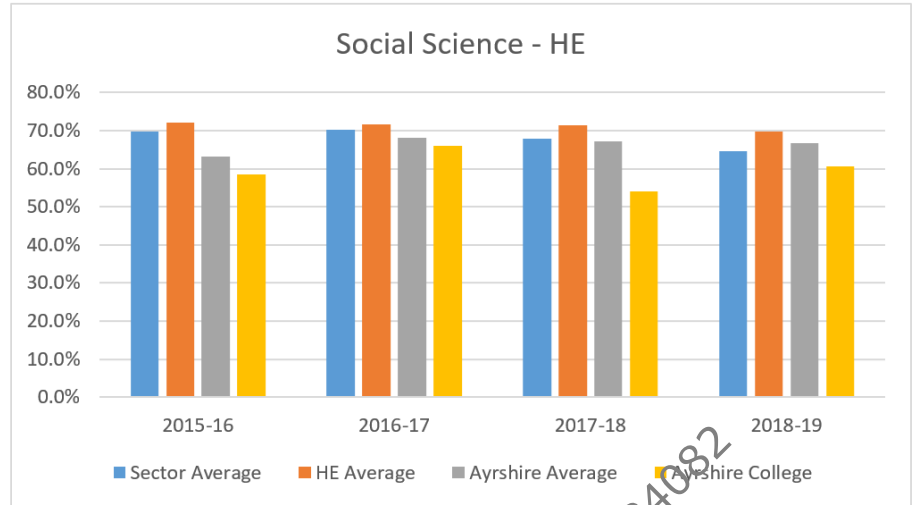
College	% Completed Successfully
City of Glasgow College	80.0
North East Scotland	68.3
Dundee & Angus College	68.0
Ayrshire Average	66.9
FE Average	66.1
UHI	64.2
West College Scotland	59.9
Glasgow Kelvin College	58.8
Glasgow Clyde College	58.7
Sector Average	55.5
Ayrshire College	54.6
Newbattle Abbey College	52.5
Fife College	49.3
Edinburgh College	45.7
New College Lanarkshire	40.9

2018-2019

College	% Completed Successfully
Glasgow Kelvin College	72.7
City of Glasgow College	70.3
Dundee & Angus College	68.2
Ayrshire Average	66.2
FE Average	65.2
Ayrshire College	60.3
Glasgow Clyde College	57.7
North East Scotland	57.4
West College Scotland	52.9
Sector Average	52.6
Fife College	47.8
New College Lanarkshire	45.4
UHI	42.3
Edinburgh College	41.6

Social Science

Social Science - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	69.7%	70.2%	67.8%	64.5%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	58.4%	65.9%	54.1%	60.5%



Social Subjects - HE

2015-2016

College	% Completed Successfully
North East College	80.9
Dundee and Angus College	79.6
HE Average	72.2
City of Glasgow College	71.5
Edinburgh College	71.2
West College Scotland	71.2
Sector Average	69.7
Fife College	68.9
New College Lanarkshire	67.2
Glasgow Kelvin College	63.2
Ayrshire Average	63.1
Ayrshire College	58.4

2016-2017

College	% Completed Successfully
North East Scotland	75.7
Fife College	71.9
HE Average	71.6
West College Scotland	71.3
Sector Average	70.2
City of Glasgow College	68.3
New College Lanarkshire	68.1
Ayrshire Average	68.0
Dundee & Angus College	67.9
Edinburgh College	67.7
Ayrshire College	65.9

2017-2018

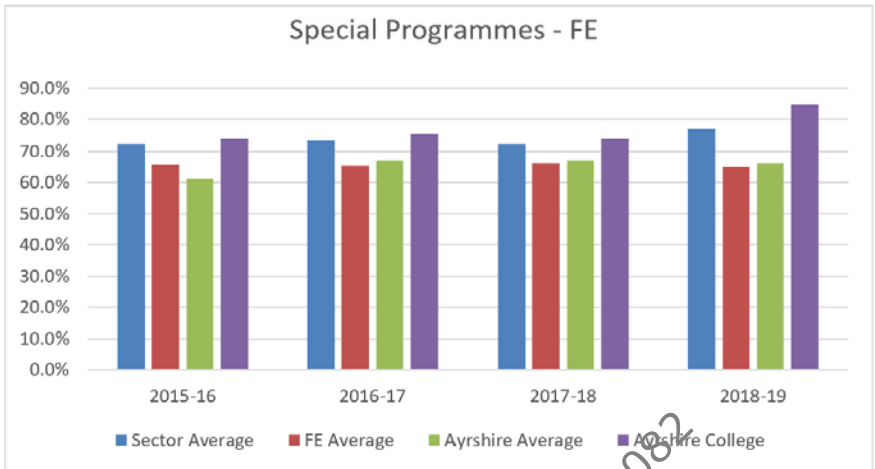
College	% Completed Successfully
Dundee & Angus College	79.5
North East Scotland	77.1
Forth Valley College	76.4
City of Glasgow College	71.4
HE Average	71.3
Glasgow Clyde College	70.1
Sector Average	67.8
Ayrshire Average	67.2
Fife College	66.4
Edinburgh College	64.9
New College Lanarkshire	64.5
West College Scotland	60.3
Ayrshire College	54.1

2018-2019

College	% Completed Successfully
Glasgow Clyde College	82.4
Forth Valley College	78.4
HE Average	69.8
Edinburgh College	69.6
Ayrshire Average	66.8
North East Scotland	66.7
Sector Average	64.5
New College Lanarkshire	63.6
City of Glasgow College	63.5
Fife College	63.2
Ayrshire College	60.5
Dundee & Angus College	55.6
West College Scotland	42.4

Special Programmes

Special Programmes - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	72.4%	73.2%	72.2%	76.9%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	73.8%	75.1%	73.9%	84.4%



Special Programmes

2015-2016	
College	% Completed Successfully
City of Glasgow College	84.3
Glasgow Kelvin College	80.7
Dundee & Angus College	79.9
Forth Valley College	79.1
New College Lanarkshire	78.4
South Lanarkshire College	78.0
Borders College	77.9
Glasgow Clyde College	76.0
Ayrshire College	73.8
Sector Average	72.4
UHI	72.1
West College Scotland	71.5
Dumfries & Galloway College	69.8
FE Average	65.5
Edinburgh College	64.3
Ayrshire Average	61.2
Fife College	60.9
West Lothian College	60.5
North East College	56.9

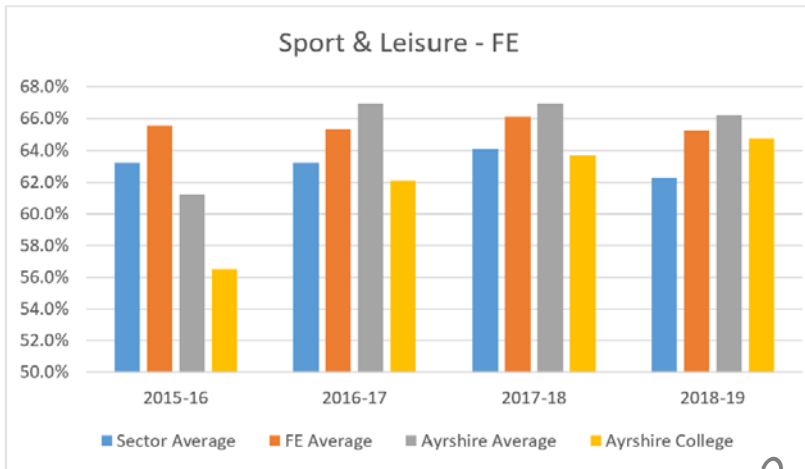
2016-2017	
College	% Completed Successfully
City of Glasgow College	90.5
Borders College	86.0
Dundee & Angus College	84.9
Forth Valley College	84.4
UHI	79.3
South Lanarkshire College	78.8
Dumfries & Galloway College	77.5
Glasgow Clyde College	76.3
Ayrshire College	75.1
Glasgow Kelvin College	74.3
New College Lanarkshire	73.3
Sector Average	73.2
West Lothian College	71.8
Edinburgh College	69.1
Ayrshire Average	66.9
North East Scotland	66.9
West College Scotland	66.0
FE Average	65.3
Fife College	56.0

2017-2018	
College	% Completed Successfully
City of Glasgow College	90.7
Borders College	86.4
Dundee & Angus College	82.3
Glasgow Clyde College	81.9
UHI	81.3
Dumfries & Galloway College	79.9
Forth Valley College	77.7
South Lanarkshire College	75.7
West Lothian College	75.3
Ayrshire College	73.9
Sector Average	72.2
New College Lanarkshire	72.0
Ayrshire Average	66.9
Fife College	68.8
FE Average	66.1
Glasgow Kelvin College	64.6
Edinburgh College	62.9
North East Scotland	61.7
West College Scotland	59.5

2018-2019	
College	% Completed Successfully
City of Glasgow College	87.5
Ayrshire College	84.4
UHI	84.2
Dundee & Angus College	83.5
Dumfries & Galloway College	81.8
New College Lanarkshire	81.2
Forth Valley College	78.9
Glasgow Clyde College	78.2
South Lanarkshire College	78.0
Sector Average	76.9
Fife College	76.5
Borders College	76.3
West College Scotland	73.3
West Lothian College	70.7
Ayrshire Average	66.2
FE Average	65.2
Glasgow Kelvin College	65.0
North East Scotland	64.4
Edinburgh College	63.8

Sport & Leisure

Sport & Leisure - FE	2015-16	2016-17	2017-18	2018-19
Sector Average	63.2%	63.2%	64.1%	62.3%
FE Average	65.5%	65.3%	66.1%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%
Ayrshire College	56.5%	62.1%	63.7%	64.7%



Sport & Leisure - FE

2015-2016

College	% Completed Successfully
Dundee & Angus College	78.2
Borders College	72.7
New College Lanarkshire	72.6
Forth Valley College	69.0
UHI	68.6
Edinburgh College	67.8
FE Average	65.5
City of Glasgow College	65.4
Sector Average	63.2
Ayrshire Average	61.2
Glasgow Kelvin College	60.8
West Lothian College	59.9
North East College	59.0
Ayrshire College	56.5
Fife College	55.7
West College Scotland	54.6
Glasgow Clyde College	54.0
Dumfries & Galloway College	49.2

2016-2017

College	% Completed Successfully
Dundee & Angus College	79.4
West College Scotland	75.3
UHI	70.9
Edinburgh College	67.9
Ayrshire Average	66.9
West Lothian College	66.7
City of Glasgow College	65.6
FE Average	65.3
Forth Valley College	64.1
Sector Average	63.2
New College Lanarkshire	63.0
Ayrshire College	62.1
Dumfries & Galloway College	61.0
North East Scotland	61.0
Glasgow Clyde College	53.8
South Lanarkshire College	52.5
Fife College	51.0
Borders College	47.8
Glasgow Kelvin College	41.8

2017-2018

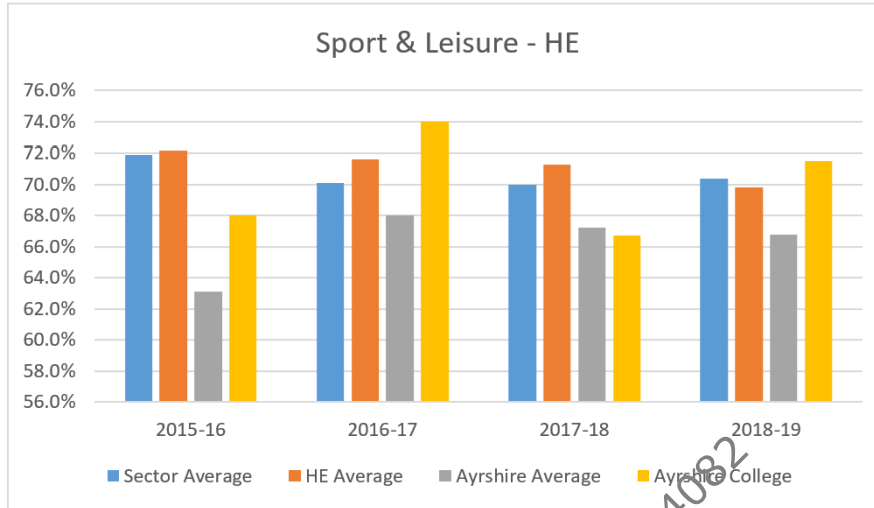
College	% Completed Successfully
Dundee & Angus College	81.9
UHI	74.4
New College Lanarkshire	69.7
Ayrshire Average	66.9
Forth Valley College	66.5
FE Average	66.1
Sector Average	64.1
Ayrshire College	63.7
Dumfries & Galloway College	62.5
West College Scotland	62.2
City of Glasgow College	61.3
Glasgow Clyde College	61.2
Fife College	59.9
North East Scotland	57.2
West Lothian College	57.1
Edinburgh College	53.8
Glasgow Kelvin College	34.1

2018-2019

College	% Completed Successfully
Dundee & Angus College	76.3
UHI	72.4
City of Glasgow College	67.5
Ayrshire Average	66.2
FE Average	65.2
Ayrshire College	64.7
Glasgow Clyde College	63.3
Edinburgh College	63.2
Dumfries & Galloway College	62.3
Sector Average	62.3
West College Scotland	61.9
New College Lanarkshire	61.8
Forth Valley College	58.8
North East Scotland	54.3
Fife College	52.1
Borders College	44.3
Glasgow Kelvin College	44.0

Sport & Leisure

Sport & Leisure - HE	2015-16	2016-17	2017-18	2018-19
Sector Average	71.9%	70.1%	70.0%	70.4%
HE Average	72.2%	71.6%	71.3%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%
Ayrshire College	68.0%	74.0%	66.7%	71.5%



Sport & Leisure - HE

2015-2016

College	% Completed Successfully
Dundee and Angus College	80.5
West College Scotland	77.7
Forth Valley College	76.5
Edinburgh College	75.5
Glasgow Kelvin College	75.4
Glasgow Clyde College	74.3
West Lothian College	73.3
City of Glasgow College	73.0
HE Average	72.2
Sector Average	71.9
North East Scotland	69.5
Ayrshire College	68.0
Fife College	64.7
Ayrshire Average	63.1
New College Lanarkshire	62.7
Dumfries & Galloway College	61.4

2016-2017

College	% Completed Successfully
Dundee & Angus College	83.8
West College Scotland	83.3
Forth Valley College	75.6
West Lothian College	75.6
Ayrshire College	74.0
North East Scotland	74.0
Edinburgh College	72.8
HE Average	71.6
Sector Average	70.1
Glasgow Kelvin College	68.2
Ayrshire Average	68.0
Glasgow Clyde College	67.1
City of Glasgow College	66.8
Dumfries & Galloway College	63.2
Fife College	58.4
New College Lanarkshire	57.8

2017-2018

College	% Completed Successfully
Dumfries & Galloway College	84.7
Dundee & Angus College	81.8
West College Scotland	79.8
Forth Valley College	73.5
North East Scotland	72.1
HE Average	71.3
Sector Average	70.0
Glasgow Clyde College	70.0
Ayrshire Average	67.2
City of Glasgow College	69.2
Ayrshire College	66.7
Edinburgh College	67.0
Glasgow Kelvin College	65.2
New College Lanarkshire	65.1
West Lothian College	64.8
Fife College	63.6
Borders College	61.2

2018-2019

College	% Completed Successfully
Dundee & Angus College	83.5
City of Glasgow College	76.2
Forth Valley College	74.7
Ayrshire College	71.5
Dumfries & Galloway College	70.8
Sector Average	70.4
West College Scotland	70.1
Borders College	70.0
HE Average	69.8
New College Lanarkshire	68.6
Edinburgh College	68.0
Ayrshire Average	66.8
Glasgow Clyde College	65.8
North East Scotland	65.4
Fife College	65.0
Glasgow Kelvin College	64.0

Learning and Teaching Committee

5 March 2020

- Subject:** 2019-20 Credit Report (position at 18 February 2020)
- Purpose:** To advise the Learning and Teaching Committee 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.

2. Current Situation

Appendix 1 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 355 credits. Though the College is not funded for over delivery, it is necessary to ensure that the College has sufficient credits for its RES credit audit.

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
18 February 2020

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/27/2020 16:31:07

(Paper 5 - Appendix 1)

2019-20 Credits update (as at 18/02/20)	A	B	B / A	C	B + C	(B+C) / (A)
	Baseline target	Current position	% towards (baseline) target	Remaining provision Feb - July 2020)	Total projected delivery	% towards overall target
Arts and Fashion	9 131	7 858	86%	0	7 858	86%
Business and Computing	14 029	11 409	81%	0	11 409	81%
Construction Technology and Trades	18 546	18 003	97%	0	18 003	97%
Early Years Education	13 262	14 834	112%	0	14 834	112%
Engineering and Science	12 927	12 972	100%	0	12 972	100%
Essential Skills (Supported Learning + ESOL)	3 676	3 577	97%	0	3 577	97%
Hair, Beauty and Complementary Therapies	10 162	10 500	103%	0	10 500	103%
Health and Social Care	14 113	16 129	114%	0	16 129	114%
Hospitality	5 055	4 332	86%	63	4 395	87%
Sports and Social Science	13 975	14 200	102%	90	14 290	102%
Widening Access and Community	6 322	7 156	113%	324	7 480	118%
Work-based	2 550	3 001	118%	200	3 201	126%
Total	123 748	123 971		677	124 648	

Summary	Total
Baseline Target	123 748
Current Position	123 971
Remaining Provision Feb-July)	677
Current Position Total	124 648
Total	900
Total Projected Delivery	124 648
Less UWS Credits	-150
Supplementary Activity (May-June)	800
Subtotal	125 298
Credit Target	124 943
Grand Total	355

Ayrshire College # 464082
02/27/2020 16:31:07

Learning and Teaching Committee**5 March 2020****Subject:** 2019-20 Semester 1 Student Satisfaction and Engagement Survey**Purpose:** To provide an update on the results of the 2019-20 Semester 1 Student Satisfaction and Engagement Activities and actions arising from them.**Recommendation:** Members are invited to consider the contents of this paper.**1. Background**

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

For 2019-20, a new model of representation was piloted with Student Ambassadors being recruited replacing class representatives. One of the main duties of the Student Ambassador is to facilitate Focus Groups with all courses in the College. The aim of the Focus Groups is to enable more qualitative feedback to be gathered and encourage discussion.

The feedback from the Focus Groups is analysed by the Head of Quality Enhancement and the Student Association. Curriculum and Service Managers receive detailed reports for their areas and action plans are agreed to address any areas of concern. Areas of good practice are also identified and shared.

While this new process has been well received, coverage was not as widespread as in previous years. This was due to capacity issues within the Student Association when planning the events. This process will be undertaken by the Quality Enhancement Team in Semester 2 to allow greater coverage.

2. Summary of Outcomes from the Initial Experience Focus Groups

Appendix 1 details the percentage of positive responses provided in 2016/17, 2017/18 and 2018/19. Those coloured green indicate an improvement in satisfaction levels while red shows a decrease in the satisfaction level from last year.

The survey indicates an improvement in satisfaction to 5 statements and a decrease in satisfaction to 7 statements with no change in 2. 7 extra questions were asked in 2019-20.

The highest increase in satisfaction (5%) was to the statement 'The Induction I received provided me with the information I needed about the College and my course.' This indicates that changes to the Induction process, made in response to previous feedback, have made a positive impact.

There was a slight increase of 1% in satisfaction to the statement 'I received the information I needed to organise my funding on time'. The Funding Team is continuing to investigate ways to improve the dissemination of information to students/prospective students.

99% of respondents continue to 'feel welcome on their first day at College'.

There was very high satisfaction levels for the new statements 'I feel my class lecturers are supportive and approachable' (98%) and 'I know how to get additional support to help me learn' (97%).

However, only 86% of respondents feel that their lecturers understand their needs and 80% believe that lecturers challenge inappropriate behaviours/attitudes/language from students, in an appropriate way. This will be investigated further by course teams.

Unfortunately, fewer students indicated in Semester 1 that they 'know what the Student Association does' (down 22%). The College will continue to work in partnership with the Student Association to improve its profile and ensure that students are aware of its role, the activities it undertakes and the representation it provides on behalf of all students. It is anticipated that the new Student Ambassador role, which aims to embed the role of the Student Association in the College's quality processes, will lead to an improvement in the profile of the Student Association within the whole College and across all modes of study.

The number of respondents indicating that 'My course materials are available digitally (eg on Moodle)' fell by 14%. This statement had been slightly amended from the previous years. It is unclear whether this had an impact on responses. As the College works towards embedding the Digital Strategy, this will be investigated further.

Overall, 90% of respondents (down 6%) were satisfied with their college experience. Further investigation will be undertaken to understand the reasons for this and take necessary actions.

3. Actions

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

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

In Semester 2, the College will deliver the SFC Student Satisfaction and Engagement Survey which contains 10 questions which are reported back to the Scottish Funding Council. Focus Groups will be facilitated by Student Ambassadors across all Course Teams. The feedback from these will inform the College Evaluation activities for 2020/21, including the next Evaluative Report and Enhancement Plan.

Ann Heron
Head of Quality Enhancement
12 February 2020

Appendix 1

Table of Semester 1 2019/20 Results

	2017/18	2018/19	2019/20
I found all the course information I needed on the Ayrshire College website	91%	94%	96%
I found it easy to apply for my course	96%	96%	97%
I was kept informed about the progress of my application			98%
I received the information I needed to organise my funding in time	81%	81%	82%
I felt welcome on my first day at college	97%	99%	99%
The Induction I received provided me with the information I needed about the College and my course	90%	92%	97%
My course is well organised	84%	91%	80%
My course materials are available digitally (eg on Moodle)	90%	93%	79%
I feel my class lecturers are supportive and approachable			98%
I feel that lecturers understand my needs			86%
Lecturers challenge inappropriate behaviours/attitudes/language from students, in an appropriate way			80%
I am receiving the support I need to help me to progress	93%	95%	93%
I know how to get additional support to help me learn	94%	96%	97%
There are enough resources available that support my learning			92%
The teaching and learning methods used on my course suit me	89%	91%	88%
My course is going at an appropriate pace			69%
Lecturers provide clear feedback so that I am prepared for Assessments			86%
I know when my assessments are due	92%	90%	88%
I know what I am doing well and what I need to do to improve	92%	93%	93%
I know what the Student Association does	69%	75%	53%
Overall, I am satisfied with my college experience	94%	96%	90%

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

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

Publication

This paper will be published on the College website

Learning and Teaching Committee

5 March 2020

- Subject:** 2019-20 Early Withdrawals (at November 2019)
- Purpose:** To update the Learning and Committee members on full-time student retention in 2019-20
- Recommendation:** Members are asked to note the contents of this paper
-

1. Background

The Scottish Funding Council (SFC) funds the College for students who have completed, as a minimum, the first 25% of the planned duration of their course. For full-time courses, the 25% date – known as the census date - is 1 November. Students, thereafter, are required to have a positive physical attendance. Students who do not attend after the census date are reported, as part of the College's Key Performance Indicators, as early withdrawals. The purpose of this paper is to provide the Committee with an analysis of the College's early withdrawals and actions taken to improve student retention.

2. Current situation

Analysis of FE Full-Time withdrawal rates

A full analysis is provided in appendix 1.

Early withdrawal rates, for FE full-time courses, have increased, slightly, by 0.7% from 9.6% in 2018-19 to 10.3% for the current year. Early withdrawal rates are higher for both Ayr and Kilmarnock campuses (10.6%) than for the Kilwinning Campus (9.6%). This corresponds with a higher number of enrolments at Ayr and Kilmarnock.

Reasons for a student withdrawing from a course are captured in the SFC's Further Education Statistics return (FES). The most common reason given for withdrawing early from a course was personal/other, followed by reason not known to College. While every attempt is made to contact students to establish reasons for non-engagement and subsequent withdrawal, invariably, some students will not respond to attempts to re-engage them or to illicit this information.

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

Analysis of early withdrawal by Scottish Index of Multiple Deprivation (SIMD) shows that the greatest number came from those students residing in SIMD 10, followed by SIMD 20 areas.

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

Analysis of HE Full-time withdrawal rates

Early withdrawal rates for HE full-time courses have increased by 1.2% from 6.0% in 2018-19 to 7.2% for the current year. Early withdrawal rates are higher in Kilmarnock Campus (8.7%) than for Ayr (6.7%) or Kilwinning Campuses (6.7%). The biggest increases, however, in terms of year on year comparison, have occurred in both Ayr and Kilwinning Campuses.

As with FE, the most common reason given for withdrawing early from a course was personal/other, followed by health reasons.

There are variances across the different Directorates, but, in terms of age band, the highest number of early withdrawals, overall, come from those aged 25 and over.

While there are also variances across the different Directorates in terms of SIMD, the greatest number of early withdrawals come from those students from SIMD 20, then SIMD 10 areas.

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

Groups of Specific Interest – Care-Experienced

Colleges are challenged to maintain the current level of care-experienced students in the sector so that they represent 1.6% of total student population by headcount. The College is exceeding the ambition and, as can be demonstrate in table 1, below, there has been a significant increase in the number of students self-declaring as care-experienced in 2019-20. This increase has also resulted in a corresponding increase in the number of care-experienced students withdrawing early from their course.

Table 1: Care-experienced withdrawal rates

Year	Number enrolled	Early withdrawals	
		Number	Percentage
2015-16	8	1	12.5%
2016-17	135	15	11.1%
2017-18	161	13	8.1%
2018-19	355	28	7.9%
2019-20	565	57	10.1%

Cross-college actions to support student retention

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

The recent Education Scotland Progress Visit commented on the effective use of the retention tool by Personal Development tutors, Curriculum Administrators, Student Services staff and Curriculum Managers. The tool is used to contact students, who have been absent from class, to ascertain the reason why, offer support, if required, and re-engage them in their studies.

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

Hugh Dykes, Mental Health Liaison Officer, has continued to encourage students and staff to discuss mental health issues through delivering workshops and providing drop-in sessions on each campus. Hugh ensures that the information on the Wellbeing Hub is updated on a regular basis and works closely with Anne Kennedy, Drug and Alcohol Liaison Officer, to support students with drug and alcohol and associated mental health problems.

Student Services continue to offer a range of financial advice and support to individual students to help retain them on their course by issuing lunch vouchers and foodbank vouchers, helping students with discretionary payments and assisting students to make funding appeals.

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

3. Risks

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

4. Conclusion

Course teams are currently in the process of analysing data for their own respective areas and actions will be discussed at the Curriculum Area Review meetings which take place over late February and early March.

Research which is specifically concerned with the performance of HE full-time programmes is currently being undertaken and the findings of this research will underpin future actions.

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

Members are invited to consider the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
18 February 2020

Publication

This paper will be published on the College website

(Paper 7 - Appendix 1)



2019-20

FE & HE Full Time Early Withdrawals Report

Ayrshire College # 484082
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RAISING ASPIRATIONS

INSPIRING ACHIEVEMENT

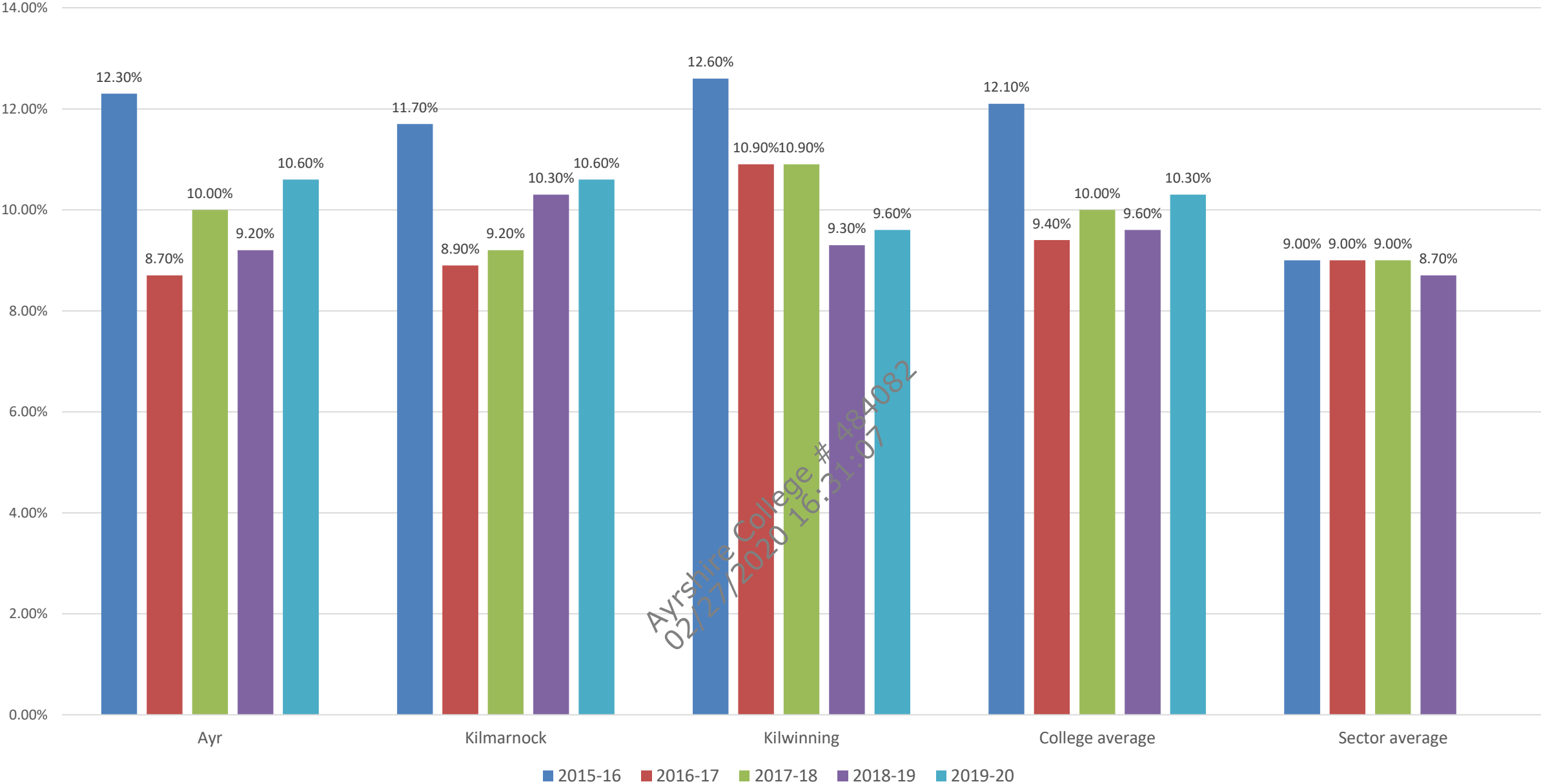
INCREASING OPPORTUNITIES



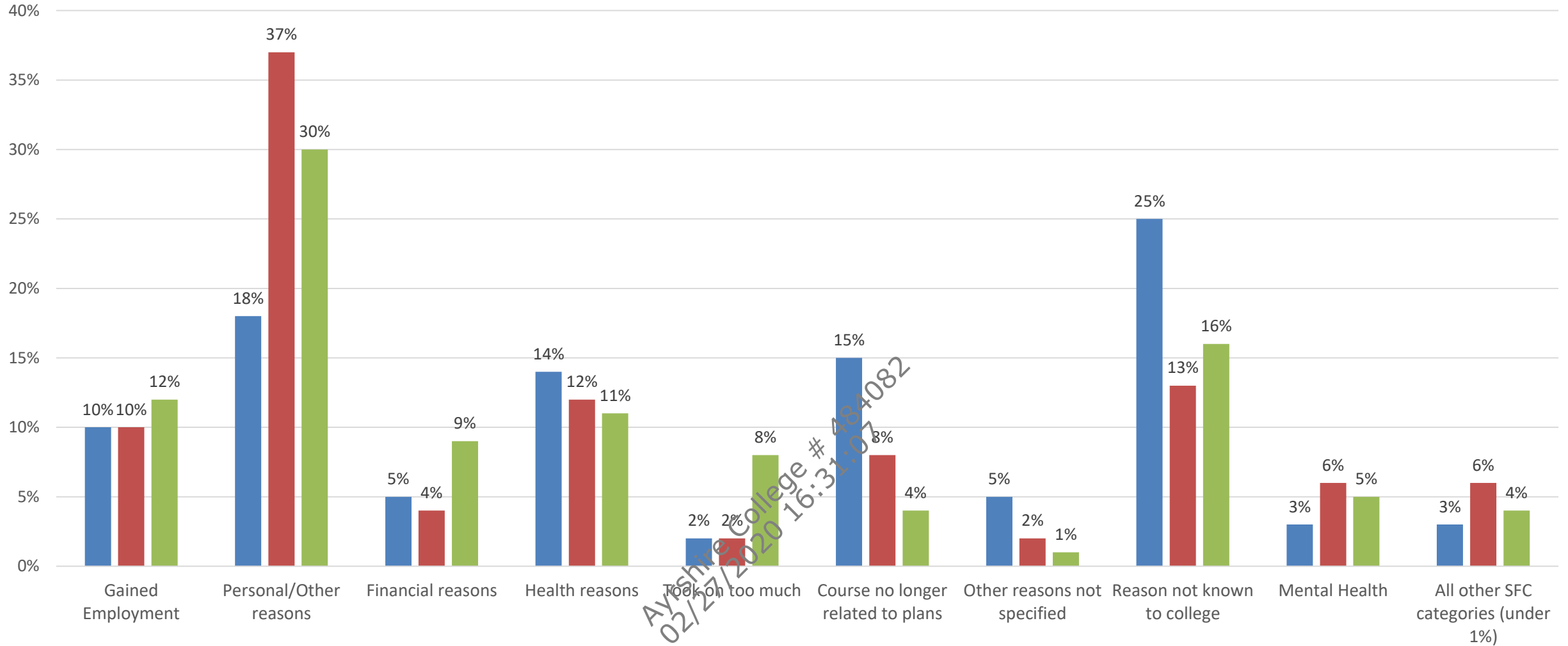
FE

Ayrshire College # 484082
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FE Full Time Early Withdrawals Rates

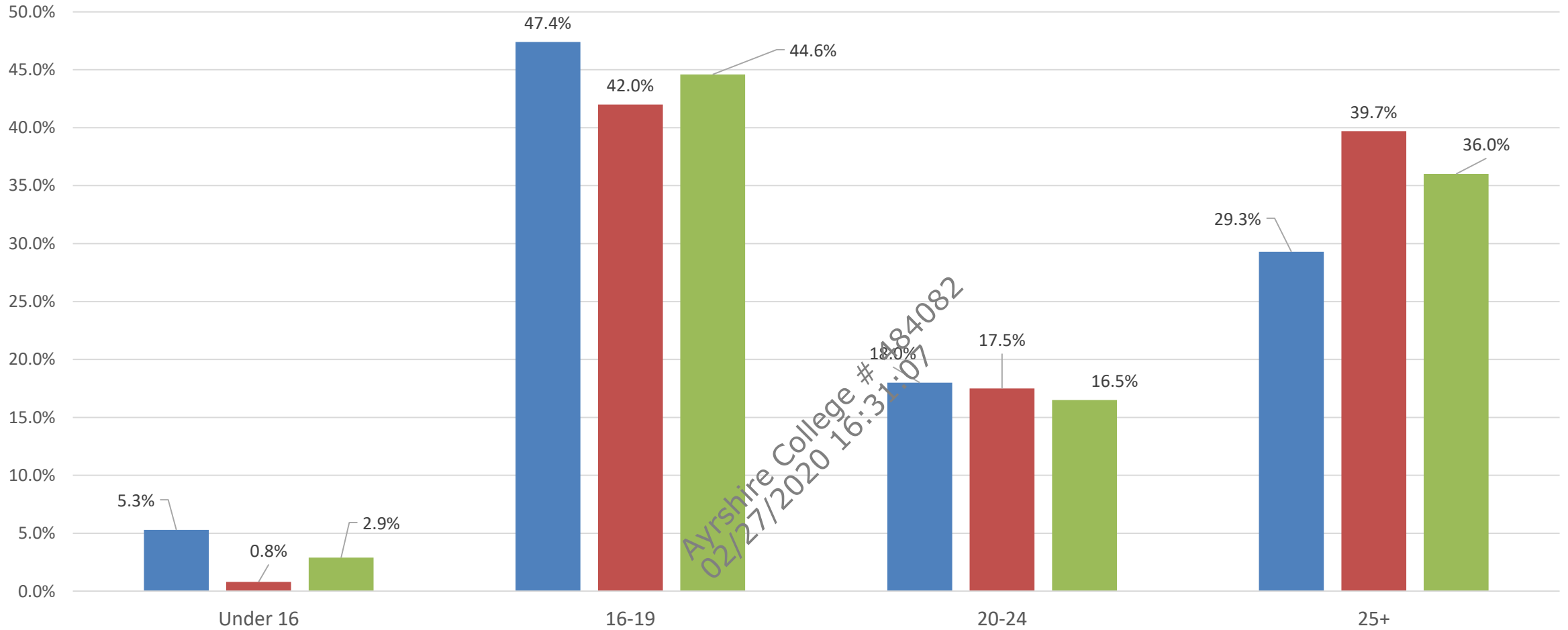


FE Full Time Early Withdrawals by Reason



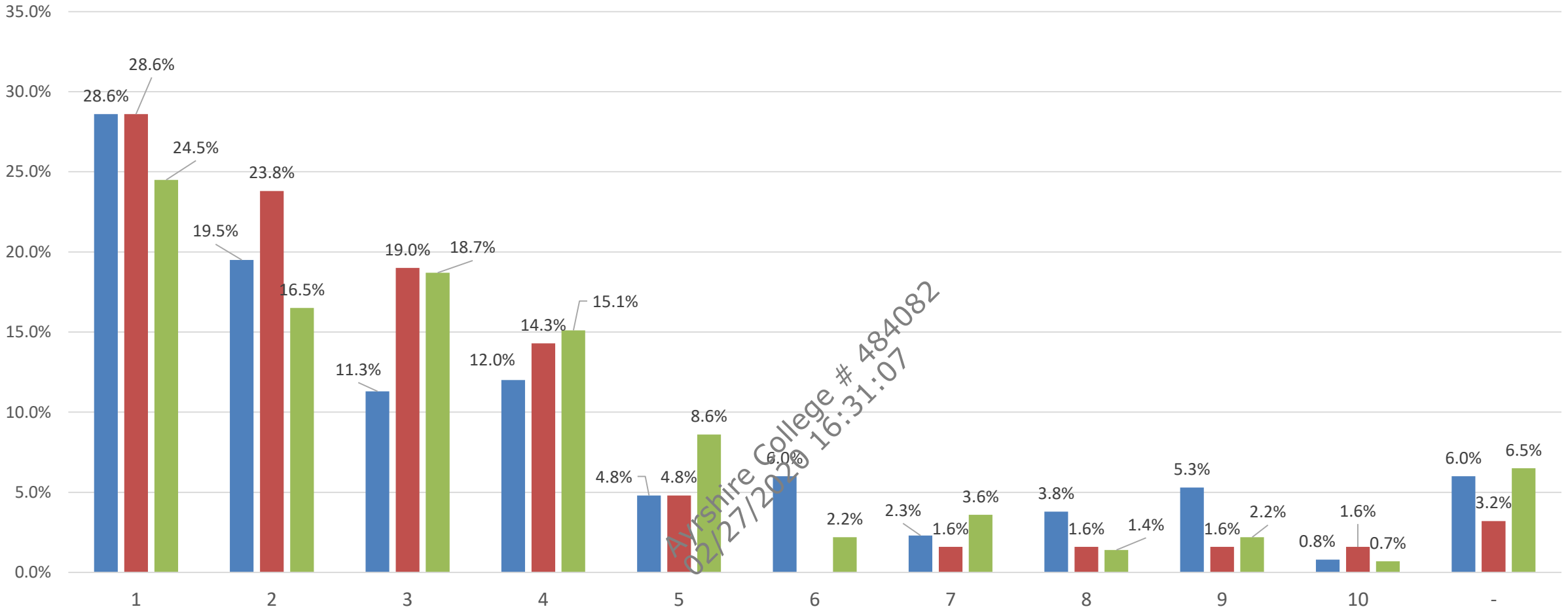
- Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
- Creative, Social Science, Sport & Fitness and Hospitality
- Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

FE Full Time Early Withdrawals by Age Band



- Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
- Creative, Social Science, Sport & Fitness and Hospitality
- Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

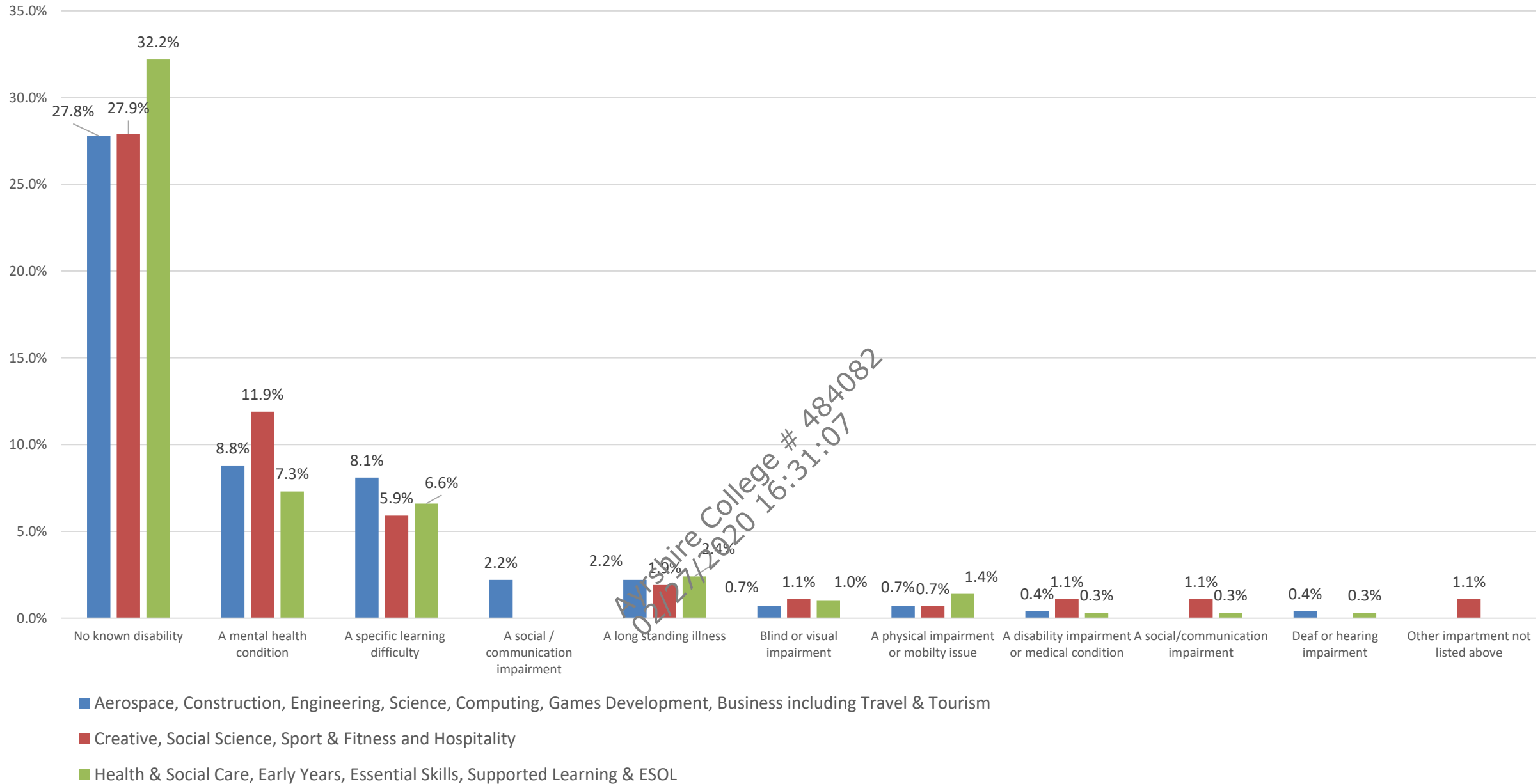
FE Full Time Early Withdrawals by SIMD



Ayrshire College # 484082
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- Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
- Creative, Social Science, Sport & Fitness and Hospitality
- Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

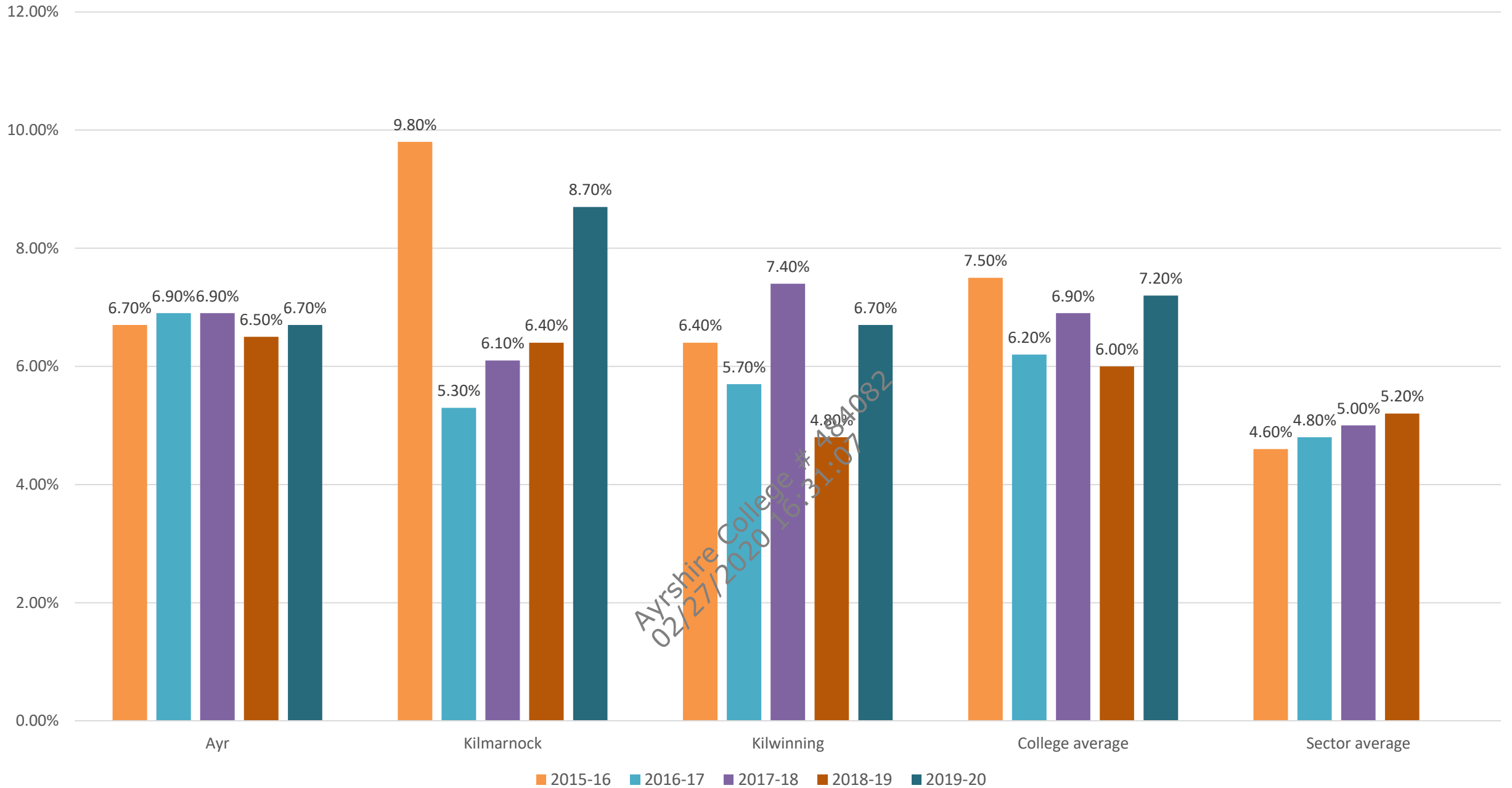
FE Full Time Early Withdrawals by Disability



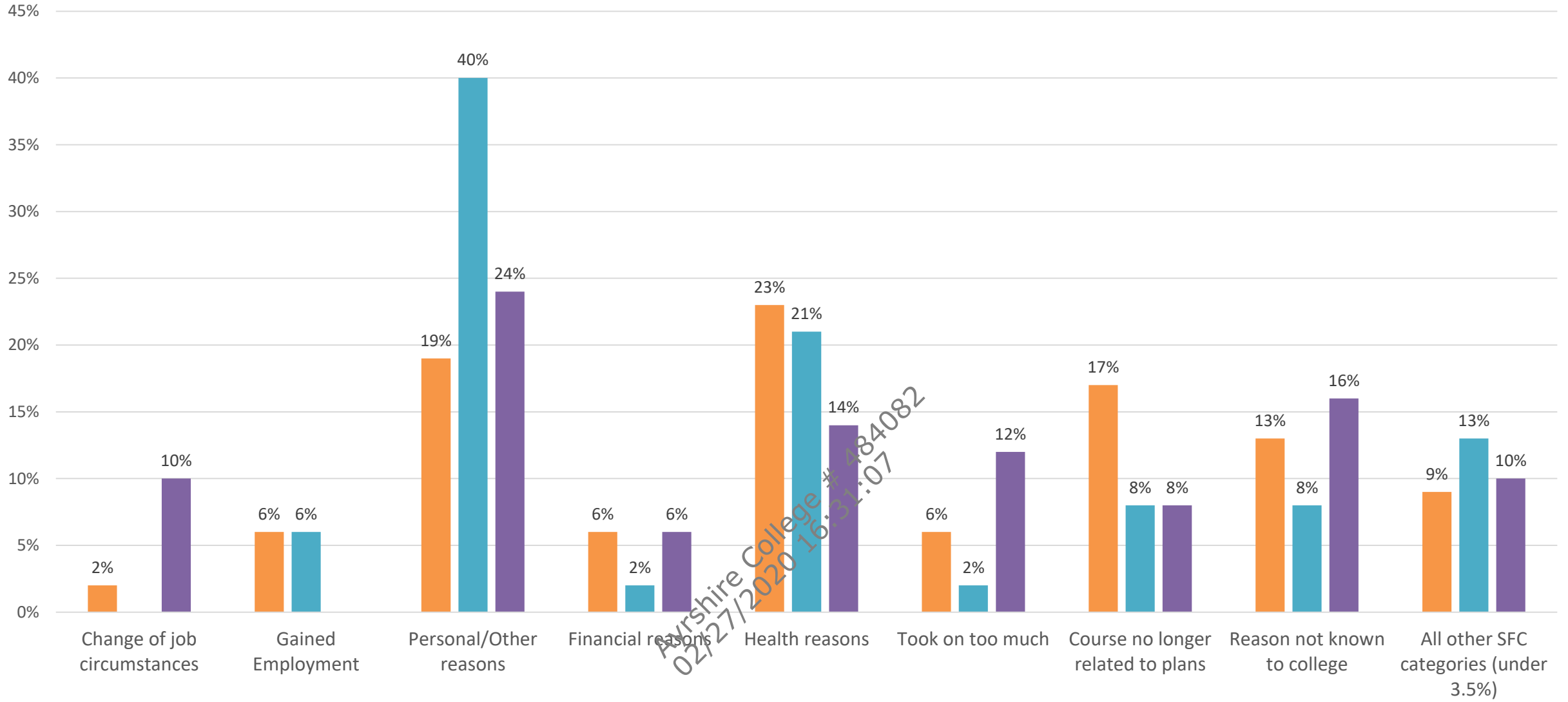
HE

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HE Full Time Early Withdrawals Rates

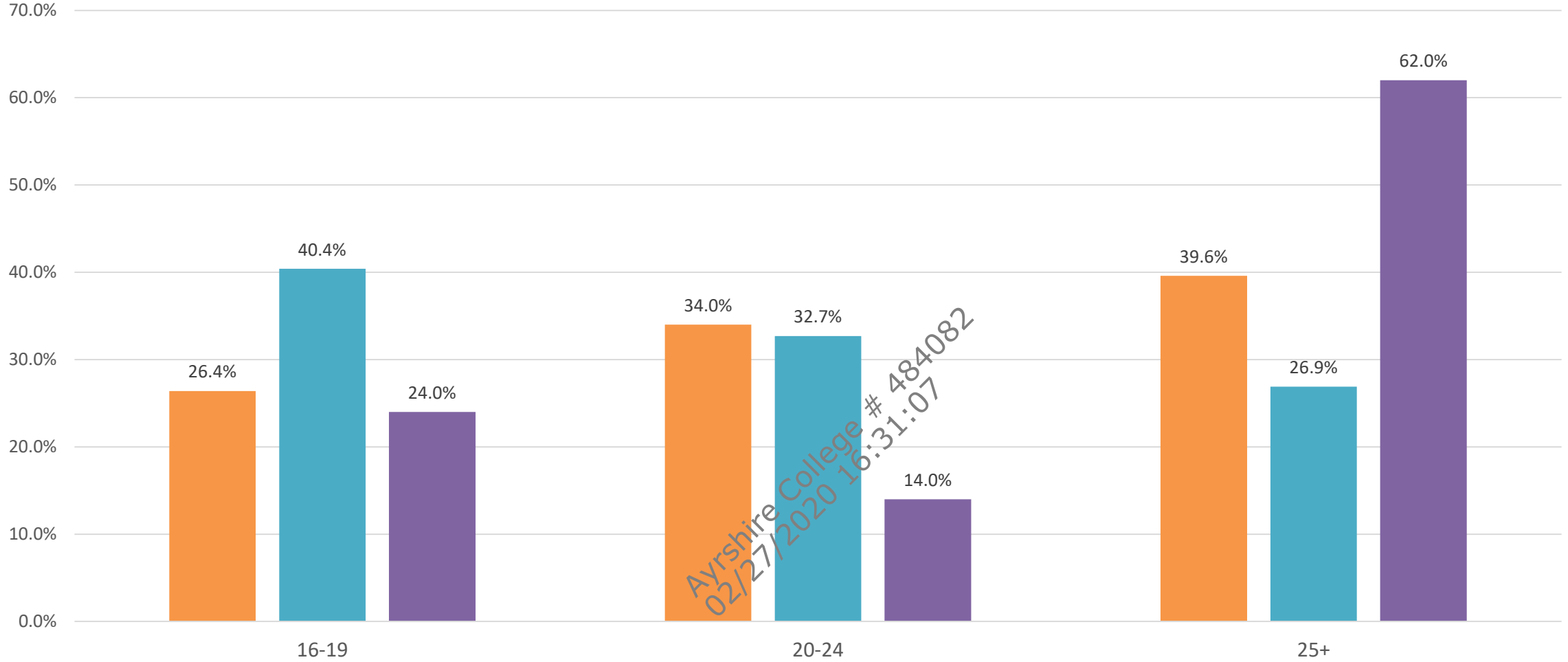


HE Full Time Early Withdrawals by Reason



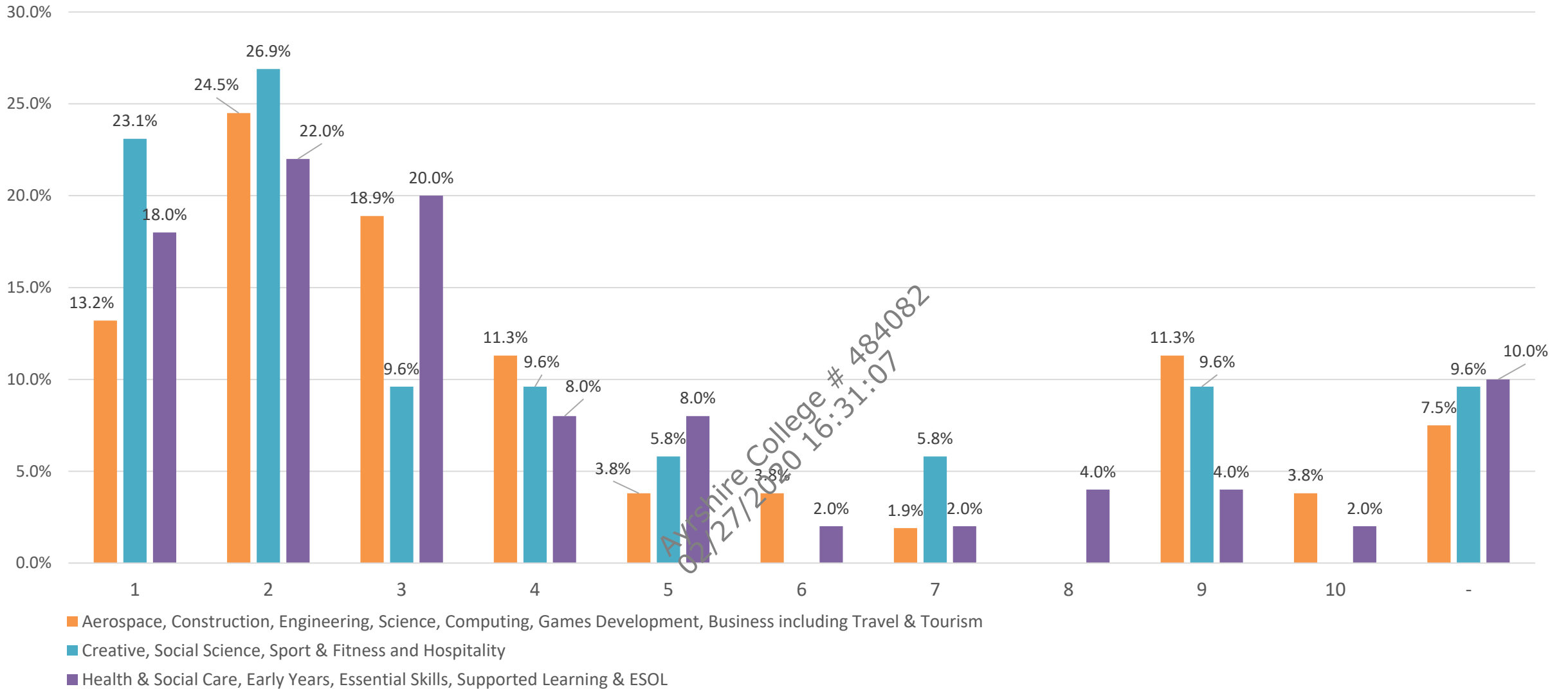
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- Creative, Social Science, Sport & Fitness and Hospitality
- Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

HE Full Time Early Withdrawals by Age Band

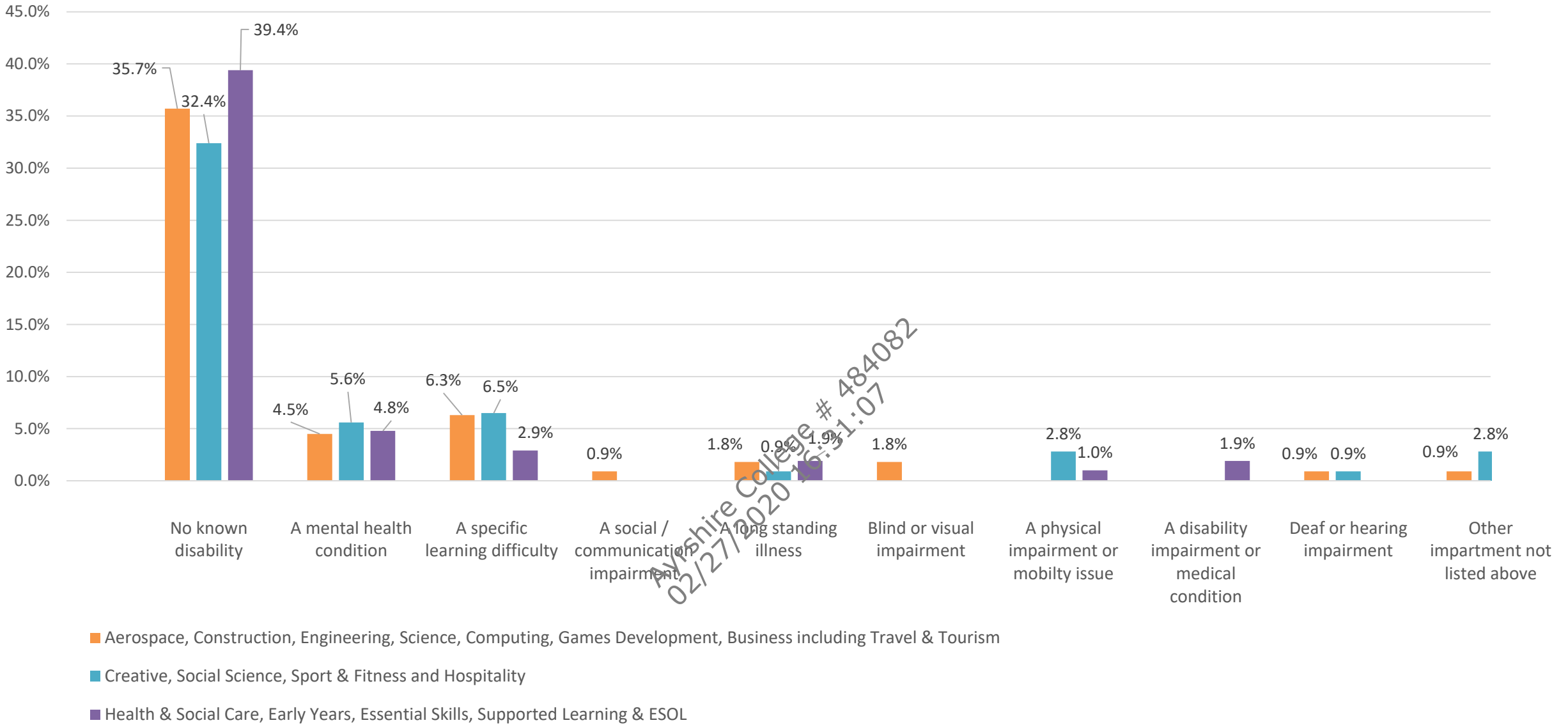


- Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
- Creative, Social Science, Sport & Fitness and Hospitality
- Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

HE Full Time Early Withdrawals by SIMD



HE Full Time Early Withdrawals by Disability



Learning and Teaching Committee

5 March 2020

Subject: 2019-20 Student Support Funds Position as at 12 February 2020

Purpose: To update Members on the Student Support Funds position and projections as at 12 February 2020

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

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 College requested a re-profiling of student support funding to be paid to the College before the end of March 2020. Following engagement with the College SFC has agreed to provide a re-profiling payment of £1,500,000 on 1 April 2020.

For the avoidance of doubt, the College is not asking for any additional funding for the Academic Year 2019-20. The need for the re-profiling of funding has arisen due to SFC's drawdown restrictions and our expected payments to students in the period to 31 March 2020.

The following sections of this paper provide details of the position of each student support fund as at 12 February 2020. 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 both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee.

2.1 SFC Funds provided for Bursary Support

The original total 2019-20 SFC Student Support Funds were £10,040,480. However, the College applied for, and has been awarded, £178,000 of additional student support funding from SFC as part of the 2019-20 in-year redistribution, giving a revised total of £10,218,480.

Table 1 below details the bursary support funds provided by SFC for 2019-20 together with projected expenditure figures as at 12 February 2020.

Table 1

Student Support Fund	Original Budget	Additional Funding	Revised Budget	Projected Expenditure	Difference
SFC Bursary	£8,690,480	£178,000	£8,868,480	£9,051,691	£(183,211)
FE Childcare	£660,000	£0	£660,000	£617,028	£42,972
HE Childcare	£350,000	£0	£350,000	£271,747	£78,253
FE Discretionary	£340,000	£0	£340,000	£276,415	£63,585
Total	£10,040,480	£178,000	£10,218,480	£10,267,446	£1,600

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 £1,776,303 which relates to 274 care experienced students. This is a 32 per cent increase from 208 care experience students in 2018-19. The College continues to actively promote the additional support available to care experienced students. The level of support and the number of identified care experienced students may therefore increase during AY2019-20.

2.2 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 £580,830 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.

2.3 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 14 January 2020.

Table 2

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

At this stage the College cannot allocate more than the original budget of £252,862. The budget for AY 2019-20 of £252,862 is favourable when compared with the AY 2018-19 allocation of £134,613. As such, the funding will be used to support eligible students in line with SAAS guidance.

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.

Michael Breen
Vice Principal, Finance
14 February 2020

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

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/27/2020 16:31:07

Learning and Teaching Committee

5 March 2020

Subject:	Apprenticeships and Work-based Learning Report
Purpose:	To advise the Learning and Teaching Committee 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.

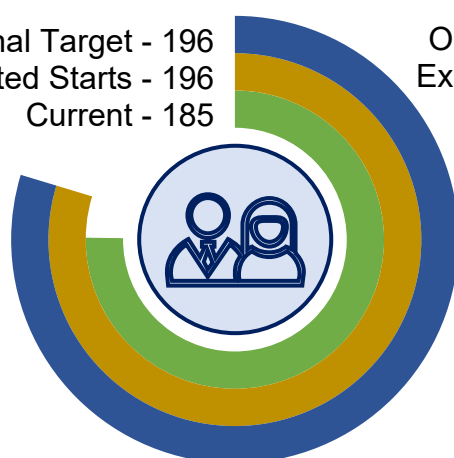
The Scottish Apprenticeship family consists of three programmes - Modern Apprenticeships, Foundation Apprenticeships and Graduate Apprenticeships (not currently offered by the College)

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.

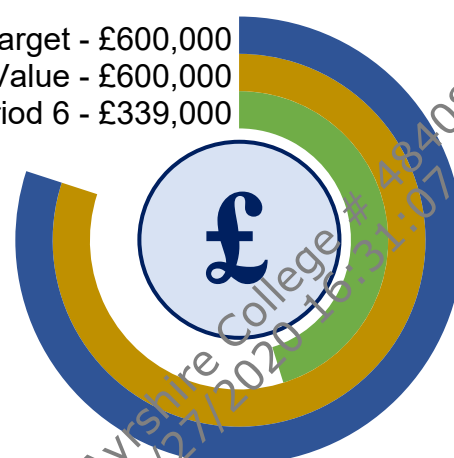
2. Ayrshire College Apprenticeships Provision

Modern Apprenticeships (MAs)

Original Target - 196
Expected Starts - 196
Current - 185



Original Target - £600,000
Expected Value - £600,000
At Period 6 - £339,000



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.

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	20	0	20	0
Construction Trades	8	30	31	0	31	0
Engineering	73	91	89	2	91	0
Food & Drink	0	12	0	11	11	1
Hairdressing	20	22	11	3	14	8
Hospitality	21	22	7	4	11	11
Sport, Health & Social Care	10	7	7	0	0	0
Total	141	196	165	20	185	20

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 continued strongly and exceeded the original contracted volume in Automotive and Construction.

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. SQA approval is currently being granted and recruitment to the programme will begin imminently.

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 to these sectors is traditionally slow on the run up to the Christmas period, due to business needs, and then picks up from the start of the New Year.

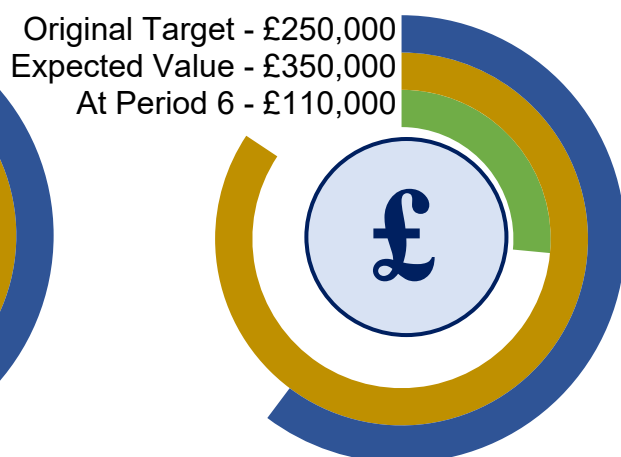
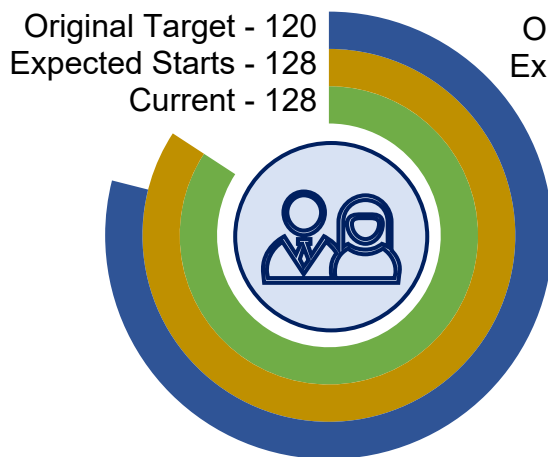
Due to the strong recruitment demand experienced to date, confidence levels continue to be high that the total number of 2019-20 new starts will meet the number of originally contracted places.

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

In December 2019, the College bid for its 2020-21 MA contract with Skills Development Scotland through the Public Contracts Scotland portal. After 2019-20 being a year of significant growth in starts compared to 2018-19, the bid reflects steadier growth across all sectors. The exception to this is in the Construction sector

where continued rapid growth has been bid for, reflecting the College's strategy to increase the proportion of directly contracted construction apprentices compared to sub-contracted apprentices. Members will be updated when the 2020-21 contract is awarded.

Sub Contracted Modern Apprenticeships

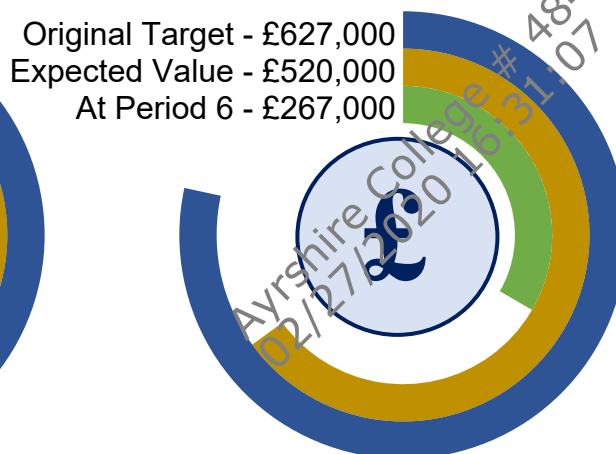
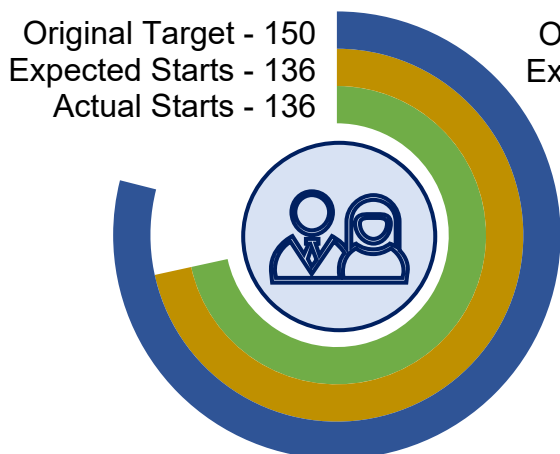


Alongside the contract we hold directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Approximately 350 apprentices are supported by these contracts.

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.

An exercise to recruit work-based assessors in Carpentry & Joinery, Painting & Decorating and Brickwork is currently underway. This recruitment and their subsequent training is being supported by a national project, administered by ESP and funded by CITB to recruit and train assessors across Scotland.

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

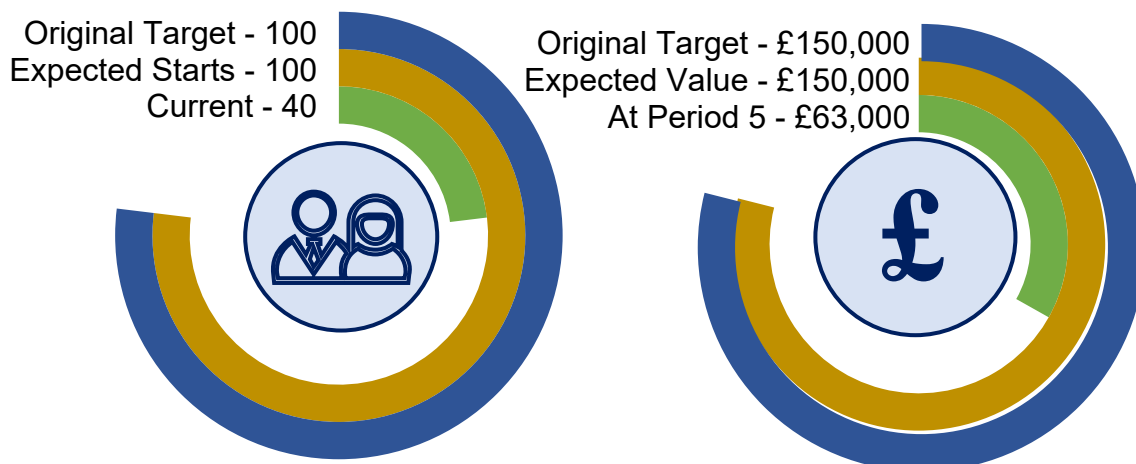
The increased demand for places supports the College's strategy to continue to increase our vocational training offer to senior phase school pupils, reflecting Scottish Government policy.

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 in partnership with all Local Authorities in the region, supporting 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	Value
Civil Engineering (2yr) (AC)	15	£91,050
Engineering (2yr) (AC)	45	£394,650
Children & Young People (2yr) (AC)	40	£176,800
Children & Young People (1yr) (EAC)	15	£66,300
Business Skills (1yr) (AC & SAC)	30	£113,100
Scientific Technologies (1yr) (AC)	15	£62,550
Food & Drink Technologies (1yr) (EAC)	10	£44,200
IT Hardware & System Support (1yr) (AC)	15	£65,550
Social Services & Healthcare (1yr) (NAC)	15	£67,050
Total	200	£1,081,250

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. Scottish Apprenticeship Week

Scottish Apprenticeship Week runs from 2nd to 6th March 2020. The College will be organising, supporting and publicising a range of events, activities and achievements across the week to help raise the profile of apprenticeships. Activity during the week will include:

- Foundation Apprentice Takeover Day
- Apprentice Hall of Fame
- John Mather Awards
- Apprentice Case Studies
- Apprenticeship Recruitment Events
- The Principal's Apprenticeship For A Day
- Pre-Apprenticeship Course Launch

Members are asked to look out for these events and help promote them through social media and other channels.

5. Conclusion

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

Stuart Millar
Head of Apprenticeships and Work-based Learning
2 February 2020

Publication

This paper will be published on the College website

Learning and Teaching Committee, 5 March 2020

Learning and Teaching Committee

5 March 2020

Subject:	Education Scotland Progress Visit Report
Purpose:	To advise members of the outcome of Ayrshire College's Progress Visit
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 (EP) 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.

During 2019-20, Education Scotland and Scottish Funding Council began 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 took place week commencing 13 January 2020.

2. Overall Judgement Regarding Progress

At the end of the PV, HM Inspectors of Education and Associate Assessors review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their EPs, taking account of any changes to local circumstances. Based on this evidence, the team form a view as to whether the college has made satisfactory progress against its EP or has not made satisfactory progress against its EP.

Appendix 1 demonstrates that Ayrshire College has made satisfactory progress against its EP.

The outcomes of the PV will inform a refreshed Evaluative Report and Enhancement Plan (2020-23) due to be submitted by colleges in October 2020.

3. Conclusion

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
3 February 2020

Ayrshire College # 484082
02/27/2020 16:31:07

College Progress Visit Report

Ayrshire College

February 2020

Ayrshire College # 484082
02/27/2020 16:31:07

College Principal	Carol Turnbull
Progress Visit Date	14 January 2020
College Nominee	Anne Campbell
Managing Inspector	Dr John Laird HMI
College HMI	Ian Beach HMI
SFC Outcome Agreement Manager	Louise Lauchlan
Outcome of Progress Visit	Satisfactory progress

Background and context

The college and its context

Ayrshire College is a large regional college which operates from three main campuses in Ayr, Kilmarnock and Kilwinning. In 2018-19, 76% of SFC credits delivered were to learners on full-time programmes. Of those full-time students, 67% studied at FE level and 33% at HE level. Ayr Campus delivered 39% of the credit activity, 34% was delivered from Kilmarnock Campus and, finally, 27% from Kilwinning Campus. The college has invested significantly in accommodation and facilities to provide high-quality, modern learning and social spaces.

A new Principal and Vice Principal both took up post on 1 March 2019. The new Executive Leadership Team implemented an organisational review which had commenced during the tenure of the previous Principal. The organisational review also provided an opportunity to restructure the Executive Leadership Team with the purpose of providing strategic leadership to secure improvements in learning and teaching and the student experience.

The college works closely with its three local authorities - East, North and South Ayrshire. Reflecting the social and economic challenges facing the region, 19.1% of credits delivered in 2018-19 were to students living in ten the most deprived postcode areas. College staff are focused on supporting students coming from backgrounds of high deprivation.

Purpose of the progress visit

In 2018, all colleges produced an Evaluative Report and Enhancement Plan (EREP) which were endorsed by Education Scotland and the Scottish Funding Council (SFC). During Progress Visits (PV) colleges demonstrate how well they are delivering on the targets and milestones identified in their Enhancement Plans (EP). They allow colleges opportunities to outline any changes to their circumstances resulting in revisions to their original objectives. PVs provide reassurance to key stakeholders on the effectiveness of improvement actions undertaken by individual colleges. Whilst undertaking PVs, HM Inspectors of Education take account of the context and individual nature of each college.

Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education and Associate Assessors review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their EPs, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its EP or has not made satisfactory progress against its EP. This outcome is contained within this report with accompanying commentary to support the findings.

The endorsed EREP for Ayrshire College can be found at:

<https://education.gov.scot/media/rqbfc4xp/ayrshirecollegeerep201718.pdf>

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Findings from the progress visit

Outcomes and impact

Areas of positive progress

- Staff have had significant guidance and training on how to access and use performance indicator (PI) data, with a specific focus on learner retention and success. Weekly meetings are used well by staff to identify and follow up on learners at risk of leaving or not succeeding. The college continues to refine and improve this resource to a high standard, including detailed student attainment results by unit (SARU) analysis and engagement scores for individual learners. Improvements in early retention in the current year demonstrate the impact of this work.
- The college has further developed management information systems to ensure that managers have greater access to real time PI information. Almost all staff have quick and ready access to the information. There are a number of effective systems which help staff monitor learner attendance, engagement and progress. For example, the extensive use of the Virtual Learning Environment (VLE), Moodle, allows staff to monitor the level of learner engagement and use by learners.
- Managers support curriculum teams well to understand and address the reasons for poor performance. Improvement actions are beginning to have a positive impact, although for this current academic year it is too early to measure this fully.
- Weekly retention meetings in teaching areas help staff identify those learners with poorer attendance or those at risk of leaving, allowing them to act quickly and offer greater support. This year, early retention rates show signs of improvement.
- Staff have engaged in useful mental health first aid training which has helped them to better understand the issues experienced by learners. Staff are more confident in supporting learners who present with mental health issues. Additionally, 12 student mental health and wellbeing champions have recently been trained to support their peers with wellbeing.
- All lecturers are encouraged to be more creative and innovative with programme design. Learners report that teaching staff are now scheduling assessments flexibly and allowing more time for assessment, which suits their pace of learning. There are many good examples of staff adjusting course delivery to accommodate learners with particular barriers to learning. Almost all staff feel confident to suggest and make adjustments to programme design to improve the opportunities for learners to succeed.
- Almost all Curriculum Managers engage well with vocational and core skills staff to jointly plan programme delivery. Cross college internal partnership working is effective in providing learners with valuable essential and employability skills.
- The proportion of FE full time care experienced learners successfully completing increased by around 7% in 2018/19 to was 62.3%. Although this is still 3.9% lower than the overall college figure, the gap is closing. In addition, there the number of HE care leavers disclosing in 2018/19 doubled from the previous year to 276. The proportion of successful HE care experienced learners dropped 5.6% to 64%. This is 2.8% lower than the overall college figure for all learners. There were 36 HE care experienced learners who disclosed in 2018/19, an increase of 50%.

- To help address food poverty amongst learners, the 'Porridge and Soup' initiative provides free breakfast and a light lunch which is particularly helpful to learners on a tight budget. Care has been taken to remove all stigma associated with accessing this provision. This initiative and the provision of a meal on one day of the winter holiday have been helpful in supporting the attendance of vulnerable learners.

Areas of further progress and actions required

- Although focused work is being carried out on analysis and actions for improvement, success levels for FE and HE learners have remained broadly static for the last three years. There was a small 1% improvement in withdrawal rates from 2017/18 to 2018/19, however further work is required to improve learner retention and attainment.
- Use of the IRIS Connect self-reflection system as mandatory Career Long Professional Learning (CLPL) for all new lecturers has not yet been evaluated. The effectiveness of this system for improving learning and teaching has not yet been established, and further clarity is needed around implementation and impact on teaching practice.

Delivery of learning and services to support learning

Areas of positive progress

- Staff have responded well to the changes in the staffing structure. Within their evaluation and improvement work, they now feel they have a greater level of confidence to make changes in programme content or delivery. There are a number of examples of changes to programme design, better use of the Moodle VLE to monitor progress, and better support for learners whose attendance or work is not consistent.
- The college administer the new Care Experienced Bursary for 208 learners. Corporate staff are aware of the needs of care experienced applicants. Where an application is paused or delayed, corporate staff are pro-active in contacting the applicant and helping them to complete the documentation. The college has also worked well with an outside agency to ensure that their application material is more user friendly for care experienced or vulnerable applicants. The college enrolled 312 care experienced learners in 2018, almost double the 159 from the previous year.
- Curriculum teams use a range of approaches to identify and share good practice. Staff identify informal and team based discussions as the most effective method in most instances. There have been a number of workshops and CLPL opportunities made available to raise awareness of good practice, covering areas such as Adverse Childhood Experiences, Corporate Parenting and Mental Health First Aid. Curriculum managers support new staff well through an induction period, and highlight good practice. Some teaching areas use team teaching and actively pair experienced staff with newer staff, using this as a mechanism for sharing practice. Teaching staff reflect on what works well and share good practice during development days and through the use of technology.
- Most course teams embed regular work experience and involve industry representatives as speakers and contributors in their programme delivery. Overall, the number of work placement

opportunities has increased and course teams have been proactive in bringing more companies, providers and guest speakers into the classroom environment. Many of these arrangements also provide beneficial internal work placement opportunities for learners.

- Staff report good communication between core and essential skills staff and vocational colleagues. Core and essential skills staff attend subject team meetings leading planning joint work and coordinating tasks and assessments.
- The new enterprise strategy has been very successful with around 4500 direct engagements with learners and the provision of workshops for those wishing to progress their projects. Ten learners have received a £5,000 grant in the current year to support their business enterprises. This initiative is open to all college learners.
- The importance of essential and meta skills is being promoted actively to teaching staff through Twitter and Moodle. This has been effective in raising awareness. Teaching staff are now more actively engaged in embedding these skills into curriculum delivery.

Areas of further progress and actions required

- Staff would benefit from an improved process for identifying and sharing good practice, with a particular focus on learning from other areas within the college.
- Although a few learners and staff have engaged with the Learning and Teaching Conversation Café initiative. This scheme has not been implemented fully.

Leadership and quality culture

Areas of positive progress

- There has been significant work undertaken to deliver the corporate parenting action plan, and a number of working groups have helped to encourage ownership and ensure wider understanding. There has been useful progress in the work with the three local authorities to help identify learners at an earlier stage who are care experienced. There has been a useful focus on transitions from school, with college staff attending more than 100 transition meetings prior to the applicant coming to college. This has been helpful in preparing them for college life and ensuring the best support is in place early in the year.
- The Gender Leadership Group have continued to lead the work on the Gender Action Plan well. There have been useful and productive actions delivered primarily around marketing and partnerships, where campaigns such as 'This Man Cares' have encouraged learners and employers to be more positive about male recruitment into careers in care. The Students' Association are also engaged well in the promotion of a more inclusive culture and are active in welcoming and supporting people from different backgrounds.
- There are a number of useful groups who promote and monitor the work to extend inclusion and support vulnerable groups. The Students' Association led work such as the 'Reclaim the night' project. The marketing team led initiatives such as 'This Ayrshire Girl Can'. Central student support staff have led a number of initiatives related to mental health awareness, and have engaged well with outside agencies. Overall, there is a good level of engagement and ownership

of staff around making the college more inclusive and supportive to vulnerable learners.

- Almost all Personal Development Tutors (PDT) are effective in monitoring retention and attainment and seeking support for learners when needed. Over the past year, lecturers have become more confident, better informed and better equipped to take on PDT role.
- SCQF Level 4 classes traditionally had a higher risk of leaving or not succeeding. These groups now have access to more tailored guidance. An Employability and Guidance Officer works with them 6 hours each week to develop their learning, employability and social skills. This has been piloted and evaluated and is having a positive impact on retention and success.

Areas of further progress and actions required

- The support system for new lecturers does not include regular training sessions and is not applied consistently.
- The peer review process has not yet progressed in line with EP targets.
- The number of care experienced bursary funded learners withdrawing from their programme for financial reasons has increased from 2% in 2018-19 to 3.5% by January in 2019-20.

What happens next?

The progress visit report will be shared with SFC and the college Board. The outcomes of the PV will inform a refreshed Evaluative Report and Enhancement Plan (2020-23) due to be submitted by all colleges in October 2020.

Dr John Laird
HM Inspector

Ayrshire College # 484082
02/27/2020 16:31:07

Learning and Teaching Committee

5 March 2020

- Subject:** Regional Outcome Agreement 2020-23
- Purpose:** To update members on progress with the draft ROA 2020-23 and to note the revised ambition targets.
- Recommendation:** Members are asked to consider the contents of this paper
-

1. Background

The College's Regional Outcome Agreement (ROA) 2020-23 is to be submitted by 30 April 2020. A draft version was submitted, to SFC, by the due date of 14 December 2019 and positive feedback was received.

2. Current Situation

The ROA narrative is currently being updated to take account of feedback from the College's ROA manager.

The updated narrative (appendix 1) will also take account of Education Scotland's recent progress visit as well as sector KPI information published at the end of January 2020.

The College's data table (appendix 2) has been updated, following the publication of sector KPI information and the ambitions for 2020-21 and 2021-22 have been revised in line with the published 2018-19 sector data. Ambitions have also been set for 2022-23.

3. Proposals

Members are asked to support the ambitions as set out in the data table in appendix 2.

4. Conclusion

Members are asked to consider the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
19 February 2020

Ayrshire College Outcome Agreement 2020-23



Ayrshire College # 484082
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Ayrshire
College

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LINKS TO COLLEGE STRATEGIES

[2017-20 Ayrshire College Strategic Plan](#)

[2018-20 Learning and Teaching Strategy](#)

[2018-20 Digital Skills Strategy](#)

[2018-20 People Strategy](#)

[2018-20 Infrastructure Strategy](#)

[2018-21 Promoting Wellbeing Action Plan](#)

[2018-21 Corporate Parenting Plan](#)

[Ayrshire-Shared-BSL-Plan](#)

[2018-21 Access and Inclusion Strategy](#)

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INTRODUCTION

SFC Activity Target

Section to be inserted once indicative funding allocations are announced.

Supporting national and regional developments

The College's mission is to provide excellent, high quality, flexible learning opportunities that enables all students to fulfil their potential. Ayrshire College's 2020-23 Regional Outcome Agreement summarises how the College will accomplish those commitments and also outlines how the College will contribute towards the Scottish Government's mission to make Scotland the best place in the world to learn, to educate, to research and to innovate.

The Regional Outcome Agreement is informed by the College's close partnership working with the three Ayrshire local authorities, Community Planning Partners, employers, universities and other stakeholders and is governed through both the Learning and Teaching Committee and Board of Management.

The College's current [Strategic Plan](#) finishes at the end of academic year 2019-20. Consultation, with staff, on a new plan for 2020-25 has begun and the timing of this is appropriate with the new Principal having taken up post on 1 March 2019. It also coincides with the development of a new economic Strategy for Ayrshire, including the Ayrshire Growth Deal. This provides an opportunity to align the College's own ambitions with that of the Ayrshire Region – ensuring that the College is at the heart of inclusive, economic growth.

Initial consultation has identified the following key priority themes for the College:

- The student experience
- Digital technology
- Quality of learning and teaching
- Continuous Professional Development
- Mental health and well-being
- Financial sustainability
- Workforce planning

It is anticipated that the final draft will be approved by the Board of Management at its March meeting in 2020. It will then be shared with external stakeholders for consultation, with the final document being published in June, ready for implementation in August 2020.

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Key Priorities

During 2020-21, the College will focus on the specific priorities that have been outlined in the Ministerial Letter of Guidance; however, it will place particular emphasis on the following:

Access and learning

The College will seek to ensure that students from the most 10% deprived communities achieve at rates comparable with their peers.

Mental health and well being

The Student Mental Health agreement will have been implemented and extra support will be provided through the implementation of the Scottish Government funded mental health counsellors' programme.

Gender

Work will continue on breaking down stereotypes in gender-dominated sectors; however, the College will collaborate with other Institutional Gender Action Plan leads to identify further areas of action in order to have a greater impact in this area.

Care experienced

The College will build on its excellent progress in attracting and supporting students declaring as care experienced. It will, however, intensify its efforts to ensure that this group achieve at rates comparable with their peers.

Apprenticeship family

Recruitment to Foundation Apprenticeships and Modern Apprenticeships continues to grow and the College will work with employers to ensure that work-based learning pathways and outcomes meet their needs.

Developing the Young Workforce (DYW)

The College will continue to work with partners and employers to offer enhanced senior phase vocational pathways, aligned to the 15-24 Learner Journey programme

Attainment and retention

Progress will be made in relation to actions outlined in the College's updated Evaluative Report and Enhancement Plan, but particularly with reference to an overall improvement in student outcomes.

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Industry partnerships

The College will continue to strengthen and enhance engagement with employers and other industry stakeholders to ensure that the curriculum portfolio meets their needs and enables students to gain the skills required to support inclusive economic growth in the region.

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REGIONAL CONTEXT

Regional Profile

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

The College focuses on ensuring that our students develop the right skills for current and future job opportunities within and outside of Ayrshire. Key strategic projects such as the Ayrshire Growth Deal and the HALO (Kilmarnock) Development will create thousands of jobs in the region over the next five years, and the College is a key partner in these projects. The College is already working with all key partners to ensure that the skills and learning agenda is integrated. The Principal is a member of the Ayrshire Regional Economic Partnership Board and this group is charged with developing and supporting a regional economic growth strategy for Ayrshire. The Vice Principals and Curriculum Directors are all actively involved in various groups supporting the development of the Ayrshire Growth Deal.

The Ayrshire region has experienced economic decline over a number of decades, with corresponding societal challenges. The recent evidence-based Regional Skills Assessment, from Skills Development Scotland (SDS), highlights these challenges very clearly. It should be noted that SDS will develop a Skills Investment Plan, following publication of the Regional Economic Strategy. However, the Regional Skills Assessment Summary Report, published in October 2019, categorises Ayrshire as a region of low output measured by Gross Value Add (GVA) and low productivity.

Ayrshire continues to have significant challenges around employment when compared to the Scottish averages. In particular, the employment rate for the working age population (aged 16-64) is 70.6% and below the Scottish average of 74.5%. In term of young people the figures recorded are 54.7% compared to 58.35% in Scottish terms.

Longer term labour market forecasts for job opportunities, while showing an overall decline of 400, potentially mask 55,500 job openings being replacements for the current workforce. Again, this statistic shows one of the key challenges facing the region over the next 10 years when taken with the overall reduction in the supply of people and in particular those of working age population which are forecast to decline by 41,000 people (from 62% to 53% of the population total in 2041).

Skills shortages and skills gaps are increasing. Skills gaps are more far reaching and concentrated in Ayrshire when compared to Scotland as a whole. An interesting statistic is that while most employers acted to overcome skills gaps, 25% of employers sought to recruit non-UK nationals as a response which is well above the Scottish average of 15%.

Economy

Gross Value Add (GVA)

SDS, using Gross Value Add (GVA) as an “*indicator of the economy’s health,*” have assessed the past, current and forecast future economic performance of the region. From 2009 to 2019, measured by GVA, the Ayrshire economy grew by 1.0% on average each year. This is below the Scottish average of 1.4% during the same period.

GVA, in Ayrshire, in 2019 was 4% of Scotland’s output (being £5.7 bn of the total £138.8 bn). Ayrshire is one of the smallest contributing RSA regions to the Scottish economy.

From 2019 to 2029, measured by GVA, the Ayrshire economy is forecast to grow by 1.3% on average each year. This is below the Scottish average forecast of 1.7% in the same period.

Productivity

Productivity measures from SDS use the regional GVA divided by total regional employment (measured by jobs). From 2009 to 2019 productivity in Ayrshire grew by 1.3% on average each year. This is the same as the Scottish average of 1.4% in the same period.

In 2019, productivity in Ayrshire was £40,300. This is lower than the Scottish *average of £50,400*. Ayrshire ranked 10th of the 14 regions.

From 2019 to 2029, productivity in Ayrshire is forecast to grow by 1.3% on average each year. This is below the Scottish average forecast of 1.4% in the same period.

Employment

From 2009 to 2019, employment in Ayrshire decreased by -2.9%. In 2019, total employment in Ayrshire (measured by jobs) is estimated to be 141,900 and this equates to 5% of Scottish employment. The employment rate for the working age population (aged 16-64) is 70.6% and below the Scottish average of 74.5%.

Within the figures, some key measures need to be extracted, most notably that Ayrshire has below average rates when compared to the Scottish average for young people (aged 16-24), males, females and disabled people. In terms of young people, the figures recorded are 54.7% compared to 58.3% in Scottish terms.

The employment forecast for the period 2019 to 2029 is one of decline, with a marginal employment reduction of 0.3%. However, across Scotland the longer-term trend is national growth in employment, which again highlights the challenges faced in Ayrshire.

Labour Market Requirement

In the period 2019 to 2029, the forecast is for 55,100 new job openings. However, as noted above, it is forecast that there will be 400 jobs fewer, overall, with 55,500 job openings being replacements. Again, this statistic shows one of the key challenges facing the region over the next 10 years.

Supply of People

SDS use the NRS population estimates which are produced biennially and in 2016 they forecast for the period to 2041. In 2016, the population of Ayrshire was 370,600 or approximately 7% of Scotland's population.

The largest group in Ayrshire were people of working age (aged 16 to 64 years) which was 62% of the region's population or 228,000. However, the working age population as a percentage in Ayrshire is below the national 65% figure. Children and young people (0 to 15 years) account for 17% or 62,100 with people over 65 representing the remaining 22% or 80,500.

A key challenge, for Ayrshire, is shown in the projections from 2016 to 2041. The population is forecast to decline by approximately 18,800 people which equates to a 5% decline. This is a contrast to national figures which forecast a 5% growth in population in the same period. Within these figures the working age population is expected to fall from 62% in 2016 to 53% in 2041; a projected decrease of 41,000 people. The largest increase is for people over 65, with a decline also in forecast for young people aged 0 to 15 years. These shifts suggest that the region could have a smaller and generally older population in 2041.

Skills Shortages and Skills Gaps

The Employer Skills Survey (ESS) gathered information on the skills challenges that employers encountered when recruiting and any continuing issues that they have with their existing workforces.

Skills Shortages

Skills shortages are challenges which arise when employers are recruiting but are unable to find applicants with the required skills. This is measured in SDS reports using a Skill Shortage Vacancy (SSV) indicator which is where an employer cannot fill a vacancy due to shortage of skills.

In 2017, the number of employers reporting a SSV in Ayrshire was 5%, compared to a national indicator of 6%. This indicates that this issue is less prevalent in Ayrshire when compared to Scotland as a whole.

Skills Gaps

Skills Gaps are where existing employees are not fully proficient as they do not have the skills necessary for their role. These can cover people, personal, practical and / or technical skills. In 2017, the number of employers who reported a skills gap in at least one employee was 15% in Ayrshire compared to a Scotland average of 16%. The trend has been increasing since 2015 and 5.6% of the workforce in Ayrshire identified a skills gap in 2017. The Ayrshire level is above the national Scottish rate of 5%. Therefore, skills gaps are more far reaching and concentrated in Ayrshire when compared to Scotland. An interesting statistic is that while most employers acted to overcome skills gaps 25% of employers sought to recruit non-UK nationals as a response which is well above the Scottish average of 15%.

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SECTION 1 – THE LEARNER

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

SFC core objective 6: 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.

Access and Learning

The College is making good progress in implementing the relevant recommendations made by the Commission for Widening Access. Firstly, in relation to providing greater access opportunities, the College works, in partnership, with The Scottish Wider Access Programme (SWAP) which seeks to provide opportunities for students to gain access to Higher Education.

Programmes are offered in the areas of Humanities and Primary Education, Life Sciences, STEM and Engineering and Nursing and Social Work. Access to Childhood Practice was successfully offered for the first time in 2018-19 and has been extended to run in all three College campuses in 2019-20. In 2018-19, 25 additional learners enrolled on SWAP programmes compared with the previous year. Combined successful completion rates improved from 69% to 79% in academic session 2018-19. Typically, a high proportion of learners come from SIMD 10 and 20 postcodes and are often the first in their family to progress to university. Students progressed to a range of degree programmes at a number of universities including Glasgow, Strathclyde, UWS and GCU. A total of 89 learners progressed to further study at SCQF level 7 or above after completion in 2017-18. This increased to 116 learners following completion of courses during academic year 2018-19.

The College is also making good progress in meeting the aspiration of at least 75% of HN students gaining entrance to university, with advanced standing, by 2020-25. Following successful completion during 2017-18, 359 (61.1%) HN students articulated to degree programmes, with advanced standing. This figure was an improvement on the 53.8% for 2016-17 and exceeds the aspiration that at least 60% of HN entrants should articulate with advanced standing by 2019-20.

The College works closely with a number of universities to improve articulation opportunities for our students and to increase the range of pathways available to them both within and out-with the region.

A new articulation pathway from HNC Social Services to year two of the BA (Hons) Social Work (Scotland) qualification, has been developed, for 2019-20, in partnership with the Open University. On successful completion, students will be prepared for continuing to study with the Open University towards the BA (Hons) Social Work (Scotland) degree as an independent student. This transition programme offers HNC Social Services students, with a unique, flexible and supportive pathway to the Open University degree and provides an alternative route into gaining a professional social work qualification, leading to enhanced employment opportunities.

The delivery of the BA Accounting programme, as part of a collaborative agreement between UWS and the College, has proved very successful. Students can progress to year three of the degree programme direct from their achievement of HND Accounting. The programme is delivered, at the College, by Ayrshire College lecturers. This gives students the opportunity to study on an SCQF level 9 programme in familiar surroundings. A total of 82% of students successfully completed the degree programme in 2018-19.

Achievement rates of SIMD 10

A high proportion of students who enroll, at the College, reside in SIMD 10 postcode areas. The College delivered 24,268 credits (19.3% of activity), in 2018-19, to students in the lowest 10% SIMD postcode areas. While enrolments fell short of the College's own 2018-19 ambition of 22%, it maintained progress in achieving the national target of 20.5% of activity by 2020-21. For the period 2020-21 to 2022-23, the focus will be on maintaining enrolments reflective of the College's overall profile and ensuring that students achieve at rates comparable with their peers.

The proportion of FE full-time SIMD10 students successfully achieving a recognised qualification has increased from 63.7% in 2017-18 to 64.2% in 2018-19. This is slightly below the completed successful figure of 66.2% for all FE full-time students and also only slightly below the College's 2018-19 ambition of 66%. The proportion of FE part-time SIMD10 students successfully achieving a recognised qualification decreased from 70.7% in 2017-18 to 67.9% in 2018-19. This is 3.9% below the College FE part-time success rate of 71.2% and was below the College's 2018-19 ambition of 73% by 5.1%.

Meanwhile, the proportion of HE full-time SIMD10 students successfully achieving a recognised qualification in 2018-19 was 65.9% - 2.3% higher than 2017-18. This was 1.0% lower than the College HE full-time success rate of 66.9%. The proportion of HE part-time SIMD10 students successfully achieving a recognised qualification in 2018-19 was 81.5% - 5.0% higher than 2017-18. This was 2.5% higher than the College HE part-time success rate of 79.0%.

While the attainment levels for students from SIMD 10 areas remains lower than their peers, in all areas other than FE part-time, these figures 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 to ensure that these students have comparable successful completion rates to those of the wider student cohort.

Mental Health and Wellbeing

The College's Promoting Wellbeing Action Plan (2018-21) outlines the strategic commitment to supporting the positive wellbeing of all students and staff. A link to the Action Plan can be found [here](#). It represents a whole College approach to promoting positive wellbeing and tackling the stigma around mental health, recognising that it is the responsibility of all to work collaboratively to achieve this. The Action Plan is

aligned to the College's Strategic Plan (2017-20) and Equality Outcomes (2017-21), as well as NHS Ayrshire & Arran's Mental Health and Wellbeing Strategy (2015-27).

The key outcomes in the Action Plan are:

- Promote Positive Wellbeing within the College
- Develop and Sustain Resources
- Develop fully Internal and External Partnerships to Support Positive Wellbeing within the College

The Promoting Wellbeing Group oversees the implementation and review of the Action Plan and provides regular reports to the College's Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group which has overall strategic responsibility for the College's current Equality Outcomes (2017-21).

In 2019-20, the College developed its first Student Mental Health Agreement in partnership with the Student Association. The Student Mental Health Agreement provides further demonstration of the College's commitment to supporting the mental health and wellbeing of all students. The Promoting Wellbeing Group is responsible for the implementation and review of the Agreement.

In November 2019, the SFC announced the allocation of additional funding in Academic Year 2019-20 to provide additional counsellors for colleges. The College will utilise the allocated funds, in line with SFC guidelines, to provide appropriate additional resources to support and enhance student mental health and wellbeing.

Over the last three years, the College has taken significant steps to encourage students to declare if they have a mental health issue and to improve retention and attainment levels amongst students with a declared mental health condition. As a result, the number of students declaring a mental health condition has increased by 37% since 2015-16. Furthermore, the number of FE full-time students with a declared mental health condition who successfully achieved a recognised qualification increased by 6.4% from 52.5% in 2015-16 to 58.9% in 2018-19. For HE full-time students, this figure increased by 16.3% from 47.6% in 2015-16 to 63.9% in 2018-19. Whilst these figures are encouraging, they are still significantly lower than the overall College full-time successful completion rates.

Curriculum staff continue to work collaboratively with wider college teams, including Student Funding and the Student Experience teams, to support all students throughout their learner journey by removing barriers to learning, providing flexible, individualised support and embedding inclusive approaches to learning and teaching within the classroom.

In addition, the College benefits from having three dedicated Liaison Officer posts – jointly funded by Police Scotland, NHS Ayrshire & Arran, and the Ayrshire Health and Social Care Partnerships - which enable the College to offer a unique range of services and interventions to support student retention and attainment. In 2020-21, this resource will be built on to help students develop resilience and maintain their mental wellbeing. The wellbeing of students continues to be supported through education and interventions on drugs, alcohol, mental health and other behavioural challenges.

Improving student retention and attainment will continue to be a priority for the next three years. In particular, we will aim to ensure that the retention and attainment rates of students, with a declared mental health condition, are equal to those of their peers.

Student Safety

The College has a well-developed set of policies, procedures and processes in place to ensure that there is a common understanding of acceptable behaviours. Effective mechanisms are in place to respond to allegations of harassment or behaviours that do not meet the College values.

Gender

The College is widely recognised for its innovative work in promoting the increased participation of women and girls in traditionally male-dominated subjects and careers and men and boys in traditionally female-dominated subjects and careers. Much of this work has been developed under the banner of the award winning 'This Ayrshire Girl Can' campaign and the campaigns of 'This Man Cares' and 'Man in the Mirror' respectively. At the same time, the College embraces its wider commitment to gender equality particularly in reference to gender-based violence (GBV) and transgender (trans) identities. The College acknowledges that there are many contributing, interlinked facets of gender inequality and is, therefore, developing a whole-college approach which addresses these. The College's Gender Action Plan (GAP) brings some focus to this, although, it is recognised that further development is required to, for example, enhance and embed the current reporting processes to support the achievement of outcomes identified. As such, this is a priority action moving forward.

The College continues to endorse a position which recognises GBV is an equality issue and demonstrates its strategic commitment to this through the development of its Equally Safe action plan. The priority now is to finalise this action plan so that a consistent approach is taken to addressing GBV across the College. The action plan outlines ten areas of focus, including dedicated actions to review and improve the College's current student safeguarding process, explore online options to report and support, and develop a staff GBV policy. These ambitions, however, should be read in context with the ongoing work within the College and with its local partners in each locality Violence against Women partnership. The purpose of such activities, including for example:

- the Student Association led Reclaim the Night,
- piloting the Equally Safe toolkit,
- embedding awareness within the curriculum,
- staff training
- and a series of working events for local employers and organisations, is to raise awareness of GBV so that, those who have or are experiencing any form of GBV are recognised and well supported within the College and wider communities.

To further enhance the College's approach to tackling GBV, it has recently joined the membership of *Fearless Glasgow*. The concept of *Fearless Glasgow* originated in discussions from the *Love doesn't hurt* Conference, which was hosted by the College in the spring of 2019. At that time, it was envisioned that *Fearless Glasgow* would be

a consortium of Glasgow colleges and universities. Since then, however, it has widened its membership and with Ayrshire College now a part of *Fearless Glasgow*, it has the opportunity to learn and share with and from other colleges and universities in the West of Scotland. As such, the initiative now has the potential to inform and influence practices across the region and foster a shared, collaborative approach to tackling GBV in both FE and HE sectors.

In addition to this, the College is commencing discussions with Strathclyde University on becoming involved in a project to further support the implementation of the Equally Safe toolkit.

The College remains committed to the full inclusion of trans and gender diverse applicants, students and staff in college and community life and having a dedicated action in relation to trans inclusion in the College's current [Equality Outcomes 2017-2021](#), underlines this commitment. The College is making good progress in respect of trans inclusion and visibility but at the same time, recognises further development may be needed to reduce the existing attainment gap between trans and cisgender students. The College is making progressive steps to address this none more so than through its co-development and facilitation of the Ayrshire LGBT+ Education Network. Having established the Network in early 2018 with East Ayrshire Council, it continues to be an innovative, forward-thinking approach to sharing best practice among and between education practitioners and related across the region. The Network model has been shared with Argyll and Bute Council and also recognised by LGBT Youth Scotland, Pink Saltire and Time for Inclusive Education (TIE), as good practice.

The College's Equality and Inclusion Advisor continues to co-chair the Trans EDU Community of Practice for colleges and universities in Scotland. The CoP acts as an influencer in these sectors to improve trans and gender diverse applicants and students experiences and outcomes, nationally. The College also continues to work with local partners through the Ayrshire LGBT+ Development Group as well as maintaining good relationships with, for example, LGBT Youth Scotland and the Scottish Transgender Alliance (STA). Priority actions for 2020-2021 include the Student Association developing a new student LGBT+ group, developing a trans policy and guidance for staff and students, and providing further continuous development opportunities for staff.

The College's Board of Management continues to reflect a fair male and female gender split with an equal number of male and female members. In taking steps to enhance its overall diversity profile, the Board of Management is now engaging with different recruitment sources such as 'Changing the Chemistry' and also working with the Marketing Team to enhance the accessibility and inclusivity of language used to promote opportunities to join the Board. The Board of Management recognises the many benefits of having a diverse membership and in particular, is keen moving forward, to improve disability and ethnicity declaration.

Similarly, the College is also focused on improving its disability and ethnicity representation across all College positions including at senior levels. The need to prioritise these particular characteristics is evidenced in existing staff equalities data. As such, the College is, for example, currently engaged in a project with Advance HE to increase the number of staff with a disability or long-term health condition. Gender representation within the College meanwhile is, arguably, only problematic in regards

to particular roles instead of in relation to senior levels where gender parity is broadly achieved. The College continues to experience a clustering of male and female staff in traditionally gendered occupations and roles and, in some cases, there is a vertical line evident too in these particular occupations and roles. For example, a break-down of staffing in relation to the Curriculum area of STEM and Construction Technology and Trades shows that from Director to Manager level, these positions are all occupied by males. The opposite is true in relation to Hair, Beauty, Complementary Therapies and Make-up Artistry. The incidence of such is more reflective of wider societal assumptions of what men 'do' and what women 'do' rather than the practices of the College. However, it highlights how important the College's role as an educator is and as such, the College will continue to take a whole-college approach to promoting gender equality.

The College will publish an updated institutional Gender Action Plan, covering the outcome agreement period 2020-23, by the end of July 2020. In updating its IGAP, the College will seek to collaborate with other IGAP leads to identify further areas of action in order to have a greater impact in this area. The key priority will be to continue actions to address subject imbalances. It will also specify how the College will evaluate actions identified in the plan and how the plan, itself, will be governed.

Student Voice

Ayrshire College's Student Association (ACSA) represents the student voice through participation on all Board of Management committees and representation on a number of internal steering groups.

The Student President is a key member and contributor to the quarterly meetings which are held with the Vice Principals (Curriculum and People), the College's Regional Outcome Agreement Managers and HMLe. Furthermore, the Principal meets monthly with the Student Association which provides an opportunity to discuss any emerging issues; forthcoming plans and initiatives and any strategic/national matters that may impact on the College and its students.

The ACSA, undertook a review of the Student Association Constitution and, in particular the effectiveness, of the class representative system. Following the review, it was decided that the class representative system was unfit for purpose as it became unmanageable, undemocratic and provided very little qualitative feedback with reference to learning and teaching.

In session 2019-20, the Student Association has adopted a Student Ambassador model to gather feedback from classes – entitled 'Your Voice Matters'. The Student Association has recruited a team of 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 and training sessions for new Ambassadors, delivered in partnership with the College HMLe, and Education Scotland Student Team Member, who provided an insight into her peer to peer feedback experience. Both quantitative and qualitative information

will be recorded via an online portal and reports will be created for individual curriculum areas following which each area will devise an action plan for improvement.

It is anticipated that the Student Ambassador initiative will have an impact on the number of students engaging in the national Student Satisfaction and Engagement Survey. Participation rates of 28.1% for FE and 23.6% for HE are significantly below sector participation rates and below the target of 50% engagement. Analysis shows that, in 2018-19, 94.9% of students, overall, were satisfied with their College experience. This was an increase of 2% from 2017-18. A further breakdown demonstrates that 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%. The College is very well aware, however, that it requires greater engagement to demonstrate, statistically, that students do have a positive experience. Moving forward, the College will continue to work, proactively, with Student Association to raise awareness of the survey and ensure that participation levels continue to increase.

The Student Association has also been instrumental in developing and implementing the 'Wear it On Your Sleeve' Mental Health Campaign which uses mental health 'champions' to encourage dialogue around male mental health.

Equality and Diversity

The College is committed to improving student and staff diversity, retention and progression across all protected characteristic groups. It sets out this commitment in its Equality Outcomes 2017-2021. In April 2019, it published its [Mainstreaming Equality 2017-2019 and Equality Outcomes 2017-2021 progress report](#). It was here, that it was assessed the College had made positive progress in meeting and fulfilling its legislative duties as set out in the Public Sector Equality Duty. It was acknowledged that the profile of equality, inclusion and wellbeing had increased within the College but, that its reach could be improved on to ensure that awareness translated into barriers, if any, being removed for all protected characteristic groups. It was acknowledged also, that having shared regional equality outcomes with local partners, including NHS Ayrshire & Arran, North Ayrshire Council and East Ayrshire Council, had real benefits in terms of achieving Ayrshire-wide ambitions. This is significant as the College plays an important role in the Ayrshire region as both an educational institution and employer and especially now in light of the Ayrshire Growth Deal. The College, therefore, continues to be ambitious for itself, for its communities and for the region as a whole.

Strengthening the College's position as an inclusive and diverse employer will be fundamental to its success, which was demonstrated through achieving Disability Confident accreditation in 2016. To support this, the College is, for example, currently engaged in a two-year project with Advance HE to increase the number of staff with a disability or long-term health condition. Having enjoyed success in improving staff disability declaration through a previous project with Advance HE, the aim now is to build on this. The current staff disability declaration rate is 5.15%. This is almost a 50% improvement since April 2015 and compares favourably with current national sector data of colleges in Scotland. Overall, however, the College's staff disability

declaration rate is lower in comparison to the public sector as a whole. The project, known as 'Positive about Disability', is still in the early stages of its development; however, progress has been made with a project team established and staff focus groups facilitated by an external college partner, held in October 2019. The priority now is to develop a project action plan based on needs identified and available staff equalities data and information.

The continued development and implementation of the Human Resources Information System has enabled the college to enhance its capacity to monitor, successfully, its staff equalities profile and moving forward, this will contribute to an improved analysis of staff equalities data across key points of the employment journey.

The College is demonstrating, through its many innovative projects and initiatives, that it seeks to advance equality of opportunity for all. This remains a focus and it will further improve and develop its existing activities, as well as continue to push boundaries, seek new opportunities, and strengthen its approach to equality and inclusion. Priority actions in regards to mainstreaming equality and achieving equality outcomes set are detailed further in the college's progress report. It is worth noting that the value that it places on these ambitions are strategically aligned to college priorities and aspirations and the focus will; continue with the development of the College's new Strategic Plan.

Access and Inclusion

[2018-21 Access and Inclusion Strategy](#)

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

The College has put in place an Access and Inclusion strategy for the period 2018-21. As well as supporting the College to deliver outcome agreement targets, the Access and Inclusion funding will contribute to implementing the ambitions of Developing the Young Workforce and making progress on the recommendations of the Commission on Widening Access.

In 2019-20, as part of the overall SFC grant, the College receives Access and Inclusion funding of £4.678 million which is used to deliver the strategic aims and objectives outlined within the Access and Inclusion strategy.

A whole-college, holistic approach is adopted to achieving the objectives set out with the Access and Inclusion strategy with contributions made by a wide range of College teams. However, key to achieving the strategic objectives is partnership working with a range of organisations such as schools, community learning and development

partners, DPW, SDS, NHS, Police Scotland and others, ensuring a very diverse suite of access level provision across the region.

The Access and Inclusion strategy covers two main themes:

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

The Access and Inclusion fund supports inclusive practices in areas such as teaching, student services and inclusive learning support, ICT and general welfare provision for students. To support transitions, the College has a team of Employability and Engagement Officers who work with pupils, in schools across Ayrshire, to provide tailored bespoke transition support. The funding also supports all students in the College but particular focus is given to the progression of student students on entry level or access courses.

Access and Inclusion funding also supports CPD activities for staff, to ensure that they are equipped with the right skills and knowledge to support students with complex support needs and also with emerging barriers to learning such as mental health issues.

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

The Access and Inclusion fund supports the staffing and associated costs of the following support areas:

- Inclusive Learning
- Employability and Engagement
- School-College Partnerships
- Learning Resource Centre
- Student Funding
- Student Services
- Business Intelligence and Information Systems
- Marketing
- Curriculum Administration Support
- ICT equipment and specialist software
- CPD activities

The impact of the Access and Inclusion strategy is clearly evidenced through the improvement in retention and attainment over the three year period to 2018-19 as demonstrated by the figures listed in relation to retention and attainment of SIMD 10 and care-experienced students.

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Care-experienced Students

The College's [Corporate Parenting Plan](#) (2018-21) outlines the ongoing commitment to care experienced young people and the ambitious and detailed response to the duties outlined in Part 9 (Section 58) of Children and Young People (Scotland) Act (2014)

In 2018-19, the College continued to work towards the targets set out in the SFC's National Ambition for Care Experienced Students. Significant progress has been made with the three local authorities, in Ayrshire, to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, received additional support at school, or are registered as a young carer. As a consequence, the number of students declaring as care-experienced has increased over the last three years and the number of credits delivered to care-experienced students increased from 3,163 in 2017-18 (2.5%) to 7,869 (6.3%) in 2018-19, exceeding the ambition of 3%.

In relation to attainment, 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% lower than the College FE full-time success rate of 66.2%. 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% lower than the college HE full-time success rate of 66.8%. Attainment levels for care-experienced students remains lower than their peers and although they have been improving, across FE, over the past three years, work still requires to be done to achieve the vision of no difference in outcomes between care-experienced students and their peers by 2030 and the College will continue to take action to achieve these targets.

In 2020-21, the College's Corporate Parenting Steering Group will continue to lead on the implementation and review of the actions in our Corporate Parenting Plan. Furthermore, the Corporate Parenting Plan will be updated to align the actions with the 18 recommendations outlined in the recently published Centre for Excellence for Looked After Children In Scotland report "Being a Student with Care Experience is Very Daunting", which was carried out on behalf of the SFC.

Engagement with care experienced young people across Ayrshire will continue through partnership work with local Champions Boards and participation groups and through the Student Association. Opportunities and activities for care experienced students will continue to be offered and the successes of care experienced young people will be celebrated by continuing to host annual Care Experienced Celebration Events as part of National Care Leavers' Week across the College's three main campuses.

Close working with external partners in schools, social work, children's houses and SDS will continue during 2020-21, to engage with young people before they enrol at college and to support them throughout their learner journey. It is expected that this will lead to more effective transitions for students who may be at risk of withdrawal and that it will result in improved retention and attainment.

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.

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. 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 Student Funding Team continues to offer prioritised processing of funding applications for care experienced students and to provide individualised funding advice and support. The Care Experienced Bursary has provided support to students who might otherwise have withdrawn for financial reasons. In 2018-19, 208 students were awarded the Care Experienced Bursary. The College will continue to monitor the impact of the Care Experienced Bursary in terms of retention and also in terms of the financial impact on students.

Veterans

Although the number of students declaring themselves as veterans is comparatively very low, the College will continue to support this group by providing bespoke individualised support, improving processes for identifying veterans and children of military families and monitoring their progress. In particular, the College will seek to give credit for prior learning and provide flexible learning opportunities, where possible.

This will ensure that veterans and their families are treated with fairness and respect, in line with the principles of the Armed Forces Covenant, which the College is firmly committed. A member of the Executive Leadership Team has been nominated to engage with the Veterans’ Steering Group.

Carers and Estranged Students

The College values the vital work done by carers and is committed to supporting them throughout their learner journey. The College has adopted Carers Trust Scotland’s definition of a carer which states that:

A carer is anyone who cares, unpaid, for a friend or relative who due to illness, disability, a mental health problem or an addiction cannot cope without their support.

The College implemented several initiatives, during 2018-19, to encourage students to disclose their carer status, including reviewing application and enrolment forms and updating information leaflets for student carers. As a result, the College has seen a noticeable increase in the number of students who are choosing to declare their carer status, with 580 students declaring in 2018-19. However, it is recognised that there is

still a considerable amount of work to be done to ensure that carers are being proactively identified and to raise awareness of student carers throughout the College.

Furthermore, the College has committed to achieving the *Going Further for Student Carers: Recognition Award* before the start of academic session 2020-21. To start this process, a Carers Support Working Group will be established which will oversee the development and implementation of a Student Carers Support Policy and Action Plan. The Action Plan will detail the processes that will be put in place to support student carers throughout their learner journey and to effectively monitor progress and improve retention and attainment.

The College also recognises that estranged students, who are studying without the support and approval of a family network, also face significant challenges in accessing and sustaining their place at College. Estranged students often face significant financial barriers in accessing education and are affected by poor mental health and wellbeing due to personal pressures and lack of support. The College is committed to supporting estranged students to overcome these barriers and, therefore, the Stand Alone Pledge will be signed, before the start of academic session 2020-21 to support estranged students. The Stand Alone Pledge will outline the steps which will be taken over the next two years to create the right conditions for estranged students to stay resilient and thrive at Ayrshire College. This will include developing processes to identify students and monitor their progress and to raise awareness amongst staff of the barriers faced by estranged students and the support available to them.

BSL

In 2018, the College developed its first [BSL Local Plan](#) (2018-24) in partnership with the three local authorities, the three Health and Social Care Partnerships and NHS Ayrshire & Arran. The Plan sets out ten long-term goals for BSL, in Ayrshire, covering early years and education, health, mental health and wellbeing, transport, culture and the arts, justice and democracy. The Plan also details specific actions in relation to post-school education. In 2018-19, the College made a significant investment in equipment and recruited a number of BSL signers to support deaf students during their time at College. Deaf Awareness training sessions for staff, were delivered, as well as sessions to raise awareness of ContactSCOTLAND BSL Video Relay Service to support communication with deaf students. The College now offers BSL evening classes and a number of staff members have undertaken these.

In 2020-21, the College will continue to work with partners to implement the goals set out in the BSL Local Plan. There will be involvement with school transition meetings, where appropriate, and the College will ensure that deaf students are supported throughout their learner journey

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SECTION 2 – 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.

Skills Alignment

According to the Regional Skills Assessment, Ayrshire lags behind the Scottish average in a range of key economic indicators, including Gross Value Added (GVA) and productivity. It also has a higher percentage of employers facing recruitment difficulties due to skills shortages as well as those who report skills gaps and skills under-utilisation.

Reported skills shortages and gaps are recognised as being complex measures that contain a mix of factors, including location and terms and conditions. In order to better understand these statistics, the College will continue to work with partners and stakeholders, including the three Local Authorities and SDS, to investigate the problems faced by regional businesses and put actions in place to mitigate them.

The College, as part of its 2018-19 organisational review process, took the opportunity to reconsider the structure and past performance of its Business Solutions function. A new Business Growth Team was created from 1 August 2019, with more focus on engaging and supporting companies across Ayrshire in relation to training opportunities and workforce and skills development as highlighted by SDS in their Regional Skills Assessment.

The Business Growth team have a strong focus in 2019-20 to ensure that levy paying businesses across Ayrshire benefit from the maximum £15,000 training allocations through the Flexible Workforce Development Fund (FWDF). The College has also streamlined its offerings for 2019-20 to ensure the ability to deliver on the total Ayrshire fund as well as ensure that the courses and learning are aligned to the needs of these diverse businesses across Ayrshire. For 2019-20, a focus has been placed on Leadership and Management, as well as Digital Skills development.

Moving forward, the College is strengthening its work with the Ayrshire Chamber of Commerce as well as ensuring closer working with SMEs across Ayrshire to help develop their businesses and increase the economic impact of this critical business base.

In addition, the College continues to recognise the strategic economic importance of the Aerospace cluster around Prestwick Airport and has been proactive in promoting composite and other high end specialised training within our sector leading composite lab.

The Apprenticeship Family

Foundation Apprenticeships (FAs) will continue to be promoted as a high quality vocational offer for senior phase pupils. 2020-21 will see an ambitious new partnership approach with the three Ayrshire local authorities. The College will be the lead partner in a consortium approach, intended to result in more young people accessing a coordinated, high quality offer. This approach will help address challenges faced in recruiting school pupils onto the FA programme in Ayrshire and provide a more sustainable model.

For 2020-21, the College will continue to support skills development in key Ayrshire sectors through established FAs in Engineering, Children and Young People, Scientific Technology: Laboratory Skills, Civil Engineering and Business Skills. This offer will be complemented with additional provision in Business Skills, Food and Drink and Health and Social Care. These additional courses will be delivered by local authority partners and will help broaden the Ayrshire offer.

In 2020-21, the College and partners will aim to increase the number of young people in Ayrshire starting a Foundation Apprenticeship to two hundred. To achieve this, programmes will be offered through a combination of single year and two year programmes, maximising the accessibility of the programme.

The College has extensive relationships with employers across the region to support and deliver Modern Apprenticeships (MAs) through a range of methods. At any time, over nine hundred apprentices are in training.

The academic year 2019-20, has seen increasing demand for Modern Apprenticeships compared to recent years. In 2020-21, the College will continue its efforts to encourage an increasing number of businesses to recruit modern apprentices and aim to increase the number of apprentices recruited to more than two hundred. The focus of apprenticeship activity will continue to reflect the main economic sectors in Ayrshire – supporting Aerospace, Engineering, Construction and Hospitality.

Figures from 2018-19 show increased attainment levels for MAs. In 2020-21, attainment levels will be increased, with a target of being above the national average in all sectors.

The College has led a coordinated college sector response to adapt to the changes to Modern Apprenticeships in Construction in Scotland. In order to provide a high quality, sustainable service to apprentices and Ayrshire employers, the College will aim to significantly increase the number of Construction MAs directly contracted with SDS.

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

In addition, the College will look for further opportunities to work with employers to ensure that work-based learning pathways meet their needs. A good example is the partnership between Ayrshire College and Taylor Wimpey, which provides young people with exposure to a progressive national employer while assisting Taylor

Wimpey meet the needs of their future skills pipeline. The Academy is part of the company's drive and commitment to invest in young talent and future-proofing the business. The team, at Taylor Wimpey, has worked with lecturers, at Ayrshire College, to create a bespoke training course that will enhance the SQA qualification for which each young person is training, while also ensuring that every apprentice will learn the techniques that are required to deliver high-quality new homes to its customers. Lecturers have been provided with technical drawings for some of Taylor Wimpey's house styles, and this allows the apprentices to create realistic models of what is being built on-site within the classroom setting. The students 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.

Developing the Young Workforce (DYW)

Ayrshire College has worked, over the past five years, to deliver on the key themes of the Developing the Young Workforce (DYW) agenda for the College, namely:

- Offering access to more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up
- Aligning provision with economic needs and regional planning, with a focus on STEM where appropriate
- Supporting college leaders and staff to develop the skills required to meet the Commission's ambitions for the sector
- Further developing college outcome agreements to underpin improvements and measure progress.

The College's DYW Progress Report, contained in appendix 1, evidences the College's contribution and progression in the planning and delivery of vocational learning for young people at Senior Phase across Ayrshire through school-college partnerships.

Early Learning and Childcare

The College is committed to increasing the number of enrolments on Early Learning and Childcare courses to support the government's expansion plans to create a highly skilled, diverse and dedicated workforce. It has challenging targets in this area but has significantly increased the provision of Early Years courses in schools, evening classes, and full and part-time courses.

The College has led the development of a pan-Ayrshire forum involving representatives from the three local authorities and University of West of Scotland (UWS) to action workforce planning issues surrounding education and training requirements. Through this group, a centralised placement model has been created

to support the management and coordination of placements and to overcome the challenges experienced as a result of the Early Years expansion.

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

An important aspect of college support for the sector, is working with partners to expand opportunities for training existing and new staff. To attract more males into Early Years, the College developed a six-week full-time skills academy programme for male career changers. In 2018-19, for the first time, the College offered an Access to Childhood Practice (SWAP SCQF level 6) course for adult returners delivered at the College's Kilmarnock Campus. This proved highly successful and has been expanded to all three main campuses. This provides an alternative pathway to HNC Childhood Practice for adults with no qualifications or who have been out of education for more than five years.

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

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

The need to establish higher volumes of suitable, high quality placements, has proved challenging, but the College has worked, with partners, to develop an innovative solution. In February 2019, the College formed an Ayrshire Peep forum involving representatives from the local authorities Parenting and Community Learning and Development teams and Peep (an organisation that developed the 'Peep' training model that supporting parents and children to learn together). In August 2019, Early Years lecturers and managers were trained as Peep practitioners, and, in partnership with the local authorities, deliver Peep sessions on a weekly basis in all campuses. Peep sessions provide an alternative placement experience that develops student's confidence in communicating and working with parents and children. All level 6 students are involved in the preparation, facilitation and evaluation of Peep sessions.

Public Health

There is a significant level of staff engagement with NHS Ayrshire & Arran through a number of partnerships including formal Community Planning Partnership work. In addition, NHS Ayrshire & Arran are taking forward work across the region with key

partners on the impact of Adverse Childhood Experiences (ACES) and how these experiences affect individuals from a health and lifestyle perspective in adulthood.

In addition, work has recently started at CPPs to look at the national Public Health outcomes and how each organisation as a key partner can contribute to achieving these outcomes for our residents. This area will continue to be developed throughout 2019-20.

The College has already introduced a number of initiatives to promote healthy eating for students and now all food served in college refectories is prepared internally. It has invested in specialist software which ensures calorie count information is available on all menus, and detailed food content and allergens included on menus/advertising materials. The Healthyliving Award, awarded by NHS Health Scotland, is held by all food outlets across the College. The first 'healthy' vending machine has been introduced, with more planned across the campuses.

The College is working in partnership with NHS Ayrshire & Arran and NHS 24 working to encourage staff and students to go digital to help them look after their health. NHS Ayrshire & Arran has provided three iPad kiosks to be used by staff and students across the three main campuses to access information on health services.

The Health, Safety and Wellbeing team continue to promote healthy weight initiatives and in 2019-20 aim to maintain the Paths for All Walk at Work Award and achieve the Healthy Working Lives Silver Award. The College has arranged discounted gym memberships for staff at, local authority, fitness centres.

During 2019-2020, the College continues to work in partnership with the Active Travel Hub in East and South Ayrshire and The Trinity Active Travel Hub, in North Ayrshire, in order to develop campaigns for staff such as a team walking challenge and workplace travel challenge.

STEM Education and Training

The College will continue to intensify its focus on STEM to address the ambitions and deliver the key aims as set out in the Scottish Government's Science, Technology, Engineering and Maths Education and Training Strategy for Scotland. It is implementing its STEM Strategy, and associated action plan, in line with the national strategy. The College has been identified as the lead on the Regional STEM Hub and will continue to work with the DYW regional group and the three local authorities to implement the STEM strategy and action plan.

During 2018-19, the College delivered 30,474 credits in STEM related subjects which is 24.2% of the overall College provision. While this fell short of the 2018-19 ambition of 30%, in line with government strategies, the College still plans to increase the STEM provision to greater than 30% by 2022-23. The College believes that this is a realistic target as it is now the third largest provider of MAs in Scotland with 735 MAs currently in training in STEM related subjects. The College will aim to increase this by 5% over the duration of the agreement.

As a direct result of employer demand, the College will develop and deliver the recently released Modern Apprenticeship in Brewing. This will give employees the chance to learn their trade on the job from an employer, while working towards a recognised SCQF level 5 SVQ qualification and will see the College as one of the first colleges in the sector to deliver this qualification. The College will also design shorter courses to upskill and retrain people to support the micro brewing industry.

Through the Ayrshire Growth Deal, the College, has the opportunity, to become central to growing sectors including Aerospace, Space and Life Sciences, as well as building on its existing strengths in Food and Drink, Manufacturing and Engineering. The growth deal will see an investment of approximately £250 million and it is believed that these interventions will unlock private investment of around £300 million and deliver around 7,000 new jobs across a wide range of sectors.

The Aerospace and Space sector employs over 4,000 people in Ayrshire - more than 50% of the sector's total workforce in Scotland. With Growth Deal investment, it has the opportunity to double this number over ten years. It is home to a cluster of global companies including BAE Systems, GE Aviation, Spirit, Collins Aerospace and Woodward. Both Governments and local partners recognise the current importance and development potential of this sector to the region, Scotland and the UK.

As a partner of the Prestwick Aerospace Strategic Partnership, the College will continue to support employers in the industry by ensuring there is an adequate pool of skilled people to meet their business needs. The College has seen sustained growth in the uptake of Aeronautical Engineering MAs with an intake of 65 in 2019-20, with some industry partners recruiting exclusively from our student cohort.

The College has been delivering training courses relating to the UKCAA and EASA Part 66 for the past 15 years. The College delivers the academic theory training for the Part 66 modules, as well as being one of only five licensed UKCAA Part 66 online exam locations, the only centre in Scotland. This service has seen many Modern Apprentices from companies such as Prestwick Aircraft Maintenance Ltd, Loganair and British Airways Maintenance Glasgow achieve their apprenticeship and progress to become licensed aircraft maintenance engineers. Ayrshire College is the only college in Scotland to offer Modern Apprenticeship training with the EASA Part 66 license module training embedded.

Over the past 12 months, the Aerospace cluster based at Prestwick have indicated their requirement to have a bespoke Aerospace Training School based at Prestwick Airport delivering all aspects of training as described above as well as practical, on-aircraft training. This centre would be an EASA Part 147 approved training centre which would allow the college to set its own examinations under license from the CAA and deliver approved blended courses. The practical training must be delivered on a live aircraft in an appropriate environment such as an aircraft hangar. Ayrshire College is committed to work with the Aerospace cluster and The Ayrshire Growth Deal to scope the viability of this project.

Life Science is identified as one of the Scottish Government's growth sectors and is also a central aspect of the Ayrshire Growth Deal. The College have commenced strategic discussions with a local authority, local industry and other academic partners

to scope the creation of an Industry 4.0 Digital Manufacturing and Demonstrator Hub in Irvine to support the Life Science community in Ayrshire and beyond. During the period of this ROA, the College is committed to work with partners to scope this opportunity in conjunction with The Ayrshire Growth Deal.

The College is a partner with HALO Kilmarnock and will support this transformational regeneration project by providing a series of learning experiences for the people of Ayrshire in key themes such as Cyber Security, Construction, Energy Efficiency both domestic and transportation. This partnership will provide the connectivity between local communities, schools, and the industrial partners of HALO to grow local talent to drive the Ayrshire economy.

The College will continue to work in partnership with ESP to ensure it meets the skills demands of employers in sectors such as macro and micro renewables, construction and transport. This partnership ensures a consistency in approach, as well as providing access to industry-standard resources and industry influencers. Taking advantage of these partnerships, curriculum staff will engage in vital industry-led CPD, and the college will secure positive destinations within the industry for students.

The College will also continue to host annual First Lego League and First Lego League Jr events to promote STEM skills regionally with schools. These events allow pupils to showcase their learning and provide them with the vital skills required for a career in a STEM related industry. Ayrshire College aim to have in excess of 200 participants at these events by the end of this agreement.

Building on the very successful school/college partnership, the College will expand its provision in STEM related Foundation Apprenticeships. In 2019-20, the FA in Scientific Technologies was added to its curriculum offer.

The College has designed a Science related STEM booklet for P7 pupils. This booklet will be offered to every P7 pupil in Ayrshire by the end of the period of this agreement.

Construction

In partnership with local construction employers and national Tier 1 contractors, the College will highlight construction as a career and course choice through early interventions with schools pupils, in particular with the “Trades Bursts” programme.

The College will also engage with construction employers to sponsor pre-apprenticeship programmes, this provides close links to industry which brings benefits of structured work experience leading to possible future employment.

Digital

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

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

In line with the Scottish Government's digital strategy, Realising Scotland's full potential in a digital world, and in recognition of the importance of Computer Science, Games Development, Cyber Security and technology, in general, to the Scottish Economy, during 2019-20, investment will be made in the Computing and Games Development curriculum to completely upgrade the hardware within the curriculum area with the plan to install 174 high specification devices in eight Computing labs across the College estate. This investment has been supported by the Ayrshire College Foundation.

In response to increased industry demand, NPAs in Cyber Security have been embedded in all level 5 and 6 Computing courses. In addition, an HNC Computing with Cyber Security was introduced. In 2020-21, delivery will begin of the new SQA HNC Cyber Security with the HND Cyber Security being delivered in 2021-22.

The College are members of the Digital Skills Partnership, an ambitious Scotland IS initiative, supported by SDS and SFC, bringing together industry, colleges and universities to build industry-relevant curriculum materials and empower students with exposure to up to date working practices. During AY19-20, the College has become a board member and looks forward to contributing to the mission to connect colleges and universities with digital technology companies to meet the rapidly growing and changing skills requirements of the digital industry. As part of the partnership, the team has is participating in the Critical Friends programme, partnering with a senior government information compliance manager and a software developer within a Glasgow technology company in order to ensure that staff and students have access to the most up-to-date practices in the sector.

The College published a [Digital Skills Strategy](#) in 2018, with an ambition to deliver a learning culture that fully embraces the digital age, producing confident digital citizens and digital creators through innovative learning programmes. Core to the strategy is the Digital Life Wheel, a set of values to support living and working in today's digital world. An online course has been developed to ensure that all students, no matter their chosen vocational area and level, become confident digital citizens by applying the values. This Digital Life Wheel toolkit could be extended to the College's school partners and communities, supporting the Ayrshire Growth Deal's Connected Classroom project.

The successful Coderdojo Ayrshire computing coding clubs have introduced over a thousand primary and secondary age school pupils to programming and developing apps, and these opportunities continue to be offered going forward to build a pipeline of young people studying digital skills. Following two successful *This Ayrshire Girl Can* events, run in partnership with SmartSTEMs, which introduced over 500 first and second year secondary school girls to STEM. These are other events will continue on an annual basis.

Climate Change Emergency

The College is committed to being a sustainable institution and has signed the Universities and Colleges Climate Change Commitment for Scotland. The College is committed to satisfying its Climate Change Duties as detailed in the Climate Change (Duties of Public Bodies) Order 2015.

The College aims to continue to reduce the consumption of packaging (particularly plastics), water, waste and energy. A “Good Choices” vending machine has been introduced and the RVM (Reverse Vending Machine) is for the recycling of plastics and cans. It rewards the student with a 20p coupon that can be redeemed in the College’s food outlets.

The College catering service has eliminated the use of plastic straws and cutlery and invested in new compostable crockery and packaging. A number of measures on waste water reduction have been implemented across the College. All food waste is segregated and sent for recycling into energy and fertiliser via anaerobic digestion. All wood, waste oil, glass, aluminium, paper and dry recyclables are separated and sent for recycling – all general waste is sent for conversion to RDF (refuse-derived fuel). The College will continue to use biodegradable towels in its Hair and Beauty curriculum and are exploring ways to dispose of this waste stream. The College aspires to acquire a composter so that food and food packaging waste can be converted to compost that can then be used by its horticulture and landscaping students.

The College will move to the use of recycled paper in copiers and restrict the number of copies which staff and students are able to print by continuing to encourage greater use of our virtual learning environment, Moodle.

On energy consumption, the College is continuing to roll out an LED lighting replacement programme on the Ayr and Kilwinning campuses. Motion-sensitive and timed lighting are in place in the Kilmarnock Campus and the College’s supplier uses sustainable energy sources. In the Kilmarnock campus, the principal source of space and water heating is a biomass boiler and the College will continue to optimise the use of biomass instead of fossil fuels. The building achieved BREEAM Outstanding status during its design and construction phase and has been awarded BREEAM Excellent status for the operational phase. The introduction of increased insulation in the new roofs at Ayr campus, Dam Park building will reduce consumption of gas for heating which in turn will reduce emissions. Where possible and in line with national procurement the College would wish to increase the energy consumed from innovative schemes potentially including a new micro-hydroelectric scheme which has recently obtained Planning permission.

A cross-College Sustainability Strategic Working Group meets regularly to help keep sustainability a priority, and the Estates and Sustainability Team scope planned and preventative maintenance to incorporate sustainable efficiencies, including for SFC-funded backlog maintenance work at the Ayr campus.

Where possible, food miles are kept to minimum and foodstuffs are mostly procured through The University Caterers Organisation (TUCO). Local produce is used where possible in order to keep supply chains sustainable.

A chemical-free cleaning system has been introduced on the Kilmarnock campus, which creates a multi-purpose cleaning solution and a disinfectant/sanitiser using just water and salt. Following its success at the Kilmarnock campus, this system was also introduced at the Ayr campus in summer 2018.

Sustainable travel is heavily promoted by the College and the College has a Green Travel Plan. The College will continue to encourage staff and students to use this when making travel choices. Car charging points are available on each campus, and staff are encouraged to car share to reduce pollution and parking pressures. In 2018, the College introduced the Cycle to Work Scheme to enable employees to purchase a bicycle and changing facilities are available for cyclists. The College fleet of three cars and three vans has been converted to electric and we are exploring how the same could be done for the minibus fleet.

Gaelic

While the College has not had, and does not anticipate, demand from stakeholders related to support for the Gaelic language, it will keep this under review. In September 2018 the new William McIlvanney Campus was opened in East Ayrshire and the campus hosts the New Woodland School which offers Gaelic provision for pupils aged between three years and 18 years. South Ayrshire Council have an agreement in place allowing their pupils to access Gaelic provision in East Ayrshire, if they wish. North Ayrshire Council do not currently have provision for Gaelic education locally and current corporate policy is to offer access in partnership with Glasgow City Council, Inverclyde Council or East Ayrshire Council.

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

English for Speakers of Other Language Provision (ESOL)

Demand for ESOL classes grew in Ayrshire during 2019 and the continuing Syrian refugee resettlement programme has significantly increased this demand. The College collaborates with the three local authorities to identify unmet demand, make efficient and effective use of resources, and avoid gaps or duplication of provision. The College will improve access to information on ESOL provision across Ayrshire through a dedicated website, focusing on progress from community provision to College provision and the accreditation of learning. The College will continue to facilitate joint training opportunities with local authorities to maintain high standards for provision and share expertise. Positive relationship with partners will be key to delivering seamless progression opportunities for all ESOL learners in Ayrshire.

Quality Reporting

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).

During 2019-20, Education Scotland and the Scottish Funding Council began 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 took place week commencing 13 January 2020.

At the end of the PV, HM Inspectors of Education and Associate Assessors review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their EPs, taking account of any changes to local circumstances. Based on this evidence, the team form a view as to whether the college has made satisfactory progress against its EP or has not made satisfactory progress against its EP. HM Inspectors concluded that Ayrshire College had made satisfactory progress against its EP.

The outcomes of the PV will inform a refreshed Evaluative Report and Enhancement Plan (2020-23) due to be submitted by colleges in October 2020.

Retention

The College, over the last few years, has placed a strategic importance on increasing its levels of Student Retention. The statistics, in the tables below, demonstrate the impact that those interventions have had, resulting in a reduction in early withdrawal across all areas of FEFT; FEPT; HEFT and HEPT.

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

Again, as with retention noted above, the College continues to have a strategic focus on improving the attainment levels of its students. 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. This is below the College's 70% ambition and is significantly below the national 2020-21 ambition of 75%. The College has, however, performed above the sector average for FE full-time for three consecutive years – in 2018-19, 1 percentage point above the sector average. In addition, in 2018-19, the College performed better than the sector average in 8 out of 15 subjects at FE level. This is an improvement on 2017-18, when the College performed better than the sector average in 7 out of 15 subjects at FE level.

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, though it would seem that the national ambition figure of 75% is unrealistic given the College's current position and, therefore, ambitions have been revised in light of both college and overall sector performance.

Student success on HE full-time level courses has also 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 66.9% 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 has consistently performed below the sector average for HE full-time, although the gap has narrowed to 3 percentage points in 2018-19. Furthermore, the average attainment, on HE FT

programmes, has consistently been in the bottom quartile, in terms of sector benchmarking, for the last three years. In 2018-19, however, the College performed better than the sector average in 6 out of 13 subjects at HE level. This is an improvement on 2017-18, when the College performed better than the sector average in 4 out of 13 subjects at HE level. This area, too, remains a priority, however, as with the FE full-time position, it would seem that the national ambition figure of 75% is unrealistic given the College's current position and, therefore, ambitions have been revised in light of both college and overall sector performance.

In terms of part-time attainment, the proportion of FE part-time enrolled students successfully achieving a recognised qualification decreased, slightly, from 71.7% in 2017-18 to 71.2% in 2018-19. This was below the College's target of 73%. Meanwhile, the proportion of HE part-time enrolled students successfully achieving a recognised qualification decreased from 80.7% in 2017-18 to 79.0% in 2018-19. This was also below the College's ambition for 2018-19. As with full-time, ambitions for achievement have been revised in light of both college and overall sector performance.

Professional Standards

The Scottish Government is supporting the College sector toward professional registration of its lecturers. The College will engage with the newly established national groups, on Registration and Professionalism, to ensure that it has planned the necessary actions to have registration in place within the timescales identified.

The College is also piloting a new Personal and Professional Development Review (PPDR) process which is based on the General Teaching Council's (GTC) Professional Standards. Teaching staff engage in a confidential self-assessment exercise which asks them to reflect on their confidence levels in relation to each standard. This self-assessment is then used to populate an action plan which is discussed with their line manager. Staff will capture and evidence learning undertaken in the form of a learning log. The new PPDR process will be implemented for June 2020.

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SECTION 3 – 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

One of the College’s three strategic goals is to be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive. This goal supports the SFC’s outcome on innovation.

Supporting innovative developments in Ayrshire’s economy

Work has commenced on The HALO (Kilmarnock) Development and the facility is expected to be opened in December 2020. The HALO is an imaginative, innovative and inspirational regeneration initiative to revitalise Kilmarnock and the wider Ayrshire region. It is a multi-faceted regeneration of a 28-acre site which will generate 1,500 jobs. The College has signed a Memorandum of Understanding with HALO and is working collaboratively on a range of innovative, strategic projects.

Part of the development will be an innovative Early Years Centre, incorporating outdoor space and the innovative application of digital technology. The College is working with HALO to design this innovative learning space and HNC students will work on projects to present design concepts. The new Centre will provide excellent work placement opportunities for Early Years and childcare students.

Construction students are already engaging in the development of the site and will have the opportunity to develop a business case for dedicated plots on the site, for example to build a house using the latest business modelling techniques, and apply the latest digital technologies in a house of the future.

The College partnered with North Ayrshire Council and Strathclyde University to submit an application to the Advanced Challenge Manufacture Fund. The bid was to host a Digital Demonstration Hub which will provide expert guidance and access to Industry 4.0 digital manufacturing technologies. Unfortunately, the bid was unsuccessful, however, partners are still working together to find ways to deliver the project. The Hub would create a focal point for SMEs seeking to learn about, share experiences and adopt digital technologies to improve their competitive position and will provide a unique training experience for employees of local companies.

Encouraging and supporting innovation

In March 2019, the College hosted the second of its Ayrshire Bytes digital conference, designed in partnership with The Data Lab Innovation Centre. This successful, collaborative conference will be hosted bi-annually with the dual purpose of equipping businesses, and computing students and staff, with knowledge on the emerging technologies that are impacting on the wider economy.

In 2019-20 the College worked with partners, including City of Glasgow College, Strathclyde University and UWS on a project to develop a skills system for the new National Manufacturing Institute for Scotland. Building work for Spirit Aerosystems' new open access Aerospace Innovation Centre in Prestwick is now underway. The College will aim to continue our work in 2020-21 as Spirit's training partner to develop a skills system for this ambitious new venture.

Innovation in the delivery of learning and in services to support learning

Supported by funding from the Ayrshire College Foundation of £250,000 over three years, the College introduced the Innovating for Learning Fund in 2017 to support creativity and improvement in curriculum and service design, content and delivery. Grants will continue to be available to teams in 2019-20 to support new approaches to learning, teaching and assessment. Projects will be evaluated as part of the College's team evaluation process.

The College will continue with its innovative work using predictive analytics to improve student retention and attainment, including working with other colleges to share learning.

Using Technology to Enhance Learning

The College has established a new Digital Integration team (operational from August 2019) which has a key focus on staff skills development in order to embed digital technologies across all College teams. This team will also be responsible for developing and implementing a programme of digital competency for all staff.

Committed to high quality learning and student experiences, and also to support the introduction of directed study in all full-time FE courses, there will be a significant effort in all curriculum areas to develop, further, learning materials for our virtual learning platform, Moodle. In partnership with curriculum and quality enhancement teams, the College's Digital Integration Team have developed standards for the quality of learning and teaching materials and interactions on Moodle to ensure that accessibility and engagement requirements are met, fully. This activity will align with, and continue to be developed through, the digital professional standards work planned by College Development Network.

The Principal has committed to working with partners to establish an Ayrshire Digital and Learning Skills Network. This network will be an ambitious approach to responding to the economic needs of Ayrshire by addressing gaps in the infrastructure and content for learning and skills development across the region by using technology.

It is also likely to make a significant contribution to a sense of shared Ayrshire identity by being a major collaborative project in a sector with local lead partners recognisable to people who live and work in the region.

Supporting Student Enterprise

Small and micro-sized business form the vast majority of the business base of Ayrshire with the Regional Skills Assessment for the region illustrating that 88% of businesses regionally and nationally have fewer than ten employees. Business start-up and survival rates in Ayrshire are below that of Scotland.

Bridge 2 Business is the programme created by Young Enterprise Scotland to inspire, connect and support college students into business. Bridge 2 Business has operated at Ayrshire College since January 2017. The College has integrated Bridge 2 Business support with its internal resource and the Enterprising Students Fund, supported by the Ayrshire College Foundation. This means that the College can offer students strong, sustainable and coordinated support to develop their enterprise skills and increase the number of students with the aspiration and skills to set up a business.

Bridge 2 Business is delivered, at Ayrshire College, through the support of a Programme Executive. In addition, the Foundation has committed to provide funding of grants up to £5,000 for students of Ayrshire College who are interested in developing ideas to start up their own business. To date, twelve students have made submissions to receive grants up to £5,000. Seven students were successful in receiving funding. A further five business plan grant applications have been received from students, during academic session 2019-20, for panel review.

The students who were successful in receiving funding will be mentors for other students preparing to start a business. This ensures that the benefit and legacy of each funding grant reaches more than just the student who applied.

The College will build on the successful work to date during 2019-20 by:

- Hosting 'Welcome to Bridge 2 Business' introductory workshops
- Offering specific workshops for students interested in applying for the £5,000 funding grant
- Holding one to one sessions with successful funding applicants
- Hosting group support sessions for multiple students
- Holding an Enterprising Student Launch Event
- Provide CPD opportunities to Ayrshire College staff through complimentary access to the Can Plan Do enterprise qualification at SCQF Level 9.

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(Paper 12 - Appendix 2)

	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Notes and comments
X Will be removed from OA prior to publication								
	Actual				Ambition			
1(a) The volume of Credits delivered								
The volume of Credits delivered (core)	126,212	124,301	126,324	124,782				
info. Core Credits target (region)	124,252	124,252	125,370	124,086				
info. % towards core Credits target (region)	101.6%	100.0%	100.8%	100.6%	100.0%	100.0%	100.0%	
The volume of Credits delivered (ESF)	1,255	1,447	0	900				
The volume of Credits delivered (core + ESF)	127,467	125,748	126,324	125,682				
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	24,268				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	20.5%	21.5%	19.3%	19.3%	20.0%	20.0%	20.0%	
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	59,145				
Proportion of Credits delivered to Male learners	47.3%	47.5%	47.7%	47.1%	48.3%	48.3%	48.3%	
X Volume of Credits delivered to Female learners	67,184	65,912	65,847	66,300				
Proportion of Credits delivered to Female learners	52.7%	52.4%	52.1%	52.8%	51.3%	51.2%	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%	0.4%	0.5%	0.5%	
Ethnicity -								
X Volume of Credits delivered to BME learners	1,580	1,921	2,041	2,097				
Proportion of Credits delivered to BME learners	1.2%	1.5%	1.6%	1.7%	1.7%	1.7%	1.7%	
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%	32.0%	32.0%	32.0%	
Age -								
X Volume of Credits delivered to learners aged under 16	2,190	2,482	2,859	3,513				
Proportion of Credits delivered to learners aged under 16	1.7%	2.0%	2.3%	2.8%	2.6%	2.7%	3.0%	
X Volume of Credits delivered to learners aged 16-19	64,361	62,606	62,582	60,060				
Proportion of Credits delivered to learners aged 16-19	50.5%	49.8%	49.5%	47.8%	47.9%	47.3%	46.5%	
X Volume of Credits delivered to learners aged 20-24	28,679	26,826	26,518	26,932				
Proportion of Credits delivered to learners aged 20-24	22.5%	21.3%	21.0%	21.4%	19.8%	19.3%	19.5%	
X Volume of Credits delivered to learners age 25 and over	32,237	33,835	34,365	35,178				
Proportion of Credits delivered to learners age 25 and over	25.3%	26.9%	27.2%	28.0%	29.7%	30.7%	31.0%	
Care Experienced -								
X Volume of Credits delivered to care experienced students	79	2,643	3,163	7,869				
Proportion of Credits delivered to care experienced students	0.1%	2.1%	2.5%	6.3%	6.1%	6.2%	6.3%	
2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges	405	347	408	358				
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	126,750				
X Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	693	1,562	1,628	2,280				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.5%	1.2%	1.3%	1.8%	2.0%	2.5%	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	126,750				
X The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	5,828	5,865	5,585	6,668				
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.6%	4.7%	4.4%	5.3%	5.1%	5.2%	5.3%	
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	34,667				
X Volume of Credits delivered at HE level to learners from SHEP schools		1,535	1,296	1,121				
Proportion of Credits delivered at HE level to learners from SHEP schools	0.0%	4.1%	3.6%	3.2%	3.4%	3.5%	3.6%	
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				

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	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Notes and comments
	Actual				Ambition			
X Will be removed from OA prior to publication								
Proportion of Credits delivered to learners enrolled on STEM courses	22.4%	21.8%	26.6%	24.2%	28.0%	29.0%	30.0%	
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	2,675	2,800	2,539				
X The total number of FT FE enrolled students	4,507	3,994	4,187	3,838				
The percentage of FT FE enrolled students achieving a recognised qualification	61.2%	67.0%	66.9%	66.2%	70.0%	71.0%	72.0%	
X The number of PT FE enrolled students achieving a recognised qualification	3,660	3,365	3,683	4,052				
X The total number of PT FE enrolled students	5,254	4,876	5,135	5,694				
The percentage of PT FE enrolled students achieving a recognised qualification	69.7%	69.0%	71.7%	71.2%	73.0%	74.0%	75.0%	
X The number of FT HE enrolled students achieving a recognised qualification	1,575	1,638	1,581	1,473				
X The total number of FT HE enrolled students	2,498	2,407	2,352	2,203				
The percentage of FT HE enrolled students achieving a recognised qualification	63.1%	68.1%	67.2%	66.9%	70.0%	71.0%	73.0%	
X The number of PT HE enrolled students achieving a recognised qualification	464	440	343	428				
X The total number of PT HE enrolled students	570	555	425	542				
The percentage of PT HE enrolled students achieving a recognised qualification	81.4%	79.3%	80.7%	79.0%	81.0%	82.0%	83.0%	
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	618	558	530				
X The total number of MD10 FT FE enrolled students	1,033	974	876	826				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	60.2%	63.4%	63.7%	64.2%	67.0%	69.0%	70.0%	
X The number of MD10 PT FE enrolled students achieving a recognised qualification	764	735	671	709				
X The total number of MD10 PT FE enrolled students	1,118	1,055	949	1,044				
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	68.3%	69.7%	70.7%	67.9%	70.0%	71.0%	72.0%	
X The number of MD10 FT HE enrolled students achieving a recognised qualification	229	275	255	236				
X The total number of MD10 FT HE enrolled students	423	435	401	358				
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	54.1%	63.2%	63.6%	65.9%	70.0%	71.0%	72.0%	
X The number of MD10 PT HE enrolled students achieving a recognised qualification	69	54	39	44				
X The total number of MD10 PT HE enrolled students	84	67	51	54				
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	82.1%	80.6%	76.5%	81.5%	83.3%	84.4%	85.0%	
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	6				
X The total number of Senior Phase FT FE enrolled students		34	30	14				
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.0%	52.9%	86.7%	42.9%	65.0%	68.0%	70.0%	
X The number of Senior Phase PT FE enrolled students achieving a recognised qualification	102	127	213	190				
X The total number of Senior Phase PT FE enrolled students	164	221	316	303				
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	62.2%	57.5%	67.4%	62.7%	70.0%	72.1%	74.0%	
X The number of Senior Phase FT HE enrolled students achieving a recognised qualification	0	0	0	1				
X The total number of Senior Phase FT HE enrolled students	1	0	0	2				
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	
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				
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								
X The number of CE FT FE enrolled students achieving a recognised qualification	0	80	76	175				
X The total number of CE FT FE enrolled students	2	128	138	281				
The percentage of CE FT FE enrolled students achieving a recognised qualification	0.0%	62.5%	55.1%	62.3%	70.0%	71.0%	72.0%	
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				
The percentage of CE FT HE enrolled students achieving a recognised qualification	50.0%	71.4%	69.6%	64.0%	69.0%	70.0%	71.0%	
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	1,450	1,536	1,378				
X The total number of FT FE enrolled students aged 16-19	2,526	2,255	2,332	2,105				

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	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Notes and comments
	Actual				Ambition			
x Will be removed from OA prior to publication								
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	59.3%	64.3%	65.9%	65.5%	70.0%	71.5%	72.0%	
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)					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	6,380				
x Number of full-time learners with substantial 'work placement experience' as part of their programme of study	952	1,427	1,390	785				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	12.8%	21.3%	20.7%	12.3%	35.5%	36.6%	37.0%	See narrative for an explanation of 2018-19 figures
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					
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%	52.5%	53.3%	54.0%	
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%	96.8%	97.6%	98.0%	
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%	96.8%	96.9%	97.0%	
9. The percentage of students overall, satisfied with their college experience (SSES survey)	93.7%	93.7%	N/A	94.9%				
10. Gross carbon footprint (tonnes CO2e)	2,953.1	2,509.8	2,394.8	2,453.2	2,295.0	2,216.0	2,137.0	

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Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

(Paper 13)

SFC GUIDANCE

Ayrshire College # 484082
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Institutional Gender Action Plan Guidance 2020-23

Issue Date: 24 January 2020

Reference: SFC/GD/01/2020

Institutional Gender Action Plan Guidance 2020-23

Issue date: 24 January 2020

Reference: SFC/GD/01/2020

Summary: Guidance for developing updated Institutional Gender Action Plans

FAO: Principals/Directors of Scotland's colleges and universities and Directors of Regional Strategic Bodies

Further information: **Contact:** Fiona Burns
Job title: Assistant Director- Access and Outcome Agreements
Department: Access, Learning and Outcomes
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Email: fburns@sfc.ac.uk

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Institutional Gender Action Plan Guidance 2020-23

Purpose

1. To ask institutions to publish on their website by the end of July 2020 an updated institutional Gender Action Plan covering the outcome agreement (OA) period AY2020-23. It should articulate how institutions will meet the gender equality outcomes published in their 2020-23 outcome agreements and should be included as a web link in the outcome agreement from 2021 onward.

Context

2. In 2016 SFC published its Gender Action Plan (GAP) requiring all institutions to publish their own GAPs covering the outcome agreement period 2017-2020.
3. SFC's outcome agreement guidance requires clear outcomes focused on gender equality¹, covering the timeline of the OA period and a web link to an Institutional Gender Action Plan (iGAP).
4. The Institutional Gender Action Plan should be the plan for how the institution will achieve those outcomes. Our two key priorities for iGAPs remain addressing subject imbalances (within all institutions) and addressing the under-representation of men at undergraduate level (at universities).
5. We recognise that institutions are still determining what works to tackle inequality and some institutions have made more progress than others. However, we are keen to work with the sectors to intensify our efforts to meet the aims of the national GAP.
6. To reduce duplication in the Public Sector Equality Duty (PSED) reporting institutions will be able to include a link to the updated iGAP report in their 2021 PSED Report to demonstrate the specific actions and progress made with regard to gender.

What should the updated Institutional Gender Action Plans include?

7. This guidance outlines SFC's expectations for updating institutional action plans. It should be read in conjunction with the advice published in 2017 to support the first iteration of institutional gender action plans.

¹ Outcome Agreements require commitments to gender equality in relation to implementing the equally safe toolkit, trans or gender diverse students and staff and achieving and sustaining gender equality at Senior levels and on Boards/Courts. Detail on activity to support these four areas should be outlined in an institutional Gender Action Plan (iGAP).

8. In particular it should:
 - Outline progress to date and set out the SMART objectives required to achieve the ambitions outlined in the outcome agreement.
 - Identify priority actions.
 - Specify how the activities identified in the iGAP will be evaluated and the governance arrangements that are in place.
 - Outline who is responsible at a Senior Management level for implementing the actions within the iGAP and who is the gender lead at the institution.
9. Please note that SFC is specifically looking to see how institutions will intensify their efforts to achieve the outcomes for gender equality set out in their outcome agreements. The Institutional Gender Action Plan should clearly outline your progress since the first plan and demonstrate how you intend to step up that progress to achieve the overall ambitions outlined.
10. Unlike the first round, SFC now expects the iGAP to be a standalone document that is published on the institution's website and is included as a web link in outcome agreements. The only exception is where institutions may have included the required information within their PSED report.

Additional considerations

11. SFC commits to doing the following:
 - Encourage institutions to take part in the TransEdu Community of practice.
 - Support institutions who may want to produce joint plans. Where this is the case they should discuss this with the SFC executive.
 - Ask institutions to outline actions to tackle gender imbalances that consider intersectionality with other protected characteristics.
 - Recognise that institutions may have provided the required information in their 2019 PSED report. If this is the case it is acceptable to provide a link to the PSED report making clear which sections relate to gender and the requirements of the iGAP.
12. Skills Development Scotland (SDS) has a team of Equality Executives who have a specific role to support institutions in addressing the gender imbalance (or any other under-representation of equality groups) on their apprenticeship programmes (Foundation, Modern and Graduate). This team can be contacted

for advice and support in developing activity to attract and retain traditionally under-represented groups on apprenticeship programmes. This activity could link with other actions in your iGAP to provide a more holistic approach to addressing gender imbalance within particular subject areas. To speak with one of the team, please contact MAequality@sds.co.uk.

13. Education Scotland has a team of Improving Gender Balance and Equalities (IGBE) officers who are working with early learning and childcare settings (ELCs), primary and secondary schools to explore and assess interventions to address gender imbalances in participation, curricular preferences and learner pathways at every stage (3 – 18 years). The approach is a whole-establishment one, tackling the root causes of gender imbalances, including addressing gender stereotyping and unconscious bias, in a sustained and embedded way. The team will be working regionally and are keen to make links locally. To find out more about the programme, or to see opportunities for joint working, please contact IGBE@educationscotland.gov.scot.

Report national progress and sharing practice

14. SFC has provided two progress reports since the publication of the national Gender Action Plan; [one in 2017](#) and one [in early 2019](#). We have enhanced the information on our website to help raise awareness of the [resources](#) in place and have held a conference each year to facilitate sharing of practice.
15. SFC started visiting institutions in 2018 to hear about the progress and challenges institutions are facing. We plan to continue with these visits. We have also set up an iGAP Gender Leads Network. For more details on this network or to check who is representing your institution please contact GAP@sfc.ac.uk. To assist institutions in developing their iGAP, Annex A of this guidance provides a list of all published institutional Gender Action Plans.
16. Given the need to achieve a step change in progress over the next outcome agreement period (up to July 2023) we will review iGAPs and report on progress to our [Gender Governance Group](#) which is chaired by a member of SFC's Board.

Action required

17. SFC asks each institution to update their iGAP and publish it on their website by the end of July 2020. Please send the link to GAP@sfc.ac.uk.
18. As outlined in the SFC Outcome Agreement Guidance, institutions should include a link to their existing iGAP in their 2020-21 outcome agreement, or the region's outcome agreement if a multi-college region. Institutions should ensure that from 2021 onwards this link should be to the updated iGAP referred to in this guidance.

Further information

19. Should you require any further information, please contact one of the following:

- Rachel Adamson, Senior Policy Officer, radamson@sfc.ac.uk.
- Emma Roberts, Policy Officer, eroberts@sfc.ac.uk.
- Fiona Burns, Assistant Director - Access and Outcomes, fburns@sfc.ac.uk.
- Your institution's/region's [SFC Outcome Agreement Manager](#).



Linda McLeod

Deputy Director of Access, Learning and Outcomes

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Annex A: Institutional Gender Action Plans

Colleges

[Ayrshire College](#)

[Borders College](#)

[City of Glasgow College](#)

[Dundee and Angus College](#)

[Dumfries and Galloway College](#)

[Edinburgh College](#)

[Fife College](#)

[Forth Valley College](#)

[Glasgow Clyde College](#)

[Glasgow Kelvin College](#)

[North East Scotland College](#)

[Newbattle Abbey College](#)

[New College Lanarkshire](#)

[South Lanarkshire College](#)

[West College Scotland](#)

[West Lothian College](#)

UHI

[Moray College](#)

[West Highland College](#)

[Executive Office](#)

[Sabhal Mòr Ostaig](#)

[North Highland College](#)

[Perth College](#)

[Shetland College](#)

[Argyll College](#)

[Lews Castle College](#)

[Orkney College](#)

[Scottish Association for Marine Science](#)

[Inverness College](#)

Universities

[Abertay University](#)

[Edinburgh Napier University](#)

[Glasgow Caledonian University](#)

[Glasgow School of Art](#)

[Heriot-Watt University](#)

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[Open University in Scotland](#)
[Queen Margaret University](#)
[Robert Gordon University](#)
[Royal Conservatoire](#)
[SRUC](#)
[University of Aberdeen](#)
[University of Dundee](#)
[University of Edinburgh](#)
[University of Glasgow](#)
[University of St Andrews](#)
[University of Stirling](#)
[University of Strathclyde](#)
[University of the West of Scotland](#)

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Scottish Funding Council
Comhairle Maoineachaidh na-h Alba

(Paper 14)

SFC PUBLICATION



Ayrshire College # 484082
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SFC's National Ambition for Care-Experienced Students
Issue Date: 13 January 2020
Reference: SFC/CP/01/2020

Cover photo credit: Forth Valley College

SFC's National Ambition for Care-Experienced Students

Issue date: 13 January 2020

Reference: SFC/CP/01/2020

Summary: This document sets out SFC's National Ambition for Care-Experienced Students for the college and university sectors, outlining our commitment to equal outcomes for care-experienced students and their peers by 2030.

FAO: Principals / Chairs / Finance Directors / Board Secretaries of Scotland's colleges and universities

Further information: **Contact:** Nick Stansfeld
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SFC's National Ambition for Care-Experienced Students

Foreword from Karen Watt, CEO



I am delighted to introduce the Scottish Funding Council's National Ambition for Care-Experienced Students.

We support the vision of the Scottish Government to make Scotland the best place in the world to grow up. This means that children grow up loved, safe and respected so that they realise their full potential, and that they are well educated, skilled and able to contribute to society.

We believe that all of Scotland's young people should have equal opportunities to access and succeed in further and higher education irrespective of their background.

Care-experienced young people and adults include some of the most vulnerable and disadvantaged in our society. We have a responsibility to better understand the lives of Scotland's care-experienced students.

We first published our National Ambition for Care-Experienced Students in September 2015. This revised National Ambition sets targets for the next three years until 2022-23.

During this period we want to ensure that care-experienced students, no matter their age, are fairly represented at college and university. However, the emphasis of our ambition is to reduce the gap in outcomes

between care-experienced students and their peers.

Last year we asked CELCIS to survey care-experienced students in Scotland's colleges and universities as we wanted to broaden and deepen our understanding of the barriers and enablers they encounter in applying to, attending and remaining in further or higher education.

We welcomed the publication of CELCIS's findings '[Being a student with care experience is very daunting](#)' in June 2019. We endorse its recommendations and this commitment alongside our National Ambition demonstrates SFC's pledge to achieve equal outcomes for care-experienced students.

On behalf of SFC I commend this National Ambition for Care-Experienced Students and look forward to working with our colleges, universities and other corporate parents to achieve the targets and to bring impactful, sustainable and positive change.

A handwritten signature in black ink that reads "KWatt". The signature is written in a cursive, slightly slanted style.

Karen Watt
Chief Executive

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Introduction

The Scottish Funding Council (SFC) invests over £1.8 billion each year in Scotland's colleges and universities for teaching and learning, research and other activities in support of Scottish Government priorities and its purpose of “...creating a more successful country, with opportunities for all to flourish, through increasing sustainable growth.”

By investing in our colleges and universities we are helping to make Scotland the best place in the world to learn, to educate, to research, and to innovate so that all of our nation can flourish.

We work with colleges and universities and our other partners to create a more equal society by widening access to learning for young people from the most disadvantaged backgrounds and communities which are under-represented. We use the [Outcome Agreement](#) process to drive forward excellence and equity in all Scottish colleges and universities.

We ask our colleges and universities to treat care-experience as a Protected Characteristic, together with others like gender, age and ethnicity, under the Equality Act 2010. This means that care-experience is a Key Performance Indicator so institutions must report on the intake and outcomes of their care-experienced students through their Outcome Agreement.

SFC defines ‘Care-experienced’ as 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 care¹ or through

¹ Kinship care is when a child is looked-after by their extended family or close friends if they cannot remain with

being looked-after at home with a supervision requirement.

This definition for data collection purposes is wider than the legal definitions of ‘looked-after’ and ‘care leaver’. This is because we want our data to capture all age groups, all nationalities, and all those who have been in care or looked-after during their childhood even if it was for a short period of time.

We have a Care-Experienced Governance Group (CEGG) whose purpose is to hold SFC to account and help us achieve our ambitions. CEGG includes representatives from the college and university sector, care-experienced students and other partners including corporate parents and third sector organisations. The full membership is shown in Annex B.

CEGG has fully approved these ambitions.

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their birth parents. This would involve some sort of involvement by the local authority (as opposed to private family arrangements).



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Key drivers and strategic alignment

The SFC mission is to create and sustain a world-leading system of tertiary education, research and innovation that changes lives for the better, enriches society, and supports sustainable and inclusive economic growth.

Our Strategic Framework 2019-2022 'Leading, Inspiring, Investing' outlines our commitment to create a genuinely level playing field and ensure that Scotland is at the cutting edge of making further and higher education accessible to all, regardless of background or start in life. We are fully committed to pushing for widening participation and to supporting measures to help students stay with their studies when they find it tough going.

It is within this context that SFC is proud to publish this National Ambition outlining the support available to care-experienced students. This document supports our colleges and universities in their corporate parenting responsibilities, updates our national ambition targets, and provides us the opportunity to demonstrate a commitment to help improve the futures of care-experienced students in Scotland.

Background

The [Children and Young People \(Scotland\) Act 2014](#) introduced corporate parenting duties to groups of public bodies including all colleges and universities. This required all institutions: to publish a corporate parenting plan outlining the steps taken to support care-experienced students to transition into and proceed successfully through college or university; to regularly review the plans; to report at least once every three years on their performance; and, on request, to provide information on activities to Scottish Ministers.

The Act places responsibilities on corporate parents, including the staff at the institutions, to improve the lives and futures of Scotland's looked-after children and care leavers from birth up to the age of 26. Three elements of corporate parenting as set out by The Scottish Government are:

- Protecting the rights and safeguarding the wellbeing of these children and young people, placing a duty on all other agencies to cooperate with each other including councils in fulfilling that duty.
- Coordinating the activities of the many different professionals and carers who are involved in a child or young person's life, and taking a strategic, child-centred approach to service delivery.
- Shifting the emphasis from 'corporate' to 'parenting', taking all actions necessary to promote and support the physical, emotional, social and cognitive development of a child from infancy to adulthood.

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Who are our Care-Experienced Young People?

Care-experienced children and young people are those who are or have been looked-after by their local authority due to concerns about their wellbeing or protection, including parents being unable to provide appropriate care.

There are an estimated 14,738 children and young people who were looked-after in Scotland on 31st July 2018. This figure represents 14 in 1,000 children under 18 years that were looked-after in 2017-18, or 1.4%. ([Scottish Government, 2019](#)).

Young people in care live in many different placement types or care settings:

- Foster care (living with another family): 34%
- Kinship care (with friends or relatives): 28%
- Looked-after at home (living with birth parents but with social work involvement under a supervision order): 26%
- Residential care (living in a children's unit/house/secure): 10%
- With prospective adopters: 1%

Care-Experience and Educational Attainment

Many individual children and young people with care-experience do well in school and have positive experiences of education. However, when taken as a whole group educational outcome indicators show that the gap between looked-after children's attainment and achievement in school, and that of all children, remains unacceptably large. The [Scottish Government 2019](#) data indicates:

- 44% of looked-after children² left school at age 16 or earlier compared with 11% of all school leavers leaving school aged 16 or younger in 2017-18.
- 39% of looked-after children have one or more qualifications at National 5 (SCQF level 5), compared with 86% of all pupils.
- Only 12% of school leavers who were looked-after left school in 2017-18 with a Higher (SCQF 6) level qualification, compared with 62% of their peers.
- Only 76% of looked-after children (full year) and 69% (part year) progress to 'positive follow up destinations' nine months after leaving school (including employment or further or higher education) compared with 93% of all pupils.

Educational attainment is strongly linked to health and economic outcomes, such that, the disadvantage faced by care-experienced young people in receiving a disrupted education can profoundly shape their adult lives.

² A looked-after child is defined as a child who has been in the care of their local authority for more than 24 hours. Scotland's definition also includes children under a supervision requirement order, which means many of the looked-after children in Scotland are still living at home, but with regular contact from social services. The data refers to children who were looked-after for the full year.

Access to college and university

Colleges are very important access routes for those with care-experience especially as the average school leaving age of care-experienced young people is considerably lower compared to their peers. Scottish Government data shows that nine months after leaving school 38% of looked-after children were in further education (FE) which is higher than the percentage for all school leavers at 23%. However only 4% of children who have been in care for a full year are in higher education (HE) after leaving school compared with 39% of all school leavers. ([Scottish Government, 2019](#))

Although the proportion of looked-after school leavers who are in HE nine months after leaving school is low (4%) we are beginning to understand more about the extra time and support required for some learners with care-experience to make the transition to HE through alternative pathways, such as through college. This underlines the importance of supporting care-experienced young people through this crucial transition period, enabling them to sustain their studies and to achieve the same goals as their peers within a timeframe appropriate to them.

Access to employment

Scottish Government data shows that having a background in care is likely to lead to poorer employment outcomes. Nine months after leaving school, around 21% of looked-after young people who were in care for the full year are classed as unemployed, compared to 6% of all school leavers. For those in care for part of the year the unemployment figure is 29%. ([Scottish Government, 2019](#))

The SFC College Leaver Destination (CLD) 2017-18 survey shows that 93.5% of full-time care-experienced successful qualifiers went onto positive destinations 3-6 months after qualifying/leaving college, compared to 95.4% of all college leavers. Further research shows that for those studying SCQF levels 1-6, care-experienced leavers are more likely to continue their studies (80.8%) than the national figure (74.4%) and less likely to move into employment (12.6%) compared to their peers (20.9%).

The most positive story for care-experienced leavers involves those qualifying from courses at SCQF level 7+ (HE level). Care-experienced leavers are more likely to find positive destinations (97.2% versus 95.9%) after leaving college, with 75.2% continuing their studies and 22.1% moving into employment.

Over this next cycle SFC will continue to use its influence to work with our strategic partners to encourage employers to offer learning and employment opportunities to care-experienced young people.

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What is the gap?

Table 1 shows the gap between college success and university retention for care-experienced students compared to students who are not care-experienced over the last three years of reported data.

At all levels, care-experienced students have lower success rates. In 2017-18 there is a difference of 6.0 percentage points for retention at university, and the largest gap is in successful completion of full-time FE courses at college where the gap is 15.6 percentage points.

Table 1: College Successful Completion and University Retention Gap for Care-Experienced Students compared with non-Care-Experienced Students, 2015-16 to 2017-18

	2015-16 Gap	2016-17 Gap	2017-18 Gap
Successful Completion Full-time FE	-13.0%	-13.1%	-15.6%
Successful Completion Full-time HE	-7.6%	-6.3%	-10.5%
Retention - Full-time Undergraduate Entrants	-6.4%	-7.4%	-6.0%

Source: [SFC Report on Widening Access, 2015-16 to 2017-18](#)

While this table shows the gap is proving stubborn to move, this could be due to the increased opportunities for data gathering which although imperfect have improved with more and more students self-disclosing their care-experience. Colleges and universities are creating safer environments for care-experienced students to disclose their care identity. They have been raising awareness, promoting the interests of care-experienced people, and making their support more visible. Because of this the numbers of care-experienced students have increased significantly as Tables 2 and 3 show on page 14. Given the marked progress in identifying care-experienced students, our focus must now be on closing the gap in education outcomes.

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How is SFC supporting those who are care-experienced?

SFC is not legally defined as a corporate parent but we are committed to supporting care-experienced young people and adults through their educational journey. We show this primarily through our National Ambition for the college and university sectors which is our equivalent of a corporate parenting plan.

By asking our colleges and universities to include care-experience alongside other Protected Characteristics like age, gender and ethnicity they are required to set targets for care-experienced intake and successful completion rates (colleges) and retention (universities). These are captured in their [Outcome Agreements](#).

SFC provides support to care-experienced young people through:

- Strategic projects.
- School engagement.
- Implementation of the recommendations from the Commission on Widening Access (COWA).
- Care-Experienced Student Bursary.

For fuller details of SFC support see [Annex A](#).

We have set up a [Care-Experienced Governance Group](#) (CEGG) which holds SFC to account for the targets set out in the National Ambition and co-ordinates our work to support and improve the outcomes of care-experienced students.

SFC has also signed the Scottish Government funded Who Cares? Scotland '[Pledge to Listen](#)' campaign to end the stigma associated with being in care and the [Scottish Care Leavers Covenant](#), the bold and committed promise to young people who have experience of the care system that they matter.

We were also one of the original Pioneering Partners with MCR Pathways, the school-based programme which focuses on relationship-based mentoring in a school setting to help radically improve outcomes. Their vision is that all disadvantaged Scottish young people get the same education outcomes, career opportunities and life chances as any other.

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National ambition

Our vision: Equal outcomes between care-experienced students and their peers by 2030.

In delivering the National Ambition, SFC aims to:

- Ensure the numbers of care-experienced students are fairly represented at college and university.
- Support colleges and universities to secure equality of outcomes in college successful completions and university retention.
- Monitor, evaluate and report on numbers, progression, retention and success of care-experienced students at college and university to our Governance Group.
- Create opportunities for corporate parents to connect and network so that they can learn from each other.

Outcomes

In delivering the National Ambition, SFC seeks to:

- Enable more students from care-experienced backgrounds to realise their full academic potential by encouraging our institutions to provide targeted and tailored support from pre-application entry to post-graduation.
- Further embed HEIs' admissions policies and contextual offers to ensure they follow through their commitment to offer undergraduate places to care-experienced applicants who meet minimum entry requirements.
- Continue to contribute in the sector's discussions on widening access of care-experienced learners of all ages through attendance at events and forums.
- Encourage employers, including our colleges and universities, to offer learning and employment opportunities to care-experienced young people and adults.

The vision of equal outcomes by 2030 ties into other challenging Scottish Government and SFC access targets which require transformation, for example students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.

To achieve our care-experienced vision SFC will focus our ambitions over the medium term up to AY 2022-23 with milestones set in the intervening years. The ambitions focus on four areas and are displayed in two ways, once chronologically and once as a set of overall ambitions by academic year. We will review and update these ambitions towards the end of period.

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Intake of care-experienced students

We rely on students to self-declare their care-experienced background. If a student has not ticked the care-experienced box at enrolment but is in receipt of the [Care-Experienced Bursary](#), we ask that the record for FE students is updated with the agreement from the student. This is because we have a duty of care to support them during their studies and a duty to monitor the impact of FE student support funds.

In 2017-18 SFC data shows there to be 4,060 individual care-experienced students at college, representing 1.6% of total headcount as indicated in Table 2. This included 410 students studying at HE level, a rise of 125 students from the previous year. Please note these figures include those studying at full-time and part-time level.

Table 2: Care-Experienced Headcount and Proportion of overall student Headcount at Scotland's Colleges 2015-16 to 2017-18 by Level of study

	2015-16	%	2016-17	%	2017-18	%
Further education	1,700	0.9%	2,570	1.3%	3,650	1.7%
Higher education	235	0.5%	285	0.6%	410	0.8%
Total	1,935	0.8%	2,855	1.2%	4,060	1.6%

* Source: Further Education Statistics (FES) data

* Figures have been rounded to the nearest 5

Further analysis of the data shows that in 2017-18, the proportion of care-experienced students on FE courses studying full-time was 41%, whilst on HE courses, the proportion studying full-time was 89%.

In the university sector there were 360 care-experienced Scottish-domiciled undergraduate entrants in 2017-18, representing 0.9% of the total, a rise of 95 students from the previous year.

Table 3: Scottish-Domiciled Care-Experienced Undergraduate Entrants and Proportion of total Scottish Domiciled Undergraduate Entrants at University 2015-16 to 2017-18

	2015-16	%	2016-17	%	2017-18	%
Total	230	0.6%	265	0.7%	360	0.9%

* Source: Higher Education Statistics Agency (HESA) data

* Figures have been rounded to the nearest 5

* Includes Open University in Scotland

Of the 360 university Scottish-domiciled undergraduate entrants flagged as care-experienced, 128 entrants came via college from an HNC or HND course. This accounted for 35.5% of this group which shows the value of the articulation pathway.

Ambition 1: Intake of care-experienced students

As Table 2 showed in 2017-18 the proportion of care-experienced students by headcount in the college sector is 1.6%.

Scottish Government data confirms that 1.4% of children under the age of 18 are from a looked-after background in 2017-18. Our data highlights that colleges are a very important access route for those with care-experience and this is mirrored with the data that there is a higher proportion of care-experienced young people starting a FE course at college than the wider population.

With this in view, the higher percentage of 1.6% (the current proportion of students from a care-experienced background) would seem to be a fair representation. A higher proportion would of course be desirable given the stark differences in educational outcomes for care-experienced school pupils and we would be keen to see an increase in care-experienced students studying at HE level at college, with particular focus on the growth of the articulation pathway; further detail is provided in Ambition 4.

At Scottish universities the proportion of Scottish-domiciled care-experienced undergraduate entrants was 0.9% in 2017-18. We would like this level to increase to a proportion of 1.4% by 2022-23 which represents a 0.1 percentage point rise each AY. We think this is possible due to the increased focus and support for care-experienced students, for example through contextualised admissions.

Our ambitions are:

- To maintain the current level of care-experienced students in the college sector so that they represent 1.6% of total student population by headcount.
- To increase the number of Scottish domiciled care-experienced undergraduate entrants to 1.4% by 2022-23.

Ambition 2: College successful completions

The successful completion gap between full-time care-experienced students and non-care-experienced was 15.6 percentage points at FE level and 10.5 percentage points at HE level in 2017-18.

Our ambitions are:

- To reduce the gap of the successful completion rate of full-time FE care-experienced students from 15.6 percentage points in 2017-18 to 10 percentage points in 2022-23. We recognise 10 percentage points is still a significant gap and we will continue to support institutions to reach the goal of parity by 2030.
- To reduce the gap of the successful completion rate of full-time HE care-experienced students from 10.5 percentage points in 2017-18 to 6 percentage points by 2022-23.

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Ambition 3: University retention

Retention is based on the proportion of full-time Scottish-domiciled undergraduate entrants who return to university for their second year of study. This is when undergraduate students are more likely to drop out than at any other point of their studies. In 2017-18 the gap in the retention between Scottish domiciled care-experienced students and non-care-experienced students was 6.0 percentage points.

Our ambition is:

- To reduce the gap that progress to year 2 of their course from 6.0 percentage points in 2017-18 to 3.5 percentage points by 2022-23.

Ambition 4: Articulation

Articulation is recognition of prior learning at HE level and receiving credit for this learning to optimise learner journeys. SFC defines articulation as ‘a student gaining entry into second year of a degree with an HNC gained at college, or into third year with an HND gained at college’³.

The SFC statistical report [Articulation from Scottish Colleges to Scottish Universities 2017-18](#) evidenced that articulation makes a significant contribution to fairer access with more than 40% of people going to university from Scotland’s most disadvantaged backgrounds entering via an HNC or HND college course. The report also shows that it could be an important route for care-experienced students.

Table 4 shows that 1.3% of Scottish-domiciled HN students progressing to university were from a care-experienced background in 2017-18. It also shows the proportion of students that articulate with Advanced Standing⁴ (AS) who are care-experienced. It indicates that care-experienced articulating students have always been under-represented in their likelihood of being accredited for prior learning from their HNC or HND college course with AS. For example in 2017-18 the care-experienced cohort represented 1.3% of the overall population but only 1.1% of AS; if both proportions were the same then the care-experienced cohort would be fairly represented.

Table 4: Scottish-Domiciled Care-Experienced student movement from College to University 2015-16 to 2017-18

Year	Proportion of HN students progressing to University that are Care-Experienced	Proportion of students articulating with Advanced Standing that are Care-Experienced
2015-16	0.7%	0.6%
2016-17	1.0%	0.7%
2017-18	1.3%	1.1%

³ This is the definition used in College and HEI Outcome Agreements

⁴ Advanced Standing is where a student receives full credit for prior HE study i.e. gains entry into second year of a degree with HNC, or into third year with HND gained at college.

Our articulation ambitions will focus on the proportion of the care-experienced students, and for parity with those articulating with Advanced Standing.

Our ambitions are:

- To increase the proportion of Scottish-domiciled HN students progressing to university that are care-experienced from 1.3% in 2017-18 to 1.8% by 2022-23. This represents a 0.1 percentage point increase each year. We think this is achievable, higher than the 1.4% overall proportion of care-experienced young people, and a fair representation because we recognise the value of this pathway for this group of students. We are also aware institutions are specifically targeting care-experienced students.
- To increase the proportion of care-experienced students among Scottish-domiciled students gaining Advanced Standing so it is equal to the proportion of care-experienced students among all articulating Scottish-domiciled students progressing to university by 2022-23.

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Ambitions by Academic Year

Our ambitions for the college and university sector are purposely ambitious as our vision ultimately is equal outcomes between care-experienced and their peers. We recognise some ambitions could be challenging but we are confident they are achievable.

In 2020-21 our ambition for care-experienced students is to:

- Maintain the 1.6% proportion by headcount in the college sector.
- Increase the proportion of Scottish-domiciled (SD) undergraduate entrants in the university sector from 0.9% in 2017-18 to 1.2%.
- Reduce the gap of full-time (FT) FE successful completions from 15.6 percentage points in 2017-18 to 12 percentage points.
- Reduce the gap of FT HE successful completions from 10.5 percentage points in 2017-18 to 8 percentage points.
- Reduce the retention rate gap of SD undergraduate entrants in the university sector from 6.0 in 2017-18 to 4.5 percentage points.
- Increase the proportion of the articulating group from 1.3% in 2017-18 to 1.6%.
- Reduce the gap so that the proportion of SD students articulating with Advanced Standing is within 0.1 percentage points of the overall proportion of SD care-experienced articulating students.

In 2021-22 our ambition for care-experienced students is to:

- Maintain the 1.6% proportion by headcount in the college sector.
- Increase the proportion of SD undergraduate entrants in the university sector from 0.9% in 2017-18 to 1.3%.
- Reduce the gap of FT FE successful completions to 11 percentage points.
- Reduce the gap of FT HE successful completions to 7 percentage points.
- Reduce the retention gap of SD undergraduate university entrants to 4 percentage points.
- Increase the proportion of the articulating group to 1.7%.
- Reduce the gap so that the proportion of SD students articulating with Advanced Standing is within at 0.05 percentage points of the overall proportion of SD care-experienced articulating students.

In 2022-23 our ambition for care-experienced students is to:

- Maintain the 1.6% proportion by headcount in the college sector.
- Increase the proportion of SD undergraduate entrants in the university sector from 0.9% in 2017-18 to 1.4%.
- Reduce the gap of FT FE successful completions to 10 percentage points
- Reduce the gap of FT HE successful completions to 6 percentage points
- Reduce the retention gap of SD undergraduate university entrants to 3.5 percentage points.
- Increase the proportion of the articulating group to 1.8%.
- Have equal proportions between those SD students articulating with Advanced Standing and with the overall SD care-experienced articulating subgroup.

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Monitoring and reporting

We will monitor the targets set in our National Ambition through Outcome Agreements.

The Care-Experienced Governance Group (CEGG) will hold SFC to account for the targets set out in the National Ambition and will help SFC to achieve these ambitions.

The CEGG's remit includes:

- Sharing knowledge, expertise, views and ideas.
- Identifying any gaps in the support required to achieve our ambitions.
- Considering how we (and any others not represented on the group) can contribute and work together to achieve the national ambition.
- Prioritising any areas requiring additional support or work.

CEGG is not a decision making body, but makes recommendations for consideration by the relevant SFC committees, SFC Council Board and/or SFC Strategic Funding Group. Progress on the National Ambition will be reported to our Access and Inclusion Committee.

SFC will provide CEGG with statistical reports on care-experience intake and outcomes and will publish high level information on care-experienced students in our annual Report on Widening Access.

We will also monitor level of study, age, gender balance, ethnicity, disability, subject area, SIMD quintile, and college leaver destinations of care-experienced students. This data will be reported annually to CEGG usually at its June meeting.

The CEGG representatives can be found in [Annex B](#).

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SFC support to care-experienced children, young people and adults

Strategic projects

SFC Strategic Project	Planned Outcomes	Evidence/Performance Indicators
<p>Who Cares? Scotland project 2015-18.</p> <p>Awareness, greater understanding, and responsibilities from 2014 Children and Young People (Scotland) Act.</p>	<ul style="list-style-type: none"> ● Increased numbers of care-experienced students with improved outcomes in Scotland’s colleges and universities. ● All colleges and universities to understand their corporate parenting responsibilities. ● Through corporate parenting, barriers of self-declaration are reduced and benefits are promoted at institutions. 	<ul style="list-style-type: none"> ● The numbers of care-experienced students have exceeded targets in original National Ambition. ● All colleges and universities have been offered training and support on corporate parenting responsibilities. ● All institutions have a published Corporate Parenting Plan. ● All institutions have published a report, at least once every three years, including information about standards of performance, and the outcomes achieved. ● Care-experienced treated as a Protected Characteristic at institutions.
<p>Who Cares? Scotland project 2018-20</p> <p>Outcomes focussed: Retention, attainment, positive destinations, and change.</p>	<ul style="list-style-type: none"> ● Care-experienced students are better supported throughout their learning journey at college and university. ● Reduced numbers of care-experienced students repeating SCQF levels unnecessarily. ● Care-experienced students have better understanding of, and access to, work opportunities following their FE / HE achievement. ● National policy and practice affecting care-experienced learning journeys will be shaped by their experiences. 	<ul style="list-style-type: none"> ● Increased knowledge by careers services and named contacts at institutions. ● Increase in number of care-experienced successfully completing at college, and increase in the retention of care-experienced at HEIs. ● Transitions made by care-experienced learners, through SCQF levels to be understood and supported by institutions. ● Increased understanding of articulation pathways by care-experienced learners. ● Care-experienced learners will have increased understanding and access to employment options upon graduation.

<p>Scottish Wider Access Programme (SWAP)</p> <p>In partnership with colleges and HEIs to provide routes into HE for adults and people who have been out of education, with few or no qualifications, or whose qualifications are out-of-date.</p>	<ul style="list-style-type: none"> • SWAP Access Programmes are one year full-time courses at colleges across Scotland. • Successful completion of a SWAP Access Programme can lead to a guaranteed place on a Higher National or degree course at a college or university. 	<ul style="list-style-type: none"> • For details of current SWAP programmes running at different colleges, please see: • SWAP East of Scotland (SWAP East programmes). • SWAP West of Scotland (SWAP West programmes).
<p>Propel website</p> <p>Targeted information and details of contacts for care-experienced applicants to Scottish colleges and universities.</p>	<ul style="list-style-type: none"> • Prospective care-experienced students are more aware of the support and advice available at college and HEIs. • Professionals who support young people with care-experience are more aware of the support and advice available at college and HEIs. • A deeper understanding of the needs of care-experienced students and the provision that best suits them is shared effectively across the education and care sectors. 	<ul style="list-style-type: none"> • Increased intake of care-experienced students at colleges and HEIs. • Increase in care-experienced students accessing the support to which they are entitled at college and HEIs. • Greater understanding across the care and education sectors and at local and national government level of how best to meet the needs of care-experienced students at college and HEIs.
<p>SFC commissioned CELCIS to survey Care-Experienced Students at College and University in 2018-19</p>	<ul style="list-style-type: none"> • Enhanced understanding of care-experienced students' learner journey. • Improved approaches in colleges and universities and in other stakeholders, and improved outcomes for care-experienced students. 	<ul style="list-style-type: none"> • The findings were published in June 2019 titled 'Being a student with care experience is very daunting'. • The report will inform institutional corporate parenting plans and the independent Care Review.
<p>NUS Scotland funding to develop College Students' Associations (SAs)</p> <p>Sparqs funding to ensure students engage at all levels in enhancing the learning experience</p>	<ul style="list-style-type: none"> • Well governed, sustainable and reflective college SAs. • SAs to make positive contributions on SFC and SG priority policy areas for example in widening access. • Effective student structures to build a more diverse and stronger community. 	<ul style="list-style-type: none"> • Annual support visits with all institutions in Scotland. • Student engagement and input into their learning and in policy areas which impact the learner journey. • Students able to engage with agencies and decision-making processes across the sector.

School engagement

SFC funds a range of programmes in schools to encourage, improve and raise aspiration and attainment in order for pupils to achieve the necessary qualifications to secure their destination of choice. Care-experienced young people are targeted on a number of these programmes.

School engagement	Priority Outputs
<p>Schools for Higher Education (SHEP) Regional collaboration between schools, colleges and universities to increase progression to HE in both colleges and universities.</p> <p>The focus is on school pupils S3 to S6.</p>	<p>The programme works with schools in each region where fewer than 22% of pupils progress to HE. It targets pupils who have the potential to achieve entry to Higher Education, but may have barriers which put them at risk of not achieving this. In so doing, the SHEP programmes also aim to raise the progression to HE within schools with traditionally low levels of student numbers progressing into Higher Education.</p> <p>Further information can be found at:</p> <ul style="list-style-type: none"> • North programme (Aspire North) • Fife and Tayside programme (LIFT Off) • South East programme (LEAPS) • West programme (FOCUS West).
<p>Access to High Demand Professions (AHDP) This programme focuses on identifying schools with low or below-average progression to HE, and supporting pupils with SIMD20/40 backgrounds. The key aim is to improve the progression rate into high demand professional degree courses.</p> <p>For individual institutions, engagement is about encouraging, improving and raising aspiration for pupils to apply to and attend their institution.</p>	<ul style="list-style-type: none"> • Improved progression rates through working with the school and key pupils to raise awareness and aspiration, build confidence and relationships, run workshops and open days, operate summer schools and continued access to professionals. <p>The programme has two branches:</p> <ul style="list-style-type: none"> • REACH: access to Medicine, Law, Dentistry, Veterinary Medicine, Economics, Accounting & Finance, Education and Engineering. • ACES: access to Art, Design and Architecture
<p>MCR Pathways School based mentoring programme to help radically improve outcomes of disadvantaged young people, including care-experienced.</p> <p>SFC was a pioneering partner. Our staff have been mentors on the programme.</p> <p>Dr Iain MacRitchie, Founder, sits on SFC's Access and Inclusion Committee.</p>	<ul style="list-style-type: none"> • The programme is now based in all 30 secondary schools in Glasgow and six other local authorities are piloting the programme. • SFC is supportive of their plans to expand to 100 schools within the next three years. • Previously only 48% Glaswegian pupils with care-experience went to a positive destination (college, university or employment). This figure is now at 86% of mentored CE pupils (MCR Pathways Impact Report 2018).

Commission on Widening Access

The Commission on Widening Access (CoWA) published their final report '[A Blueprint for Fairness](#)' in March 2016. CoWA set out a clear national strategy to deliver the First Minister's vision of equal access that, by 2030, a child born in Scotland's most deprived communities has the same chance of going to university as a child born in a least deprived community, by the time they leaves school. This includes learners from a socio-economically disadvantaged background and those with care-experience.

The blueprint has 34 recommendations. The Scottish Government has accepted the recommendations in full and is overseeing implementation through the National Access Delivery Group, chaired by the Minister for Further Education, Higher Education and Science.

School Engagement Framework

CoWA Recommendation 4: "Universities, colleges, local authorities, schools, SFC-funded access programmes and early years providers should work together to deliver a coordinated approach to access which removes duplication and provides a coherent and comprehensive offer to learners."

This recommendation seeks to look at how all access programmes from early years to degree provision are offered and operated together. For the relevant funded programmes, SFC is developing a School Engagement Framework which aims to support pupils into their best destinations at that point in their learner journey – Modern Apprenticeships, college, university, or employment – and provide them with information, advice and guidance to support them further through collaborative regional groups as part of a national programme. The groups will look into all existing school engagement work in their local area to create a less cluttered and more understandable approach to post-school options, and that works alongside other offers and opportunities.

Guaranteed offer

CoWA Recommendation 21: "... those with care-experience, who meet the access threshold, should be entitled to the offer of a place at a Scottish university. Entitlement should also apply to those with a care-experience who have had to take a break from higher education and wish to return."

Scottish HEIs have now developed clear and consistent core of indicators in their contextualised admission policy. Every HEI has set and published the minimum entry requirements for their courses in 2019 for entrants starting in AY 2020-21. The minimum requirements will reflect the best evidence on the level of achievement necessary for successful completion of the course. HEI's use the SFC definition for care-experienced in their admissions policy.

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Articulation

There are three CoWA recommendations (Recommendations 8, 9 and 10) on articulation: on more demanding articulation targets; on the expansion to ensure it continues to support disadvantaged learners; and the exploration of more efficient, flexible and a broader range of pathways available to learners.

SFC, through Outcome Agreements, asks colleges (Measure 7) and universities (Measure 1) to set targets for the intake and proportion of students articulating from college to degree level courses with Advanced Standing at university.

SFC has been developing the National Articulation Database (NAD) with the first published report⁵ in April 2019. The publication reports on the articulation of college HNC/HND students and their movement to Scottish HE institutions. The key focus is on Advanced Standing, where a student receives full credit for prior HE study i.e. gains entry into second year of a degree with HNC, or into third year with HND gained at college.

Care-Experienced Student Bursary

The SFC provides student support funding for students studying full-time on [further education courses](#) at college. The Students Awards Agency Scotland (SAAS) distributes funding to students on [higher education courses](#) at college and university.

The Care-Experienced Student Bursary is a non-repayable bursary for learners with care-experience. It was introduced following on from recommendations for care-experienced learners in the CoWA report in AY 2017-18. It was introduced as a non-income assessed, non-repayable grant of £7,625 and was made available to both new and continuing eligible students in higher education. At that time, care-experienced students in further education were awarded the maximum FE bursary level of £4,185.

The bursary was increased to £8,100 per year and extended to students in FE from AY 2018-19, in response to findings from the independent review of FE and HE student support. From AY 2020-21 the bursary will be paid to all students from a care-experienced background, regardless of age. The removal of the age 26 cap was announced in the Scottish Government's [Programme of Government](#).

In SFC's guidance on student support funding we clarify that colleges are not expected to operate a "100% attendance" requirement and emphasise the flexibilities that exist within SFC's attendance conditions. Specifically colleges should take into account students' wider circumstances and, as long as students are engaging in their learning, the college should allocate funding.

⁵ [Articulation from Scottish Colleges to Scottish Universities 2017-18](#)

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SFC's Care-Experienced Governance Group

There are care-experienced students and nominated representatives from the college and the university sector who sit on SFC's Care-Experienced Governance Group.

There are also representatives from the following stakeholders:

- Children and Families Directorate, Scottish Government.
- SAAS.
- Who Cares? Scotland.
- CELCIS.
- College Development Scotland.
- Universities Scotland.
- Care-Experienced, Estranged and Carers East Forum (CEECEF).
- Care-Experienced, Estranged & Student Carers West Forum (CEESCW).
- North Forum.
- Skills Development Scotland.
- SQA.
- Social Work Scotland.
- Become Charity.
- MCR Pathways.
- Action for Children.
- Independent Care Review.
- The HUB for SUCCESS.

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**Quarterly Complaints Report
2019/2020
Quarter 1 (August – October 2019)**

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Total Issues Received

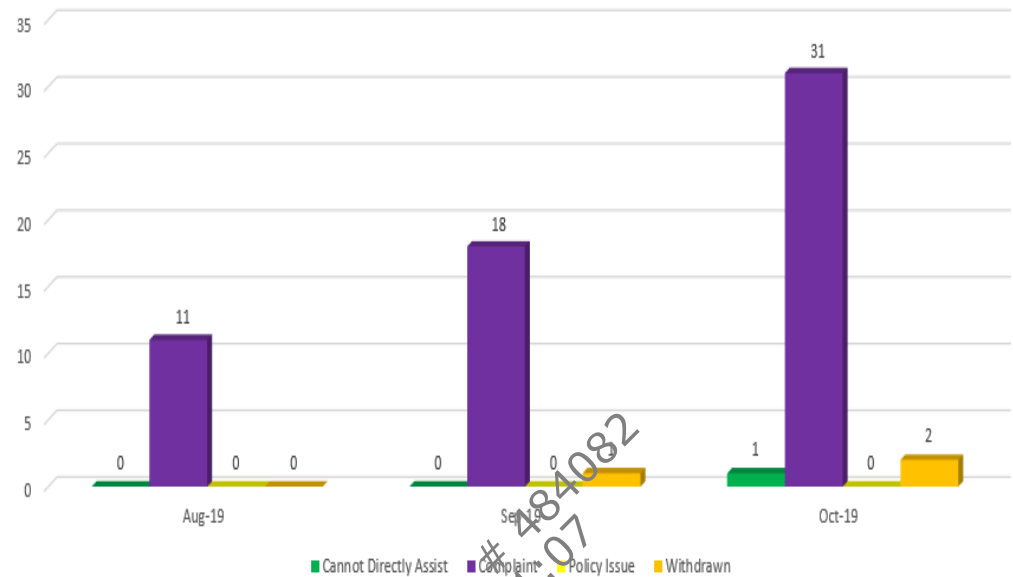
64 issues were received. The chart on the right shows the number of issues received each month, split by the type of issue.

63 complaints were received, 3 of these were withdrawn. 1 issue was recorded as cannot directly assist.

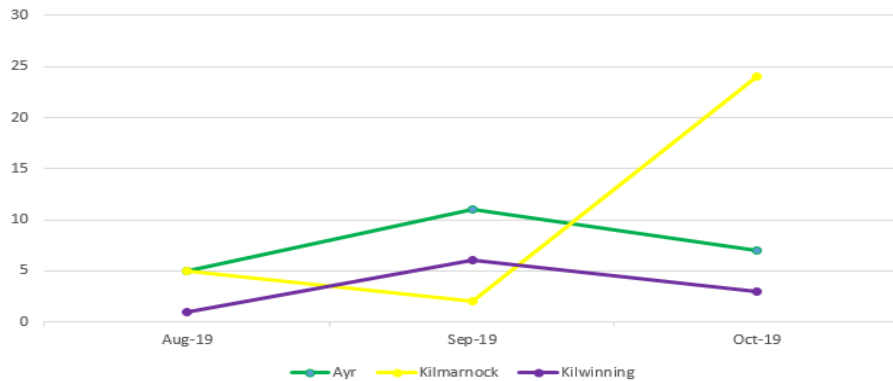
The issue recorded as cannot directly assist was from the owner of a snack bar in Kilwinning who was receiving threatening phone calls and believed they were from Ayrshire College students.

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

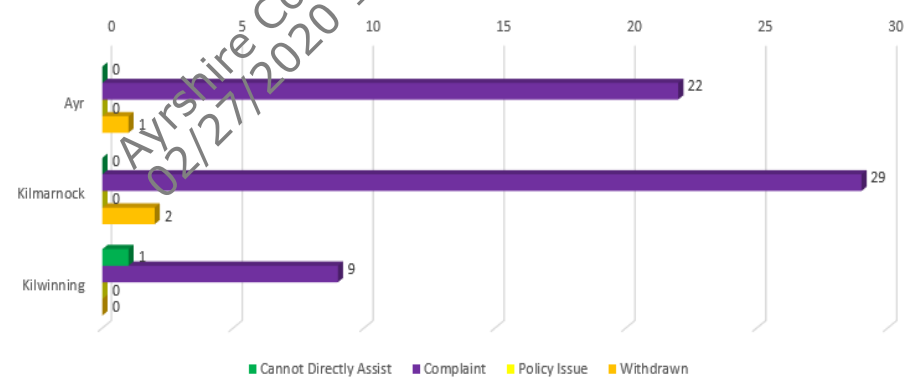
Issues received, split by month and type of issue



Issues received, split by month and campus

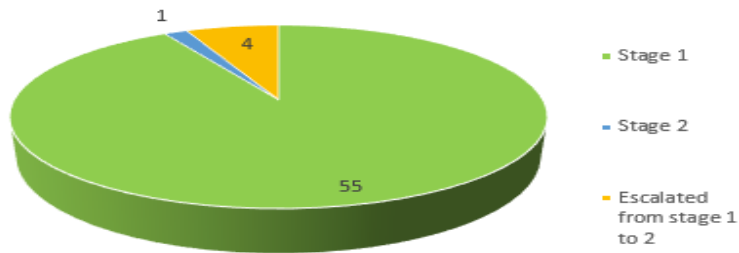


Issues received, split by campus and type of issue



Complaints Received

Complaints received, split by stage



63 complaints were received, 3 of these were withdrawn.

The chart on the left shows the remaining 60 complaints received, split by stage.

55 out of 60 complaints received were dealt with at stage 1, which equates to 92% of complaints.

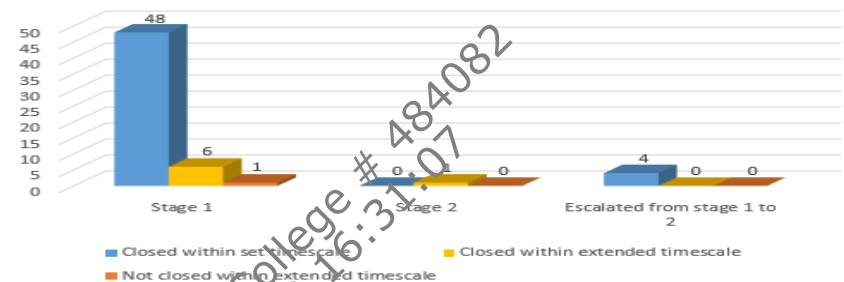
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

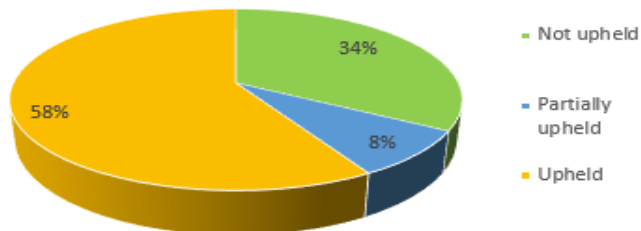
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

87% 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 60 complaints received, 58% of complaints were upheld, with a further 8% partially upheld. This combines to 40 out of 60 complaints.

Complaints – Sub-category

Quarterly Complaints Report – Q1, 2019/2020

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

Environmental

- Local residents neighbouring the Kilmarnock campus unhappy students and staff using their car park, including students being disrespectful
- Local residents neighbouring the Ayr campus unhappy deliveries are being made to the College before 7am, that bollards not reinstated, noise of the kitchen extractor fan, workmen working and grass being cut at the weekend
- Local residents neighbouring the Ayr campus unhappy students and staff are parking in their street and blocking their driveways
- Doctors surgery unhappy students parking in their designated spaces
- Local resident neighbouring the Kilwinning campus unhappy the leaves from trees are blowing into her garden
- Parent of a student unhappy students allowed to attend College when unwell
- Cars parked on double yellow lines in front of the Kilmarnock campus

Student Conduct

- Students smoking in front of houses in Content Avenue, Ayr
- Students dropping litter in public areas
- Unhappy with treatment of student by other student(s), allegations of bullying
- Students being disrespectful to local residents, when parking in their residents' carparks

Staff Conduct

- Treatment of students by staff member, that not supported and hung up on
- Attitude and behaviour of staff member
- Lack of response, not receiving callbacks, requests not actioned, meeting cancelled at short notice
- Incorrect offer email sent to student

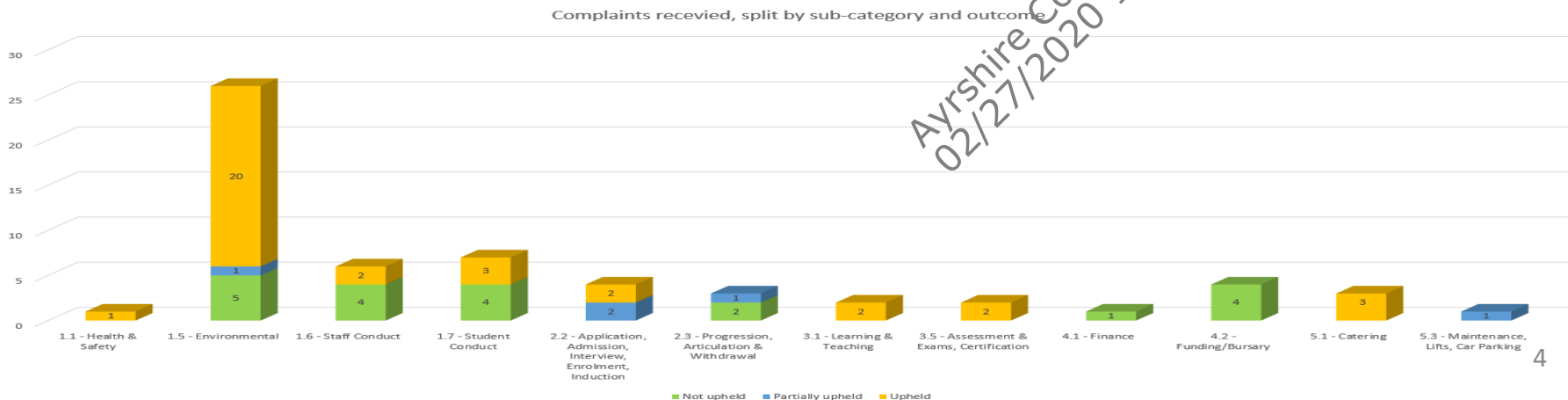
Application, Admission, Interview, Enrolment, Induction

- Not offered a place on chosen course
- Barriers put in place when trying to enrol
- Cannot study on two units and did not return calls/respond to emails
- Obstacles put in students way and did not return calls/respond to emails

Funding/Bursary

- Not received bursary and no response to messages left
- Not received childcare funding and advised forms had been misplaced
- Not received bursary or travel payments and now asking for further documentation
- Member of the public raised an allegation of a student fraudulently claiming travel payments

*Pages 11-13 show all the categories and sub-categories available

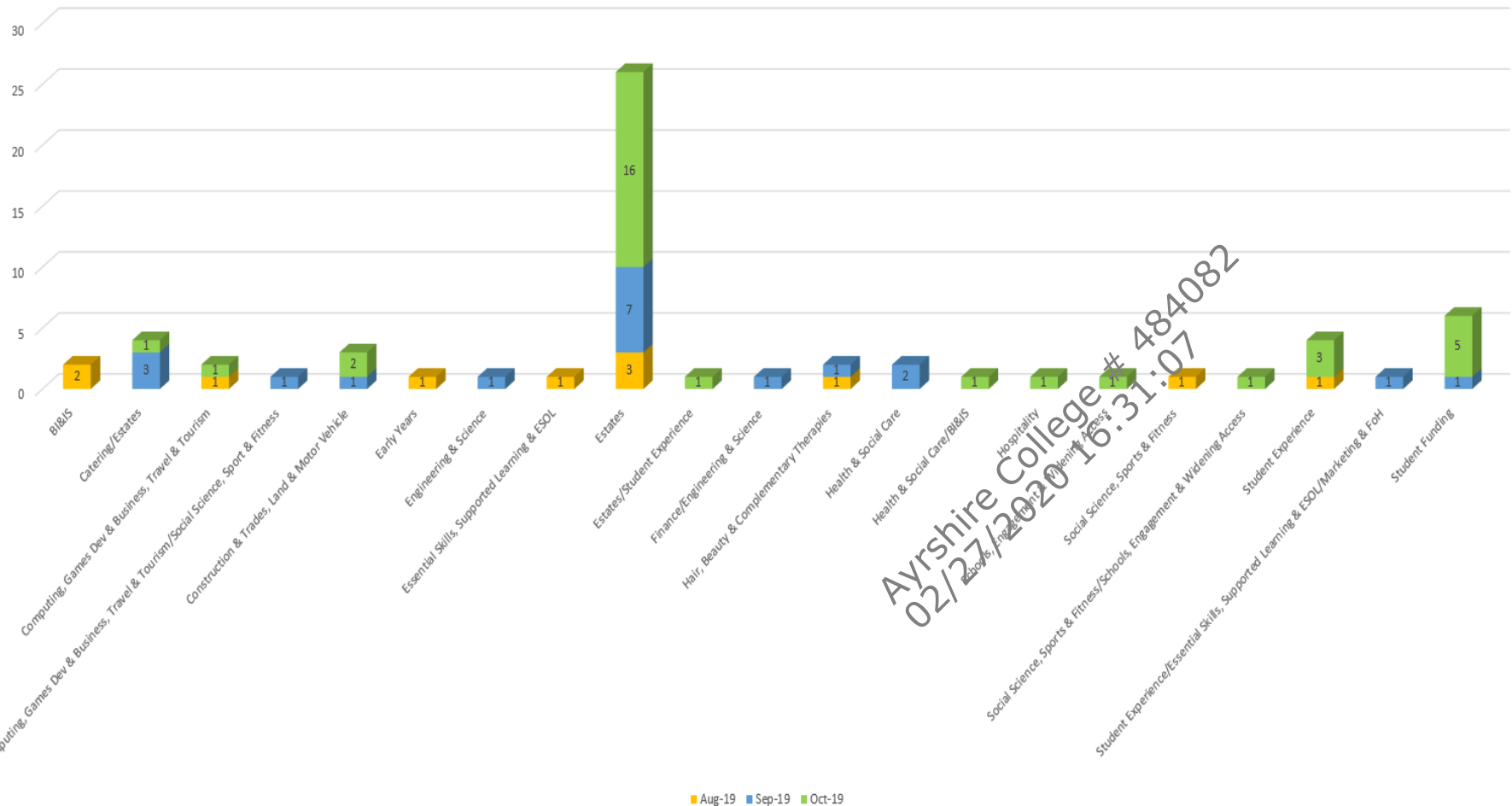


Complaints – Directorate

Quarterly Complaints Report – Q1, 2019/2020

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

Monthly complaints (inc withdrawn) received, split by directorate

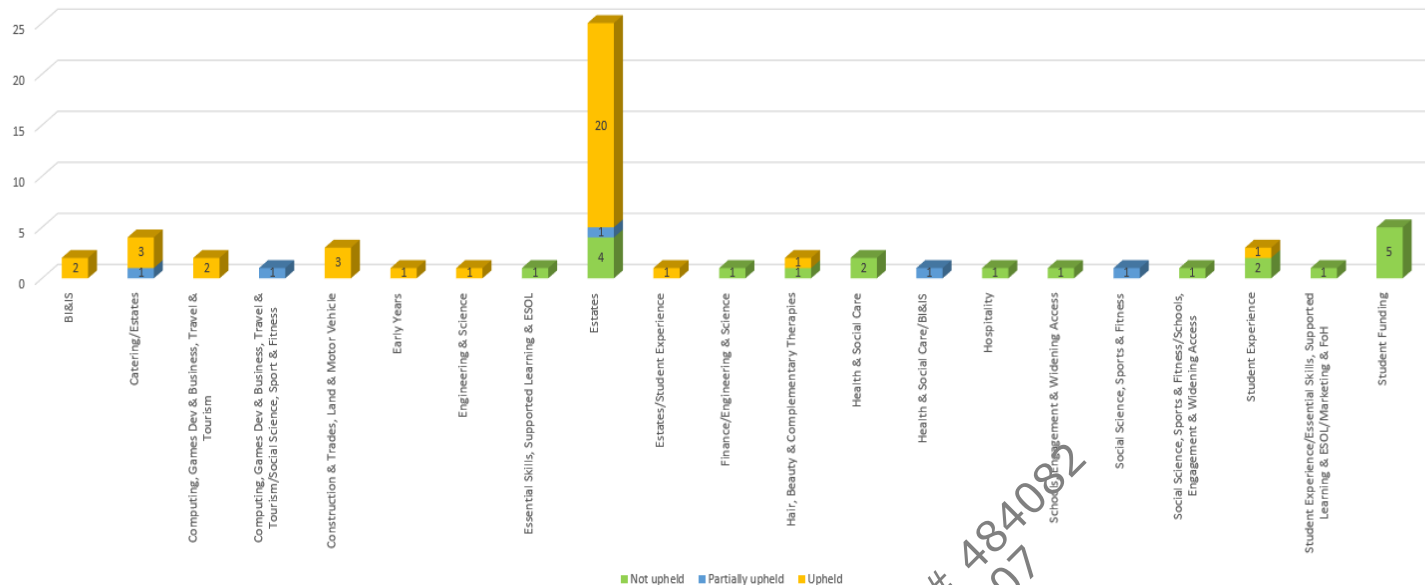


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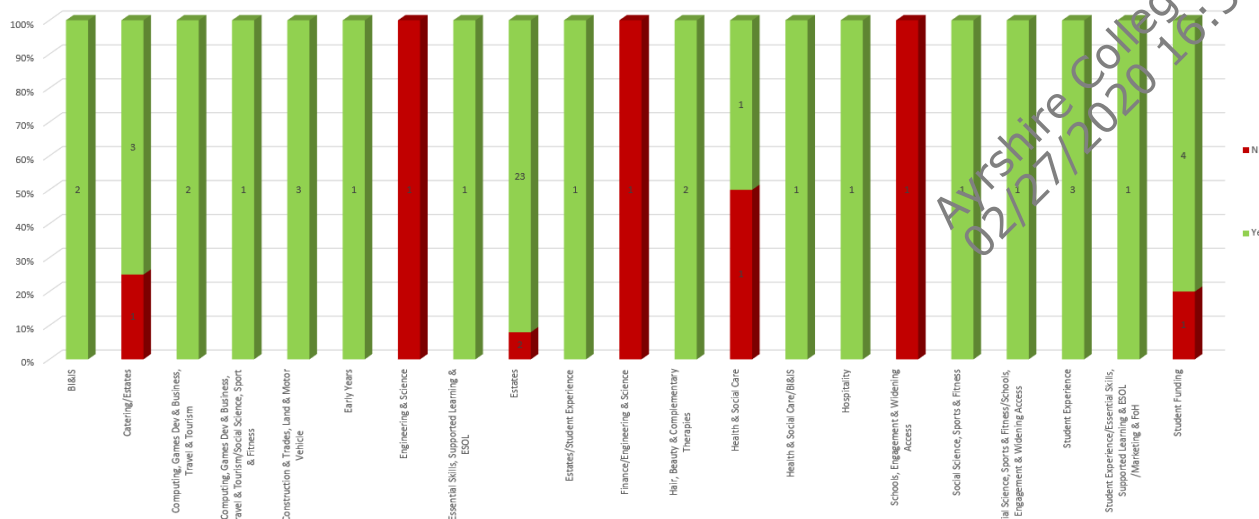
Complaints – Directorate

Quarterly Complaints Report – Q1, 2019/2020

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 SPSO set timescale (5 or 20 working days), split by directorate.

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Actions

Quarterly Complaints Report – Q1, 2019/2020

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	12	10	2
2. Applications, Admissions & Progression	5	3	2
3. Course Related	4	3	1
4. Services	2	2	0
5. Facilities	2	1	1
6. Others	0	0	0
Total	25	19	6

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Service Improvements

Quarterly Complaints Report – Q1, 2019/2020

Issue	Actions
<p>Student unhappy they received a continuing offer letter advising they would get a continuing offer, however this was not the case and they were offered a place at Irvine.</p>	<p>Continuing offer letter needs to be reviewed as this is misleading. Letter advises students if they meet criteria they will get an offer of a place but this might not be the case depending on the places available. To be discussed at the next Heads forum.</p>
<p>Parent unhappy student's foundation apprenticeship and NPA course not showing on the student's certificate.</p>	<p>Feedback given to the Curriculum Manager that the correct code must be resulted for Foundation Apprenticeships to ensure correct result issued.</p> <p>Feedback also given that when enrolling students on a qualification that can be certificated at two different levels, the CRS should include the group award code for both levels. The students should not be attached to either group award until it is determined which level they will be working at. Once this is decided the students should then be attached to the appropriate group award.</p>
<p>Student had problems trying to enrol and felt barriers were continually put in his way preventing him from enrolling.</p>	<p>Process amended so in exceptional circumstances a student can walk into any campus at any time to be enrolled. Communication issued to Student Services and Student Records staff to confirm this.</p>
<p>Students were unhappy there were no catering facilities on the Tuesday evening in the Ayr campus and there were only two cups at the water coolers.</p>	<p>The Estates Team checked all water coolers in the campus and ensured they were filled with cups and will continue to monitor them.</p>
<p>Resident at Content Avenue in Ayr unhappy students gathering outside their house and smoking.</p>	<p>Construction managers monitoring the situation and moving students who smoke in this area.</p>
<p>Student unhappy they cannot get a disabled parking space at the Kilmarnock campus as cleaners are parking in these spaces. Having to wait 5-10 minutes in the morning waiting for the cleaners to leave, making the student late for class.</p>	<p>Early morning cleaners are now parking elsewhere in the visitors parking spaces, which frees up disabled parking spaces.</p>
<p>Residents at Derwent House, opposite the Kilmarnock campus, unhappy students & staff are parking in their residents' carpark.</p>	<p>No parking signs similar to those in the College carpark, ordered and placed at the bottom of the residents' drive to try and prevent students and staff from parking in the residents' carpark.</p>
<p>Student unhappy the toilets in the Kilwinning campus were not clean, they didn't flush properly and the water is far too hot.</p>	<p>Bellrock inspected the sanitary ware and fixed any that were broken.</p> <p>Bellrock checked the air fresheners were working and refilled as necessary.</p> <p>We are investigating the possibility of fitting thermostatic mixing valves to the hot water taps.</p>

Service Improvements

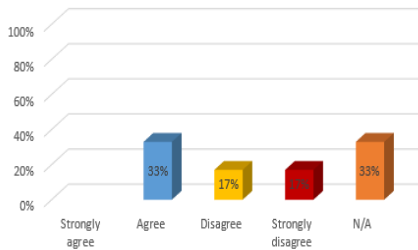
Issue	Actions
<p>Resident at Content Avenue in Ayr unhappy deliveries being made to the College before 7am.</p> <p>Also unhappy we will not replace the Bollards at the end of Content Avenue to prevent through access.</p>	<p>A review of deliveries to the Ayr campus before 7am is being carried out to monitor times, noise level etc. We are also reviewing the contracts and procurement process.</p> <p>Bollards will be reinstated at the end of Content Avenue.</p>
<p>Parent of student feels we are putting obstacles in the students way to prevent them attending College and that we do not want the student to attend College.</p>	<p>Review of the chaser emails sent to students from Curriculum Admin to ensure they are clear that a reference and confirmation from the employer they can be observed in the work place are required as part of the conditions of the offer.</p>
<p>Resident at Mount Pleasant Way, opposite the Kilmarnock campus, unhappy students, but particularly staff, are using their residents' carpark.</p>	<p>Email sent to all students and staff in the Kilmarnock campus, from the Student Association, reminding them not to park in residents' carparks and to be respectful.</p> <p>Email sent to staff from Vice Principal to remind them not to park in residents' carparks.</p>

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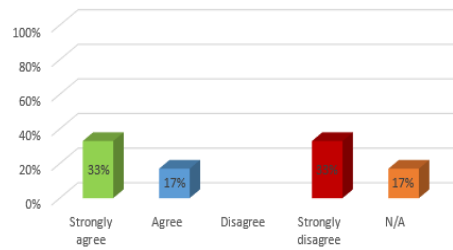
Customer Satisfaction

A total of 33 surveys have been sent, with 6 responses received, this equates to a 18% response rate. The results from the responses received are shown in the charts below.

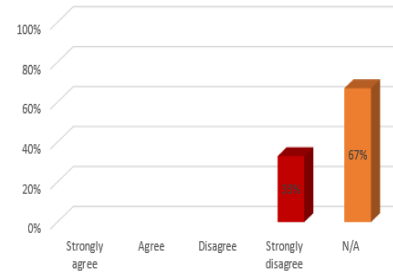
Q2 - I was aware of the complaints procedure before I needed to make a complaint



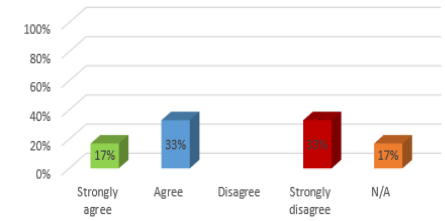
Q3 - I found the complaints process easy to access



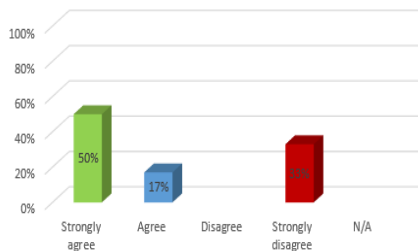
Q4 - I found the complaints form easy to use



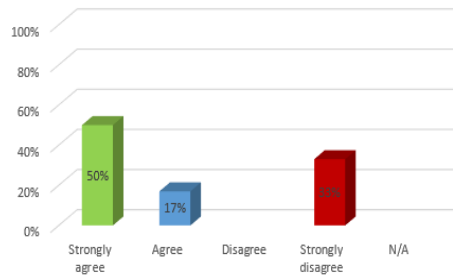
Q5 - I was able to access information and assistance in making my complaint where this was required



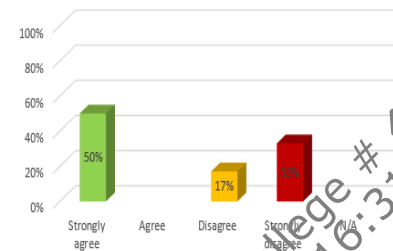
Q6 - I received a prompt acknowledgment of my complaint



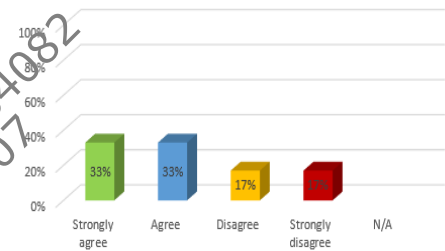
Q7 - I felt my complaint was taken seriously



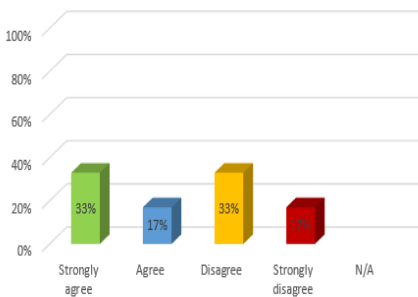
Q8 - I felt my complaint was thoroughly investigated



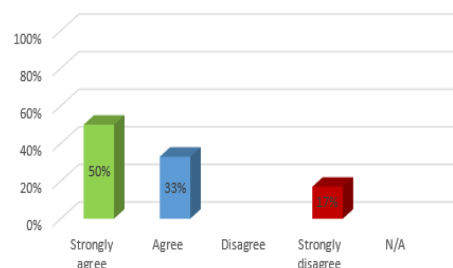
Q9 - I received a fair and objective response to my complaint



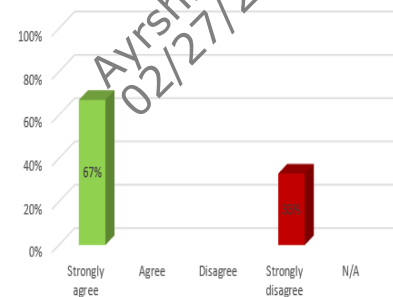
Q10 - I received a clear response to my complaint



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



Q12 - I was dealt with courteously at all times



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Appendix

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

1.0	CUSTOMER CARE	
	Sub-Category	Examples
1.1	Health & Safety	<ul style="list-style-type: none"> 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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