

Learning, Teaching & Quality Committee - Action and Decision Log

Meeting No 35 – 3 March 2022

Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
Student Association Report	LTQ34-A01	E Jamieson will explore the suggestion of including the involvement of an ex-student as a guest speaker as part of the 'Wear it on your Sleeve' campaign. Update: A talk from a guest speaker will be arranged as part of a future group meeting.	E Jamieson	Refer to update	Action	Complete
Draft 2022-23 Curriculum Delivery Plan	LTQ34-A02	A copy of the CDP presentation will be circulated to the Committee.	Board Management Office	12/11/2021	Action	Complete
Curriculum Audit 2021-22	LTQ34-A03	ARC Committee will be informed of the recommendation from LTQ to include an audit around the student voice as part of the 2021-22 audit programme.	A Campbell	16-Nov	Action	Complete
2020-21 Interim Ayrshire College Performance Indicator Report	LTQ34-A04	2020-21 Ayrshire College Performance Indicator update report will be submitted to March LTQ meeting following publication of the national sector report. Update: A Campbell will submit to the LTQ following publication.	A Campbell	Refer to update	Action	Complete
Risk Register – Learning and Teaching Extract at November 2021	LTQ34-A05	L&T1 - The supporting evidence to provide assurance of the effectiveness of the internal controls/actions taken will be updated prior to reporting to ARC.	A Campbell	09/11/2021	Action	Complete
	LTQ34-A06	L&T3 - The supporting evidence to provide assurance of the effectiveness of the internal controls/actions taken will be updated prior to reporting to ARC.	A Campbell	09/11/2021	Action	Complete
	LTQ34-D03	The Committee approved the Risk Register – Learning, Teaching and Quality Committee Extract at November 2021 for submission to ARC.	NA	NA	Decision	Approved
Draft National Outcome and Impact Framework 2021-22 and 2020-21 Self Evaluation Report	LTQ34-D01	The Committee recommended the National Outcome and Impact Framework 2021-22 and 2020-21 Self Evaluation Report for approval by the Board at the Board meeting on 8 December 2021.	NA	NA	Decision	Approved
Draft 2022-23 Curriculum Delivery Plan	LTQ34-D02	The Committee approved the 2022-23 Curriculum Delivery Plan.	NA	NA	Decision	Approved

Learning, Teaching and Quality Committee

3 March 2022

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 team for 2022 consists of two elected officers. The Student President, Ellie Jamieson, and Student Vice President, Steven Oliver. The elected officers are supported by volunteer student officers who fill the positions of LGBTQI+ Officer, Women's Officer, Care Experienced Students' Officer, Student Carers Officer and Welfare Officer. The work of the Student Association is supported by Student Association Advisor, Charlotte Mitchell and is overseen by Head of Quality Enhancement, Ann Heron.

2. Current Situation

The Student Association continues to deliver most of its support and activities remotely with a return to campus through a blended working model from 1 March. The Student Association are focussing on student feedback activities and delivering a range of clubs and societies aimed at supporting students' wellbeing and those which encouraging a sense of college community and belonging.

3. Association Activity

Free Soup and Porridge

The Student Association was successful in securing funding from the College's Mental Health Fund to offer all students, free porridge and soup until the end of the academic year. This follows on from previous years in which the project was funded by the Ayrshire College Foundation. Thank you to Elaine Hutton, Assistant Principal of Curriculum, for supporting the project and kindly providing the costings to enable us to submit the application.

Your Voice Matters

There are two hundred and fourteen members of the Class Ambassador Team with further recruitment ongoing with the January courses starting. The first round of focus groups took place in December.

One hundred and nine classes took part in the consultation with over one thousand students taking part in the consultation. The second round of focus groups will take place in March 2022 which will coincide with the SFC Student Satisfaction and Engagement Survey.

Digital Strategy Focus Groups

The Student Association supported Russell Wilson, Head of Digital Learning Support, to deliver a series of Digital Strategy focus groups on the 12 and 20 January. The aim of the groups was to gather student opinion on the content of the strategy and what it means to them as students. Twenty students took part in the focus groups. Russell is collating the output and will present at the next Digital Strategy Review Group meeting.

Thriving Learners Research Advisory Group

Student President, Ellie Jamieson, has been invited to take part in a Learner Advisory group as part of a collaboration research project between Colleges Scotland and The Mental Health Foundation.

The Thriving Learners study aims to gain understanding of the mental health and wellbeing of Scottish learners that will lead to recommendations on prevention, early intervention and support of learners' mental health and wellbeing within higher education institutions.

The study has already completed the research process relating to the university sector, with the results being published in [November 2021](#). From surveying more than 15,000 university students in Scotland, it was found that nearly three quarters (74%) reported having low wellbeing and more than one third (36%) reported moderately severe or severe symptoms of depression.

These findings and others shared within the 162-page [research report](#) prompted a series of recommendations including: calls for student wellbeing to become a measure of success for all universities in Scotland; increased Scottish Government funding for focused wellbeing support; and all universities to undertake further research and training to better understand the impact of trauma on student mental health and wellbeing.

The purpose of the Research Advisory Group is to strengthen the methods, sampling and analysis of the study and work through challenges faced over the course of the research. The group will also support dissemination of the findings including, where appropriate, joint authorship of papers that emerge from the study.

The first meeting of the group took place on February 8 during which a chairperson was appointed.

Student Accessibility Forum

The Student Association, in partnership with Shelagh McLachlan, Head of Marketing, has set up a Student Accessibility Forum on Microsoft Teams. We are delighted to have Lukas Neilson, Inclusive Learning Assistant, on the group to offer support to members.

The purpose of the group is to consult with students who identify as having a disability that could affect their learning experience and outcomes. There are currently twelve student members of the group with the first meeting taking place on the 8 February. The output from the group will be used to help shape enhancements in student accessibility within the College.

My Health Scotland

Following on from a successful bid to the College's Mental Health Fund, the Student Association have been working with Martin Hammond, Head of Health, Safety and Wellbeing, and Doreen Wales, Head of Student Experience, to offer students the opportunity to take part in a two month physical training and life coaching programme through My Health Scotland. There were initially seventy places available for students and we received over a hundred applications. Successful students sign up using the My Health Scotland App and embark on the programme at home with the support of dedicated coaches, as well as peer support through various chat groups. Students who successfully complete the first month are able to progress through to the second month. The aim is to help students achieve their personal improvement goals and improve their mental health and wellbeing as a result. The recruitment is complete and the programme officially begins on 14 February.

LGBTQI+ Officers

We are delighted to have recruited two new voluntary LGBTQI+ Students Officers to the team. The successful applicants were Julieanne Hamilton and Patrick Given. Julieanne and Patrick will be responsible for chairing the LGBTQI+ Students Group and leading on LGBT+ campaigns.

Student Newsletter

Following a January break, the Student Association issued their February Students Newsletter on the 7 February. The newsletter can be accessed via the following link: <https://sway.office.com/LlcyBI65046nIGBe?ref=Link>

Stand Alone Event

The Student Association Advisor, Charlotte Mitchell, joined her Student Experience colleagues in attending the Stand Alone College event on the 3 February. Stand Alone is an organisation which supports Colleges and University to identify and support their Estranged students. The Student Association hope to work with Student Experience in exploring the possibility of developing a mentoring scheme for estranged students, whose experiences are adversely shaped by lack of support from family. The Student Association will be part of a working group established to progress work specifically for this group of specific interest.

Future Activity

Student President Elections

The Student Association is working on arrangements for this year's Student President elections. The elections will take place from the 9 – 14 May 22, with nominations opening on the 28 March. The May date has been chosen to avoid the spring break

and also to maximise the chances of students and candidates being able to fully participate in the election promotion and canvassing on campus following a long period of reduced numbers on campus. We will be announcing the successful elected members on the 14 May with the President and Vice President elect taking up their positions officially on the 1 July 2022.

4. Proposals

N/A

5. Risks

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

6. Equality Impact Assessment

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

7. Conclusion

ACSA will continue to work alongside staff in order to best support and encourage students and make the 2021/22 session, despite the unprecedented challenges it brings, both enjoyable and successful for students.

**Ellie Jamieson
Student President
8 February 2022**

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/24/2022 13:59:30

Learning, Teaching and Quality Committee

3 March 2022

Subject:	Corporate Parenting Plan 2021-24
Purpose:	To present the College's Corporate Parenting Plan for 2021-2024
Recommendation:	That Committee members approve and recommend the College's 2021-2024 Corporate Parenting Plan to the Board of Management

1. Background

Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014 came into effect on 1st April 2015. Section 56 of the Act states that all persons and organisations listed, or within a description listed, in schedule 4 of the Act are corporate parents for the purposes of Part 9. All post-16 education bodies in Scotland are identified as corporate parents within the Act and as such are subject to the duties (excluding section 64) set out in Part 9 of the Act.

All corporate parents must prepare, publish and review a Corporate Parenting Action Plan, which details how they will fulfil their corporate parenting responsibilities. The Act also encourages collaborative working between corporate parents to develop, enact and monitor plans. Corporate Parenting is not a task which can be delegated to an individual or team. The whole organisation is responsible for fulfilling the Corporate Parenting duties set out in Part 9.

Ayrshire College's Board of Management is accountable for the fulfilment of the College's equality duties and exercises its duty to ensure compliance. Ayrshire College's audit committee oversees the fulfilment of its equality duties on behalf of the Board of Management. Corporate Parenting has now been added to these remits.

2. Current Situation

Ayrshire College's Corporate Parenting Plan 2021-24 sets out an ambitious and detailed action plan in response to the duties outlined in Part 9 (Section 58) of the Children and Young People (Scotland) 2014.

The current Corporate Parenting Plan builds on the progress made throughout the reporting periods 2016-18 and 2018-21.

Ayrshire College # 484082
02/24/2022 13:59:30

3. Proposals

The College's Corporate Parenting Plan outlines the outcomes that it will work towards and the actions that it will take to meet its responsibilities and make a difference to the lives of Care Experienced young people in Scotland.

4. Consultation

As with previous plans, the current Corporate Parenting Plan has been developed in collaboration with internal and external stakeholders and in consultation with Care Experienced young people and the three Ayrshire local authorities. Ayrshire College recognises that its Corporate Parenting duties apply equally to young people regardless of type of care arrangement, e.g., looked after at home, foster care, residential care or kinship care.

5. Conclusion

Members are invited to approve and recommend the College's 2021-2024 Corporate Parenting Plan to the Board of Management.

Anne Campbell
Vice Principal Curriculum
9 February 2022

(Doreen Wales – Head of Student Experience)

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/24/2022 13:59:30

(Paper 3)

Corporate Parenting Plan

2021-24

Ayrshire College #164082
02/24/2022 13:59:30

Context

Statement of Ambition:

Ayrshire College will be an inspirational place of learning where individuals can excel and realise their full potential. A place where businesses and communities can access skills, expertise and innovation that supports local and national economic development and inclusive growth.

We will achieve this through strong collaboration and partnership working and by investing in and valuing our staff and students.

Our Values:

Respectful

Open and Honest

Supportive

Our Ambitions:

- To be an accessible, inspirational, and inclusive place to work and learn
- To support, empower and inspire our staff and students
- To be a high-performing, environmentally responsible college recognised for excellence, equality and integrity



Regional Context

The Ayrshire region covers an area of 3 370 km² and has a population of 370 600. The Regional Skills Assessment for Ayrshire, published in July 2021, shows that the region's population is declining – against national trends – particularly in the 0-19 and 35-44 age groups. The population is ageing and this is expected to continue.

The Scottish Index of Multiple Deprivation (SIMD) measure shows that the Ayrshire region has 64 (10%) of the SIMD10 datazones in Scotland. In 2019/20, (17%) of enrolments at Ayrshire College came from the 10% most deprived areas. The concentration of SIMD10 students in our campuses reflects the proportionate number of SIMD10 datazones in that particular local authority area.

The profile of the College's student population shows that a higher proportion of students in Ayrshire are aged 16-19 and the majority of students (96% of enrolments in 2019-20) live in the region.

The Regional Skills Assessment for Ayrshire, published in 2021, shows that the three largest employment sectors in the region are Health and Social Care, Construction and Tourism. The College will continue to support the economic sectors of particular relevance to Ayrshire identified by the Regional Skills Assessment and by partners.

Ayrshire College # 484082
02/24/2022 13:59:30

“Evidence shows that Care Experienced students have lower success rates than non-Care Experienced students at both FE and HE levels.”

Care Experienced Young People in Scotland

The Scottish Funding Council’s National Ambition for Care Experienced Students (2020)¹ states that 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.²

There are an estimated 16,530 children and young people who were looked after in Scotland on 31st July 2020. The most recent figures available for the Ayrshire region for 2019-20 show that there were 382 looked after children and young people in East Ayrshire, 575 in North Ayrshire and 300 in South Ayrshire.³

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%

Many Care Experienced young people do well at school and have a positive experience of education. However, evidence shows that Care Experienced students have lower success rates than non-Care Experienced students at both FE and HE levels. The largest gap is in successful completion on full time FE courses at College, where the gap is 15.6%.

¹ <https://www.sfc.ac.uk/publications-statistics/corporate-publications/2020/SFCCP012020.aspx>

² In relation to Corporate Parenting, children/young people are legally known as ‘looked after children’ and those who were looked after on or beyond their 16th birthday are known as ‘care leavers’. However, the preferred term for these children and young people is ‘Care Experienced’ and this is used throughout this document.

³ <https://www.gov.scot/publications/childrens-social-work-statistics-2019-20/documents/>



Corporate Parenting

Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014 came into effect on 1st April 2015. Section 56 of the Act states that all persons and organisations listed, or within a description listed, in schedule 4 of the Act are corporate parents for the purposes of Part 9. All post-16 education bodies in Scotland are identified as corporate parents within the Act and as such are subject to the duties (excluding section 64) set out in Part 9 of the Act.

All corporate parents must prepare, publish and review a Corporate Parenting Action Plan, which details how they will fulfil their corporate parenting responsibilities. The Act also encourages collaborative working between corporate parents to develop, enact and monitor plans. Corporate Parenting is not a task which can be delegated to an individual or team. The whole organisation is responsible for fulfilling the Corporate Parenting duties set out in Part 9.

The Statutory Guidance on Part 9: Corporate Parenting defines the term 'Corporate Parenting' as: "An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, spiritual, social and educational development is promoted"

The Act states that Part 9 (Corporate Parenting) applies to:

- (a) Every child who is looked after by a local authority, and
- (b) Every young person who-
 - (i) Is under the age of 26, and
 - (ii) Was (on the person's 16th birthday or at any subsequent time) but is no longer looked after by a local authority

“Corporate Parenting is not a task which can be delegated to an individual or team. The whole organisation is responsible for fulfilling the Corporate Parenting duties”



Section 58 of the Act states that all corporate parents must fulfil the following duties:

- Be alert to matters which might adversely affect the wellbeing of looked after young people and care leavers
- Assess the needs of looked after children and young people for services and support we provide
- Promote the interests of looked after young people and care leavers
- Provide opportunities for looked after young people and care leavers to participate in activities designed to promote their wellbeing
- Take action appropriate to ensure looked after young people and care leavers access these opportunities and make use of our services and support
- Take any other action we consider appropriate to improve our functions to meet the needs of looked after young people and care leavers



Corporate Parenting at Ayrshire College

Ayrshire College's Corporate Parenting Plan 2021-24 sets out an ambitious and detailed action plan in response to the duties outlined in Part 9 (Section 58) of the Children and Young People (Scotland) 2014.

The current Corporate Parenting Plan builds on the progress made throughout the reporting periods 2016-18 and 2018-21. As with previous plans, the current Corporate Parenting Plan has been developed in collaboration with internal and external stakeholders and in consultation with Care Experienced young people and the three Ayrshire local authorities. Ayrshire College recognises that our Corporate Parenting duties apply equally to young people regardless of type of care arrangement, e.g., looked after at home, foster care, residential care or kinship care.

The aims outlined in the Corporate Parenting Plan reflect the College's key strategic objectives, which are detailed in the Statement of Ambition 2030, the Refresh and Renew Plan 2021-2024 and the Equality Outcomes 2021-2025.

The aims of the Corporate Parenting Plan also take into account the Scottish Funding Council's National Ambition for Care Experienced Students. The National Ambition states that there should be no difference in the outcomes of Care Experienced students comparative to their peers by 2030. By 2022-23 the National Ambition is to:

- Maintain the 1.6% proportion by headcount in the college sector
- Reduce the gap of FT HE successful completions to six percentage points
- Reduce the gap of FT FE successful completions to ten percentage points

“Improving retention and attainment for Care Experienced students will be a key focus of our Corporate Parenting Plan for 2021-24.”

Ayrshire College recognises that whilst considerable progress has been made in relation to increasing the number of students who choose to declare their Care Experienced status, retention and attainment levels for Care Experienced students remain disappointing in comparison to their peers, particularly on FE level programmes. Therefore, improving retention and attainment for Care Experienced students will be a key focus of our Corporate Parenting Plan for 2021-24.

Futhermore, Ayrshire College fully supports the recommendations outlined in The Promise Scotland (2020) and will work with internal and external partners to ensure that Scotland can #KeepThePromise it made to ensure that every child grows up loved, safe and respected, able to realise their full potential.



Development and Review of the Plan

Section 60 of the Children and Young People (Scotland) Act 2014 requires all corporate parents to collaborate with each other, in so far as is reasonably practicable, when exercising their corporate parenting duties. This current Corporate Parenting Plan has been developed in collaboration with internal and external stakeholders and in consultation with Care Experienced students and other corporate parents including the three Ayrshire local authorities. The Corporate Parenting Plan will be shared widely with internal and external stakeholders via the College intranet, the MyAyrshireCollege App and the College website.

A summary version of the Corporate Parenting Plan will be developed and made available in consultation with Care Experienced students. Further feedback will be gathered as part of the ongoing review process. Ayrshire College will continue to work collaboratively with other corporate parents through Ayrshire College's Corporate Parenting Group to monitor and review our Corporate Parenting Plan. Specific activities and actions relating to collaboration are outlined in the Plan below.

Ayrshire College # 484082
02/24/2022 13:59:30



Governance and Responsibilities

Ayrshire College already has robust policies and procedures in place to oversee compliance with its equality duties. We will use this existing framework to record and monitor our progress towards achieving the commitments outlined in Ayrshire College's Corporate Parenting Plan.

Ayrshire College's Board of Management is accountable for the fulfilment of our equality duties and exercises its duty to ensure compliance. Ayrshire College's audit committee oversees the fulfilment of our equality duties on behalf of the Board of Management. Corporate Parenting has now been added to these remits.

Our Corporate Parenting Plan outlines the outcomes we will work towards and the action we will take to meet our responsibilities and make a difference to the lives of Care Experienced young people in Scotland. The following section details these outcomes and associated actions.

Ayrshire College # 484082
02/24/2022 13:59:30

"Our Corporate Parenting Plan outlines the outcomes we will work towards and the action we will take to meet our responsibilities and make a difference to the lives of Care Experienced young people in Scotland."

Responsibility

1. To be alert to matters which, or which might adversely affect the wellbeing of children and young people. Section 58 1(a)

Action	Responsible Lead(s)	Timescale	Outcome
Re-establish the College's Corporate Parenting Group to oversee the implementation and monitoring of the Corporate Parenting Plan. The Corporate Parenting Group will report to the VIEW Steering Group.	Head of Student Experience	Jan 2022	A clear governance structure in place to oversee the delivery and monitoring of the College's Corporate Parenting Plan.
Continue to promote the College's Corporate Parenting Plan through the Corporate Induction, mandatory training, and meetings with staff teams.	Corporate Parenting Group	Ongoing to Jan 2024	Increased awareness amongst staff of the College's Corporate Parenting responsibilities.
Plan regular staff engagement activities including Conversation Cafés and focus groups to provide staff with an opportunity to provide feedback and share best practice in relation to Corporate Parenting.	Corporate Parenting Group	Ongoing Jan 2022	Increased staff engagement in Corporate Parenting.
Develop and implement an alert system for attendance registers to enable curriculum teams to easily identify students who are Care Experienced.	Head of BIIS, Head of Student Experience	Sept 2022	Care Experienced students are identified more easily. Appropriate support can be put in place. Improved retention and attainment.
Identify Care Experienced students who are considered to be "at risk of withdrawal" through retention meetings and work collaboratively to ensure appropriate support is in place.	Student Experience Team Curriculum Teams	Ongoing to 2024	Improved retention and attainment for Care Experienced students.
Continue to explore ways to make more effective use of existing information systems i.e. Retention Tool and Qlikview to support retention and attainment for Care Experienced students.	Head of BIIS Head of Student Experience	Ongoing to 2024	Improved retention and attainment for Care Experienced students.

Ayrshire College # 484082
02/24/2022 13:59:30

Responsibility

2.To assess the needs of these children and young people for services and support it provides. Section 58 1(b)

Action	Responsible Lead(s)	Timescale	Outcome
Ensure all Care Experienced students are offered an individualised needs assessment and tailored support and advice regarding funding, digital equipment and skills, wellbeing and learning support.	Student Experience Team	Ongoing to 2024	Support is tailored to meet the needs of individual students. Improved retention and attainment.
Review process for sharing PLSPs and support recommendations with curriculum teams to ensure staff are alert to the needs of Care Experienced students and have the opportunity to implement appropriate support measures.	Student Experience Coordinator CMs	Sept 2022	Support information is more accessible. Appropriate support is in place. Improved retention and attainment.
Continue to strengthen links with schools to improve transition support for Care Experienced students.	School College Partnership Team	Ongoing to 2024	Support needs are identified and appropriate support is in place at an early stage. Improved retention and attainment
Continue to develop existing links with children's houses, Throughcare, Foster Care and Kinship Care teams across the three local authority areas to enhance the learner journey and improve retention and attainment rates for Care Experienced students.	Head of Student Experience	Ongoing to 2024	Care Experienced students are supported more effectively. Improved retention and attainment.

Ayrshire College # 484082
02/24/2022 13:59:30

Responsibility

3. To promote the interests of these children and young people.

Section 58 1(b)

Action	Responsible Lead(s)	Timescale	Outcome
Ensure Care Experienced students are aware of the full range of support services available at the College.	Corporate Parenting Group	Ongoing to 2024	The number of students reporting that they are aware of the support services available to them is increased throughout the reporting period.
Continue to work collaboratively with external partners to organise an annual Care Experienced celebration event as part of National Care Experienced Week in October.	Student Experience Team	Annually to 2024	Care Experienced students feel valued by the College. The College challenges stigma in relation to Care Experienced students.
Continue to work closely with external partners, e.g., Skills Development Scotland, Employability and Skills and employers to support Care Experienced students into a sustained positive destination.	Student Experience Team Curriculum Teams	Ongoing to 2024	The number of Care Experienced students achieving a positive destination is increased over the reporting period.
Increase the number of HN Care Experienced students who articulate to University and the number who articulate with advanced standing as outlined in the SFC's National Ambition for Care Experienced Students.	Curriculum Teams Head of BIIS	Ongoing to 2024	The number of articulating HN Care Experienced students is increased throughout the reporting period. A greater number of Care Experienced students articulate with advanced standing.

Ayrshire College # 484082
02/24/2022 13:59:30

Responsibility

4. To seek to provide opportunities to participate in activities designed to promote their wellbeing. Section 58 1(d)

Action	Responsible Lead(s)	Timescale	Outcome
Continue to promote resources to support positive mental health and wellbeing including Togetherall, the Wellbeing Hub and access to complimentary holistic therapies.	Promoting Wellbeing Group	Ongoing 2024	Students are aware of wellbeing resources. An increased number of Care Experienced students access wellbeing resources.
Continue to develop and deliver activities, events and campaigns to support student mental health and wellbeing as outlined in the College's Promoting Wellbeing Action Plan.	Promoting Wellbeing Group	Ongoing 2024	Care Experienced students have the opportunity to take part in a wide range of wellbeing activities throughout the academic year.
Ensure Care Experienced students are given priority access to College Counselling services.	Student Experience Coordinator	Ongoing to 2024	Student Counselling Service is accessible.
Work in partnership with the Student Association to promote and develop the Care Experienced Students Forum.	Head of Student Experience Student Association	Ongoing to 2024	The number of students engaging with the Care Experienced Forum is increased. Care Experienced students have greater representation. The College is more aware of the needs of Care Experienced students.

Ayrshire College #4804382
02/24/2022 13:59:30

Responsibility

5. To take action to help these children and young people access opportunities, make use of services and access support. *Section 58 1(e)*

Action	Responsible Lead(s)	Timescale	Outcome
Continue to liaise with external partners and organisations in each local authority area to identify opportunities and services, and support students to access these opportunities.	Student Experience Team	Ongoing to 2024	The number of Care Experienced students who are referred to external opportunities and services is increased.
Provide regular updates and information about opportunities and services via the My Ayrshire College App, the College website and social media posts.	Head of Marketing Student Experience Team	Ongoing to 2024	Care Experienced students report that they receive regular information about support services.
Promote the newly launched Connecting Voices mailbox and website to Care Experienced students in EAC and share relevant College information via the Connecting Voices website.	Head of Student Experience Head of Marketing	Ongoing from Jan 2022	Students have improved access to Connecting Voices information. College information is shared with Care Experienced young people, their families and support workers.
Reestablish links with the Champions Boards in NAC and SAC and work collaboratively to encourage Care Experienced students to engage with these external groups.	Head of Student Experience	Mar 2022	Students have improved access to information about Champions Boards in NAC and SAC.

Ayrshire College # 487082
02/24/2022 13:59:30

Responsibility

6. To take action to improve as a Corporate Parent. Section 58 1(f)

Action	Responsible Lead(s)	Timescale	Outcome
Continue to encourage all staff to access relevant Corporate Parenting e-learning resources including CDN's Corporate Parenting in Colleges e-learning course.	Corporate Parenting Group	Ongoing to 2024	College staff have a greater understanding of the needs of Care Experienced students and demonstrate best practice in supporting students.
Continue to work with Who Cares? Scotland and other internal and external partners to develop staff training opportunities in relation to Corporate Parenting.	Staff Learning & Development Team	Ongoing to 2024	Staff have an increased knowledge of their Corporate Parenting responsibilities.
Continue to monitor progress and KPIs for Care Experienced students against the targets set out in the SFC's National Ambition for Care Experienced students.	Head of BIIS Head of Student Experience	Ongoing to 2024	Improved retention and attainment rates for Care Experienced students.
College policies and procedures are reviewed at regular intervals and the needs of Care Experienced students are considered as part of the EqlA process.	Head of Quality Enhancement	Ongoing to 2024	The rights and interests of Care Experienced students are protected within all College policies and procedures.

Ayrshire College # 484082
02/24/2022 13:59:30

Responsibility

7. To prepare, publish and keep plan under review. Section 59

Action	Responsible Lead(s)	Timescale	Outcome
Share the Corporate Parenting Plan via the website, the My Ayrshire College App and through the local authority Corporate Parenting Steering Groups.	Marketing Head of Student Experience	Jan 2022	Students, staff and the public are aware of the support available to Care Experienced students.
The College will work with Care Experienced students and a BSL Signer to develop an accessible summary and BSL version of the Corporate Parenting Plan 2021-24.	Corporate Parenting Group Marketing	Ongoing to 2024	The Corporate Parenting Plan is easily accessible to students and members of the public.
The College will carry out an annual progress review and update of the Corporate Parenting Plan 2021-24 in partnership with staff and students.	Corporate Parenting Group	Annually until 2024	The Corporate Parenting Plan is up to date and reflects ongoing work to support Care Experienced students.
The College will publish a Corporate Parenting report by September 2024 which will provide a detailed evaluation of the actions outlined in the Corporate Parenting Plan 2021-24.	Head of Student Experience	Sept 2024	Students, staff and members of the public are aware of the work carried out by the College to support Care Experienced students. The College continues to improve support for Care Experienced students.

Ayrshire College # 484082
02/24/2022 13:59:30

Responsibility

8. To collaborate with other Corporate Parents and other appropriate persons.

Section 60

Action	Responsible Lead(s)	Timescale	Outcome
Continue to participate fully in external networks including CDN's Access and Inclusion Network and Safeguarding Forum and the Care Experienced, Estranged & Carers - West Forum.	Head of Student Experience	Ongoing to 2024	Opportunity to share best practice and improve support for Care Experienced students. Improved transitions beyond College.
Continue to participate fully as a member of the Corporate Parenting Steering Groups across all three local authorities and contribute to the development and delivery of local authority Corporate Parenting Plans and activities to support Care Experienced young people across Ayrshire.	Head of Student Experience	Ongoing to 2024	Increased opportunities for sharing good practice. Services for Care Experienced young people are coherent and relevant.
Continue to develop links with SFC, CELCIS and WhoCares? Scotland to further enhance support for Care Experienced students and ensure College staff are aware of latest developments in research, support and funding for Care Experienced students.	Head of Student Funding Head of Student Experience	Ongoing to 2024	College staff have increased knowledge of developments to support Care Experienced students.
Further enhance links with NHS and Police Scotland to share best practice with regards to supporting Care Experienced students and ensure prioritised support as required.	Head of Student Experience	Ongoing to 2024	Staff have a greater understanding of factors affecting the wellbeing of Care Experienced students. Care Experienced students receive appropriate support.

Ayrshire College # 484082
02/24/2022 13:59:30

Learning, Teaching and Quality Committee

3 March 2022

Subject: AY 2021-22 Semester 1 Student Satisfaction and Engagement Activities

Purpose: To provide committee members with an update on the results of the AY 2021-22 Semester 1 Student Satisfaction and Engagement Activities and actions arising from them.

Recommendation: Members are invited to discuss the contents of this paper.

1. Background

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

In AY 2019-21, a new model of representation was piloted with Student Ambassadors replacing class representatives. One of the main duties of the Student Ambassador was to facilitate Focus Groups with all courses in the College. The aim of the Focus Groups was to enable more qualitative feedback to be gathered and encourage discussion.

Unfortunately, in AY 2020-21, an insufficient number of Student Ambassadors were recruited to facilitate enough Focus Groups to provide statistically significant results. This was due to the changing guidance regarding campus access and the continuation of almost wholly online learning. Therefore, the responses for AY 2020-21 are not included in the Table of Results (Appendix 1).

In AY 2021-22, the model of representation was reviewed and amended which resulted in a much greater number of Class Ambassadors being recruited. Focus Groups were held with all curriculum areas and 1,075 students participated across the College.

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.

Ayrshire College # 484082
02/24/2022 19:30

2. Summary of Outcomes from the Initial Experience Focus Groups

Appendix 1 details the percentage of positive responses provided in 2018-19, 2019-20 and 2021-22. Those coloured green indicate an improvement in satisfaction levels from 2019-20 (which was a fully on-campus delivery model) while red shows a decrease in the satisfaction level.

The 2021-22 survey indicates an improvement in satisfaction to four statements and a decrease in satisfaction to twelve statements with no change in six. The survey also included four new/amended questions (see statements with no trends in Appendix 1).

The highest increase in satisfaction (12%) was to the statement 'Lecturers challenge inappropriate behaviours/attitudes/language from students, in an appropriate way'. For AY 2021-22, the College published a Promoting Positive Online Learning guide for staff and students which outlined appropriate online behaviours and expectations and provided staff with a toolkit to refer to when challenging inappropriate behaviour.

There was an increase of 7% in satisfaction to the statement 'My course is going at an appropriate pace'. This may be due to the flexibility afforded by blended/online learning. Also, course teams had time to plan for Session 2021-22 and adapt their delivery.

There was also an increase of 6% in satisfaction to the statement 'I can access my online course materials easily'. There was a 3% increase in satisfaction to the statements 'I feel that lecturers understand my needs' and 'I know when my assessments are due'.

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

Although declining, the satisfaction levels for the statements 'I found it easy to apply for my course' and 'I feel my class lecturers are supportive and approachable' remained high (both at 94%).

The statement 'I was kept informed about the progress of my application' recorded the largest decline in satisfaction (down by 19%). Recruitment for session 2021-22 changed from being mainly face to face interviews coordinated by the student records/admission team to an online or telephone process facilitated by individual curriculum areas. For session 2022-23, the student records/admission team will co-ordinate the process. A SLWG has been established to improve communications with prospective students and agree 'keep warm' activities which curriculum teams can utilise.

There was a fall of 18% in satisfaction to the statement 'The induction I received provided me with the information I needed about the College and my course'. The induction process will be reviewed for session 2021-22 and further feedback will be sought from students about ways to improve this.

There was a fall of 14% to the statement 'I know about Inclusive Learning and how to get additional support to help me learn'. While this may have been due to students studying mainly online, it is being considered by the Student Experience and Inclusive Learning Teams to plan improvements for next session.

The statement 'I received the information I needed to organise my funding in time' also recorded a decline in satisfaction (down 12%). The Funding Team continues to investigate ways to improve the dissemination of information to students/prospective students and to make the application process as efficient as possible. The Team are currently in the process of developing a more dynamic application system that will go live in March 2022. This new system will now give students access to all available funds at the earliest possible opportunity.

There was a decline in the number of students who 'found all the course information I need on the Ayrshire College website' and who thought that 'my course is well organised' (both down by 8%).

Fewer students stated that they 'know what the Student Association does' (down 5%). 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. The Student Association is now within the Quality Enhancement area and, together with the new Class Ambassador role, aims to embed the role of the Student Association in the College's quality processes and improve the profile of the Student Association within the whole College and across all modes of study.

Overall, 90% of respondents were satisfied with their college experience. The college will continue to gather feedback and implement changes to improve the college experience for all students.

3. Actions

The detailed feedback from the Focus Groups is 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 and service 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 Class Ambassadors across all curriculum areas and targeted focus groups are planned around themes arising from this survey. The feedback from these will inform the College Evaluation activities for 2021-22, including the next Evaluative Report and Enhancement Plan.

4. Conclusion

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal Curriculum
16 February 2022

(Anne Heron - Head of Quality Enhancement)

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/24/2022 13:59:30

Appendix 1 - Table of Semester 1 (2021/22) Results

	2018/19	2019/20	2021/22	% Change
1) I found all the course information I needed on the Ayrshire College website.	94%	96%	88%	-8%
2) I found it easy to apply for my course	96%	97%	94%	-3%
3) I was kept informed about the progress of my application.		98%	79%	-19%
4) I received the information I needed to organise my funding in time.	81%	82%	70%	-12%
5) I felt welcome on my first day at college	99%	99%	99%	0%
6) The Induction I received provided me with the information I needed about the College and my course.	92%	97%	79%	-18%
7) I know about Student Services and how to access support to help me learn.			88%	
8) I know about Inclusive Learning and how to get additional support to help me learn	96%	97%	83%	-14%
9) I know about the resources and support available in the LRC.			87%	
10) I have access to the Digital Equipment I need to help me learn.			90%	
11) My course is well organised.	91%	80%	72%	-8%
12) I can access my online course materials easily.	93%	79%	85%	+6%
13) I feel my class lecturers are supportive and approachable.		98%	94%	-4%
14) There are enough online resources available to support my learning			88%	
15) Lecturers challenge inappropriate behaviours/attitudes/language from students, in an appropriate way.		80%	92%	+12%
16) The teaching and learning methods used on my course suit me	91%	88%	84%	-4%
17) I feel that lecturers understand my needs.		86%	89%	+3%
18) My course is going at an appropriate pace.		69%	76%	+7%
19) Lecturers provide clear feedback so that I am prepared for Assessments.		86%	81%	-5%
20) I know when my assessments are due	90%	88%	91%	+3%
21) I know what I am doing well and what I need to do to improve	93%	93%	89%	-4%
22) I know what the Student Association does	75%	53%	48%	-5%
23) Overall, I am satisfied with my college experience	96%	90%	90%	0%

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

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

Learning, Teaching and Quality Committee

3 March 2022

Subject: Future Skills Strategy 2022-2025

Purpose: To present the Future Skills Strategy 2022-25

Recommendation: Members are invited to approve the Future Skills Strategy 2022-25

1. Background

Ayrshire College's Learning, Teaching and Student Engagement Strategy (2021-24) committed the College to developing and implementing a Future Skills Strategy.

The Future Skills Strategy (2022-25) sets out the strategic direction that the College will take to equip learners with the range of skills needed to adapt to a constantly changing and uncertain economic and technological landscape. Learners will need to adapt and change their skills on multiple occasions during their lives.

2. Current Situation

The College's Ambition is to empower, support, and inspire students to develop skills that ensure that they can be successful now and in the future.

3. Proposals

The Future Skills Strategy categorises skills in to three key areas:

1. Meta skills

Behavioural/cognitive skills that enable individuals to be adaptive and responsive to the changing requirements of the workplace regardless of context.

2. Transferable skills

Functional skills and competencies that are learned and applied in many contexts such as numeracy, communication, problem solving, working with others and digital skills.

3. Technical skills

Skills learned and applied in a specific context for example subjects and courses, jobs and occupations and career management skills.

The Strategy has three aims:

Aim 1: Develop, enhance and articulate meta skills

Support learners to further develop, enhance, and articulate their meta skills to be productive in their own learning and equipped for continual change.

Aim 2: Develop, enhance and articulate transferable skills

Support learners to develop, enhance, and articulate transferable skills for life, learning and work, including functional essential skills, and increase the digital capacity of learners and staff to use a range of digital platforms.

Aim 3: Develop, enhance and articulate technical skills

Support learners to develop, enhance, and articulate technical skills that are aligned to employer demand, informed by labour market intelligence, and integral to every student's successful career management.

4. Consultation

All staff, from across the College, were invited to participate in four consultation sessions. The College Leadership Team and Senior Leadership Team have discussed and approved the strategy.

5. Conclusion

Members are invited to approve the Future Skills Strategy 2022-2025.

Anne Campbell
Vice Principal Curriculum
8 February 2022

*(Greg Cassidy – Head of Essential Skills
Carol Nisbet – Head of Schools & Widening Access
Doreen Wales – Head of Student Experience)*

Ayrshire College # 484082
02/24/2022 13:59:30

(Paper 5)

Ayrshire College

Future Skills Strategy

2022 – 2025

Ayrshire College # 484082
02/24/2022 13:59:30

The Future Skills Strategy sets out the strategic direction that the College will take to equip learners with the range of skills needed to adapt to a constantly changing and uncertain economic and technological landscape. Our learners need to adapt and change their skills in multiple occasions during their lives.

Future Skills Vision

In supporting the strategic goals of Ayrshire College, our vision for skills development is to ensure that no one is left behind as we prepare our learners with the skills needed to adapt for future employment in a constantly changing world. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable.

Future Skills Ambition

Ayrshire College empowers, supports, and inspires students to develop skills that ensure they can be successful now and in the future.

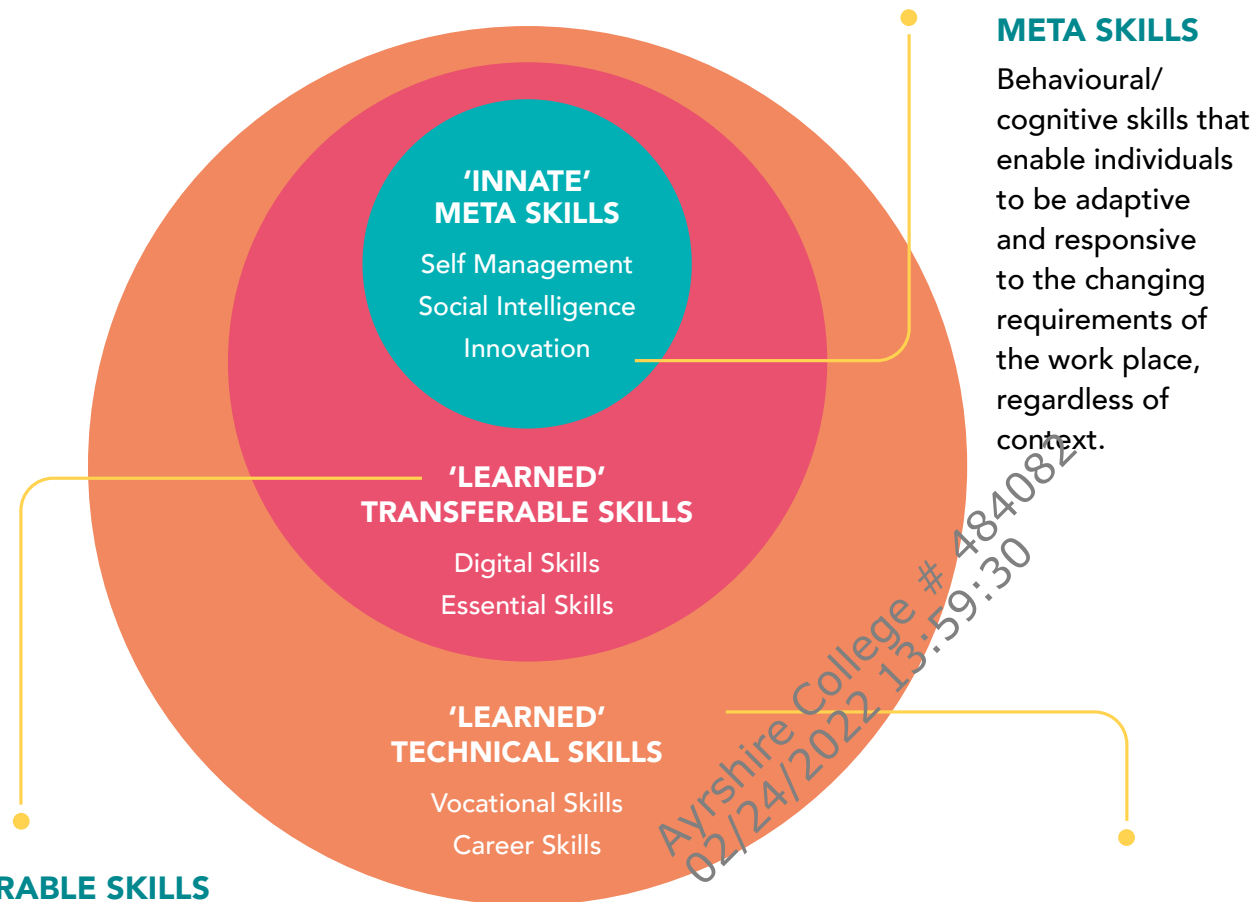
Ayrshire College # 484082
02/24/2022 15:59:30



Future Skills Strategic Aims 2022 - 2025

Individuals and businesses require access to specific technical skills training, for example to utilise new technology or equipment. However, more general skills training in transferable skills and meta –skills, including areas such as creativity and effective self-management and leadership, are vital to ensure everyone can play a part in the economy and successfully navigate an increasingly fluid labour market.

The diagram below represents how the College views future skills.



Future Skills Summary of Aims

Aim 1 | Develop, enhance and articulate meta skills:

Self Management | Social Intelligence | Innovation

Support learners to further develop, enhance, and articulate their meta skills to be productive in their own learning and equipped for continual change.

Aim 2 | Develop, enhance and articulate transferable skills:

Essential Skills | Digital Skills

Support learners to develop, enhance, and articulate transferable skills for life, learning and work, including functional essential skills, and increase the digital capacity of learners and staff to use a range of digital platforms.

Aim 3 | Develop, enhance and articulate technical skills:

Vocational Skills | Career Management Skills

Support learners to develop, enhance, and articulate technical skills that are aligned to employer demand, informed by labour market intelligence, and integral to every student's successful career management.



Aim 1

Develop, enhance and articulate meta skills:

Self Management | Social Intelligence | Innovation

Support learners to further develop, enhance, and articulate their meta skills to be productive in their own learning and equipped for continual change.

To achieve this aim, we will:

1. Support students to develop and improve their self-management skills, their social intelligence and their innovation through the design of curriculum content and its context.
2. Ensure that course design at all levels develops a specified range of meta skills.
3. Ensure that students can articulate the range of meta skills that they have developed.
4. Use methods for recording and measuring progress in meta skills that acknowledge learners' reflections and achievements.

Self Management

Taking responsibility for individual behaviour and wellbeing.

**Focussing
Integrity
Adapting
Initiative**

Social Intelligence

Raising awareness of others' feelings, needs and concerns.

**Communicating
Feeling
Collaborating
Leading**

Innovation

The ability to define and create significant positive change.

**Curiosity
Creativity
Sense making
Critical thinking**



Aim 2

Develop, enhance and articulate transferable skills:

Essential Skills | Digital Skills

Support learners to develop, enhance, and articulate transferable skills for life, learning and work, including functional essential skills, and the digital capacity of learners and staff.

To achieve this aim, we will:

1. Ensure that the course design planning process at FE and HE reflects a consistent approach to the development of skills for life, learning and work.
2. Ensure that the course design planning process reflects a consistent approach to essential skills development in all FE courses so that students complete their course with a clear and equitable core skills profile that they can articulate.
3. Support all staff to engage in staff learning activities that develop digital skills and their ability to deliver successful blended learning.
4. Provide all applicants with a pre course digital skills self-assessment, using the information to tailor appropriate digital skills support where needed.
5. Increase students' ability to work successfully during their course with digital platforms by providing online resources that support learners to articulate, evaluate and improve their own digital capabilities.



Aim 3

Develop, enhance and articulate technical skills:

Vocational Skills | Career Management Skills

Support learners to develop enhance, and articulate vocational skills that are aligned to employer demand, informed by labour market intelligence and complemented by the development of individual career management skills.

To achieve this aim, we will:

1. Support all students to progressively develop the competencies associated with the four themes in the SDS career management skills framework: Self, Strength, Horizons and Network, throughout their learning journey.
2. Ensure all relevant staff participate in training to understand how they can embed Careers Education, Information, Advice and Guidance (CEIAG) in the student experience (see appendix 1).
3. Develop a portfolio of skills that enable learners to have agency in the jobs market and the capacity and confidence to both be entrepreneurs and work in organisations of all sizes.
4. Optimise our college-wide engagement activities with employers to add value to current and future skills requirements, including increasing the number of full-time students undertaking a work placement.
5. Support all subject staff to provide students with organised opportunities to engage with relevant industry representatives related to their areas of study. For example, guest speakers and workplace visits.



APPENDIX 1

Ayrshire College # 484082
02/24/2022 13:59:30

Defining CEIAG

Career education, information, advice and guidance (CEIAG) is a combination of processes, facilities and opportunities, designed to enable individuals to prepare for and make effective decisions about their future in learning and in the labour market.

➤ Career Education...

is a process of learning, designed to help people to develop the knowledge, confidence and skills they need to make well-informed, relevant choices and plans for their future, so they can progress smoothly into further learning and work.

➤ Career Information...

the coordinated provision of resources to enable users to develop a better understanding of occupations, employment types sectors and employing/learning organisations, and current and future employment, training and educational opportunities.

➤ Career Advice...

is a process, delivered individually or in groups, often using a variety of resources, which helps individuals to access and interpret specific information. It involves professional opinion, feedback and suggestions for action in relation to the communication, development and self-presentation of an individual's career management.

➤ Career Guidance...

is a process, delivered individually or in groups (sometimes with reference to resources) which helps individuals to gain a clearer understanding of their career development needs and potential, an appreciation of the process of career planning, decision making and to clarify and attain their career objectives through the successful understanding and application of their career management skills.



APPENDIX 2

Ayrshire College # 484082
02/24/2022 13:59:30

Ayrshire College's Learning, Teaching and Student Engagement Strategy 2021-24

The Future Skills Strategy underpins the College's four strategic aims of the Learning, Teaching, and Student Engagement Strategy 2021-24.

Aim 1



Students:

Empower, support and inspire students as partners

Our students are empowered, supported and inspired to positively shape and influence their learning experiences.

Aim 2



Curriculum:

Dynamic, responsive, flexible curriculum

Our curriculum offer is dynamic, flexible and responsive to employer and industry needs, to current and future skills requirements and contributes to social and economic recovery.

Aim 3



Pathways:

Accessible, successful seamless pathways

Our curriculum is accessible to students from all backgrounds and in particular to those whose are adversely affected by the impact of the pandemic. All students are supported to transition, seamlessly, through successful pathways to further study or work.

Aim 4



Quality:

Innovative, high-quality, inclusive learning experiences

Our students receive innovative, high-quality, inclusive learning experiences which facilitates successful learning for all.

APPENDIX 3

Ayrshire College # 484082
02/24/2022 13:59:30

Future Skills Strategy – Key Documents

Skills 4.0 (Skills Development Scotland, Centre for work based learning in Scotland)

Scotland's Future Skills Action Plan (Scottish Government, 2018)

Scotland's Future Skills Action Plan Annex (Scottish Government, 2018)

Coherence and Sustainability: A review of Scotland's Colleges and Universities
(SFC, Oct 2020)

Strengthening Skills in Scotland (OECD, 2020)

Independent commission on the college of the future (2019)

Education Scotland: How Good is our College?

Developing the Young Workforce

Youth Guarantee - No-one Left Behind

Definition of Career Education, Information, Advice and Guidance
(Colleges Scotland)

Scotland's Careers Strategy: Moving Forward (Scottish Government)

Ayrshire College Learning, Teaching and Student Engagement Strategy 2021 -24

Ayrshire College Statement of Ambition 2030

Ayrshire College # 484082
02/04/2022 13:59:30

Ayrshire College



www.ayrshire.ac.uk

Ayrshire College is a registered Scottish charity. Reg No SC021177

(Paper 6)

Ayrshire College

Digital Strategy 2022–2025

Ayrshire College # 484082
02/24/2022 13:59:30

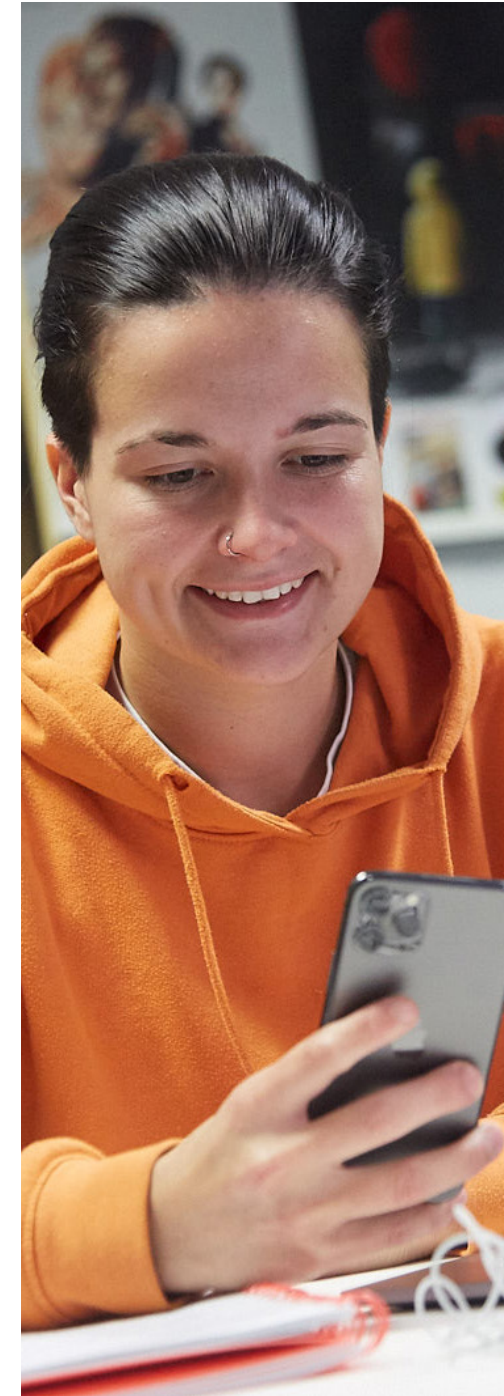
INTRODUCTION

Ayrshire College will be at the forefront of digital innovation by supporting the skills development of our students and staff, enabling blended learning approaches, and investing in our infrastructure and systems. Achieving this vision will underpin transformation in our learning, teaching and service delivery and enable a 'digital first' culture.

The digital experience for all users will also be engaging, fun and enhanced through easy to use and accessible digital tools and resources.

The Digital Strategy supports the Statement of Ambition (2030) including strategic objectives and priority themes. The Strategy will, therefore, enable the College to establish enhanced, flexible learning and teaching and service delivery models incorporating the use of digital technologies, where appropriate. The overarching Ambitions are:

- To be an accessible, inspirational, and inclusive place to work and learn
- To support, empower and inspire our staff and students
- To be a high-performing, environmentally responsible college, recognised for excellence, equality, and integrity



Ayrshire College # 484082
02/24/2022 13:59:30

Strategy Aims

The Digital Strategy is shaped around three essential and interrelated aims, to:

Aim 1 | Enable Digital Transformation

Aim 2 | Develop Digital Confidence

Aim 3 | Support Digital Learning

The aims will be achieved through the successful delivery of a range of key strategic outcomes. The outcomes will be embedded, on an annual basis, within the College's Operating and Enhancement Plan.



Ayrshire College # 484082
02/24/2022 13:59:30

Strategy Outcomes

Enable Digital Transformation

This aim will be achieved through the following outcomes:

1. Investment decisions on introducing and updating digital systems and infrastructure are made as part of a strategic and planned approach to support student and staff experiences, improve organisational effectiveness, and assist the College in meeting its environmental and sustainability commitments.
2. Digital tools and resources are assessed to ensure their accessibility, safety, security, and ease of use prior to implementation, through effective consultation with staff and students, taking account of necessary legal obligations and relevant standards.
3. Accessibility, digital skills, use of technology and digital wellbeing are considered in all College policies and business decisions.
4. Students of all backgrounds and abilities maximise their potential through the use of digital technology and applications to increase flexibility and support independent learning.
5. Students are supported in meeting their goals through the collection and analysis of data to identify appropriate actions and enable successful outcomes.
6. Effective collaboration takes place internally between departments, to streamline systems and processes in order to provide a high-quality digital experience for our students and staff.
7. Innovations across the digital landscape are actively monitored by the College, to embed current developments within the delivery of learning, teaching, and support services taking account of Government and Sector digital goals and aspirations.
8. Effective partnership working with key stakeholders enables and supports digital transformation across the Ayrshire region.



Develop Digital Confidence

This aim will be achieved through the following outcomes:

1. All staff and students are empowered to take ownership of their use of digital technologies and supported to develop their digital skills within a positive and inclusive organisational culture.
2. Guidance and continuing professional development (CPD) are available to all staff in the use of appropriate digital technologies, tools, and devices to enhance student experiences of the College and improve service delivery.
3. All staff and students are supported in developing and maintaining positive Digital Wellbeing through appropriate resources, designed to raise awareness of the opportunities and risks associated with the safe and effective use of technology.
4. All staff and students are supported in managing online safety through appropriate resources, designed to enable responsible use of social media and online reputation management.
5. Effective communication arrangements are in place to facilitate and support all staff and students in sharing good practice in relation to digital technologies and digital skills.
6. Digital Support networks are established to enable students to engage effectively in an online environment and widen digital inclusion.



Ayrshire College #484082
02/24/2022 13:59:30

Support Digital Learning

This aim will be achieved through the following outcomes:

1. High quality, accessible and inclusive learning and assessment is delivered, using effective blended learning approaches to meet the needs of individual learning styles and abilities.
2. Digital learning tools and resources are used creatively by staff to engage and support students in their learning, to help overcome barriers to student participation and success.
3. Staff are developed to become digital educators to implement blended learning design and enhance the student learning experience through contextualised digital pedagogical approaches.
4. Quality assurance of the Virtual Learning Environment (VLE) takes place regularly, to support staff in preparing consistent and high-quality online learning course content.
5. Staff are empowered to explore experimental and innovative approaches in the design and delivery of digital learning and teaching, evaluate and reflect on the outcomes, and share good practice and lessons learned across the College.
6. Staff have access to specialist support and resources in the design and delivery of blended learning including continuing professional development consistent with the professional standards for lecturers.



Ayrshire College #484082
02/24/2022 13:59:30

Digital Strategy – Key Reference Documents

A Changing Nation: How Scotland will thrive in a digital world

(Scottish Government, 2021)

Remote Learning In Scotland's Colleges: National Overview

(Education Scotland, 2021)

Digital Capability: A Scottish Landscape Review

(CDN, 2021)

Our Digital Ambition for Scotland's Colleges

(Colleges Scotland/CDN/Jisc, 2020)

The College of the Future

(Independent Commission on the College of the Future, 2020)

Elevating the UK Further Education and Skills sectors

(Jisc, 2020)

Ayrshire College # 484082
02/24/2022 13:59:30



Ayrshire College # 484082
02/24/2022 13:59:30



www.ayrshire.ac.uk

Ayrshire College is a registered Scottish charity. Reg No SC021177

Learning, Teaching and Quality Committee

3 March 2022

- Subject:** AY 2021-22 Credit Report (position at 17 February 2022)
- Purpose:** To advise committee members of the current AY 2021-22 credit activity target 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 2021-22, is **124,793** credits which comprises a combination of core and ESF credits. Table 1 provides a breakdown of credits.

Table 1

	2021-22
SFC Core credit target	123,202
ESF credits	1,591
Total SFC credit target	124,793

For AY 2021-22, SFC has also allocated additional places to colleges to accommodate deferred students from AY 2020-21 and to manage the transition for Foundation Apprenticeships. Table 2 provides a breakdown of these credits.

Table 2

	2021-22
Foundation apprenticeship credit target	1,518
Credits for deferred students (tbc)	2,566

2. Current Situation

Core and ESF credits

Appendix 1 provides the summary and detail of the current position and the anticipated final position for AY 2021-22. Following a review of the latest Winter Start recruitment position alongside the August start early withdrawal position, it is estimated that the College will not meet its combined core and ESF target of 124,793 credits. As of 17 February 2022, it is estimated that the College will be under target by 1896 credits. The team are contingency planning for Spring start programmes to minimise the impact.

Deferred credits

Information, on deferred students, was asked of the College, by SFC, at a time when it was estimated that students and staff would not have sufficient access to on-campus learning to be able to successfully conclude learning, teaching and assessment in AY 2020-21. The return of more students to campus from 17 May 2021, alongside the substantial summer programme meant that despite the challenges and significant disruption to learning, the vast majority of students who remained on course were supported to successfully conclude their studies by the end of AY 2021-22.

It is estimated that the College will not meet its deferred target of 2556 credits. As of 17 February 2022, it is estimated that the College will be undertarget by 2436 credits.

Foundation Apprenticeship credits

The Foundation Apprenticeship programmes have not recruited to planned target of 1,518 and 1,013 credits will be claimed for this activity. The College is under target by 505 credits.

3. Resource Implications

Members should be aware that, ordinarily, the SFC reserves the right to clawback funding should the College not meet the agreed activity target. SFC has yet to confirm whether it will seek to recover funds, for AY 2021-22, for shortfalls against Outcome Agreement targets where related to Covid-19. SFC, on 28 January 2022, asked all colleges for an end of year projection, though the College is yet to receive feedback on its submission.

The College Principals' Group, The Vice Principal Curriculum Group and the Finance Directors continue to meet and lobby on behalf of the sector. Ayrshire College's Finance Team are working with budget holders to identify opportunities to make planned savings in order to mitigate any potential clawback.

4. Risks

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

Ayrshire College #40882
02/04/2022 13:59:50

5. Conclusion

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
17 February 2022

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/24/2022 13:59:30

2021-22 Credit Summary

(Paper 7 - Appendix 1)

Core + ESF target	Current position as at 17 Feb 2022	Remaining Provision	Total Projection	Over/under
123,202				
1,591				
124,793	116,514	6,383	122,897	-1,896
FA Target	Current position as at 17 Feb 2022	Remaining Provision	Total Projection	Over/under
1,518	1,013	0	1,013	-505
Def Target	Current position as at 17 Feb 2022	Remaining Provision	Total Projection	Over/under
2,566	130	0	130	-2,436

Ayrshire College # 484082
 02/24/2022 13:59:30

Curriculum Area	2021-22 Baseline	Current position as at 17 Feb 2022	Remaining Provision	Total Projection
ACES, Computing, Games Development, Business including Travel & Tourism - Total	46,516	39,780	345	40,125
<i>ACES, Computing, Games Development, Business including Travel & Tourism</i>	45,536	39,315	345	39,660
<i>ACES, Computing, Games Development, Business including Travel & Tourism - Foundation Apprenticeships</i>	980	465	0	465
Creative, Social Science, Sport and Hospitality - Total	37,059	33,033	644	33,677
Care, Essential Skills, Supported Learning and ESOL - Total	35,764	35,322	0	35,322
<i>Care, Essential Skills, Supported Learning and ESOL</i>	35,504	35,140	0	35,140
<i>Care, Essential Skills, Supported Learning and ESOL - Foundation Apprenticeships</i>	260	182	0	182
Schools, Engagement and Widening Access - Total	4,738	4,461	104	4,565
<i>Schools, Engagement and Widening Access</i>	4,194	4,095	104	4,199
<i>Schools, Engagement and Widening Access - Foundation Apprenticeships</i>	544	366	0	366
Apprenticeships and Work Based Learning	2,550	3,963	186	4,149
Community	2,000	968	532	1,500
Deferrals - Total	2,566	130	0	130
<i>Deferrals - ACES</i>	291	4	0	4
<i>Deferrals - Creative</i>	80	38	0	38
<i>Deferrals - Care</i>	65	88	0	88
One-plus total	3,100	0	4,572	4,572
<i>One-plus - ACES</i>	1,000	0	1,350	1,350
<i>One-plus - Creative</i>	1,000	0	1,650	1,650
<i>One-plus - Care</i>	1,100	0	1,572	1,572
Sub-Total	134,293	117,657	6,383	124,040
Less UWS Articulation Agreement	-150			
Total	134,278	117,657	6,383	124,040
Summary	Total			
	Current Position	117,657		
	Remaining	6,383		
	Total	124,040		
	Total Projected Delivery	124,040		
	Less UWS Credits	-150		
	Credit target	128,877		
	Over/Under Target	-4,987		

Ayrshire College # 484082
02/24/2022 13:59:30

Learning, Teaching and Quality Committee**3 March 2022**

Subject:	2021-22 Early Withdrawals (at 1 November 2021)
Purpose:	To update committee members on full-time student retention in 2021-22.
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 of each year.

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

Committee members should note that caution should be exercised when comparing AY 2021-22 early withdrawal figures with those figures from AY 2020-21. This is because 1 November remained the census date for full-time programmes in AY 2020-21 despite the four-week delayed start to the term as a consequence of COVID-19.

Early withdrawal rates, for FE full-time courses, have increased by 7.2% from 6.33% in AY 2020-21 to 13.53% for the current year. Early withdrawal rates for each campus are around the same. Ayr is 14.0%, Kilmarnock 13.2% and Kilwinning Campus 13.4%. All rates have increased from those in AY 2020-21.

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 reason not known to the College followed by personal/other. 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.

Gained employment and personal reasons were other common reasons given. The Directorates have carried out further analysis with students and there is evidence to suggest that students did wish to continue their studies but had to take employment due to their financial circumstances.

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

Overall, more females (63.3%) than males (36.7%) withdrew, though there were variations by Directorate, reflecting the differences in enrolments by gender per Directorate.

Analysis of early withdrawal by Scottish Index of Multiple Deprivation (SIMD) shows that the greatest number came from those students residing in SIMD 1, followed by SIMD 3 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 3.7% from 4.9% in AY 2020-21 to 8.6% for the current year. Early withdrawal rates are higher in Ayr Campus (9.3%) and Kilmarnock Campus (9.4%) than Kilwinning (7.2%). All campuses saw an increase in withdrawals on the previous year. The common reasons given for withdrawing early from a course included gained employment, personal/other, took on too much, course no longer related to plans and reason not known to the College.

Overall, more males (56%) than females (44%) withdrew, though there were variations by Directorate.

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

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

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

Groups of Specific Interest – Care-Experienced

Colleges are challenged to maintain the current level of care-experienced students in the sector so that they represent 1.6% of total student population by headcount. The College is exceeding 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. This increase has also resulted in a corresponding increase in the number of care-experienced students withdrawing early from their course, though early withdrawal figures have improved for AY 2021-22.

Table 1: Care-experienced withdrawal rates

Year	Number enrolled	Early withdrawals	
		Number	Percentage
2016-17	135	15	11.1%
2017-18	161	13	8.1%

2018-19	355	28	7.9%
2019-20	565	57	10.1%
2020-21	746	69	9.2%
2021-22	738	49	6.6%

Cross-college actions to support student retention

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

A retention tool accessed by Personal Development tutors, Curriculum Administrators, Student Services staff and Curriculum Managers 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. This has continued under the blended and restricted blended delivery and working models.

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

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, within the context of the current challenging operating environment, 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. This individual analysis at course level informs actions for each area. These actions will be discussed at the Curriculum Area Review meetings which take place in early February.

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
9 February 2022

Publication

This paper will be published on the College website

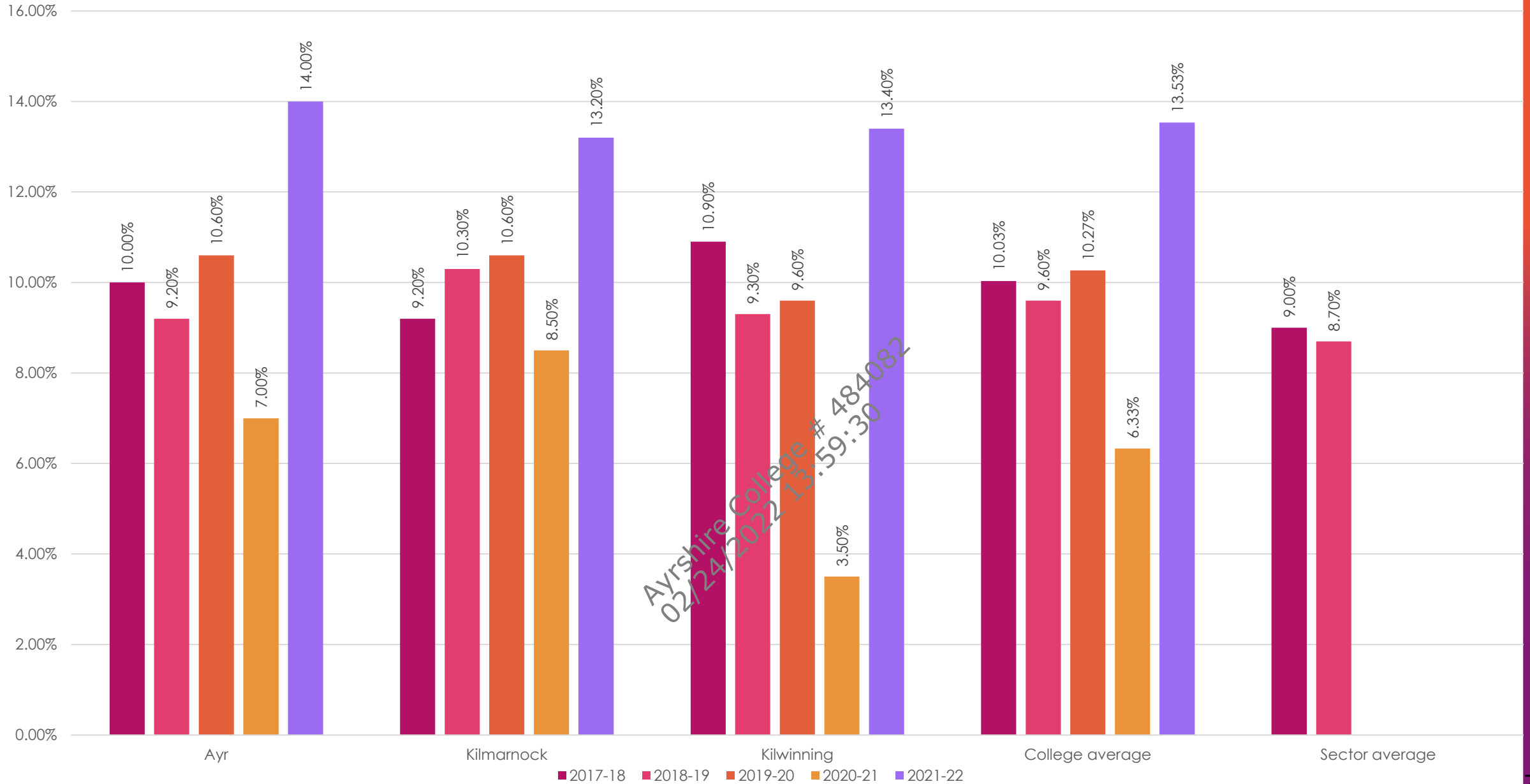
FE & HE Full-time Early Withdrawal Report 2021-22

Ayrshire College # 487082
02/24/2022 13:59:30

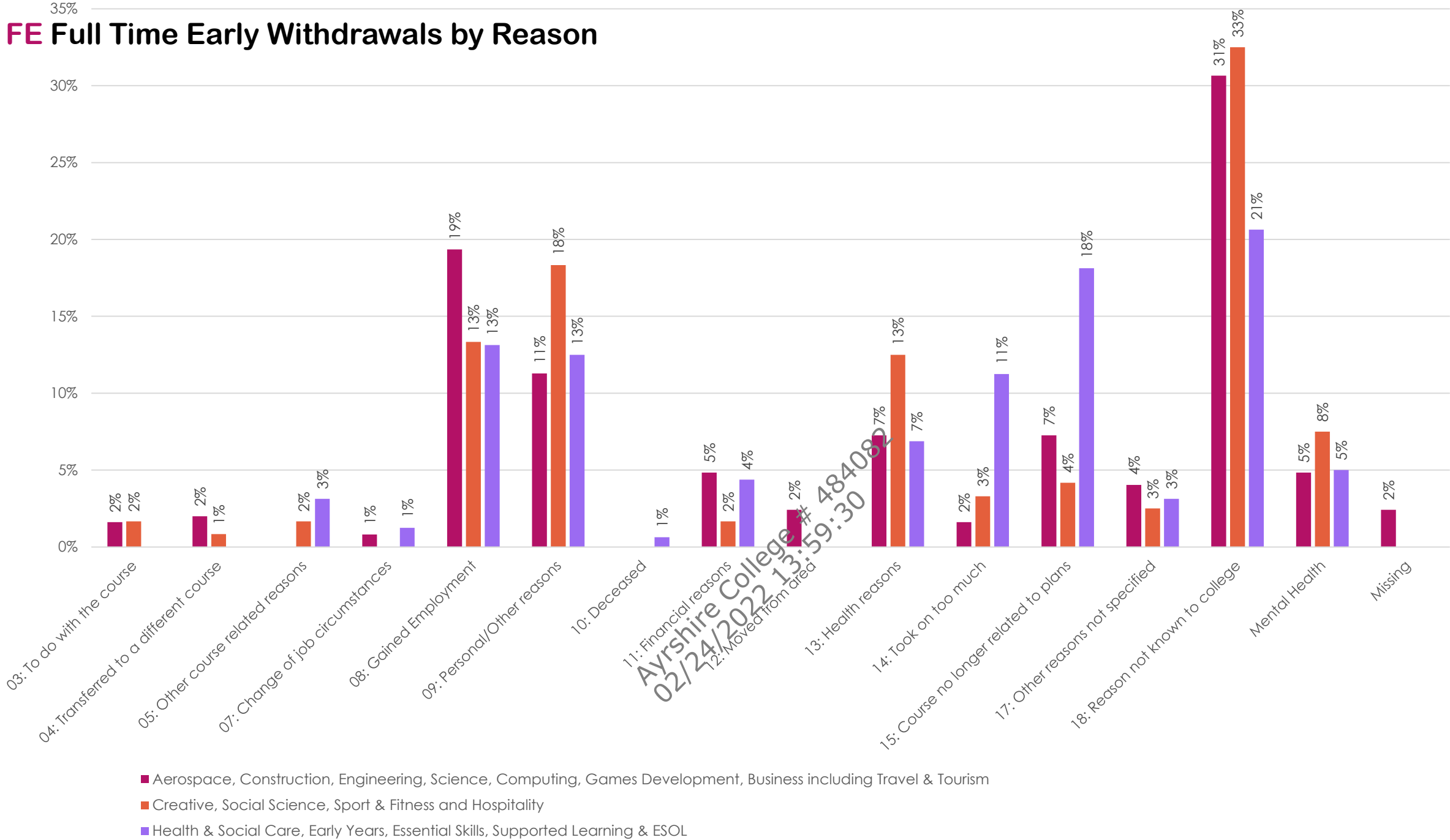
FE

Ayrshire College # 484082
02/24/2022 13:59:30

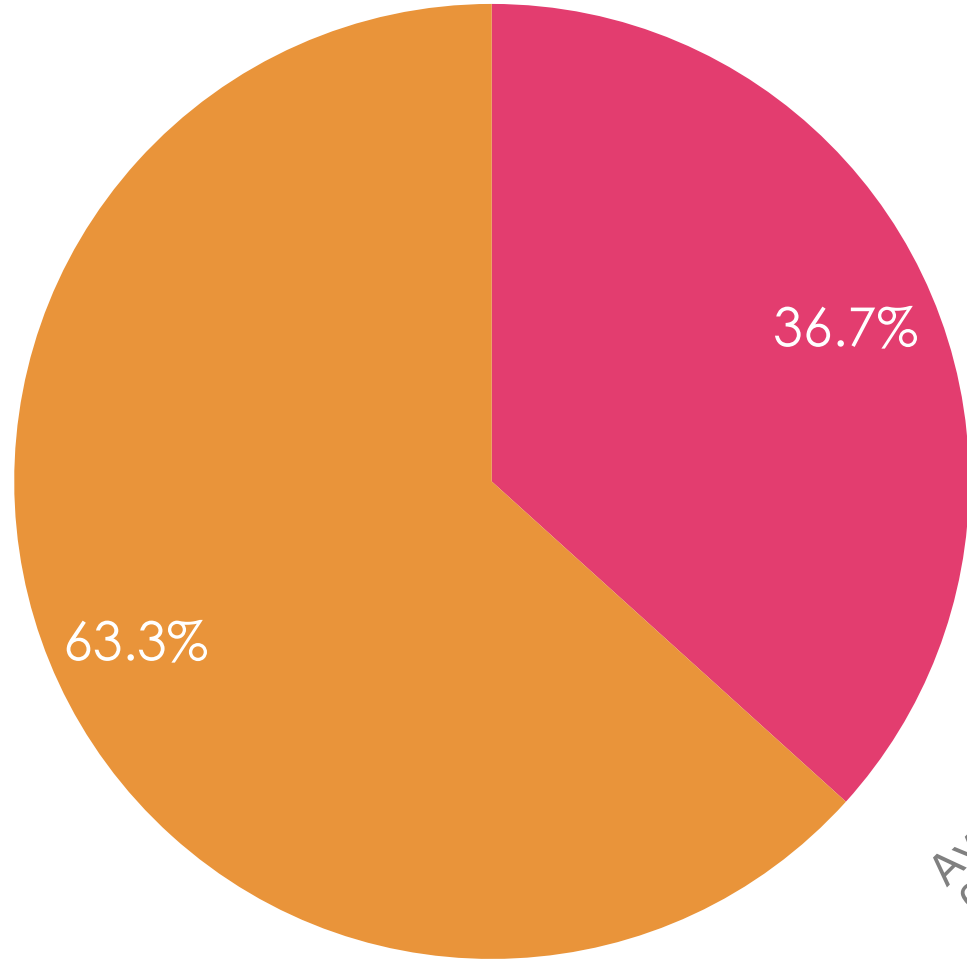
FE Full Time Early Withdrawals Rates



FE Full Time Early Withdrawals by Reason

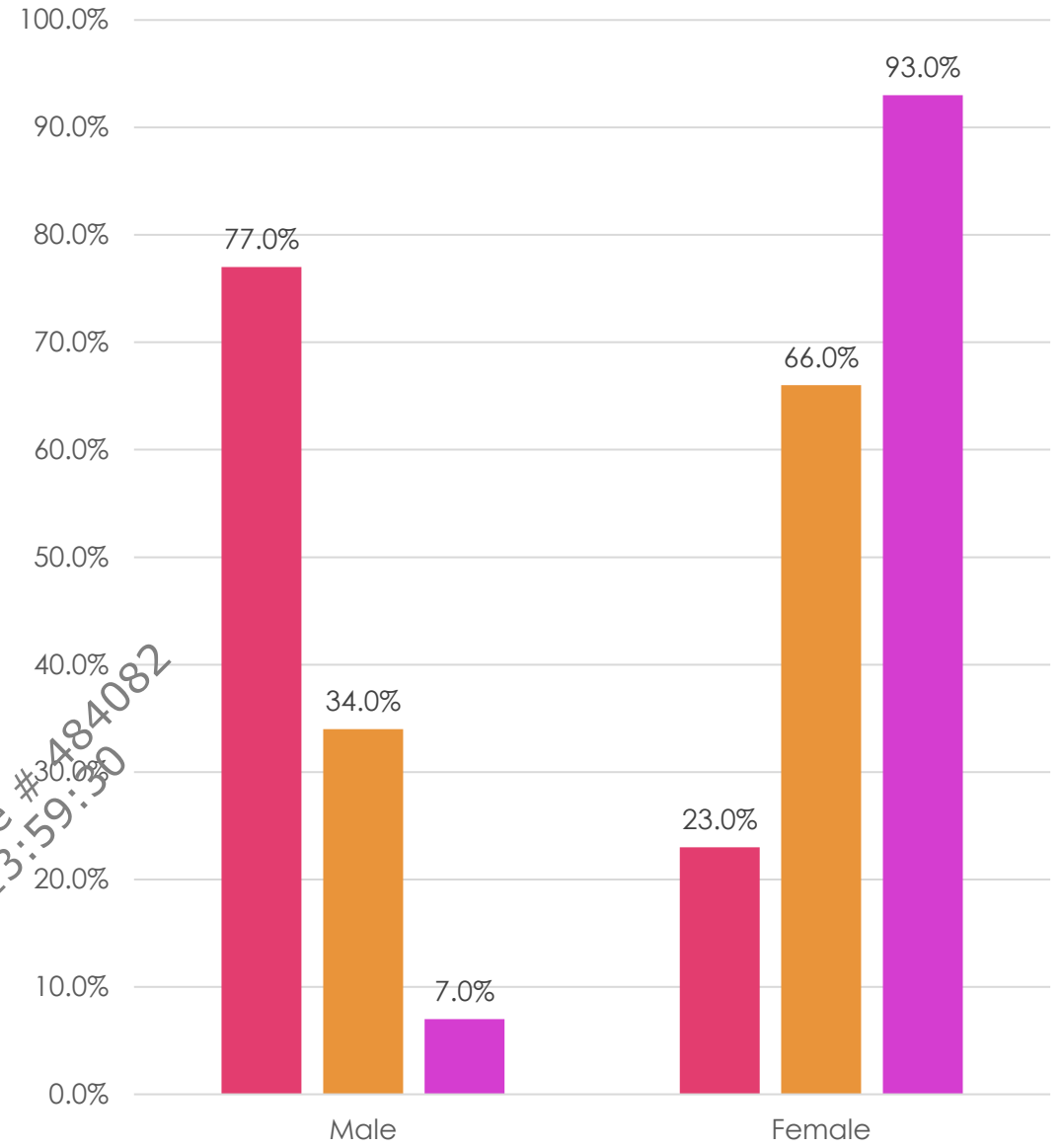


FE Full Time Early Withdrawals by Gender



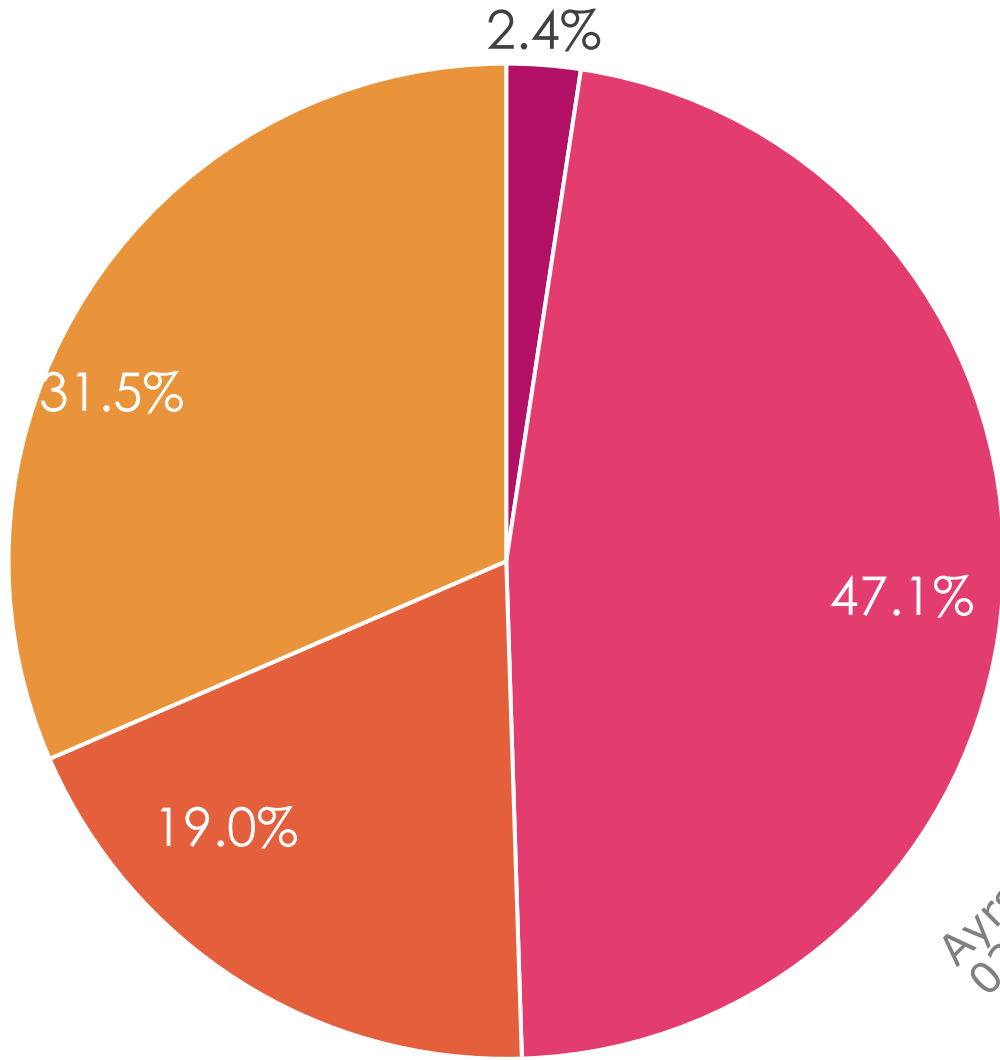
Male Female

Ayrshire College #484082
02/24/2022 13:59:30

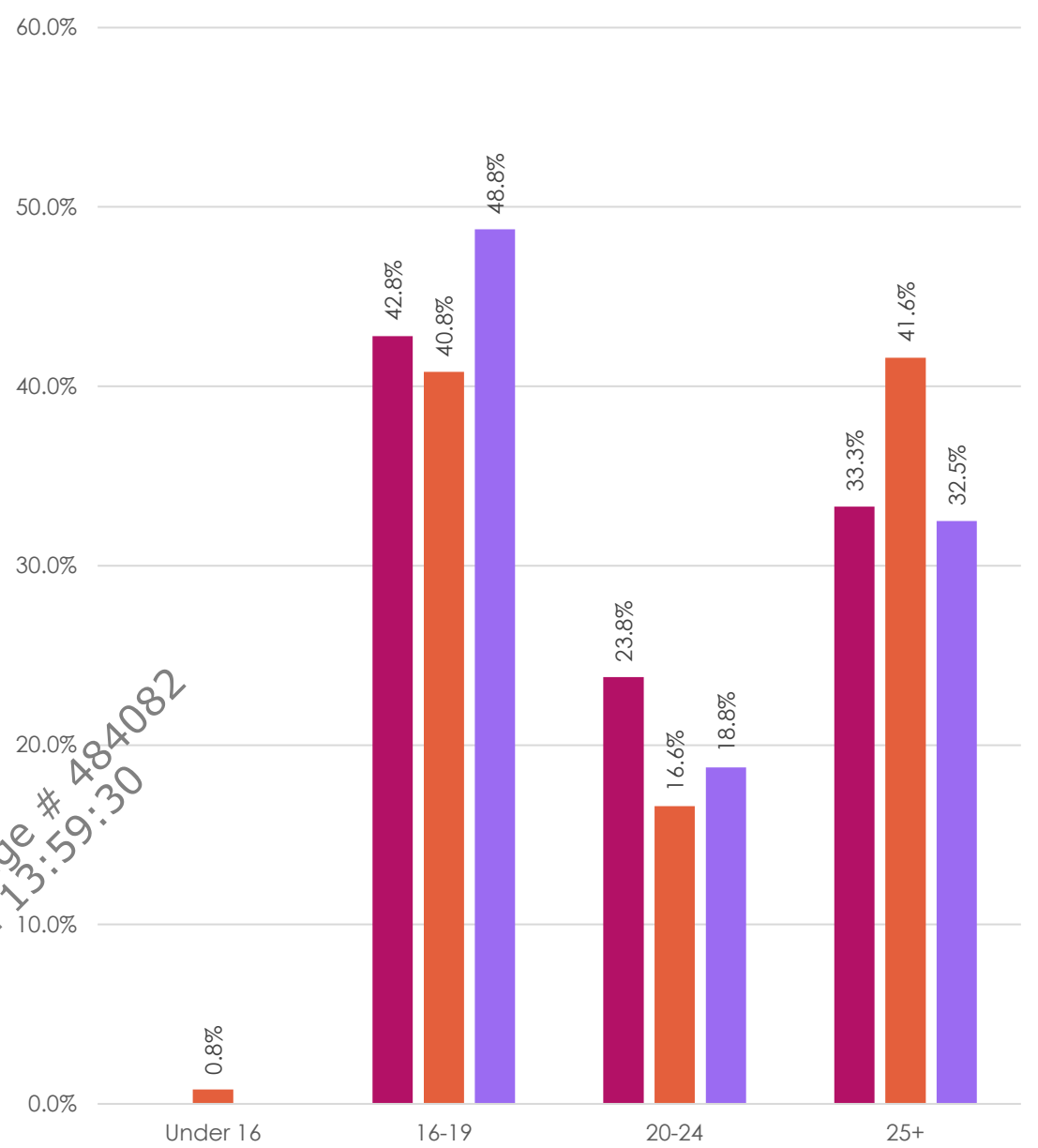


- Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
- Creative, Social Science, Sport & Fitness and Hospitality
- Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

FE Full Time Early Withdrawals by Age Band



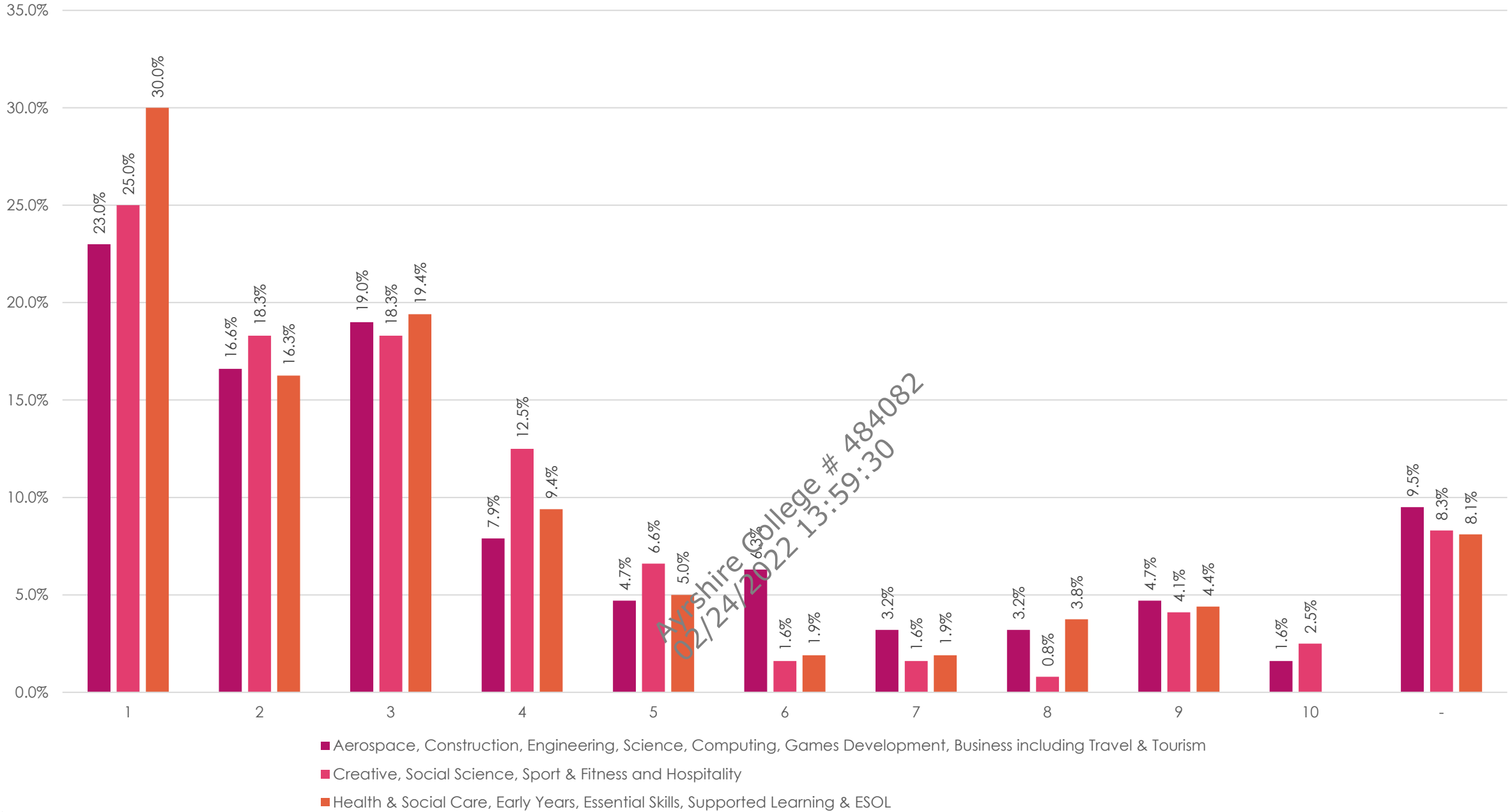
■ Under 16 ■ 16-19 ■ 20-24 ■ 25+



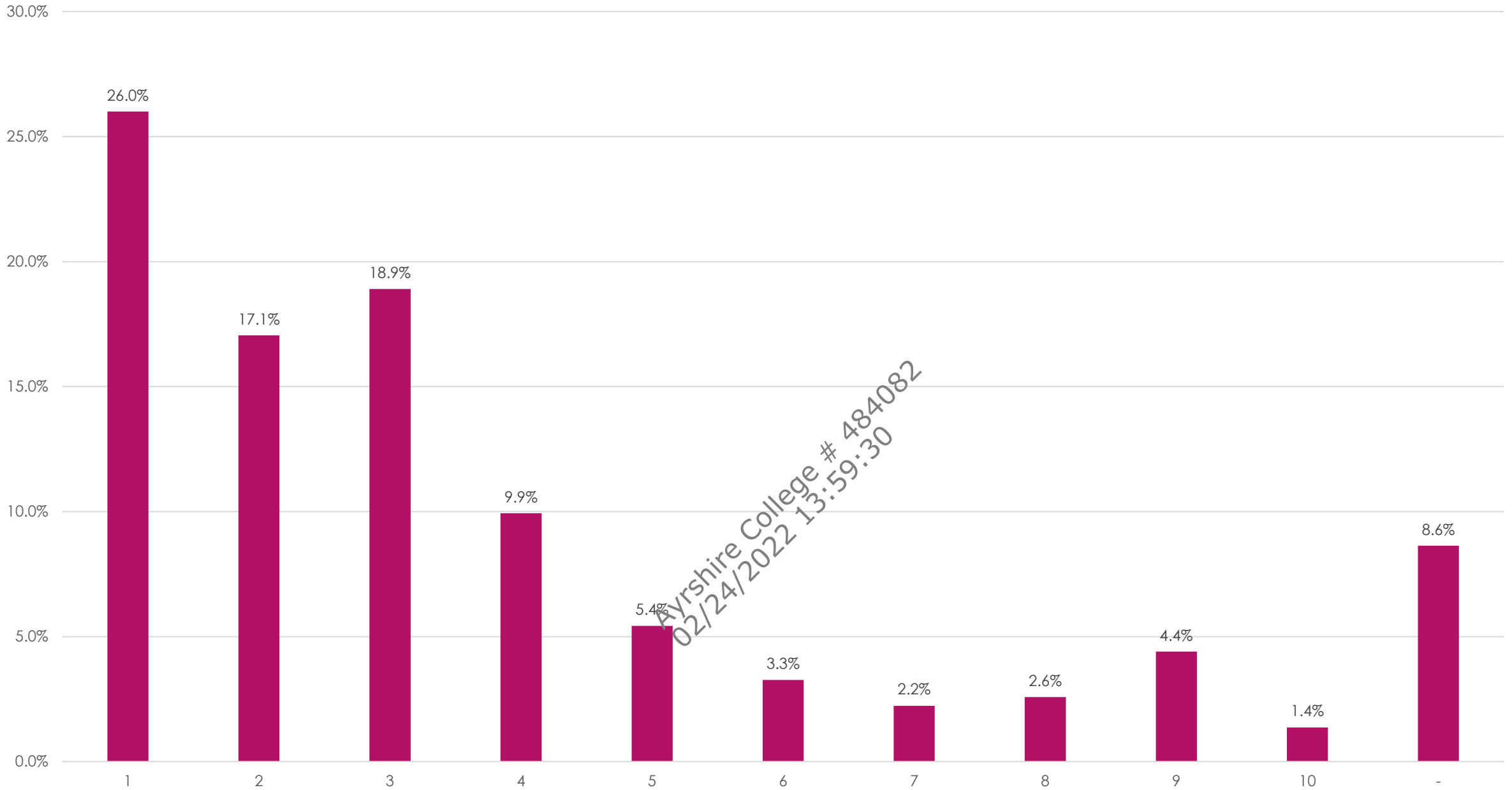
■ Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
 ■ Creative, Social Science, Sport & Fitness and Hospitality
 ■ Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

Ayrshire College # 484082
 02/24/2022 13:59:30

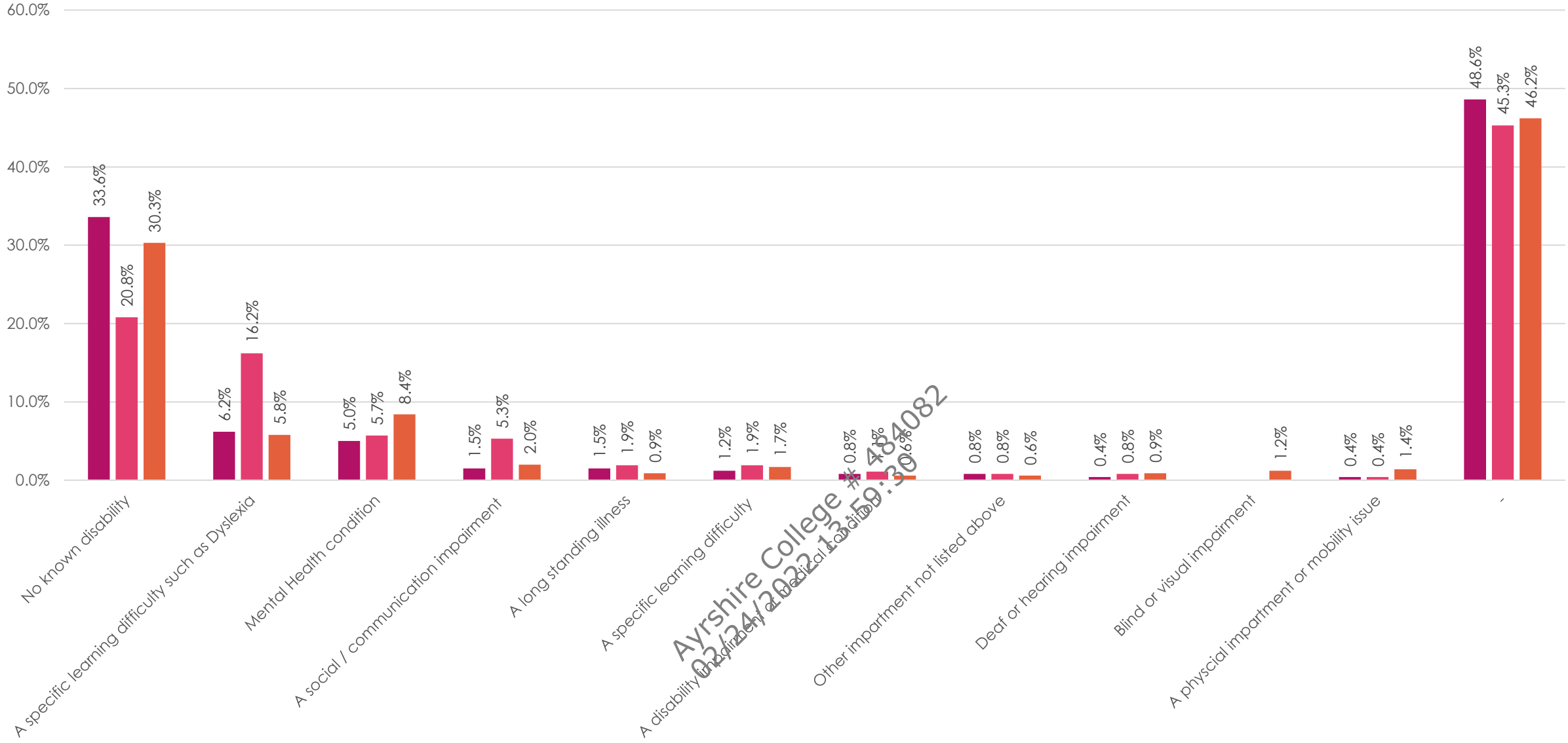
FE Full Time Early Withdrawals by SIMD



FE Full Time Early Withdrawals by SIMD



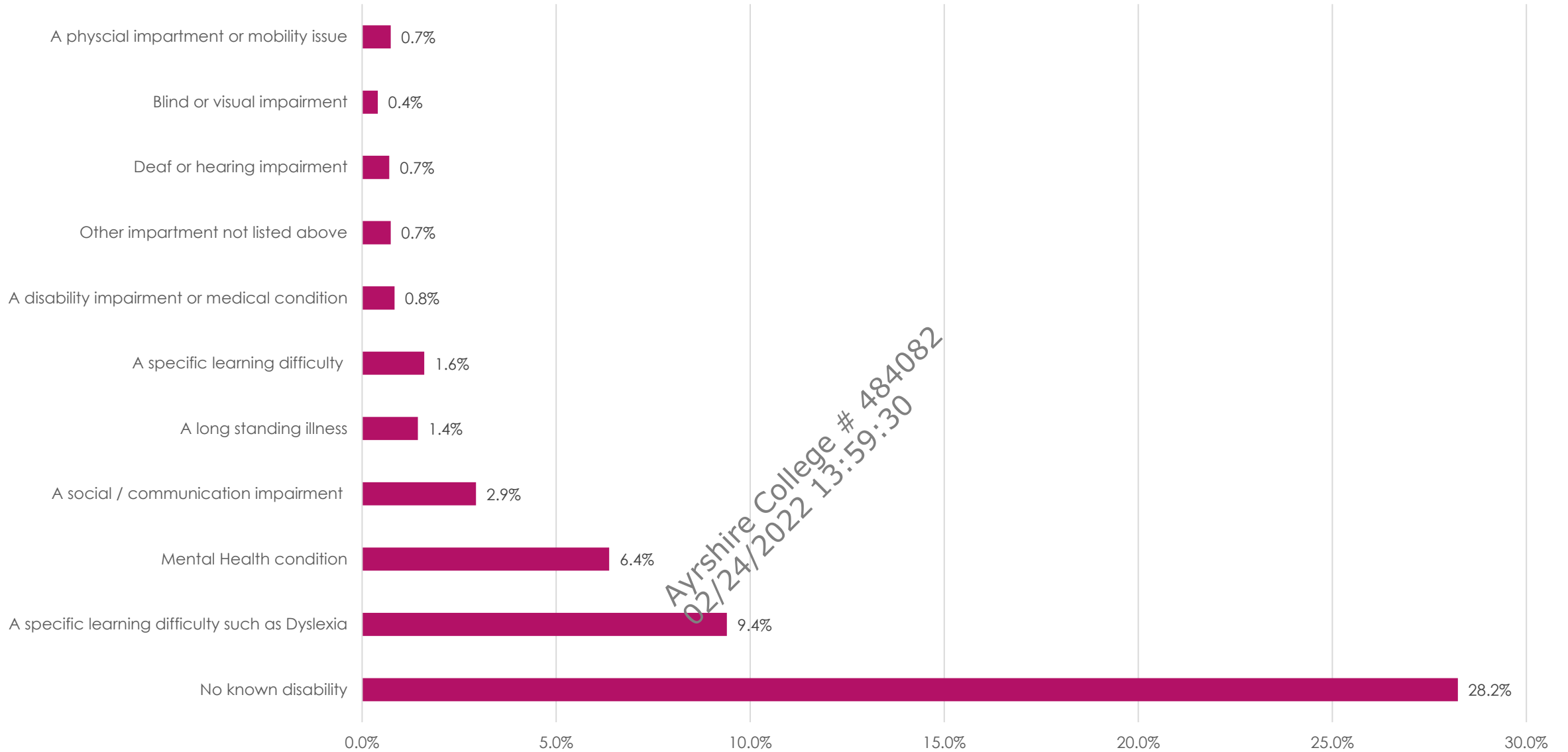
FE Full Time Early Withdrawals by Disability



- 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

Ayrshire College
 02/24/2022 13:59:30
 484082

FE Full Time Early Withdrawals by Disability

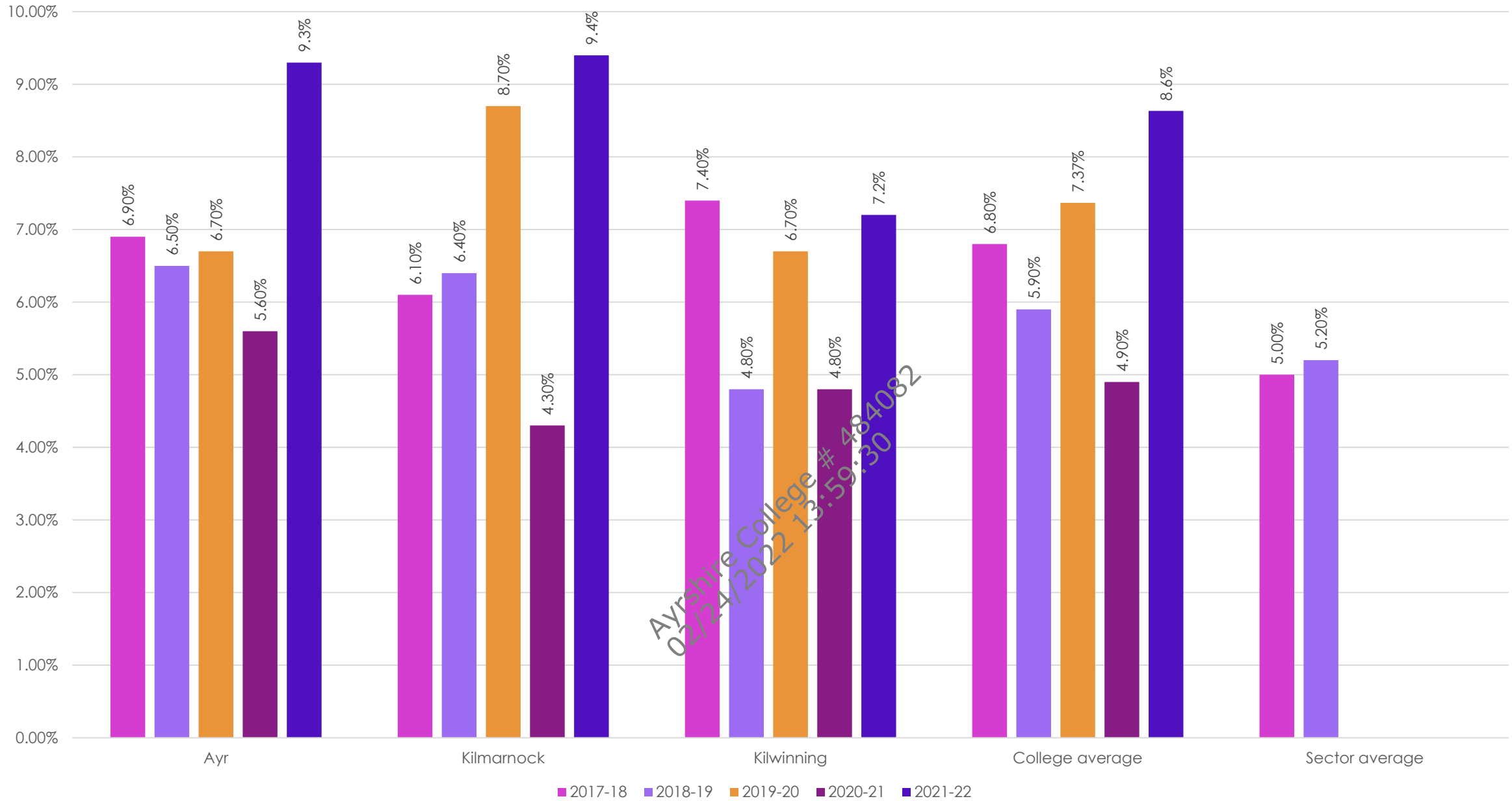


Ayrshire College # 484082
02/24/2022 13:59:30

HE

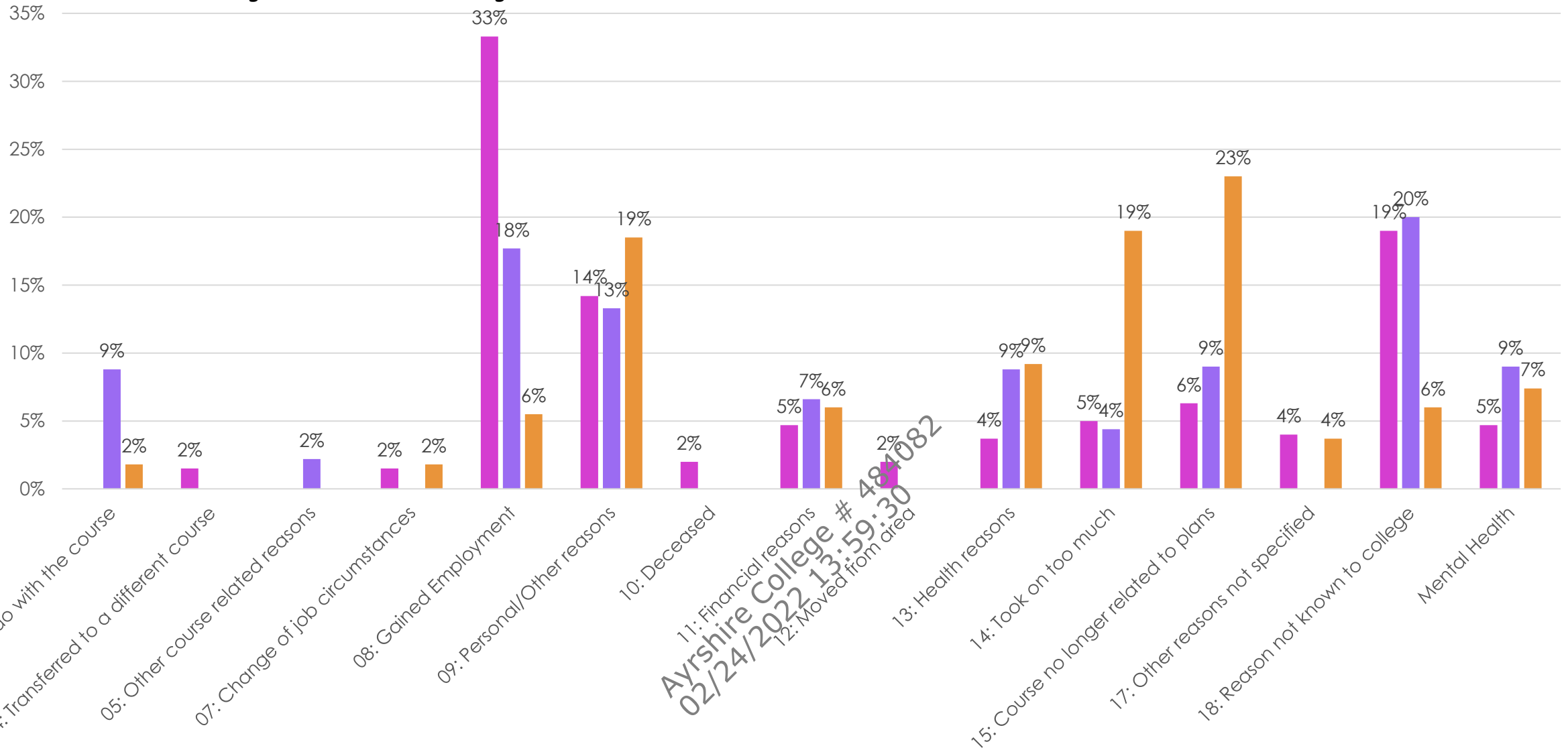
Ayrshire College # 484082
02/24/2022 13:59:30

HE Full Time Early Withdrawals Rates



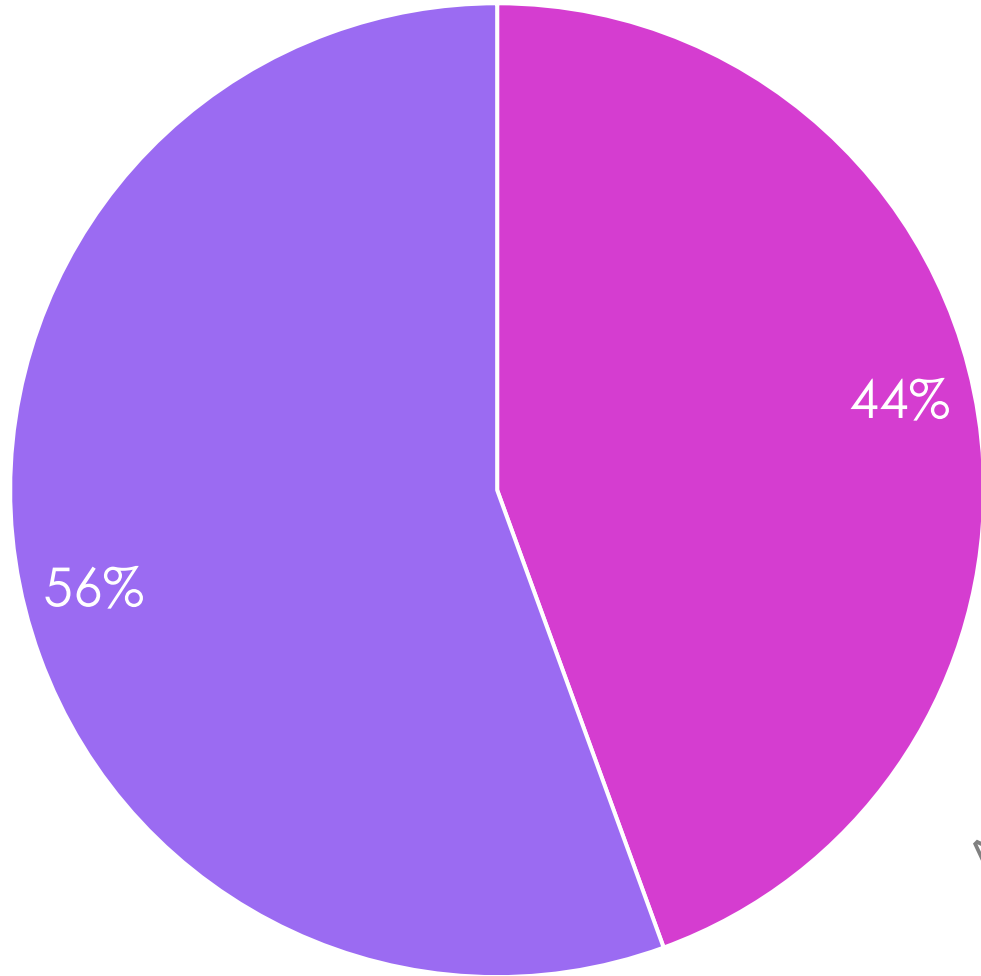
Ayrshire College # 484082
02/24/2022 13:59:30

HE Full Time Early Withdrawals by Reason



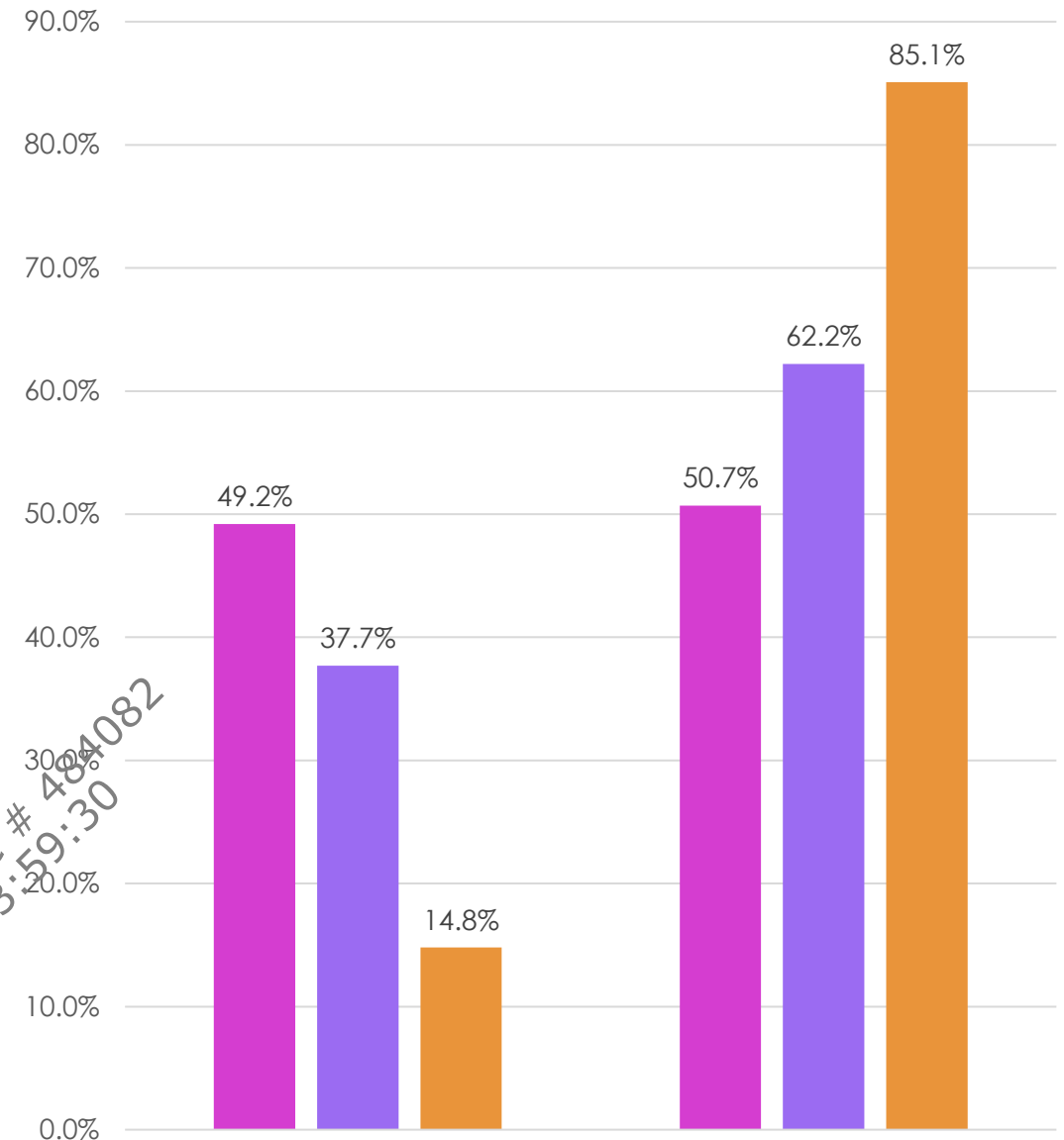
- Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
- Creative, Social Science, Sport & Fitness and Hospitality
- Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

HE Full Time Early Withdrawals by Gender



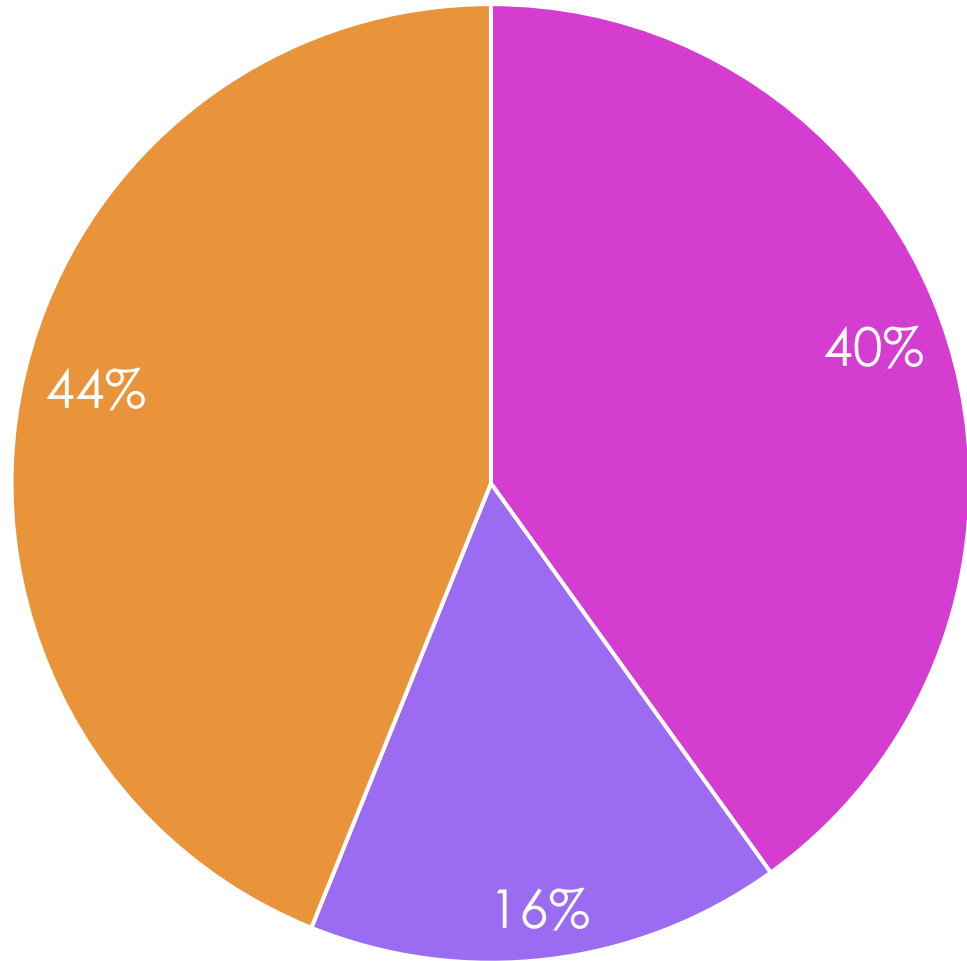
■ Male ■ Female

Ayrshire College # 484082
02/24/2022 13:59:30

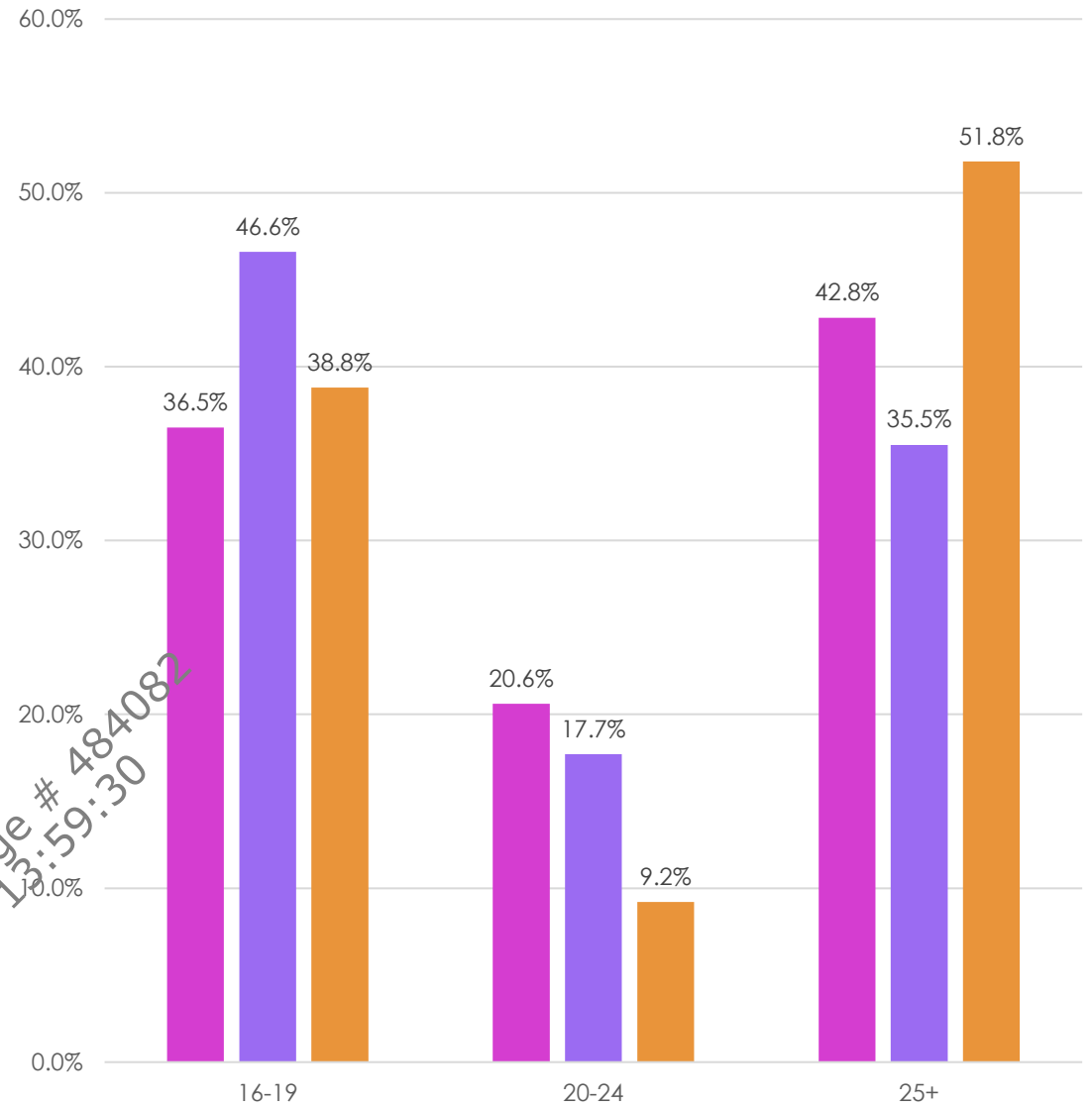


■ Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
 ■ Creative, Social Science, Sport & Fitness and Hospitality
 ■ Health & Social Care, Early Years, Essential Skills, Supported Learning & ESOL

HE Full Time Early Withdrawals by Age Band



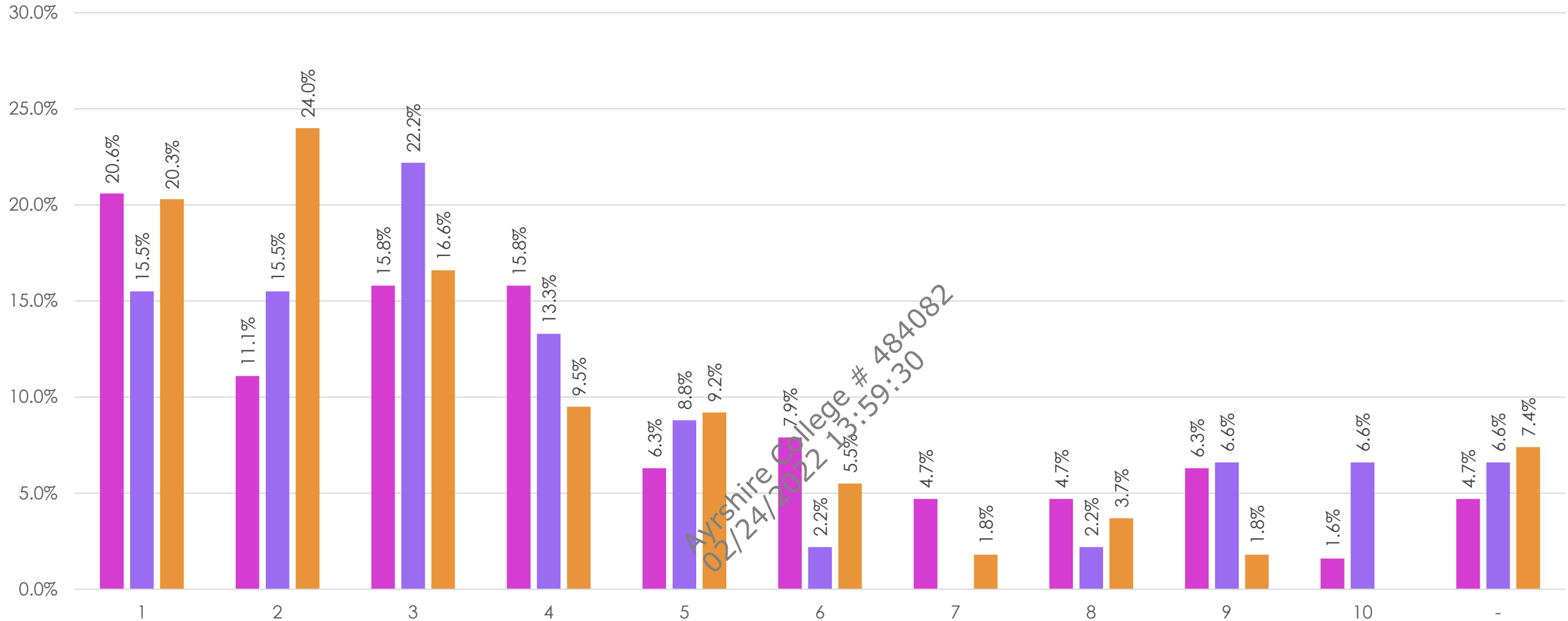
■ 16-19 ■ 20-24 ■ 25+



■ 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

Ayrshire College # 484082
 02/24/2022 13:59:30

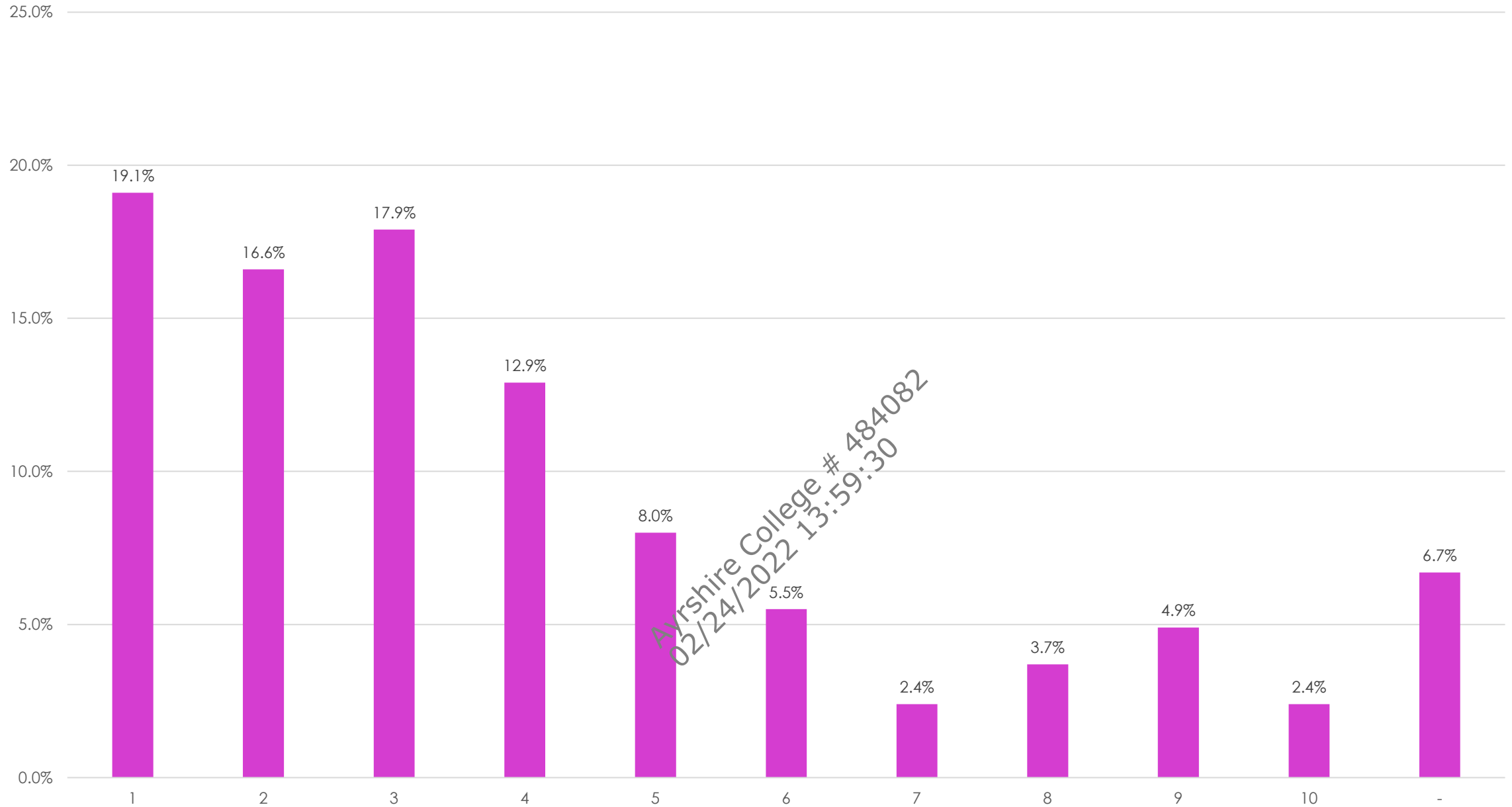
HE Full Time Early Withdrawals by SIMD



■ Aerospace, Construction, Engineering, Science, Computing, Games Development, Business including Travel & Tourism
■ Creative, Social Science, Sport & Fitness and Hospitality

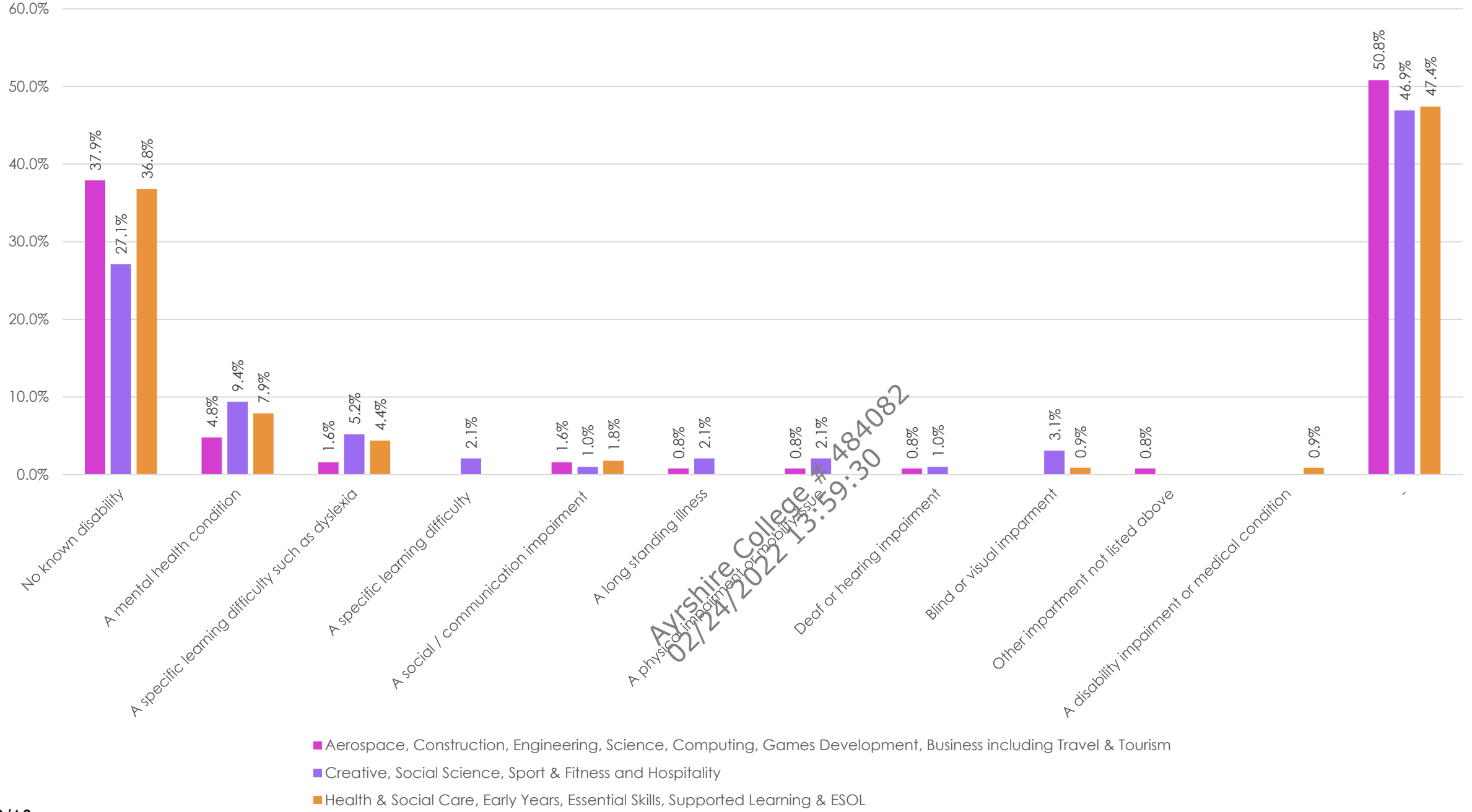
Ayrshire College # 484082
 02/24/2022 13:59:30

HE Full Time Early Withdrawals by SIMD

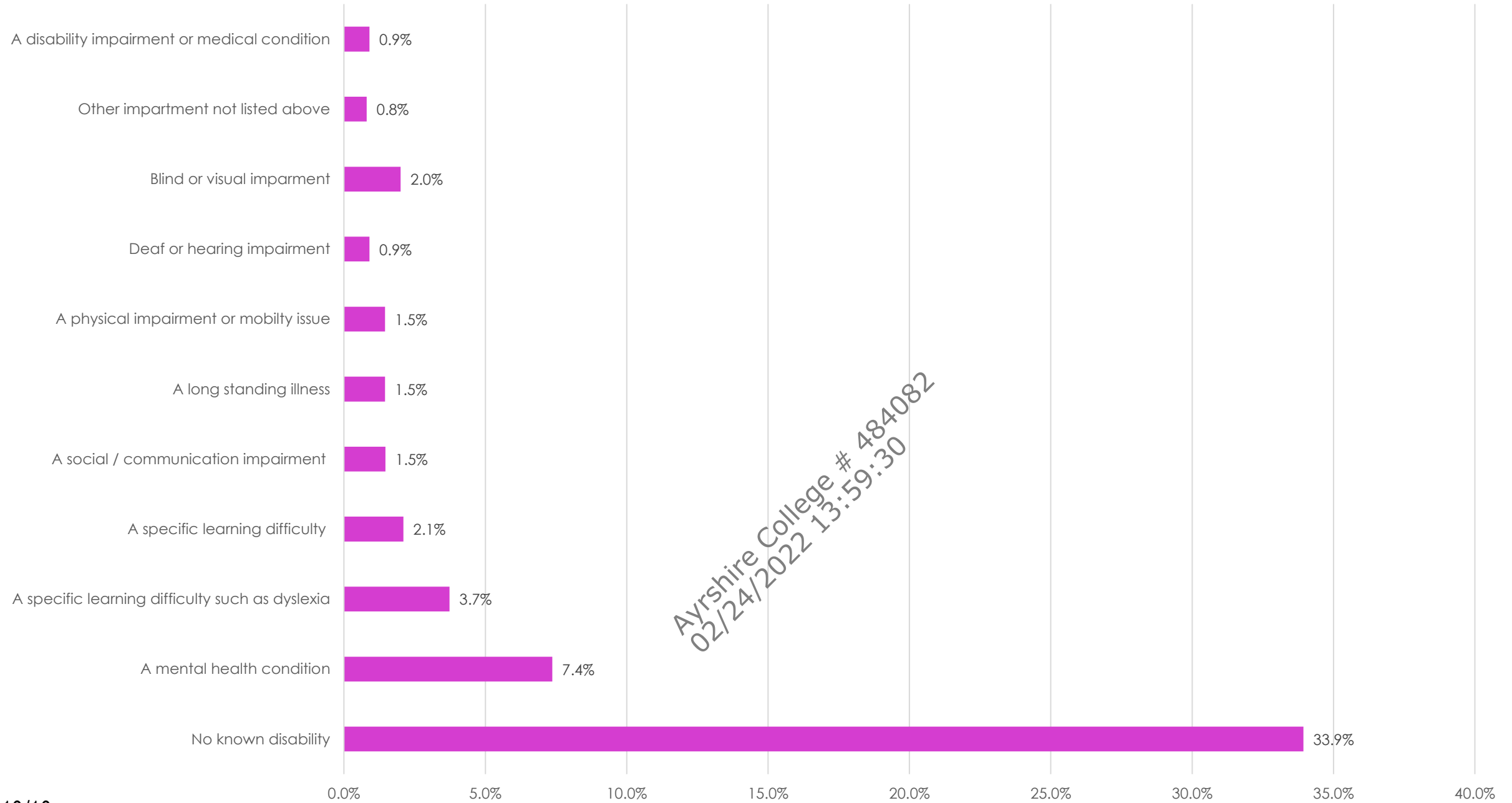


Ayrshire College # 484082
02/24/2022 13:59:30

HE Full Time Early Withdrawals by Disability



HE Full Time Early Withdrawals by Disability



Ayrshire College # 484082
02/24/2022 13:59:30

Learning, Teaching and Quality Committee

3 March 2022

Subject: 2021-22 Student Support Funds Position as at 15 February 2022

Purpose: To update Members on the Student Support Funds position and projections as at 15 February 2022

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 following sections of this paper provide details of the position of each student support fund as at 15 February 2022.

Members should note that while projected expenditure figures are included within this report there are a significant number of variables still to be factored in, including student retention rates, actual awards still outstanding and the actual impact from January 2022 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

Total 2021-22 SFC Student Support Funds are £10,807,570. Table 1 below details the bursary support funds provided by SFC for 2021-22 together with projected expenditure figures as at 15 February 2022.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£9,510,662	£7,188,966	£2,321,696
FE Childcare	£491,745	£320,408	£171,337
HE Childcare	£264,785	£127,406	£137,379
FE Discretionary	£770,986*	£637,849	£133,137
Total	£11,038,178	£8,274,629	£2,763,549

* The College received an additional £230,608 of FE discretionary funding as part of SFC's in-year redistribution process.

The figures in Table 1 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 2022 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 £2,278,198 which relates to 325 care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. Therefore the level of support and the number of identified care experienced students may increase during AY2021-22.

On 14 February 2022, SFC announced a further £6.375m of student support funding for 2021-22. This is made up of £3.000m of additional discretionary funding and £3.375m for digital inclusion. Ayrshire College received £0.231m in additional discretionary funding and £0.259m of digital inclusion funding.

SFC has provided specific guidance on how the digital inclusion funding is to be utilised and the College has yet to allocate spend against this funding stream. For members' convenience spend against this funding support is reported separately in this paper (Table 2).

Table 2

Student Support Fund	Budget	Spend to Date	Difference
Digital Inclusion Funding	£259,434	£0	£259,434
Total	£259,434	£0	£259,434

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

The College received winter COVID-19 discretionary funding for FE student support. This funding needs to be reported separately to SFC. Table 3 sets the details the funds provided for 2021-22 together with projected expenditure figures as at 15 February 2022.

Table 3

Student Support Fund	Budget	Projected Expenditure	Difference
COVID-19 FE Discretionary 2021-22	£194,981	£194,981	£0
Total	£194,981	£194,981	£0

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 AY2021-22 is £800,000 and total EMA spend is currently projected at £505,560. Members are asked to note that this figure includes January 2022 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 4 below details the HE Discretionary Fund Budget made available by SAAS for 2021-22 together with expenditure as at 15 February 2022.

Table 4

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional	£275,592	£220,484	£55,108
Total	£275,592	£220,484	£55,108

SAAS announced an additional HE discretionary fund for the college sector. Table 5 sets the details the funds provided for 2021-22 together with projected expenditure figures as at 15 February 2022.

Table 5

Student Support Fund	Budget	Projected Expenditure	Difference
Winter COVID-19 HE Discretionary 2020-21	£218,798	£10,044	£208,754
Total	£218,798	£10,044	£208,754

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 2021-22 Student Funding Policy and Procedures.

8 Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance
16 February 2022

(James Thomson – Assistant Principal Finance, Student Funding and Estates)

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/24/2022 13:59:30

Learning, Teaching and Quality Committee

3 March 2022

Subject: Apprenticeships and Work Based Learning Report

Purpose: To advise Members of the in-year position of Apprenticeship and Work-Based Learning provision

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

1. Background

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

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

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

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

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

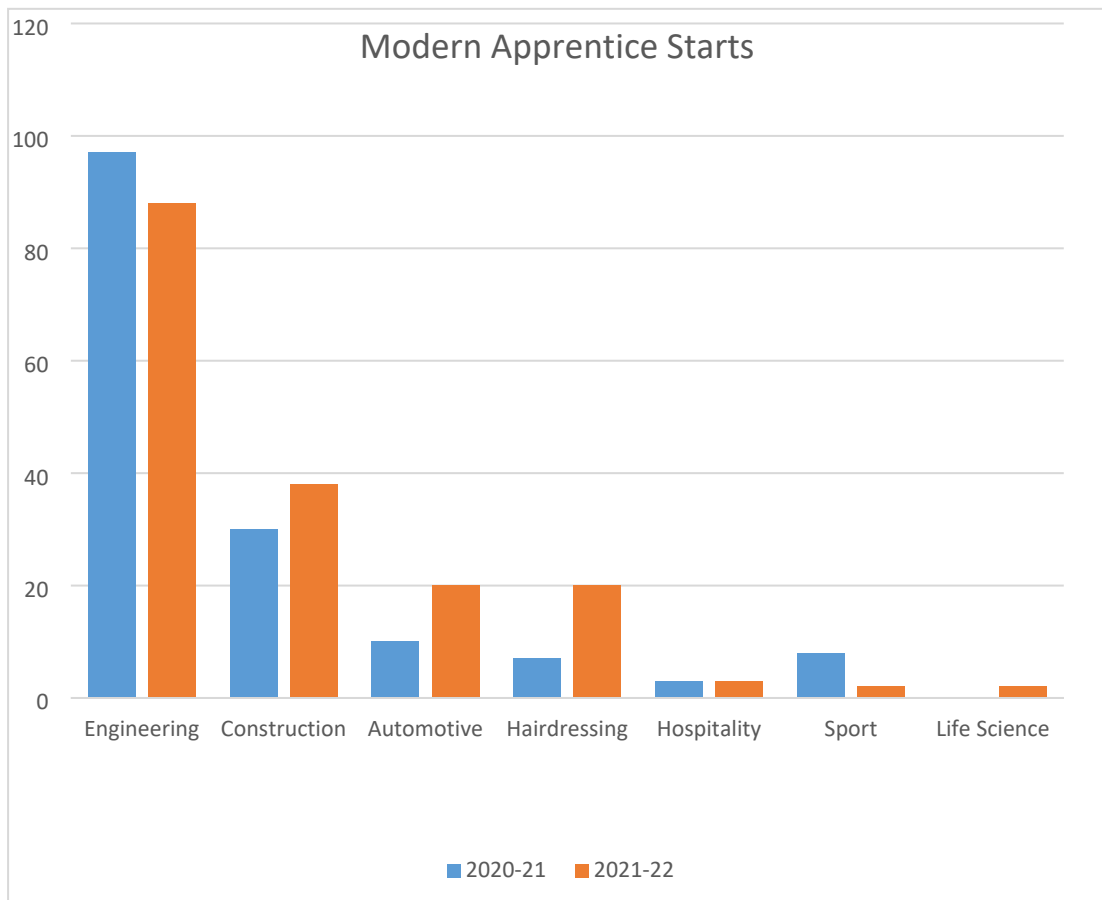
Ayrshire College # 484082
02/24/2022 13:59:30

2. Ayrshire College Apprenticeships Provision

Modern Apprenticeships (MAs)

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

Recruitment



2020-21 Total Modern Apprentice Starts - 155

2021-22 Running Total Modern Apprentice Starts - 173

In 2021-22 most industry sectors have recovered from the impact of Covid-19 and apprentice recruitment has increased compared to 2020-21.

As reported previously, the total number of engineering apprentices recruited is expected to be below the levels seen in 2020-21, due to the impact of one of our largest recruiters deferring their 2021-22 apprentice recruitment completely. The engineering sector, as a whole, has recruited very strongly this year. Early indications from the Aerospace sector are that recruitment for 2022-23 will strengthen further in all partner companies.

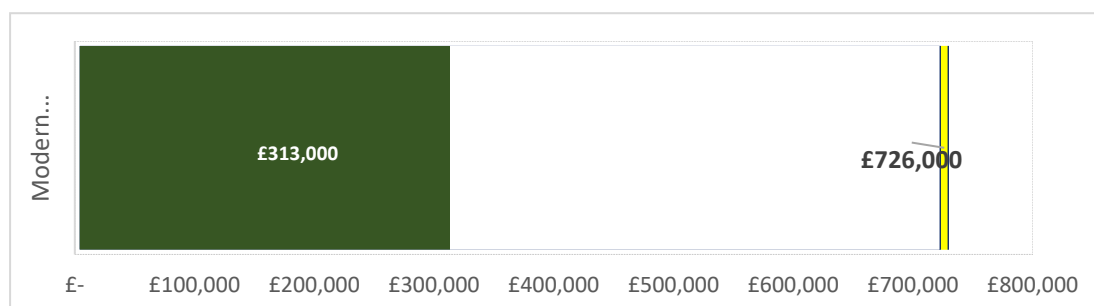
The construction sector recruited strongly in 2021-22 and saw an increase in starts from both the College's MA contract and industry bodies for whom we deliver.

Service sectors such as automotive and hairdressing have recovered well and recruited strongly this year. Hairdressing is a rolling programme, not aligned to the academic year, and we continue to see starts throughout the remainder of the year.

The Hospitality sector saw the largest impact from Covid-19 and this has continued throughout 2021-22. The pandemic, coupled with Brexit, has resulted in a recruitment crisis for the industry that has had a knock-on effect on apprentice recruitment. The College continues to liaise closely with industry and some tentative signs of recovery are apparent, with three new apprentice opportunities recently being identified. Efforts will continue to support the recovery of this sector with skills development at the heart.

Ayrshire's Life Science industries have traditionally recruited mainly university graduates to scientific roles. Recent discussions with employers suggest a desire to source and develop new talent locally to aid employee retention. Merck, based in Irvine, have recruited two apprentice roles and it is hoped that this provision grows in the future to support an important part of Ayrshire's economy.

Income as of 31 Jan 2022



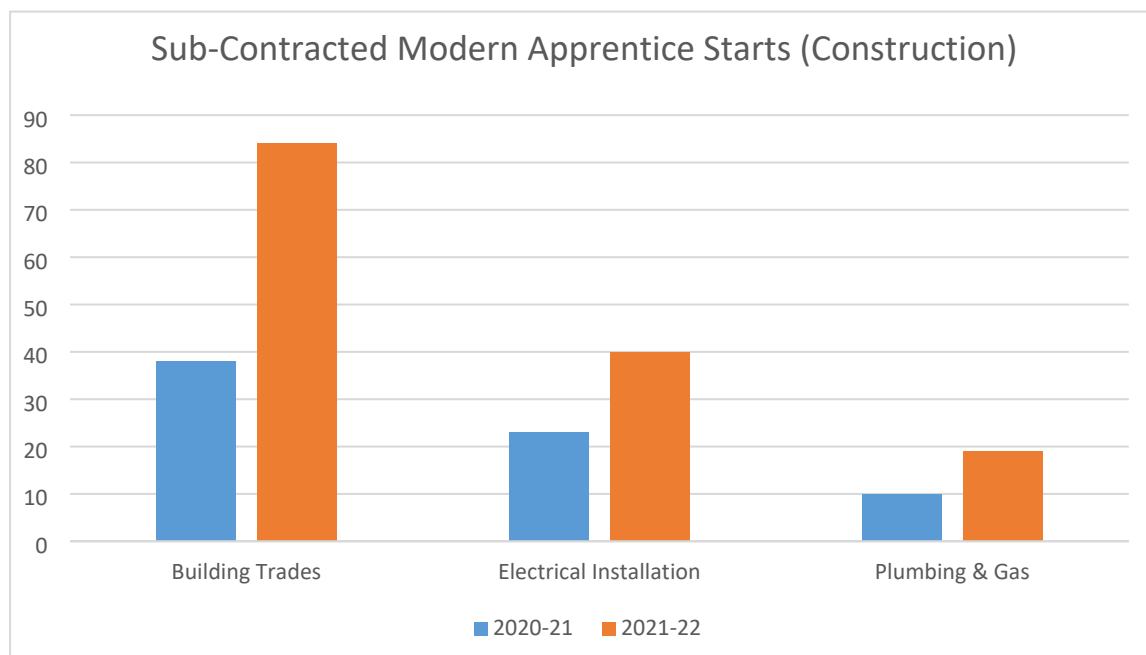
Modern Apprentice income is drawn down by the submission of claims related to quarterly progress reviews or milestone achievements, depending on the sector. Claims are being processed in line with expectations and the current income level is on target.

Sub Contracted Modern Apprenticeships

Alongside the contract held directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Normally, around 350 apprentices are supported by these contracts, with the majority being employed in construction trades.

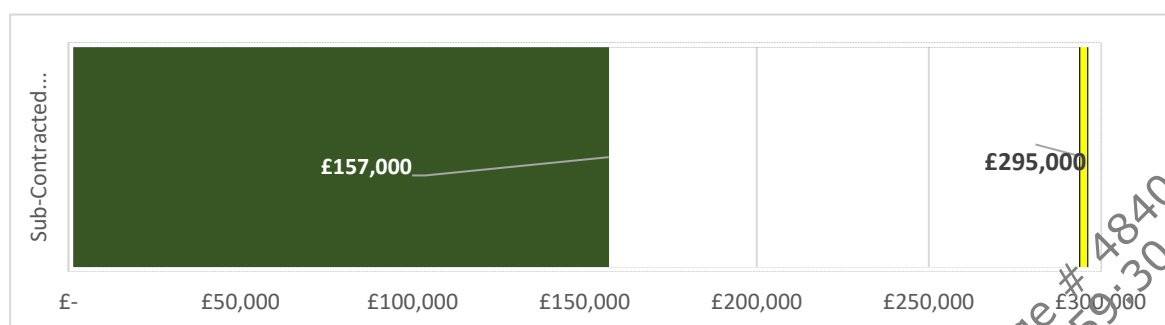
Recruitment

Although recruitment remained strong last year through Covid-19, the construction sector has seen a significant increase in apprentice recruitment in 2021-22. This is reflected in our own Modern Apprentice contract as well as new starts recruited to trade body and local authority contracts. Sub-contracted starts to the construction sector are summarised below, compared to 2020-21.



Income as of 31 Jan 22

Sub-contract Modern Apprentice income is drawn down in line with specific contractual arrangements with each partner. At this point in the academic year, the income level is looking strong compared to the original forecast.



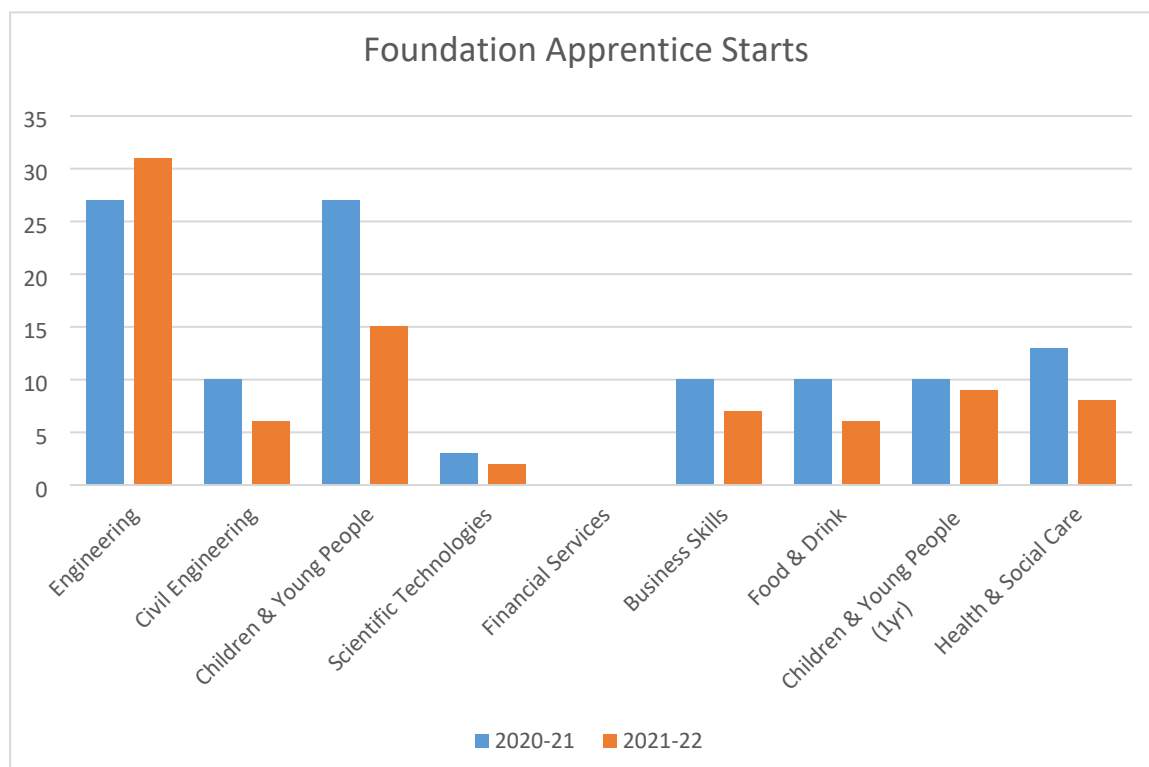
Foundation Apprenticeships (FAs)

Foundation apprenticeships for 2021-22 will be delivered via a combination of additional credits from SFC and further income from SDS. SFC credits will be drawn down in line with mainstream course funding, while SDS funding will be claimed using their traditional milestone model.

Work is ongoing with Scottish Government, SFC and SDS to establish a more streamlined methodology for future years. A short life working group has been set up to facilitate this, of which Ayrshire College is a member.

Recruitment

Recruitment for the 2021-22 Foundation Apprenticeship Cohort is summarised in the graph below compared to the previous year:



2020-21 Foundation Apprentice Starts - 110
 2021-22 Foundation Apprentice Starts - 91

As previously reported, although applications numbers were relatively strong for the FA programme over the summer, there was a significant drop in applications converting to starts on the programme and recruited numbers have reduced in all areas, compared to 2020-21, with the exception of Engineering.

Feedback from the sector suggests that this recruitment challenge has been experienced in many colleges across the country and may be a knock-on effect of Covid-19.

Income as of 31 Jan 21

SFC had originally awarded the College 1518 credits to deliver Foundation Apprenticeships in 2021-22. Due to the shortfall in recruited numbers approximately 1000 credits will be delivered.

Ayrshire College #484082
02/24/2022 13:59:30

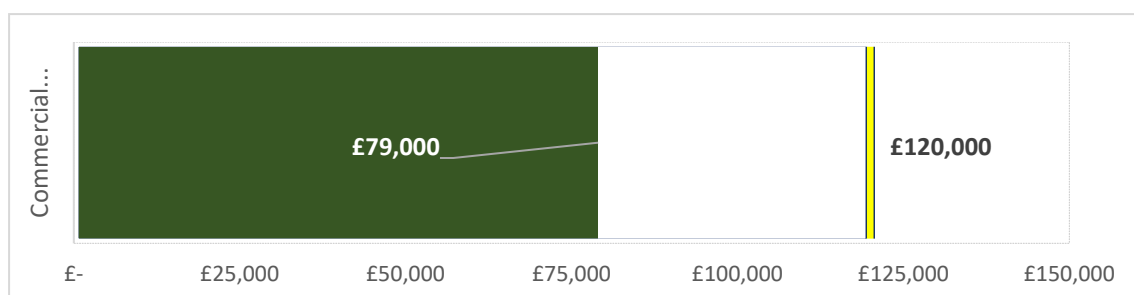
Milestone claims through Skills Development Scotland remain partially funded by ESF and as such are subject to scrutiny and checking before claims can be processed. The draw-down of funds is ongoing and the College continues to work with SDS to accelerate payment after claim information is uploaded.



3. Commercial SVQs

A positive start was experienced for income related to commercial SVQs in 2021-22. This was due to significant contracts secured with South and East Ayrshire Councils in Q3 of 2020-21. A large proportion of delivery takes place in this academic year and a corresponding proportion of income was deferred in line with activity.

Income as of 31 Jan 2022



An ongoing relationship was established with South Ayrshire Council to continue to deliver SVQs for their home care workers and further cohorts are being recruited through academic year 2021-22. The onboarding process for this new cohort of SVQ learners is underway.

4. Work Placements

The Apprenticeships and Work-Based Learning team support the coordination of work placements for Ayrshire College students. The majority of these are undertaken in the Health & Social Care and Early Years areas, where SVQ units are an integral part of the HNC courses and required for SSSC registration purposes.

Ayrshire College # 484082
02/24/2022 13:59:30

After a year where work placements were heavily impacted by Covid-19, we are seeing work placement provision return to near normal levels. Around 550 students will be supported to access a work placement in 2021-22.

5. Conclusion

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

Gavin Murray
Assistant Principal, Curriculum
16 February 2022

(Stuart Millar - Head of Apprenticeships and Work-based Learning)

Publication

This paper will be published on the College website

Ayrshire College # 484082
02/24/2022 13:59:30