Ayrshire > College

Outcome Agreement
2017-20
(Revised for 2019-20)

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INTRODUCTION

SFC Activity Target for 2019-20

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

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

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

Supporting national and regional developments

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

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

Intensification

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

- *Developing the Young Workforce (DYW)* – we will continue to work with partners and employers to offer enhanced senior phase vocational pathways and work placement opportunities for students

- *Widening access* – we will build on our excellent progress in attracting and supporting care experienced young people and other vulnerable groups

- *Apprenticeship family* – we will increase our Foundation and Modern Apprenticeship portfolio and develop partnerships with universities delivering Graduate Apprenticeships

- *Articulation* – we will build on existing and forge new agreements with universities to enable our HE graduates to progress to degree study with advanced standing

- *Attainment and retention* – we will continue to provide targeted interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes

- *Gender* – we will continue our work on breaking down stereotypes in gender-dominated sectors, encourage female take-up of STEM courses, and encourage males into early years and childcare, health and social care careers.

- *Equally Safe* - We will support Equally Safe in Further and Higher Education. Our campuses will be places where students can study and flourish, with no place for sexual harassment or gender based violence.

- *Industry partnerships* – we will continue to enhance our engagement with employers to ensure our curriculum meets their needs and enable our students to gain the skills required for inclusive economic growth in the region.

TO BE INSERTED:

Signed pro-forma

REGIONAL CONTEXT

Ayrshire's economy – challenges and opportunities

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

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

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

Economic profile of Ayrshire

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

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

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

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

Figure 1: Percentage change in employment by region, 2008-16
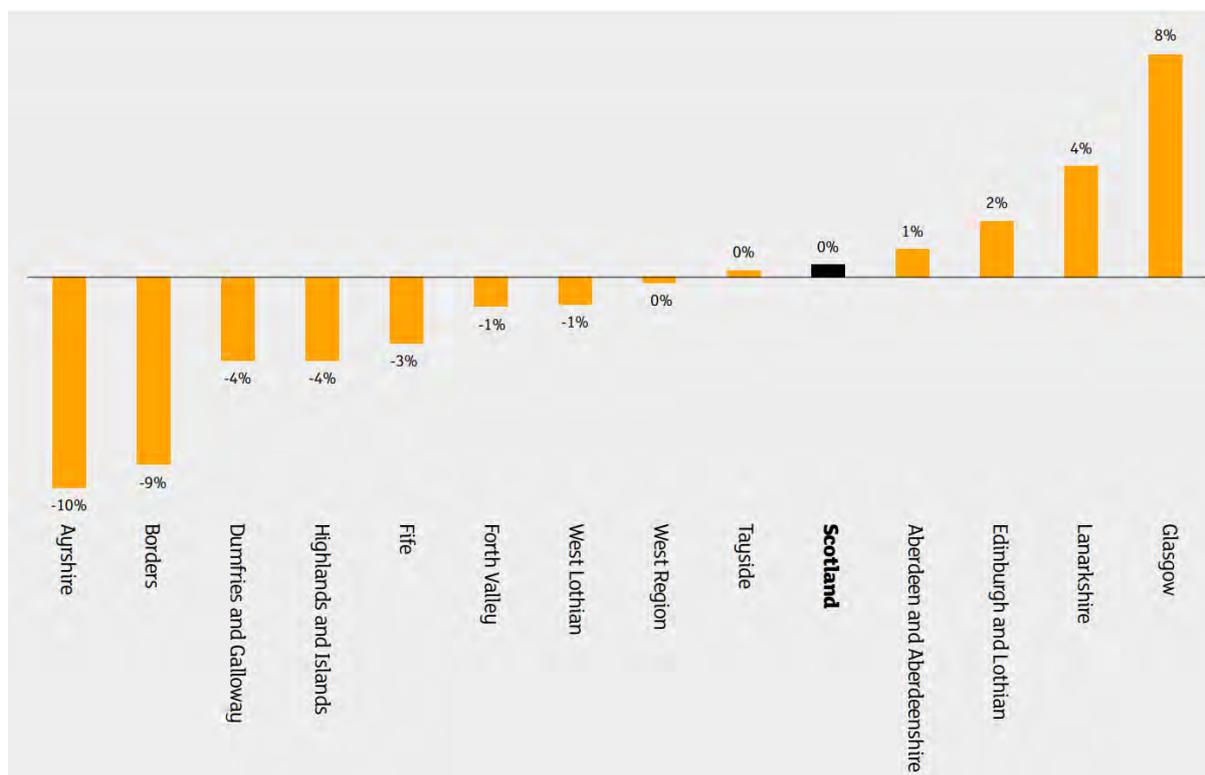
Figure 2: Percentage change in private sector employment by region, 2008-16
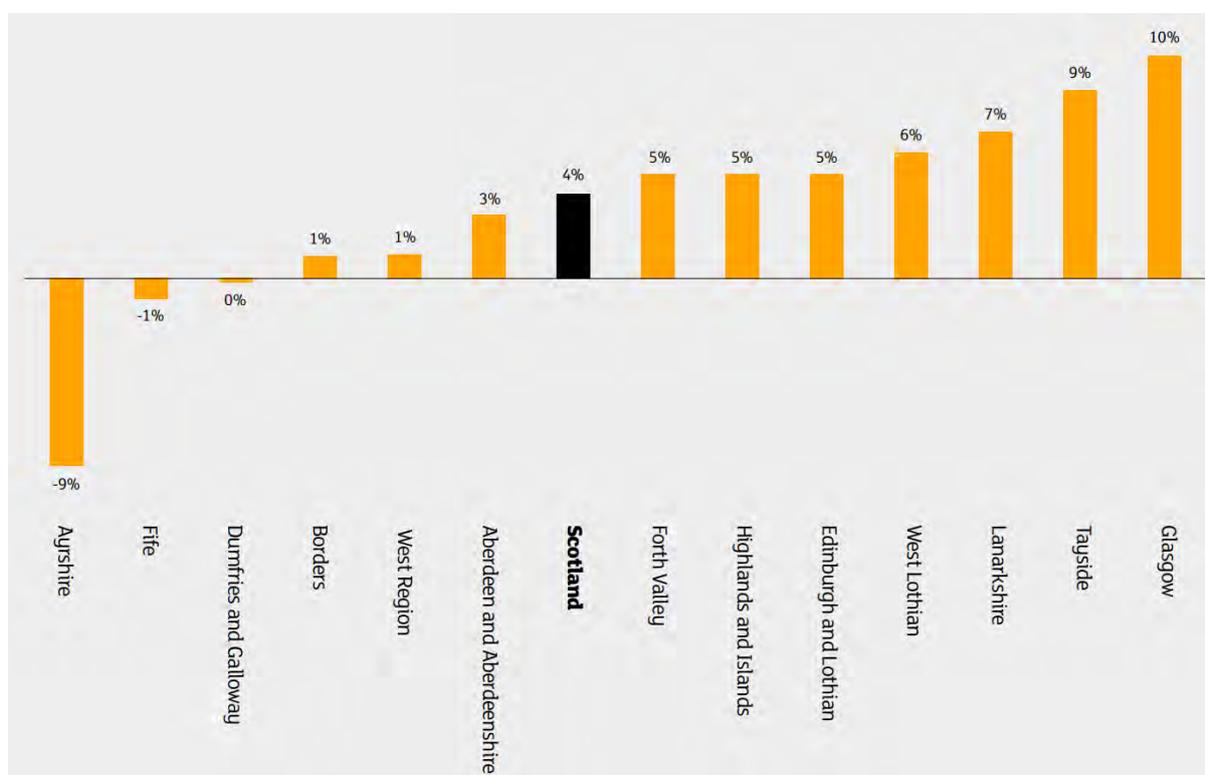
Figure 3: Change in unemployment rate (percentage points) by region, 2008-16
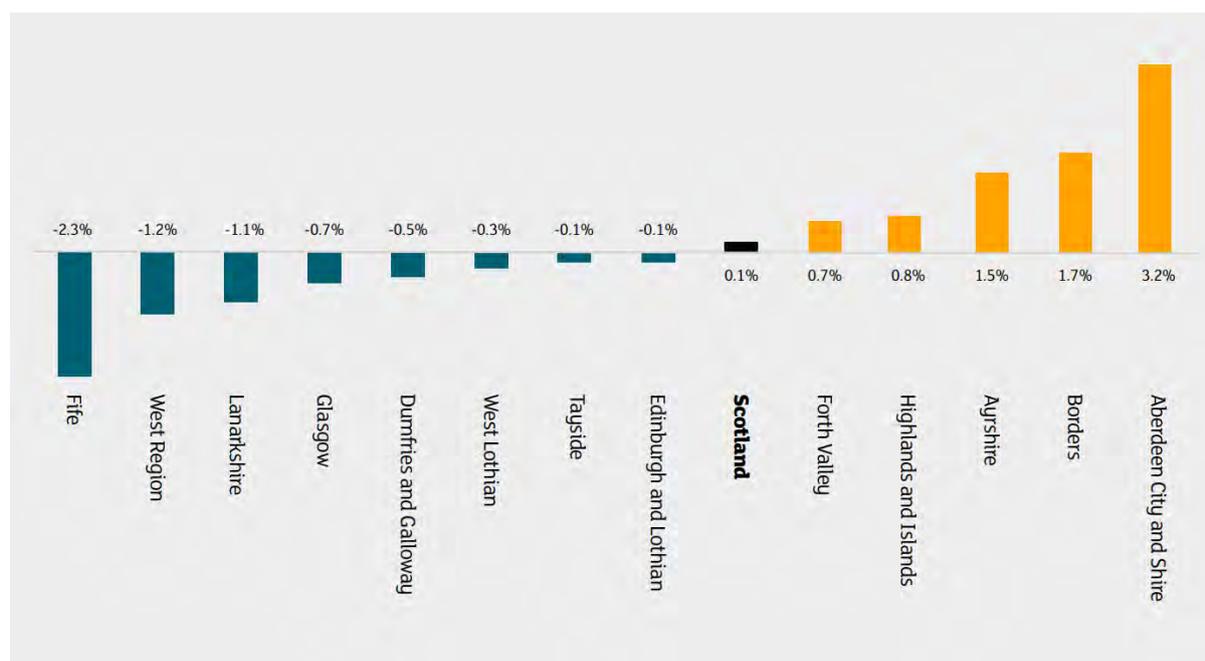
Figure 4: Net forecast change in employment by region, 2017-27

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

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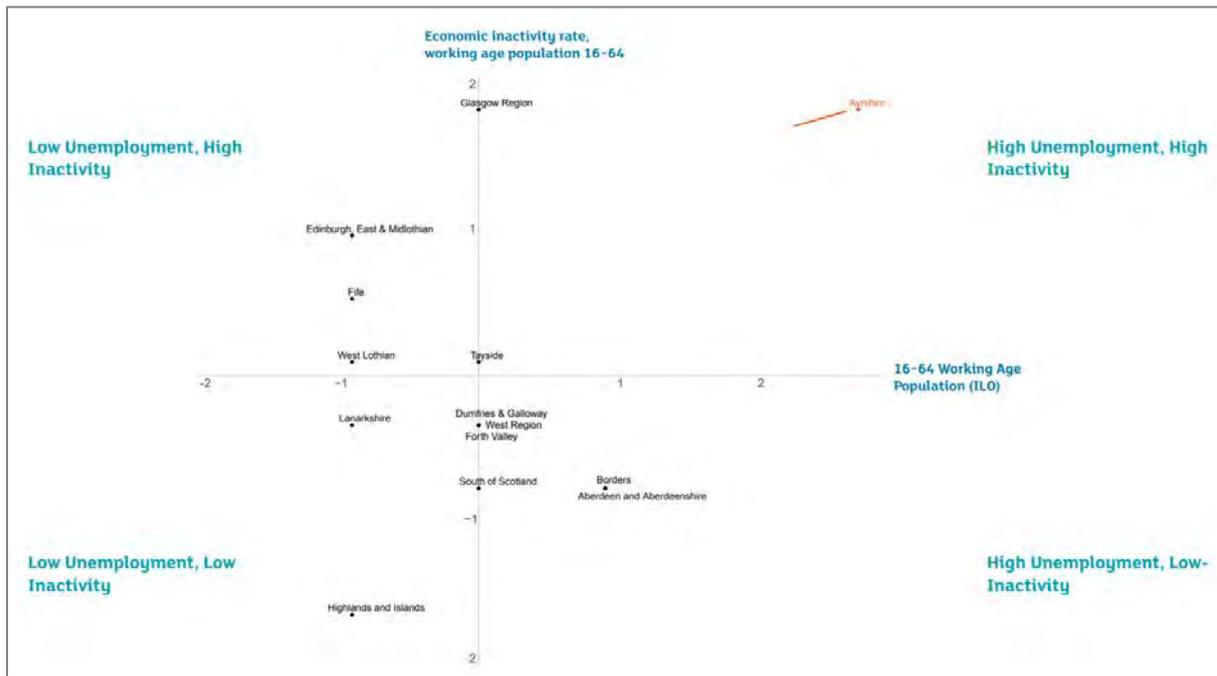

Figure 6: Unemployment (ILO) and Economic Inactivity by Local Authority, January to December 2016
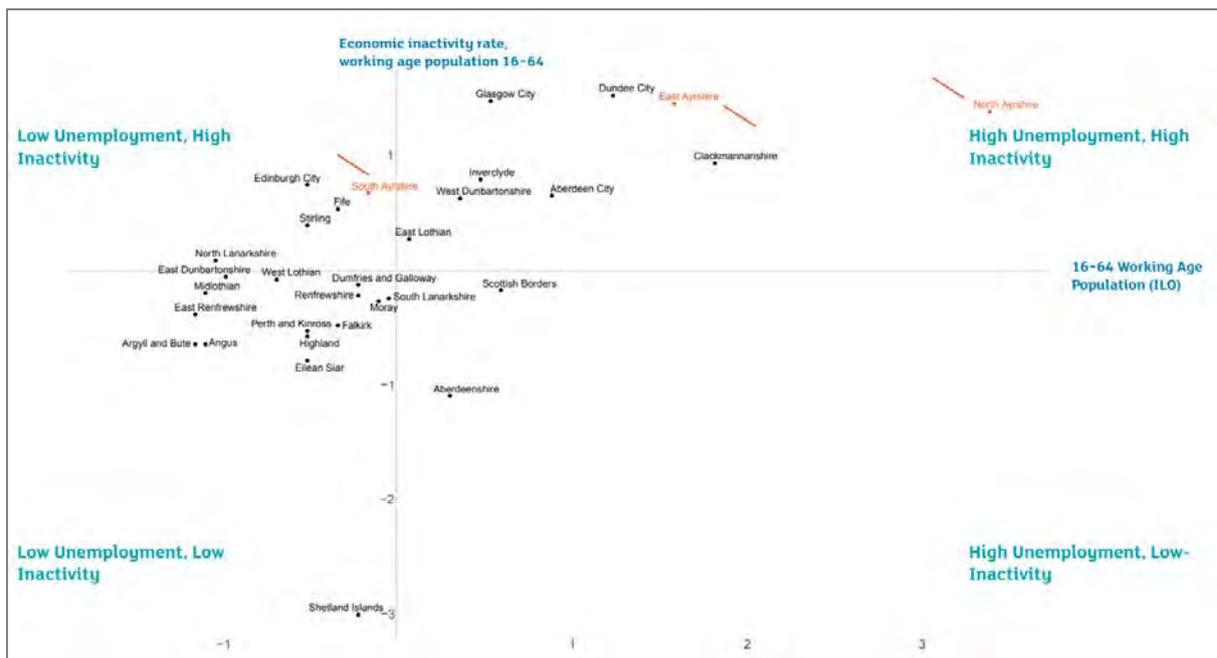
Population

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

Meeting future skills demand

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

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

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

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

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

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

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

OUTCOME 1 – ACCESS

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

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

Access and Inclusion

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

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

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

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

Our strategy is defined in two parts:

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

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

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

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

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

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

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

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

	Full-time FE	Full-time HE	SIMD10	SIMD20	Care experienced	Mental health disability
2015-16	61.10%	63.60%	66.80%	66.80%	42.90%	61.10%
2016-17	66.80%	68.40%	68.60%	68.60%	61.40%	63.60%
2017-18	66.90%	67.30%	70.00%	71.20%	60.20%	65.40%

■ 2015-16   ■ 2016-17   ■ 2017-18
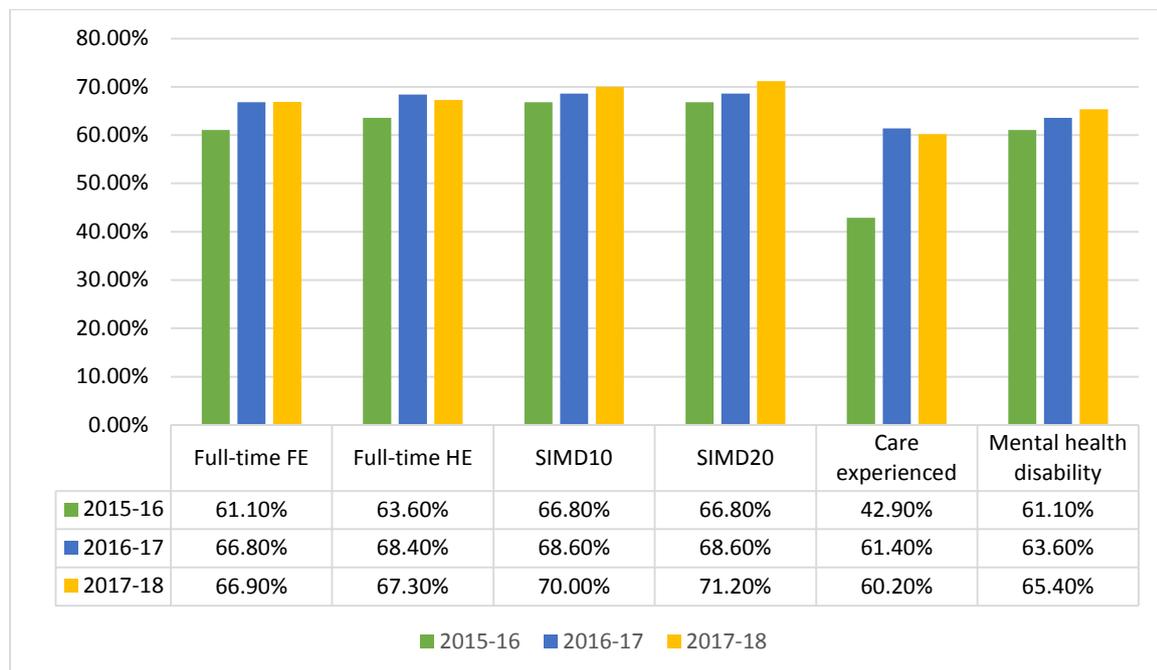
Mental Health and well-being

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

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

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

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

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

SIMD10

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

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

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

Care experienced students

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

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

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

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

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

Carers

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

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

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

Estranged students

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

Veterans

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

Ethnicity

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

Gender-based violence

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

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

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

Trans and gender diverse people

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

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

Working with young people in school to prevent disengagement

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

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

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

Winter leavers and exceptional entries

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

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

Reengaging young people who have disengaged from education

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

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

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

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

Supporting students with additional support needs

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

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

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

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

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

Helping students develop essential skills for success

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

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

Tackling gender imbalance

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

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

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

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

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

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

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

ESOL and Gaelic

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

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

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

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

Diet and Healthy Weight

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

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

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

Supporting over-24 year olds

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

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

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

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

Student Support Funding

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

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

How Good is our College?

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

- We will implement a new curriculum delivery model for FE courses in 2019-20

- Provide staff straining and support to deal with complex barriers to learning such as mental health and the impact of adverse childhood experiences

- Continue focussed efforts to improve retention and attainment generally, but specifically for priority groups such as care experienced and those with a declared disability

- We will initiate an in-depth review of HE full-time delivery, focusing in the first instance on curriculum areas at greatest risk of lower student success

- Improve the volume and quality of digital learning content on courses as well as promote an increased use of digital assessment methodologies.

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

OUTCOME 2 - OUTSTANDING SYSTEM OF LEARNING

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

Improving Student Outcomes

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

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

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

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

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

Articulation

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

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

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

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

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

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

Demand-led curriculum

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

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

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

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

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

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

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

Employability of disabled learners

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

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

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

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

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

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

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

OUTCOME 3 – A MORE SUCCESSFUL ECONOMY AND SOCIETY

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

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

Responding to labour market needs

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

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

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

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

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

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

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

Community Planning Partnerships / LOIPs

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

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

Flexible Workforce Development Fund

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

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

Focus on STEM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Digital ambitions in Ayrshire

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

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

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

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

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

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

Early Years and Childcare

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

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

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

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

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

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

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

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

Senior Phase Vocational Pathways

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

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

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

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

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

Supporting the apprenticeship family

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

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

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

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

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

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

Work placements

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

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

Responding to current workforce skills needs

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

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

Industry partnerships

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

The College entered a new partnership with Spirit to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme we already provide the company. The new technical training is being delivered by a dedicated vocational trainer employed by the College, who will provide accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site. Our trainer will upskill new recruits to the business to ensure they are compliant with the technology and culture that the company requires. As new technology and processes are introduced the training provision will change accordingly, with the benefit of feeding this valuable information back into our curriculum design process.

Demand-led curriculum

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

Cyber resilience

The College has taken action to meet government requirements for the public sector in Scotland to meet a minimum standard of cyber resilience and further actions will continue to be implemented and monitored during by the ICT services team during 2019-20.

Work is underway between the College and HALO (Kilmarnock) Development, the Scottish Centre for Business Resilience and universities to establish a high-end cyber security and digital innovation centre of excellence. Students and staff are engaged in early design concepts of the digital centre and the accompanying skills offer.

ESF Provision

Ayrshire College has undertaken a comprehensive strategic review of its curriculum portfolio AY 2019-20 to ensure that its provision delivers the right learning for its students, provides employers with the skills they require and responds to the labour market needs of the region. The College's robust planning mechanisms have culminated in the creation of a highly detailed Curriculum Delivery Plan (CDP) which precisely quantifies the number of credits needed to meet the requirements of the Regional College Outcome Agreement.

As a result the College's allocation of 860 ESF credits has been fully embedded into the delivery arrangements for the Ayrshire College curriculum plan for the 2019-20. Therefore, the additional funding provided through the ESF Developing Scotland's Workforce will be used specifically to increase activity in key growth sectors of the Ayrshire economy identified by employers, Skills Investment Plans and the Regional Skills Assessment.

OUTCOME 4 - HIGH-PERFORMING, SUSTAINABLE INSTITUTION

A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements

The College's strategic goal to be a high-performing, sustainable college recognised for excellence and integrity underpins our commitment to the corresponding SFC outcome.

Governance and financial management

Effective and efficient corporate governance arrangements, led by the Board of Management, are embedded in everything we do. This can be demonstrated by an externally led review of the effectiveness of the Board's governance arrangements undertaken in 2017. This review assessed the College's arrangements against the updated requirements of the Code of Good Governance for Scotland's Colleges. The conclusion of the review was that the College complies fully with the Code of Good Governance for Scotland's Colleges and that there were "many examples of good practice" within the College's governance arrangements. In line with SFC accounts direction, the Board of Management confirmed it had complied with the 2016 Code of Good Governance for Scotland's Colleges in its report and financial statements for the year ended 31 July 2018.

The College has a sector leading approach to risk management which was highlighted in a recent internal audit report. Risk Management practices and engagement by board members are well embedded in each committee, with each committee taking lead responsibility for the management of strategic risks within their terms of reference. Ultimately, these risks are collated and presented to the Audit Committee and to the Board of Management for approval at the end of each meeting cycle.

Institutional Financial Health and Sustainability

Institutional financial health and sustainability remains a challenge for the College and the wider sector.

This area is a key strategic priority for the Executive Management Team and the Board of Management and is recognised in the College's corporate risk register.

2018-19 Academic Year

The Board of Management in June 2018 approved a balanced cash budget. In order to achieve this the College undertook a significant savings exercise based on the income and cost base from the previous year. The savings totalled a **net circa £0.900m,** however, these savings were almost entirely replaced by the expected cost of living awards for year being negotiated through national bargaining.

2019-20 and beyond

It was agreed in early summer 2018 that the College, working with SFC, would develop mitigating financial plans. These plans are to address projected deficits for forward financial years arising mainly from the continuing costs of the PFI contract for our Kilwinning campus as well unfunded costs arising from national bargaining cost of living awards.

The College submitted a final Financial Forecast Return (FFR) for a five-year period to **2022-23** in October 2018 and its forward planning assumptions, in line with SFC guidance. The updated financial forecasts showed projected accounting and cash deficits each year within the planning cycle.

The FFR projections were used to produce a two year Financial Sustainability Plan (FSP). The FSP was approved by the Board of Management in November 2018 and subsequently approved by SFC. The FSP has two main components to achieve financial sustainability for the two year period AY 2019 to AY 2021. The College has undertaken a comprehensive review of its current organisational staffing structure together with SFC providing additional strategic funding for each of the two years.

<u>Public Sector Efficiency Saving</u>

The College continually explores opportunities to increase efficiencies across curriculum and service areas. Our most recent Institutional Efficiency return to SFC identified that we had delivered efficiency savings of **£1.424 million** during AY 2016-17.

Brexit

The College does not receive direct European funding. However, we deliver ESF funded activity through SFC and SDS. As such, there is a potential that some provision may cease or reduce, depending on the outcome of Brexit discussions.

The College has completed surveys on Brexit when requested. A key point to note is that Ayrshire College does not hold the necessary visas and as such is not exposed to any fluctuations in international fee paying students. Once the outcomes of Brexit are better known the College will consider any risks and put in place mitigating actions.

Inspiring learning spaces

In 2019-20, it will again be a priority that students on all campuses have access to high quality learning spaces. We will continue to improve student facilities in our Ayr and Kilwinning campuses and in our co-located Skills Centre for Excellence at Irvine Royal Academy. We will continue to ensure that the high standards at Kilmarnock Campus are maintained.

It is a priority to relocate our current STEM provision in North Ayrshire from a leased industrial unit in the Nethermains industrial estate to a modern fit for purpose facility located at our Kilwinning campus. Positive discussions are continuing with North Ayrshire Council and the SFC on financial strategies to achieve this aim.

A major programme of estates works, supported by funding from the Ayrshire College Foundation (ACF), was completed in summer 2018 creating new and upgraded learning spaces and facilities within our Ayr and Kilwinning campuses.

On the Ayr campus improvements included redeveloping the first floor of the Dam Park Building to provide a new Health and Social Care curriculum suite, relocating the HIVE, Supported Learning and Essential Skills areas to the ground floor of the Riverside building, and installing a new kitchen for Supported Learning and HIVE students. A purpose built music recording and rehearsal suite was created for the music and sound production curriculum area. In Kilwinning a new Supported

Learning kitchen was installed providing a fit for purpose learning space for students with additional support needs.

The College and the ACF will continue to jointly fund year three of a three-year investment plan totalling £1.5m that will significantly improve student ICT resources within learning spaces. As planned, the vast majority of the investment will be targeted at our Ayr and Kilwinning campuses. The ACF will provide £250,000 of funding per year which the College will match each year from its annual SFC capital grant. This three-year ICT plan includes the roll out to all other campuses of our innovative Citrix solution, which was installed as part of the development of the new campus in Kilmarnock. At the end of the three-year period, students across Ayrshire will benefit from the resources provided to them by using Citrix, and over 2,000 end user devices will fully support the students' learning experience.

Climate change

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

The College aims to continue to reduce the consumption of packaging (particularly plastics), water, waste and energy. The College catering service has eliminated the use of plastic straws and cutlery and invested in new crockery and vegeware – which is compostable. A number of measures on waste water reduction have been implemented across the College. All food waste is segregated and sent for recycling into energy. All wood, waste oil, glass, aluminium, paper and dry recyclables are separated and our target is that 100% of waste will be recycled by 2025. We will continue to use biodegradable towels in our Hair and Beauty curriculum and we have introduced innovative ways to dispose of these waste streams. We plan to acquire two hot bins to compost catering waste which can then be used by our horticulture and landscaping students.

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

On energy consumption, we are continuing to roll out an LED lighting replacement programme on the Ayr and Kilwinning campuses. Motion and timed lighting are in place in the Kilmarnock Campus and our supplier uses sustainable energy sources. In Kilmarnock, approximately 70% of space and water heating is provided by a biomass boiler and our target is to continue to optimise the use of biomass instead of fossil fuels. The building achieved BREEAM Outstanding status during its design and construction phase and we continue to work to maintain that status during the operational phase. The introduction of increased insulation in the new roofs at Dam Park is an attempt to retain heat in the building and reduce consumption of gas for heating which in turn will reduce emissions.

A cross-college Sustainability Group meets regularly to help keep sustainability a priority, and the Estates Team scope planned and preventative maintenance to incorporate sustainable efficiencies utilising the WRAP Facilities Management Procurement Toolkit, including for SFC-funded backlog maintenance work at the Ayr campus.

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

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

Sustainable travel is heavily promoted by the College and we have a Green Travel Plan. We will continue to encourage staff and students to use this when making travel choices. Car charging points are available on each campus, and staff are encouraged to car share to reduce pollution and parking pressures. In 2018, the College introduced the Cycle to Work Scheme to enable employees to purchase a bicycle and changing facilities are available for cyclists.

Equality outcomes

Central to everything we do is our ethos of providing opportunities for all, expressed in our Equality Outcomes 2017-2021 Report and Equality Outcomes Action Plan. A set of four regional Equality Outcomes and associated shared actions have been agreed and the College is working with community planning partners to deliver on the following pan-Ayrshire equality outcomes:

1. People experience safe and inclusive communities
2. People have equal opportunity to access and shape public services
3. People have opportunities to fulfil their potential through life
4. Public bodies will be inclusive and diverse employers.

Our *Values, Inclusion, Equality and Wellbeing Steering Group* will continue to support the ongoing implementation of our Equality Outcomes Action Plan. The College is committed to the principle of equal opportunities in employment and specifically that pay should be awarded fairly and equitably regardless of age, disability, ethnicity, gender identity, marital status, pregnancy and maternity, religion or belief, sex, and sexual orientation.

Equally Safe

The College embraces our wider commitment to gender equality, particularly in reference to gender-based violence and transgender identities. We recognise that there are many contributing, interlinked facets of gender inequality and we will seek to develop further an approach which addresses these.

The College's strategic commitment to tackling gender-based violence is most evident in its Equality Outcomes 2017-2021 which includes a commitment to develop and deliver an *Equally Safe* plan, as well as continue to work with our local partners to prevent and end violence against women and girls.

We are developing our *Equally Safe* plan using the four priorities identified by the Scottish Government to prevent and end violence against women and girls. To support this development, a mapping exercise through the Safeguarding Committee is currently underway. Following on from the Scottish Government strategy, Equally Safe, an *Equally Safe in Ayrshire* partnership was established last year. This partnership seeks to support collaborative working across each of the local Violence against Women partnerships in Ayrshire. The College is represented in each of

these partnerships and in the *Equally Safe* partnership, which means we are able to inform and contribute to local *Equally Safe* plans in the region.

Our Principal has joined the *Equally Safe in in Further and Higher Education Working Group* as a representative from the college sector. The group will be looking at implementing the *Equally Safe* strategy in relation to gender-based violence in colleges and universities, and will be working closely with the *Equally Safe in Higher Education* project at the University of Strathclyde to contextualise the project toolkit for the college sector.

Workforce Plan

A highly skilled and motivated workforce is critical to the College delivering high quality learning and teaching experiences, and supporting the communities of Ayrshire. In 2018 we launched our People Strategy which sets out the key aims and ambitions in the period to 2020. A number of challenges have been identified based on current assumptions, however it is recognised that these will change and that additional or different challenges will emerge.

The strategic workforce plan has been developed at a time when the college sector is implementing national bargaining for staff. While the full impacts of national bargaining are currently unclear, the workforce plan will be updated and revised as the outcomes from national bargaining, and the implications for the management of staff contracts and the workforce, continue to evolve.

Student Association

The Ayrshire College Student Association represents the student voice through participation on all Board of Management committees and representation on a number of internal steering groups. For 2019-20 the college is establishing a number of thematic task groups focussing on eight priority areas: care experienced students; evaluation of learning and teaching; work experience and community engagement; school-college partnership courses; digital skills; gender imbalance; sustainability; and retention. These groups will consist of cross college groups of staff and the Student Association will be represented on each one to ensure students are influencing progress on these priority areas.

In 2019-20 the college will undertake a review of the current Student Association Constitution and in particular the effectiveness of the class representative system, in order to inform future improvements.

Staff from our Quality Enhancement and Student Services teams, have supported the college's Student Association Advisor to develop a robust induction process for the Student Association elected officers and this will be implement during the summer of 2019 to prepare the elected officers for taking up post.

The number of students engaging in the national Student Satisfaction and Engagement Survey increased from 2016-17 to 2017-18 but we are still short of achieving the SFC target that the survey will be completed by 50% of the student population. In 2019-20 we will continue to work proactively with Student Association to raise awareness of the survey and ensure that participation levels continue to increase.

Staff from our Quality Enhancement and Student Experience teams meet the Student Association on a monthly basis to discuss key themes from the Outcome

Agreement, develop future targets and monitor progress. We will continue with this approach in 2019-20 as it has been effective in developing the sustainability of the Student Association and continuity planning for the new Student President on an annual basis.

OUTCOME 5 - INNOVATION

Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

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

Supporting innovative developments in Ayrshire's economy

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

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

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

Encouraging and supporting innovation

The aim of Scotland's Innovation Centres is to help businesses increase the pace of innovation and, in turn, help Scotland's economy and people to flourish and prosper. Following productive partnership activity with Innovation Centres such as The Data Lab and the Industrial Biotechnology Innovation Centre, the College will build relationships with others, in particular the Digital Health and Care Institute, the Construction Scotland Innovation Centre and the Centre for Sensor and Imaging Systems. We will take advantage of CPD opportunities for staff, as well as providing opportunities for students to engage with relevant centres to understand innovation in their chosen sectors.

Building on the success of our inaugural *Ayrshire Bytes* digital conference, designed in partnership with The Data Lab Innovation Centre, we will host a bi-annual digital conference with the dual purpose of equipping businesses and our computing students and staff with knowledge on the emerging technologies that are impacting on the wider economy.

In 2019-20 the College will work with partners, including City of Glasgow College, Strathclyde University and University of the West of Scotland on a project to develop a skills system for the new National Manufacturing Institute for Scotland, as well as continuing our work with Spirit Aerosystems to develop a skills system for their new planned Innovation Centre at their Prestwick site.

College Innovation Fund

The College received funding support from the Scottish Funding Council through the College Accelerator Innovation Fund to participate in the *FUTUREquipped Colleges*

and Innovation Centres pilot project. This has enabled the College to effectively engage with a number of newly started small businesses across the region. Through this engagement the College better understands each company's business, its history and its future aspirations. The information gathered through this engagement has been used to inform and target marketing and promotion activity. This has primarily been achieved in two ways:

1. Each company's experiences have been used to showcase the business and innovation within Ayrshire using blogs. The showcasing of the businesses is being coordinated and publicised further by promoting each blog under a combined social media hashtag. The hashtag #OurAyrshireEntrepreneurs has generated interest and enabled the cross sharing of ideas and experiences with a wider audience.

2. Where companies have been identified as having innovative ideas, information is forwarded to the College's Industry Programmes Team. This allows the College to undertake further investigation and engagement to establish if an Innovation Voucher application is possible.

Innovation Vouchers

Industry research and development and associated innovation in Ayrshire lags behind Scotland and subsequently the region has a characteristic of low GVA and low productivity. To help promote innovation in our small to medium business base, the College will begin using innovation vouchers in partnership with industry. As we are a market leader in the area of composite materials skills development, the initial focus of innovation voucher investigations will be on this.

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

Throughout 2019-20, we will intensify our efforts on innovation to enhance the student experience. This will include holding a Festival of Learning for all staff which will focus on digital innovation across service and curriculum areas. We will continue to enable staff to share good practice in learning and teaching through sharing sessions and TeachMeets.

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

We will continue with our innovative work using predictive analytics to improve student retention and attainment, including working with other colleges to share our learning and learn from theirs.

Using Technology to Enhance Learning

Committed to high quality learning and student experiences, and to support the introduction of directed study in all full-time FE courses, there will be a significant effort in all curriculum areas to develop further learning materials for our virtual learning platform, Moodle. In partnership with curriculum and quality enhancement teams, our learning technologists will develop a minimum standard for learning and teaching materials and interactions on Moodle which will align with, and be further

developed through, the digital professional standards work planned by College Development Network.

Supporting Student Enterprise

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

Over the next three years, in collaboration with a range of partners, we will offer a coherent, coordinated programme of enterprise support to students. *Enterprising Students* is the college's strategy to inspire greater numbers of business births from our student population and support these businesses to achieve sustainability and growth. We will continue this project in 2019-20 and it will support students by:

- Enhancing our very productive relationship with Bridge 2 Business
- Introducing a fund to enable the development of student business plans and prototypes
- Developing our partnerships with external agencies such as Business Gateway and The Prince's Trust.

LINKS TO COLLEGE STRATEGIES

Strategic Plan 2017-20
Learning and Teaching Strategy 2018-20
Digital Skills Strategy 2018-20
People Strategy 2018-20
Infrastructure Strategy 2018-20
Promoting Wellbeing Strategy 2018-21
Ayrshire Shared British Sign Language Plan
Corporate Parenting Plan

[Gender Action Plan](#)

Decision, Policy or Practice	Outcome Agreement Addendum 2019-20
Lead Manager	Michael McHugh
Purpose of the Decision, Policy or Practice	The Outcome Agreement reflects the College's commitment to responding to the educational and skills needs within Ayrshire, aligned to the Scottish Government and Scottish Funding Council's strategic priorities.
Who is affected by the Decision, Policy or Practice?	All staff and students, external stakeholders, and local authorities.

Does, or could, the decision, policy or practice have an adverse effect on people sharing the following protected characteristics or/and are care-experienced? (Please tick relevant box)			
Protected Characteristic	**Yes**	**No**	**Unknown**
Age		X	
Disability		X	
Gender Reassignment		X	
Marriage or Civil Partnership		X	
Pregnancy and Maternity		X	
Race		X	
Religion or Belief		X	
Sex		X	
Sexual Orientation		X	
Care-experienced		X	
Details of the adverse effect:			

Does, or could, the decision, policy or practice promote or advance equality of opportunity for people sharing the following protected characteristics or/and are care-experienced? (Please tick relevant box)			
Protected Characteristic	**Yes**	**No**	**Unknown**
Age	X		
Disability	X		
Gender Reassignment	X		
Marriage or Civil Partnership	X		
Pregnancy or Maternity	X		
Race	X		
Religion or Belief	X		
Sex	X		
Sexual Orientation	X		
Care-experienced	X		
Details of the positive effect:			

EQUALITY IMPACT ASSESSMENT
STAGE 1 PRO-FORMA

The Outcome Agreement (OA) details the college's commitment to a range initiatives which are designed to meet the Scottish Government and Scottish Funding Council's objectives in a range of policy areas, for example, improving outcomes for care experienced students, The activities detailed in the OA will promote equality of opportunity, for example, our approach to access and inclusion details how we will offer learning opportunities across the full range of protected characteristics and ensure inclusive priorities for all students.

The OA details how we are developing specialist provision to address specific protected characteristics and streamlining our support services to provide more tailored, bespoke support for identified priority groups in order to address national policy aims.

It will promote equality by removing barriers to education for protected groups and this is evident in the targets we have set including increasing the proportion of activity to students with a known disability and also to care experienced students.

In what way does, or could, the decision, policy or practice foster good relations between people who share a protected characteristic or/and are care-experienced and those who do not or/and are not care-experienced?
The OA details a range of initiatives which will be implemented in 2019-20 which will create a more diverse student population, and this will foster good relations by increasing interactions, and subsequently promoting improved understanding of different groups within the wider student population. A range of equality and diversity training and CDP opportunities is available to staff which will help tackle prejudice, whether conscious or unconscious.

Should the policy, practice or decision be referred for a Stage 2 Assessment?	No
Signed	Michael McHugh
Date	17 April 2019

EQUALITY IMPACT ASSESSMENT
STAGE 1 PRO-FORMA
Please forward your completed Stage 1 Pro-forma to the Vice Principal of People and Skills

Stage 1 Equality Impact Assessment Approved		Yes
Signed	*Jane McKie*	
Date	17 April 2019	

SFC Outcome Agreement Targets for 2019-20 to 2021-22

*   denotes priority measure
**   denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
1(a)* The volume of Credits delivered				
The volume of Credits delivered (core)	125,370	124,086	124,086	124,086
Core Credits target (region)	-	124,086	124,086	124,086
% towards core Credits target (region)	-	100%	100%	100%
The volume of Credits delivered (ESF)	956	857	857	857
The volume of Credits delivered (core + ESF)	126,324	124,943	124,943	124,943
1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	19.3%	20.0%	20.5%	21.0%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				
Proportion of Credits delivered to Male learners	47.0%	48.0%	48.3%	48.3%
Proportion of Credits delivered to Female learners	52.1%	51.7%	51.3%	51.2%
Proportion of Credits delivered to Other learners	0.2%	0.3%	0.4%	0.5%
Proportion of Credits delivered to BME learners	1.6%	1.5%	1.5%	1.5%
Proportion of Credits delivered to students with a known disability	28.9%	28.0%	29.0%	30.0%
Proportion of Credits delivered to learners aged under 16	2.3%	2.5%	2.6%	2.7%
Proportion of Credits delivered to learners aged16-19	49.5%	48.4%	47.9%	47.3%
Proportion of Credits delivered to learners aged 20-24	21.0%	20.4%	19.8%	19.3%
Proportion of Credits delivered to learners age 25 and over	27.2%	28.7%	29.7%	30.7%
Proportion of Credits delivered to students with Care Experience	2.5%	3.1%	3.2%	3.3%
2* The number of senior phase pupils studying vocational qualifications delivered by colleges	408	360	380	400
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.3%	1.5%	2.0%	2.5%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.8%	5.0%	5.1%	5.2%
Proportion of Credits delivered at HE level to learners from SHEP schools	3.4%	3.9%	4.1%	4.3%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	26.6%	30.0%	31.0%	32.0%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The percentage of FT FE enrolled students achieving a recognised qualification	66.9%	73.2%	75.0%	76.0%
The percentage of PT FE enrolled students achieving a recognised qualification	71.7%	75.0%	77.0%	78.0%
The percentage of FT HE enrolled students achieving a recognised qualification	67.2%	72.5%	75.0%	76.0%
The percentage of PT HE enrolled students achieving a recognised qualification	80.5%	82.0%	84.0%	85.0%

4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	63.7%	67.3%	68.0%	69.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	70.7%	75.0%	77.0%	78.0%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	63.6%	70.5%	71.0%	71.4%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	76.5%	82.4%	83.3%	84.4%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	86.7%	81.3%	82.4%	86.1%
The percentage of senior phase PT FE pupils achieving a vocational qualification	67.4%	69.0%	70.0%	72.1%
The percentage of senior phase FT HE pupils achieving a vocational qualification**	-	70.0%	70.0%	70.0%
The percentage of senior phase PT HE pupils achieving a vocational qualification**	-	75.0%	80.0%	80.0%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The percentage of CE FT FE enrolled students achieving a recognised qualification	55.1%	68.0%	70.9%	75.0%
The percentage of CE FT HE enrolled students achieving a recognised qualification	69.6%	73.3%	74.0%	75.5%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	65.9%	71.0%	72.0%	73.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	290	310	320	330
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	28.5%	33.9%	35.5%	36.6%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	61.1%	51.6%	52.5%	53.3%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	95.8%	96.8%	97.6%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	92.3%	96.0%	96.8%	96.9%
9. The percentage of students overall, satisfied with their college experience (SSES survey)		94%	95%	96%
Response rate				
Full-time				
Part-time				
Distance Learning				
10 Gross carbon footprint (tCO2e)		2,204	2,128	2,052

Outcome Agreement between Ayrshire College and the Scottish Funding Council for AY 2019-20

On behalf of Ayrshire College:

Signed:
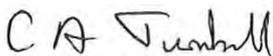
Print name: Carol Turnbull

Position: Principal

Date: 5 July 2019

Signed:
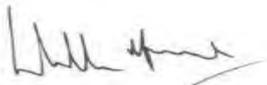
Print name: Willie Mackie

Position: Chair

Date: 5 July 2019

On behalf of the Scottish Funding Council:

Signed:
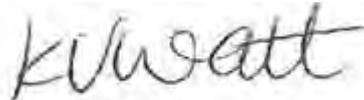
Print name: Karen Watt

Position: Chief Executive

Date: 28 June 2019