

OUTCOMES FOR STUDENTS

Fair Access and Transitions

Outcome: Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.

SFC Activity Target

Table 1 provides detail of the SFC credit activity target for AY 2022-23. (Refer to Appendix 1 - Measure A College Outcome Agreement Impact Framework: Supporting Data)

Table 1 – SFC Credit activity target AY2021-22

	2022-23
SFC Core credit target	123,867

For 2022-23, SFC has also allocated additional places to colleges to manage the transition for Foundation Apprenticeships. Table 2 provides a breakdown of these credits.

Table 2

	2022-23
Foundation apprenticeship credit target	1,344

Recruitment to the credit activity target continues to prove challenging following decisions taken during the pandemic and the consequential impact of those decisions. For example, SQA's alternative certification model and the corresponding increase in university places has impacted on recruitment to HE programmes. The College expects to recruit to target for AY 2022-23, this is, however, contingent upon SFC affording colleges the same flexibilities as in previous years and on successful recruitment to planned Winter Start programmes.

People from deprived areas have fair access and are supported to succeed

The College supports a high number of students living in the 10% most deprived postcode areas. In AY 2021-22, the volume of credits delivered to the 10% most deprived was 22,753 credits - 18.1% of the total delivery. This is slightly below the 18.9% delivered in AY 2020-21. The College aims to ensure that the percentage of students living in the 10% most deprived postcode areas is representative of the Ayrshire region. It is anticipated that the figure for AY 2022-23 will be 19.0%. (Refer to Appendix 1 - Measure B College Outcome Agreement Impact Framework: Supporting Data)

People with experience of care have fair access and are supported to succeed

The College's Corporate Parenting Plan (2021-24) sets out an ambitious and detailed action plan in response to the duties outlined in Part 9 (Section 58) of the Children and Young People (Scotland) Act 2014. The current plan builds on the progress made throughout previous reporting periods and outlines the College's continuing support for Care Experienced young people. The aims of the Corporate Parenting Plan take into account the Scottish Funding Council's National Ambition for Care Experienced students and reflect the aims of the Promise Scotland Plan 2021-24.

The College has made significant progress in building relationships with external partners including the three local authorities in Ayrshire, to share information, improve referral processes and encourage students to declare their Care Experienced, Student Carer or Estranged Student status. As a consequence, the number of students declaring as Care Experienced has increased significantly over the last five years. The volume of credits delivered to Care Experienced students in AY 2021-22 was 10,668 credits – 8.4% of the total delivery. This is slightly below the 8.9% delivered in AY 2020-21. However, the College aims to achieve at least 8.9% in AY 2022-23. (Refer to Appendix 1 – Measure C College Outcome Agreement Impact Framework: Supporting Data)

In AY 2021-22, the College continued to work towards the targets set out in the SFC's National Ambition for Care Experienced Students. Internal monitoring processes were further enhanced to support vulnerable students including Care Experienced students, Student Carers and Exceptional Entry students. As a result, the successful completion gap between full-time FE Care Experienced students and non-Care Experienced students remained fairly steady at 3.5% in AY 2021-22 compared with 3.4% in AY 2020-21.

By contrast, the successful completion rate for full-time HE Care Experienced students was 49% which was 14.2 percentage points lower than for non-Care Experienced students. This is well above the National Ambition target of 7 percentage points. Although the overall number of full-time HE Care Experienced enrolments was relatively low at 96 enrolments and overall successful completion rates for HE students were lower in AY 2021-22 than in AY 2020-21, there is still a significant gap in successful completion rates for this group, which needs to be addressed.

In AY 2022-23, the College will continue to focus on reducing the successful completion gap between full-time FE Care Experienced students and non-Care Experienced students and reducing the successful completion rate for HE Care Experienced students in line with the SFC's National Ambition target of 6 percentage points for AY 2022-23.

The College's Corporate Parenting, Student Carers and Estranged Students Steering Group will continue to implement and monitor progress against the actions outlined in the Corporate Parenting Action Plan and the Student Carers Action Plan. The Steering Group includes cross college staff representatives, external partners and student representatives.

A key aim for the College is to increase student representation in the design, delivery and evaluation of services. In AY 2022-23, the Student Association will appoint a Care Experienced Officer and Student Carers Officer to represent these student groups and the College will facilitate focus groups and forums to ensure the voices and opinions of these groups are reflected in the work of the College

In AY 2021-22, the College signed the Standalone Pledge to support Estranged Students. Work to develop processes to support students who are studying without the support or approval of a family network will continue in AY 2022-23.

School/college partnerships - supporting successful transitions and pathways for students.

The College works closely with individual schools and local authorities to ensure that the College offer, as part of the school-college partnership, complements the vocational pathways offered in schools. Related Vocational Bursts programmes and DYW projects enhance these learning pathways, allowing school pupils the opportunity to make informed choices in the senior phase. The DYW Regional Group has been an integral partner in helping to source appropriate work placements for students.

Visual pathway maps continue to be developed by the College, which outline vocational pathways, starting in school and continuing to college, university, further training, and potential employment. Schools are working with the College on an individual basis to ensure that the maps reflect their own specific school curriculum. A bespoke schools' section of the College website outlines generic school and post school pathways and provides pupils with access to case studies of previous school/college programmes and case studies of former students. The school/college partnership team present opportunities at parents' and options' evenings across all schools and these are once again delivered physically in schools, following virtual interactions over the past few years, due to COVID-19 restrictions.

The College and local schools have robust and meaningful partnerships with a strong focus on the young person at the centre of any learning opportunity. Appropriate College staff are invited along to transitions meetings in schools, for young people who have a support need which could include a learning or physical disability or a social, emotional or behavioural need. Both parties work hard to ensure appropriate information is shared, with the consent of the young person and/or parent, so that the relevant support can be in place for the start of the College course.

Exceptional entrants are a priority group within the college and are monitored closely with weekly attendance reported to schools, alongside the weekly attendance for school-college partnership courses. Any concerns for individual pupils/students are discussed at monthly meeting with Deputy Head Teachers.

The College offers the opportunity for S6 pupils to infill into a wide range of HNC programmes including HNC Cyber Security, HNC Architectural Technology, HNC Applied Science and HNC Electrical Engineering. The number of senior phase

students participating in these programmes increases each year. The number of senior phased age pupils studying with the College in AY 2021-22 was 378 – a increase on the 358 delivered in AY 2020-21. After 2 years of Covid-19 restrictions with reduced class sizes and hybrid delivery models, it was beneficial for pupils to be able to attend college and receive face to face learning for all practical subjects. The actual credits delivered to Senior Phase pupils studying Vocational Qualifications in AY 2021-22 was 2,249 credits or 1.76% of all credits delivered by the college. In AY 2022-2023, the College would hope to deliver to the baseline target of 2,960 credits. (Refer to Appendix 1 - Measure D College Outcome Agreement Impact Framework: Supporting Data).

Students who take part in programmes delivered in the community are at the very start of their learning journey with the College. The programmes focus on developing confidence as well as core and basic employability skills and support the students on to further learning, training, and employment. Delivery in this area has proved particularly challenging due to Covid-19 restrictions but there are signs that people in the community are ready to start learning again and community venues are now open.

Articulation - supporting successful transitions and pathways for students.

The latest available published figures demonstrate that, following successful completion during AY 2020-21, 296 (60.5%) HN students articulated to degree programmes, with advanced standing. (Refer to Appendix 1 - Measure F College Outcome Agreement Impact Framework: Supporting Data).

Ayrshire College continues to deliver enhanced HNC qualifications in Applied Science and Mechanical Engineering. These articulation programmes are widening participation initiatives where successful students gain direct entry to Year 2 of all BSci degrees within Glasgow University's School of Life Sciences or BEng degrees within the James Watt School of Engineering.

The Scottish Widening Access Programme (SWAP) curriculum provision increased in AY 2022-23 with the introduction of Access to Health and Paramedics, offering a new university route for adult returners to education.





The College continues to work closely with several universities through strategically focussed forums to ensure a continued sustainable infrastructure for articulation to university routes. Articulation pathways are available to students both within and out with the region. The College expects the proportion of students articulating to degree programmes, with advanced standing to be 62% in AY 2022-23.

High quality, learning, teaching and support

Outcome: Students at all levels experience a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience

The College's [Learning and Teaching and Student Engagement Strategy 2021-24 Empowering, Supporting and Inspiring Student Success](#), which is aligned with and informed by the [College's Statement of Ambition 2030](#), and its [Refresh and Renew Plan 2021-24](#), was launched in August 2021. The strategy is the College's framework for the enhancement and improvement of learning and teaching and the student experience.

The central ambition is that Ayrshire College will be a dynamic, inspirational place of learning where students are empowered, supported and inspired to achieve their full potential. The ambition will be achieved, through close partnership working with students, employers and key stakeholders, and is underpinned by four strategic aims:

Aim 1		Students:	Empower, support and inspire students as partners Our students are empowered, supported and inspired to positively shape and influence their learning experiences.
Aim 2		Curriculum:	Dynamic, responsive, flexible curriculum Our curriculum offer is dynamic, flexible and responsive to employer and industry needs, to current and future skills requirements and contributes to social and economic recovery.
Aim 3		Pathways:	Accessible, successful seamless pathways Our curriculum is accessible to students from all backgrounds and in particular to those whose are adversely affected by the impact of the pandemic. All students are supported to transition, seamlessly, through successful pathways to further study or work.
Aim 4		Quality:	Innovative, high-quality, inclusive learning experiences Our students receive innovative, high-quality, inclusive learning experiences which facilitates successful learning for all.

Enhancement and Improvement of learning, teaching and support is informed by data and evidence – including the outcomes of quality assurance

The College received a satisfactory progress visit report from Education Scotland following their visit to the College in April 2022. It noted that, 'the college continued to maintain its range of quality assurance and self-evaluation monitoring arrangements during the pandemic period' and that, 'this systematic approach supports a culture of improvement amongst staff.' It also notes, however, that, 'college quality and evaluation arrangements are not yet supporting overall improvement in retention and attainment rates for FE learners.' Improving retention and attainment rates remains a key priority for the College.

The impact of the cumulative disruption to learning since March 2020 and the lack of opportunity for face-to-face learning on retention and attainments rates cannot be underestimated. Education Scotland noted that, 'All staff report that most FE learners have struggled to cope with the lack of on-campus learning. In particular, those with practical content were frustrated at the lack of on-campus access. This impacted negatively upon learner motivation and retention rates.'

Taking the above in to account and in order to improve retention and attainment rates, all students have commenced AY 2022-23 with most of their learning taking place on-campus.

A preparation for College group was established to review the pre-entry process. The group included academic and support staff from across the College and the Student Association. The group initiated a new approach to the pre-entry process which included improving communications with potential students.

The College is concerned that factors such as the cumulative impact of the disruption to learning caused by the pandemic, the lack of opportunities for face-to-face learning over the past two and a half years, combined with the current cost-of-living crisis will continue to impact on recruitment, retention and attainment and on the mental health and wellbeing of students and staff.

The focus has been on commencing the academic year by ensuring that all students are engaged in learning face-to-face in the first instance. In addition, the College held its #FeelGood Festival for both students and staff to focus on resilience and mental health and wellbeing.

The College has also been explicit about the wide range of support services on offer to students such as support with academic studies, advice and guidance on financial support, mental health and wellbeing support and initiatives and food initiatives such as free porridge and soup.

Learning and teaching strategies are adapting to include approaches for digital and blended learning

Plans to continue to develop approaches for digital and blended learning are articulated in the [Learning and Teaching and Student Engagement Strategy 2021-24 Empowering, Supporting and Inspiring Student Success](#) and in the College's [Digital Strategy](#). The College has launched and is implementing its Future Skills strategy, to ensure that students develop the relevant skills (including digital skills) that will equip them for the challenges of the future. The College will also continue to build on students' digital skills, digital wellbeing and digital confidence so that they are supported to engage effectively in their learning and to embrace technological change now and in the future.

Feedback from students on blended delivery is absolutely essential and this feedback is shaping the delivery model employed for each course and subject area.

Staff have the skills and support to deliver a high quality learning, teaching and support experience for students

The digital skills of staff are a priority focus for the College, in order to continue to develop blended learning approaches, and support the College's Learning and Teaching Strategy and Statement of Ambition. While Education Scotland noted that all teaching staff had developed their capabilities for blended learning and there are excellent examples of blended learning across the College, equally, there also continue to be challenges around some staff members' digital confidence. In recognition of the support required in this area, the Staff Learning and Development team developed a Digital and ICT Skills Checklist for Curriculum Managers and Lecturers. This was designed to provide the College with a digital skills baseline, which will enable the development and delivery of the appropriate CPD to improve the digital confidence of staff.

The Digital/ICT Skills Checklist was shared with all Curriculum Managers and Lecturers in October 2021 with staff completing the checklist based on their knowledge and understanding. All Curriculum Managers and Lecturers received a copy of their results, which identified their digital skills level and provided a corresponding online training pathway.

To support the requirements of the hybrid learning environment, the Staff Learning and Development team have created a new Blended Learning Digital Library which provides a repository of eBooks, publications, audio, video, and digital documents, which bring together a range of learning materials and research on the topic of Blended Learning and Digital Pedagogy.

Students are supported in their mental health and wellbeing

The College is acutely aware that poor mental health and wellbeing can impact upon a student's ability to fully participate and engage successfully in learning. Pre-pandemic, colleges were recording that a significant number of students were reporting poor mental health. Loneliness, lack of opportunities for social interaction, financial concerns and bereavement, experienced by many during the pandemic, and the current cost-of-living crisis have only served to exacerbate this situation further.

In AY 2021-22, 18% of all full-time Ayrshire College students declared that they had a mental health condition. Historically, the number of students who seek support for a mental health condition is much higher with around 30% of students seeking some form of mental health and wellbeing support through the College.

The College makes good use of "at risk" data to identify students who may need support. In AY 2021-22, Student Services, Inclusive Learning and curriculum teams continued to work collaboratively under the blended delivery and hybrid working models to identify "at risk" students and plan appropriate signposting and support.

The significant increase in the number of "at risk" students continues to present a challenge in terms of the College's capacity to respond to students and provide the

support required. In response, the College has enhanced its Counselling service and now has a team of three Student Counsellors, directly employed by the College, and a number of Trainee Counsellors who offer Counselling support as part of their placement. Students also have access to the College's online Wellbeing Hub which offers a wide range of mental health and wellbeing resources and links. The Wellbeing Hub is available to students 24/7 through the My Ayrshire College App and My Learning.

In AY 2022-23, the College will explore opportunities to further enhance the Counselling service through partnerships with external organisations. It will also continue to offer flexible and accessible support for students by providing both online and face to face Counselling and support options.

Student Services provide pastoral support and can refer students to external agencies such as Samaritans, GP and CAMHS. They can also refer students to Inclusive Learning if mental health is having an impact on a student's learning and coursework. Inclusive Learning can provide assistive technology to support some of the impacts that mental health may be having on learning.

The College's Mental Health Liaison Officer provides ongoing support to students and staff through the delivery of workshops and one-to-one support. The Mental Health Liaison Officer has continued to co-lead the College's suicide prevention awareness campaign called 'the S Word'. The campaign aims to encourage a more open conversation around suicide and suicidal thoughts to enable those who are experiencing these thoughts to reach out and access support.

Moreover, the College continues to prioritise male mental health, as demonstrated in, for example, its [Equality Outcomes 2021-2025](#). In AY 2021-22, the Mental Health Liaison Officer and Drug and Alcohol Liaison Officer delivered targeted awareness and information workshops in the STEM, Trades and Computing curriculum areas. These curriculum areas were identified due to the high number of male students on these programmes. Student and staff feedback has been very positive and this work will be extended in AY 2022-23.

In AY 2021-22, the College made good use of the SFC's additional Mental Health funding to support a number of Mental Health and Wellbeing initiatives across the College including the On Yer Bike project which, working with a local charity, gives students the opportunity to buy upcycled bikes at very reduced costs. Research tells us that exercise can be beneficial for our mental health as well as our physical health. This project considers the cost of living, mental and physical health, green travel and also has a sustainability focus which reduces the number of older bikes potentially going to landfill. The Shelf Help project allowed us to purchase a comprehensive collection of books and e-books to support wellbeing. The range of books are aimed at young people, carers and professionals working with people struggling in any area of their mental health.

The College also used some additional funding to create a bespoke Counselling room on each campus and to support the development of the Learn Well project, a collaborative project delivered by the Hair, Beauty and Complementary Therapies Team, which provides free Holistic Therapy sessions for students.

In AY 2021-22, the College's Soup and Porridge initiative was extended using the SFC's additional mental health funding, to support student wellbeing by ensuring that students had access to a free breakfast and lunch. The College recognises the importance of this initiative, particularly at a time when students are facing increased financial hardship and has secured funding to further extend the project for AY 2022-23.

In addition, the College also used the SFC's additional Mental Health funding to recruit three Mental Health and Wellbeing Champions to work alongside curriculum teams to embed mental health and wellbeing awareness and activities within curriculum delivery. In AY 2022-23, the Champions will continue to deliver a range of wellbeing activities such as the Feel Good Festival for students, which was delivered alongside the Student Association's Fresher's event at the start of the academic year to welcome students to the College and promote positive wellbeing. The Champions will also recruit and support a team of Student Wellbeing Ambassadors in AY 2022-23.

In AY 2022-23, the College will continue to make use of the SFC's additional Mental Health funding to deliver larger scale, sustainable projects which will have a lasting impact on student mental health and wellbeing. The College will work collaboratively with the Student Association and the Student Ambassadors to gather student feedback and ensure that the student voice is reflected in any decisions about how the additional Mental Health funding will be spent in AY 2022-23.

Finally, the College recognises the impact of poverty on student mental health and wellbeing. In response, the College has set up a Short Life Working Group to consider the impact of the cost-of-living crisis and coordinate a College wide strategy to support students at this time. In AY 2022-23, the College will introduce a range of initiatives and support measures such as providing warm spaces, offering a hot evening meal on certain days, offering shower facilities and facilities for washing clothes, to help mitigate the impact of the cost-of-living crisis on students. The College will also look at introducing a food bank or food larder scheme and a coat and jumper exchange.

The Sport area has embedded the awareness of mental health into curriculum delivery through the #PassingPositivity programme. This mental health initiative was initially started by HND Coaching and Developing Sport students to help improve the mental health and wellbeing of students, staff, and the wider community within Ayrshire, in partnership with the Kris Boyd Charity.

#PassingPositivity began as a one-day event aimed at raising awareness of the benefits that physical activity can have on a person's mental health. Since then, free weekly football, dance, and multi-sport groups have been made available to the Ayrshire public at Ayrshire College in partnership with the Kris Boyd Charity, KB9 Academy, Vibrant Communities, East Ayrshire Active Schools, and Ayrshire Sportsability.

Ayrshire College has won widespread acclaim for the #PassingPositivity campaign including winning the International Green Gown Award for "Benefitting Society" in 2020, the TES FE award 2021 for Best Learning and Teaching Initiative, the Herald Digital Awards in 2022 and Scottish Football Association (SFA) Grassroots Awards

(2022). In addition, Alan Dorrins, MP, also nominated the initiative which was recognised through an Early Day Motion in Parliament.

Partnership, participation and student experience

Outcome: Students find it easy to participate, have their voice heard and valued and influence their educational and student experience.

Ayrshire College's Student Association (ACSA) represents the student voice through active participation on all Board of Management committees and representation on a number of internal steering groups. Education Scotland, during its progress visit, found that the ACSA is represented comprehensively on a wide range of college committees and that all members of the ACSA felt heard at committee and board level, and had opportunities to share information and support changes.

Furthermore, Education Scotland also found that students were able to describe well, how their voice is heard by teaching staff and that they have opportunities to influence positive change. Students also provided examples of where learner feedback had influenced positive adjustments to programme delivery.

The Principal and Vice Principal meet with the Student Association monthly and this provides an opportunity to discuss any emerging issues; forthcoming plans and initiatives and any strategic/national matters that may impact on the College and its students.

Education Scotland found that most learners highlighted that they do not engage with the ACSA. The lack of opportunity for face-to-face and on-campus presence meant that students said that the ACSA was not visible enough and that students were unclear about what support the ACSA provides. In addition, Education Scotland found that the new system of class ambassador training was not yet reaching all and that some class ambassadors were unclear about their role and would value greater clarity around their remit.

The College has been working with ACSA to maximise its visibility and accessibility to students. Now that there is an increased presence on campus, again, student spaces have been overhauled and are welcoming adaptable spaces that students want to visit and use. In addition, the ACSA has been adapting and building on its existing communication platforms and making use of access through MyLearning and the addition of a Student Association tile on the Ayrshire College App. A campus office calendar has been created which details all ACSA planned activity. The Student President has been working with the College's award-winning Rockpool Podcasts on organising a series of four podcasts on topics relating to the Student Association.

The Student Association, in partnership with the Quality Enhancement Team, is planning the roll out of this year's Class Ambassador Model of Feedback. An evaluation of the delivery of the programme during the last year has resulted in the decision to resume regular on campus Class Ambassador meetings, as well as the

focus group activity. This will allow classes to regularly discuss and deal with any issues which come up throughout the year. The Student Association will work with the curriculum teams to ensure that all Class Ambassadors are fully supported and that all classes are represented.

Student Satisfaction and Engagement Survey

Analysis of the AY 2021-22 survey indicates that there has been an overall increase of 7% in levels of student satisfaction. This was while learning, teaching and assessment was still being delivered fully online or in a blended manner. This is in line with the pre-pandemic survey conducted in AY 2018-19 when satisfaction rates were at 94.9%

The College continues to work proactively with ACSA to raise awareness of the survey and to ensure that participation levels continue to increase. It also continues to seek ways to improve the student experience, particularly as elements of learning, teaching and assessment will be delivered in a blended manner moving forward. Team evaluations have illustrated excellent examples in all curriculum areas of acting on student suggestions received through course team meetings and ongoing feedback mechanisms with class groups. (Refer to Appendix 1 - Measure H College Outcome Agreement Impact Framework: Supporting Data)

Learning with impact

Outcome: Students at all levels are equipped to flourish in employment, further study and to lead fulfilling lives.

College Leaver Destinations survey

The most recent sector College Leaver Destinations survey report focuses on students who studied on a course during AY 2019-20 and who would have completed their course in June 2020 with a successful outcome. The data reports on their position as at 31 December 2020. The College achieved a return rate of 88.4%, confirming the destinations of 3,830 college leavers out of a total of 4,333 and exceeding the SFC survey completion target of 80%.

The survey demonstrates that 94.6% of full-time FE college qualifiers were in work, training or further study 3-6 months after qualifying. Meanwhile 92.9% of full-time HE college qualifiers were in work, training or further study 3-6 months after qualifying. A target of 96% has been set for AY 2020-21 for both FE and HE (Refer to Appendix 1 - Measure G College Outcome Agreement Impact Framework: Supporting Data)

Details around the College's curriculum planning processes, analysis and engagement of the needs of business and industry and Scotland's economic recovery needs are contained in section 2 - Outcomes for Economic Recovery and Social Renewal.

Equalities and inclusion

Outcome: Every Student has their individual needs recognised in terms of In April 2022, the College published its annual [Mainstreaming Equality and Equality Outcomes 2021-2025 Progress report](#), which adds to the legislative requirement to publish a report every two years. The report set out the progress made by the College to mainstream equality, over the period 2021-2022 and deliver its Equality Outcomes 2021-2025. The College remains determined to fulfil its ambitions articulated in its Equality Outcomes and diligent in recognising the individual needs of all students in terms of protected characteristics and indeed, the intersectionality of these.

Having received feedback from students, the College is working with its Student Association to achieve the LGBT Youth Scotland Foundations Charter Mark. The LGBT Youth Scotland Charter programme, supported by the Scottish Government, will see the College undertake a series of actions to strengthen and enhance LGBT+ awareness and inclusion across the College. In relation to learning and development – 81 members of staff, the Student President and the Student Vice President have completed the LGBT Youth Scotland online learning course and up to 25 staff will attend a workshop with LGBT Youth Scotland in November 2022. This is in addition to the existing e-learning and training opportunities available to staff.

In recognition of the unique needs of transgender and gender diverse students, the Student Association has introduced a new student officer post to its Student Executive – Trans Officer. Moreover, an Equality Officer post has also been introduced to further underline the College's commitment to equality and inclusion.

The College, with its partners in the Ayrshire Equality Partnership, held the first ever hate crime conference in Ayrshire, called 'Empowering communities in Ayrshire to end hate crime', at Kilmarnock Campus in October 2022. The Conference, attended by over 120 delegates, including some Ayrshire College students, aimed to inspire and empower delegates to challenge the attitudes and behaviours which underpin hate crime.

Hate crime is an ever-present concern which disrupts the cohesion of communities and impacts negatively on the individuals who experience it. Hosted by Dave Scott, Campaign Director of Nil by Mouth, a national anti-sectarianism charity, the Conference featured keynote addresses from Dr Christian Harrison, Reader in Leadership – University of West of Scotland, and Khadija Mohammed, Senior Lecturer – University of West of Scotland, a choice of workshops and networking opportunities with a host of organisations. Delegates rated the Conference positively with a high number indicating the information provided would enhance their practice.

Students from eight different college courses are participating in a gender based violence project to raise awareness of domestic abuse and coercive control. The project, supported by the College's Equality and Diversity Lead and Police Liaison Officer, is a new innovative approach of embedding awareness in curriculum delivery and seeks to fulfil the College's ambition of tackling and ending gender-based violence on its campuses and local communities.

The project will end with a student exhibition during 16 days of action, an international campaign to end violence against women and girls, between 25 November and 10 December 2022.

OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

Responsive institutions

Outcome – Institutions are responsive to employer and industry needs and to current and future skills requirements

Institutions make use of labour market intelligence and employer/industry engagement to align provision

Ensuring that the College's Curriculum Development Plan (CDP) is aligned to labour market intelligence and the needs of employers and industry is key. The annual process of preparing the CDP begins with Team Evaluations in August/September where course performance at individual level is considered. Outputs from those meetings are reviewed at the CDP planning meetings which take place in September/October and, thereafter the draft CDP is prepared and is approved by the Learning, Teaching and Quality Committee at its annual November meeting. An internal audit conducted during AY 2020-21 provided substantial assurance around the College's curriculum planning processes. The report contained no recommendations, and several areas of good practice were highlighted.

The CDP takes account of the College's [Statement of Ambition 2030](#), its [Refresh and Renew Plan 2021-24](#) as well as the College's [Learning and Teaching and Student](#)

[Engagement Strategy 2021-24 Empowering, Supporting and Inspiring Student Success](#). In addition, the draft plan takes account of priorities identified in the SFC's report, [Coherence and Sustainability: A Review of Tertiary Education and Research](#).

The importance of skills' alignment and curriculum planning is also key and the plan is informed by the latest labour market information for Ayrshire and Scotland. Finally, the Ayrshire Growth Deal and the [Ayrshire Regional Skills Investment Plan](#) are critical to the identification of opportunities and curriculum planning

The draft Ayrshire Regional Economic Strategy (RES) sets the strategic direction for the region, identifying several key themes which it is proposed remain relevant and central to recovery and renewal. The sectoral opportunities identified in the draft RES focus on:

- Aerospace and space
- Clean growth
- Visitor economy
- Food and Drink
- Life Sciences
- Advanced manufacturing

Institutions play their part in upskilling and reskilling the existing workforce

The College worked in partnership with NMIS, Strathclyde University, South Ayrshire Council and the Ayrshire Regional Aerospace and Space Group to deliver on the National Transition Training Fund (NTTF) to reskill and upskill and reskill workforces to enter the aircraft decommissioning sector.

The Vice Principal Curriculum, as Chair of College Development Network's Care Strategy Steering group, secured NTTF funding for an innovative, college-sector wide collaboration which developed a programme introducing people to a career in adult social care. The programme supports people who have been made unemployed or who are at risk of losing their jobs and who want to move into the adult social care sector in Scotland. The course provides individual training and upskilling opportunities whilst at the same time connects students to employers.

In partnership with NHS Ayrshire & Arran and the Ayrshire Health & Social Care Partnerships, Ayrshire College has developed and jointly delivered a number tailored educational programmes. Upskilling and reskilling the existing workforce and preparing a future workforce pipeline have required new, flexible and innovative ways in working.

A one-week clinical skills induction programme, introduced in June 2022, for newly appointed Health Care Support Workers, raises staff confidence, improves retention and takes pressure away from front line services. The Clinical Skills teaching room in

the Kilmarnock campus provides a simulated Health Care environment to deliver the skills to an industry approved high-quality standard.

A day-release course will be introduced in 2023 for Band 3 Health Care Support Workers to develop knowledge and skills and prepare them for the role of Band 4 Assistant Practitioners. The programme is being developed in partnership and meets the Career Pathways and workforce planning requirements for NHS staff.

At the request of Health & Social Care partners, Ayrshire College delivers the Professional Development Award (PDA) in Health and Social Care Supervision (SCQF 7) for employees who are now in a supervisory role requiring additional qualifications to meet the requirements of registration with the Scottish Social Services Council (SSSC).

Medical Terminology continues to be a successful short evening course delivered to NHS medical administration staff to enhance knowledge and application of medical terminology.

A full time Access to Allied Health Professions programme introduced in AY 22/23 offers new pathways to employment in areas such as Occupational Therapy, Podiatry, Radiography, Dietetics and Physiotherapy. Specialist staff from the NHS support the delivery of the programme and provide work experience opportunities for students as part of the course and guaranteed interviews on completion.

The Business Growth Team is responsible for ensuring that Ayrshire College delivers on the Scottish Government's Flexible Workforce Development Fund (FWDF). Restarting and rebuilding the economy has been challenging for some key sectors eg hospitality, health and social care, and aerospace particularly in relation to recruitment and retention of staff. In addition, employers have faced on-going challenges with staff absences due to Covid self-isolation periods. This context has had knock-on effects on the employers' capacity to release staff and ultimately the scheduling and delivery of training resulting in a challenging operational context for Business Growth.

Headline achievements for 2021-22 were:

- Contractually committed £713,742 against a total allocation of £842,884 (85%)
- Delivered 347 courses to 1991 learners from August 2021 to end July 2022
- Generated £245,272 commercial income across short, industry and gas – exceeding the target of £193,791

People have the necessary meta skills and attributes to succeed

The College has launched its Future Skills strategy, and this will ensure that students develop the relevant skills to succeed. It will support students to further develop their meta skills to be productive in their own learning and equipped for continual change. It will also enable students to develop transferable skills for life, learning and work, including functional essential skills, and increase the digital capacity of students and staff to use a range of digital platforms. It will focus on the development of technical

skills that are aligned to employer demand, informed by labour market intelligence, and integral to every student's successful career management. Finally, it will develop existing quality processes to support the development of meta skills, transferable skills and technical skills in all programmes.

The College is a pilot Centre for SQA's next Generation qualifications and in AY 2022-23 is piloting HNC Social Services. Next Generation Higher National (NextGen: HN) qualifications aim to:

- be adaptable and flexible to respond to the needs of a constantly changing employment environment
- support life-long learning and multiple career options
- integrate essential 21st century skills or meta-skills
- develop critical industry and subject-specific technical skills

Institutions help find pathways for people without work to study and move in to employment

The COVID-19 pandemic placed health and social care services under significant pressure and in response to requests from the NHS, Scottish Care and the three Ayrshire local authorities, the College's Health and Social Care students joined the workforce through bank registers and short fixed term contracts. This gave students the opportunity to support the Health and Social Care sector in Ayrshire and gain valuable experience to help them on their pathway in the absence of workplace placement experience. More than half of HNC Social Services students at the Ayr campus took up this opportunity to make a difference in their community and be part of the workforce at this challenging time.

Fair Work - Advancing and promoting Fair Work practices

The College is a signatory on the National Recognition and Procedures Agreement that supports national bargaining for the college sector and is bound by national agreements on terms and conditions of employment for Lecturing and Support staff. As part of the national agreements, the College is part of the national job evaluation project for support roles. The project is managed and coordinated nationally and is currently progressing through phase one.

The College is also an accredited Living Wage employer. To ensure its continued commitment to the living wage, in September 2022 the College took the decision to uplift salaries for the lowest paid staff, in accordance with the early rise of the Living Wage and in advance of national salary negotiations being concluded.

The College reports and publishes its gender pay gap, as legally required by the EHRC, and sets out actions to improve any gender pay imbalances identified [Mainstreaming Equality and Equality Outcomes 2021-2025 Progress report](#) .

The College recognises two trade union organisations, EIS-FELA for lecturing staff and Unison for support staff. The College has established local joint negotiating committees with each union, to consult on relevant matters including organisational change considerations, policies and procedures, and continues to develop and enhance local partnership relationships and working arrangements, for the benefit of all staff and the wider college environment.

At the start of the academic year, the College launched the first Aspire leadership and management programme, which provides a 6-month training programme for staff who wish to progress to leadership roles in the future. The programme was open to all staff who were not currently in a management or leadership role, with a key focus on succession planning. The programme will be evaluated at the end of the cycle and will become an annual staff development programme.

In August 2022, the College was assessed against the Investors in People framework and was awarded gold accreditation in recognition of its investment in its staff and culture. A celebration of the achievement was held across all campuses in November 2022.

A celebration of staff success also took place in November 2022 to recognise staff who recently completed programmes of study.

The College provides a wide range of staff wellbeing support across the academic year and during August 2022 a “wellbeing festival” took place over a two week period. In addition, the College supports “feel good Friday” which includes an approach where recurring internal meetings, do not take place in the afternoons.

The College also provides staff with the opportunity to receive a flu vaccination on campus, and this was introduced during academic year 2021-2022. A menopause support group was also established which is led by the members of the group.

Confident and highly capable - work-ready - graduates

Outcome – work-ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society. Students are equipped to take up employment and succeed in the job market

There is a pipeline of technically skilled people for key industries where skills gaps identified.

XLCC will produce high voltage direct current (HVDC) subsea cables, at Hunterston Ayrshire, for use in interconnector projects, where electricity is moved between countries, and for export cables to bring power back to the shore from offshore wind farms. XLCC’s first order is for four 3,800km long cables to connect solar and wind renewable power generation in the Sahara to the UK for the Xlinks Morocco-UK power project.

XLCC is working in partnership with Ayrshire College to increase the number of Performing Engineering Operations (PEO) courses available to prospective students across Ayr, Kilmarnock and Kilwinning campuses. Additional course content will be provided in partnership their specialist training provider who will deliver train the trainer sessions for college staff in early 2023 on cable manufacturing fundamentals.

XLCC are committed to raising awareness of career opportunities as they emerge and like other employers such as GE Caledonian are committed to visiting the College to discuss career opportunities with our students and deliver talks on their specific industries. Once fully operational in 2025, the XLCC facility will support 900 jobs in the Hunterston area, with thousands more in the wider supply chain.

All these projects are examples of the coherent approach taken by the College to ensure our graduates have the skills to meet the needs of employers in Ayrshire and beyond. Ayrshire College courses continue to provide the connectivity between training and employment for all, from students studying towards a Foundation Apprenticeship through to HND.

Knowledge Exchange and Innovation

Colleges are focusing and prioritising their knowledge exchange and innovation activity on the top priorities of a green recovery, a well-being economy and a just transition to a net zero carbon society

Ayrshire College is committed to expanding provision around Renewables and Green Technology. Green Growth being identified in the Ayrshire Growth Deal as a key priority.

As part of the AGD, Ayrshire College are partners in the Community Renewable Energy Project, CORE Centre of Excellence, Cumnock and will continue to explore training, upskilling and re-skilling opportunities as part of this key project for Ayrshire.

As a member of the Energy Efficiency Training Network, facilitated by ESP, Ayrshire College were successful in 2021 in gaining a grant from the SPEN Green Economy Fund. This resulted in Ayrshire College becoming one of nine Renewable & Energy Efficiency Training Centres in colleges across central and southern Scotland. The project has supported significant capital investment in renewable and energy efficiency training equipment, notably ground and air source heat pumps, battery storage and solar thermal together with staff training and continuing professional development in current and emerging technologies, as well as supporting overall curriculum development.

The development of this project has cemented key industry partnerships for the College, positioning them at the forefront of training for the future renewables and energy efficiency workforce in South West Scotland in the future.

The College is integral to the Renewable Energy Employment Task Force for the west of Scotland, whose members include DWP, employers and contractors, with a remit of identifying and meeting energy skills demands and training needs. The College will continue to provide training and upskilling to meet this demand.

Working with partners in the sector, the College revised the content of its highly successful Wind Turbine Technician course, with many students who have completed this course being equipped with skills which has allowed them to train and work in windfarms across Europe. The College continues to deliver the Global Wind Organisation Basic Technical Training qualification which is a precursor for entry into the wind industry.

The College has continued to expand its training in ultra-low emission vehicles (ULEVs). Following a successful bid to the Ayrshire College Foundation's Innovating for Learning Fund, added resources were installed which allowed over 100 motor vehicle students to be awarded the IMI unit in Electric Vehicle Awareness at SCQF Level 5. Through its partnership with Energy Skills Partnership, the College has been allocated an ULEV as a shared resource and are continuing to expand the curriculum in this area to offer ULEV courses to existing students and to upskill technicians in the industry at various SCQF levels.

Institutions are evolving their strategies for knowledge exchange and innovation and working with key stakeholders

The College hosts a state-of-the-art Extended Reality (XR) facility on its Ayr campus. The Aerospace Digital Visualisation Suite (ADVS) gives Small or Medium-sized Enterprises (SMEs), free access to the very latest XR and digital visualisation technologies to help them grow their business in the aerospace and space sector.

Delivered by South Ayrshire Council, the ADVS facility is based within the Aeronautical Engineering Training Centre at Ayrshire College. The project has been established following a successful bid to the Advancing Manufacturing Challenge Fund (AMCF), led by South Ayrshire Council and its partners, which saw a total of almost £1.1 million being allocated from the European Regional Development Fund (ERDF) and match funding by the Council.

In conjunction with their partners, including the University of Strathclyde and National Manufacturing Institute Scotland (NMIS), the ADVS team works closely with companies to identify XR solutions to everyday industry challenges, with the added bonus of saving time and money.

Since being operational, the ADVS has worked with almost 50 companies, which for some, has resulted in securing lucrative contracts. One example is Chevron Aircraft Maintenance based at Prestwick. The company had the opportunity for a new contract, provided they could fit an Airbus A330 and a Boeing 737-8 side by side in their hangar. The ADVS team carried out laser scanning and modelling of the hangar showing the prospective customer that this was possible, and Chevron won the contract.

The ADVS project will run until 2023, with its legacy being secured through the new Aerospace and Space Technology Applications Centre being developed at Prestwick, as part of the Ayrshire Growth Deal. It also supports the Skypath Aero Training Centre at Prestwick, offering 3D-visualisation in their course delivery, with plans already underway to establish a second ADVS facility at the Skypath site.

Collaboration

Outcome – There is active collaboration with other SFC funded institutions across the education and skills system

Institutions consider and pursue meaningful opportunities for collaboration which fit with their mission and values and supports the delivery of coherent, sustainable provision and research.

The financial and implementation arrangements for the Ayrshire Growth deal was signed by partners on 19 November 2020. £251 million will be invested in the Ayrshire region and it is estimated that this will leverage up to £300 million from the private sector and the investment has the potential to create up to 7,000 jobs.

Ayrshire College is a key regional partner in the delivery of the Growth Deal and is already contributing to some of the projects in development such as the Community Renewal Energy Project CoRE; the i3 Digital Automation and Testing Centre and the HALO. The HALO, Kilmarnock, is a £63m brownfield urban regeneration project. Phase one of the project is the HALO Enterprise and Innovation Centre which will open in January 2022. The HALO will collaborate with its partners of which Ayrshire College is one, to create an industry leading cyber and digital training and learning facility.

In addition, the College, alongside the University of the West of Scotland and Skills Development Scotland leads on the Skills sub-group of the Ayrshire Regional Economic Strategy. The immediate response has been to publish [the Ayrshire Regional Skills Investment Plan](#) which sets out the key data on the impact of COVID-19 on the labour market and skills. Given that skills are a derived demand, part of the work has involved collaborating with the other sectoral RES sub-groups to identify the opportunities for recovery and renewal in the region.

The College is currently in discussion with the Civil Aviation Authority (CAA) to become a Part 147 Approved Maintenance Training Organisation. During AY 2022-23, the team will complete its Maintenance Training Organisation Exposition (MTOE) and then undertake the process of becoming an approved centre. The application will be developed in partnership with Industrial partners around the airfield at Glasgow Prestwick Airport and throughout Scotland. This is an exciting opportunity for the College and its partners. Initially, the College will seek approval to offer both B1 mechanical maintenance licences and B2 avionic licences.

This application is in line with the long-term economic ambitions of Ayrshire, as identified in the Ayrshire Growth Deal and the Ayrshire Regional Skills Investment Plan

2022-2025, to be a recognised global centre of excellence in aircraft and space technology.

Institutions consider collaboration on estates assets that could improve local coherence and sustainability of provision; reduce carbon emissions and be part of a place-based approach to economic recovery.

Construction is well under way at the new Willie Mackie Skills Hub at the College's Kilwinning campus and has a scheduled completion date of June 2023.

Owing to an inappropriate estate, the College has not been able to offer the same opportunities in STEM courses for the communities of North Ayrshire as it has for East and South Ayrshire residents. Key partners recognised this and Ayrshire College, North Ayrshire Council, the Magnox Socio Economic Panel, the Scottish Funding Council and the Ayrshire College Foundation have worked in partnership to provide funding for the project.

The Hub will be the focal point for vocational training for North Ayrshire communities and will be situated within the grounds of the Kilwinning campus in North Ayrshire. It will be a sector leading space which will enable the delivery of an innovative curriculum in Engineering, Construction and SMART Technologies to primary and secondary school pupils, employers and their workforce, and North Ayrshire residents seeking employment.

By providing a range of skills provision from employability skills through to higher level skills, the College will create the opportunity for North Ayrshire communities to access entry level jobs and to progress to higher level occupations in sectors which are higher value to the economy and workforce. The College will introduce Construction apprenticeship training within the Hub, initially in Carpentry & Joinery, which will be a first for the College in North Ayrshire. This will help create a virtuous cycle of increasing productivity and prosperity in the area.

Climate emergency

Outcome - Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

Ayrshire College is responding to the climate change emergency by being environmentally responsible and embedding sustainability in its learning and teaching and business practices. The College's draft Sustainability Strategy (2022-2025) will be finalised by the end of 2022. The College's approach is aligned with the UN Sustainable Development Goals (SDGs) and the strategy is underpinned by three interrelated themes:

1. Innovation
2. Collaboration
3. Leadership

The Willie Mackie Skills Hub demonstrates the College's continued commitment to invest in a low carbon future. The College's estate features BREEAM excellent campuses at Kilmarnock and Kilwinning which are rich in smart eco-technologies. The College's future estates work will build on these strong foundations to ensure innovative and forward-thinking curriculum and service delivery.

The College is engaged in a collaborative project with the Energy Agency through the Nethermills Hydro project on the banks of the river Ayr which delivers 100% green energy to Ayrshire College. In addition to getting a local zero carbon energy source, the hydro scheme provides ongoing learning opportunities for students and staff and is hugely beneficial for our renewable energy curriculum area.

Working in partnership with Galloway and Southern Ayrshire Biosphere, the College will train 30 staff members to be Carbon Literacy Ambassadors. On completing the training, a group will develop an Ayrshire College Carbon Literacy project which will be endorsed by the Biosphere and delivered to staff, students, and communities to raise awareness and equip them with the knowledge and tools to respond to climate change and the environmental impact.

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Targets
A Credits Delivered (Core)	131,415	126,212	124,301	126,324	124,782	124,788	124,462	126,729	123,867
Credits Delivered (ESF) NB 2022-23 FAs	0	1,255	1,447	0	900	961	1,220	1,207	1,344
Credits Delivered (Core + ESF)	131,415	127,467	125,748	126,324	125,682	125,749	125,682	127,936	125,211
B Volume of Credits Delivered to 10% most deprived postcode areas	26,705	26,116	27,027	24,323	24,268	23,739	22,783	25,452	23,600
Proportion of Credits delivered to 10% most deprived postcode areas	20.3%	20.5%	21.5%	19.3%	19.3%	18.9%	18.1%	19.9%	19%
C Volume of credits delivered to care-experienced learners	66	79	2,643	3,163	7,869	9,016	11,222	10,684	11,143
Proportion of credits delivered to care-experienced learners	0.1%	0.1%	2.1%	2.5%	6.3%	7.2%	8.9%	8.4%	8.90%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	318	405	347	408	358	669	358	391	390
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	58.6%	61.2%	67.0%	66.9%	66.2%	64.7%	58.5%		62%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,890	2,757	2,675	2,800	2,539	2,595	1,887		
Total number of FTFE students	4,932	4,507	3,994	4,187	3,838	4,008	3,225		
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	77.7%	69.7%	69.0%	71.7%	71.2%	68.5%	70.8%		86%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	5,069	3,660	3,365	3,683	4,052	3,605	3,621		
Total number of PTFE students	6,525	5,254	4,876	5,135	5,694	5,259	5,111		
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	62.3%	63.1%	68.1%	67.2%	66.9%	68.7%	71.2%		65%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,502	1,575	1,638	1,581	1,473	1,479	1,479		
Total number of FTHE students	2,412	2,498	2,407	2,352	2,203	2,152	2,077		
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	72.9%	81.4%	79.0%	80.5%	78.4%	75.0%	85.7%		76%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	447	464	440	343	428	390	515		
Total number of PTHE students	613	570	555	425	542	520	601		
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	423	428	578	560	461	489		
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	334	283	375	325	269	296		
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	79.0%	66.1%	64.9%	58.0%	58.4%	60.5%		62%
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,936	2,796	2,776	2,629	2,598	2,239			
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,861	2,627	2,628	2,527	2,469	2,117			
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	97.4%	94.0%	94.7%	96.1%	95.0%	94.6%			96%
Total number of full-time HE college qualifiers (in confirmed destinations)	1,084	1,377	1,289	1,332	1,230	1,205			
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,052	1,302	1,223	1,270	1,183	1,120			
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	97.0%	94.6%	94.9%	95.3%	96.2%	92.9%			94%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	93.7%	93.7%	N/A - see note	94.9%	-	87.0%	94.2%	95%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years

**Outcome Agreement Ayrshire College the Scottish Funding Council for AY
2022-23**

On behalf of Ayrshire College

Signed: 

Print name: Angela Cox

Position: Principal

Date: 26 April 2023

Signed: 

Print name: Fiona McQueen

Position: Chair

Date: 26 April 2023

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023