

**Meeting of the Learning, Teaching and Quality Committee
to be held on Thursday 23 May 2024 at 4.00pm via Microsoft Teams**

AGENDA

1. Welcome and Declarations of Interest
2. Apologies
3. Education Scotland – Annual Engagement Visit (15 April 2024)
 • Sarah Halliwell, HMle (Education Scotland) Verbal (AC/SH)
4. Minutes from meeting held on 7 March 2024
 • Action and Decision tracker Paper 1 (C/P)
 Paper 1a

Part A – For discussion, decision and approval

5. Student Association Report Q4
 2024-25 Class Ambassadors Mid-Year Review Report Paper 2 (P) (TC/AW)
 Paper 2a (P) (TC/AW)
6. 2023-24 SFC Student Satisfaction and Engagement Survey Paper 3 (P) (AC)
7. W&B Internal Audit Report - Student Retention Paper 4 (P) (AC)

Break

Part B – Regular reporting and monitoring

8. 2023-24 Credit Activity Report Position as at 30 April 2024 Paper 5 (R) (AC/APs)
9. 2023-24 Student Support Funds Position as at 30 April 2024 Paper 6 (P) (ARi)
10. 2023-24 Apprenticeships and Work Based Learning Report Paper 7 (R) (ARo)

Part C – Risk management

11. Strategic Risk Register Paper 8 (R) (AC/ARi)

Part D – For information

12. **Date of Next Meeting:** Thursday 12 September 2024 at 4.00pm

(C/P) Confirmed minutes will be published; (P) Papers will be published on the College website; (R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality

Annual Engagement Visit Report

Ayrshire college

21/05/2024

College Principal	Angela Cox
Annual Engagement Visit Date	16th April 2024
College Nominee	Anne Campbell
Lead HMI	Sarah Halliwell

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners, and other stakeholders. This report outlines the findings from the visit, and includes aspects of positive practice, aspects for improvement, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body. An accompanying short report will be published on Education Scotland's website.

During the AEV the team explored the following overarching themes: learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement.

The team also reviewed progress against actions identified during our engagement in AY 2022-23.

2. The college and its context

Ayrshire College is a large regional college providing education, skills development, and training from three main campuses in Ayr, Kilmarnock and Kilwinning. Programmes are offered at Scottish Credit and Qualifications Framework (SCQF) levels 1-8 and include a range of Foundation Apprenticeships (FA), Modern Apprenticeships (MA), and bespoke training for businesses. The range of programmes includes aerospace and broader engineering specialisms, sport and leisure, hospitality and tourism, healthcare, social care, and early years education. Approximately 11,000 learners enrol on college programmes each year.

The region includes multiple areas of significant deprivation and the highest rates of children living in poverty outside Glasgow. The college works with the three Ayrshire local authorities: East Ayrshire, North Ayrshire, and South Ayrshire to contribute to community planning and provide part-time provision for school age young people in mainstream secondary schools and special schools across Ayrshire.

Performance indicator information used throughout this report are from SFC published data for academic year (AY) 2021-2022. Reference to unconfirmed data provided by the college for AY 2022-2023 is included in this report.

3. Summary of findings

3.1 Learner progress and outcomes

Summary of key performance indicator information

- In AY 2021-2022, the overall rate of successful completion for learners on full-time further education (FE) programmes was 58.5% which was 0.5% below the sector norm. Unpublished college data for AY 2022-2023 indicates this rate has increased by over 10% and is now 68.6%.
- Most full-time FE subject areas had successful completion rates above sector norms in AY 2021-2022. Programmes in performing arts, media, art and design, and sports and leisure had successful completion rates at least 10% above the sector norms.
- In AY 2021-22, the overall successful completion rate for learners on part-time FE programmes was 70.9%. This was 5.4% lower than the sector norm of 76.3%. Unpublished college data for 2022-2023 indicates that the number of learners on part-time FE programmes who completed their programme successfully increased by 4% and is now 74.7%.
- The overall successful completion rate for learners on full-time higher education (HE) programmes was 62.1% in AY 2021-2022, which was just below the sector norm. Programmes in computing and ICT, sport and leisure, construction and engineering were above sector norms. However, programmes in care and media were below the sector norm. Unpublished college data for 2022-2023 indicates that the number of learners on full-time HE programmes who completed their programme successfully, increased by 3.7% and is now 65.8%.
- The overall successful completion rate for learners on part-time HE programmes was 69.6% in AY 2021-2022. This was a decrease of 15.2% from the previous year. Unpublished college data for 2022-2023 indicates that 83.4% of learners successfully completed their part-time HE programmes, which is an increase of 13.8%.
- The overall successful completion rate for care experienced learners in AY 2021-2022 was 59.2%, which is 6.7% higher than sector norm. Unpublished college data for 2022-2023 indicates that 66.9% of care experienced learners on full-time FE programmes and 57.9% of care experienced learners on full-time HE programmes completed their programmes successfully.
- In 2021-2022, the overall withdrawal rate for learners on full-time FE programmes was 34.1%. This was 4.8% higher than the sector norm and an increase of 3.2% from the previous year. Unpublished college data for 2022-2023 indicates that this has improved by 9.1% and is now 25%.
- The overall withdrawal rate for learners on full-time HE programmes was 26.9% in AY 2021-2022, which was 3.3% higher than the sector norm and an increase of 7.5% from the previous year. Unpublished college data for 2022-2023 indicates that the withdrawal rate for learners on full-time HE programmes has improved and is now 24.1%.

- In AY 2021-2022, the successful completion rate for learners who identify as female on FE level programmes was 58.1% and the successful completion rate for learners who identify as male on FE level programmes was 73.3%.

Equity, attainment and achievement for all learners (QI 3.2)

Areas of positive progress

- The Corporate Parenting, Student Carers and Estranged Students steering group works productively to improve retention and attainment of learners who face additional challenges. The group sets targets and reviews and monitors college action plans to ensure that specific groups of learners are supported to overcome barriers to learning. This includes learners who are care experienced or have a disability.
- College managers and support team leaders have completed trauma informed and responsive practice (TIRP) training to embed a trauma informed approach to support learners. Staff use this training and collaborate well to support learners to complete their programme successfully.
- Arrangements to support new learners to make the transition to college are effective. Staff encourage learners to identify support needs and address funding queries during the application arrangements and preparing for college activities. Families of learners who have additional support needs are invited to participate in preparatory activities which assists new vulnerable learners to settle more confidently into the college environment.
- Managers and staff use coherent data to identify learners who require additional support and to initiate interventions to help learners at risk of withdrawal to remain on their programme.
- The virtual portal MyAyrshire provides useful information to learners on funding, programme content, and provides easy access to online resources and support services. The helps learners to remain on programmes.
- Curriculum managers and support team leaders collaborate well to improve retention and attainment. Almost all staff engage well with college systems to record and monitor learner attendance and progression. Weekly attendance meetings with curriculum and support staff are effective in implementing actions to improve and enhance learner motivation, engagement and attendance.
- Diversity and inclusion are promoted proactively by the students' association (SA) office bearers who host a wide range of events and campaigns that reinforce a college-wide culture and commitment to supporting learners. These include The White Ribbon campaign, 16 Days of Action and the S-Word campaign.

Areas for development

- None identified.

3.2 3.2 Approaches to assuring and enhancing the quality of learning and teaching including professional updating.

Leadership for improvement of learning and teaching (QI 1.2)

Areas of positive progress

- The college provides good opportunities for teaching staff to engage in professional development and updating. Trauma-informed approaches to curriculum planning, building future pathways and the Aspire programme are offered as professional development opportunities to all teaching staff. Most teaching staff hold the Teaching Qualification in Further Education (TQFE) and many make good use professional learning opportunities to gain full professional registration with the General Teaching Council for Scotland (GTCS).
- Most managers draw productively on the college's well-established industry links to plan provision that supports economic growth in the region. This is particularly strong in the fields of aeronautical engineering, sustainability and tourism. This provides learners with access to useful and relevant progression pathways and opportunities for employment.
- Senior managers implement well, a range of transformational projects to address the skills needs and enterprise priorities for the region. Projects prioritise curriculum design, digital transformation and sustainability. Curriculum teams are supported well by managers to amend and redesign programmes to enable shorter and more flexible modes of delivery.
- All staff access comprehensive and reliable information to support monitoring, evaluation and planning activities. Managers record, share and analyse performance indicator (PI) data. They draw effectively on these facilities within formal programme review meetings to evaluate the impact of the curriculum and plan for improvement.
- The digital transformation project is enhancing learning and teaching approaches. Digital technologists are supporting teaching staff well to produce online learning materials for learners to access through the college's virtual learning environment (VLE).
- Recently appointed guidance tutors are providing good support to learners on FE level programmes. However, this facility is not in place for learners on HE level programmes.

Areas for development

- None identified.

Learning, teaching, and assessment (QI 2.3)

Areas of positive progress

- Staff use a range of effective mechanisms to capture the views of learners. Most learners contribute productively to end-of-unit evaluations, learner focus groups and informal feedback initiatives. Feedback from learners is used well by managers to inform improvements to learning and teaching approaches and services to support learning.
- Curriculum and support managers collaborate well to support learners. Teaching and support staff regularly update learners' individual Personal Learning and Support Plans (PLSPs) and

share them through an online portal. This assists staff to integrate approaches to support learners to achieve and progress.

- In a few programme areas learners have completed an online self-assessment tool to identify meta skills. This is helping these learners to recognise and track the development of meta skills over time.
- Learner feedback is used well by most staff to reflect on their professional practice and learning and teaching approaches. This is supporting improvements to curriculum design and influencing approaches to help learners to achieve their qualification.
- Effective practice is shared well with staff using an online learning framework to access resources from the digital support team that enhances learning and teaching approaches.
- Useful workshops and training have been delivered that support staff well to develop and extend their professional practice.

Areas for development

- In some curriculum areas the delivery of core skills is not sufficiently contextualised to ensure it is relevant and engaging for learners.
- Most curriculum teams have not yet fully embedded the development of meta skills within their programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and promote them to prospective employers.

3.3 Learner Engagement

Learners leading learning (QI 1.2)

Areas of positive progress

- The SA is represented well at college board meetings and across all strategic committees. The post of Student President is currently vacant and executive officers meet regularly with senior managers and contribute positively to discussions. Almost all learners have a high awareness of the SA and can identify its impact.
- Learner representatives participate well at programme team meeting reviews to convey the views of their classmates and contribute to planning of activities to support their peers. They value the opportunity to suggest improvements to learning and teaching.
- The majority of learner representatives completed training to perform their roles effectively. Most learners are confident that they are listened to and their suggestions for improvement are acted upon.
- Learners value events organised by staff and the SA to raise awareness of health and wellbeing. These include training on the impact of misuse of drugs, alcohol and gambling, stress management, and the effect of caffeine on sleep.

Areas for development

- None identified.

Evaluation leading to improvement (QI 1.4)

Areas of positive progress

- Learner feedback from college surveys is used effectively by staff to inform future planning. This has resulted in improvements to curriculum design, adaptations to learning and teaching approaches and enhancement of support services.
- Learners feel their voice is strong and is used well by staff to implement positive change.
- A comprehensive review of admission arrangements, which included extensive consultation with new learners, has resulted in the introduction of preparing for college activities that are helping to ease transition.

Areas for development

- Learner participation rates in the Student Engagement and Satisfaction Survey (SESS) are low.

Learning teaching and assessment (QI 2.3)

Areas of positive progress

- Curriculum staff draw constructively on their partnerships with employers to arrange industrial placements and promote employment pathways. Learners' value the vocational skills they gain from work-based experiences to plan and prepare for entering employment.
- Project-based assessment approaches are used effectively by many curriculum staff to ensure contextualisation to industry standards and practices. This increases the motivation for learners to succeed.

Areas for development

- None identified.

3.4 Update on previous Education Scotland evaluative activities AY 2022-23

The college has made appropriate progress since our last visit. Staff have acted on the areas for development identified in the previous report in relation to; improving rates of successful completion; addressing the number of learners leaving their programme early; ensuring staff have access to comprehensive and reliable information to support systematic evaluation and secure improvement. The college has developed clear actions and support mechanisms to improve the success rates for learners on FE programmes. All safeguarding areas for development have also been addressed.

4. Main Points for Action

- None identified.

5. What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Sarah Halliwell
HM Inspector

Annexe 1 Evaluative Terms

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Annexe 2

Full-time FE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19	25.2%	8.6%	66.2%
2019-20	22.1%	13.10%	64.7%
2020-21	30.9%	10.8%	58.2%
2021-22	34.1%	7.4%	58.5%
2022-23	25.00%	6.4%	68.6%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	24.70%	10.10%	65.20%
2019-20	20.80%	13.20%	66.00%
2020-21	27.30%	11.70%	60.90%
2021-22	29.30%	11.70%	59.00%

Part-time FE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19			
2019-20	18%	13.5%	68.5%
2020-21	13.5%	15.8%	70.7%
2021-22	15.4%	13.7%	70.9%
2022-23	14.1%	11.2%	74.7%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	9.30%	11.00%	79.70%
2019-20	9.50%	12.50%	78.00%
2020-21	10.10%	13.70%	76.20%
2021-22	10.70%	13.00%	76.30%

Full-time HE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19	21.2%	12%	66.8%
2019-20	19.1%	12.2%	68.7%
2020-21	19.4%	10.1%	70.60%
2021-22	26.9%	11%	62.10%
2022-23	24.1%	10.1%	65.8%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	18.50%	11.70%	69.80%

2019-20	14.90%	11.70%	73.40%
2020-21	17.60%	10.90%	71.60%
2021-22	23.60%	13.90%	62.50%

Part-time HE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19			
2019-20	12.3%	12.7%	75%
2020-21	6.1%	9.2%	84.8%
2021-22	9.2%	21.3%	69.6%
2022-23	6.8%	9.8%	83.4%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	9.00%	12.10%	78.90%
2019-20	8.20%	13.70%	78.10%
2020-21	9.20%	9.90%	80.90%
2021-22	9.50%	11.70%	78.80%

**Minute of the Learning, Teaching and Quality Committee Meeting
Held by Hybrid Attendance at Kilmarnock campus and via Microsoft Teams
Thursday 07 March 2024**

Present:

Alison Sutherland	Chair LTQC
Sharon Morrow	Vice Chair LTQC
Mike Stewart	Senior Independent Board Member
Norman Bone	Non-Executive Board Member
Gillian Murray	Non-Executive Board Member
Lisa Keggans	Elected Member, Support Staff
Janette Moore	Elected Member, Curriculum Staff
Tim Chan	Elected Member, Student Vice President
Amanda-Louise Woods	Elected Member, Student Executive
Angela Cox	Principal, Ex-officio

In attendance:

Anne Campbell	Vice Principal, Skills and Enterprise
David Davidson	Vice Principal, People, Performance & Transformation
Hilary Denholm	Board Governance Advisor (Minutes)
Elaine Hutton	Assistant Principal, Learning and Skills
Katelyn Kilbride	Executive Assistant (Shadowing)
Gavin Murray	Assistant Principal, Learning and Skills
Alan Ritchie	Vice Principal, Finance & Infrastructure
Alistair Rodgers	Director of Enterprise Development
Doreen Wales	Assistant Principal, Student Experience & Quality Enhancement

1. Welcome and Declarations of Interest

Alison Sutherland, Chair of the LTQC, welcomed everyone to the meeting, including new Director of Enterprise Development, Alistair Rodgers, elected Student Executive Member, Amanda-Louise Woods, and new Executive Assistant, Katelyn Kilbride, who will be supporting the administration of this Committee going forward.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

2. Apologies

Apologies were received from Steven Wallace, Non-Executive Board Member.

3. Minutes of the previous meeting held on 16 November 2023 (Paper 1) (C/P)

The minutes of the meeting held on 16 November 2023 were approved as a correct record.

Proposed: Mike Stewart

Seconded: Angela Cox

3.1 Action Tracker (*Paper 1a*)

The Committee noted the updates provided and that there were no outstanding actions.

4. Student Association Report Q3 (Paper 2) (P)

T Chan highlighted the main activities from the report, and verbally updated the committee on activities since the report submission.

The Committee noted:

- The resignation of Linda Corbett as the Student President upon her successful appointment to the role of Student Association Advisor.
- A Student Officer from the Student Association Executive Committee, Amanda-Louise Woods, has taken up duties as a Member of the Board to ensure continued representation of the student voice, and was introduced to the Committee.
- Executive Committee activities have continued following the report submission including supporting campaigns (LGBT+ History Month, 16 Days of Action, Mental Health and International Women's Day), with a very successful second Drag show in Ayr.
- The Men's Group activity is being re-evaluated following a low turnout.
- Amanda-Louise Woods announced that the College had been awarded the LGBT Charter Mark at foundation level.

Updates were provided regarding actions taken following the Class Ambassador network feedback:

- Delay in implementation of Personal Learning and Support Plans for those with additional learning support needs, and staff training has now been discussed with SLT.
- SLT have helped explain the rationale for the removal of some HND courses giving the Student Association more confidence in providing reasons to students affected.
- Liaison is taking place with the Catering Manager regarding students having more say on food choices available at refectories.
- Advice has been given to report all IT issues via the IT Helpdesk, as they were going unreported.
- There will be a focus in March around timetabling issues and assessment scheduling, with dialogue encouraged between the Class Ambassadors and the Curriculum staff leads.
- Work has begun with the Promoting Positive Behaviour Group to help influence student behaviour regarding amount of vaping/smoking taking place in inappropriate areas of the college.

Following questions around the Class Ambassador Feedback actions being relayed back, it was clarified that individual areas can discuss further if the specific Curriculum areas are included in the report. Also, information has already been passed onto the Student Engagement Officer, and via the network of meetings held, and quality sessions were planned. Discussion took place around increasing survey response rates, with a recognition that this was the first survey of this type giving a first baseline.

The Committee welcomed the detailed report, informative updates, and acknowledged the volume of activity, noting the report as presented.

5. 2022-23 Interim Ayrshire College Performance Indicator Report (*Paper 3*) (P)

A Campbell provided committee members with background information and technical guidance on learning and teaching performance indicators, explaining reasons for the delay in reporting to the Committee due to ASOS.

The Committee noted:

- Indicative Ayrshire College AY 2022-23 KPIs show significant improvements in terms of both retention and attainment across all four modes of delivery.
- As of February 2024, college sector KPIs for AY 2022-23 have not been formally signed off and published by the SFC, therefore, the figures presented are interim.
- College sector benchmarking information will be brought to the Committee following publication of the college sector KPIs by the SFC in May 2024.

The Committee welcomed the positive report, acknowledged the hard work to produce such positive results, noting the report as presented.

6. 2022-23 SFC Student Satisfaction and Engagement College Sector Benchmarking Report (*Paper 4*) (P)

D Wales provided committee members with an analysis of Ayrshire College's responses benchmarked to the sector average for HE Full-Time (HEFT) and FE Full-Time (FEFT) respondents and, for some questions, against similar Colleges

The Committee noted:

- Ayrshire College's response rate for HEFT was 46.9% (a 17.3% increase from the previous year) against a sector average of 48.8%.
- For FEFT, the response rate was 47% (a 9.1% increase from the previous year) against the sector average of 58.9%.
- Ayrshire College's satisfaction rate for HEFT was 95.1% against a sector average of 89.1%.
- For FEFT, the satisfaction rate was 95% against the sector average of 94.6%.

Discussion took place around response rates in comparison to other Colleges, and it was acknowledged that there may be some survey fatigue.

D Wales added that the SFC survey has opened and is being posted via the My Ayrshire App. Regular push notifications and wider communication and promotion should encourage completion.

The Committee welcomed the positive report and noted the report as presented.

7. 2021-22 SFC College Leaver Destination Survey College Sector Benchmarking Report (Paper 5) (P)

D Wales provided the survey report which focuses on students who studied a course in academic year 2021-22 and completed their course in June 2022 with a successful outcome. The data reports on their position as at 31 December 2022.

The Committee noted:

- The College achieved a return rate of 88.5% (up 3% from the previous year) confirming the destinations of 2,920 college leavers out of a total of 3,298. This exceeded the SFC completion target of 80% and was marginally higher than the sector average completion rate of 88.3%.
- The return rate for FE learners was 91% (up 1% from the previous year) while the return rate for HE learners was 84% (up 5% from the previous year).
- 93.8% of Ayrshire College confirmed HE leavers and 92.6% of Ayrshire College confirmed FE leavers are in a positive destination six months after completing their course of study.
- The majority of students (74.7%) were undertaking further study six months after successful completion of their full-time course (67% of HE confirmed leavers and 78.5% of FE confirmed leavers). 18.3% of confirmed leavers had moved into employment - 26.8% of confirmed HE leavers and 14.1% of FE confirmed leavers.

Discussion took place around destinations of those that were not positive, and that Careers Advisors do follow up depending on age.

The Committee welcomed the positive report and noted the report as presented.

8. 2022-23 Early Withdrawals as at 1 November 2023 (Paper 6) (P)

A Campbell provided an update to committee members on full-time student retention in AY 2023-24, explaining why this information is important to help ensure we have the right learners on the right courses, as well as for financial reasons.

The Committee noted:

- Early withdrawal rates, for FE full-time courses, have improved by 3.43% and are at their lowest for six academic years.
- Early withdrawal rates, for HE full-time courses, have improved by 0.4% and are at their lowest for six academic years.
- During the first week in February of 2024, internal auditors Wylie and Bissett conducted a review of student retention. Auditors gave the college substantial assurance. The report will be presented to the March meeting of the audit committee and will be presented to LTQ committee at its May meeting.

Discussion took place around the key issues that cause students to withdraw early, being mostly for personal reasons including physical and mental health issues. Discussion also took place on the extensive support in place.

The Committee welcomed the very positive report, acknowledging the high level and range of support offered to students, noting the report as presented.

10.2023-24 Student Support Funds position update (Paper 8) (P)

D Wales updated the Committee on how the College has expended, and plans to expend, the £11m of student support funding. A five-year analysis was provided to help gauge the impact of Covid and to understand the trend in applications and spend, comparing to pre-covid AY 2019-20.

The Committee noted:

- The College has seen a significant increase (107% from 2019/20) in the level of care experienced students requiring support during 2023-24.
- The College is supporting 460 care experienced students as at February 2024 compared to 435 in 2022-23 (*typo page 3 Paper 8*).
- This has resulted in a £100k reduction in projected amount which will be available for the intended April and June cost of living / transition payments.
- The overall position remains that the College is operating within its allocated budget subject to the caveats and risks highlighted within the paper.
- There are no current risks that require to be drawn to members attention.
- Financial projections will continue to be refined throughout the year for reporting to both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee.
- These projections will also be refined to reflect the information reported by curriculum on student numbers.

Discussion took place around the good system in place, acknowledging the efficient teamwork and speedy processing of applications, and that we were awaiting SFA guidance, with attention drawn to a required focus next year on the increased care experienced payments and need for additional grants.

The Committee welcomed the detailed report, acknowledged the high volume of support in place for all students, noting the report as presented.

13. AOB

The Committee thanked Elaine Hutton, Assistant Principal, Learning and Skills, for her contributions to the Committee, as this would be her last attendance due to her retirement, and wished her all the best for the future.

14. Date of Next Meeting: Thursday 23 May 2024 at 4.00pm

(C/P) Confirmed minutes will be published on College Website; (P) – Paper will be published on the College Website; (R) – Paper is reserved, because it contains data or information of a personal nature, which is restricted by legislation, or because it contains commercially sensitive information, and will not be published on the College Website

RESERVED ITEMS ON THE NEXT PAGE

9. 2023-24 Credit Activity Target Progress Report (Paper 7) (R)

A Campbell advised the Committee of the current 2023-24 credit activity target position and projection to the end of the academic year.

The Committee noted:

- A key strategic aim, of the College, is to meet the annual credit activity target agreed with the Scottish Funding Council (SFC) as part of the Regional Outcome Agreement process.
- It is estimated that the College will meet its core credit target of 111,480 credits.

The Committee welcomed the positive report and noted the report as presented.

11.2023-24 Apprenticeships and Work Based Learning Report (Paper 9) (R)

A Rodgers summarised the current Income & Expenditure position and associated activity for Apprenticeships and Work Based, highlighting the current Scottish Apprenticeships week and associated positive activities and trends for the College.

The Committee noted:

- Current performance and projections suggest the 2023-24 income target of £1,686,000 will be achieved.
- Other sources of income from employability provision for the 2023-24 Academic Year have been identified and provision is underway.
- The credit target for Work Based Learning is on track to be exceeded.

Discussion took place around agreed redistribution from one area to another (Construction to Engineering), and the ongoing employer engagement and SDS funding bids. The hard work was acknowledged to Gavin Murray, Assistant Principal, Learning and Skills, and his team in achieving such positive results.

The Committee welcomed the positive report and noted the report as presented.

12. 2023-24 Strategic Risk Register (Paper 10) (R)

A Ritchie introduced Paper 10 which summarises the strategic risk faced by the College, highlights the controls in place to address the identified risks along with any further mitigation actions being undertaken.

The Strategic Risk Register now combines the previous three Committee specific registers into a summary and a detailed register, and the College has taken the opportunity to rationalise the previous identified eighteen strategic risks.

The Committee noted:

- The Risk Register is split into three main parts:
 - 1) A summary Strategic Risk Register which allows the Board of Management and Committees to gain a high-level understanding of all the risks faced by the College.
 - 2) A detailed Strategic Risk Register that provides a more detailed picture of the risks faced by the College including a. Description and ownership b. Scoring i. Inherent – the risk score if no controls or actions were present ii. Previous risk score – historical and at this stage can be ignored iii. Probability and Impact – scored from 1 to 5 as per section 3 iv. Total risk score c. Controls that are currently in place. d. Mitigating actions to be taken.
 - 3) Risk Rating a. A summary of the scoring matrix used.
- The refined Strategic Risk Register will now be reviewed and commented upon through the next cycle of College and Board meetings.
- A session is planned for the Board of Management in mid-April to review the College risk appetite with the output from this session being capture in the next iteration of the Strategic Risk Register.
- The Strategic Risk Register will be updated following SLT review and considered by the College Management Team at the next meeting.
- The Board Committees will also be requested to review the register in a similar fashion to the notes above with the Strategic Risk Register being approved by the 28 March Board of Management.

The Committee were requested to:

- a) In light of the business reviewed by the Committee, consider whether there are any further risks which should be considered by the College.
- b) For those risks which are within the remit of the Committee:
 - Review the controls and assess whether the Committee is content with the controls in place.
 - Review the mitigating actions and assess whether the Committee is content with the actions being taken.
- b) Review and approve the Strategic Risk Register for consideration and approval by the Board of Management.

Discussion took place around the top three risks, the movement in the scores of the top two risks, and the reason why other risks had been downgraded or removed.

The Committee reviewed the summary register and agreed the identified strategic risks appear to be correct given the current College operating environment.

The Committee reviewed the residual risk scores and agreed they reflected the level of risk faced by the College.

The Committee reviewed the adequacy of the controls in place.

There were no further risks highlighted by the Committee which should be considered by the College.

The Committee were asked to send any further comments and feedback within the next two weeks, so that they could be included in the final paper for the Board meeting on 28 March.

Action: LTQ43-A01: Committee members to email feedback on the Strategic Risk Register to H Denholm/A Ritchie by 21/03/24.

Decision: LTQ43-D01: The Committee reviewed and approved the Strategic Risk Register for consideration and approval to the Board.

Learning, Teaching & Quality Committee - Action and Decision Log
Meeting No 44 – 23 May 2024

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
07.03.24	2023-24 Strategic Risk Register	LTQ43-A01	Committee members to email feedback on the Strategic Risk Register to H Denholm/A Ritchie by 21/03/24.	A Ritchie	22.03.23	Action	Completed
07.03.24	2023-24 Strategic Risk Register	LTQ43: D01	The Committee reviewed and approved the Strategic Risk Register for consideration and approval to the Board.	NA	NA	Decision	Approved

Learning, Teaching and Quality Committee

23 May 2024

Strategic Objective Reference: (delete as appropriate)

SO1	An inspirational college experience
SO2	Embedding diversity and inclusion
SO5	High performing college underpinned by excellence in stewardship and governance
SO7	Developing staff and students to enable excellence

Subject/Purpose: Student Association Report

Action Required: To note

Appendices: (yes/no) Yes – Class Ambassador Mid-Year Review

1. Summary/Key Points

The Student Association team ordinarily consists of two elected officers. The Student President (position vacant), and Student Vice President, Tim Chan. The Student Association is governed by a Student Executive Committee within which students hold various volunteer officer roles. The work of the Student Association is supported by a Student Association Advisor, and is overseen by the Head of Quality Enhancement, Ann Heron.

2. Proposals and Recommendations

The Student Association proposes to run nominations and elections for the selection of two Sabbatical Officers with a view to them commencing their duties on the 1st of July 2024 as per the Student Association Constitution.

The Student Association proposes to launch the Student Mental Health Agreement alongside the new Ayrshire College “Mind Thy Self” Mental Health App in May 2024.

3. Associated Risks

None

4. Equality and Diversity Impact Assessment (if applicable)

None

5. Current Situation

Student Association Representation at Board of Management and Sub-Committees

The Student Association notes the completion of a closed vote for a member of the Student Association Executive Committee to go forward as a full member of The Board of Management considering the vacant Student President position.

The vote was completed and verified, and we note the appointment of Amanda Louise Woods to the Board of Management as an elected representative for the student body.

The Student Association would like to note their thanks and appreciation to the Board of Management and it's Sub-Committees for their support and guidance during this transition period.

Student Association Governance

Executive Committee Activities

The current Executive Committee remains engaged and active across all three campuses with continued works relating to lunch clubs, campaigns and projects which most recently includes continued participation in the Promoting Positive Behaviour Working Group, The S-Word Campaign and attendance at the recent Education Scotland Visit.

Executive Committee Meeting(s)

The next meeting of the Student Association Executive Committee is scheduled for early May.

Executive Committee Updates

We note the resignation of Nicola Smith as Women's Officer and would like to thank her for her hard work, dedication and support of the Student Association and for her work on recent campaigns. We wish Nicola all the best for the next stage of her journey.

The Student Association also notes that some of our Executive Officers will be moving on to pastures new for the next academic year and so would like to take this opportunity to express our gratitude for their continued support this year and in years past. The Student Association will commence it's annual recruitment for Executive Officers in the new academic year.

6. Student Voice and Engagement, and Activities

Class Ambassadors

Meetings

The Student Association continues with the monthly Class Ambassador meetings. The themes set for February and March were timetabling and assessments and the theme for the April and May meetings will be progression routes and next steps for students.

Feedback

The Student Association collects feedback from the Class Ambassadors network covering two main areas which are campus wide issues and in-class feedback. During the meetings information, guidance and support is given

where required to encourage Class Ambassadors to take appropriate actions that would support their class.

The feedback continues to be collated in a monthly Summary Note which is then shared with the Class Ambassadors, Curriculum Managers, Heads of Service and other key departments as part of the feedback loop.

Regarding progression routes and support feedback from the Class Ambassadors, this has largely been positive. A small number of Class Ambassadors felt that support to explore alternative options following the removal of an HND progression route could be more substantial and notification of the removal of the courses could be timelier. This has been fed back to Curriculum Managers through the monthly Summary Notes. We note action already having been taken in some areas regarding this and Class Ambassadors extended their thanks for the swift response from different college areas.

POSITIVES

The feedback about support to progress either at Ayrshire College or to another pathway was largely positive. We noted, specifically, that there was a lot of support for students to explore whether their chosen progression route was the right one with lots of students being supported to move into different courses. The Class Ambassadors said they were well supported, the guidance and advice was excellent and being quickly and appropriately linked to different Curriculum Departments for support was incredibly helpful.

Class Ambassador – Mid Year Review

The Student Association reported on some key findings from their Class Ambassador Mid-Year review in the last paper. We can now advise that the review is complete and the Report is now available for your perusal as an appendix to this paper. The Student Association will use the review and its recommendations for development areas to support the implementation of the Class Ambassador Programme for the next academic year.

Student Association Events, Campaigns and Activities

Student Clubs, Societies and Drop Ins

The Student Association clubs, groups and societies are all largely active however we do note that some activities are winding down with many of our students being busy with college work including assessments and graded units.

We have supported students to start a new Warhammer 40k group in Kilmarnock, and this has been going well.

The Battle for Scotland Online Gaming Tournament has now concluded and whilst none of the Ayrshire College teams placed, everyone enjoyed taking part. All our players will receive a certificate of appreciation for representing Ayrshire College with professionalism.

Draggity Act 2

The Student Association hosted its second Drag Show at the beginning of March to celebrate the end LGBT+ History Month. This was led by LGBT+ Officer, Kieran Quinn. The uptake was very high and the feedback was excellent with one student saying “having events like this makes me feel proud to be an Ayrshire College student”.

Brit Challenge

The Student Association took part in the BRIT Challenge in March, the nationwide initiative to support students to improve their mental health and wellbeing. We provided healthy recipe cookbooks for students. The uptake was high, and we have given away approximately 100 cookbooks. Additionally, within the Ayrshire College Photographic Society student group, students were challenged to take 24 outdoor photos to encourage physical activity. We supported other key colleagues in the college to offer challenges to students including the use of gym equipment for fun mini challenges.

Turn Up Campaign

The Student Association took part in the NUS Turn Up Campaign which aims to encourage students to register to vote and subsequently use their vote in the upcoming General Elections. Support to register and help to receive free ID were also given to students. The event was received extremely positively by students.

S-Word Campaign

The Student Association supported and participated in the new S-Word Campaign, which aims to reduce the stigma around suicide and talking about Mental Health. There were three marketplace events across the campuses, special workshops and talks and the events were well received by the students and staff alike. The Student Association will support this campaign on an annual basis going forward.

Transpride March

Ayrshire College hosted this year's Transpride March and the Student Association supported this by offering LGBT+ and trans themed goody bags which included pens, trans themed fun stickers, wristbands, pronoun badges and mini TransPride Flags. We took this opportunity to also promote the College's newly achieved LGBT Charter Mark.

AEV Education Scotland Visit

The Student Association, plus 7 students, attended an Education Scotland Visit to provide information and feedback on the work of the Student Association and it's impact. Our thanks go to the students who took the time to attend and for their excellent contributions. We noted the feedback from students to the AEV facilitator were largely positive including that they felt the Student Association was approachable, more present and very active across all three campuses. We also noted that feedback given from the facilitator on

the day would corroborate an increase in the visibility of the Student Association.

7. Future Activity

Student Association Volunteer Awards

The Student Association will be giving our Class Ambassadors, Executive Committee Officers, Wellbeing Ambassadors and Student helpers a Volunteering Award which will be endorsed by Tim Chan and Angela Cox. These will be graded from bronze through to platinum and will be the Student Association's way of giving Recognition and Reward for the efforts and commitment given by our students. We hope to give out these awards at the end of May.

Mental Health Awareness Week

The 13th to the 19th of May is Mental Health Awareness Week and the Student Association are working in collaboration with key colleagues across the college to provide a programme of activities in line with this year's theme of Movement for Mental Health. We will offer a series of mini challenges, including walking for wellness and give up your phone for a day. We will also be offering stress balls, links to websites and information leaflets for students. The Campaign week will also be supported by a Podcast mini series in collaboration with Rockpool Podcasts.

As part of the weeklong campaign, we will also launch two new Ayrshire College Resources. They are:

- The Student Mental Health Agreement. This is the pledge from Ayrshire College and the Student Association, created in collaboration with NUS Think Positive, that we will continue to make Student Mental Health a key priority and provide continued support for students.
- Mind Thyself Mental Health App. This app has been created in collaboration with the colleges NHS Mental Health Nurse, Michelle Morton and John McBlain, Music and Sound Production Lecturer. This app is a one stop shop for all things Mental Health including a variety of topics, links to external websites and can even initiate phone calls to Mental Health support phone lines at the click of a button.

Essential Radio Relaunch

The Student Association in partnership with Essential Radio are making an application to the Ayrshire College Foundation for funds to fit PA and sound systems into the Kilwinning and Ayr Refectories (similar to what is already in place at Kilmarnock) and to cover the cost of the Radio licences to allow playing of Essential Radio in all three Campus Refectories. The aim of this project is to widen the reach of Essential Radio and therefore increase the number of students who will be able to hear the important student messages that go out on the radio. It will also boost the ambience in the refectories, promote the radio station and the college and encourage student engagement. If we are successful, we hope to have our plans implemented for the new academic year.

Student Association Extra Curricular Fund

In the 2023-2024 Academic Year, the Student Association assigned £6000 of its budget specifically to an Extra Curricular Fund. This fund supported activities, projects and resources for 17 classes and benefited over 250 students. Due to the popularity of the fund, the Student Association will be making an application to the Ayrshire College Foundation for monies to create a larger Extra Curricular Fund with a view to supporting a greater number of classes and students.

Current Sabbatical Officer Exit Activity

The Student Association notes that Tim Chan will be moving on from Ayrshire College after the summer to continue with his studies. We'd like to express our thanks and appreciation for the stellar work of Tim over the last academic year. His inputs and commitment to the student body, to raising aspirations and desire to build a community amongst student will leave a legacy to be proud of. The Student Association Advisor will work with Tim to undertake a variety of exit strategy activities and wishes Tim well for the future.

New Sabbatical Officer Inductions

The Student Association Advisor has created a programme of induction activities for the new incoming Sabbatical Officers including a variety of shadowing sessions with key college departments. These sessions will upskill the new officers, increase their knowledge of different college provisions and provide opportunity for them to begin building their networks.

8. Conclusion

The Student Association will be working towards the election of two Sabbatical Officers for the next academic year. The Student Association will undertake future planning activities in order to ensure the smooth and effective running of its core duties for the next academic session. Legacy projects to be carried forward will be included in the Student Association TOEP for the next academic year.

Tim Chan
Student Vice President
May 2024

*This paper will be published on the College website



Student association

Class Ambassador

Mid-Year Review 2023 -2024

This short report provides the results and details of the 2023-2024 Mid-Year Review for the Ayrshire College Class Ambassador Programme.

CONTENTS

1. Introduction

2. Training

3. Working with Curriculum

4. Programme Delivery

- Communications**
- Meetings**

5. Conclusion

1. Introduction

The Student Association at Ayrshire College facilitates the Class Ambassador Programme in collaboration with all Curriculum areas.

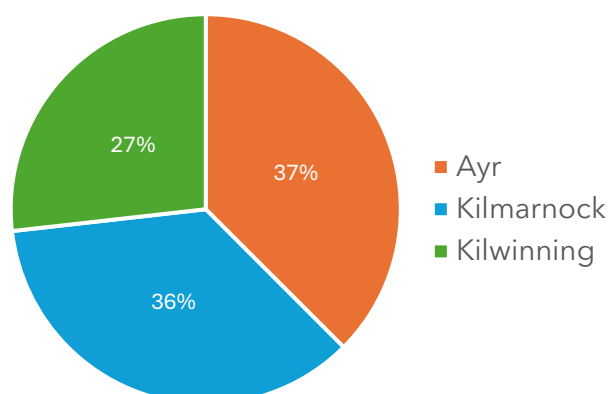
Students are offered the opportunity to be a Class Ambassador, where they can receive training, engage in regular feedback meetings, work on collecting feedback from their class and support the feedback loop process at the College.

As part of this process, the Student Association undertakes a mid-year review of the programme and goes out to the Class Ambassadors themselves to canvas their opinions and to ensure the programme meets the needs of the Ambassadors and seeks opinion on areas of improvement.

The review focusses on several key areas including delivery of the training programme, engagement with Curriculum areas, the programme delivery and suitability of meetings as well as asking for general feedback about the programme.

This report will cover the key areas mentioned and will also provide some information on potential areas for development.

There were 56 responses to the survey, which is an 18.5% response rate. The Chart shows the spread of which campuses the responding Ambassadors study at. We feel this is a representative sample of Ambassadors from across the 3 campuses.



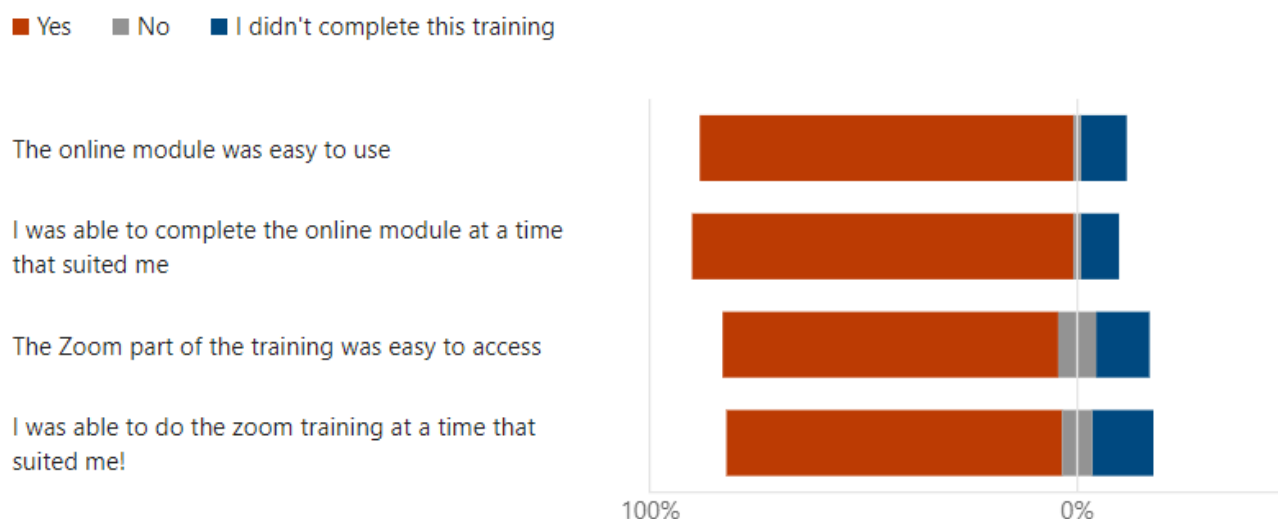
2. Training

For the 2023-2024 delivery of Class Ambassador Training, the Student Association worked closely with Student Partnerships in Quality Scotland (SPARQS) to offer their in-house Class Ambassador Training Programme.

This consisted of an online module that would take no more than 2 hours to complete (part 1), followed by a Zoom Training session with the SPARQS Associate Trainers (part 2).

The online module was made available through MyLearning (Moodle) with the support of the Digital Learning and Development Team.

Here are the results from the questions we asked about the Training:



The online module was easy to use: **Yes = 87.5%** **No = 1.8%** **Didn't complete = 10.7%**

I was able to complete the online module at a time that suit me:
Yes = 89.3% **No = 1.8%** **Didn't complete = 8.9%**

The zoom part of the training was easy to access:
Yes = 78.6% **No = 8.9%** **Didn't complete = 12.5%**

I was able to do the zoom training at a time that suited me:
Yes = 78.6% **No = 7.1%** **Didn't complete = 14.3%**

We have noted the slightly lower scores regarding part 2 of the training and can advise this is likely due to the availability of the training and short space of time for scheduling.

DEVELOPMENT AREA: Plan ahead for part 2 and give more time for training dates.

WHAT THE CLASS AMBASSADORS SAID ABOUT THE ONLINE TRAINING MODULE

A word cloud representing feedback on the online training module. The word 'good' is the largest and most central. Other prominent words include 'informative', 'easy', 'lot of information', 'modules were very good', 'point which was good', 'interesting information', 'information was easy', 'context was good', 'class ambassador', 'good foundation useful', 'suitable', 'course', 'lot', 'information', 'easy', 'content was very good', 'online modules', 'module was informative', 'informative and lots', and 'lot of information'.

WHAT THE CLASS AMBASSADORS SAID ABOUT THE ZOOM TRAINING SESSIONS

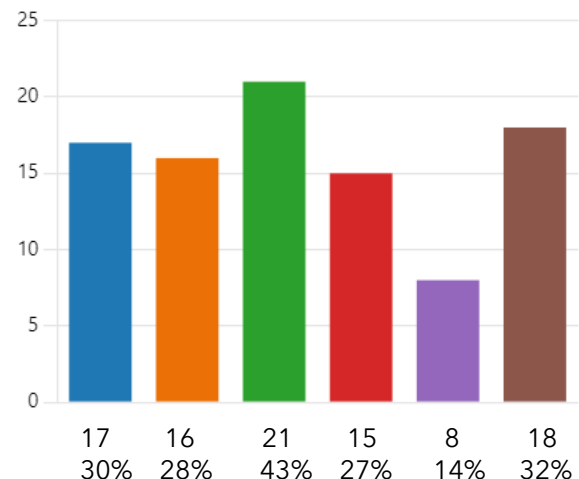
A word cloud representing feedback on the Zoom training sessions. The word 'good' is the largest and most central. Other prominent words include 'session was quite good', 'times available', 'zoom training', 'pace was good', 'Good and understanding', 'lots of information', 'good and relevant', 'good pace', 'questions', 'online training', 'easy', 'helpful', 'lot of the stuff', 'online module', 'trainer was very Good', 'good Information', 'Not so good', 'class ambassador', and 'trainers were very friendly'.

Overall, we are satisfied that the training programme and delivery for 2023-2024 was suitable and fit for purpose and we will likely use the same programme for the 2024-2025 academic year.

3. Working with Curriculum Areas

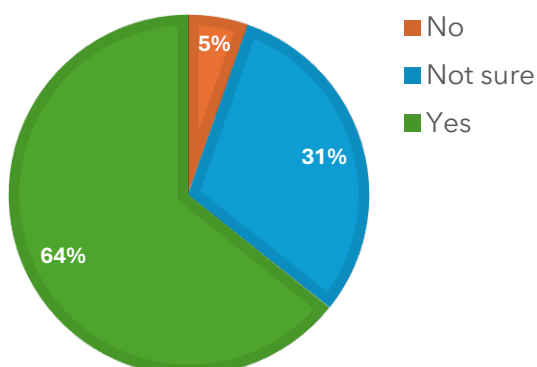
A large part of the integration of the Class Ambassador Programme, and ensuring it's effectiveness, relies on the relationship between the students and their respective Curriculum Areas. So, we asked whether Class Ambassadors had any engagement from their Curriculum Areas and what kind. The results table is below, and we would note that Ambassadors were able to pick all of the choices that applied to them.

- They have spoken to me 1-to-1
- They have emailed me
- I've been added to a Teams page
- I attended a meeting
- I was invited but unable to attend a meeting
- I haven't heard anything from them



We note the higher result of Ambassadors who hadn't heard anything from their Curriculum Area. This is an area of concern as it may indicate reduced interaction with the Class Ambassadors which can therefore reduce the strength of the student voice and effectiveness of the feedback loop.

We then asked "Do you feel you can help influence decisions made in your curriculum area?"



We are pleased to note that despite lower levels of engagements in the Curriculum Areas, that most Ambassadors still felt they could help to influence decisions. We would like to see this number higher though!

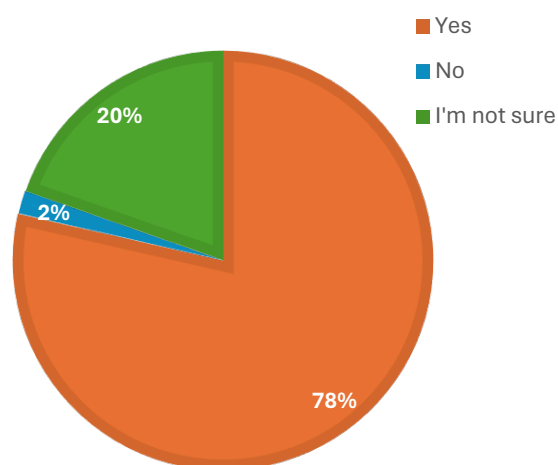
DEVELOPMENT AREA: higher amounts of engagement from the Curriculum Areas would boost the efficacy of the feedback loop, support a stronger student voice and allow Ambassadors to feel more confident to influence decision making.

4. Programme Delivery - Communications

The next key area we reviewed was the Student Association delivery and facilitation of the programme. This largely focusses on the methods of communication and the cycle of monthly meetings. We also asked for ideas and suggestions for improvement.

Our main method of communication is through a Teams page, this allows us to post information, meeting reminders, calls to actions and provides a central place for essential documents such as training materials, meeting schedules and our monthly summaries.

We asked if the Ambassador's found the Teams Page useful.



We are pleased with the high response of 78% that said yes, and it's a strong indicator towards continuing with the use of a Teams Page.

However, for the next review, we feel it may be helpful to have a "more information" box in the survey to understand the reason behind the responses for No and Unsure!

We then asked if there was anyway we could make the Teams Page better. We used a free text box for this question. The responses were largely that they were happy with the Teams Page in its current format. There was one small suggestion of having Campus specific channels and we may consider this as an addition to the main page. There was also a suggestion of "pinning" important documents and we've adopted that idea.

Here are some other comments made:

"Everything that is put up seems easy to access and is very informative"

"I think the teams page is fantastic."

"I'm happy with the way it is"

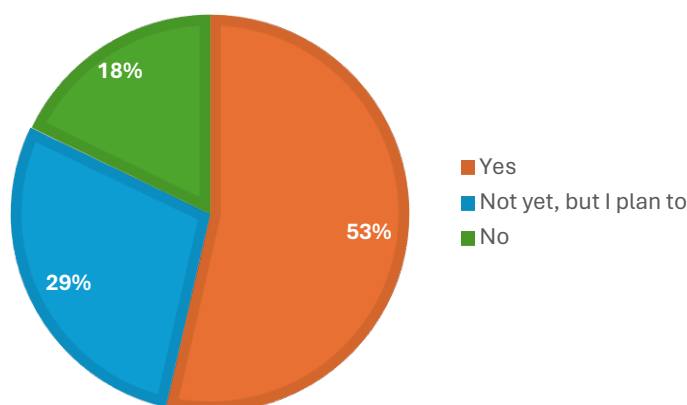
"I think that the group is very good for what we need and I can't think of anything to make it better"

"The Teams Group acts as an invaluable bulletin board and the Student Association updates the page regularly."

Meetings

The Student Association schedules monthly meetings on each campus and an additional online meeting which provides opportunities for Class Ambassadors to provide feedback, ask questions and receive information and updates.

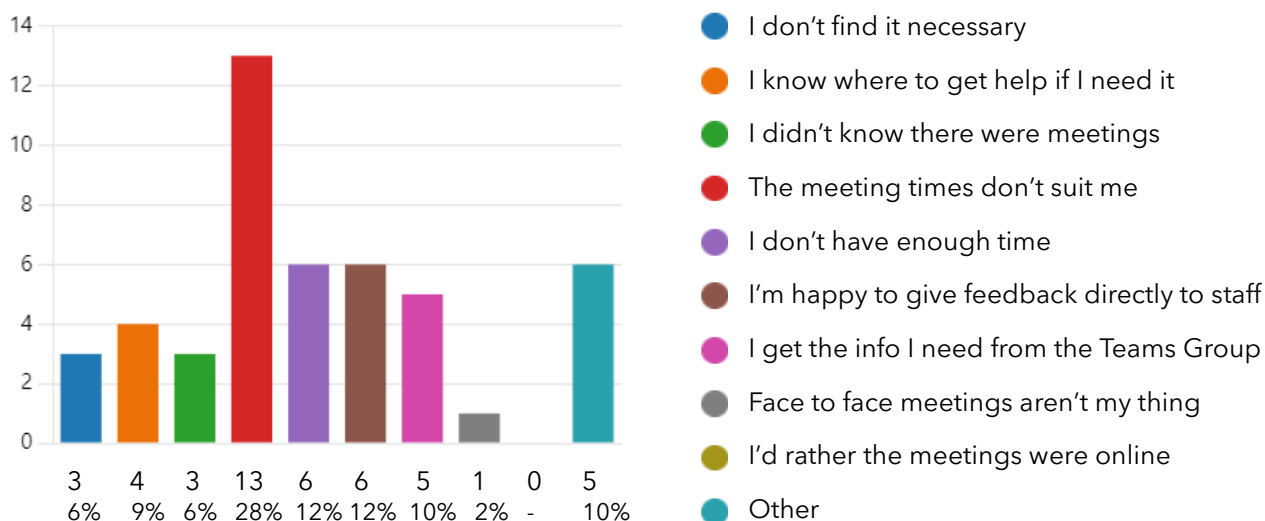
We asked if Ambassadors had been able to attend any of the meetings.



Attendance at the meetings fluctuates and we've noted typically higher attendance at the start of the Semesters.

We may review the format of meetings for the end of semester when attendance is lower. This could be that we hold an extra online meeting.

Following this, Ambassadors were asked about the reasons they hadn't been able to attend meetings! Ambassadors could chose all options that applied. There were 47 collective responses for this question.



We note the highest response being for "the meeting times don't suit me". We are aware that this is an annual challenge in relation to the scheduling of meetings. The Student Association makes efforts to alter the days and times of each campus meeting every month to give Ambassadors the opportunity to attend some of the meetings. However, we anticipate this remaining a challenge due to the variety of timetables that the Ambassadors will have but will continue to consult with the Ambassadors on meeting times.

5. Conclusion

The Class Ambassadors are largely reporting that the programme for 2023-2024 is suitable, that the communications are appropriate, and that the delivery of the programme is fit for purpose.

We recognise that there are some areas for improvement and development, and as a Student Association, we commit to the following development areas:

Training

We will endeavour to look at the scheduling of the training (part 2) and consider a longer delivery phase. We will balance this with having the Class Ambassadors active and able to begin their role at a reasonable point at the start of the academic year.

Curriculum Engagement

We will endeavour to engage with Curriculum areas to encourage the uptake of Ambassador communications inside their own Curriculum departments throughout the academic year. We will do this in collaboration with a variety of key stakeholders across the college.

Communications

We will include a free form text box in the next review to better understand why some Ambassadors either don't find the Teams page helpful or are not sure about the Teams page being helpful.

Meetings

We will continue to communicate with our Class Ambassadors about the suitability of meetings times and consider any suggestions made on how to make the meetings more accessible.

The Student Association would like to take this opportunity to give their thanks to the Class Ambassadors for their engagement with the programme and the mid-year review of the programme.

Tim Chan
Student Vice President
Ayrshire College Student Association

Ayrshire College

(Paper 3)

Learning, Teaching and Quality Committee

23 May 2024

Strategic Objective	SO1	An inspirational college experience
Reference:	SO2	Embedding diversity and inclusion
<i>(delete as appropriate)</i>	SO5	High performing college underpinned by excellence in stewardship and governance
	SO7	Developing staff and students to enable excellence
Subject/Purpose:	2023-24 SFC Student Satisfaction and Engagement Survey	
Action Required:	To note	
Appendices: <i>(yes/no)</i>	No	

1. Background

As part of the national quality arrangements, all colleges are required by the Scottish Funding Council (SFC) to conduct an annual student satisfaction and engagement survey.

The survey takes place between March and April each year and all students on courses of 4 credits or more (or 160 hours or more) are invited to complete it. Since 2020-21 the survey has included 13 Questions set by the SFC. The 2023-24 Ayrshire College student responses to the questions are set out in Appendix 1. Please note, at the time of writing there are still some responses to be included in the final total so these figures may change slightly before they are submitted to SFC.

The sector average responses for the 2023-24 survey will be published in October 2024.

Survey results are interrogated at course level enabling staff to review feedback for their own areas and compare their results with the College average, other campuses and courses for the purpose of identifying and sharing good practice. Curriculum Heads and Managers share the feedback from the survey with their teams to promote reflection and inform their team evaluation activities and improvement plans.

2. Analysis and Actions

Participation in the survey

The SFC target is for the survey to be completed by 50% of eligible students. To achieve this target, the College encourages students to complete the survey in a variety of ways, such as promoting it on social media and with text prompts. The Student Association, Heads of Learning and Skills and Curriculum Managers actively encourage students to participate in the survey. The survey was hosted on the

MyAyrshire App which allowed students to complete it on a variety of devices, including their phones, and push notifications were also sent out regularly.

In 2023-24 2,768 students completed the survey, 406 more than in 2022-23. Full analysis of the results at Mode of Delivery level is still to be undertaken.

The Quality Enhancement Team and the Student Association continue to work on innovative ways to encourage students to complete the survey, including working with other colleges to learn from good practice in the sector.

Analysis of responses

Analysis of the 2023-24 survey indicates that there has been an overall increase of 1% in levels of student satisfaction. This is a 3% increase since the first post pandemic survey. The College continues to seek ways to improve the student experience, particularly as elements of learning, teaching and assessment continue to evolve and be delivered in a blended manner.

10 statements recorded an increase in satisfaction levels

- The largest increase in satisfaction (+11%) was to the statement '*The college Students Association influences change for the better*'. This is most likely due to the efforts of the Student President and Vice-President to increase their visibility across all campuses and improve communication with curriculum areas so that they work in partnership with the Student Association.
- There was an increase of 4% in satisfaction to the statement '*My time at college has helped me develop knowledge and skills for the workplace*'. This is also 1% higher than 2021-22.
- There was a 2% increase in satisfaction to the statements '*The online learning materials for my course have helped me learn*' and '*I feel that I am part of the college community*'. Curriculum areas have been reviewing and improving their online learning materials this session with support from the Digital Learning Support staff.

Only 1 statement saw a decrease in the % of positive responses: -

- The statement '*I believe student suggestions are taken seriously*' recorded a 3% decrease in satisfaction. This will be analysed further when the survey results are shared at curriculum level.
- The satisfaction rate remained the same for the statements '*Staff encourage students to take responsibility for their learning*' and '*Any change in my course or teaching has been communicated well*'.

Further analysis of these responses will be undertaken by individual curriculum areas and discussed at Team Evaluations. Required improvements will be recorded and monitored through the Team Operating and Enhancement Plans.

There were also 2 college-devised statements added to the survey: -

'I know how to access college services to support my learning' recorded a 96% satisfaction level – the same as the previous year.

'The college consistently promotes and supports positive mental health and wellbeing for students' recorded a 95% satisfaction level – an increase of 2%.

Student Comments

Student comments have still to be collated and analysed. These will be anonymised and shared with individual curriculum areas to be discussed at Team Evaluations or with members of staff where they are named in comments. Required improvements will be recorded and monitored through the Team Operating and Enhancement Plans.

3. Consultation

No formal consultation is required.

4. Resource Implications

No resource implications require to be noted in this paper.

5. Risks

The survey presents a reputational risk if concerns raised are not addressed by the College and individual areas fail to take account of student feedback to inform improvements to their service.

6. Equality Impact Assessment

Given the subject matter of this report, a formal impact assessment of this paper is not required.

7. Conclusion

Members are invited to note the contents of this paper.

Ann Heron

Head of Quality Enhancement

13/05/2024

STUDENT SATISFACTION AND ENGAGEMENT SURVEY RESPONSES TO SFC QUESTIONS (March – April 2024)

Question	Positive responses	Positive responses	Positive responses	% Change since last session
	2021-22	2022-23	2023-24	
Overall, I am satisfied with my college experience	94%	96%	97%	+1%
Staff regularly discuss my progress with me	89%	89%	90%	+1%
Staff encourage students to take responsibility for their learning	99%	98%	98%	0%
I am able to influence learning on my course	92%	91%	92%	+1%
I receive useful feedback which informs my future learning	92%	92%	93%	+1%
The way I'm taught helps me learn	90%	91%	92%	+1%
My time at college has helped me develop knowledge and skills for the workplace	94%	91%	95%	+4%
I believe student suggestions are taken seriously	88%	89%	86%	-3%
I believe all students at the college are treated equally and fairly by staff	92%	88%	90%	+2%
Any change in my course or teaching has been communicated well	87%	89%	89%	0%
The online learning materials for my course have helped me learn	87%	89%	91%	+2%
I feel that I am part of the college community	83%	86%	88%	+2%
The college Students' Association influences change for the better	53%	58%	69%	+11%
Number of respondents	1,984	2,362	2,768	

Ayrshire College

(Paper 4)

Learning, Teaching and Quality Committee

23 May 2024

Strategic Objective Reference: SO5 High performing college underpinned by excellence in stewardship and governance

Subject: Internal Audit Report – Student Retention

Purpose: The paper provides an overview of the recently conducted internal audit review into Student Retention at the College.

Recommendation: Discussion and for information only.

1 Executive Summary

This review formed part of the 2023-24 Annual Internal Audit Plan. The purpose of this assignment was to review the levels of student retention at the College. The auditors assessed the processes in place at the College to highlight problem areas and where retention is low. They also assessed the steps taken by the College to address areas of poor student retention.

Overall Assurance: Strong

The overall conclusion is as follows:

‘Following our review, we can provide the College with a strong level of assurance surrounding the controls in place to manage student retention. We assessed the processes in place at the College where problem areas and low retention have been highlighted. We have raised several good practice points and two low grade recommendations for improvement.’

The report has identified several areas of good practice (page 14).

2 Detailed Report

The College has accepted the two low grade recommendations, and these will be added to the Rolling Audit Action Plan.

3 Resource Implications

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

4 Consultation

No formal consultation is required to be completed. The audit report has been discussed with the relevant members of the Senior Leadership Team (SLT) and the required actions are being undertaken to address the recommendations made.

5 Risks

There are no further risks required to be considered because of this report.

6 Equality Impact Assessment

An equality impact assessment is not applicable to this paper given the subject matter.

7 Recommendation

The Learning, Teaching and Quality Committee is requested to note the paper.

Alan Ritchie
Vice Principal, Finance and Infrastructure
19 March 2024

Publication

This paper will be published on the College's website.

Ayrshire College

(Paper 6)

Learning, Teaching and Quality Committee

23 May 2024

Strategic Objective Reference: SO1 An inspirational college experience
SO2 Embedding diversity and inclusion.
SO5 High performing college underpinned by excellence in stewardship and governance.
SO7 Developing staff and students to enable excellence.

Subject: **2023-24 Student Support Funds at 30 April 2024**

Purpose: The paper provides an update on how the College has expended and plans to expend the £11m of student support funding.

Action Required: To Note

Appendices: No

1. Executive Summary

The funding position remains that the College is operating within its allocated budget subject to the caveats and risks highlighted within the paper. There are no current risks that require to be drawn to members attention.

The College has seen a significant increase in the level of care experienced students requiring support. The College is supporting 497 care experienced students as at April 2024 compared to 435 in 2022-23 (14% increase).

2. SFC Student Support Funds

In 2023-24 the SFC have provided Student Support Funding of £10,377,347 and table 1 details the bursary support funds position as at 30 April 2024.

Table 1

Student Support Fund	2023-24			2022-23	Movement on 2022/23
	Budget Spend	Forecast Spend	Variance	Actual Spend	
Bursary	£8,216,972	£7,973,817	£243,155	£7,229,539	10%
FE Childcare	£354,716	£168,146	£186,570	£244,162	(31)%
HE Childcare	£167,924	£102,523	£65,401	£147,711	(31)%
FE Discretionary	£1,637,735	£1,852,738	£(215,003)	£2,616,578	(29)%
Total	£10,377,347	£10,097,223	£280,124	£10,237,990	(1%)

The College is still actively promoting cost of living support therefore figures may still change. Any remaining unspent funds will be returned to SFC.

Bursary

The Bursary fund has supported 2,317 students with a projected spend of £7,973,817, which equates to an average per student of £3,441 (2022-23: 2,085 students, £7,229,539; average per student £3,467). This figure includes £3,592,011 which relates to 497 care experienced students (2022-23: 435 students, £2,748,107).

Childcare

Demand for childcare funding has been reducing since the Scottish Government increased the number of hours of free childcare to parents in August 2021. Parents can now receive funding up to 1,140 hours per year (around 30 hours per week) if they have a child who is 3 or 4 years old. Further to this, some parents can now receive childcare funding for a child who is 2 years old, however this is only available where the parent falls into certain eligibility criteria.

The declining demand for childcare funding at both FE and HE levels is further impacted by the falling birth rate in Scotland which has been steadily declining for the past 15 years.

The Childcare fund has supported 96 students with a projected spend of £270,669 (2022-23: 158 students, £391,873).

FE Discretionary

In recognition of the national cost of living crisis, the College has continued to support additional payments to provide additional financial aid for students who need help with rising food, fuel and heating costs.

To date 1,793 Bursary and EMA eligible students from the lowest income households have been awarded funding with a projected spend of £1,852,738. This figure includes a one-off payment of £250 paid April 2024 and a transition payment of £650 to be paid June 2024 (2022-23: 2,053 students, £2,615,678).

3. Educational Maintenance Allowance (EMA)

EMA funding is provided by the Scottish Government to support eligible 16 to 17 year-

old students. The College does not receive an allocated amount but are reimbursed through a reclaim system each month.

The EMA fund has supported 638 students with a projected spend of £538,380 (2022-23: 642 students, £433,740).

4. SAAS Funds provided for Higher Education Discretionary

Table 2 details the 2023-24 SAAS HE Discretionary Fund budget:

Table 2

	2023-24			2022-23	Movement on 2022-23
	Budget Spend	Forecast Spend	Variance	Actual Spend	
HE Discretionary	£125,228	£125,228	£0	£199,873	(37)%
FE/HE International Discretionary	£2,660	£2,660	£0	£7,678	(65)%
Total	£127,888	£127,888	£0	£207,551	(38)%

The HE Discretionary fund has supported 90 students with a projected spend of £127,888. (2022-23: 114 students, £207,551).

HE Discretionary Funding for 2023-24 reduced by 38% in comparison to 2022-23 and a £3,000 cap was applied. HE Discretionary funding for 2023-24 was therefore more restricted in compliance with SAAS policy.

5. Student Support Fund Audit

Reconciliation and data validation work will begin at the end of July 2024 in preparation for our annual student support fund audit. Wylie & Bisset LLP have confirmed their availability as our auditors, which will take place week beginning 26 August 2024.

6. 2024-25 Student Support Funds

On 28 March 2024, SFC provided indicative allocation figures for Student Support Fund budgets which confirmed a sectoral reduction of £12m (9%). Table 3 below provides details on how this impacts the College.

Table 3

Initial Allocation 2024-25	Allocation 2023-24	Variance	Movement on 2023-24
£10,362,673	£10,377,347	(£14,674)	(0.14)%

Allocations have been based on our actual spend over the last three years. As in previous years, SFC will conduct an in-year redistribution exercise where by colleges

will be asked to either relinquish funds or to request additional funding. In 2023-24 SFC reserved an unallocated £2m contingency fund to be used for in-year redistribution. There is no contingency fund available for 2024-25.

SFC have also confirmed that due to the financial constraints in 2024-25 and the 11.1% increase to maintenance rates in 2023-24 they are not able to provide any uplift to the 2024-25 bursary maintenance rate.

It was also confirmed that the SFC will reintroduce the publication of average sector spend levels for study costs expenditure, which colleges will be expected to work within.

The SFC 2024-25 Student Support Policy / Guidance is yet to be published but is expected late Spring / early Summer.

SAAS confirmed that they were in discussion with Scottish Government to secure budget for HE Discretionary Funding. They are hopeful that they will be able to provide details of the 2024-25 allocation either late May, or sometime in June. It is expected that SAAS Policy Guidance will be published within this same timeframe.

No further policy guidance/information has been released at this time.

7. Inisoft – System Supplier Update

The College has recently been informed that Inisoft, who are our main system supplier for our CAMS online student funding application, will move to a critical support state from March 2026. It is therefore uncertain as to what any support service would be available after this 2-year period and Inisoft are unable, or unwilling, to provide any additional information until after this period has expired.

8. Resource Implications

No further resource issues require to be noted outside of those recorded in this paper.

9. Risks

Noted below are the most significant risks faced by the College regarding student funding:

Risk Description	Impact	Rating
There is a risk that the SAAS HE Discretionary budget does not allow the College to support all HE learners start / complete their course.	The potential impacts are loss of students who either do not start or are forced to withdraw during the year.	
There is a risk that FE students are not able to support themselves during their course due to the maintenance rates not keeping pace with the cost of living.	The potential impacts are loss of students who either do not start or are forced to withdraw during the year. In addition there is a risk that the College is required to use its core funds to supplement student bursary payments.	
There is a risk that Policy changes, which have not yet been issued, will result in a change to student funding application status.	The risk is that students may require to evaluate their course application and not start their course.	
There is a risk that the reintroduction of capped study cost expenditure will impact on consumable budgets.	The risk is that the cost of items purchased for students will be more than sectoral averages and total amount permitted to spend and that the College will be required to use core funds to supplement these costs.	
There is a risk that the CAMS online application will be decommissioned without an alternative suitable solution being available.	Students will be unable to apply digitally for student support funding. Paper based solution is not effective or efficient and negatively impacts on our carbon footprint. Negative impact on staff resources and service delivery.	

8. Equality and Diversity Impact Assessment

An impact assessment was completed in respect of the 2023-24 Student Funding Policy and Procedures.

9. Recommendation

Members are requested to note the content of the paper.

Alan Ritchie
Vice Principal – Finance and Infrastructure

23 May 2024

(Louise Park, Head of Student Funding)

Publication

This paper will be published on the College's website.