

A photograph of a modern, multi-story building with a large glass facade, likely Ayrshire College. The building is set against a clear sky. In the foreground, there is a paved area with some low-lying plants and a few people walking. The entire image is overlaid with a semi-transparent purple filter.

Ayrshire College

Outcome Agreement

AY 2021-22

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The [Statement of Ambition 2030](#), which sets out the College's long-term ambitions and aspirations as the country recovers from the pandemic, was launched in August 2021.

The Ayrshire College Statement of Ambition 2030 is that:

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

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

The overall Statement for 2030 has three underpinning ambitions:

Ambition 1 To be an accessible, inspirational, and inclusive place to work and learn

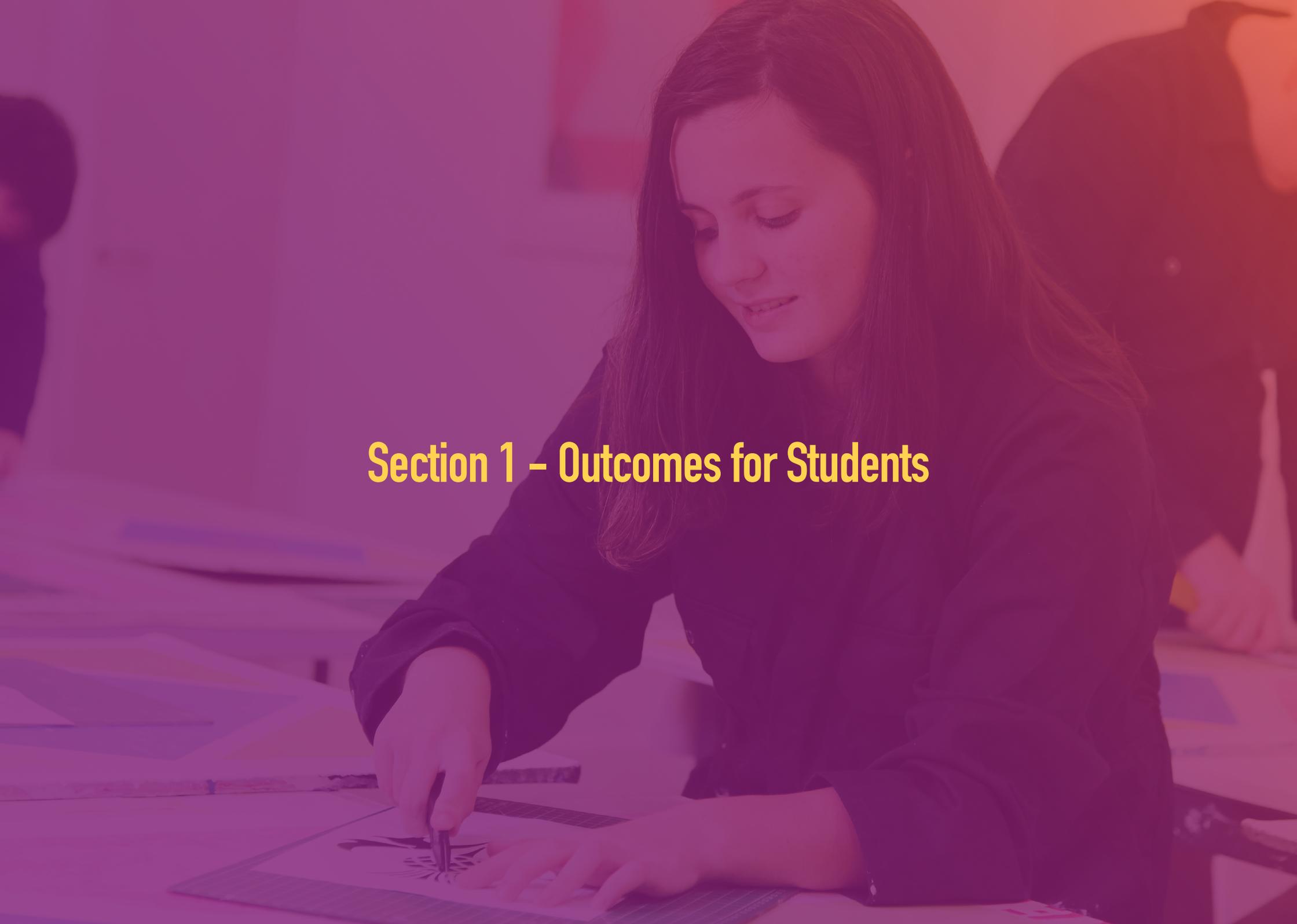
Ambition 2 To support, empower and inspire our staff and students

Ambition 3 To be a high-performing, environmentally responsible college recognised for excellence, equality, and integrity

In addition to the Statement of Ambition, a [Refresh and Renew Plan 2021-24](#) has been developed which identifies key strategic objectives for the next 3 years that will support economic and social recovery and contribute to achieving the three Ambitions.

Over the next 3 years Ayrshire College will:

- Embed a culture of open leadership and empowerment where staff and students feel valued, their voices are heard, and they are involved in decisions which affect them.
- Provide an inspirational college experience which supports and enables students to overcome the disruption to learning caused by the pandemic and to successfully progress on their learning journey.
- Embed diversity and inclusion in all decisions, and support staff and students by providing accessible opportunities to learn, work and develop.
- Focus on being a high-performing College underpinned by excellence in stewardship, effective risk management and the highest standards of corporate governance.
- Respond to the climate change emergency by being environmentally responsible, embedding sustainability in our learning and teaching and business operations.
- Work with partners, including businesses, to co-create a portfolio of learning and skills that is relevant, dynamic, flexible, and responsive to employer and industry needs, to current and future skills requirements and contributes to social and economic recovery.
- Develop and support staff and students to work and learn in new and innovative ways to enable excellence in all aspects of learning and teaching and service delivery.



Section 1 – Outcomes for Students

Fair Access and Transitions

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

SFC Activity Target

Table 1 provides detail of the SFC credit activity target for AY 2021-22. (Refer to Appendix 1 - Measure A College Outcome Agreement Impact Framework: Supporting Data)

Table 1 – SFC Credit activity target AY2021-22

	2021-22
SFC Core credit target	123,202
ESF credits	1,591
Deferrals	2,566
Foundation Apprenticeships	1,518
Total SFC credit target	128,877

The College has not recruited to its planned August 2021 recruitment target. Analysis of recruitment patterns illustrates a combination of factors contributing to this including more pupils staying on at school due to the ongoing uncertainty around COVID-19 and two years of disruption to learning. In addition, the increase in SQA Higher passes at bands A-C and a corresponding increase in university places has impacted some HNC and HND provision. Finally, evidence supports the fact that a significant number of those who had accepted places for August 2021 courses changed their plans, for a variety of personal and financial reasons, and instead, chose employment in sectors where active recruitment is occurring e.g. hospitality.

Ayrshire College has a scheduled programme of Winter Starts and achievement of its core credit target and ESF credits is contingent upon recruitment to the planned target. The College also requires the same flexibility, from SFC, around credit claims as provided in AY 2020-21. Proposals and solutions were presented by Colleges Scotland to SFC colleagues at a meeting on 27 September 2021. Early confirmation of the same flexibility from SFC would aid planning.

The return of more students to campus from 17 May 2021 alongside the comprehensive summer activities meant that despite the challenges and significant disruption to learning, the vast majority of students who remained on course were supported to successfully conclude their studies by the end of AY 2021-22. Given the information that the College currently has from SFC, the 2,566 credit target will not be met, though discussions, with SFC are ongoing around the target for deferred students. The information, and subsequent target allocated, was asked of the College by SFC at a time when it was estimated that students and staff would not have sufficient access to on-campus learning to be able to successfully conclude learning, teaching and assessment in AY 2020-21.

The Foundation Apprenticeship programmes have not recruited to target. Anecdotal evidence illustrates that many young people have chosen not to study at college, in AY 2021-22 while also at school, due to experiences of learning during AY 2020-21. This is because practical classes were not able to take place due to COVID-19. Many teachers and parents have advised that there would be less risk in the continued uncertain times by studying only subjects delivered by schools. Many parents also reported being uneasy about the potential COVID-19 risks of their children travelling to college either by taxi or public transport and mixing with pupils from other schools. Work placements are one of the advantages of the Foundation Apprenticeship programmes but these did not happen last year and are not guaranteed for this year. This may also have influenced the choices of some young people.

Notwithstanding the pandemic, the College has noticed a pattern in the reduction in applications to two-year programmes. Evidence suggests that commitment to a two-year programme is too much when young people often change their minds after one year and prioritise resitting Highers etc. It is not possible, however, to do some of the frameworks in one year e.g. Engineering and so the College cannot accommodate shorter delivery models. It would be helpful if, in future years, Foundation Apprenticeship targets could be used more flexibly to better match the overall demand for school-college partnership programmes in the Ayrshire region.

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 2020-21, 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 2019-20. 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 2021-22 will be 19.0%.

(Refer to Appendix

1 - Measure B College Outcome Agreement Impact Framework: Supporting Data)

“ The College supports a high number of students living in the 10% most deprived postcode areas.”

With the requirement to deliver learning and teaching in a blended, restricted blended and remote model throughout AY 2020-21, the College identified that digital poverty could be a significant barrier to participation in successful learning – particularly for those students who come from areas of deprivation. Digital poverty challenges are not just related to the requirement for more resource to provide physical kit and data allowances but are also related to the limitations of the infrastructure for connectivity, as well as to support many of the vulnerable students to ensure confidence is at a level to enable blended learning to take place successfully.

The SFC allocated additional capital funding for colleges, for AY 2020-21, to support the provision of ICT. Digital Poverty remains a significant barrier to successful participation in a blended learning delivery model. Though SFC has indicated that the Digital Poverty funding stream will continue in AY 2021-22 disappointingly, as at the end of October 2021, it has not provided colleges with details of individual allocations which will support the scheme. In the interim, Ayrshire College has identified some capital funding to purchase devices to ensure students are not disadvantaged and can participate fully and successfully in a blended learning delivery model. The Digital Poverty panel set up to administer last year's activity continues to meet to accept, process and approve device applications from students across the College.

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

The College's [Corporate Parenting Plan](#) (2018-21 outlines the ongoing commitment to Care Experienced young people and the ambitious and detailed response to the duties outlined in Part 9 (Section 58 of the Children and Young People (Scotland Act (2014. The College's updated Corporate Parenting Plan (2021-24 will be published in November 2021 and will outline the College's continuing support for Care Experienced young people and will reflect the aims of the Scottish Care Leavers Covenant and the Promise Scotland Plan 2021-24.

Significant progress has been made with the three local authorities, in Ayrshire, to share information at the earliest possible opportunity about pupils moving onto a course who are Care Experienced, received additional support at school, or are registered as a Young Carer. As a consequence, the number of students declaring as Care Experienced has increased significantly. The volume of credits delivered to students declaring as Care Experienced in AY 2020-21 was 11,207 credits – 8.9% of the total delivery. This is above the 7.2% delivered in AY 2019-20. The College expects to maintain the 8.9% delivery in AY 2021-22. (Refer to Appendix 1 – Measure C College Outcome Agreement Impact Framework: Supporting Data).

In AY 2020-21, the College continued to work towards the targets set out in the SFC's National Ambition for Care Experienced Students. A more robust internal monitoring process was introduced 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 reduced to 3.4% from 6.5% in AY 2019-20. This was well below the National Ambition target of 12 percentage points.

The successful completion rate for full-time HE Care Experienced students was 75.2% which was 3.8 percentage points higher than for non-Care Experienced students. Although the overall number of full-time HE Care Experienced enrolments was relatively low at 109 enrolments, the successful completion rate was very positive.

In AY 2021-22, the College will continue to focus on reducing the successful completion gap between full-time FE Care Experienced students and non-Care Experienced and maintaining the successful completion rate for HE Care Experienced students in line with the SFC's National Ambition targets.

In AY 2020-21, the College was delighted to achieve the Going Further for Student Carers Recognition Award in recognition of its work to support Student Carers. A Student Carers Working Group has been set up to hold the College to account for the targets set out in the Student Carers Action Plan and to co-ordinate our work to improve the outcomes of Student Carers.

Furthermore, the Student Association set up a Care Experienced Forum and a Student Carers Forum to ensure the voices and opinions of these groups are reflected in the work of the College. In AY 2021-22, the Student Association will also appoint a Care Experienced Officer and Student Carers Officer to represent these student groups.

The College has continued its work to identify and support estranged students and in AY 2021-22 the College will sign the Stand-Alone Pledge to publicly commit to supporting students who are studying without the support or approval of a family network.

The Student Funding Team continues to offer prioritised processing of funding applications for Care Experienced students and to provide individualised funding advice and support. The Care Experienced Bursary has provided support to students who might otherwise have withdrawn for financial reasons. In AY 2020-21, 290 students were awarded the Care Experienced Bursary. The College will continue to monitor the impact of the Care Experienced Bursary in terms of retention and also in terms of the financial impact on students.

“ The College has continued its work to identify and support estranged students and in AY 2021-22 the College will sign the Stand-Alone Pledge to publicly commit to supporting students who are studying without the support or approval of a family network. ”

The College is continuing to work in partnership with Action for Children to deliver a short bespoke programme, 'Aiming High'. The programme is designed to assist young people, aged 16-25 who have been part of the care system, get job ready and ultimately bring lasting improvements to their lives. The programme takes a holistic approach to employability for young people who have faced multiple challenges and Adverse Childhood Experiences.

The first cohort of nine students was very successful with five young people gaining employment in the care sector and three progressing to further education in Health and Social care at Ayrshire College. All students that attended reported that they gained confidence and the self-belief to move forward and explore the world of work and education. A second programme is underway. Working in partnership with local authorities and local care homes has meant that real life interview experiences have been arranged for the students to ensure that they have every possible chance to succeed within local communities and progress into further education or employment.

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 usually present opportunities at parents' and options' evenings across all schools. These presentations were delivered virtually during AY 2020-21.

A bespoke transitions programme, Get Ready for College, was developed and piloted with one school in AY 2019-20 for school pupils leaving school and transitioning to college. Further expansion had to be paused in AY 2020-21 because of the pandemic, but it is hoped that circumstances during AY 2021-22 will allow this to commence and further work is ongoing with interested schools.

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.

In AY 2020-21 the College became one of only a handful of Scotland's colleges to deliver an HNC Cyber Security. As part of a commitment to providing bespoke senior phase pathways, school pupils are part of the student cohort for this programme. On successful completion, these school pupils will be able to transition either directly into the burgeoning Scottish cyber security industry at entry level or on to year 2 of a relevant degree programme.

The College has also made it possible for S6 pupils to infill into a wide range of HNC programmes and has increased the number of bespoke HNC classes for senior phase pupils with an HNC Sport Coaching and an HNC Fitness both being delivered in local schools in session AY 2021-22.

The number of senior phased age pupils studying with the College in AY 2020-21 was 358 – a decrease on the 669 delivered in AY 2019-20. The different Covid-19 restrictions for both schools and colleges and the subsequent move to online learning during January 2021 has, without doubt, presented significant delivery challenges. Although recruitment for AY 2021-22 has been challenging, the College would hope, however, to deliver to the baseline target of 578 students. (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.

“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.”

Articulation - supporting successful transitions and pathways for students.

The latest available published figures demonstrate that, following successful completion during AY 2019-20, 269 (58.4%) HN students articulated to degree programmes, with advanced standing. (Refer to Appendix 1 - Measure F College Outcome Agreement Impact Framework: Supporting Data).

In AY 2021-22, Ayrshire College is delivering enhanced HNC qualifications in Applied Science and Mechanical Engineering. These articulation programmes are widening participation initiatives where successful students will 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 College works closely with several universities to improve articulation opportunities for its students and to increase the range of pathways available to them both within and out with the region. The College expects the proportion of students articulating to degree programmes, with advanced standing to be 60% in AY 2021-22.

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 new [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 also 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 and teaching

A full analysis of performance is contained in appendix 2.

Further Education Full-Time – FE FT

A key priority for the College, during AY 2020-21, was to continue to provide targeted interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes. There is no doubt, however, that the significant disruption to learning and the requirement to deliver entirely remotely for substantial periods impacted on progress made. The area of concern, which is the biggest single factor contributing to the decline in successful outcome rates on full-time further education programmes, is further withdrawal which doubled to 24.3% - the highest that it has ever been in Ayrshire College. This corresponds with the evidence to suggest that Ayrshire College FE students struggled with the severe disruption to learning during AY 2020-21 and the lack of opportunity for face-to-face learning. Although sector PIs as yet are unavailable, Education Scotland's [Remote Learning in Scotland's Colleges](#) suggests that the picture in Ayrshire will be reflective of the wider College sector.

FE FT programmes have been prioritised for on-campus learning in AY 2021-22 to try and address the decline in completed successful and significant increase in further withdrawal.

Pre-pandemic, the College had set itself a stretching target of over 70% success for AY 2021-22 and beyond. However, given the significant disruption to learning over the past nineteen months, the loss of learning and the vulnerability of large numbers of students studying on full-time further education programme, coupled with the success rate of 58.5% in AY 2020-21, a more appropriate target for success in the continuingly challenging environment of AY 2021-22 is 66%. (Refer to Appendix 1 - Measure E1 College Outcome Agreement Impact Framework: Supporting Data)

Further Education Part-Time – FE PT

Further Education Part-Time completed successful improved by 2.3% to 70.8% in AY 2020-21 and it is hoped that this positive trend can continue with a target of 79% set for AY 2021-22. (Refer to Appendix 1 - Measure E2 College Outcome Agreement Impact Framework: Supporting Data)

Higher Education Full-Time – HE FT

Despite an extremely challenging year, it is very pleasing to report that completed successful on HE FT programmes increased by 2.5%. At 71.2%, this is the first time that Ayrshire College has reported success above 70%. This is perhaps reflective of evidence to suggest that HE students coped more successfully with the disruption to learning which resulted in the majority of learning being delivered remotely in AY 2020-21. The reduction in partial success of 2.8% also perhaps points to course teams assessing students more holistically.

In setting targets for AY 2021-22, the College is mindful that many of its progressing students from FE and those students directly progressing from school will have had two years of disruption to learning, therefore 72% would seem a realistic target in the current operating environment. (Refer to Appendix 1 - Measure E3 College Outcome Agreement Impact Framework: Supporting Data)

Higher Education Part-Time – HE PT

HE PT completed successful increased by 10.7% to 85.7% in AY 2020-21. Again, it is hoped that this positive trend can continue with a target of 86% set for AY 2021-22. (Refer to Appendix 1 - Measure E4 College Outcome Agreement Impact Framework: Supporting Data)

Achieving overall improvements in success continues to be a priority area for the College but it must be recognised, however, that any restrictions around on-campus learning make this particularly challenging. Staff have been hugely innovative and creative around online delivery over the last two academic years, but achievement of qualifications in areas where there is significant work-based learning or where practical competence must be demonstrated will be inevitably affected. Targets have been set for AY 2021-22 against this backdrop.

Well-developed strategies and approaches for digital and blended learning are in place

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](#). Development of a Future Skills strategy, to ensure that students develop the relevant skills (including digital skills) that will equip them for the challenges of the future, is in its final stages and will be implemented during AY 2021-22. 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 down and in 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 down and in the future. ”

Every course is being delivered in a blended way in AY 2020-21 contrasting with the necessity to deliver remotely in AY 2019-20 and in AY 2020-21. Feedback from students on blended delivery is absolutely essential and this feedback will help shape the delivery model employed for each course and subject area moving forward in to AY 2022-23.

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

A staff survey conducted by the College, aimed at providing an insight in to working practices during the pandemic highlighted the importance of access to IT equipment and the continued development of skills. This continuous development of staff's digital skills is a priority focus to enable the College to successfully move forward with blended learning approaches and also to support the fulfilment of the Learning and Teaching Strategy and Statement of Ambition. Over the last 18 months, there have been some excellent examples of blended learning across the College. Equally, there continues to be challenges around some staff's digital confidence, as highlighted in previous staff surveys during AY 2020-21, and the College has a responsibility to ensure that all staff are equipped with the right skill level to deliver high quality learning and teaching experiences.

During October 2021, all staff will complete a digital baseline survey. Once staff have completed the survey, they will be directed to relevant and tailored development resources on the Staff Learning Portal. Staff who already have well developed digital skills will be able to build on those existing digital skills and progress to work through materials with a focus on blended learning pedagogy. Moreover, the College has now implemented 'Ally', an accessibility tool that will greatly enhance student digital accessibility and inclusion within the College. 'Ally' provides students with the ability to have content delivered to them in multiple formats, provides information to lecturers on how they can improve the accessibility of their content and also allows the College to analyse the accessibility of their learning and teaching content across the whole institution.

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, isolation, financial concerns and bereavement, experienced by many during the pandemic, may only serve to exacerbate this situation further.

In AY 2020-21 13% of Ayrshire College students declared that they had a mental health condition. Historically, the number of students who then go on to seek support for a mental health condition is much higher and around 30% of students seek some form of support through the College.

The College makes good use of “at risk” data to identify students who may need support. Student Services, Inclusive Learning and curriculum teams have continued to work collaboratively under the blended and restricted blended delivery and 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 recruited three additional Student Counsellors and invested in Togetherall to offer free 24/7 online Mental Health support for students. 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 is also co-leading a new College suicide prevention awareness campaign called ‘the S Word’. The campaign aims to encourage a much 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](#), and as such is developing further its Student Association led ‘Wear it your sleeve’ initiative and targeting courses with large numbers of male students for inputs on mental health and wellbeing.

In AY 2020-21 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 creation of two high quality bespoke College e-learning modules and an animation to enhance student and staff awareness of mental health. Initial feedback is very positive. The creation of further e-learning modules and animations are now planned and will focus on topics such as anxiety. The College’s Staff Learning and Development Team also continue to promote a wide range of CPD activities related to mental health and wellbeing as well as Corporate Parenting and Student Carers.

In AY 2021-22, the College will continue to enhance the support provided to students by recruiting three Mental Health Champions who will work closely with Curriculum Teams and the Mental Health Liaison Officer to provide staff training and support for students. The College will 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 to external agencies such as Samaritans, GP, CAMHS etc. They can also refer students to Inclusive Learning if mental health is having an impact on students' learning and coursework. Inclusive Learning can provide assistive technology to support some of the impacts that mental health may be having on learning.

As part of a plan to embed mental health and wellbeing into the curriculum, a small team of lecturers developed a suite of online units at SCQF level 4 and level 5. Students on further education courses undertake these units as part of their personal development time. The units were also made available to all higher education students to work through in their own time. The units allow students to develop self-reliance, resilience, self-esteem, and personal responsibility as well as exploring the factors that may cause a person to experience mental health and wellbeing issues. Adding this to courses has raised awareness with students and complements the work carried out by the Mental Health Officer and college staff.

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 and the TES FE award 2021 for Best Learning and Teaching Initiative. In addition, Alan Dorrins, MP, also nominated the initiative which was recognised through an Early Day Motion in Parliament.

“Ayrshire College has won widespread acclaim for the #PassingPositivity campaign including winning the International Green Gown Award for “Benefitting Society” in 2020 and the TES FE award 2021 for Best Learning and Teaching Initiative.”

Staff, across the College, completed the Mental Health First Aider qualification. By undertaking this training, staff were able to encourage students to talk more freely about mental health, reducing stigma and creating a more positive culture. This was very successful in areas such as Music and Sound Production where there is evidence of an increase in disclosure. The Mental Health First Aiders are supported by colleagues in the Student Experience team who can then signpost the student to other services.

A key strength of the College is its ability to work with many different partners to improve staff awareness, knowledge and understanding on mental health and related issues. E-modules are made available to staff as part of their CPD including 'Developing your Trauma-Informed Practice', and 'Five ways to Wellbeing' as well as discreet mental health and wellbeing aspects included as part of e-modules. These e-modules were largely developed by national partners including the NHS and 'See Me'.

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, including the Campus Operations Steering Group (COSG) which oversees operational matters during the current crisis. The Principal meets with the Student Association every month 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.

The Student President was involved in plans for the return to campus (from August 2021) for students. ACSA contributed to the Summer Welcome Programme by hosting conversation cafés on topics such as Student Carer Support, Student Opportunities and LGBTQI+ Support. The Student President also contributed to the programme by writing a blog from their own experience on what students should expect in their first few weeks at college. ACSA has also been instrumental in communicating public health messages to students including adhering to baseline public health measures and engaging with the vaccination programme.

In AY 2019-20, ACSA adopted a Student Ambassador model to gather feedback from classes – entitled 'Your Voice Matters'. The role out of this model was greatly impacted by the pandemic. ACSA has been involved in the evaluation and design of the revised model for AY 2021-22. The new model for AY 2021-22 will see the introduction of Class Ambassadors who will be supported by curriculum staff and the Quality Team. Class Ambassadors will be recruited and supported at a class curriculum level and will gather class feedback. They will be complimented by Learning and Teaching Ambassadors who will work at a Curriculum Area level and will help the Student Association and Quality Enhancement team analyse feedback and will be the student support contact within ACSA for any issues that may arise throughout the year in their curriculum area.

Student Satisfaction and Engagement Survey

The AY 2019-20 Student Satisfaction and Engagement Survey (SSES) had only been open for four days when the College buildings had to close following the March 2020 National Lockdown. Colleges were, therefore, not required to submit information for AY 2019-20. Colleges were, however, asked to administer the survey in AY 2020-21.

The College is pleased to report that 2,270 students completed the survey - 209 more than in AY 2018-19. Most responses received were from full-time students, particularly at FE level. However, there was an increase in the number of part-time FE students completing the survey – up by 134.

Analysis of the AY 2020-21 SSES indicates that there has been an overall decrease of 8% in levels of student satisfaction from the 95% achieved in the last survey covering AY 2018-19.

Two statements saw an increase in satisfaction levels. The statement 'I believe student suggestions are taken seriously' saw a 9% increase in positive responses, continuing the increasing trend in positive responses to this statement. In addition, the statement 'I believe all students at the college are treated equally and fairly by staff' saw a 7% increase in positive responses, continuing the increasing trend in positive responses to this statement.

The largest decrease was to the statement 'The way I'm taught helps me learn' which fell by 11%. From the comments made by students, this seems to be largely due to their experience of remote

learning. The statement 'The college Student Association influences change for the better' saw a decrease of 10% in positive responses.

This survey took place while learning, teaching and assessment was being delivered fully online and students had suffered significant disruption to learning. Perhaps not unexpectedly, there has been an overall decrease in satisfaction levels across the college sector, though Ayrshire college remains above sector average by 1.1%.

A further breakdown illustrates that participation rates of 59.5% for FE FT and satisfaction levels of 89.9% were above sector average by 15.5% and 1.3% respectively. Participation rates for HE FT at 39% was 3.3% below sector average and satisfaction levels of 79.8% was slightly below sector average at 0.5%

The College continues to work proactively with the Student Association 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 2018-19 and who would have completed their course in June 2019 with a successful outcome. The data reports on their position as at 31 December 2019. 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 95% of full-time FE college qualifiers were in work, training or further

study 3-6 months after qualifying. Meanwhile 96.2% 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 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.

Public health emergency

Outcome: Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students, staff and communities, and remedy situations as they arise.

The College's Campus Operations Steering group (COSG), originally set up to oversee the safe and effective reopening of Ayrshire College campuses in the summer of 2020, has continued to meet regularly. The Steering Group, chaired by the Principal, includes the College's Senior Leadership Team, the Head of Health, Safety and Wellbeing, the Head of Marketing, Ayrshire College Student Association President and Vice President, and representatives from the College's two recognised trade unions - EIS-FELA and Unison. This has ensured a partnership approach to resuming on-campus activities safely and effectively and in reviewing activities in line with the latest Scottish Government and Public Health guidance.

The College understands that the requirement to self-isolate when symptomatic or returning a positive test is central to the management of the virus and that the potential for disruption to learning in AY 2021-22 is still very significant. The College has plans in place to support students to engage

in learning, teaching and assessment when they are not able to attend face-to-face lessons using the College's online learning platform.

The College has also planned for a move from in-person learning, should that be required, and has based its contingency plans on the assumption that localised outbreaks of the virus are likely to be managed using the Scottish Government's Strategic Framework Levels system. Contingency planning is appropriately matched to the restrictions in each level.

On campus delivery of learning and teaching will be prioritised on the following basis, dependent on the level of restriction in place:

- Those students currently in employment and where the security of their employment and/or salary is contingent upon them gaining a qualification.
- Prioritise the return of SCQF Level 4 and 5 FE students, as well as the most vulnerable students where mental health/well-being would be negatively affected otherwise.
- HE courses with significant practical content in the critical exemption category where progression to university or employment is contingent on achievement of the qualification.
- FE courses with significant practical content in the critical exemption category where progression without the relevant practical skills would not be possible.

Thereafter, students would be prioritised for return by meeting all criteria set out below:

- The likelihood for withdrawal from the course is high.
- Progression would be impacted.
- The likelihood of achieving a qualification is at risk.
- Student mental health/well-being would be negatively affected otherwise.

Plans are regularly reviewed by the Campus Operations Steering Group.

Equalities and inclusion

Outcome: Every Student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect.

The [College's Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025 report](#) highlights the many excellent examples from across the College to mainstream equality. It also sets out the College's Equality Outcomes 2021-2025 to be achieved by April 2025:

- **Equality Outcome 1:** Students and staff with protected characteristics most likely to experience hate, report that they feel safe while engaged in study or work
- **Equality Outcome 2:** Curriculum areas with a male or female student gender imbalance greater than a 75:25 ratio have improved
- **Equality Outcome 3:** The rates of declaration, retention and attainment of male students with a mental health condition have improved
- **Equality Outcome 4:** The recruitment and declaration rates of staff with a disability have improved

In addition to these, the College has set itself mainstreaming focuses, including in relation to gender-based violence, to be achieved. In this way, the College is continuing to demonstrate its commitment to equality and inclusion within the context of the ongoing global pandemic and its impact on the inclusion and wellbeing of its people and the social and economic recovery and future prosperity of local communities in Ayrshire.

The College made a commitment to implement a Report and Support tool and launched the tool in October 2021. The College has been supported to implement the online reporting tool through its membership of Fearless Glasgow. Fearless Glasgow is a partnership of several colleges and universities in the west of Scotland, such as Glasgow Caledonian University and the University of West of Scotland, who aim to tackle and end gender-based violence on Scottish campuses. Fearless Glasgow successfully lobbied the Scottish Government to part fund each member institution to implement Report and Support. Report and Support enables students and staff to report an incident related to discrimination, bullying and harassment on basis on protected characteristic; hate crime; racism; and gender-based violence. The College will use the information gathered to develop and implement targeted initiatives and policies.

A woman with dark hair pulled back, wearing a white Adidas t-shirt, has her hands raised in a group setting. The background is blurred, showing other people in a similar setting. The entire image has a pinkish-red color overlay.

SECTION 2 – 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 new [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. The Regional Economic Strategy for Ayrshire and the Ayrshire Growth are critical to the identification of opportunities and curriculum planning. The 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 RES focus on:

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

Institutions play their part in upskilling and reskilling the existing workforce

Funded by SFC via the National Transition Training Fund, a centre has been established at Prestwick Airport to provide training programmes focused on the maintenance, repair and overhaul of aircraft and aircraft decommissioning activities. With the drive towards sustainable aviation, there is a need to decommission aircraft in a more environmentally friendly way as well as support the current maintenance, repair and overhaul activities. It is a sector which is predicted to grow significantly over the next few years and the College's location and experience in this field make it well-placed to support these activities.

The identified courses are supported by a number of companies around Prestwick who have offered support. To date, two cohorts of students have completed a six-week course with a third cohort planned for autumn 2021.

The Business Growth Team is responsible for ensuring that Ayrshire College delivers on the Scottish Government's Flexible Workforce Development Fund (FWDF). Despite the challenging environment, the College contractually committed 79% of its AY 2020-21 FWDF target delivering 361 courses to 2453 students from 1 September 2020 to 31 July 2021. The most popular courses included Microsoft Excel (Beginner, Intermediate, Advanced and Pivot Tables); Microsoft Teams: Working Remotely; Leading Remote Teams and Scottish Mental Health First Aid.

People have the necessary meta skills and attributes to succeed

As mentioned previously, the development of a Future Skills strategy, to ensure that students develop the relevant skills will be implemented during AY 2021-22. 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

There is appropriate provision to help people upskill and reskill

The Vice Principal Curriculum, as Chair of College Development Network's Care Strategy Steering group, has been involved in securing the National Transition Training Fund (NTTF) funding for an innovative, college-sector wide collaboration which will develop and offer a programme introducing people to a career in adult social care. The programme will support 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. It will do this through a number of programmes which will provide individual training and upskilling opportunities whilst at the same time connecting students to employers and engaging with key stakeholders. Ayrshire College staff have been involved in the development of the programme and will be delivering the course when it becomes available at the end of October 2021.

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.

The College has been providing support to Ayrshire's hospitality and tourism industry as it emerges from the coronavirus pandemic. The combined effects of Covid-19 and Brexit has seen this sector currently suffering a staff shortage. The College is working with the industry to prevent these current recruitment issues from turning into a longer-term skills crisis. As part of Ayrshire Business Week, the College engaged with the industry to highlight the support that can be provided and the possibility of using skills to lead the industry recovery. This includes short courses to ensure immediate recruits have the skills that companies need and using apprenticeships and work-based learning to develop skills while meeting workforce and capacity demands.

“The College has been providing support to Ayrshire's hospitality and tourism industry as it emerges from the coronavirus pandemic.”

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 when the job market opens up.

As part of the UK Community Renewal Fund, the College has bid for funding to support the College to become a centre for the delivery of aircraft licenced modules (Part 147 Centre accredited). This development is in line with the long-term economic ambitions of Ayrshire, as identified in the Ayrshire Growth Deal, to be a recognised global centre of excellence in aircraft engineering.

To help mitigate the impact of COVID-19 on Modern and Foundation Apprentices, the College has supported a range of industry challenge projects. Ayrshire College is one of a group of colleges, Forth Valley, Fife and NESCol, who have worked innovatively together, using employer relationships to develop a series of industry challenges for engineering apprentices. This was introduced to keep Modern and Foundation Apprentices engaged in learning and creative thinking through the disruption associated with COVID-19. The project, named Fuel Change has seen apprentice teams solve industry challenges for one of six sub-sectors of engineering. Challenges focus on finding low carbon solutions for real engineering problems and, therefore, the outputs from the challenge align with the COP 26 conference. The project has been supported by SFC and SDS.

Challenges have been set by large national or multi-national organisations including Alexander Dennis, Spirit Aerosystems, National Manufacturing Institute Scotland, BAM Nuttal, Scottish Power Energy Networks and BP.

Modern Apprentices across Scotland took part in this challenge and Ayrshire companies were well represented. A post-project event helped showcase the work undertaken and Ayrshire apprentices impressed with a range of innovative solutions including aircraft decommissioning solutions and seaweed farming.

The challenge was also made available to engineering Foundation Apprentices, to help mitigate the impact that COVID-19 has had on work placements. A similar industry challenge was developed in partnership with McLaughlin & Harvey to support Foundation Apprentices in Civil Engineering. This work saw all first- and second-year FAs undertake a project involving flood defence work currently underway in the Garnock Valley. Students presented their project work to representatives from McLaughlin & Harvey, North Ayrshire Council and Ayrshire College.

Knowledge Exchange and Innovation

Alongside Scottish Enterprise, Ayrshire College was one of two public sector organisations who supported Spirit Aerospace in their development of their innovation centre from original inception through to finalisation. The College is the company's identified skills partner, with the intention of helping develop staff skills alongside the introduction of new technology and processes. This skills support also intends to support the open access nature of the facility, encouraging the supply chain or other companies to consider Ayrshire a centre of excellence in innovation, with a highly skilled workforce, hopefully leading to further inward investment in the region. The College currently has a Trainer on site at Spirit to support the company with ongoing mandatory training and upskilling.

Collaboration

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

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 author a report 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.

As agreed with the Regional Economic Partnership, SDS supported by Ayrshire College, UWS and the RES Skills Group, will facilitate the development of a Regional Skills Investment Plan (RSIP). This will set out a collective and agreed understanding of the demand for skills and people in Ayrshire over the short and medium term; the current people and skills supply, and the gaps between supply and current and future demand; and people and skills priorities that enterprise and skills agencies and providers across the skills system should seek to address. The report is due to be published by December 2021.

The College has worked collaboratively with Magnox, Ayrshire College Foundation SFC and North Ayrshire Council to secure funding to commence work on a transformational project intended to be a cornerstone of economic regeneration in North Ayrshire - The North Ayrshire Future Skills Hub.

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. 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. The facility is scheduled to open in Autumn 2022.

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. 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.

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

Ayrshire College has committed to net zero carbon by 2040. The College has a well-established Sustainability Strategic Working Group to help keep sustainability a priority. Members of the Group come from areas across the College, including curriculum and service areas to ensure a true cross college perspective to discussions. The Estates and Sustainability Team scope planned and preventative maintenance to incorporate sustainable efficiencies, including for SFC-funded backlog maintenance work at the Ayr campus.

The College, in August 2021, signed up to a power purchase agreement with Energy Agency Renewables Ltd (EARL) who are a local charity focused on reducing fuel poverty and improving the thermal efficiency of homes across Ayrshire. EARL are currently on site and constructing a turbine based hydroelectricity scheme in the River Ayr adjacent to the College's Riverside building. The hydro scheme is designed to generate sustainable zero carbon electricity and the Riverside building will utilise a significant amount of the energy generated.

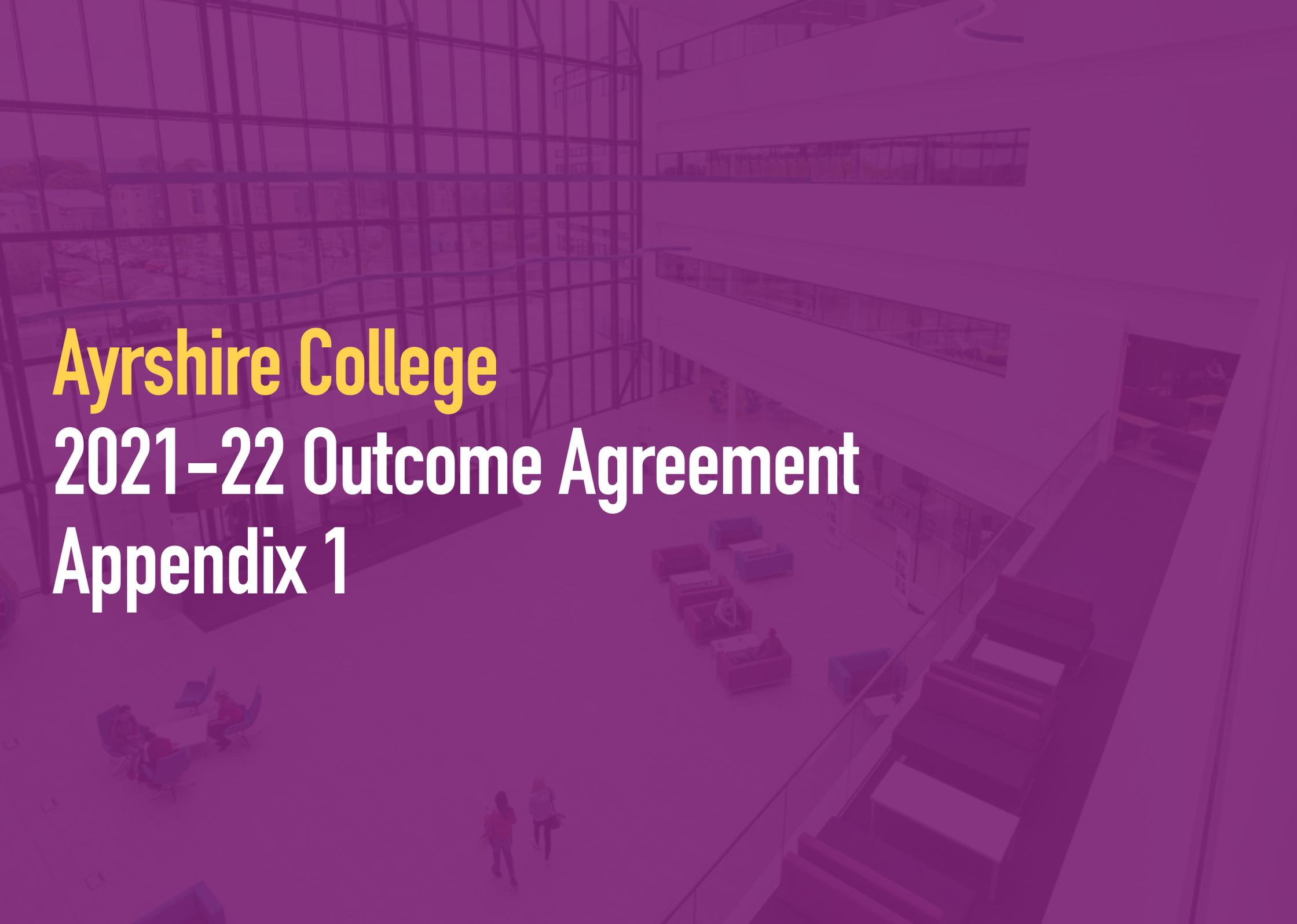
The hydro scheme will also be used as a learning resource. EARL will share, with the College, all data collected on water levels, flow rate and electrical output. This information can then be used as an educational resource by staff and students. EARL will also facilitate site access for small groups of college staff and students to study and examine the hydro project on site.

The College is also working with public sector partners across Ayrshire to scope out potential collaborative opportunities including carbon offsetting initiatives such as tree planting.

Ayrshire College is working in partnership with EQUANET to develop a 'green triangle' that will create a student-led virtual green innovation lab Linking Ayrshire College's three campuses into a collaborative network for students to help create innovative solutions to green challenges. This will be achieved through technology innovation, youth engagement and collaboration between industry, schools, civil society, and academia to drive local commitment to NetZero. The project will be showcased at COP26 by students from STEM, Social Science and Media.

HNC Events students will have the opportunity to complete 40 hours of work experience at the forthcoming COP 26 conference. Staff will be observing their live work experience to assess the student's skills.

“The Ayrshire College has committed to net zero carbon by 2040.”



Ayrshire College
2021–22 Outcome Agreement
Appendix 1

College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Targets
A	Credits Delivered (Core)	131,415	126,212	124,301	126,324	124,782	124,788	124,462	123,202
	Credits Delivered (ESF)	0	1,255	1,447	0	900	961	1,220	1,591
	Credits Delivered (Core + ESF)	131,415	127,467	125,748	126,324	125,682	125,749	125,682	
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	
	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%
C	Volume of credits delivered to care-experienced learners	66	79	2,643	3,163	7,869	9,016	11,222	
	Proportion of credits delivered to care-experienced learners	0.1%	0.1%	2.1%	2.5%	6.3%	7.2%	8.9%	8.9%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	318	405	347	408	358	669	358	578
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%	66%
	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%	79.0%
	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%	72.0%
	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	

College Outcome Agreement Impact Framework: Supporting Data (Continued)

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Targets
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%	86.0%
	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%	60.0%
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%		96.0%
	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%		96.0%
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	93.7%	93.7%	N/A - see note	94.9%	-	87.0%	95.0%

Please note that figures for 2020-21 are impacted by the COVID-19 pandemic and may not be directly comparable to other years.



Outcome Agreement between Ayrshire College and the Scottish Funding Council for AY 2021-22

On behalf of Ayrshire College:

Signed: 
Print name: Carol Turnbull
Position: Principal and Chief Executive
Date: 25 May 2022

Signed: 
Print name: Fiona McQueen
Position: Chair
Date: 26 May 2022

On behalf of the Scottish Funding Council:

Signed: 
Print name: Karen Watt
Position: Chief Executive
Date: 28 July 2022