EAST AYRSHIRE COUNCIL
AND
EAST AYRSHIRE COMMUNITY PLANNING PARTNERSHIP BOARD
MEETING - 17 SEPTEMBER 2015

AYRSHIRE COLLEGE OUTCOME AGREEMENT

Report by the Principal and Chief Executive, Ayrshire College

PURPOSE

1. The purpose of the report is to provide an update in respect of the Ayrshire College Outcome Agreement and the current situation on the Cumnock Campus.

OUTCOME AGREEMENT 2015-16

2. Last year, members of the then Community Planning Partnership (CPP) Board received a copy of the Ayrshire College three-year Outcome Agreement, which covers the period 2014-17. The Outcome Agreement is effectively the College’s contract with the Scottish Funding Council (SFC) on activity targets. It illustrates how the College will respond to the priorities of the CPP and other important stakeholders. Last year, members were consulted on the College’s 3-year Strategic Plan, Ambitious for Ayrshire, which further aligned our activity with the strategic priorities of the CPP.

3. The Scottish Funding Council requires colleges to provide an annual refresh of their Outcome Agreements to reflect current priorities from government, CPPs and other stakeholders, and update the context and evidence base underpinning planned activity for the year ahead.

4. From 2015/16, a key driver and influencer of our activity will be to meet the ambitions set out in the Scottish Government’s youth employment strategy, Developing the Young Workforce. This sets out a seven year plan to implement stretching key performance indicators (KPIs) and SFC guidance is explicit on its expectation that colleges align Outcome Agreement commitments with these KPIs. The main strategic priority for 2015-16 is therefore how the College will work with partners to deliver these.

5. The 2015/16 Addendum to Ayrshire College Outcome Agreement is attached to this report.

REPORTING ON 2014-15 ACTIVITY

6. In 2014, Ayrshire College was one of three colleges in Scotland selected by the SFC to take part in a pilot to establish and implement a new approach to quality enhancement and assurance for the sector.

7. Over the year, the College has enhanced its quality processes and worked with employers, local authorities and other partners on validating our activity. The SFC
requires a report by 31 October 2015, which includes our evaluation of activity for 2014-15 and how we have validated this externally with key partners.

8. Our intention is to share the draft report with CPP Board members in September 2015 to provide an opportunity for members to offer feedback, which we will take account of in the final report submitted to the SFC.

9. A draft report will be circulated to members of the CPP Board in the week beginning Monday 14 September 2015, with feedback requested by Friday 2 October 2015.

**CUMNOCK CAMPUS**

10. While the College had an excellent number of applications for courses starting in September, applications to courses at the Cumnock Campus decreased considerably this year. Last year, 1,372 enrolments at Ayrshire College were from students who lived in the KA18 postcode area. Of these, eleven percent (147) chose to attend the Cumnock Campus. The remaining eighty-nine percent (1,225) attended our Ayr (38%), Kilmarnock (48%) and Kilwinning (3%) campuses. As a result of the low numbers wishing to access courses at the Cumnock Campus, the campus was only open on three days per week throughout 2014/15.

11. Earlier in the summer, the College ran a targeted marketing campaign in the Cumnock area to fill 238 places on fifteen courses due to start in August and September 2015. In addition, adverts were placed in the Cumnock Chronicle and the newspaper published our press releases promoting an information day we held at the Cumnock Campus. The College worked closely with partners including East Ayrshire Council (schools) JobCentre Plus, Skills Development Scotland and yipworld to offer advice and support to local residents. We will continue this partnership approach to create opportunities for local people.

12. Despite these efforts, the number of people applying for courses at our Cumnock Campus continued to decline and there were just 60 applications for 2015/16 courses, representing just six percent of total applications to the College from people living in the KA18 postcode area. This has resulted in just one of the fifteen courses advertised being run at the Cumnock Campus, the part-time Connect to Community programme. An additional Hair and Beauty Level 4 course for schools will run at our Cumnock Campus in direct response to local demand. Where it is not been viable to run courses in Cumnock, applicants have been supported to consider alternative options at our main campuses and many students have taken up a place elsewhere in the College.

13. On a positive note, many residents from Cumnock postcodes applied to our main campuses, in particular Ayr and Kilmarnock. These larger campuses offer a wider range of courses and facilities for students, and this may be a factor in the reduction in applications to the Cumnock Campus.

14. The College is committed to supporting the community in the Cumnock area and will continue to work with our partners to consider future opportunities. Our 2015/16 students began their courses at the beginning of September and when we have the full picture of enrolments this information will be shared with our Board of Management as we consider our portfolio for future years.
RECOMMENDATIONS

15. The Community Planning Partnership Board is requested to:

   i) note the 2015/16 Addendum to Ayrshire College Outcome Agreement appended to this report;
   ii) consider and agree to participate in the consultation in relation to Ayrshire College activity 2014/15 to inform the College’s evaluation report to the Scottish Funding Council;
   iii) note the update on applications to the Cumnock Campus; and
   iv) otherwise, note the content of the report.

Heather Dunk
Principal and Chief Executive
Ayrshire College
10 September 2015
2015-16 Addendum to Ayrshire College Outcome Agreement
Context and Policy Drivers

1. Since the publication of Ayrshire College’s three-year Outcome Agreement in March 2014, there are additional policy drivers, specifically:
   - *Education Working for All!* – final report of the Commission for Developing Scotland’s Young Workforce published in June 2014
   - *Ambitious for Ayrshire* – Ayrshire College strategic plan published in August 2014
   - *Developing the Young Workforce* – Scottish Government’s youth employment strategy published in December 2014.

Strategic plan

2. In 2014, the College aligned its mission and vision with the strategic priorities of our partners, in particular to support the overarching ambitions of the three Community Planning Partnerships (CPPs) in Ayrshire, each of which was consulted on the plan as it was developed. This integration is demonstrated in the following diagram.

3. Strategic priorities of the CPPs – growing the economy and skills, building community capacity and tackling inequalities – are supported by six strategic goals, which in turn have a number of key objectives.

Education Working for All

4. The College adopted a proactive approach to work with the Commission for Developing Scotland’s Young Workforce, inviting Sir Ian Wood to Ayrshire to meet employers and stakeholders and witness the already significant commitment to the Commission’s ambitions. In the months after merger, the College launched its employer engagement strategy, *Making Your Business Our Business*, and initiated a major programme of activity to meet employers’ skills needs and tap into their commitment to prepare young people for the regional labour market.

5. In parallel with this, the College enhanced its partnership working with CPPs, in particular with the leadership of the local authorities’ education and economic development directorates, and with schools. A major outcome of this was the establishment of the Skills Centre of Excellence at Irvine Royal Academy, a shared campus development which will support the delivery of innovative learning and teaching models which blur the boundaries between school and college. In 2015-16, the College will introduce construction and engineering programmes for senior phase pupils in North Ayrshire, including a Foundation Apprenticeship in Engineering aimed at a group of fourteen school students.

6. In 2014-15, the College enhanced its engagement with the education directorates in the three local authorities and senior staff in the 27 secondary schools across the region. This included
an event, led by the Vice Principal of Learning and Teaching, bringing together the Directors of Education, Head Teachers and College Directors of Learning and Skills. Quarterly meetings with Deputy Head Teachers were instrumental in evaluating current provision and identifying requirements for 2015-16. Staff development sessions with guidance teachers in each of the local authorities contributed significantly to understanding how schools and the College can work effectively in implementing recommendations *Developing the Young Workforce*.

7. To raise awareness of the importance of vocational education for individuals, communities and employers, the College ran a major PR campaign throughout the year to showcase how we are working with and supporting employers and to develop Ayrshire’s workforce. As well as generating hundreds of news stories showing how students were contributing to the local economy, the College produced dozens of short videos demonstrating the links with employers and showcasing student success. These resources were promoted to the media, on the College website and through a range of social media platforms, which resulted in widespread and regular coverage of positive stories in the regional press. In 2015-16, the College will build on this comprehensive, proactive approach, with a particular focus on raising awareness on how we are meeting the ambitions set out in the Scottish Government’s youth employment strategy, *Developing the Young Workforce*.

**Developing the Young Workforce**

8. Ayrshire College supports the Scottish Government’s ambition of a world-class system of vocational education. The previous paragraphs demonstrate how we have advocated this over the past 18 months and reinforced our commitment in our strategic plan. To achieve this, the College’s OA is firmly based on labour market intelligence and clearly set out how we will shape our curriculum and delivery arrangements to address the priorities of the region. Key to our success is building on our well-established, productive partnerships with local authorities, schools and employers.

9. The College has already made significant progress on the themes outlined in the government’s strategy. In summary, our focus for 2015-16 will be on:

- Creating more vocational options during the senior phase of secondary school, developed through effective partnership with schools, local authorities and employers
- Improved opportunities for all students, in particular young people at risk and those living in areas of multiple deprivation
- A concerted effort with stakeholders to reduce gender imbalance on take-up of courses, in particular to attract more women into engineering and computing courses, and more men into care courses
- An enhanced focus on the strategic regional growth sectors of engineering and science, hospitality and tourism, and care
- Supporting college and school managers and staff to develop the skills to meet the government’s *Developing the Young Workforce* ambitions
- Introducing an Engineering Foundation Apprenticeships for senior phase school students
- Expanding the number of Modern Apprenticeships offered, particularly in STEM
- Clearer pathways into apprenticeships for those not in work or those from previously under-represented groups

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2015-16 Addendum to Ayrshire College Outcome Agreement
About the region and our students

Evidence and alignment

10. This addendum to Ayrshire College’s three year Outcome Agreement (OA) covers the period 2015-16. The 2014-17 OA was informed by a detailed labour market analysis conducted by the College which interrogated most of the data sets used in the Ayrshire Regional Skills Assessment (RSA) which was published six months after the publication of the Outcome Agreement. The data used in the RSA was a snapshot at a point in time, eg it used 2012-13 school leaver destinations and 2012-13 college statistics. We now have access to more recent data with the publication of 2013-14 school leaver destinations in December 2014 and SFC college data made available in January 2015. Also issued after the publication of the 2014-17 OA, were Skills Investment Plans (SIPs) for ICT, Life Sciences, Engineering and Chemical Sciences. The College’s strategic plan takes account of these, as well as existing SIPs for Energy, Food and Drink, Financial Services and Tourism. Curriculum planning for 2015-16 makes it clear how key actions from the relevant SIPs are being taken forward in the region.

11. The RSA confirmed the conclusions reached by the College’s earlier analysis of the data in relation to economic and employment opportunities in the region. The percentage of the working population by broad sector is highest in health, retail and manufacturing, closely followed by those working in the food and drink sector. The top employing industries are retail, health and care and tourism. In each of these sectors and industries, Ayrshire employs a higher proportion than the Scottish average. In relative terms, the Ayrshire region is well represented in three of the Scottish Government’s key economic growth sectors; tourism, life sciences, and food and drink.

School leaver destinations

12. The most recent school leaver destinations report, published by Skills Development Scotland in December 2014, shows that the trend on overall positive destinations for school leavers in Ayrshire continued, increasing by 0.9 percentage points on the previous year. The high proportion of school leavers moving onto FE study is similar to 2012-13, there were increases in the proportion moving onto HE study and employment, and decreases in those moving into training or unemployment.

Table 1: Ayrshire region school leaver destinations

<table>
<thead>
<tr>
<th></th>
<th>HE</th>
<th>FE</th>
<th>TRAINING</th>
<th>EMPLOYED</th>
<th>UNEMPLOYED</th>
<th>OTHER</th>
<th>+VE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>35.8</td>
<td>32.4</td>
<td>4.6</td>
<td>15.6</td>
<td>10.2</td>
<td>0.9</td>
<td>89.4</td>
<td>3701</td>
</tr>
<tr>
<td>2012-13</td>
<td>34.6</td>
<td>35.8</td>
<td>4.5</td>
<td>16.0</td>
<td>7.5</td>
<td>1.6</td>
<td>92.5</td>
<td>3936</td>
</tr>
<tr>
<td>2013-14</td>
<td>37.7</td>
<td>35.0</td>
<td>2.9</td>
<td>16.1</td>
<td>6.8</td>
<td>1.4</td>
<td>93.1</td>
<td>3906</td>
</tr>
</tbody>
</table>

Scotland average

<table>
<thead>
<tr>
<th></th>
<th>HE</th>
<th>FE</th>
<th>TRAINING</th>
<th>EMPLOYED</th>
<th>UNEMPLOYED</th>
<th>OTHER</th>
<th>+VE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>37.3</td>
<td>26.7</td>
<td>4.6</td>
<td>19.8</td>
<td>9.7</td>
<td>1.3</td>
<td>89.1</td>
<td>50885</td>
</tr>
<tr>
<td>2012-13</td>
<td>36.5</td>
<td>27.8</td>
<td>5.0</td>
<td>20.4</td>
<td>8.3</td>
<td>1.8</td>
<td>91.4</td>
<td>52801</td>
</tr>
<tr>
<td>2013-14</td>
<td>38.6</td>
<td>26.3</td>
<td>4.1</td>
<td>21.7</td>
<td>7.4</td>
<td>1.5</td>
<td>92.3</td>
<td>51876</td>
</tr>
</tbody>
</table>

Source: Skills Development Scotland

13. Table 1 demonstrates the continued importance of FE and HE provision for the Ayrshire region, with the proportion of school leavers moving into FE in Ayrshire again significantly higher than the Scottish average. More than a third (35 percent) of school leavers moved onto FE study and almost nine out of ten (86 percent) who chose to pursue FE study did so at

2015-16 Addendum to Ayrshire College Outcome Agreement
Ayrshire College. The proportion of school leavers in the Ayrshire region moving onto HE study increased by 2.1 percentage points. A third of Ayrshire’s school leavers pursued HE study at college, 23 percent at Ayrshire College.

14. Of all college regions, Ayrshire has the highest proportion of school leavers who move onto FE and the vast majority of school leavers taking up FE study do so at the College. The only other college regions where the proportion of school leavers moving onto FE study was greater than thirty percent were Fife and Dundee and Angus.

Table 2: College regions where proportion moving onto FE greater than 30%

<table>
<thead>
<tr>
<th>College region</th>
<th>Total leavers in the region</th>
<th>Percentage leavers moving onto HE</th>
<th>Percentage leavers moving onto FE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayrshire</td>
<td>3906</td>
<td>37.7%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Fife</td>
<td>3679</td>
<td>36.5%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Dundee and Angus</td>
<td>2357</td>
<td>33.9%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Scotland</td>
<td></td>
<td>38.6%</td>
<td>26.3%</td>
</tr>
</tbody>
</table>

Source: Skills Development Scotland

15. Important conclusions that can be drawn from these figures are that FE courses are likely to continue to be instrumental in achieving Scottish Government’s Opportunities for All targets for 16-19 year olds. Proportionately more school leavers in Ayrshire move onto FE study after leaving school than any other college region and it is critical that these students receive the support funding necessary to sustain a successful learning outcome.

Residence of students

16. The College is committed to serving the needs of people across Ayrshire. In 2013-14, 39 per cent of our students lived in East Ayrshire, 25 per cent in North Ayrshire and 29 per cent in South Ayrshire. This has changed from 2012-13 with students from East Ayrshire increasing by five percentage points, students living in North Ayrshire decreasing by six percentage points and students residing in South Ayrshire increasing by three percentage points. Concentrated efforts are being made with partners in North Ayrshire to understand the demographics of the local population, in particular areas of significant multiple deprivation.

SIMD10

17. In 2013-14, twenty per cent of Ayrshire College students lived in areas which fell into the lowest 10% SIMD (SIMD10) datazones. Of these students, 43 per cent lived in North Ayrshire, 38 per cent in East Ayrshire and 13 per cent in South Ayrshire, with the remaining 6 per cent residing outside the region. The College’s 2014-17 Outcome Agreement highlighted the number of SIMD10 areas in Ayrshire - with 32 in North Ayrshire, 21 in East Ayrshire and 11 in South Ayrshire.

18. In 2015-16, we expect the proportion of students living in SIMD10 areas to be similar to 2014-15, and we plan to recruit one fifth of students from these areas. Each of the community planning partnerships (CPPs) has gone through a process of neighbourhood mapping in order to better understand local need and target resources accordingly. Many of these neighbourhoods include areas of significant multiple deprivation and the College is working with CPPs to target provision and resources, and encourage people to participate in courses. A

2015-16 Addendum to Ayrshire College Outcome Agreement
range of delivery models are available, including working in partnership with CPPs to deliver courses in some of the targeted areas.

19. For example, the Three Towns area in North Ayrshire which includes the towns of Ardrossan, Saltcoats and Stevenston, has the highest rates of unemployment and youth unemployment in the local authority area. CPP partners (i.e., the council, SDS and JobCentre Plus) recently established an Employment Hub in Saltcoats. In 2015-16, the College will deliver courses at this Hub with progression routes offered at the College’s campuses in North Ayrshire as well as elsewhere in the region. Encouraging students from these areas to progress to further qualifications in campuses in other parts of Ayrshire is critically important in raising their aspirations for further study and/or employment.

20. Looking at the student population per campus, students living in the lowest 10% SIMD areas represent 20.6 per cent of all students at our Kilwinning Campus, 18.5 per cent at our Kilmarnock Campus and 13.5 per cent at our Ayr Campus. The College’s performance and planning team conducted in-depth analysis of students living in the lowest 10% SIMD areas by curriculum area. This analysis was considered in curriculum team evaluations in October 2014 and influenced curriculum developments for 2015-16. Further detailed analysis tracking the progress of these students will be conducted throughout 2015-16.

21. It is important to stress that the activity target agreed for 2015-16 will only be achieved if the College is allocated student support funding of £11.043 million in 2015-16. The figure of £11.043 million represents an increase of £1.7 million on the allocation received for student support funding in 2014-15.
SFC strategic aim – Right learning in the right place

Regional credits target

22. The agreed activity target for Ayrshire College is 125,507 credits. Figure 1 demonstrates how this breaks down by broad curriculum area. Reflecting the needs of Ayrshire’s economy, the STEM and care areas constitute 55 per cent of total credits. Figure 2 illustrates student numbers by programme type for each curriculum directorate.

Figure 1: Planned credits by curriculum directorate (percentage), 2015-16

Figure 2: Student numbers by curriculum directorate and programme type, 2015-16

23. Given the extent of FE provision in 2015-16, the continuing trend of school leavers moving on to FE and the high proportion of students living in SIMD10 areas, the overall activity target will only be achieved if the College is allocated student support funding of £11.043 million in 2015-
16. This figure represents an increase of £1.7 million on the allocation received for student support funding in 2014-15.

A curriculum responsive to need

24. The College has completed the curriculum delivery planning process for the 2015-16 academic session and is now in the process of preparing for implementation. The process began in May 2014 with parallel activity taking place with employers, schools and CPPs on their requirements. For example, the College participated in five business breakfasts organised by partners with 150 employers and two evening seminars with 40 employers. In August, 52 employers attended industry sector workshops in the College aimed at identifying future skills needs and influencing 2015-16 course provision for the key sectors of engineering, construction, ICT, hospitality and tourism, health and social care, and sport. College-led Employer Skills Forums for the aerospace, renewables, engineering and science sectors met on several occasions throughout the year and specific requests from employers will be taken forward in 2015-16.

25. Evidence from this engagement fed into ten curriculum and ten service team evaluation workshops towards the end of 2014. In advance of these workshops, teams receive subject-specific evidence packs, collated by the College’s planning and performance team, which included 2013-14 performance indicators, student demographics, outputs of the 2013-14 student satisfaction survey, relevant Skills Investment Plans, summary of Ayrshire employers’ response to UKCES Employer Skills Survey 2013, analysis of SQA national course results, Further Destination of Graduates survey 2012-13 and recommendations from Education Working for All.

26. Following this period of engagement, analysis and planning, Directors of Learning and Skills presented plans for their curriculum area at a full day event in November which was attended by fifteen employers, over fifty curriculum leaders, the Chair of the Board’s Learning and Teaching Committee, Education Scotland, Scottish Funding Council, Skills Development Scotland, the Students Association, University of the West of Scotland, local authorities and the Ayrshire Chamber of Commerce.

Opportunities for All

27. Continuing to fulfil our commitment to the government’s Opportunities for All guarantee, the College will deliver an enhanced range of provision for 16-19 year olds which has been agreed with the local authorities and schools.

28. The College has worked extensively with schools and local authorities across Ayrshire to agree a course offering which reflects the ambitions set out in Developing the Young Workforce. In addition to the current range of subjects from SCQF level 2 to 7 offered to schools, 2015-16 will see the introduction of two-year NC programmes in Care, Sport, Games Development and Engineering for S5 and S6 pupils. In addition, an Engineering Foundation Apprenticeship underpinned by the Performing Engineering Operations level 5 course will be offered to up to 26 senior school pupils.

2015-16 Addendum to Ayrshire College Outcome Agreement
Senior phase vocational pathways

29. In addition to the current range of subjects offered from SCQF levels 2–7, plans for senior phase vocational pathways in 2015-16 have been agreed in partnership with the three local authorities and all 27 secondary schools. In 2015-16, 86 school-college programmes will offered to schools including the introduction of two-year NC programmes in Care, Games development, Sport and Engineering for S5 and S6 pupils.

30. The College will offer an Engineering Foundation Apprenticeship to pupils in the senior phase of secondary schools in East, North and South Ayrshire Councils. This reinforces the College’s commitment to key themes set out in Developing the Young Workforce and to the strategic goals in the College’s Outcome Agreement and Strategic Plan, in particular to ensure young people access high quality vocational qualifications from a young age which are based on labour market needs.

31. The Foundation Apprenticeship will comprise Performing Engineering Operations SVQ Level 2; National Certificate SCQF Level 6 and Core Skills SCQF Level 5. The Foundation Apprenticeship in 2015-16 will be available to up to 26 senior phase students in S4/S5/S6, including a dedicated group of 14 at the College’s Skills Centre of Excellence at Irvine Royal Academy in North Ayrshire, and smaller cohorts who will infill classes at the College’s Ayr and Kilmarnock campuses in South Ayrshire and East Ayrshire.

32. Progress will be made in 2015-16 to introduce HNC Engineering for senior phase pupils in 2016-17, further enhancing the range of vocational pathways available through school-college partnerships.

Focus on STEM

33. The College will offer an enhanced range of STEM provision in 2015-16 in response to the needs of the regional economy. In particular, responding to evidence from employers and industry Skills Investment Plans, additional courses will be offered in engineering, computing, automotive and science. A corresponding increase in Modern Apprenticeships will be delivered in these sectors in 2015-16.

34. Responding to the government’s recommendation to focus on STEM, the main developments in 2015-16 include:

- Introduce HNC Mechanical Engineering to mainstream provision
- Introduce The Engineering Academy in conjunction with Strathclyde University
- Further expansion of the aeronautical HNC course due to projected future demand
- Roll out the Performing Engineering Operations (PEO) qualification for schools across Ayrshire
- Introduce an Engineering Foundation Apprenticeship for 14 senior pupils at the Irvine Skills Centre of Excellence, and 6 pupils in each of the Ayr and Kilmarnock campuses.
Reducing gender disparities

35. Challenging gender stereotypes in career and learning choices is a key objective in the College’s strategic plan and in 2015-16 we will build on a range of activities in 2014-15 to make progress on this. Ayrshire College has a good track record on gender balance with a gender-balanced Board of Management (50:50), senior management team (50:50), a female principal and three out of four vice principals are female. The three Student Presidents are women and the region benefits from strong female industry and public sector leaders, and a very proactive Association of Ayrshire Business Women. Therefore, the College has a rich pool of role models from which to draw, as we continue to inspire women to succeed in their chosen course and career.

36. The College will continue to promote case studies of women in leadership, as well as women who have forged success in non-traditional industries. In 2014-15, we promoted case studies of women in STEM through the regional press, on social media and via the College blog which is attracting a wide readership. In 2015-16, the College will:

- Run a series of targeted campaigns to help us attract females into male-dominated areas, and males into female-dominated areas
- Enlist female and male industry champions to encourage young men and women to think differently about careers
- Work with primary schools, eg through Primary Engineer, to raise awareness amongst school pupils of the wide range of possibilities in different sectors
- Conduct a thorough analysis of gender balance on all provision offered by the College, including Modern Apprenticeships
- Build the foundations to achieve 20 percent female take-up of Foundation Apprenticeships in year two of the programme.

37. While there are gender imbalances in a number of subject areas, the College will focus its attention on the following:

- Attracting more women into engineering courses
- Attracting more young people, particularly young women, into computing courses
- Attracting more men into social care courses
- Attracting more women into sport courses.

38. Building on successful activity in 2014-15 to encourage girls and women to pursue courses and careers in STEM, the College will take advantage of the heightened publicity around a series of high profile campaigns throughout the year and arrange events targeted at girls and young women. In addition, the College will promote success stories of female students who have achieved in these areas. The campaign days/weeks targeted include Scottish Apprenticeships Week (May 2016), Women in Science and Engineering Day (June 2016), Ada Lovelace Day (October 2015) and International Girls in ICT Day (April 2016).

39. The College will continue to work in partnership in 2015-16 with the Women’s Engineering Society and build on a very successful Magnificent Women and their Flying Machines workshop held in 2014 at our dedicated aeronautical centre. The event attracted forty second
and third year school girls and gave them exposure to female industry experts, hands-on activities in building aircraft and a tour of the facilities at the aeronautical centre. We will also run a series of engineering taster sessions for girls.

40. If young people do not study maths or science at secondary school, they effectively rule themselves out of engineering courses at college or university. To counter that, the College is adapting courses to open up opportunities for young people who haven’t studied science at school. In our Performing Engineering Operations, as well as focusing on the critical hand skills in engineering, we have included maths and physics.

41. The ICT and digital technologies industry struggles to attract young people and the College is working with schools to raise awareness of the careers options available in the industry and to challenge negative stereotypes. The Skills Investment Plan for the sector highlighted the absence of women in computing at all levels in education and from the industry, and recommended action to address this. CoderDojo Scotland is a global collaboration which provides free coding clubs for young people, enabling them to learn how to become a programmer in a safe, fun and sociable environment. Young people learn new programming languages, how to create apps, build websites and make games. In partnership with CoderDojo Scotland, the College ran a number of clubs in 2014-15 which attracted young people from the age of eight to seventeen. This will continue in 2015-16 with CoderDojo clubs, including a number aimed exclusively at girls, held at college campuses across Ayrshire.

42. In 2014-15, the College piloted a number of Men into Care taster sessions which resulted in attracting increased numbers of men on health and social care courses. Care is a growth sector in Ayrshire and these taster sessions will be replicated in 2015-16.

Increase participation of learners from protected characteristic groups

43. The college is fully committed to enhancing support for all students including those in vulnerable groups, fully endorses the Getting it Right for Every Child strategy and works with partners to support this objective. In our Equality Outcomes 2013-2017 document, we make a commitment that “students who are looked after and accommodated or identified as a care leaver will achieve positive outcomes to the same degree as students who are not looked after and accommodated or a care leaver”.

44. The Student Services directorate provides impartial advice on course of study to all students and specific advice on financial support. Other support services are offered on an individual basis, as appropriate to the individual’s personal circumstances. This support can be accessed directly from Student Services by students. The College supports vulnerable groups and has a key remit to support looked after and accommodated young people and care leaver students. We work in partnership with local schools, SDS, and local authorities to achieve this.

45. To support engagement with younger and vulnerable learners the Team Leader will actively engage with all stakeholders to support the opportunities and transitions for vulnerable learners this includes:

- Marketing all available support to young people, guardians, partners, SDS, Education Centres, Social Work and Community Agencies
• Designing and supporting events to promote learning opportunities for young people

• Early engagement by communicating with the college school liaison officer, teachers and other school staff, and SDS who identify any young person planning to leave school. To engage with those who have already left school or are over 19 years of age we work, in particular, with SDS and keyworkers.

• Case Reviews and Pathways Plans where the College Team Leader attends case reviews with Social Work/Schools/Throughcare when the young person is considering college as an option. The College will then become part of the Pathways plan to help and support the young person on the transition to college at an early stage. This includes visits, support with interviews, funding and introduction to named contact for continuous support during the young person’s life at college.

• Supporting successful transitions and all students are encouraged to visit the College at any time to help this. All transition arrangements are driven and agreed by the young person to ensure the transition is successful. Looked after young people often transition to become a care leavers whilst at college. To support this transition there are a number of workshops (in addition to study skills and job seeking support which is part of the college’s Skills for Learning, Skills for Life, and Skills for Work programme) and one-to-one advice sessions available to support independent living including:
  
  o Living and eating on a budget,
  o Money management
  o Relationships and living together
  o Sexual health.

Support is in place to assist students with the transition from college to university or employment. Workshops and one-to-one assistance is available for CV writing, interview skills, job seeking skills, etc. In addition, the College has articulation agreements with a number of universities and supports student transitions at a personal level with practical arrangements and academically with schemes such as the Associate Student agreement with the University of the West of Scotland. This allows students to visit the university, use its facilities, and provides ‘top up’ units as appropriate to support progressing students before they transition to university. The college also has a number of pre-apprenticeship programmes designed to prepare young people for apprenticeship opportunities.

46. The Director of Student Services has overall responsibility for promoting access and support of looked after and accommodated young people and care leavers. The Director is assisted in this by the Student Services Manager, and each of the Campus Team Leaders is responsible as the named college contact for the young people. This person is the main practitioner liaison for each local authority area and facilitates a seamless transition for the young person into college.

47. The Director of Student Services is a member of the East Ayrshire Corporate Parenting Strategy group. Other key members of staff participate on relevant groups through SDS, Throughcare, Job Centre Plus, Social work, Psychological Services and housing departments and schools. In the academic year 2013-14 the College supported 113 young people who were identified as being looked after, looked after and accommodated, care leavers or young carers - 91%, and 50 of the previous year’s cohort (48%) continued to study with the college. In the current academic
year, the College has identified 31 young people as being looked after, looked after and accommodated, care leavers or young carers. We are working with them to help them succeed in their programmes at College.

Articulation

48. The College will work with partner universities to increase the number of students at SCQF Level 7 and 8 articulating onto degree level course with advanced standing. Good relationships already exist with the University of the West of Scotland (UWS) and Glasgow Caledonian University in relation to articulation routes for HN achievers, and efforts will be made to consolidate these into targets for articulation. In addition to articulation agreements, the College has been allocated 29 guaranteed places in 2015-16 from UWS encompassing degrees in Sport, Accounting, Business and Creative Industries. The College will work closely with UWS to ensure positive progression and transition for students. The College will continue partnership arrangements with the Open University to offer a part-time route to degrees in Social Science and in Criminal Justice Studies.

49. Working in partnership with UWS, the College will continue to deliver the BEng and BEng (Hons) in Aircraft Engineering and student numbers are expected to rise to 30 in 2015-16. In 2015-16, the College will introduce the Engineering Academy in partnership with the University of Strathclyde, which will enable 12 students who complete the HNC Mechanical Engineering in 2015-16 direct entry to year two of Strathclyde’s BEng.

Support for students with profound or complex needs

50. A range of ‘Routes to …’ vocational programmes at SCQF level 4 were introduced to the portfolio in 2014-15. The students on these programme have a number of barriers to learning and may not be able or ready to progress onto SCQF level 5. Changing the ‘Routes to …’ programmes to SCQF level 3 in 2015-16 will ensure that students have the opportunity to develop both vocational and personal development skills at an appropriate level and be more prepared to progress to programmes at SCQF level 4, then potentially SCQF level 5.

51. For students who are not able to progress to SCQF level 4 programmes in a vocational area, a new Routes to Careers at SCQF level 4 employability programme in 2015-16 will concentrate on working with students and external organisations such as Enable to ensure positive transition from the College into employment. This approach is modelled on the successful Project Search programme, which the College supports in partnership with East Ayrshire Council and NHS. An additional Project Search programme, in partnership with North Ayrshire Council, has been added for 2015-16 following a request from the local authority.
SFC strategic aim – A developed workforce

Employer engagement

52. The College’s engagement with employers is substantial and supported by a programme of structured activity. Annually, the College hosts a number of large events aimed at employers who currently work with the College and those who do not. Strategically, the College will continue to work collaboratively with the Chamber of Commerce, the Federation for Small Businesses, the Ayrshire Association of Business Women and other employer bodies in the region. The College is a strategic partner working with the Chamber of Commerce to develop a proposal in 2015-16 to establish an Ayrshire Invest in Youth Group.

53. At an industry sector level, we will play a proactive and lead role in determining the future skills needs of employers in sectors such as engineering, hospitality and tourism, energy, health and social care and ICT. Employer skills forums, which have already resulted in significant partnership projects with the private sector, will continue to play a key role in this. College senior managers will continue to support the economic and skills growth agendas of the three CPPs, working with local business advisers to support employers.

54. Employer Skills Forums, where the College brings together employers, sector skills councils and other partners together to focus on the skills needs of a particular sector, will meet quarterly. These are already established in a variety of STEM areas and in 2015-16, we will establish forums for the hospitality, tourism and care sectors.

55. Most curriculum areas in the College have well-established relationships with employers and plans in place to build upon these. Where this is not the case, for example in the business curriculum, efforts will be made in advance of the 2015-16 session to ensure that partnerships are created with relevant employers to enhance the student experience and offer valued work experience.

Employability

56. Programmes to support employability have been designed in partnership with CPPs and JobCentre Plus to support local needs. Following analysis of the suitability of the Employability Fund model in 2014-15, the College proposed a different approach to using Employability Fund resources in 2015-16. This approach has been agreed by SDS and the College has liaised with the three CPPs on what should be delivered in 2015-16.

57. In 2015-16, the introduction of a range of “Routes to …” courses at SCQF Level 3 will support progression to levels 4 and 5 in specific vocational areas. The introduction of a new “Routes to Careers” programme at SCFQ level 4 will have a focus on employability skills, and the current “Step into Retail” course will shift to a “Step into Customer Service” programme due to the opportunities in East and North Ayrshire for call centre staff.

Modern Apprenticeships

58. In partnership with SDS and CPPs, the College is encouraging partners in Ayrshire to adopt a strategic and ambitious approach to apprenticeships across the region. As apprentices need to be employed, the College will continue to promote them to employers and stimulate demand.

2015-16 Addendum to Ayrshire College Outcome Agreement
59. The College will deliver an increased number of Modern Apprenticeship (MA) starts in 2015-16, the majority (196) contracted directly with SDS in frameworks such as engineering, hospitality, automotive and hairdressing. Planned Modern Apprenticeship starts for 2015-16 are shown in the diagram below.

![MA Starts by Sector](image)

59. The College will deliver an increased number of Modern Apprenticeship (MA) starts in 2015-16, the majority (196) contracted directly with SDS in frameworks such as engineering, hospitality, automotive and hairdressing. Planned Modern Apprenticeship starts for 2015-16 are shown in the diagram below.

![MA Starts by Sector](image)

60. Building on excellent performance in supporting Modern Apprenticeships on behalf of construction and trades bodies, we will continue to deliver the educational programmes of an increased volume of MAs in construction, plumbing and electrical installation through contracts with the CITB, SNIPEF and SECTT.

61. In 2015-16, the College will offer an Engineering Foundation Apprenticeship for senior school pupils across Ayrshire. This will build on the well-established Performing Engineering Operations course which has been offered to school students by the College.
SFC Strategic Aim - High quality and efficient learning

Action Learning Pilot

62. Ayrshire College is one of three colleges involved in a quality action learning pilot with the Scottish Funding Council and Education Scotland. Regionalisation and the introduction of outcome agreements mean that colleges are delivering in a different context and facing new demands. This action learning pilot will lead to a new approach built on four key principles of integration, regional approach, ownership and challenge.

Integration

63. In 2014-15, to support the action and operational planning following team evaluations, the College integrated the priorities of Education Scotland’s quality framework with the objectives in the College’s Outcome Agreement and Strategic Plan. This process also incorporated the relevant priorities of the three CPPs. In 2015-16, we will integrate the key themes for colleges in Developing the Young Workforce. Progress was made in integrating processes, in particular through a collaborative approach with Education Scotland. In 2015-16, service and curriculum team evaluations will be more integrated to ensure a holistic approach to quality improvement. Involvement of external stakeholders at critical points has been fully integrated into the College’s quality cycle.

Regional approach

64. The regional approach to quality enhancement in Ayrshire is built on strong partnerships, with engagement and external validation at both strategic and operational levels. The approach is intelligence-led, supported by a dedicated performance and planning team. Supported by Education Scotland, we are developing key staff to create quality ambassadors across the College.

Ownership

65. In 2014-15, the College enhanced its quality cycle to reflect the regional context and secure buy-in from staff, and undertook a move from self to team evaluation which was driven by staff feedback from the previous year. Strategic and operational engagement with stakeholders such as employers, schools and CPPs has extended ownership outwith the College and, increasingly, the Student Association is taking ownership of its team evaluation process.

Challenge

Schools

66. In 2014-15, the College invested significantly in establishing an infrastructure of engagement with local authorities and secondary schools to support improved school-college relationships and strategic developments to support Developing the Young Workforce. This includes strategic engagement with directors of education, a bi-annual pan-Ayrshire conference with head teachers and quarterly meetings with deputy head teachers in each of the 3 local authorities. There will be individual meetings with all 27 individual schools across Ayrshire each year to identify particular needs and check how well school-college courses are working for their pupils.

2015-16 Addendum to Ayrshire College Outcome Agreement

16
Employers

67. External validation with employers takes place at a strategic level through the Ayrshire Economic Partnership, the Economy and Skills Boards of the three CPPs and with pan-Ayrshire employer organisations such as the Ayrshire Chamber of Commerce and the Federation of Small Businesses.

68. Opportunities for strategic developments and validation at an industry sector and sub-sector level exist through a number of Employer Skills Forums established and led by the College. These forums comprise employers, college managers, the relevant sector skills council and the SDS sector lead. Well-established forums include Aerospace, Renewables and Engineering. In 2015, the College created a Science Employer Skills Forum to deal with the skills requirements of the chemical and life sciences companies in Ayrshire. In 2015-16, new forums will be set up for the Hospitality and Tourism, and Health and Social Care sectors.

69. In relation specifically to evaluating the relevance of provision to industry sectors, the College will host a series of focused business breakfasts and evening seminars for employers to review our existing curriculum and help shape future courses.

70. In 2015-16, these engagement structures will be integrated fully into the College’s external validation process and a toolkit will be developed to capture feedback. The external validation described above with schools and employers, as well as validation with other partners such as CPPs and team evaluations across the College in August and September 2015, contribute to a draft curriculum delivery plan (CDP) for 2016-17 which will be presented to a wide range to stakeholders in October 2015.

Capacity to improve

71. The College has added a further element of capacity development and, in partnership with Education Scotland, delivered a series of workshops in 2015 for curriculum and service manager to build capacity across the College to help deliver the objectives for the action learning pilot in 2015-16.

72. The College is committed to developing capacity in schools to support implementation of vocational pathways required by Developing the Young Workforce. Staff development will take place at annual guidance teacher events in each of the three local authorities and principal teacher s and college lecturers will share experience, knowledge and expertise at subject network events hosted by the College.

Taking quality enhancement further

73. The team evaluation process, which was enhanced during 2014-15, will be further enhanced for 2015-16 to bring service and curriculum staff together for evaluation activities. All staff will focus on the themes of highly effective learner progress and outcomes; highly effective learning and teaching; highly effective learner engagement; highly effective support for learning; highly effective leadership and quality culture; and the capacity to improve.

74. The Quality Enhancement directorate is working in partnership the Student Services team to develop a student engagement strategy for 2015-16. This will allow for more consistent review and analysis of student engagement across the college through a series of focus group
meetings and online surveys. The college is using QDP software to conduct online student satisfaction surveys and is a participant in a national user group with other colleges to develop the software to tie in with the Education Scotland quality indicators. This will enable the college to extract responses from questionnaires for specific national indicators, thereby enhancing our intelligence.

75. Following the creation of a single MIS system for the college in 2014-15, the Performance and Planning team is working with MIS to enhance the current suite of management reports. These reports, supported by data analysis, will ensure that consistent, reliable and relevant information on recruitment, enrolment, retention, attendance and student outcomes is available to staff. This will help to facilitate early interventions to support students and enable them to achieve successful outcomes on their courses.

76. The MIS and Performance and Planning teams have worked with Qlikview in 2015 to develop the software and ensure accuracy of data representation. A programme of staff development is being planned between June and August 2015 to enable full roll-out of the software for 2015-16. This will be available to key staff within the organisation to ensure they have real-time access to key college data relating to learning and teaching.
SFC strategic aims – Efficient regional structure and sustainable institution

Successful implementation of merger

77. In September 2015, the College will conduct a culture study as a follow up to that completed prior to the merger. This will be conducted by an external expert.

78. A comprehensive management and leadership programme for all service and curriculum managers, will be rolled out in 2015-16. Structured opportunities for Heads and Managers to work together will ensure that all managers in the College are aware of their responsibilities in achieving the activity target agreed for 2015-16.

79. In relation to recommendations in Developing the Young Workforce to develop the capacity of college managers and staff to implement the wider objectives of the youth employment strategy, this will be incorporated into capacity building sessions delivered in partnership with Education Scotland and Skills Development Scotland in 2015-16.

80. The College will contribute to building the capacity of secondary school managers and staff, for example through the establishment of Principal Teacher Subject Networks which will enable school teachers and college lecturers share good practice in delivering complementary subjects.

Carbon footprint

81. The College will reduce its carbon footprint by adopting sustainable facilities management practices, promoting awareness of environmental sustainability in the curriculum and embedding the use of sustainable resources in the delivery of learning and teaching. Moving from the existing Kilmarnock campus building to the new campus in 2016 will have a radical impact on the College’s overall carbon footprint.

82. Building on existing carbon management plans, the College will develop and implement a holistic strategy which will include measures, for example, to manage power and fuel usage which will lead to a managed reduction of the gross carbon footprint over a three year period.
### Outcomes and targets

#### SFC Priority - Efficient and sustainability

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance</th>
<th>Aspirations</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
<td>Gross carbon footprint (three-year period)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SFC Priority - Right learning in the right place

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance</th>
<th>Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Region Baseline 2011-12 SUMs</td>
<td>Scotland 2013-14 SUMs</td>
</tr>
<tr>
<td>*Measure 2</td>
<td>Volume of Credits delivered ESF</td>
<td>143,610</td>
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<tr>
<td></td>
<td>Total</td>
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</table>

#### Measure 3

**Volume and proportion of Credits delivered to learners aged 16-19 and 20-24:**

<table>
<thead>
<tr>
<th>Total Credits delivered to 16-19</th>
<th>76,179</th>
<th>936,403</th>
<th>77,549</th>
<th>67,717</th>
<th>62,753</th>
<th>62,753</th>
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<tbody>
<tr>
<td>Proportion delivered to 16-19</td>
<td>53.0%</td>
<td>49.0%</td>
<td>52.7%</td>
<td>51.9%</td>
<td>50%</td>
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<tr>
<td>Total Credits delivered to 20-24</td>
<td>31,216</td>
<td>410,219</td>
<td>32,383</td>
<td>29,147</td>
<td>25,101</td>
<td>25,101</td>
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<tr>
<td>Proportion delivered to 20-24</td>
<td>21.7%</td>
<td>21.5%</td>
<td>22.0%</td>
<td>22.3%</td>
<td>20%</td>
<td>20%</td>
</tr>
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</table>

#### Measure 4

**Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24:**

<table>
<thead>
<tr>
<th>Total FT Credits delivered to 16-19</th>
<th>68,625</th>
<th>757,059</th>
<th>67,365</th>
<th>57,533</th>
<th>53,340</th>
<th>53,340</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion delivered to 16-19</td>
<td>56.4%</td>
<td>54.1%</td>
<td>54.7%</td>
<td>53.9%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Total FT Credits delivered to 20-24</td>
<td>27,327</td>
<td>320,194</td>
<td>27,270</td>
<td>24,034</td>
<td>21,336</td>
<td>21,336</td>
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<tr>
<td>Proportion delivered to 20-24</td>
<td>22.5%</td>
<td>22.9%</td>
<td>22.1%</td>
<td>22.5%</td>
<td>20%</td>
<td>20%</td>
</tr>
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</table>
### SFC Priority - Right learning in the right place

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Region Baseline 2011-12 SUMs</th>
<th>Scotland 2013-14 SUMs</th>
<th>Region 2013-14 Credits</th>
<th>Region 2013-14 Credits</th>
<th>2015-16 Credits</th>
<th>2016-17 Credits</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Measure 5</em></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland:</td>
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<td></td>
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<tr>
<td>Number of Credits delivered to MD10</td>
<td>27,982</td>
<td>312,132</td>
<td>29,065</td>
<td>25,503</td>
<td>25,101</td>
<td>26,356</td>
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<tr>
<td>Total number of Credits delivered in region</td>
<td>143,610</td>
<td>1,957,928</td>
<td>147,055</td>
<td>130,550</td>
<td>125,507</td>
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<tr>
<td>Proportion</td>
<td>19.5%</td>
<td>16.3%</td>
<td>19.8%</td>
<td>19.5%</td>
<td>20%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td><strong>Measure 6</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Volume and proportion of Credits relating to learners from different protected characteristic groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity:</strong></td>
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<tr>
<td>Volume of Credits delivered to BME learners</td>
<td>1,386</td>
<td>102,257</td>
<td>1,868</td>
<td>1,688</td>
<td>1,631</td>
<td></td>
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<tr>
<td>Proportion of Credits delivered to BME learners</td>
<td>1.0%</td>
<td>5.3%</td>
<td>1.3%</td>
<td>1.3%</td>
<td>1.3%</td>
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<tr>
<td>White</td>
<td>142,132</td>
<td>1,803,545</td>
<td>145,176</td>
<td>128,863</td>
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<td>Any mixed background</td>
<td>231</td>
<td>11,165</td>
<td>312</td>
<td>283</td>
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<tr>
<td>Asian, Asian Scottish or Asian British</td>
<td>924</td>
<td>53,207</td>
<td>991</td>
<td>891</td>
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<tr>
<td>Black, Black Scottish or Black British</td>
<td>187</td>
<td>27,274</td>
<td>427</td>
<td>387</td>
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<td>Other ethnic background</td>
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<td>Information refused</td>
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<td>4,525</td>
<td>1</td>
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<td>Information not known</td>
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<td>1,834</td>
<td>10</td>
<td>0</td>
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</tbody>
</table>

**Disability:**

| Volume delivered to students with disability | 22,487 | 290,854 | 22,626 | 20,566 | 20,081 | Does not include students on DPG18 |

2015-16 Addendum to Ayrshire College Outcome Agreement
<table>
<thead>
<tr>
<th>Proportion delivered to students with disability</th>
<th>15.7%</th>
<th>15.2%</th>
<th>15.4%</th>
<th>16%</th>
<th>programmes</th>
</tr>
</thead>
</table>

2015-16 Addendum to Ayrshire College Outcome Agreement
## SFC Priority - Right learning in the right place

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Region Baseline 2011-12 SUMs</th>
<th>Scotland 2013-14 SUMs</th>
<th>Region 2013-14 SUMs</th>
<th>Region 2013-14 Credits</th>
<th>Region 2014-15 SUMs</th>
<th>Region 2014-15 Credits</th>
<th>Region 2015-16 SUMs</th>
<th>Region 2015-16 Credits</th>
<th>Region 2016-17 SUMs</th>
<th>Region 2016-17 Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Sex:</strong></td>
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<td></td>
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</tr>
<tr>
<td>Volume delivered to Male learners</td>
<td>67,883</td>
<td>920,972</td>
<td>69,460</td>
<td>61,847</td>
<td>61,498</td>
<td>61,498</td>
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<tr>
<td>Proportion delivered to Male learners</td>
<td>47.3%</td>
<td>48.2%</td>
<td>47.2%</td>
<td>47.4%</td>
<td>49%</td>
<td>49%</td>
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<tr>
<td>Volume delivered to Female learners</td>
<td>75,727</td>
<td>991,189</td>
<td>77,595</td>
<td>68,703</td>
<td>64,009</td>
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<tr>
<td>Proportion delivered to Female learners</td>
<td>52.7%</td>
<td>51.8%</td>
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<td>51%</td>
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<td>Volume delivered to Other learners</td>
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<td>Proportion delivered to Other learners</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Care Leavers:</strong></td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
</tbody>
</table>

### Measure 7

**Volume and proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement**

<table>
<thead>
<tr>
<th>Volume</th>
<th>Proportion</th>
<th>Not available</th>
<th>7,279</th>
<th>6%</th>
</tr>
</thead>
</table>

Calculated this on the basis of students on DPG18 programmes in recent years

### Measure 8

**Volume of Credits delivered to learners at S3 and above as part of ‘school-college’ provision**

<table>
<thead>
<tr>
<th>Volume</th>
<th>Proportion</th>
<th>Rate</th>
<th>4,607</th>
<th>4,475</th>
<th>5,773</th>
</tr>
</thead>
</table>

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## SFC Priority - High quality learning

### *Measure 9*

**Percentage of enrolled students successfully achieving a recognised qualification:**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance</th>
<th>Aspirations</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>All recognised</td>
<td>-</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>FE - Full time - Total enrolments</strong></td>
<td>4,931</td>
<td>51,128</td>
<td>4,755</td>
</tr>
<tr>
<td><strong>FE - Full time - Successfully completed</strong></td>
<td>3,138</td>
<td>33,659</td>
<td>3,131</td>
</tr>
<tr>
<td><strong>FE - Full time - Proportion</strong></td>
<td>63.6%</td>
<td>65.8%</td>
<td>65.8%</td>
</tr>
<tr>
<td><strong>HE - Full time - Total enrolments</strong></td>
<td>2,277</td>
<td>31,472</td>
<td>2,324</td>
</tr>
<tr>
<td><strong>HE - Full time - Successfully completed</strong></td>
<td>1,471</td>
<td>22,378</td>
<td>1,533</td>
</tr>
<tr>
<td><strong>HE - Full time - Proportion</strong></td>
<td>64.6%</td>
<td>71.1%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>FE - Part time - Total enrolments</strong></td>
<td>3,682</td>
<td>97,096</td>
<td>4,115</td>
</tr>
<tr>
<td><strong>FE - Part time - Successfully completed</strong></td>
<td>2,644</td>
<td>76,037</td>
<td>3,078</td>
</tr>
<tr>
<td><strong>FE - Part time - Proportion</strong></td>
<td>71.8%</td>
<td>78.3%</td>
<td>74.8%</td>
</tr>
<tr>
<td><strong>HE - Part time - Total enrolments</strong></td>
<td>670</td>
<td>11,268</td>
<td>634</td>
</tr>
<tr>
<td><strong>HE - Part time - Successfully completed</strong></td>
<td>492</td>
<td>8,745</td>
<td>510</td>
</tr>
<tr>
<td><strong>HE - Part time - Proportion</strong></td>
<td>73.4%</td>
<td>77.6%</td>
<td>80.4%</td>
</tr>
<tr>
<td>Early withdrawal FEFT</td>
<td>6.7%</td>
<td>7.5%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Early withdrawal FEPT</td>
<td>4.0%</td>
<td>3.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Early withdrawal HEFT</td>
<td>4.2%</td>
<td>4.5%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Early withdrawal HEFT</td>
<td>3.3%</td>
<td>3.0%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

Based on 2014-17 Outcome Agreement targets

### *Measure 10*

**Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing:**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2012/13*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of AS articulating students</td>
<td>265</td>
</tr>
<tr>
<td>Number of HND/HNC leavers</td>
<td>1942</td>
</tr>
</tbody>
</table>

Scottish Government priority measure

*2013-14 data from National Articulation Database not available at time of writing.*
### SFC Priority - High quality learning

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance</th>
<th>Aspirations</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Measure 11</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</td>
<td>Not available</td>
<td>Not available</td>
<td>Scottish Government priority measure</td>
</tr>
</tbody>
</table>

### SFC Priority - A developed workforce

<table>
<thead>
<tr>
<th>Measure 12</th>
<th>Number of starts for direct contracted apprenticeships (e.g. in construction)</th>
<th>Performance</th>
<th>Aspirations</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracted by SDS</td>
<td>(includes Engineering, Construction, Hospitality, Motor Vehicle and Hairdressing MA starts)</td>
<td>160</td>
<td>183</td>
<td>196</td>
</tr>
<tr>
<td>Sub-contracted by others</td>
<td>(includes Construction MA starts for CITB, Plumbing starts for SNIPEF and Electrical Installation starts for SECTT)</td>
<td>103</td>
<td>105</td>
<td>120</td>
</tr>
</tbody>
</table>

| Measure 13 | Number of full-time learners with substantial placements in business and industry | Not available |   |   |

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