

**Meeting of the Learning, Teaching and Quality Committee  
to be held on Thursday 28 May 2026 at 4.00pm  
Board Room, Kilmarnock Campus or via Hybrid**

## AGENDA

1. Welcome and Declarations of Interest
  2. Apologies
  3. Minutes from meeting held on 05 March 2026
    - Action and Decision tracker

Paper 1 (C/P)  
Paper 1a
- Part A - For Discussion, Decision and Approval papers must be accompanied by an EqIA where required**
4. Learning & Teaching Academy Update
 

Paper 2 (AH)  
Presentation (AH)
  5. Student Experience Update
 

Paper 3 (WM)  
Presentation (WM)
  6. Student Association Report Q4
 

Paper 4 (P) (DH)
  7. 2025-26 SFC Student Satisfaction and Engagement Survey
 

Paper 5 (P) (DW)
  8. Apprenticeship Review Action Plan
 

Paper 6 (R) (SR)
  9. Tertiary Quality Enhancement Framework
 

Paper 7 (P) (DW)
  10. Committee Self Evaluation Process
 

Paper 8 (R) (HD/ARi)
- Part B – Regular reporting and monitoring**
11. Performance Dashboard update [Link to Dashboard](#)

Verbal (SR/APs)
  12. Student Support Funds Position Update
 

Paper 9 (R) (ARi)
  13. Employer Engagement and Innovation Report Q4
 

Paper 10 (R) (ARo)
- Part C – Risk management**
14. Strategic Risk & Opportunities Register
 

Paper 11 (R) (ARi)
- Part D – For information**
15. **AOB**

**Date of Next Meeting:** Thursday 10 September 2026 at 4.00pm

*(C/P) Confirmed minutes will be published;*

*(P) Papers will be published on the College website;*

*(R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality*

**Minute of the Learning, Teaching and Quality Committee Meeting  
Held via Microsoft Teams  
4pm on Thursday 05 March 2026**

**Present:**

Brian Green	Vice Chair of LTQC
Jane Grant	Non-Executive Board Member (until 4.45pm, Item 5.)
Gillian Longmuir	Non-Executive Board Member
Michael Ross	Non-Executive Board Member
Iain Shearer	Non-Executive Board Member (from Item 4)
Chris Boyce	Elected Member, EIS/FELA
Lisa Keggans	Elected Member, UNISON
Darcie Hamilton	Elected Member, Student President
Marko Prorocic	Elected Member, Professional Services Staff
Janette Steel	Elected Member, Curriculum Staff
Angela Cox	Principal, Ex-officio

**In attendance:**

Sara Rae	Vice Principal, Skills and Enterprise
David Davidson	Vice Principal, People, Performance and Transformation
Alan Ritchie	Vice Principal, Finance and Infrastructure
Jennifer Anderson	Assistant Principal, Skills and Innovation
Alistair Rodgers	Director of Enterprise Development (left after Item 9)
Hilary Denholm	Board Governance Advisor
Katelyn Kilbride	Executive Assistant (Minutes)
Sharon Morrow	Chair, Board of Management
Joe Mulholland	Education Scotland (left after Item 4)

**1. Welcome and Declarations of Interest**

Brian Green, Vice Chair of the Learning, Teaching and Quality Committee welcomed everyone to the meeting.

The Vice Chair noted the recent loss of an Ayrshire College staff member, and the Committee participated in a few moments of silence to honour Russell Wilson.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

**2. Apologies**

Apologies were received from Alison Sutherland, LTQC Chair, Doreen Wales, Assistant Principal, Student Experience & Quality Enhancement, Gayle Watson, Co-Opted LTQC Board Member, and Jason Currie, Non-Executive Board Member.

The Vice Chair informed members that Gayle Watson unfortunately resigned as a member in January and noted thanks for Gayle's contribution.

### **3. Minutes of the previous meeting held on 27 November 2025 (Paper 1) (C/P)**

The minutes of the meeting held on 27 November 2025 were approved as a correct record.

**Proposed:** Angela Cox

**Seconded:** Lisa Keggans

#### **3.1 Action and Decision Tracker (Paper 1a)**

The Committee noted that there were no outstanding actions.

### **5. Student Association Report Q3 (Paper 3) (P)**

The Vice Chair noted that Conner Skipsey has resigned from the role of Student Vice President. The Committee noted thanks to Connor for his contribution.

Darcie Hamilton highlighted the main activities from the report and verbally updated the Committee on activities since the report submission.

#### **The Committee noted activity in relation to:**

- Continued positive engagement in the Class Ambassador Programme.
- Clubs, Groups and Societies have continued throughout Semester 1 and positive feedback has been received from students.
- Contribution from the College via the Walker Trust which has assisted in alleviating student hardships.
- Continued activity in terms of Campaigns and Events including the 16 Days of Action campaign which focused on digital violence.
- The Student Association team also participated in various ReClaim the Night marches across Ayrshire.
- The Student Association team engaged with Students at WinterFest and offered a wide variety of stall holders including organisations which provide support around mental health as well as a pop-up photobooth which was well received by Students.
- LGBT History Month was celebrated with a focus on both historical and contemporary contributions of LGBT+ individuals within STEM fields. At the Ayr Campus, the Student Association hosted a drag show featuring Drag Queen Mina Lookgood.
- Preparation is underway to maximise engagement with the 2025-26 Student Satisfaction and Engagement Survey which has currently been completed by 735 students.

**The Committee welcomed the report and noted informative updates.**

### **6. 2024-25 SFC Student Satisfaction and Engagement College Sector Benchmarking Report (Paper 4) (P)**

Sara Rae gave a summary of the report and noted the following:

- The Scottish Funding council's completion rate target is 50%, Ayrshire College's completion rate was 1%-2% below this for 2024-25. The aim is to achieve this completion rate for the 2025-26 survey which is currently open for completion.
- The data has been analysed for each curriculum area and any areas for improvement will be identified and actioned by each Curriculum Quality Manager and Head of Department.
- Higher Education Full Time is currently 6% below the sector average.
- The College's Quality team will further analyse the outcomes.

**Action LTQ51-A02:** It was agreed that further analysis of the survey will be carried out by the College's Quality department and Curriculum Quality Management to identify areas of improvement. Any further outcome of this analysis will be shared with the Committee at the next meeting.

The Vice Chair expressed appreciation for the insightful report and recommended that Students are encouraged to complete the 2025-26 survey during class time.

## **8. Internal Audit Report - External Communications (Paper 6) (P)**

Alistair Rogers provided an overview of the internal audit review of the College's external communications, most notably its website. The Committee considered and noted the report.

### **The Committee noted:**

- The Internal Audit of External Communications took place on Monday 27th October 2025.
- The introduction of a Strategic Communications and Policy Advisor last year has had a positive impact in this area.
- The audit report provides a strong level of assurance over the College's external communications methods.
- One low-level recommendation was raised where it is recommended that the College enhance the Website Management Procedure and Guidance document by introducing clearly defined roles, responsibilities, escalation routes, and compliance requirements, and by establishing a regular review and update process. The College has accepted the recommendation.
- Several areas of good practice were identified including:
  - The College has a robust Communications Framework aligned with its Strategic Ambition 2024–2027, ensuring consistent and coordinated messaging across all platforms.
  - The website, launched in February 2025, is well-structured, accessible (WCAG AA compliant) and governed by a comprehensive management procedure, though this document is pending formal approval.
  - Communication channels are diverse (website, social media, events), with strong stakeholder engagement and data-driven performance monitoring.
  - Operational controls restrict website editing to authorised personnel, supporting content accuracy and security.

**Action LTQ51-A03:** It was agreed that an update on these actions will be given at the next Learning, Teaching and Quality Committee.

## **9. Internal Audit Report - Student Voice (Paper 7) (P)**

Sara Rae provided an overview of the internal audit review of College student voice arrangements. The Committee considered and noted the report.

### **The Committee noted:**

- The audit provides a strong level of assurance over the College's student voice arrangements.
- No recommendations were raised.
- Several areas of good practice were identified including:
  - Multiple Channels for Student Feedback
  - Student Satisfaction as a Strategic Measure
  - Structured Student Association
  - Board Engagement
  - Accessibility and Inclusion
  - Responsiveness to Feedback
  - Comprehensive Training for Representatives
  - Effective Benchmarking

The Student President thanked College staff for their role in the audit's positive outcome.

## **11. Performance Dashboard**

Sara Rae provided an overview of the Performance Dashboard and the Committee noted that FE Full-Time, HE Full-Time and HE Part-Time are all currently above target. It was noted that FE Part-Time is slightly below target however only by a small margin. The total number of credits is approaching 110,000 and is currently on track to achieve the AY 2025-26 target.

## **13. AOB**

No other business noted.

**Date of Next Meeting:** Thursday 28 May 2026 at Kilmarnock Boardroom.

*(C/P) Confirmed minutes will be published on College Website;*

*(P) – Paper will be published on the College Website;*

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

***RESERVED ITEMS ON THE NEXT PAGE***

**Learning, Teaching & Quality Committee - Action and Decision Log**  
**Meeting No 52 – 28 May 2026**

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
05.03.26	Modern Apprenticeship Education Scotland Report	LTQ51-A01	It was also agreed that the Modern Apprenticeship Review Action Plan will be presented at the next LTQC meeting for approval with monitoring of progress being presented at future meetings.	S Rae	28.05.26	Action	
05.03.26	2024-25 SFC Student Satisfaction and Engagement College Sector Benchmarking Report	LTQ51-A02	It was agreed that further analysis of the survey will be carried out by the College's Quality department and Curriculum Quality Management to identify areas of improvement. Any further outcome of this analysis will be shared with the Committee at the next meeting.	D Wales	28.05.26	Action	
05.03.26	Internal Audit Report - External Communications	LTQ51-A03	It was agreed that an update on these actions will be given at the next Learning, Teaching and Quality Committee.	A Rogers	28.05.26	Action	
05.03.26	Strategic Risk & Opportunities Register	LTQ51: D01	The Committee approved the Strategic Risk & Opportunities Register for submission to the Board of Management noting that further consideration will be given to the Curriculum risk.	NA	26.03.26	Decision	Approved

**Title of Meeting**      **Learning, Teaching and Quality Committee**

**Date**                      **28 May 2026**

**Subject/Purpose:**      To provide an update on the activities of the Learning and Teaching Academy in 2025-26 and plans for 2026/27

**Action Required:**      Discuss and Comment

**Appendices:**              Yes  
*(yes/no)*

## **1. Summary/Key Points**

The Learning and Teaching Academy was established in January 2025 to foster a culture of continuous improvement and enhancement, innovation and collaboration to achieve a consistently excellent learning experience for all Ayrshire College students. Its main aims are to –

- Enhance and standardize learning and teaching practices
- Support the sharing of good practice and peer learning
- Improve staff access to pedagogical-based CPD resources to support improvement and enhancement in learning and teaching.
- Enable the fulfilment of the College's SEAP actions

To do this the LTA set the following actions for 2025/26:-

- Launch the Peer Evaluation Process across the College with all Teaching staff participating in 2025/26.
- Launch a Self-Reflection Toolkit and Process
- Grow existing CoPs and establish new ones: campaign to engage staff.
- Fully develop the new-start Lecturer programme (pilot in January 2026) with pedagogical resources which support all teaching staff
- Develop an advanced learning and teaching programme
- Participate in the CDN National Pedagogy Development Programme in partnership with TeachingHow2s
- Participate in the national 'Supporting Diverse Learner Journey's' project – Transforming Assessment Policy and Practice

This Presentation will provide the Committee with an update on the progress made by the LTA this year, discuss the impact of these initiatives and set out the actions planned for 2026/27.

**2. Proposals and Recommendations**

To note the contents of the paper, discuss and make recommendations if appropriate.

**3. Associated Risks**

If these aims are not fulfilled there is a risk that the student experience is diminished, learning and teaching is poorer and does not keep pace with changes in pedagogy and practice and the College's reputation is detrimentally affected.

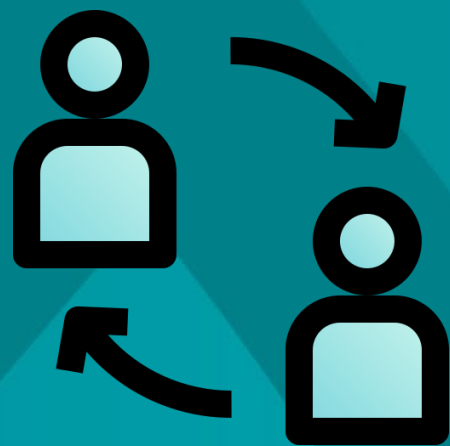
**4. Equality and Diversity Impact Assessment (if applicable)**

N/A

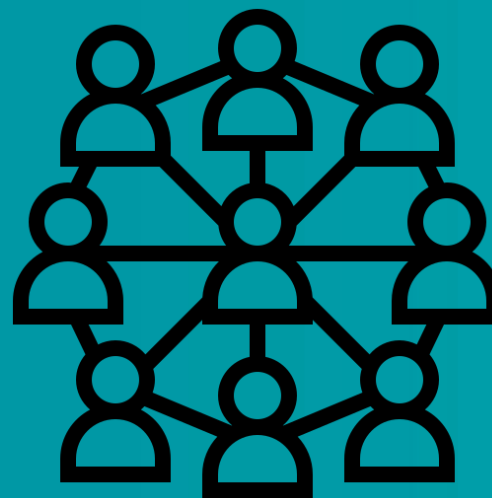
**Ann Heron  
Head of Quality Enhancement  
28 May 2026**

# Learning & Teaching Academy Update

Ann Heron, Chris Boyce, Colleen Porte, Kimberley Muir and Euan Currie



**Peer Review**



**Communities of  
Practice**



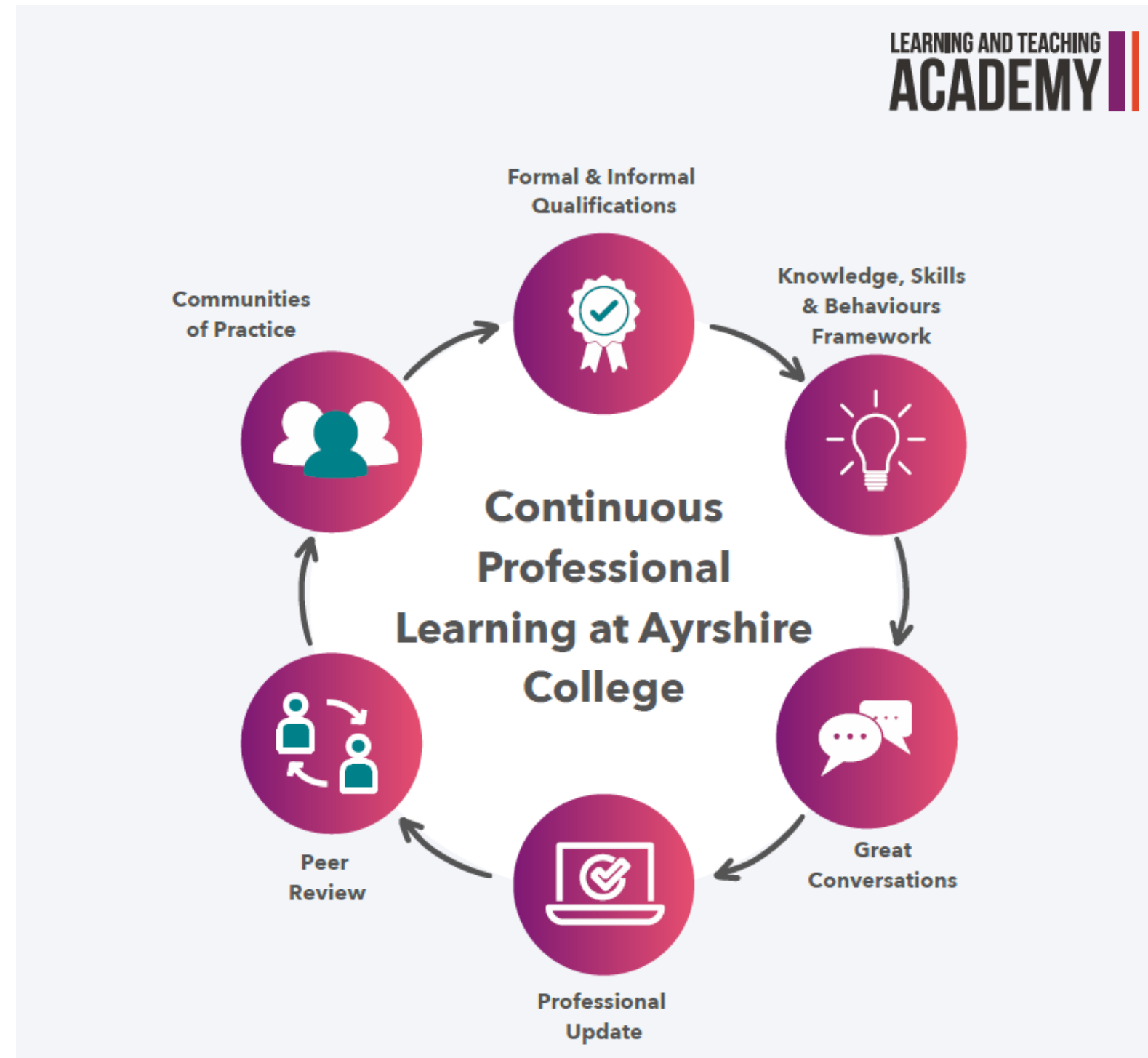
**New Lecturer  
Programme**

# Next Steps for the Learning and Teaching Academy in 25/26

- Launch the Peer Evaluation Process across the College with all Teaching staff participating in 2025/26.
- Launch a Self-Reflection Toolkit and Process
- Grow existing CoPs and establish new ones: campaign to engage staff.
- Fully develop the new-start Lecturer programme (pilot in January 2026) with pedagogical resources which support all teaching staff
- Develop an advanced learning and teaching programme
- Participate in the CDN National Pedagogy Development Programme in partnership with TeachingHow2s
- Participate in the national 'Supporting Diverse Learner Journey's' project – Transforming Assessment Policy and Practice

**Our Values: Open and Honest | Innovative | Respectful | Supportive**

# Professional learning @ Ayrshire College



**Our Values: Open and Honest | Innovative | Respectful | Supportive**

## ➤ Peer review process and self reflection

- All teaching staff on engage platform
- Revamped peer review process and paperwork
- Worked closely with CQM and lecturing staff to ensure sign up **numbers to be added.**
- Self reflection embedded into professional learning cycle (GTCS/Peer review)

**Our Values: Open and Honest | Innovative | Respectful | Supportive**

## ➤ **Grow existing CoPs and establish new ones**

Four main CoPs we are responsible for;

- **Positive behaviour group** — Whole college approach to consistency with behaviours and conduct.
- **Meta Skills** - project underway to improve the quality and consistency of Meta Skills delivery across the college.
- **Pedagogy** — working on lecturer toolkit, reactive to college landscape. Advanced lecturer programme to follow.
- **Ai** — LTA has representation on digital governance group and will feed into CoP creating wider engagement with staff.

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## ➤ **New start lecturer programme**

- Developed a 'survival skills' programme.
- Discussion thread added to established teams page which encourages professional dialogue.
- Evaluation still to take place.

## ➤ Participate in the CDN National Pedagogy Development Programme in partnership with TeachingHow2s

- Feel it is very prescriptive
- Would be useful for new start lecturers however we can develop something
- Not financially prudent
- Poor feedback from other colleagues on programme

➤ Participate in the national ‘Supporting Diverse Learner Journey’s’ project –  
Transforming  
Assessment Policy and Practice

- Led the review of College sector assessment policies and practices
- Reviewed the Awarding Bodies Guidance on approaches to assessment
- Hosted a sharing event themed around ‘Neuroinclusive Assessment’
- Writing up phase 1 of the project with findings and recommendations

**Our Values: Open and Honest | Innovative | Respectful | Supportive**

- For Academic year 26/27 aligning with college priorities

### **Peer review**

- Embed into Great Conversations online platform.
- KSandB framework will facilitate peer review.

### **CoPs**

- Continue to engage with staff. Strategies and toolkits developed will be shared with staff.
- Share Good Practice and develop resources to support Learning and Teaching.

### **New lecturer programme**

- Refined and moved completely to Elevate platform which will provide better real time updates on staff submissions.

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**Title of Meeting:** Learning, Teaching and Quality Committee

**Date of Meeting:** 28th May 2026

**Title:** **Student Experience Update**

**Purpose:** To provide LTQC members with an update on the activities of the Student Experience Team in AY 2025-26.

**Recommendation:** Members are asked to discuss and note the contents of the update.

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## **1 Executive Summary**

Student Experience comprises the following teams:

- Information Hub
- Education Support
- Student Engagement and Wellbeing
- Careers and Employability
- College Counsellors
- Transition Support Advisors

The Student Engagement and Wellbeing Team have overall responsibility for Safeguarding and they are the main point of contact for Care Experienced students, Student Carers, Estranged students and Exceptional Entry students.

The Student Experience Team work collaboratively with a wide range of internal and external stakeholders to ensure that students have appropriate information, support and guidance at every stage of their learner journey.

The Student Experience Team make a significant contribution to the College's recruitment, retention, attainment and progression outcomes. This presentation outlines the key achievements and outcomes of the Student Experience Team for AY 2025-26.

## **2 Associated Risks**

N/A

## **3 Equality and Diversity Impact Assessment**

An impact assessment is not applicable given the subject of this paper.

## **4 Publication**

N/A

## **5 Conclusion**

Members are asked to discuss and note the contents of the presentation.

**Sara Rae**  
**Vice Principal Skills and Enterprise**

*(Wendy McColl – Head of Student Experience)*

**28<sup>th</sup> May 2026**



# Student experience

Wendy McColl  
Head of Student Experience

Empowering People for a Changing World



**Careers &  
Employability**



**Engagement  
& Wellbeing**



**Information  
hub**



**Education  
Support**














# Student Experience Admin Support



## Key areas of support

-  Co-ordinate counselling and student support referrals
-  Support interview adjustments and liaise with Curriculum Admin teams
-  Provide ongoing support to trainee counsellors
-  Maintain funding and ASN updates within the portal
-  Produce regular status updates and priority group reports
-  Manage finance processes including requisitions and DSA claims
-  Support bursary processing, calculations, and claims validity
-  Process assessment arrangements and Safe Space submissions through the Student Experience Gateway
-  Prepare operational and statistical reports for key stakeholders



## Activity volumes

	Requisitions processed .....	<b>184</b>
	Curriculum Discretionary awards processed .....	<b>680</b>
	Funding referrals .....	<b>661</b>
	Support referrals .....	<b>174</b>
	Student support emails actioned .....	<b>635</b>
	Bursary award emails actioned .....	<b>267</b>
	Counselling emails actioned .....	<b>880</b>
	Misconduct emails actioned .....	<b>933</b>
	Misconduct reports filed .....	<b>688</b>



Supporting students,  
empowering success.



Student-focused.



Professional & reliable.



Data-driven decisions.



# CONSTRUCTION SKILLS CERTIFICATION SCHEME (CSCS CARD) SUPPORT

## FOR LEVEL 5 STUDENTS

Equipping Level 5 students with recognised skills, confidence and credentials for a safer, stronger construction industry.



 Careers & Employability



### FUNDING SUPPORT

Up to

# £16,500

available in funding support, available.



### PARTNERSHIP WITH

#### CEIS AYRSHIRE

Collaborative and tailored approach to local and quality CSCS training.



### NORTH AYRSHIRE COUNCIL

#### FUNDING SUPPORT

Funding support provided for eligible Level 5 students.



### STUDENT PARTICIPATION

#### STRONG ENGAGEMENT - REAL IMPACT



# 32

### LEVEL 5 STUDENTS

Participating in CSCS card registration.



# 3

### TRAINING SESSIONS

Delivered by CEIS-accredited trainers.



### ACROSS KILMARNOCK AND IRVINE

Supporting students in local communities.



### KEY BENEFITS

#### BUILDING SAFER, STRONGER FUTURES



### BETTER CONSTRUCTION JOBS OPPORTUNITIES

CSCS certification opens doors to work experience and long-term career in construction.



### PROOF OF COMPETENCE & SAFETY AWARENESS

Recognises essential health and safety knowledge and compliance with industry standards.



### IMPROVED SITE SAFETY

Supporting a safer workplace for students, co-workers and the broader industry.



CSCS CARD SUPPORT FOR LEVEL 5 STUDENTS

SKILLS TODAY. **STRONGER TOMORROWS.** SAFER SITES.





# Ayrshire College Careers & Employability



TWO PARTNERSHIP IMPACT HIGHLIGHTS

## 1 Trindlemoss Day Opportunities



**Widened access to accredited learning** for adults with complex support needs.



**Flexible supported delivery model** designed to meet individual needs.



**Learners undertaking** Level 1 practical skills units.



**Aligned with strategic ambitions** to create inclusive and accessible pathways.

### OUTCOMES



Stronger confidence



Greater independence



Social inclusion



Aligned with strategic ambitions

## 2 East Ayrshire Council Partnership



**Strengthened pathways into college** for local school pupils.



**Interactive curriculum-based sessions** linked to employability programmes.



**Campus visits and staff interaction** to inspire and inform.



**Building familiarity and trust** with the college environment.

### OUTCOMES



Reduced barriers



Greater confidence



Clearer progression into college



**Stronger partnerships. Brighter futures.** Creating inclusive pathways for all.

# SAFEGUARDING & WELLBEING HIGHLIGHTS

Supporting our students' wellbeing, removing barriers, and building brighter futures.



## INCOME

**£31,305**

claimed this term to support student mental health



**1,268**  
hours  
accumulated



## GRANTS AND FUNDS

Barclays Grants awarded



**2023–2026**  
completed **309** applications  
totalling **£200,832.19**



**2026**  
completed **146** applications  
totalling **£99,646.52**



of students who received Barclays Grants in 2025–26 were still on course in May 2026.



## HARDSHIP SUPPORT

Working with the Student Association to provide supermarket vouchers for food, toiletries, and clothing.



**60**  
vouchers  
totalling **£1,500**  
awarded to students.



## KEY MEASURES COMPARISON

	2024–2025	2025–2026	CHANGE
 Safeguarding Actions	110	99	↓ -11 (10%)
 Wellbeing Concerns	386	900	↑ +514 (133%)
 Wellbeing Plans	305	310	↑ +5 (2%)
 Total 1-1s	5666	5560	↓ -106 (2%)
 Counselling Referrals	305	318	↑ +13 (4%)



Together, we create a supportive environment where every student can thrive.



**Engagement & Wellbeing**



# ENGAGEMENT AND WELLBEING HIGHLIGHTS



Working together to recognise, support and empower students across further and higher education.

01



## THE LOW ROAD FILM

Ayrshire College hosted a special screening of 'The Low Road' to encourage discussion on student mental health.



02



## CONFERENCE WORKSHOP

We delivered a workshop at the Student Carers Trust Conference.



03



## IMPROVING SUPPORT ACROSS EDUCATION

We are expanding support for student carers across further and higher education.



04



## INCREASING FINANCIAL SUPPORT

We are awarding the Carer Grant and Young Adult Carer Package.



05



## PRIORITY GROUP APPROACH

We use a Priority Group approach to identify and support students at risk of missing out.



06



## CARE EXPERIENCED

Teri visited all Local Authority Children's House across Ayrshire.



Engagement & Wellbeing

## Priority students, seen, valued and supported



Stronger recognition



Better support



Brighter futures





# STUDENT SUPPORT & SERVICE DELIVERY

## = Highlights =

Helping students navigate, apply and succeed—every step of the way.



Information hub

01



### Telephony Rollout Support & Troubleshooting

Timely and responsive support to keep you performing—at home, troubleshooting and user guidance.

02



### New ANPR Car Park Rollout Support at Kilmarnock

Support the successful rollout of the new ANPR car park system at Kilmarnock, including areas, liaising and staff & students.

03



### SAAS Application Drop-in Support

**30**  
Sessions Supported

30 one-to-one support drop-in sessions to help staff & students with applications and next steps.

04



### Expanded Cross-Campus Drop-in Support

Expanded drop-in support across campuses for SAAS applications to ensure every student is helped to navigate the student zone.

05



### Support for Students with Parents and Carers

Provided tailored support to students with parents or carers to ensure they are empowered at the right point in our work.

06



### In-class Support for ESOL Students

Delivered in-class support to ESOL students with lesson overviews, extra materials and real-time assistance to build confidence.



### OUR COMMITMENT

Student-focused. Responsive. Collaborative. Impactful.



Student-Focused



Responsive



Collaborative



Impactful



**We're here for every student, every step.**

Through proactive support and seamless service delivery, we empower students to achieve their goals.





# Information Hub

at Ayrshire Way Awards 2025



ANNUAL STUDENT SUPPORT IMPACT



NOMINATED FOR  
**TEAM OF THE YEAR**

★ **RUNNERS UP** ★

## APPOINTMENTS & ROOM BOOKINGS BY AREA



SE&W

**705**



ES

**921**



C&E

**430**



INFO HUB

**166**



SUPPORTED

**344**

STUDENTS WITH  
COURSE APPLICATIONS



**2,101**

STUDENTS  
ATTENDING  
INTERVIEWS



**457**

FUNDING  
APPLICATIONS



**1,560**

FUNDING  
ENQUIRIES



**52**

NEC CARD  
APPLICATIONS



**320**

STUDENTS  
PRE-ENROLLED



OVER

**8,000**

LOGGED ENQUIRIES

Supporting students every step of the way with a wide range of enquiries, including:



SIGNPOSTING



ATTENDANCE  
CHECKS



SELF-CERTS



PRE-ENROLMENT



COMPLAINTS



GUEST  
SIGN-IN



VISITOR  
SUPPORT



# EDUCATION SUPPORT FEEDBACK REPORT

Summary of student feedback to help us improve support and learning experiences.



## 1 POSITIVE FEEDBACK

**90%** said equipment supported learning.

**70%** knew how to access their PLSP.

Students described support as: **helpful, clear, supportive and reassuring.**

## 2 AREAS FOR IMPROVEMENT

- Long waiting times for appointments and support.
- Limited one-to-one support availability.
- Staff absence affecting continuity of support.
- Difficulties using assistive technology consistently in class.
- Need for clearer information about support pathways.

## 3 RECOMMENDATIONS

- Reduce waiting times**  
Review processes and increase capacity to provide quicker support.
- Improve continuity during staff absence**  
Strengthen handovers and provide consistent cover.
- Strengthen assistive technology use in class**  
Ensure reliable access and consistent use across all subjects.
- Provide clearer student guidance**  
Simplify and communicate support pathways and who to contact.
- Invest in staff development**  
Training on neurodiversity, sensory needs and PLSP implementation.



**Thank you!** Your feedback helps us create an inclusive environment where every student can thrive.



**Together, we're building better support for your learning journey.**



# EDUCATION SUPPORT PERFORMANCE HIGHLIGHTS

2026

Delivering Impact. Empowering Students. Driving Success.



SUPPORT PLANS

1,471

plans

up from 1,249



STUDENT INTERVENTIONS

313

students supported with in-class and out-of-class support



ASSESSMENT ARRANGEMENTS

378

students as of 18 May 2026



ASN FUND

£115,000

claimed and on track to match or exceed £121,600 last year



DSA APPLICATIONS

118

up from 60 in 2025



DSA CLAIMS

£100,215.94

claimed so far

up from £72,812.88 in 2025



ASSISTIVE TECHNOLOGY TRAINING

£3,700

generated with further growth expected next session



NEXT SESSION TARGET



154

DSA applications



Projected DSA income

above £254,000



Stronger support. | Better outcomes. | Brighter futures.



**Empowering People for a Changing World**

**Title of Meeting:**        **Learning, Teaching and Quality Committee**

**Date:**                    **28 May 2026**

**Title:**                     **Student Association Report**

**Purpose:**                To provide members with updates on the activities undertaken by the Student Association with particular reference to the two pillars of their work, namely the Student Voice and Student Community, and to further ensure that the student voice is heard in all relevant forums.

**Recommendation:**    To note

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**1.    Executive Summary**

The Student Association team ordinarily consists of two elected officers. The Student President, Darcie Hamilton and a Student Vice President. The Student Association is governed by a Student Executive Committee within which students hold various volunteer Student Officer roles. The work of the Student Association is supported by the Student Association Advisor, Linda Corbett and is overseen by the Head of Quality Enhancement, Ann Heron.

**2.    Associated Risks**

None

**3.    Equality and Diversity Impact Assessment**

None

**4.    Publication**

This paper will be published on the College website.

## 1. Background

### Student Voice

We have been pleased to note continued engagement with the Class Ambassador programme for Semester 2. We do note that the volume and variety of more generalised feedback have reduced as the academic year has progressed. The Ambassadors have noted to us that this is largely because matters are being resolved quickly and effectively.

As the months progress, we are pleased to be collecting feedback on the SPARQS Student Learning Experience Model Themes which we have embedded into our monthly meetings with success, students have responded well to the reflective questions. It's the intention of the Student Association to carry this embedded approach forward into the next academic year.

We will look to supporting the teams to consider how the SLE and related toolkit could reach a wider audience including the curriculum teams.

### Student Community

As we have approached the time of year for assessments and graded units, some of our community activity has wound down, however we've been very pleased to see that our most popular offerings, namely our online community and tabletops club, have maintained momentum. As the online community has been so popular, and doesn't require on campus resources, we will look to keep this running for an additional period after the official end of the semester. The Online Community will be monitored by The Student Association Advisor during any extended periods.

### Campaigns and Events

Since our last update, we have undertaken the following campaigns and events:

- LGBT History Month was a fantastic success with lots of engagement from students, including for our end of campaign celebration in the form of a Drag Show hosted in the Theatre at our Ayr Campus. Our thanks to Mina Lookgood, a professional drag artist, who made it such a special afternoon and for getting the students involved.
- We supported our Women's Officers in Kilmarnock to host a very successful International Women's Day event where they engaged with students to talk about the importance of the campaign and to have an opportunity to celebrate women by giving away cupcakes, running a free raffle and giving out gift vouchers. Our thanks to Lephaly and Charlotte for their excellent work.
- This year's NeuroDiversity Celebration Week was all about raising awareness of different types of NeuroDiversity, where to find support and celebrating everyone's differences. We hosted displays across all three campuses and sent out student communications.

### Projects

Our Student Hardship Vouchers project, which has been funded in Semester 2 by The Walker Trust monies, has been an incredible success with positive reports from our Engagement and Wellbeing Advisors about the impact to students in need. We will continue to use monies from the Walker Trust to fund and indeed expand this activity in the next academic year.

## 2. Current Situation

### Events and Campaigns

Planning is currently underway for this year's Deaf Awareness Week and Mental Health Awareness Week. Both campaigns will be supported by student facing communications which will include campaign resources and information on where to get support. Our key feature for Deaf Awareness Week will be the finger-spelling cards which show each letter of the alphabet as these were very popular last year. And for Mental Health Awareness we will be hosting Walk n Talk sessions for the students where they can join us for a relaxed walk and a chat about the importance of looking after our mental health, and where to get support at the College.

We are looking forward to this year's Ayrshire College Film Festival and have been supporting with marketing and promotions through student emails and social media as part of our sponsorship commitment. The theme for the film festival is the roaring 20's with attendees encouraged to dress in their finest. The students are currently working on a comprehensive programme for the day and are encouraging everyone to come along. The festival itself is taking place on Friday the 22<sup>nd</sup> of May in the historic Astoria Cinema in Ayr and all welcome to attend.

### Student Voice

The Student Satisfaction and Engagement Survey closed on the 24<sup>th</sup> of April, and we were delighted to note a higher completion rate from last year. We also supported relevant curriculum areas with accessible paper versions of the surveys for our level 2 and level 3 classes. We would like to extend our thanks to the BUIS and Quality Enhancement teams for their continued support with these activities.

As part of the organisational restructure proposal, we engaged with over 50 students to gain feedback around the areas of the proposal that may have a potential impact on students. The conversations were really insightful and the depth of engagement from the students was excellent. Our thanks to them for the taking the time to work with us on this.

For the next academic year, we are looking at continued work around the Student Learning Experience model and as noted earlier in the paper, we will continue to embed this into our work with the Class Ambassadors and take a "built in, not bolted on" approach to ensure this is part of everyday work. We are also engaging with the Institution Led Quality Review (ILQR) process and are looking forward to exploring this area of work alongside Quality Enhancement.

### Student President Elections

The Student President Nominations closed at the end of April, however due to a low uptake, the deadline was extended and this yielded results, and we are pleased to note that we have 4 candidates running in this year's elections. We are also delighted to note that three of the candidates are current Student Officers. Significant promotion of the Elections themselves has been planned

to include radio ads on Essential Radio, student emails and social media. The candidates will also be on the campaign trail with the elections scheduled to conclude mid-May, and winning candidates will be announced shortly after.

#### Student Mental Health Agreement

Our current iteration of the Student Mental Health Agreement is due for renewal. We have put together a short life working group to review the process and agreement and have been in consultation with NUS Think Positive. The current SMHA is based heavily on operational matters, however given the shifting landscape of student mental health, we are looking to move away from this and proceed with a more strategic agreement which will include our key commitments to students regarding mental health. We are looking at the possibility of a web-based agreement, whereby students can engage with the agreement via the college website. It is our view that this approach is much more dynamic, innovative and allows for greater flexibility. It's the aim of the group to launch the new SMHA at the start of the new academic year.

#### End of Year Celebrations

We are delighted to be hosting our Platinum Awards Celebration Lunch again this year and are looking forward to giving out the awards to our hard-working students who have taken the additional time to work alongside us in their roles as Class Ambassadors and Student Officers. New for this year is the introduction of two new awards. These are the Class Ambassador of The Year Award and Student Officer of The Year Award. These two new awards are a further opportunity to celebrate excellence in our students.

#### The Herald Awards

We are delighted to have been shortlisted in the Innovation Category at the Herald Awards for The Nexus project. The team worked closely with marketing to make a submission for consideration for the awards, and we'd like to thank them for their support. The Awards Event is being held on the 20<sup>th</sup> of May, and we wish good luck to all our fellow Ayrshire College shortlisted colleagues.

#### Outgoing Officers

The current Elected Officers are coming to the end of their two-year term, and we'd like to take a moment to recognise their significant contribution to the work of the Student Association, their impact across the Ayrshire College landscape, their dedication to the students and to thank them for all of their hard work. As part of the exit process, the outgoing Student President will offer some welcome sessions to the newly Elected Officers and share their experiences and knowledge.

#### End of Year Evaluation and TOEP

The team are working through their end of year evaluation activity, including a "where are we" in relation to the SLE model and looking at opportunities for further development in the next academic year. Our key priority actions from the evaluations will be carried over into the TOEP.

### **3. Proposal**

The Student Association will continue to focus on Student Voice and Student Community while identifying opportunities to collaborate and work in partnership with key stakeholders.

### **4. Resource Implications**

None

### **5. Consultation**

The Student Association will continue to consult with relevant key stakeholders around the college as required.

### **6. Conclusion**

The Student Association are undertaking a broad spectrum of work with a view to having a strong student voice, offering a positive student experience and student community. We continue to look at our development opportunities and engage in meaningful projects.

**Darcie Hamilton  
Student President  
15 May 2026**

**Title of Meeting:** Learning, Teaching and Quality Committee

**Date:** 28 May 2026

**Subject/Purpose:** 2025-26 SFC Student Satisfaction and Engagement Survey

To provide an update on the 2025-26 Student Satisfaction and Engagement Survey and actions arising from it

**Action Required:** Discuss and comment

**Appendices:** Yes  
(yes/no)

## 1. Summary/Key Points

The response rate to the SFC SSES 2025/26 increased by 710 to 3,472.

The levels of student satisfaction increased by 3% to 96% in 2025/26.

The levels of satisfaction increased for every statement with the largest increase being 7%.

There was an increase of 4% in satisfaction to the statement '*Any change in my course or teaching has been communicated well*'

There was a 3% increase in satisfaction to the statements '*Overall, I am satisfied with my college experience*' which is the national satisfaction indicator and '*The way I am taught helps me learn*'.

## 2. Proposals and Recommendations

To note the contents of the paper, discuss and make recommendations if appropriate.

## 3. Associated Risks

N/A

## 4. Equality and Diversity Impact Assessment (if applicable)

N/A

## 1. Background

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

The survey takes place between March and April each year and all students on courses of 4 credits or more (or 160 hours or more) are invited to complete it. Since 2020-21 the survey has included 13 Questions set by the SFC. The 2025-26 Ayrshire College student responses to the questions are set out in Appendix 1. Please note, the reported % satisfied response rates in this paper are the number of Strongly Agreed and Agreed responses as a % of the total number of respondents. When the SFC publish the sector average response rates they are based upon the % of satisfied responses as a % of the total number of eligible students. Therefore, these figures may be different to the final sector average responses which are expected to be published in November 2026.

The survey results will be disseminated to curriculum areas to be interrogated at course level, enabling staff to review feedback for their own areas and compare their results with the College average, other campuses and courses. Curriculum Heads and Managers share the feedback from the survey with their teams to promote reflection and inform their team evaluation activities and improvement plans.

The SFC SSES response and satisfaction rates will be included as part of the dataset which will inform the Curriculum areas' ILQRs.

## 2. Analysis and Actions

### Participation in the survey

The SFC target is for the survey to be completed by 50% of eligible students. To achieve this target, the College encourages students to complete the survey in a variety of ways, such as promoting it on social media and with text prompts. The Student Association, Heads of Learning and Skills and Curriculum Quality Managers actively encourage students to participate in the survey. The survey was hosted on the MyAyrshire App which allowed students to complete it on a variety of devices, including their phones, and push notifications were also sent out regularly. The Student Association supports a Prize Draw by providing a £100 Amazon voucher to a respondent from each campus. This year a 'flag' was placed on student's attendance records so that staff could identify students who had still to complete the survey and encouraged them to do so.

In 2025-26 3,472 students completed the survey, 710 more than in 2024-25. Full analysis of the results at Mode of Delivery level is still to be undertaken. The Quality Enhancement Team and the Student Association continue to work on innovative ways to encourage students to complete the survey, including working with other colleges to learn from good practice in the sector.

### Analysis of responses

Analysis of the 2025-26 survey indicates that the levels of student satisfaction has increased by 3% to 96%. The College continues to seek ways to improve the student experience, particularly as elements of learning, teaching and assessment continue

to evolve and be delivered in a variety of ways including making better use of new technologies.

All 13 statements recorded an increase in satisfaction levels (see Appendix 1):-

- The largest increase in satisfaction (+7%) was to the statement *'The college Students Association influences change for the better'*. This is most likely due to the efforts of the Student Association officers and adviser to increase their visibility across all campuses and improve communication with curriculum areas so that they work in partnership with the Student Association. The Student Association has also taken a more planned approach to its activities and has incorporated the Sparqs SLE model in its approach to quality enhancement. The Nexus has also helped to raise awareness of Student Association activities by enabling students to interact with it remotely.
- There was an increase of 4% in satisfaction to the statement *'Any change in my course or teaching has been communicated well'*
- There was a 3% increase in satisfaction to the statements *'Overall, I am satisfied with my college experience'* which is the national satisfaction indicator and *'The way I am taught helps me learn'*.
- There was a 2% increase in satisfaction to the statement *'I feel that I am part of the college community'* which is particularly welcome as it is recognised that there is a relationship with feeling part of the College community and retention and attainment.
- There was also a 2% increase in satisfaction to the statements *'Staff encourage students to take responsibility for their learning'*, *'I receive useful feedback which informs my future learning'* and *'I believe all students at the college are treated equally and fairly by staff'*.
- The satisfaction rate remained the same for the statements *'Overall, I am satisfied with my college experience'* and *'Staff encourage students to take responsibility for their learning'*.

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

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

*'I know how to access college services to support my learning'* and *'The college consistently promotes and supports positive mental health and wellbeing for students'*  
Each of these recorded a 96% satisfaction level – the same as the previous year.

### **Student Comments**

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

**3. Consultation**

No formal consultation is required.

**4. Resource Implications**

No resource implications require to be noted in this paper.

**5. Risks**

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

**6. Equality Impact Assessment**

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

**7. Conclusion**

Members are invited to note the contents of this paper and comment on it.

**Ann Heron**  
**Head of Quality Enhancement**  
**14 May 2026**

**Appendix 1 STUDENT SATISFACTION AND ENGAGEMENT SURVEY  
RESPONSES TO SFC QUESTIONS (March – April 2026)**

Question	Positive responses	Positive responses	Positive responses	Positive Responses
	2022-23	2023-24	2024-25	*2025-26
1) Overall, I am satisfied with my college experience	96%	97%	93%	96%
2) Staff regularly discuss my progress with me	89%	90%	90%	91%
3) Staff encourage students to take responsibility for their learning	98%	98%	97%	99%
4) I am able to influence learning on my course	91%	92%	91%	93%
5) I receive useful feedback which informs my future learning	92%	93%	92%	94%
6) The way I'm taught helps me learn	91%	92%	90%	93%
7) My time at college has helped me develop knowledge and skills for the workplace	91%	95%	94%	95%
8) I believe student suggestions are taken seriously	89%	86%	88%	89%
9) I believe all students at the college are treated equally and fairly by staff	88%	90%	88%	90%
10) Any change in my course or teaching has been communicated well	89%	89%	88%	92%
11) The online learning materials for my course have helped me learn	89%	91%	91%	92%
12) I feel that I am part of the college community	86%	88%	87%	89%
13) The college Students' Association influences change for the better	58%	69%	89%	**96%
<b>Number of respondents</b>	<b>2,362</b>	<b>2,768</b>	<b>2,762</b>	<b>3,472</b>

\* To be verified by SFC so may change slightly

\*\* If Don't Know responses are discounted

**Green** shading = improvement from the 2024-25 SFC ratified figures

**Title of Meeting:** Learning, Teaching and Quality Committee

**Date:** 28 May 2026

**Title:** Tertiary Quality Enhancement Framework (TQEF)

**Purpose:** This overview of the Tertiary Quality Enhancement Framework (TQEF) is presented to the Learning, Teaching and Quality Committee for discussion.

**Recommendation:** Committee members are invited to discuss and note the contents of this paper.

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## 1. Executive Summary

The Tertiary Quality Enhancement Framework (TQEF) is Scotland's national approach to ensuring high quality learning, teaching and student experience across colleges and universities.

The TQEF is designed to provide assurance on academic standards, enhance the quality of the student experience and ensure accountability for public investment in Scotland's tertiary education sector. The TQEF was fully implemented in AY 2024-25 and it aims to answer the key question: *"Is the provision delivered by Scotland's colleges and universities of high quality and is it improving?"*

This paper provides committee members with an overview of TQEF.

## 2. Associated Risks

N/A

## 3. Equality and Diversity Impact Assessment

EqlA not required.

## 4. Publication

N/A

## 1. Background

Scotland's Tertiary Quality Enhancement Framework (TQEF) is the tertiary education sector's new approach to quality assurance and enhancement for colleges and universities. The TQEF comprises a shared set of principles, delivery mechanisms and outputs that can be applied to the different contexts of colleges and universities to give assurance on academic standards, the quality of the student experience and ensure accountability for public investment in learning and teaching.

The TQEF was fully implemented in AY 2024-25 and will operate its first cycle over a seven-year period until 2031. Ayrshire College is due to be externally reviewed in AY 2029-30. To access and learn more about the TQEF see SFC's [Guidance on Quality for Colleges and Universities AY 2024-25 to AY 2030-31](#).

## 2. TQEF Principles

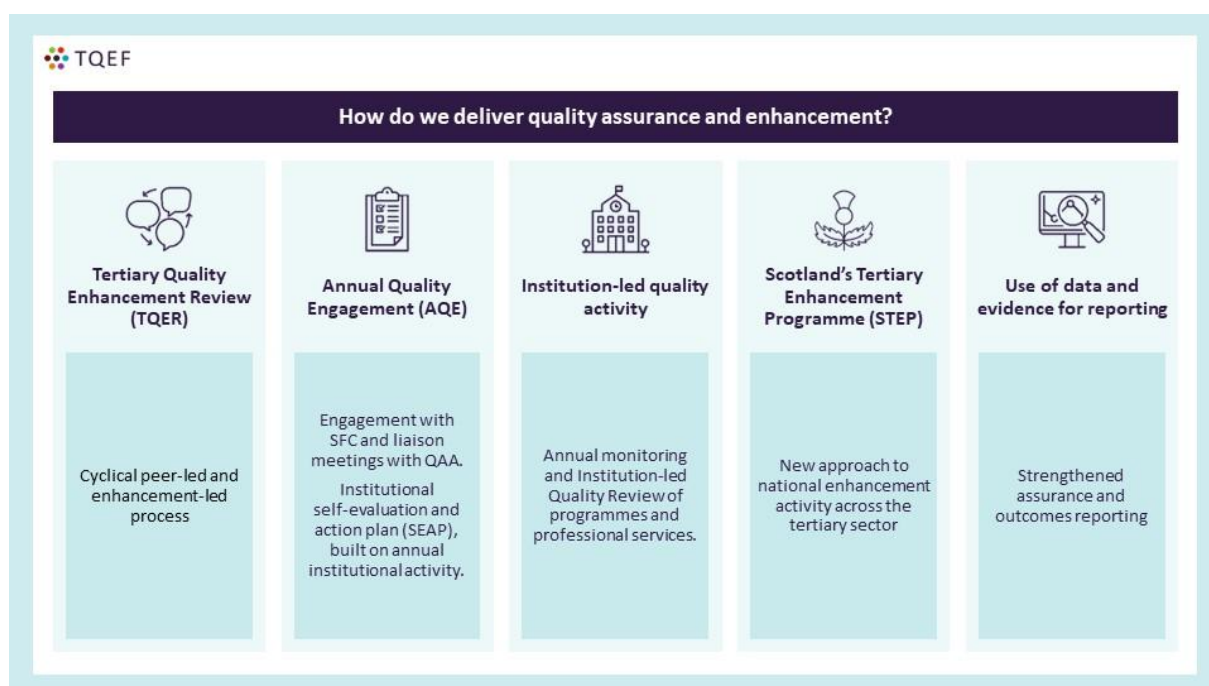


The TQEF is founded on a set of shared Principles that have been used to shape its development. These principles underpin and permeate every aspect of the new Framework, these are:

- Excellence in learning, teaching & assessment
- Supporting student success
- Enhancement and quality culture
- Student engagement and partnership
- Externality and
- Data and evidence.

The Principles are the foundation on which quality assurance and enhancement will be based and are designed to put students at the heart of the TQEF in Scotland. The Principles are core to the institutional Self Evaluation and Action Plan (SEAP), with institutions expected to reflect on their performance in the first four headline principles (Excellence in Learning, Teaching and Assessment, Supporting student success, Enhancement and quality culture and Student engagement and partnership), while "Externality" and "Data and Evidence" are underpinning and are expected to be threaded throughout the narrative.

### 3. Delivery Mechanisms



The TQEF has five interconnected delivery mechanisms that collectively give assurance on the quality of provision delivered by Scotland's colleges and universities, and support sector wide enhancement, these include:

- **The Tertiary Quality Enhancement Review**, or TQER, an external peer-led review cycle of colleges and universities managed by QAA. Ayrshire College's TQER will take place during AY 2029-30. Further information on TQER can be found on SFC's dedicated [TQER website](#)
- Institutions' **Annual Quality Engagements** with QAA and SFC. Briefly, the engagement with QAA will include Institutional Liaison Meetings and a focus on preparation for and follow up to external review and with SFC a focus on the institution's performance, data and evidence that are relevant to quality but also to other outcomes such as funding and widening access as part of the new Outcomes Framework and Assurance Model.
- **Institution-led quality activity**, this is the normal quality assurance and enhancement activities including annual monitoring and Institution-Led Quality Review (ILQR), that is managed by institutions to evaluate and enhance their provision.
- **Scotland's Tertiary Enhancement Programme**, or STEP, a sector owned national enhancement program managed by the QAA and supported by CDN in the college sector.
- **Data and evidence** will be a thread that runs through all the other aspects of the TQEF; used by students and institutions to reflect on institutional performance, by QAA to inform external review, and by SFC to provide assurance on the quality of provision.

#### 4. Institution Led Quality Review (ILQR)

SFC expects colleges and universities to operate systems of periodic review or Institution-Led Quality Review (ILQR) across all their provision and support services. SFC guidance sets out the following requirements:

- Reviewing all provision in a maximum of a six-year cycle
- The creation of a schedule of review, with some form of review occurring annually
- The aggregation of programmes and subjects and arrangements for reviewing professional services should have sufficient granularity to allow adequate scrutiny
- Involving students throughout the process including as full members of review panels
- Involving at least one reviewer from outside the institution - they may come from across the UK, from industry, professional practice or may have wider international experience
- Themes arising from and responses to External Verifier reports as well as internal and external student surveys
- Performance data on recruitment, retention, progression and achievement; and data trends.
- The process should promote dialogue on quality improvement, identify good practices for dissemination, and support critical reflection.
- Make use of external reference points
- Outcomes of ILQR must be incorporated into the institution's Strategic Enhancement Action Plan (SEAP) and are subject to external scrutiny.

Ayrshire College is currently developing its ILQR process with the first two curriculum areas, Construction and Engineering (including Aerospace), participating in a pilot review process in June 2026. The first full ILQR cycle will begin in August 2026.

Further details about the ILQR can be found here: [Guidance on Institution Led Quality Review](#)

#### 5. TQEF Outputs



## **Self-evaluation and Action Plan (SEAP)**

Colleges and universities must submit an annual self-reflection and planning document called the SEAP. The SEAP supports institutions to identify good practice and areas for development, setting out an action plan for enhancement. The SEAP also forms part of an institution's evidence base for the TQER; supporting review teams to enhance their understanding of an institution's strengths, areas for enhancement and enhancement plans.

The review of the SEAP feeds directly into the SFC's institutional AQE engagement and together with the TQER they are used to assure the quality of learning and teaching provision in Scotland's colleges and universities.

## **6. Student Involvement in TQEF**

Students are at the heart of the TQEF and play an important role across the delivery mechanisms and outputs. This includes:

- Taking part in TQER activities as external reviewers and meeting review panels to support them gathering evidence and shaping lines of enquiry.
- Taking part in and leading STEP enhancement projects across colleges and universities.
- Completing key surveys and data sources such as the National Student Survey and the College Student Satisfaction and Engagement Survey.
- Representing and communicating the student experience as part of institutional-led quality review activity, including the preparation of and follow-up to the Self-Evaluation and Action Plan (SEAP) and in annual engagement with SFC and QAA.

## **7. Conclusion**

Committee members are invited to discuss and note the contents of this paper

**Sara Rae**  
**Vice Principal, Skills and Enterprise**  
**28 May 2026**

*(Doreen Wales, Assistant Principal  
Student Experience and Quality  
Enhancement)*