# Ayrshire College

**Meeting of the Learning, Teaching and Quality Committee
to be held on Thursday 4 September 2025 at 4.00pm
at Kilmarnock Campus or via Hybrid**

## AGENDA

1.  Welcome and Declarations of Interest

2.  Apologies

3.  Minutes from meeting held on 29 May 2025                           Paper 1 (C/P)
    - Action and Decision tracker                                      Paper 1a

### Part A – For discussion, decision and approval

4.  Student Association Report Q1                                      Paper 2 (P) (DH/CS)

5.  Student Association Presentation – Nexus                           Presentation

6.  AY 2025-26 Committee Terms of Reference & Work Plan                Paper 3 (P) (HD)

7.  AY 2024-25 Interim Ayrshire College Performance Indicator Report  Paper 4 (P) (SR/APs)

8.  AY 2023-24 College Sector KPI Benchmarking Report                 Paper 5 (P) (SR/APs)

9.  DRAFT AY 2025-26 Self Evaluation Report and Action Plan           Paper 6 (R) (SR/APs)

10. 2024-25 External Verification Report                              Paper 7 (R) (DW)

    **Break**

### Part B – Regular reporting and monitoring

11. Performance Dashboard                                             Demo & Verbal (SR/RS)

12. AY 2025-26 Employer Engagement and Innovation Report              Paper 8 (R) (ARo)

### Part C – Risk management

13. Strategic Risk Register                                           Paper 9 (R) (ARi)

### Part D – For information

14. **AOB**

    **Date of Next Meeting:** Thursday 27 November 2025 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*(C/P) Confirmed minutes will be published; (P) Papers will be published on the College website; (R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality*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 by Hybrid Attendance at Kilwinning Campus and via Microsoft Teams**
**Thursday 29 May 2025**

**Present:**

| | |
|---|---|
| Alison Sutherland | Chair LTQC |
| Jason Currie | Non-Executive Board Member |
| Jane Grant | Non-Executive Board Member |
| Gillian Longmuir | Non-Executive Board Member |
| Michael Ross | Non-Executive Board Member |
| Iain Shearer | Non-Executive Board Member |
| | |
| Chris Boyce | Elected Member, EIS/FELA |
| Lisa Keggans | Elected Member, Support Staff |
| Darcie Hamilton | Elected Member, Student President |
| Connor Skipsey | Elected Member, Student Vice President |
| Janette Steel | Elected Member, Curriculum Staff. |
| | |
| Angela Cox | Principal, Ex-officio |

**In attendance:**

| | |
|---|---|
| Anne Campbell | Vice Principal, Skills and Enterprise |
| David Davidson | Vice Principal, People, Performance and Transformation |
| | |
| Jennifer Anderson | Assistant Principal, Skills and Innovation |
| Ann Heron | Head of Quality Enhancement (left after Item 4) |
| | |
| Gavin Murray | Assistant Principal, Skills and Innovation |
| Alistair Rodgers | Director of Enterprise Development |
| Doreen Wales | Assistant Principal, Student Experience & Quality Enhancement |
| Hilary Denholm | Board Governance Advisor |
| Katelyn Kilbride | Executive Assistant (Minutes) |

## 1. Welcome and Declarations of Interest

Alison Sutherland, Chair of the LTQC, welcomed everyone to the meeting, including Ann Heron, Head of Quality Enhancement, who is giving a presentation at Item 4.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

## 2. Apologies

Apologies were received from Sharon Morrow, Vice Chair LTQC and Alan Ritchie, Vice Principal, Finance and Infrastructure.

**3. Minutes of the previous meeting held on 06 March 2025** *(Paper 1) (C/P)*

The minutes of the meeting held on 06 March 2025 were approved as a correct record.

     **Proposed**: Connor Skipsey       **Seconded**: Angela Cox

**3.1 Action Tracker** *(Paper 1a)*

The Committee noted that there were no outstanding actions.

**4. Learning & Teaching Academy** (Presentation) (P)

Ann Heron, Head of Quality Enhancement, Colleen Porte and Fraser Doyle gave a detailed presentation on the Learning & Teaching Academy. It was agreed that the presentation will be circulated to members.

*Ann Heron, Colleen Porte & Fraser Doyle left the meeting*

**5. Student Association Report Q4** (Paper 2) (P)

D Hamilton and C Skipsey highlighted the main activities from the report and verbally updated the Committee on activities since the report submission.

     **The Committee noted:**

- The Student Association continues to plan and delivery campaigns such as Neurodiversity Celebration Week which included limited edition wristbands and raised awareness of neurodiversity and supportive services.

- The Pathways of Hope campaign also took place in March which involved speaking to students, a mental health resource pack and wellbeing walks.
- Planning is underway for the upcoming Deaf Awareness week on 5th – 11th May and Mental Health Awareness Week on 12th – 18th May.

- The Brighten our Campus project is progressing and the daffodils which were planted are starting to grow.

- A live demonstration of the NEXUS virtual reality platform was delivered to SLT to provide the opportunity to explore the virtual space.

- The colour of the Ayrshire College Official Flower has been voted on and the chosen colour is Blue Columbine. A short life working group including horticulture lecturers and students has been created to progress with planting.

- It was also highlighted that Darcie Hamilton and Connor Skipsey have been re-elected for AY 2025-26.

     **The Committee welcomed the report and noted informative updates. Members noted the report as presented.**

**6. 2024-25 SFC Student Satisfaction and Engagement Survey** (Paper 3) (P)

D Wales provided an overview of the 2024-25 SFC Student Satisfaction and Engagement Survey which was open from March 2024 to April 2025. The following points were highlighted.

**The Committee noted:**

- The overall response rate has reduced by 300 students however the response rate percentage hasn't yet been calculated in relation to eligible students and modes of delivery.

- The satisfaction rate remains the same as AY 2023-24.

- 11 of 13 statements have recorded an increase in satisfaction.

- An impressive 27% increase for the Student Association question.

   **The Committee welcomed the report and noted the content as presented.**

**7. 2023-24 SFC Student Satisfaction and Engagement College Sector Benchmarking Report** (Paper 4) (P)

D Wales presented the 2023-24 SFC Student Satisfaction and Engagement Sector Benchmarking Report which outlines the College sector averages from AY 2023-24.

**The Committee noted:**

- For FEFT, the satisfaction rate was 96.8% (a 1.8% increase from the previous year) against the sector average of 94.4%.

- Ayrshire College's satisfaction rate for HEFT was 95.7% (a 0.6% increase from the previous year) against a sector average of 88.2%.

- For FEFT, the response rate was 51.1% (a 4.1% increase from the previous year) against the sector average of 57%. The College target response rate of 50% was exceeded for the first time.

**10. Student Support Funds** *(Paper 6) (P)*

A Ritchie introduced the Student Support Funds paper and provided an update on the 2024-25 financial position and risks.

**The Committee noted:**

There are no issues with overall funds and risks have been minimised at this time.

- AY25-26 student support funds remain unchanged, the amount received will not change however the cost of living and inflation will present challenges for students.
- The online Funding and Application system is being developed and progressing well.

**The Committee welcomed the paper and updates, noting the report as presented.**

## 12. AOB

No other business noted.

**Date of Next Meeting:** Thursday 04 September at 4.00pm at Kilmarnock Campus.

*(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 49 – 04 September 2025

| Meeting Date | Agenda Item | Reference | Details | Action Owner | Due Date | Action Decision | Open Complete Approved Declined |
|---|---|---|---|---|---|---|---|
| 29.05.25 | Strategic Risk Register | LTQ48: D01 | The Committee reviewed and approved the Strategic Risk Register for consideration and approval to the Board. | NA | 19.06.25 | Decision | Approved |

Ayrshire College *(Paper 2)*

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

**Date:** **04 September 2025**

**Title:** **Student Association Report Q1**

**Purpose:** To provide members with updates on the activities undertaken by the Student Association.

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

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1. **Summary/Key Points**

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

2. **Proposals and Recommendations**
   The Student Association proposes to fully launch The Nexus, which is their new online student facing platform. The launch will include a variety of activities aimed at both staff and students.

   The Student Association recommends further integration of the Student Learning Experience Model (Sparqs) into the Class Ambassador Programme as part of its work on the Tertiary Quality Enhancement Framework.

3. **Associated Risks**

   None

4. **Equality and Diversity Impact Assessment (if applicable)**
   None

**Current Situation**

<u>Training and Development</u>

The Student Association team are undertaking a variety of development opportunities including:

- Board Development activity
- attendance at the Sparqs Lead and Change two-day residential conference in August
- Further review of the Sparqs SLE Model and development of activity for the Class Ambassador Programme
- Participation in the Festival of Practice all-staff day

<u>End of Year Evaluation and TOEP</u>

The Student Association team in partnership with Quality Enhancement completed their End of Year Evaluation. This was completed using the Sparqs SLE Model and reflective questions. Actions and development areas were identified and used to populate The Operational and Enhancement Plan. A significant area of work will be the integration of the SLE toolkit reflective questions into the Class Ambassador Programme Meetings.

**Student Voice**

<u>Class Ambassador Programme</u>

The annual schedules of Class Ambassador meetings are in place and the schedules will be issued to our new and returning Class Ambassadors in due course. We will continue to make the meeting schedules available in a variety of formats.

Upon review of attendance and student feedback, we will move our January and May meetings to online only.

For training of the Class Ambassadors, we will again use the Sparqs two-phase training programme.

Students who volunteer with the Student Association such as Class Ambassadors and Student Officers will be given the opportunity to earn an Ayrshire College Volunteer Award, these will again be graded from Bronze through to Platinum.

We were delighted to present 6 students with an Ayrshire College Volunteer Award at platinum level for the 2024/2025 academic year and hosted a celebration lunch in the Salt & Barrell. Anne Campbell met with the students and along with Doreen Wales, presented their certificates.

**Student Community and Activities**

<u>Campaign and Events Planning</u>

Last academic year, we created an informal equalities calender which allowed us to set the priorities for the year ahead. We wanted to develop this and so for the upcoming year, we met with key colleagues from different college departments and have worked

to agree on a wider variety of campaigns, events and activities. This has allowed us to streamline our campaign work, avoid overlap and provide consistency of approach.

<u>Freshers</u>

Planning for this year's Freshers in September is well underway. The theme for Freshers is "Get Started" and a key focus will be providing a broad range of resources to students to help them get started with the academic year.  We will take Freshers as an opportunity to launch The Nexus to the students by having a laptop out with The Nexus loaded so that students can try it out.  We will also give out leaflet with the QR code and link so that students can explore The Nexus in their own time.

**Project Updates**

*SA Funding Scheme*
The Student Association will again offer their Extra-Curricular Funding Scheme.  We will ring fence some budget for this and review the application criteria.  The fund was very successful in AY 2024/2025 so we are likely to follow the same model and process.

*The Nexus*
We will undertake further launch activity for The Nexus during Freshers including have a laptop out for demonstrations, leaflets for students to take away which will have the QR code.  We will have launched to the staff at the Festival of Practice Day and will continue to work with the relevant teams to continue promotional activity.

*Brighten Our Campus*
The Brighten Our Campus project saw significant activity take place over the summer break.  We'd like to extend our thanks to the estates teams and to those students who worked with estates over the summer.  There has been significant planting of flowers, particularly in Kilmarnock, large planters have been procured for each campus which will likely house a small tree each.  Garden furniture has been purchased and built and will go into the small green area in Kilwinning which was formerly the nursery garden.

*Ayrshire College Flower*
The Ayrshire College Flower has been planted in some locations around campus, again particularly at Kilmarnock and further activity around the flower will take place in relation to graduation and other key events.  We hope to work with the marketing team to do a promotional piece around this.  We would like to thank the Horticultural Curriculum Team for their support with the flower.

**Conclusion**

The Student Association will undertake activities, campaigns and projects relating to the two main pillars of their work, namely The Student Voice and The Student Community and will engage with both internal and external key stakeholders to do so.

**Darcie Hamilton**                                                                **Connor Skipsey**
**Student President**                                                    **Student Vice President**
**August 2025**                                                                        **August 2025**

*This paper will be published on the College website

**Ayrshire College**                                                           *(Paper 03)*

**Learning, Teaching and Quality Committee**

**04 September 2025**

| | |
|---|---|
| **Title:** | Committee Terms of Reference and 2025/26 Work Plan |
| **Recommendation:** | The Learning, Teaching and Quality Committee is asked to review the revised Terms of Reference and the 2025/26 Work Plan for the Learning, Teaching and Quality Committee, **and recommend approval to the Board**. |
| | The Committee is asked to note the current Committee Membership. |

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### 1.    Executive Summary

At the first quarterly meeting of the Committee, in each academic year, the Committee will consider its Terms of Reference and corresponding work plan for the forthcoming academic year.

- The Committee work plan is designed to ensure that the Committee is in fulfilment of the requirements as set out in its Terms of Reference.

- The Terms of Reference and corresponding work plan will be submitted to the 25 September meeting of the Board of Management for formal approval.

### 2.    Associated Risks

There is a risk that the Committee could fail to demonstrate that it was fulfilling the requirements of the Terms of Reference because it has not prepared, approved, and implemented a work plan, resulting in a failure to evidence compliance with governing legislation and regulation, and the Board's governance requirements.

### 3.    Equality and Diversity Impact Assessment

Not required.

### 4.    Publication

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

### 5.    Background

The 2025/26 Terms of Reference and work plan have been reviewed in discussion with the Vice-Principal, Skills & Enterprise, the Vice Principal – Finance & Infrastructure and the Vice-Principal, People, Performance

and Transformation.

## 6. Current Situation

- **Terms of Reference:** Minor changes only are proposed as highlighted,

- **Work Plan 2025/26:** the current plan as presented reflects any legislative reporting requirements as well as reporting against key strategic programmes of work and is in alignment with the proposed Terms of Reference.

This will not preclude reporting on any other significant issues within the Committee remit, as they occur.

- **Committee Membership:** for information & noting only, the current committee membership is included and may be subject to review.

## 7. Proposal

The Learning, Teaching and Quality Committee is asked to review the revised Terms of Reference and the 2025/26 Work Plan, and recommend approval to the Board. The Committee is asked to note the current Committee Membership.

## 8. Resource Implications

No specific resource implications have been identified

## 9. Consultation

The Executive Leadership Team has been engaged in developing the proposals.

## 10. Conclusion

The Learning, Teaching and Quality Committee is asked to note the recommendations as detailed and recommend approval to the Board. Following approval by the Board, the Standing Orders of the Board will be updated accordingly.

**Hilary Denholm**
**Board Governance Adviser**
**04 September 2025**

**Ayrshire College**

## Learning, Teaching and Quality Committee
## Terms of Reference 2025-26

**Introduction**

The Learning, Teaching and Quality Committee is identified as a Committee of the Ayrshire College Board of Management. The approved Terms of Reference and information on the composition and frequency of the Committee will be considered as an integral part of the College Standing Orders.

The Committee will be a Standing Committee of the Board of Management. For the purposes of the Terms of Reference, unless otherwise indicated, 'the Board' means the Ayrshire College Board of Management.

**Remit**

The Committee will be responsible for overseeing all matters related to the strategic development and delivery of learning, teaching and the student experience, including monitoring and reporting on the associated quality and performance.

**Committee Membership**

The Committee membership shall consist of a minimum of six members from the Board, which should include at least one elected staff representative and at least one elected student representative, and elected staff union representatives.

The Committee Chair and remaining members will be appointed by the Board.

Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members. The Board will seek to ensure that all members will normally serve at least one year as a member of the Committee during their period of appointment.

**Quorum**

50% of the total membership of the Committee will constitute a quorum.

**Attendance**

The Committee may co-opt individuals as appropriate. Details of proposed co-opted individuals will be notified to the Chair of the Board in advance. The role, remit and term of membership of co-opted individuals will be determined by the Committee.

Attendance is open to all Vice Principals, and, where appropriate, other staff may be invited to attend meetings of the Committee to provide information and reports as appropriate.

**Meetings**

The Committee shall normally meet on a quarterly basis but shall meet on a minimum of three occasions per annum.

Any member of the Committee may request to convene additional meetings of the Committee as and when required by giving a minimum of ten working days' notice to the Board Governance Professional to call a meeting.

The Committee Chair will instruct the Board Governance Professional to call meetings of the Committee. The agenda and supporting papers will be made available to members at least five working days before the day of the meeting.

**Duties**

1.  To review and agree strategies within the Committee's overall remit and recommend for approval by the Board of Management.

2.  To seek assurance that the Curriculum Delivery Plan is in alignment with regional and national economic priorities, the strategic direction of the College and meets the requirements of the SFC's Outcomes Framework and Assurance Model

3.  To review and monitor the progress against curriculum development and delivery including new areas of skills delivery and adoption of technology and digital learning.

4.  To review and scrutinise key performance indicators (KPIs) as a requirement of the Outcomes Framework and Assurance model in relation to, for example, student success including, but not limited to, student retention, student outcome data, Scottish Index of Multiple Deprivation (SIMD) and post course destinations. Consider action to be taken to improve performance where the KPIs fall below national benchmarks.

5.  To review and monitor the progress and outcomes of engagement with the Quality Assurance Agency.

6.  To review and monitor plans and processes to enhance learning, teaching and assessment and the student experience.

7.  To review and monitor all College services which are provided to support the student journey, including the quality of learning and teaching and student satisfaction.

8.  To review and monitor equality and diversity outcomes, scrutinise data and receive reports on learner profiles and interventions.

9.  To review and monitor the use of student funds including bursaries, educational maintenance allowance (EMA) childcare and discretionary funds.

*Learning, Teaching and Quality Committee, 04 September 2025*

10. To receive and review student feedback on their college experience using a range of methods and monitor actions for improvement.

11. To receive and consider an annual report on services to support the student experience which will incorporate safeguarding.

12. To receive and consider a Student Satisfaction Annual Report.

13. To receive and consider the Committee's extract from the current version of the Strategic Risk Register and to advise the Audit Committee accordingly.

14. To receive and consider Internal Audit reports as they relate to the remit of the Committee.

15. To receive and consider reports on apprenticeship and work-based learning programmes.

16. To celebrate success with staff and students.

## Authority

The Committee is authorised to investigate any matters which fall within its Terms of Reference.

The Committee is authorised to seek and obtain any information it requires from any senior manager or employee of the College, its advisors or member of the Ayrshire College Board of Management whilst taking account of policy and legal rights and responsibilities.

## Reporting Arrangements

At the end of each meeting, the Committee may further decide on the business of the meeting that will be fully published on the College website, should this differ from that recorded on the meeting agenda. Unless otherwise recorded, it would be expected that complete minutes and papers will be published: except where the exclusions listed in paragraph 2.8 of these Standing Orders apply.

Minutes will be kept of the proceedings of the Committee by the Board Governance Professional. These will be circulated, in draft form normally within ten working days to the appropriate executive management representative for checking and then to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously and any amendments advised to the Board Governance Professional.
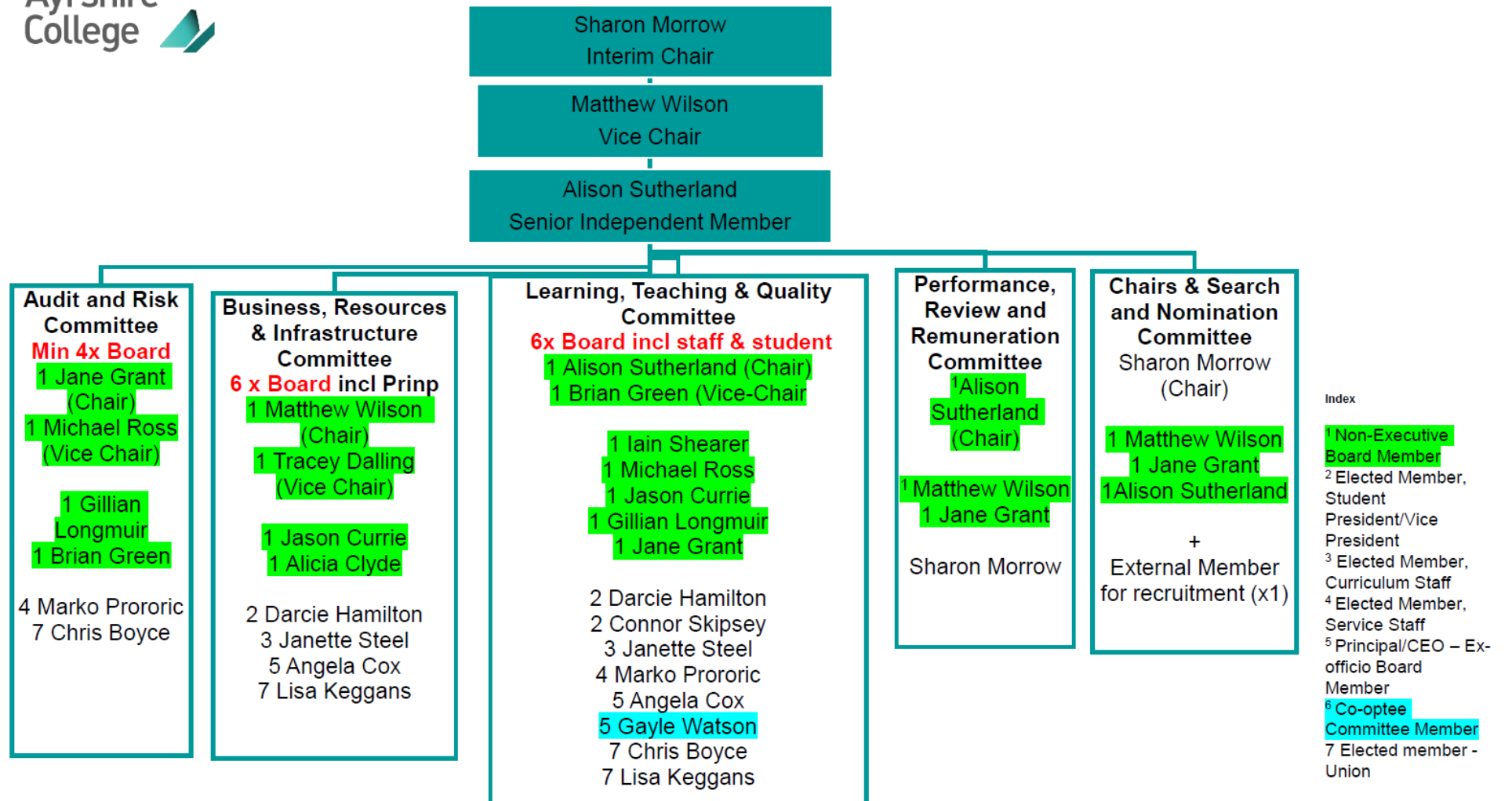
The Chair of the Committee shall report on the work and recommendations of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

**Learning and Teaching Committee Work Plan 2025-26**

| 04 September 2025 | 27 November 2025 | 05 March 2026 | 28 May 2026 |
|---|---|---|---|
| **Reports to this meeting** | | | |
| 2025-26 Committee Terms of Reference & Work Plan | 2026-27 Draft Curriculum Delivery Plan | 2024-25 College Sector KPIs | 2025-26 SFC Student Satisfaction and Engagement Survey |
| 2024-25 External Verification Report | 2025-26 First Impression Survey Analysis | 2024-25 SFC Student Satisfaction and Engagement College Sector Benchmarking Report | |
| Draft 2025-26 Self-Evaluation and Action Plan | Final 2025-26 Self-Evaluation and Action Plan | | |
| 2024-25 Interim Ayrshire College Performance Indicator Report | 2023-24 SFC College Leaver Destination Survey College Sector Benchmarking Report | | |
| 2023-24 College Sector KPI Benchmarking Report | 2024-25 Outcomes Framework and Assurance Model Contextual Commentary and Case Studies | | |
| | Learning, Teaching & Student Experience Strategy Update | Student Support Presentation Update | Learning & Teaching Academy Presentation Update |
| **Reports to each meeting** | | | |
| Student Association Report Q1 & Nexus Demonstration | Student Association Report Q2 | Student Association Report Q3 | Student Association Report Q4 |
| Performance Dashboard Update | Performance Dashboard Update | Performance Dashboard Update | Performance Dashboard Update |
| 2024-25 Student Support Funds: Final Position at July 2025 | | Student Support Funds position update | |
| Employer Engagement and Innovation Report Q1 | Employer Engagement and Innovation Report Q2 | Employer Engagement and Innovation Report Q3 | Employer Engagement and Innovation Report Q4 |
| Strategic Risk Register | Strategic Risk Register | Strategic Risk Register | Strategic Risk Register |

*Learning, Teaching and Quality Committee, 04 September 2025*

**Committee Membership**

# Ayrshire College

## Board of Management Committee Structure AY 2025-26

**Sharon Morrow**
Interim Chair

**Matthew Wilson**
Vice Chair

**Alison Sutherland**
Senior Independent Member

### Audit and Risk Committee
**Min 4x Board**
1 Jane Grant (Chair)
1 Michael Ross (Vice Chair)

1 Gillian Longmuir
1 Brian Green

4 Marko Prororic
7 Chris Boyce

### Business, Resources & Infrastructure Committee
**6 x Board incl Prinp**
1 Matthew Wilson (Chair)
1 Tracey Dalling (Vice Chair)

1 Jason Currie
1 Alicia Clyde

2 Darcie Hamilton
3 Janette Steel
5 Angela Cox
7 Lisa Keggans

### Learning, Teaching & Quality Committee
**6x Board incl staff & student**
1 Alison Sutherland (Chair)
1 Brian Green (Vice-Chair)

1 Iain Shearer
1 Michael Ross
1 Jason Currie
1 Gillian Longmuir
1 Jane Grant

2 Darcie Hamilton
2 Connor Skipsey
3 Janette Steel
4 Marko Prororic
5 Angela Cox
5 Gayle Watson
7 Chris Boyce
7 Lisa Keggans

### Performance, Review and Remuneration Committee
[1]Alison Sutherland (Chair)

[1] Matthew Wilson
1 Jane Grant

Sharon Morrow

### Chairs & Search and Nomination Committee
Sharon Morrow (Chair)

1 Matthew Wilson
1 Jane Grant
1 Alison Sutherland

+
External Member for recruitment (x1)

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[1] Non-Executive Board Member
[2] Elected Member, Student President/Vice President
[3] Elected Member, Curriculum Staff
[4] Elected Member, Service Staff
[5] Principal/CEO – Ex-officio Board Member
[6] Co-optee Committee Member
7 Elected member - Union

*Learning, Teaching and Quality Committee, 04 September 2025*

**Ayrshire College**                                                                                    *(Paper 4)*

**Learning, Teaching and Quality Committee**

**04 September 2025**

**Title:**                     AY 2024-25 Interim Performance Indicators

**Purpose:**            To provide committee members with background information and technical guidance on learning and teaching performance indicators. Also, to provide members with information on the College's interim AY 2024-25 PIs

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

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1. **Executive Summary**

   Indicative Ayrshire College AY 2024-25 KPIs show a notable improvement in retention and attainment across FE full-time, FE part-time and HE full-time programmes. Indicative KPIs for HE part-time programmes show a decline in overall retention and attainment alongside a slight improvement in partial success.

   As of September 2025, college sector KPIs for AY 2024-25 have not been formally signed off and published by the SFC, therefore, the figures presented below are interim.

2. **Associated Risks**

   N/A.

3. **Equality and Diversity Impact Assessment**

   EqIA not required.

4. **Publication**
   This paper will be published on the College website.

## 1. Background

Performance Indicators (PIs) support quality enhancement and improvement in the College by allowing curriculum teams to analyse and benchmark performance against subject specific and national trends. PI guidance is published annually by the Scottish Funding Council (SFC).

The College records an outcome for every enrolment and this must be one of the options outlined in the table below.

| Outcome | Description |
| --- | --- |
| Completed successful | students who completed the course **and** achieved the qualification that they were enrolled on |
| Partial success | students who completed the course but **did not** gain the qualification that they were enrolled on |
| Early withdrawal | students who withdrew before the funding qualifying date |
| Non-completion | students who withdrew from their course after the funding qualifying date |

The College delivers a range of courses split into two categories – FE (Further Education) and HE (Higher Education) and students study on either a full-time or part-time basis.

The four main PIs reported are: FE full-time, FE part-time, HE full-time and HE part-time. It should be noted that part-time provision, particularly at FE level, is very diverse and includes school-college partnership courses, evening classes, commercial training and community-based employability courses.

### Notable Changes in SFC Reporting

Prior to AY 2023-24, early withdrawals (i.e. students withdrawing from their course before the funding qualifying date) were included in the calculation of College Student Outcomes. From AY 2023-24 onwards, early withdrawals have been excluded from the main section of the SFC Student Outcomes report and instead are reported in a separate section.

From AY 2023-24 the non-completion outcome has been introduced. This was previously referred to as further withdrawal. Non-completion shows information on the outcomes of student enrolments that qualified for funding. It does not include student enrolments that withdrew early.

In AY 2023-24, the funding qualifying date for students on courses lasting more than 20 weeks was moved to earlier in the academic year. The impact of this change is that the numbers of students reported as completing or not increased, while the numbers reported as either early withdrawals or not decreased.

The College will continue to analyse early withdrawal rates alongside rates of non-completion to understand any potential trends and areas for improvement.

**Interim Key Performance Indicators (KPIs)**

Ayrshire College Interim Key Performance Indicators are presented to the Learning, Teaching and Quality Committee each year at the September meeting. However, it should be noted that College sector KPIs for AY 2024-25 have not yet been formally signed off and published by the SFC therefore, the figures presented below are interim and subject to final SFC FES audit.

2.  **Current Situation**

**FE Full Time**

Early withdrawal, non-completion, partial success and success rates for FE FT are shown in Table 1.

*Table 1*

| Further Education – Full Time | | | |
|---|---|---|---|
| | **2023-24** | **2024-25** | **Difference** |
| **Early Withdrawal** | 5.3% | 4% | 1.3% |
| **Non-completion** | 21.4% | 17.9% | 3.5% |
| **Partial Success** | 10.7% | 7.2% | 3.5% |
| **Completed Success** | 67.9% | 74.1% | 6.2% |

**FE Part Time**

Early withdrawal, non-completion, partial success and success rates for FE PT are shown in Table 2.

*Table 2*

| Further Education – Part Time | | | |
|---|---|---|---|
| | **2023-24** | **2024-25** | **Difference** |
| **Early Withdrawal** | 5.2% | 3.8% | 1.4% |
| **Non-completion** | 8.6% | 5.4% | 3.2% |
| **Partial Success** | 10.4% | 5.1% | 5.3% |
| **Completed Success** | 81% | 87.5% | 6.5% |

**HE Full Time**

Early withdrawal, non-completion, partial success and success rates for HE FT are shown in Table 3.

Table 3

| Higher Education – Full Time | | | |
|---|---|---|---|
| | **2023-24** | **2024-25** | **Difference** |
| **Early Withdrawal** | 4.4% | 3.3% | 1.1% |
| **Non-completion** | 21.9% | 18.5% | 3.4% |
| **Partial Success** | 14.8% | 11.9% | 2.9% |
| **Completed Success** | 63.3% | 68.5% | 5.2% |

**HE Part Time**

Early withdrawal, non-completion, partial success and success rates for HE PT are shown in Table 4.[1]

Table 4

| Higher Education – Part Time | | | |
|---|---|---|---|
| | **2023-24** | **2024-25** | **Difference** |
| **Early Withdrawal** | 2.7% | 3.6% | 0.9% |
| **Non-completion** | 5.0% | 5.5% | 0.5% |
| **Partial Success** | 5.6% | 4.7% | 0.9% |
| **Completed Success** | 89.5% | 82.5% | 7.0% |

In AY 2024-25, it appears Ayrshire College achieved notable improvements in all KPIs across FE full-time, FE part-time and HE full-time programmes. In particular, completed success rates for students on FE programmes saw a significant improvement with a 6.2% increase for FE full-time and a 6.5% increase for FE part-time. Completed success rates for HE full-time students also improved by 5.2%.

By comparison, the completed success rate for HE part-time students decreased by 7.0% in AY 2024-25. This is disappointing, especially given the improvements elsewhere, and is something that curriculum teams will seek to analyse and improve in AY 2025-26.

3. **Proposal**

College sector benchmarking information for 2024-25 will be brought to the Committee for further discussion and analysis, following publication of the college sector KPIs by the SFC.

Curriculum teams will continue to analysis KPI data as part of their team evaluation activities throughout the academic year, using the information to inform course planning, design and delivery and the development of Team Operating and Enhancement Plans (TOEPs).

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[1] Please note that there are still a number of outstanding student outcomes and results, particularly for HE part-time programmes. Therefore, these figures are subject to change.

*Learning, Teaching and Quality Committee, 04 September 2025*

## 4. Resource Implications

Not applicable

## 5. Consultation

Curriculum teams, alongside students are consulted as part of the College's team evaluation activities throughout the academic year.

## 6. Conclusion

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

**Sara Rae**
**Vice Principal, Skills and Enterprise**
**11 August 2025**

*(Doreen Wales, Assistant Principal)*

*(Gavin Murray, Assistant Principal)*

*(Alistair Rodgers, Director)*

*Jennifer Anderson (Assistant Principal)*

**Ayrshire College**                                                        *(Paper 5)*

**Learning, Teaching and Quality Committee**

**04 September 2025**

| | |
|---|---|
| **Title:** | 2023-24 College Sector Student Outcomes Report |
| **Purpose:** | To provide members with an update on the college Sector Student Outcomes report for 2023-24 |
| **Recommendation:** | Committee members are requested to discuss the report and note the progress made |

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### 1. Executive Summary

On 1 July 2025, the Scottish Funding Council (SFC) published the Overview of College Student Outcomes Report (previously entitled College Performance Indicator Report) for 2023-24.

[College Student Outcomes 2023-24 - Scottish Funding Council](#)

This report compares Ayrshire College's performance with that of other colleges in the sector.

### 2. Associated Risks

The risk of not acting to improve performance indicators could result in poorer outcomes for students and significant damage to the College's reputation.

### 3. Equality and Diversity Impact Assessment

Not applicable.

### 4. Publication

This paper will be published on the College website.

## 1. Background

On 1 July 2025, the Scottish Funding Council (SFC) published the Overview of College Student Outcomes Report (previously entitled College Performance Indicator Report) for 2023-24.

[College Student Outcomes 2023-24 - Scottish Funding Council](#)

Before the Covid-19 pandemic, college sector PIs were always published in the January of the following academic year, however, publication was delayed for AY 2020-21 and AY 2021-22. These years were heavily affected by the Covid-19 pandemic and thus are not directly comparable with other academic years.

Publication of 2022-23 data was delayed because the end to AY 2022-23 saw significant disruption. From May 2023, some of the College's teaching staff took part 'Action Short of Strike' (ASOS) as part of an ongoing campaign of industrial action, called by EIS-FELA. Consequently, although lecturers marked student work, some lecturers did not disclose or process results into college systems. Students were finally formally certificated for AY 2022-23 by the end of October 2023.

Publication of 2023-24 data was also delayed because the end to AY 2023-24 saw significant disruption yet again. EIS-FELA, Unison, Unite and GMB members participated in co-ordinated national strike action on 7 and 19 September 2023 and on 29 February 2024. This meant that although the College remained open, only a very small number of classes were able to take place and almost no support services, such as student funding and student services, were available to students.

EIS-FELA members continued to participate in strike action during April, May and June 2024 affecting a total of 25 days across the three months. Participation from Ayrshire College members was high – on average 122 lecturers took part.

In addition, EIS-FELA members participated in ASOS from 12 February 2024, which meant that some lecturers did not disclose or process results into college systems for a second year. The College received notification of strike dates to coincide with the commencement of AY 2024-25. Thankfully, these strikes were suspended to allow EIS-FELA to ballot members on an improved pay offer following assurance from Scottish Government that they would provide additional funding. The pay offer was formally ratified at a meeting of College Employers Scotland and EIS-FELA on 3 September 2024. As part of the agreement, lecturers committed to entering outstanding results into college systems and, thereafter, students were formally certificated.

Historically, both early withdrawals and further withdrawals were included in the calculation of College Student Outcomes. For AY 2023-24, early withdrawals are now excluded from the main report, and it is now only the further withdrawal figure that is presented in the College Student Outcomes publication, following the outcome of a recent SFC consultation on this matter.

Ordinarily, reported PIs support quality enhancement by helping colleges evaluate their performance over time, against other colleges, and within specific subject areas.

Scottish Funding Council categorise colleges in to 'large' and 'small' colleges. Colleges delivering above 25,000 credits are designated as 'large' and those below 'small'. It is also helpful to compare those colleges which have high numbers of students living in those places in Scotland suffering from deprivation.[1]

The percentages included in this paper focus on the *completed successful* performance indicator - students who completed their course and achieved the qualification that they were working towards.

## 2. Current Situation

**2023-24 College Sector PIs – FE-FT**

In AY 2023-2024, the overall rate of successful completion for learners on full-time further education (FE) programmes was 67.9 % which was 0.8% above the sector average. This rate decreased by 8.3.% compared with AY 2022-23 where completed successful rates were 6.4% above the sector average.

### 2023-24

| College | % Full-Time Outcome |
|---|---|
| Shetland College | 82.8 |
| Orkney College | 79.7 |
| South Lanarkshire | 77.5 |
| Inverness College | 75.4 |
| Perth College | 72.8 |
| West Lothian | 72.7 |
| NE Scotland | 71.6 |
| Dumfries & Galloway | 71.3 |
| Dundee & Angus College | 70.8 |
| Edinburgh College | 70.5 |
| SRUC | 70.4 |
| Borders | 70.0 |
| Forth Valley | 69.2 |
| Newbattle Abbey College | 68.8 |
| ***Ayrshire College*** | ***67.9*** |
| Glasgow Kelvin | 67.8 |
| West College Scotland | 67.3 |
| ***Scotland Average*** | ***67.1*** |
| Moray College | 66.8 |
| North, West & Hebrides | 65.3 |
| Fife College | 62.6 |
| Glasgow Clyde | 60.7 |
| City of Glasgow | 59.0 |
| Argyll College | 56.8 |
| New College Lanarkshire | 56.3 |

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[1] Scottish Index of Multiple Deprivation 2020: the Scottish index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation, combining in a single index seven different domains (aspects) of deprivation.

**2023-24 College Sector PIs – HE-FT**

The overall successful completion rate for learners on full-time higher education (HE) programmes was 63.3% in AY 2023-2024, which was 3.6% below the sector average. The number of learners on full-time HE programmes who completed their programme successfully, decreased by 15.2% compared with AY 2022-23.

**2023-24**

| College | % Full-Time Outcome |
|---|---|
| Dundee & Angus College | 74.4 |
| Edinburgh College | 74.1 |
| NE Scotland | 72.7 |
| West Lothian | 72.4 |
| Dumfries & Galloway | 72.3 |
| South Lanarkshire | 72.2 |
| Forth Valley | 68.8 |
| Borders | 67.6 |
| *Scotland Average* | *66.9* |
| Glasgow Clyde | 66.6 |
| City of Glasgow | 65.2 |
| **Ayrshire College** | **63.3** |
| Fife College | 62.3 |
| New College Lanarkshire | 62.2 |
| West College Scotland | 61.6 |
| Glasgow Kelvin | 59.1 |

Levels of participation in industrial action varied significantly from college to college. There is no doubt, however, that there is a direct correlation between higher participation levels in industrial action (such as at Ayrshire College) and a decrease in student outcomes in full-time courses.

**2023-24 College sector PIs – FE-PT**

In AY 2023-24, the overall successful completion rate for learners on part-time FE programmes improved by 2.5% to 81.0%. This was 0.6% above the sector average of 80.4%.

**2023-24 College sector PIs – HE-PT**

The overall successful completion rate for learners on part-time HE programmes was 89.5% in AY 2023-2024. This was an increase of 3.7% and 7.8% above the sector average of 81.7%

**Key Groups of Students**

SFC publishes performance data for key groups of students which are tied to national measures in college regional outcome agreements.

**Outcomes by age group on courses lasting 160 hours or more**

Outcomes decreased across three age categories but improved for students under 18 and 41 and over. Outcomes were higher than the sector average against all five categories.

| Age category | 2022-23 Ayrshire College | 2023-24 Ayrshire College | Difference over one year | 2023-24 Sector | Comparis on with sector average |
|---|---|---|---|---|---|
| Under 18 | 71.3% | 73.6% | 2.3% | 66.8% | 6.8% |
| 18 – 20 | 79.4% | 73.9% | 5.5% | 70.1% | 3.8% |
| 21 – 24 | 83.0% | 80.1% | 2.9% | 75.1% | 5.0% |
| 25 – 40 | 82.7% | 76.9% | 5.8% | 76.6% | 0.3% |
| 41 and over | 80.2% | 82.4% | 2.2% | 79.1% | 3.3% |

**Outcomes by level and gender on courses lasting 160 hours or more**

Outcomes improved across full-time programmes in HE for both females and males and for FE females. Outcomes for FE males decreased by 3.1% compared with AY 2022-23. Performance improved across all categories relative to the sector with the exception of HE females where the college performed 4.1% below the sector average.

| Category | 2022-23 Ayrshire College | 2023-24 Ayrshire College | Difference over one year | 2023-24 Sector | Comparison with sector average |
|---|---|---|---|---|---|
| FE females | 72.5% | 72.9% | 0.4% | 69.6% | 3.3% |
| FE males | 83.6% | 80.5% | 3.1% | 75.2% | 5.3% |
| HE females | 72.9% | 67.7% | 5.2% | 71.8% | 4.1% |
| HE males | 78.0% | 71.1% | 6.9% | 67.5% | 3.6% |

**Outcomes by key groups on courses lasting 160 hours or more**

**Outcomes for SIMD 10 and 20 learners**

The overall successful completion rate for SIMD 10 learners improved and was also 4.3% above the sector average. The successful completion rate for SIMD 20 learners was 4.4% above the sector average. Although this was a 2.0% decrease on the College outcome for AY 2022-23, the success rate places Ayrshire College in the upper quartile across the Scottish College sector in terms of success.

**Outcomes for learners with a disability**

The overall successful completion rate for learners with a disability was 67.2% which was 5.9% above the sector average. This placed the College as the 3rd most successful college in the sector in terms of successful outcomes for learners with a disability.

**Outcomes for care experienced learners**

The overall successful completion rate for care experienced learners in AY 2023-2024 was 70.4%, which was 9.9% higher than sector average. Although this was a 1.0% decrease compared with AY 2022-23, however this placed the College 2nd in the Sector in terms of supporting care experienced learners to achieve successful outcomes.

| Category | 2022-23 Ayrshire College | 2023-24 Ayrshire College | Difference over year | 2023-24 Sector | Comparison with sector average |
|---|---|---|---|---|---|
| SIMD10 | 73.2% | 71.5% | 1.7% | 67.2% | 4.3% |
| SIMD20 | 74.4% | 72.4% | 2.0% | 68.0% | 4.4% |
| Disability | 74.2% | 73.1% | 1.1% | 67.2% | 5.9% |
| Care experienced | 71.4% | 70.4% | 1.0% | 60.5% | 9.9% |

**Performance at Education Scotland subject level**

**FE Outcomes by Education Scotland subject grouping on courses lasting 160 hours or more**

| FE Outcomes by ES Groupings on Courses lasting 160 hours or more | | | |
|---|---|---|---|
| EDUCATION SCOTLAND SUBJECT GROUPING | Ayrshire College % Completed Successful | College Sector % Completed Successful | % Difference to Sector |
| CONSTRUCTION | 86.1 | 83.8 | 2.3 |
| LAND-BASED INDUSTRIES | 85.2 | 79.5 | 5.7 |
| PERFORMING ARTS | 82.8 | 66.7 | 16.1 |
| ART & DESIGN | 82.1 | 73.1 | 9 |
| ENGINEERING | 81.9 | 78.2 | 3.7 |
| COMPUTING & ICT | 78.9 | 63.1 | 15.8 |
| SPORTS & LEISURE | 78.9 | 70.6 | 8.3 |
| SPECIAL PROGRAMMES | 78.6 | 76.3 | 2.3 |
| HAIR BEAUTY & COMPLIMENTARY THERAPIES | 76.8 | 68.8 | 8 |
| SOCIAL SUBJECTS | 74.7 | 58.7 | 16 |
| HOSPITALITY & TOURISM | 73.3 | 68.2 | 5.1 |
| MEDIA | 71.4 | 67.1 | 4.3 |
| CARE | 70.6 | 65.8 | 4.8 |
| AYRSHIRE COLLEGE AVERAGE | 67.9 | | |
| COLLEGE SECTOR AVERAGE | 67.1 | | |
| LANGUAGES & ESOL | 64.5 | 80.1 | -15.6 |
| BUSINESS MANAGEMENT & ADMINISTRATION | 62.5 | 64.6 | -2.1 |

| | | | |
|---|---|---|---|
| EDUCATION & TRAINING | 60.8 | 64.3 | -3.5 |
| SCIENCE | 40.8 | 55.4 | -14.6 |

Thirteen Education Scotland subject groupings performed above both the Ayrshire College average (67.9%) and college sector average (67.1%). All thirteen also performed above the college sector average for these subject groupings. Ayrshire College performed at the top of the sector for both Performing Arts (82.8%) and Social Subjects (74.7%)

Four subject groupings (Languages and ESOL, Business, Management and Administration, Education and Training and Science) performed below the Ayrshire College and the college sector averages. All four also performed below the college sector average for these subject groupings.

**HE Outcomes by Education Scotland subject grouping on courses lasting 160 hours or more**

| HE Outcomes by ES Groupings on Courses lasting 160 hours or more | | | |
|---|---|---|---|
| EDUCATION SCOTLAND SUBJECT GROUPING | Ayrshire College % Completed Successful | College Sector % Completed Successful | % Difference to Sector |
| CONSTRUCTION | 85.9 | 70.8 | 15.1 |
| ENGINEERING | 80.4 | 68.3 | 12.1 |
| ART & DESIGN | 77.2 | 75.2 | 2 |
| SPORT & LEISURE | 76.6 | 69.6 | 7 |
| MEDIA | 72.9 | 72 | 0.9 |
| BUSINESS MANAGEMENT & ADMINISTRATION | 71.9 | 67.6 | 4.3 |
| CARE | 67.8 | 72.8 | -5 |
| **COLLEGE SECTOR AVERAGE** | **66.9** | | |
| PERFORMING ARTS | 66 | 76.6 | -10.6 |
| **AYRSHIRE COLLEGE AVERAGE** | **63.3** | | |
| COMPUTING & ICT | 51.6 | 66 | -14.4 |
| SOCIAL SUBJECTS | 51 | 54.7 | -3.7 |
| SCIENCE | 47.2 | 70.7 | -23.5 |

Seven Education Scotland subject groupings performed above both the overall college sector average (66.9%) and the Ayrshire College (63.3%) average. Performing Arts performed above the Ayrshire College average but below the college sector average and the subject grouping average.

Three subject groupings (Computing and ICT, Social Subjects, and Science) performed below both the Ayrshire College and overall college sector averages. All three performed below the respective college sector averages for these subject

groupings. Science performed below college sector and Ayrshire College averages as well as below subject sector averages in both FE and in HE.

### 3. Conclusion

Performance Indicators are regularly discussed by teams as part of the College's self-evaluation process. Committee members are requested to discuss the report.

<div align="right">

**Sara Rae**
**Vice Principal Skills and Enterprise**
**27 August 2025**

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