

**Meeting of the Learning, Teaching and Quality Committee
to be held on Thursday 29 May 2025 at 4.00pm
by Hybrid Attendance at Kilwinning campus and via Teams**

AGENDA

1. Welcome and Declarations of Interest
2. Apologies
3. Minutes from meeting held on 06 March 2025 Paper 1 (C/P)
Paper 1a
 - Action and Decision tracker

Part A – For discussion, decision and approval *papers must be accompanied by an EqIA where required*

4. Learning & Teaching Academy - **Presentation** Presentation (AH)
5. 2024-25 Student Association Report Q4 Paper 2 (P) (DH)
6. 2024-25 SFC Student Satisfaction and Engagement Survey Paper 3 (P) (DW)
7. 2023-24 SFC Student Satisfaction and Engagement College Sector Benchmarking Report Paper 4 (P) (DW)

Part B – Regular reporting and monitoring

8. Performance Dashboard Update [Link](#) (R) (AC/APs)
9. 2024-25 Employer Engagement and Innovation Report Q4 Paper 5 (R) (ARod)
10. Student Support Funds Paper 6 (P) (ARi)

Part C – Risk management

11. Strategic Risk Register Paper 7 (R) (ARi)

Part D – For information

12. **AOB**

Date of Next Meeting: Thursday 04 September 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(C/P) Confirmed minutes will be published; (P) Papers will be published on the College website; (R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality.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 Kilmarnock Campus and via Microsoft Teams
Thursday 06 March 2025**

Present:

Alison Sutherland	Chair LTQC
Sharon Morrow	Vice Chair LTQC
Jason Currie	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
Angela Cox	Principal, Ex-officio

In attendance:

Anne Campbell	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
Linda Corbett	Student Association Advisor (to Item 7)
Wendy McColl	Head of Student Experience
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, and confirmed with members that they were in agreement that Wendy McColl is welcome to attend for the entire agenda.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

Norman Bone has now left the Board, thus was not at this Committee meeting. The Chair gave thanks on behalf of the Committee for Norman's very valuable contributions over the last few years. The Committee vacancy will be recruited to for AY 2025-26.

2. Apologies

Apologies were received from Jane Grant, Non-Executive Board Member, Doreen Wales, Assistant Principal, Student Experience & Quality Enhancement, Gavin Murray, Assistant Principal, Skills and Innovation, Alistair Rodgers, Director of Enterprise Development, Janette Steel, Elected Member, Curriculum Staff.

3. Minutes of the previous meeting held on 28 November 2024 (Paper 1) (C/P)

The minutes of the meeting held on 28 November 2024 were approved as a correct record.

Proposed: Gillian Longmuir

Seconded: Connor Skipsey

3.1 Action Tracker (Paper 1a)

The Committee noted that there were no outstanding actions.

4. Student Support (Presentation) (P)

Wendy McColl, Head of Student Experience, gave a detailed presentation on the role of the Student Experience teams.

The Committee noted:

W McColl provided an overview of the four Student Experience teams: Information Hub, Education Support, Careers & Employability, and Engagement & Wellbeing. There has been a noted increase in referrals to Education Support and in the number of Personal Learning Support Plans (PLSPs). Additionally, key priorities and a new streamlined approach to workload were highlighted.

Discussion took place around the 'In Their Shoes' sessions and it was agreed that this programme is important for both curriculum and support staff to support confidence in engaging with these students.

It was also noted that championing for male mental health is important, and Members were pleased to see this embedded within the priorities of the Student Experience teams.

The PowerPoint presented by W McColl will be circulated to Members.

5. Student Association Report Q3 (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:

Refreshers events held in February across all campuses were well-received, with positive feedback and increased student registration for clubs and activities offered by the Student Association.

LGBTQIA+ history month was celebrated through various activities, including a movie club on each campus.

The Association is now focusing on Neurodiversity Week, providing limited edition wristbands and fidget toys, and featuring a podcast episode by C Skipsey on his own neurodivergent experience.

Future campaigns will include Care Experienced Week, Deaf Awareness Week and Mental Health Awareness Week.

The Student Association Funding Scheme closed in early February, approving 23 out of 25 applications, which is 10 more than last year.

The Virtual Reality Students Association project is progressing, with GDPR and Equality Impact Assessment due diligence completed, and the virtual platform purchased, aiming for an April 2025 launch.

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

7. First Impressions Survey (Paper 3) (P)

A Campbell highlighted the outcomes from the First Impressions Survey and advised that the survey captures data on student's first impressions of the College.

A Campbell noted an increase in participation levels and advised the survey was also opened to school pupils to gather data on their first impressions.

The results revealed that 20% more individuals feel they can apply for and receive student funding in time for their course start, compared to last year's data.

Additionally, there was a 25% increase in students who reported easy access to Wi-Fi which positively reflects investments in IT infrastructure and student laptop lockers.

Awareness of the Student Association and its activities rose by 10%, now at 78%. A Campbell congratulated the Student President and Student Vice President on this result.

Students satisfied with their overall College experience decreased by 1% to 94%. A Cox noted that the 2024-25 industrial action may have impacted this change.

The data will be further analysed and reviewed per curriculum area to ensure all opportunities for improvement are explored and actioned.

The Committee noted the report and data as encouraging and positive to see.

8. 2024-25 Performance Dashboard

A Campbell provided an overview of the Performance Dashboard.

The Committee noted:

- The credit position is currently noted as at risk as it is below expected target, however, there has been an increase of approximately 1,000 since the last recorded figures which indicates progress in the right direction. Acknowledging the tolerance from Scottish Funding Council, it is crucial that the College achieve the target, and therefore contingency plans are in place to ensure success in meeting these objectives.

- Retention rates are showing a positive trend, except for part-time Further Education (FE) students, who represent a diverse group. Moving forward, the focus for the remainder of the academic year will be on improving student attainment and achieve positive outcomes upon completion.

The Committee noted the verbal update.

10. Student Support Funds Update (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.

The application system is currently being de-supported; however, a solution is in progress to resolve this issue.

S Morrow queried the future number of care-experienced students but the College does not anticipate a significant increase. It is worth noting that Ayrshire College have a higher-than-average declaration rate among large colleges, which is positive as it indicates awareness and transparency.

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

11. AOB

A Campbell informed Committee Members of the bid tendered to the AC Foundation. The Foundation has agreed to fund two mixed reality visualisation suites in Kilmarnock and Ayr, prioritising the Engineering and Advanced Manufacturing sectors. There are also plans for expansion into other domains, such as Construction and Care. Durham College from Canada will offer assistance with various aspects of the setup.

Date of Next Meeting: Thursday 29 May at 4.00pm in Partnership Centre, Kilwinning 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 48 – 29 May 2025

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
06.03.25	Student Association Constitution	LTQ47: D01	The Committee reviewed and approved the Student Association Constitution for consideration and approval to the Board subject to pending changes of wording within sections 9 and 10 on page 6.	NA	NA	Decision	Approved
06.03.25	2023-24 Strategic Risk Register	LTQ47: D02	The Committee reviewed and approved the Strategic Risk Register for consideration and approval to the Board.	NA	NA	Decision	Approved

Ayrshire College**Learning, Teaching and Quality Committee****29 May 2025****Subject:** Student Association Report (Q4)**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.**Action Required:** To note**Appendices:** Yes

1. Executive Summary

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. Associated Risks

None

3. Equality and Diversity Impact Assessment

None

4. Publication

This paper will be published on the College website.

1. Background

Campaigns and Events

This year, we took part in Neurodiversity Celebration Week from the 17th to the 23rd of March. We had pop up stalls on each campus where we gave away limited edition wrist bands, raised awareness of neurodiversity and signposted students to the College's different support services available. We also put student artwork on display at the Ayr Campus. The art pieces were what the HIVE and ASN students felt represented Neurodiversity to them.

Charlotte Mitchell, the Equality and Diversity Performance lead, liaised closely with CDN to enable the College's participation in a Neurodiversity Celebration Week Podcast series that featured an episode with Connor Skipsey and other episodes with students. The podcast series was launched during the celebration week and is available on the CDN website.

We delivered the Pathways of Hope campaign, also in March, and this aimed to raise awareness of suicide and to provide students with vital mental health resources. We created a Sway that included lots of support organisations and how to contact them as well as lots of details on what was available for student mental health in the College. It also included a link to the Ayrshire College Mind Thyself App which features a wide variety of NHS approved mental health resources. Students could also get involved on the Pathways of Hope campaign by joining us for a walk and talk, which was aimed at boosting well-being. The Pathways of Hope campaign was promoted using a logo designed by Ayrshire College Student Brandon Miller, who went up against other students in a competition to design the logo.

2. Current Situation

Campaigns and Events

The 5th of May to the 11th of May is Deaf Awareness Week and we will be taking part. We've been pleased to work closely with Emma Stuart, one of the BSL Communication Support Workers at the College and we have put together a suite of resources for students that will both raise awareness and educate them on what it's like to be deaf. Emma will additionally be participating in our on-campus activities where she will offer live demonstrations of BSL to students.

The following week, the 12th to the 18th of May, is Mental Health Awareness Week. For this year's Mental Health Awareness Week, we're going to be running some Green Spaces Happy Faces sessions where we'll be inviting students to join us in the well-being gardens for some outdoor time which will include planting seeds, flowers and vegetables. We will also be re-issuing the Pathways of Hope Sway just to make sure students do have access to those important mental health resources.

Class Ambassador Programme

The Class Ambassador Mid-Year Review was completed in March and the results reviewed. The survey asks our Class Ambassadors about a range of elements relating to the programme with a view to making improvements. The survey responses painted a very similar picture to last year however we

were pleased to note improvements in students finding the online training module easy to use, however we note that getting suitable times for the follow up part of the training remains challenging. We were also pleased to note some improvements in the contact between Class Ambassadors and Curriculum Quality Managers, however we do still feel this area requires development and improvement. There was a 12% increase in students saying they felt they could influence decisions in their curriculum area, which is very encouraging. Another significant area of improvement was the Ambassadors finding the teams page to be useful (16%). Overall, we are satisfied that the programme remains fit for purpose.

Projects

The Nexus, which is the name for the Student Association Virtual Reality Platform, has gone through a soft launch out to the student body. We were pleased with the initial uptake and to note that students were interacting with the content. There has also been very positive verbal feedback so far. Our next steps will be to work with the Student Induction working group to look at how we integrate The Nexus into Induction practices. We will also be looking to share this out with the Curriculum Teams in due course. If any members would like to visit The Nexus they can do so by following this link: www.framevr.io/sa-nexus

For the Brighten our Campus project, we are starting to see the results of previous planting, particularly at the Kilmarnock Campus, and are now putting more plans in place to do more gardening activities at the Ayr and Kilwinning campuses. We're hoping to get some good work done over the summer and have welcomed the input of the Estates team who had been an excellent support to us in this project.

We suggested the introduction of an Ayrshire College Official Flower and are pleased to advise that students and staff alike voted on the options available and have chosen the Blue Columbine. We have set aside some budget to purchase both seeds and plants and will work with estates and interested students to agree on appropriate planting sites. We are also hoping to work with the marketing team to launch the official flower. Our thanks go to everyone involved thus far.

Other

Student President Nominations and Elections are currently underway with The Student Association Advisor taking the lead on administering it. There are five candidates standing, and voting is open throughout the week of 12th of May. The Vote will close on Friday the 16th of May with the results being announced shortly after.

The Student Association Constitution review has now been completed, and we would like to thank the SLT team and our Student Executive Committee for their excellent support with the review. The Board approved the updated Constitution and related Executive Summary at the last Board meeting and these documents will go live on the 1st of July 2025. They will be hosted on the Ayrshire College website, and we will launch both documents to the students as part of our Welcome to Ayrshire College activities in early September 2025.

The Student Association now has a live SharePoint tile on the new College Viva Connections which includes a copy of The Constitution, the Executive Summary, a link to The Nexus and will also include upcoming events.

End of Year

In preparation for the end of the academic year, the team will be working towards their end of year evaluation which will measure against our TEOP and deliverables for the year. We will also look at our upcoming TOEP and year ahead planning. This will include working with some key colleagues across the college to develop our programme of campaign activity for the following academic year, this is with a view to streamlining our work and continuing our partnerships within the college.

3. Proposal

The Student Association will look to complete the activities around The Student President Elections in a timely manner and announce the winning candidates in due course.

Additionally, we will work with a variety of college teams to make The Nexus available to staff as a resource, and to further promote The Nexus to the Students.

The Student Association team will commence planning works that will look ahead to the 2025/2026 academic session.

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 that is having a positive impact on students. We continue to look at our development opportunities and engage in meaningful projects.

Darcie Hamilton
Student President
13 May 2025

Connor Skipsey
Student Vice President
13 May 2025

This paper will be published on the College website.



Student association

Class Ambassador

Mid-Year Review 2024 -2025

This short report provides the results and details of the 2024-2025 Mid-Year Review for the Ayrshire College Class Ambassador Programme.

CONTENTS

- 1. Introduction**
- 2. Training**
- 3. Working with Curriculum**
- 4. Programme Delivery**
 - Communications**
 - Meetings**
- 5. Conclusion**

1. Introduction

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

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

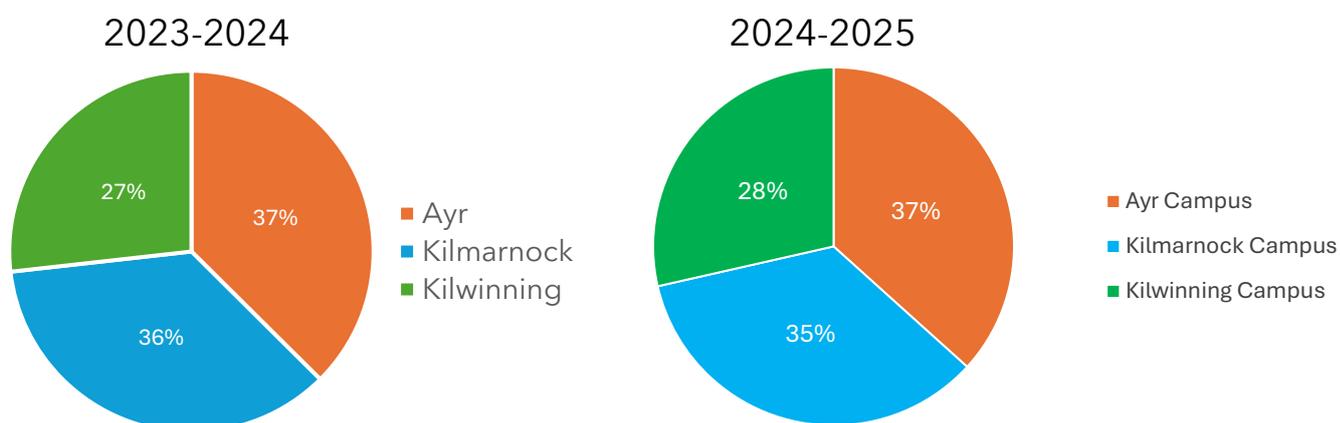
As part of this process, the Student Association undertakes a mid-year review of the programme and goes out to the Class Ambassadors themselves to canvas their opinions and to ensure the programme meets the needs of the Ambassadors and seeks opinion on areas of improvement.

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

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

Where possible data will be matched to the academic year 2023-2024 to show areas of improvement and areas that require further development.

There were 49 responses to the survey, which is an 18.7% response rate. This is 7 fewer ambassadors however is a similar response rate to last year due to lower matriculation rates.



2. Training

For the 2024-2025 delivery of Class Ambassador Training, we used the same model as the previous year. The Student Association worked closely with Student Partnerships in Quality Scotland (SPARQS) to offer their in-house Class Ambassador Training Programme.

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

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

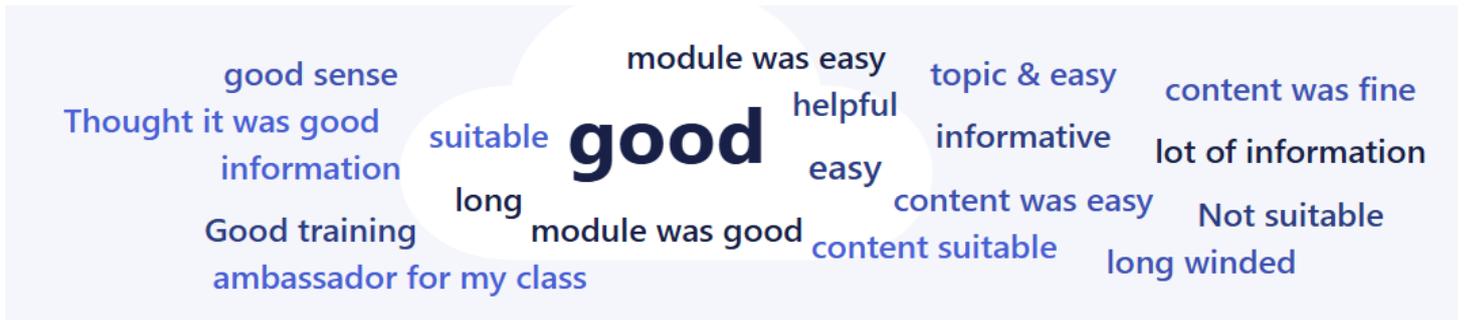
Here are the results from the questions we asked about the Training:

1. The online module was easy to use?						Notes
2023-2024 responses			2024-2025 response			Overall positive improvement
Yes	No	Didn't complete	Yes	No	Didn't complete	
87.5%	1.8%	10.7%	96%	0	4%	
2. I was able to complete the online module at a time that suit me						Overall positive improvement
2023-2024 responses			2024-2025 response			
Yes	No	Didn't complete	Yes	No	Didn't complete	
89.3%	1.8%	8.9%	96%	0	4%	
3. The zoom part of the training was easy to access?						Fewer students found the zoom part easy to access. Zoom is the chosen platform of Sparqs. We will feed this back to them.
2023-2024 responses			2024-2025 response			
Yes	No	Didn't complete	Yes	No	Didn't complete	
78.6%	8.9%	12.5%	73.5%	22.5%	4%	
4. I was able to do the zoom training at a time that suited me?						Fewer students felt the training times suited them.
2023-2024 responses			2024-2025 response			
Yes	No	Didn't complete	Yes	No	Didn't complete	
78.6%	7.1%	14.3%	67.5%	20.5%	12%	

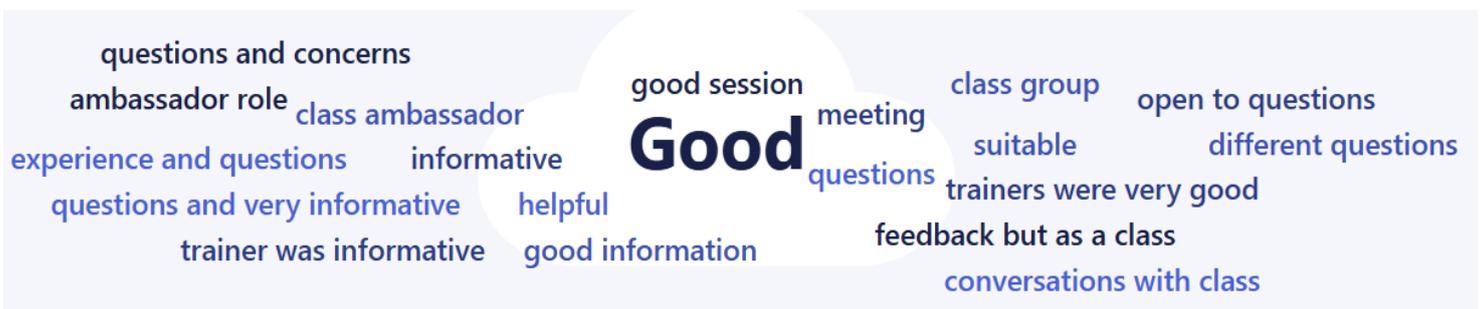
Last year, we extended training dates and issued same-day reminders. However, fewer students found the times suitable.

DEVELOPMENT AREA: To look the spread of the zoom training sessions against last year and develop a new timetable of training sessions.

WHAT THE CLASS AMBASSADORS SAID ABOUT THE ONLINE TRAINING MODULE



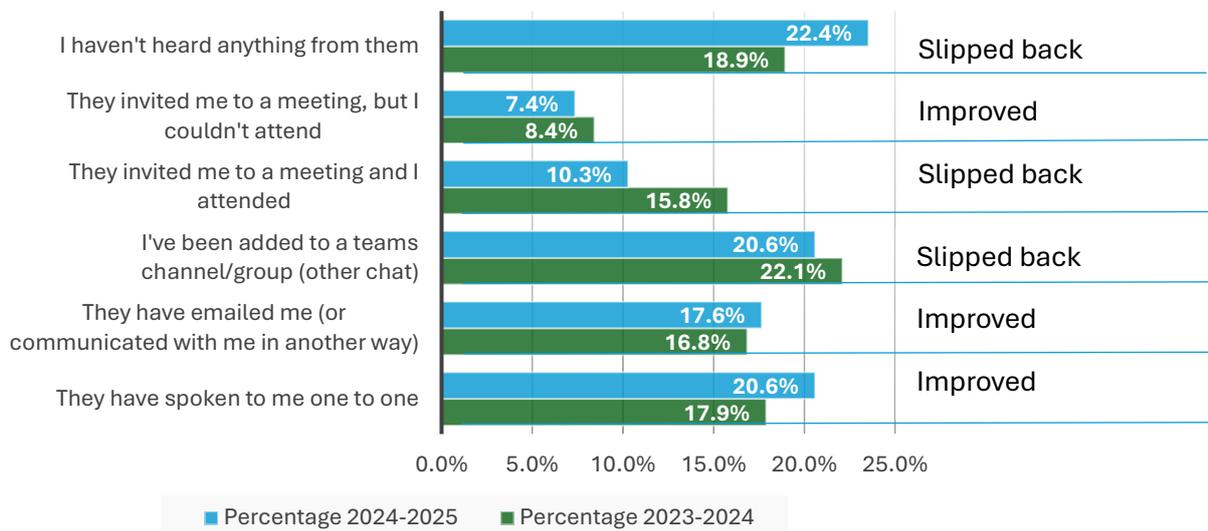
WHAT THE CLASS AMBASSADORS SAID ABOUT THE ZOOM TRAINING SESSIONS



Overall, we are satisfied that the training programme and delivery for 2024-2025 was suitable and fit for purpose and we will use it again for the 2025-2026 academic year, but will take some time to review the schedule of training.

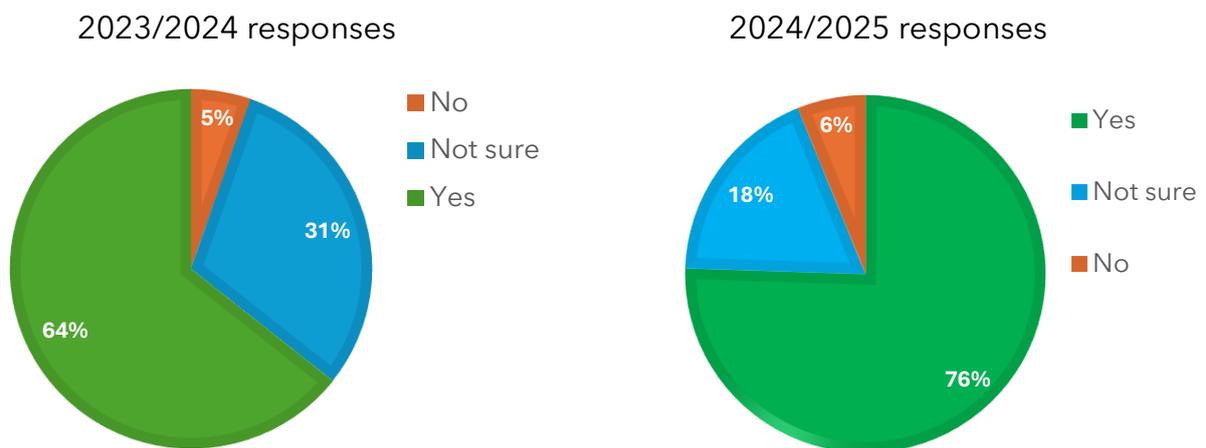
3. Working with Curriculum Areas

As the Class Ambassador programme is run on a whole college approach, it can be helpful for The Student Association to understand what other activity might be happening in the Curriculum areas, specifically with the Curriculum Quality Managers. We therefore ask them **what contact they've had with their CQM**. Students could choose all of the options that applied.



We note that some responses have slipped back from the last academic year however are pleased to note some improvements, particularly in the areas of email (or other) communication and one to one communication. This may indicate a shift in the preference of contact method between the CQM's and their Class Ambassadors.

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

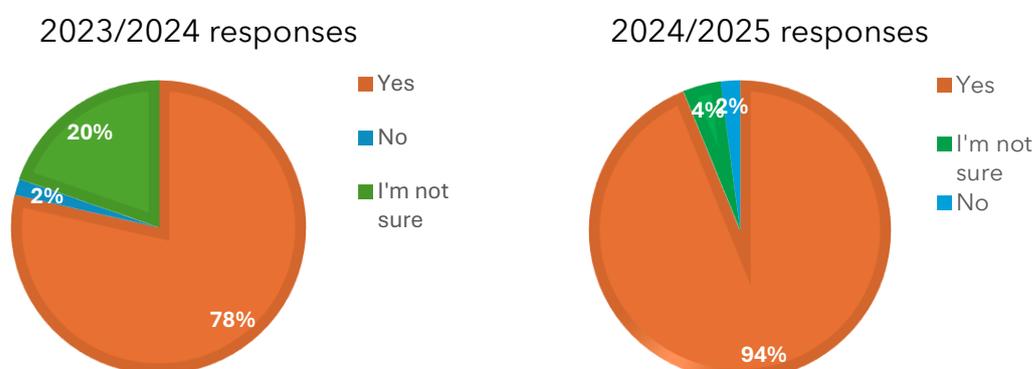


The increase of yes responses on last year is really encouraging and we are pleased to see this shift.

4. Programme Delivery - Communications

As per our development area for last year, we continued with the Teams page as our main communication method, but added a "more info" box for this question to better understand why students may have felt they weren't sure about the teams page being useful, but only one respondent added a comment saying they found it hard to stay engaged with things.

The question asked was if the Ambassador's found the Teams Page useful.



We are pleased to note the significant increase in Class Ambassadors finding the Teams page useful.

We still asked if there was anything they thought we could do to improve the Teams page. The comments were largely positive. Some students suggested the inclusion of a channel for written feedback would be helpful. We think this is a great idea and are implementing that this year.

Here are some other comments made:

"the group is amazing nothing to change at all"

"I think it is very useful and there is plenty of support on the teams group"

"I don't think the teams group needs to be any better"

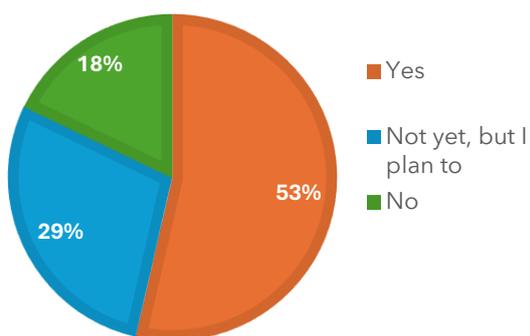
"I think it works well"

Meetings

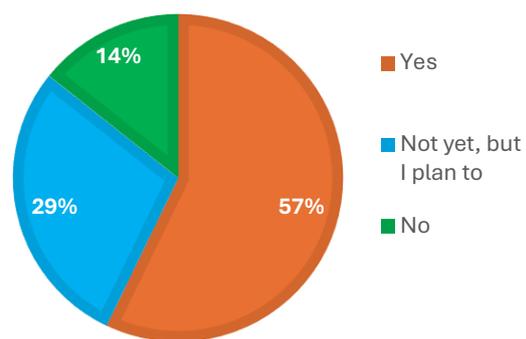
The Student Association schedules monthly meetings on each campus and an additional online meeting which provides opportunities for Class Ambassadors to provide feedback, ask questions and receive information and updates.

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

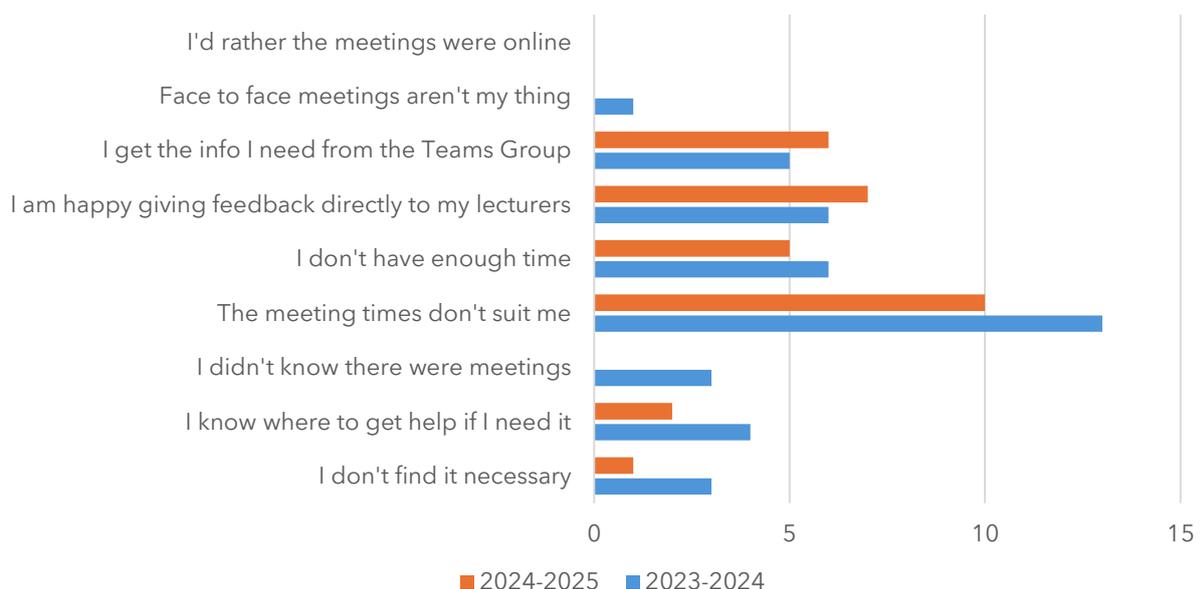
2023/2024 responses



2024/2025 responses



Following this, Ambassadors were asked about the reasons they hadn't been able to attend meetings! Ambassadors could choose all options that applied. The table shows responses from last year and this year.



We note the highest response remains the same as last year... "The meeting times don't suit me". This is a persistent issue that remains a challenge, and we are aware that meeting times won't suit everyone, but we always reassure our Class Ambassadors that not being able to attend a meeting doesn't prevent them giving feedback at a time that does suit them.

We hope that that inclusion of a new feedback channel on the Teams page will encourage Class Ambassadors to give feedback at a time that does suit them.

In the main, we are satisfied that this area has seen improvement.

Outwith the Class Ambassador Mid-Year Review Survey we took on board feedback about the difficulties of attending meetings in January. This is largely due to students being in a remediation phase and not necessarily being on campus. It was proposed that we would move the January meetings to two online meetings and additionally push for more written feedback. This would reduce the burden of needing to come on campus for the Class Ambassadors.

This proposal was well received by the Ambassadors and by the Student Executive Committee and will be implemented for January 2026

Development Areas: include a channel in the Teams page for "written feedback" and change the format of delivery for the January meetings.

5. Conclusion

The Class Ambassadors are largely reporting that the programme for 2024-2025 is suitable, that the communications are appropriate, and that the delivery of the programme is fit for purpose but some small changes would be welcome.

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

Training

We will endeavour to look again at the schedule for training. This remains a challenging area, but we will aim to undertake a comparison of delivery from the last academic year to this academic year and attempt to find a middle ground for the volume of sessions available and their scheduled delivery.

Curriculum Engagement

This will require further development and work with the Curriculum Areas to ensure that the Class Ambassador Programme is being driven through a whole college approach.

Communications

Based on the suggestions of the Class Ambassadors, we have included a new channel in the Teams page that will allow Ambassadors to submit written feedback at any point. We have always facilitated this, but it has been through email or direct Teams messages. We hope this centralised place will prove useful and effective.

Meetings

Based on feedback from Class Ambassadors outwith the survey, we will change the delivery format for our January meetings. This is a remediation period and often means that Class Ambassadors are largely not on campus and therefore attending meetings in person can be more challenging. We have proposed to offer two online meetings for January instead. This suggestion was welcomed by the Ambassadors and we will put this in place for January 2026 and monitor it accordingly.

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

Darcie Hamilton
Student President
The Student Association

Connor Skipsey
Student Vice President
The Student Association

Ayrshire College**Learning, Teaching and Quality Committee****29 May 2025**

Subject	AY 2024-25 Student Satisfaction and Engagement Survey
Purpose:	To provide an update on the AY 2024-25 Student Satisfaction and Engagement Survey and actions arising from it
Action Required:	To note
Appendices:	No

1. Background

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

The survey takes place between March and April each year and all students on courses of 4 credits or more (or 160 hours or more) are invited to complete it. Since AY 2020-21, the survey has included 13 Questions set by the SFC. The AY 2024-25 Ayrshire College student responses to the questions are set out in Appendix 1. Please note, at the time of writing, there are still some responses to be included in the final total so these figures may change following submission to the SFC.

The college sector average responses for the AY 2024-25 survey are expected to be published in November 2025.

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

2. Analysis and Actions

Participation in the survey

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

In AY 2024-25, 2,402 students completed the survey, 366 less than in AY 2023-24. However, the percentage completion rate, as reported by SFC, may be affected by a reduction in eligible student numbers. 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 AY 2024-25 survey indicates that the levels of student satisfaction is the same as last year at 97%. This is a 3% increase since the first post pandemic survey. The College continues to seek ways to improve the student experience, particularly as elements of learning, teaching and assessment continue to evolve and be delivered in a variety of ways including making better use of new technologies.

11 statements recorded an increase in satisfaction levels:

- The largest increase in satisfaction (+27%) was to the statement *'The college Students' Association influences change for the better'*. This is most likely due to the efforts of the Student President and Vice-President, supported by the Student Association 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 is incorporating the new Sparqs model in its approach to quality enhancement.
- There was an increase of 4% in satisfaction to the statements *'I believe that student suggestions are taken seriously'* and *'I feel that I am part of the College community'* which is a 6% increase in 2 years. This is particularly welcome as it is recognised that there is a relationship with feeling part of the College community and an increase in retention and attainment.
- There was a 3% increase in satisfaction to the statement *'Any change in my course or teaching has been communicated well'*.
- 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 two college-devised statements added to the survey:

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

'The college consistently promotes and supports positive mental health and wellbeing for students' recorded a 96% satisfaction level – an increase of 1%.

Student Comments

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

3. Consultation

No formal consultation is required.

4. Resource Implications

No resource implications require to be noted in this paper.

5. Risks

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

6. Equality Impact Assessment

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

7. Conclusion

Members are invited to note the contents of this paper.

Doreen Wales
Assistant Principal Student Experience and Quality Enhancement
5 May 2025

(Anne Heron - Head of Quality Enhancement)

This paper will be published on the College website

**Appendix 1 - STUDENT SATISFACTION AND ENGAGEMENT SURVEY RESPONSES
TO SFC QUESTIONS (March – April 2025)**

Question	Positive responses	Positive responses	Positive responses	% Change since last session
	2022-23	2023-24	2024-25	
Overall, I am satisfied with my college experience	96%	97%	97%	0%
Staff regularly discuss my progress with me	89%	90%	91%	+1%
Staff encourage students to take responsibility for their learning	98%	98%	98%	0%
I am able to influence learning on my course	91%	92%	94%	+2%
I receive useful feedback which informs my future learning	92%	93%	94%	+1%
The way I'm taught helps me learn	91%	92%	93%	+1%
My time at college has helped me develop knowledge and skills for the workplace	91%	95%	96%	+1%
I believe student suggestions are taken seriously	89%	86%	90%	+4%
I believe all students at the college are treated equally and fairly by staff	88%	90%	92%	+2%
Any change in my course or teaching has been communicated well	89%	89%	92%	+3%
The online learning materials for my course have helped me learn	89%	91%	93%	+2%
I feel that I am part of the college community	86%	88%	92%	+4%
The college Students' Association influences change for the better	58%	69%	*96%	+27%
Number of respondents	2,362	2,768	2,402	

*If Don't Know responses are discounted.

Ayrshire College

(Paper 4)

Learning, Teaching and Quality Committee

29 May 2025

Subject	AY 2023-24 SFC Student Satisfaction and Engagement Survey College Sector Benchmarking Report.
Purpose:	To provide Committee members with college sector benchmarking information in relation to the AY 2023-24 SFC Student Satisfaction and Engagement Survey
Action Required:	To note
Appendices:	Yes

1. Summary/Key Points

- Ayrshire College's response rate for **HEFT** was 45% (a 1.9% decrease from the previous year) against a sector average of 52.3%.
- 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.
- 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 satisfaction rate was 96.8% (a 1.8% increase from the previous year) against the sector average of 94.4%.

2. Proposals and Recommendations

To note the contents of the paper.

3. Associated Risks

N/A

4. Equality and Diversity Impact Assessment (if applicable)

N/A

AY 2023-24 SFC Student Satisfaction and Engagement Survey (SSES)

The SSES survey was completed by students in March and April 2024 with Colleges submitting their collated responses to the SFC in May 2024. The SFC published their sector report in November 2024 and a paper was submitted to the November Learning, Teaching and Quality Committee. The Sector benchmarking toolkit has only recently been made available to Colleges which has enabled benchmarking for all questions.

This paper provides an analysis of Ayrshire College's responses and satisfaction rates benchmarked to the sector average for HE Full-Time (HEFT) and FE Full-Time (FEFT) respondents.

Response Rates

Ayrshire College's response rate for **HEFT** was 45% (a 1.9% decrease from the previous year) against a sector average of 52.3%. The best performing similar College return was North East Scotland at 76.9%.

This rate was better than Dundee and Angus (43.2%), West College Scotland (34.4%), Edinburgh (36%) and Forth Valley (26.4%).

For **FEFT**, the response rate was 51.1% (a 4.1% increase from the previous year) against the sector average of 57%. This exceeded the college target rate of 50% for the first time. The best performing similar College return was North East Scotland at 79.7%.

This rate was better than West College Scotland (38.5%), Dundee and Angus College (46.7%) and Forth Valley (39.2%)

Satisfaction Rates

The satisfaction rates are based upon the responses to the statement 'Overall, I am satisfied with my college experience'.

Ayrshire College's satisfaction rate for **HEFT** was 95.7% against a sector average of 88.2%. The best performing similar College's satisfaction rate was Dundee and Angus which was also at 95.7%. These were the highest rates in the sector.

Ayrshire College also had the highest % satisfaction rate for the statement 'The College Students' Association influences change for the better' at 96.7%. This was 15.5% higher than the sector.

For **FEFT**, the satisfaction rate was 96.8% against the sector average of 94.4%. The best performing similar College return was Dundee and Angus at 97.1%.

This rate was better than City of Glasgow (89.5%), West College Scotland (94.9%), Fife (93%) and New College Lanarkshire (91.5%).

Ayrshire College's satisfaction rates for FEFT were above the sector for all statements apart from 'The College Students' Association influences change for the better' which, at 89.6%, was 1.9% below the sector.

Appendix 1 shows the Ayrshire College satisfaction rate against the Sector Average satisfaction rates for all questions.

Appendix 2 shows the satisfaction rates for FEFT and HEFT for all questions for all colleges excluding UHI colleges and SRUC.

Doreen Wales
Assistant Principal Student Experience and Quality Enhancement
5 May 2025

(Anne Heron - Head of Quality Enhancement)

This paper will be published on the College website

SSES 2023-24 Ayrshire College V Sector Average Satisfaction Rates

Question	Ayrshire HEFT	Sector HEFT	Ayrshire FEFT	Sector FEFT
Overall, I am satisfied with my college experience	95.7%	88.2%	96.8%	94.4%
Staff regularly discuss my progress with me	88.5%	83.5%	92.5%	89.5%
Staff encourage students to take responsibility for their learning	98.2%	96.2%	97.5%	96.6%
I am able to influence learning on my course	90.8%	84.9%	93.1%	91.7%
I receive useful feedback which informs my future learning	91.8%	87.9%	94.4%	92.2%
The way I'm taught helps me learn	88.5%	83.4%	92.5%	90.5%
My time at college has helped me develop knowledge and skills for the workplace	91.4%	89.3%	94.9%	93.4%
I believe student suggestions are taken seriously	89.1%	78.1%	87.2%	86.2%
I believe all students at the college are treated equally and fairly by staff	87.7%	86.9%	90.6%	88.8%
Any change in my course or teaching has been communicated well	89.3%	78.4%	90.5%	87.4%
The online learning materials for my course have helped me learn	89.3%	87.5%	91%	88.5%
I feel that I am part of the college community	85.5%	79.4%	89.7%	88.4%
The college Students' Association influences change for the better	96.7%	81.2%	89.6%	91.5%
Response Rate	45%	52.3%	51.1%	57.1%

Green = higher than sector

Red = lower than sector

College	Overall, I am satisfied with my college experience.	Staff regularly discuss my progress with me	Staff encourage students to take responsibility for their learning	I am able to influence learning on my course.	I receive useful feedback which informs my future learning.	The way I'm taught helps me learn.	My time at college has helped me develop knowledge and skills for the workplace.	I believe student suggestions are taken seriously.	I believe all students at the college are treated equally and fairly by staff.	Any change in my course or teaching has been communicated well.	The online learning materials for my course have helped me learn.	I feel that I am part of the college community.	The College Students' Association influences change for the better.
Ayrshire	96.8%	92.5%	97.5%	93.1%	94.4%	92.5%	94.9%	87.2%	90.6%	90.5%	91.0%	89.7%	89.6%
Borders	92.0%	93.0%	96.5%	92.5%	94.8%	92.3%	94.3%	87.5%	86.8%	93.8%	88.8%	86.8%	93.6%
City of Glasgow	89.5%	83.7%	92.3%	85.3%	85.9%	84.4%	89.0%	78.8%	86.0%	78.6%	82.5%	82.5%	81.1%
Dumfries and Galloway	97.1%	94.7%	98.7%	95.8%	93.8%	93.6%	97.8%	92.0%	94.2%	93.6%	94.2%	93.6%	97.8%
Dundee and Angus	97.1%	89.3%	98.8%	93.5%	93.7%	91.8%	95.7%	86.7%	88.3%	91.4%	91.9%	90.3%	93.0%
Edinburgh	95.9%	87.3%	97.3%	94.6%	93.2%	87.2%	93.5%	85.0%	87.7%	85.9%	89.7%	86.1%	84.6%
Fife	93.0%	88.0%	97.6%	90.8%	91.0%	90.1%	92.3%	86.9%	88.3%	82.6%	85.7%	88.4%	95.9%
Forth Valley	95.8%	87.9%	96.5%	89.9%	88.5%	90.5%	93.0%	87.0%	86.2%	87.0%	82.7%	85.9%	96.3%
Glasgow Clyde	97.4%	92.8%	98.3%	93.5%	95.7%	95.0%	95.0%	92.8%	92.9%	92.7%	92.4%	90.9%	91.9%
Glasgow Kelvin	96.3%	91.5%	97.6%	93.5%	92.8%	94.0%	95.1%	90.4%	91.1%	92.0%	91.6%	88.5%	94.3%
New College Lanarkshire	91.5%	89.2%	94.6%	90.1%	91.6%	88.7%	91.4%	82.9%	87.6%	85.4%	85.0%	87.3%	93.8%
North East Scotland	95.1%	88.9%	97.1%	92.3%	92.0%	90.9%	94.3%	86.5%	89.9%	88.1%	91.5%	90.7%	94.3%
South Lanarkshire	88.9%	86.4%	89.7%	86.2%	86.9%	87.2%	89.5%	79.9%	85.2%	86.8%	85.1%	85.6%	95.4%
West College Scotland	94.9%	90.9%	96.1%	91.3%	92.6%	91.4%	92.2%	87.0%	88.1%	86.1%	85.6%	86.7%	92.8%
West Lothian	93.9%	91.9%	97.8%	95.8%	93.2%	93.1%	95.1%	89.5%	88.1%	88.4%	93.2%	92.7%	94.2%
Sector	94.4%	89.4%	96.6%	91.8%	92.1%	90.5%	93.4%	86.2%	88.8%	87.3%	88.6%	88.4%	91.4%

College	Number of Respondents
Ayrshire	1540
Borders	401
City of Glasgow	1,251
Dumfries and Galloway	452
Dundee and Angus	1,365
Edinburgh	1,430
Fife	1,973
Forth Valley	518
Glasgow Clyde	1,194
Glasgow Kelvin	750
New College Lanarkshire	2,131
North East Scotland	2,547
South Lanarkshire	488
West College Scotland	1,093
West Lothian	638
Sector	17,771

Highest % satisfaction rate

Ayrshire College above sector as

Title of Meeting: Learning, Teaching and Quality Committee

Date: 29 May 2025

Subject: **Student Support Funds**

Purpose: The paper provides an update on the College 2024-25 Student Support Funds and the 2025-26 Support Fund Allocation.

Recommendation: The Committee is requested to note the content of the paper.

1. Executive Summary

The report focuses on updates regarding the Student Support Funds for the academic years 2024-25 and 2025-26.

2024-25 Funding Overview: The College has maintained its budget within the allocated funds for both further and higher education without further risks emerging.

Risks Identified: Key risks include potential inability to support all higher education learners through the SAAS HE Discretionary budget and maintenance rates not aligning with living costs for further education students, which could lead to student withdrawals.

Bursary and Support Fund Details: The report includes detailed tables on the spending and support provided through various funds, showing a total Student Support Fund allocation of £10,362k for 2024-25.

Future Considerations: The allocation for 2025-26 remains unchanged, but rising costs may affect student support, with a projected reduction in purchasing power for students.

2. Associated Risks

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

Risk Description	Impact	Rating
There is a risk that the SAAS HE Discretionary budget does not allow the College to support all HE	The potential impacts are loss of students who either do not start or are forced to withdraw during the year.	

learners start / complete their course.		
There is a risk that FE students are not able to support themselves during their course due to the maintenance rates not keeping pace with the cost of living.	<p>The potential impacts are loss of students who either do not start or are forced to withdraw during the year.</p> <p>In addition, there is a risk that the College is required to use its core funds to supplement student bursary payments.</p>	
There is a risk that the reintroduction of capped study cost expenditure will impact on consumable budgets.	The risk is that the cost of items purchased for students will be more than sectoral averages and total amount permitted to spend, and that the College will be required to use core funds to supplement these costs.	
There is a risk that the CAMS online application will be decommissioned without an alternative suitable solution being available.	<p>Students will be unable to apply digitally for student support funding.</p> <p>Paper based solution is not effective or efficient and negatively impacts on our carbon footprint.</p> <p>Negative impact on staff resources and service delivery.</p>	

3. Equality and Diversity Impact Assessment

There is no requirement to conduct an EDIA because of this paper.

4. Publication

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

Alan Ritchie
Vice Principal Finance and Infrastructure
29 May 2025

1. SFC Student Support Funds

In 2024-25 the SFC provided Student Support Funding of £10,362k and Table 1 details the overall support fund position including projected transition payments for summer support.

Table 1 – Overall Student Support Spend

Student Support Fund	2024-25			2023-24	
	Budget Spend £'000	Forecast Spend £'000	Variance £'000	Actual Spend £'000	Actual Variance %
Bursary	8,290	8,193	98	7,920	3
FE/HE Childcare	403	308	94	263	17
FE Discretionary	1,670	1,829	(159)	1,873	(2)
Total	10,363	10,330	33	10,056	3

Any unspent funds will be returned to SFC.

Bursary

The following tables provide information on student numbers and level of expenditure.

Table 2 - Bursary Funding Students Supported and Spend

Bursary	2024-25 Forecast	2023-24 Actual	Variance %
Number of students offered supported	3,513	2,724	
Total number of students supported	3,513	2,724	29
Awarded (£'000)	8,193	7,920	3

Table 2(a) – Care Experienced Students (figures included in Table 2 above)

Care Experienced Bursary	2024-25	2023-24	Variance %
Number of students supported	554	497	11
Awarded (£'000)	4,094	3,460	18

The College is seeing an increasing number of care experienced students requiring support. The College is supporting 554 care experienced students which is an 11% increase from 2023-24.

Childcare

Table 3 - Childcare Funding students Supported and Spend

Fund	2024-25	2023-24	Variance %
FE Childcare	67	62	8
HE Childcare	27	34	(20)
Awarded (£'000)	308	263	17

Parents continue to be eligible for Scottish Government childcare funding where they have a child who is 3 or 4 years old (around 30 hours per week). The number of students applying for College childcare funding therefore continues to remain low.

FE Discretionary

Table 4 - Discretionary Funding Students Supported and Spend

FE Discretionary	2024-25	2023-24	Variance %
Number of students supported	1,933	1,857	4
Awarded (£'000)	1,311	1,873	
Projected Summer Transition Costs (£'000)	518	0	
Total (£'000)	1,829	1,873	(2)

The main purpose of this fund is to support students with rent and general housing expenses although other forms of hardship are awarded. Figures for both years include one-off payments to support students with rising costs and aid retention.

The College has projected £518K to provide eligible students with a payment at the end of their course which will offer some financial support whilst transitioning from student funding to securing alternative income.

2. Educational Maintenance Allowance (EMA)

EMA funding is provided by the Scottish Government to support eligible 16 to 17 year-old students. The College does not receive an allocated amount but are reimbursed through a monthly reclaim system.

Table 5

EMA	2024-25	2023-24	Variance %
Number of students supported	705	645	9
Total (£'000)	467	437	7

3. SAAS Funds provided for Higher Education Discretionary

In 2024-25 SAAS have provided Student Support Funding of £129,203 and Table 6 details the fund position.

Table 6

	2024-25			2023-24	Variance %
	Budget Spend £	Forecast Spend £	Variance £	Actual Spend £	
HE Discretionary	126,509	126,509	0	125,228	1
FE/HE International Discretionary	2,694	2,694	0	2,660	1
Total	129,203	129,203	0	127,888	1

4. Further Information

- It has been confirmed that the allocation for 2025-26 Student Support Fund remains unchanged, and that the College will receive the same allocated amount of £10,362k. Further to this and for the second consecutive year, the maintenance rates applicable for students remain unchanged. With ongoing rising costs, this means that students will have a reduced buying power of 6% in 2025-26 whilst relying on student funding as their main income. This adds additional strain on how much the College can support one-off cost of living and transition payment throughout the year.
- Rising costs will also have an impact on other element of support that are paid from student support funds with taxi costs expected to rise by 5%, study cost items to rise by 12%, childcare rates to rise by 3%. Currently there has been no additional increase announced that will impact on our current rate of travel expenses however this may change at some point through the coming year.
- Preparations are well underway for 2025-26 with the CAMS online application live to students on the 31 March 2025. Approximately 3,600 further education students have been invited to apply at 21 May 2025.

Table 7

Application Status	Number of Applications	%
Submitted Form	1,659	46
Not Applied	1,177	33
Activated Account -Unsubmitted	759	21
Cancelled	2	<1
Total	3,597	

- For higher education students SAAS opened their funding application system on the 1 April 2025. This has been widely publicised through social media, College communication and in classroom funding sessions.
- Online Funding and Application System Update:
 - Development work has continued to move forward with the current student records system provider (ESS) to further develop the College student funding system. The first phase of development work has been implemented and evaluated, with the next upgrade due to be released on the 20 June 2025. The funding team have started moving over to the new system with the intention of them to be fully operational for the new academic year.
 - Separate to this ESS are in the next stages of the development of a new online Student Funding application system. Meetings have taken place, and a Unit-e support fund user group has been created, to feed into the development requirements. Ayrshire College will continue to lead on this in partnership with ESS.
 - ESS have also presented a pricing structure for those committed to the development of an online application. Ayrshire College has been heavily discounted and have been offered a reduced cost equating to 5% of the overall development cost. This is in recognition of the work and support that has been provided to ESS.
 - It has also been agreed that the cost to replace the current online application system will not have any yearly ongoing cost but will be included within our current licence agreement.

Alan Ritchie
Vice Principal Finance and Infrastructure
22 May 2025

(Louise Park, Head of Student Funding)