Meeting of the Learning, Teaching and Quality Committee
to be held on Thursday 10 September 2026 at 3.30pm
via Microsoft Teams only

AGENDA

1.	Welcome and Declarations of Interest	
2.	Apologies	
3.	Minutes from meeting held on 28 May 2026 • Action and Decision tracker	Paper 1 (C/P) Paper 1a

Part A – For discussion, decision and approval

4.	Student Association Report Q1	Paper 2 (P) (DB/NB)
5.	AY 2025-26 LTQC Committee Annual Self-Evaluation Draft Report	Paper 3 (R) (HD/SR)
6.	AY 2026-27 LTQC Draft Committee Terms of Reference & Work Plan	Paper 4 (R) (HD/SR)
7.	AY 2024-25 SFC College Sector KPI Benchmarking Report	Paper 5 (P) (SR/DW)
8.	AY 2025-26 Interim Ayrshire College Performance Indicator Report	Paper 6 (P) (SR/DW)
9.	2025-26 External Verification Report	Paper 7 (P) (DW)
10.	2023-24 SFC College Leaver Destinations	Paper 8 (P) (DW)
11.	Learning and Teaching Academy Evaluation	Paper 9 (R) (DW)
	Break	

Part B – Regular reporting and monitoring

12.	Modern Apprenticeship Review Action Plan	Paper 10 (R) (DW)
13.	AY 2026-27 Employer Engagement and Innovation Report	Paper 11 (R) (ARo)
14.	Performance Dashboard Update	Verbal (R)(SR)

Part C – Risk management

15.	Strategic Risk & Opportunities Register	Paper 12 (R) (ARi)

Part D – For information

16. **AOB**

Date of Next Meeting: Thursday 26 November 2026 at 3.30pm

(C/P) Confirmed minutes will be published; (P) Papers will be published on the College website; (R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality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 at Kilmarnock Campus and via Microsoft Teams
4pm Thursday 28 May 2026

Present:

Alison Sutherland	Chair of LTQC
Brian Green	Vice Chair of LTQC
Jason Currie	Non-Executive Board Member (from Item 4)
Gillian Longmuir	Non-Executive Board Member
Michael Ross	Non-Executive Board Member
Chris Boyce	Elected Member, EIS/FELA
Lisa Keggans	Elected Member, UNISON
Darcie Hamilton	Elected Member, Student President
Marko Prorocic	Elected Member, Professional Services Staff
Janette Steel	Elected Member, Curriculum Staff (to Item 9 incl)
Angela Cox	Principal, Ex-officio

In attendance:

Sara Rae	Vice Principal, Skills and Enterprise
David Davidson	Vice Principal, People, Performance and Transformation
Alan Ritchie	Vice Principal, Finance and Infrastructure
Jennifer Anderson	Assistant Principal, Skills and Innovation
Alistair Rodgers	Director of Enterprise Development
Doreen Wales	Assistant Principal, Student Experience and Quality Enhancement
Hilary Denholm	Board Governance Advisor
Katelyn Kilbride	Executive Assistant (Minutes)
Sharon Morrow	Chair, Board of Management
Ann Heron	Head of Quality Enhancement
Euan Currie	Lecturer, Sports & Fitness and Hospitality
Colleen Porte	Lecturer, Essential Skills, Supported Learning & ESOL
Wendy McColl	Head of Student Experience
Kimberely Muir	Lecturer, Early Years Education

1. Welcome and Declarations of Interest

A Sutherland, Chair of the Learning, Teaching and Quality Committee welcomed everyone to the meeting.

The chair also welcomed Ann Heron, Chris Boyce, Euan Currie and Colleen Porte as members of the Learning and Teaching Academy. Alison also welcomed the Head of Student Experience, Wendy McColl.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

2. Apologies

Apologies were received from Jane Grant, Non-Executive Board Member and Iain Shearer who has resigned earlier this month as a Non-Executive Board Member.

3. Minutes of the previous meeting held on 05 March 2026 *(Paper 1) (C/P)*

The minutes of the meeting held on 05 March 2026 were approved as a correct record.

Proposed: G Longmuir **Seconded:** A Cox

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

D Wales advised that item LTQ51-A02 has been completed and details of the analysis are available within paper 5.

A Rodgers advised that item LTQ51-A03 has been completed and the Website Management Procedure was presented at the Senior Leadership Team Meeting on 27 May 2026.

The Committee noted that there were no outstanding actions.

4. Learning & Teaching Academy Update *(Presentation) (Paper 2)*

The Learning and Teaching Academy provided an update on their activity to committee members.

J Currie joined the meeting at this point.

The Committee noted activity in relation to:

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

The Committee noted actions planned for the Academic year 26/27 aligning with college priorities:

<u>Peer review</u>
- Embed into Great Conversations online platform.
- Knowledge, Skills and Behaviour (KSB) framework will facilitate peer review.

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

New lecturer programme

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

Members noted:

- Great Conversations and the KSB framework are mandatory and will support monitoring of engagement and impact.
- Members emphasised the need for clearer expectations, stronger staff engagement, and better evidence of impact.
- It was confirmed that engagement and progress will be monitored through quality processes.
- The presentation will be shared with members of the committee.

The Committee welcomed the report and noted the informative updates.

5. Student Experience Update *(Presentation) (Paper 3)*

W McColl updated members on developments within the Student Experience team.

The Committee noted activity in relation to:

- 4 Areas: Careers and Employability, Engagement and Wellbeing, Information Hub and Education Support Team.

- The Student Experience Admin Support Team actioned 933 misconduct emails which links with the Positive Behaviour Community of Practice.

- The Careers and Employability Team (CEIS) have been prioritising partnership working to establish Ayrshire College as a partner of choice. Several students based at Kilwinning have obtained CSCS (Construction Skills Certification Scheme) cards due to funding support from CEIS Ayrshire and North Ayrshire Council. The team have also successfully engaged with Trindlemoss Day opportunities to support learners in Level 1 practical skills units and have worked closely with East Ayrshire Council on employability programmes.

- The Engagement and Wellbeing Team have worked with students in relation to mental health support with a total of £31,305 being claimed this term. 87% of students who received Barclays Grants in 2025-26 were still on course in May 2026. The team have processed 146 applications totalling £99,646.52 throughout 2026 so far. Wellbeing Concerns have grown from 386 in 2024-25 to 900 in 2025-26 however it is felt this could be due to a misunderstanding between a wellbeing concern and safeguarding issues. Wendy also highlighted the College hosting a special screening of 'The Low Road' to encourage discussion around student mental health. Members were informed that Doreen Wales and Teri Evans presented at the Student Carers Trust Conference and efforts have focused on improving support across education, increasing financial support and the use of priority groups to identify and support students at risk.

- The Information Hub were runners up for team of the year and have worked closely with the timetabling team on room bookings. The team have supported student funding with 457 applications and helped 344 students apply to courses. The team have supported the telephony rollout, the new ANPR (Automatic Number Plate Recognition) car park system at Kilmarnock campus, expanded cross-campus support for Student Awards Agency Scotland (SAAS) applications and provided support to priority group students.

- The Education Support Team received positive feedback, which included Students describing support as helpful, clear, supportive and reassuring. Within the feedback report, it was highlighted that clearer information pathways about support are required and Wendy advised that the team would work on videos and guidance for students on the support available. The Education Support team have implemented 1,471 support plans which has increased from 1,249. The Additional Support Needs fund is on track to match or exceed last year's figure. Disabled Students' Allowance (DSA) applications have increased by £27,403 in comparison to 2025.

A Cox thanked W McColl for the exceptional input by Student Experience colleagues and noted the positive impact of their work across the College. It was agreed that data will be analysed into each council area and provided to SLT members to support external discussions in relation to key priority groups.

J Currie highlighted the importance of digital skills and AI to further support disadvantaged students.

D Wales informed committee members that data from the latest Scottish Funding Council report shows Ayrshire College are supporting priority groups exceptionally well.

The Committee welcomed the report and noted the informative updates.

6. Student Association Report Q4 *(Paper 4) (P)*

D Hamilton updated on the activities undertaken by the Student Association (SA) 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. D Hamilton highlighted the main activities from the report and verbally updated the Committee on activities since the report submission.

The Committee noted activity in relation to:

- Deaf Awareness week including a British Sign Language signer across each campus.
- Mental Health Awareness week including walk and talk events.
- The Student Association are pleased with outcomes from the Student Satisfaction and Engagement Survey with a positive increase in response rates.
- The SA thanked Jennifer Anderson for presentation certificates at the Platinum Awards lunch which took place on Friday 15th May and included awards such as Class Ambassador of the Year and Student Officer of the Year.

- The Student Association are delighted to have been shortlisted in the Innovation Category for the Nexus Project.
- The SA are currently involved in collecting student feedback for the upcoming quality review panel and is working closely with colleagues in the Quality Team.
- D Hamilton thanked Board Members for their ongoing support over the last two years and noted key highlights including the closing speech at graduation in 2024, working as a team to create the NEXUS, connecting with students and carrying out important campaigns. Darcie noted it has been an honour to be the student president.

B Green and J Currie thanked D Hamilton for her contribution and commitment as Student President.

The Chair, on behalf of the Committee, thanked the Student President for her contribution to the Board Committee over the last two years. The chair also noted that Demi Brown has been duly elected as the Student President and Natalie Bestwick as the Student Vice President for 2026/27.

7. 2025-26 SFC Student Satisfaction and Engagement Survey *(Paper 5) (P)*

D Wales gave a summary of the report from Paper 5.

Members noted:

- The response rate to the Scottish Funding Council Student Satisfaction and Engagement Survey 2025/26 increased by 710 to 3,472.
- The levels of student satisfaction increased by 3% to 96% in 2025/26.
- The levels of satisfaction increased for every statement with the largest increase being 7%.
- There was an increase of 4% in satisfaction to the statement '*Any change in my course or teaching has been communicated well'*
- There was a 3% increase in satisfaction to the statements '*Overall, I am satisfied with my college experience'* which is the national satisfaction indicator and '*The way I am taught helps me learn'.*

The Committee welcomed the report and noted the survey results.

9. Tertiary Quality Enhancement Framework *(Paper 7) (P)*

D Wales presented an overview of the Tertiary Quality Enhancement Framework (TQEF).

Committee members were invited to discuss and note the contents of the paper.

*J Steel left the meeting.

Members noted:

- The TQEF is the tertiary education sector's new approach to quality assurance and enhancement for colleges and universities.
- The TQEF comprises a shared set of principles, delivery mechanisms and outputs

that can be applied to the different contexts of colleges and universities to give assurance on academic standards, the quality of the student experience and ensure accountability for public investment in learning and teaching.

- The TQEF was fully implemented in AY 2024-25 and will operate its first cycle over a seven-year period until 2031.
- Ayrshire College is due to be externally reviewed in AY 2029-30.
- Ayrshire College is currently developing its Institution-Led Quality Review (ILQR) process with the first two curriculum areas, Construction and Engineering, participating in a pilot review process in June 2026.
- The first full ILQR cycle will begin in August 2026.

The Committee welcomed the informative update.

11. Performance Dashboard

S Rae provided an overview of the Performance Dashboard and the Committee noted that FE Full-Time, HE Full-Time and HE Part-Time are all currently on target. It was noted that FE Part-Time is slightly below target, however, only by a small margin. It is expected that the College will achieve the 2025-26 credit target and recruitment for 2026-27 is trending positively.

15. AOB

No other business noted.

Date of Next Meeting: Thursday 10 September 2026 at Kilmarnock Boardroom.

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

RESERVED ITEMS ON THE NEXT PAGE

Learning, Teaching & Quality Committee - Action and Decision Log
Meeting No 53 – 10 September 2026

(Paper 1 – Appendix 1)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
05.03.26	Modern Apprenticeship Education Scotland Report	LTQ51-A01	It was also agreed that the Modern Apprenticeship Review Action Plan will be presented at the next LTQC meeting for approval with monitoring of progress being presented at future meetings.	S Rae	28.05.26	Action	28.05.2026
05.03.26	2024-25 SFC Student Satisfaction and Engagement College Sector Benchmarking Report	LTQ51-A02	It was agreed that further analysis of the survey will be carried out by the College's Quality department and Curriculum Quality Management to identify areas of improvement. Any further outcome of this analysis will be shared with the Committee at the next meeting.	D Wales	28.05.26	Action	28.05.2026
05.03.26	Internal Audit Report - External Communications	LTQ51-A03	It was agreed that an update on these actions will be given at the next Learning, Teaching and Quality Committee.	A Rogers	28.05.26	Action	28.05.2026
28.05.2026	Modern Apprenticeship Education Scotland Review: Action Plan	LTQ52: D01	The Committee approved the Modern Apprenticeship action plan	NA	N/A	Decision	Approved
28.05.2026	2025-26 Committee Evaluation	LTQ52: D02	The Committee approved the proposed self-evaluation process and the use of the questionnaire for the 2025-26 evaluation.	NA	N/A	Decision	Approved
28.05.2026	Strategic Risk & Opportunities Register	LTQ52: D03	The Committee reviewed and approved the Strategic Risk and Opportunities Register for consideration and approval to the Board.	NA	18.06.26	Decision	Approved

Ayrshire College *(Paper 2)*

Title of Meeting:	Learning, Teaching and Quality Committee
Date:	10 September 2026
Title:	Student Association Report
Purpose:	To provide members with updates on the activities undertaken by the Student Association with particular reference to the two pillars of their work, namely the Student Voice and Student Community, and to further ensure that the student voice is heard in all relevant forums.
Recommendation:	To note

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1. Executive Summary

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

2. Associated Risks

None

3. Equality and Diversity Impact Assessment

None

4. Publication

This paper will be published on the College website.

1. Background

Elections

The annual Student Association elections were completed in May 2026 and the new Elected Officers commenced their term of office on the 1st of July 2026. The election process provided an opportunity for students to engage in student democracy and influence the future direction of the Student Association.

The Student Association welcomes Demi Brown, Student President and Natalie Bestwick, Student Vice President for the Academic Year 2026/2027.

Officer Induction

A structured induction programme has been delivered to support the Elected Officers to transition into post. This has included introductions to key College staff and services, an overview of governance structures and committee responsibilities, and development activities focused on effective student representation and engagement and introductions to tools and resources focussed on the Tertiary Quality Enhancement Framework.

Officer Training and Networking

Both Elected Officers have been in attendance at NUS Lead and Change, and Sparqs "That's Quality". These residential days are key opportunities for elected officers to learn more about the wider tertiary sector, how these organisations fit with the college sector and what support is available through them. In addition, these events also provider important networking opportunities with Elected Officers from other institutions.

Tertiary Quality Enhancement Framework

In June 2026, The Student Association participated in the Institution-Led Quality Review (ILQR) Pilots through engagement with review panels and the coordination of student focus groups.

Focus groups were held with students from relevant curriculum areas to gather feedback on their learning experience, including learning and teaching, assessment and feedback, communication, student support and the overall student experience. Themes and findings from these discussions were summarised and presented to review panels to ensure the student voice was represented as part of the review process.

The Student Association will continue to work with the Quality Enhancement Team on future ILQR activity.

2. Current Situation

Events and Campaigns

The Student Association are well underway with year ahead planning for some of our key events and campaigns including Freshers, WinterFest and a variety of equality campaigns.

Key data insights around student demographics are being used to inform which equality campaigns may be highlighted in the year ahead, this is with a view to fostering inclusion and a sense of belonging across the campuses.

Student Voice

The annual planning for recruitment and training of Class Ambassadors has commenced, and as in previous years, The Student Association will work closely with Sparqs to provide training. The Student Association notes that the Sparqs Class Ambassador training now covers important content around TQEF and the Student Learning Experience Model.

We will use the SLE model again this year as a tool to gather rich feedback from students that will support our work within TQEF including monthly themes and suggested questions.

The annual schedule of meetings is also in place and will follow a similar format to previous years in that we will offer both campus-based meetings, online meetings and an open-door approach to receiving feedback.

Last academic year, we deployed two different early engagement pulse surveys to gather wider student feedback nearer the start of the academic year, this was met with mixed levels of engagement, and therefore the Student Association with work with the Quality Enhancement team to review this activity and consider returning to a single, larger early engagement survey.

For the Student Satisfaction and Engagement Survey from the SFC, The Student Association has been engaged in recent feedback exercises with Rocket Science (independent consultant appointed by SFC) to analyse and review the current question set for suitability with a view to developing a new question set. We have supported this work through participation in focus groups with both Ayrshire College staff and students and we remain in contact with Rocket Science to ensure we are able to stay engaged in this piece of work.

Student Mental Health Agreement

Further work is underway for the new iteration of the Student Mental Health Agreement with agreement to move to online based content that will be easier and simpler for students to digest and engage with. The aim will be to incorporate the content into the Student Association pages on the website. To accompany the web content, we will continue to offer posters and student communications to both launch the new agreement and to promote mental health support and services available at the college.

Student Communications

Following some student consultation around how we communicate updates to them, many students noted that they don't always use their email but would still like to hear from us. Lots of the students noted they prefer Teams; therefore, the Student Association will work in collaboration with ICT to assess how viable it may be to have an all-student Teams page. The aim

would be to use a “notice board” style teams page that prevents commenting. This would increase student welfare, reduce the number of notifications student will receive on Teams but allow us to continue sending out information.

3. Proposal

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

4. Resource Implications

None

5. Consultation

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

6. Conclusion

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

Demi Brown
Student President
August 2026

Natalie Bestwick
Student Vice President
August 2026

(Paper 5)

Ayrshire College

Title of Meeting:	Learning, Teaching & Quality Committee
Date of Meeting:	10 September 2026
Title:	2024-25 College Sector Student Outcomes Report
Purpose:	To provide members with an update on the college Sector Student Outcomes report for 2024-25.
Recommendation:	Members are invited to discuss the report and note the contents.

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1. Executive Summary

On 27 May 2026, the Scottish Funding Council (SFC) published the Overview of College Student Outcomes Report (previously entitled College Performance Indicator Report) for 2024-25.

College Student Outcomes 2024-25 - 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 impact on the College's reputation and financial sustainability.

3. Equality and Diversity Impact Assessment

Not applicable.

4. Publication

This paper will be published on the College website.

1. Background

On 27 May 2026, the Scottish Funding Council (SFC) published the Overview of College Student Outcomes Report (previously entitled College Performance Indicator Report) for 2024-25.

College Student Outcomes 2024-25 - Scottish Funding Council

Prior to AY 2023-24, both early withdrawals (i.e. students withdrawing from their course before the funding qualifying date) and further withdrawals 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.

In addition, in AY 2023-24 the non-completion outcome was 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.

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

SFC categorise colleges in to 'large' and 'small' colleges. Colleges delivering above 25,000 credits are designated as 'large' and those below 'small'. Ayrshire College is designated as a large college. It is also helpful to compare those colleges which have high numbers of students living in areas of multiple deprivation. In AY 2024-25, 38% of Ayrshire College students lived in a SIMD 20 area, i.e. one of the 20% most deprived areas of Scotland.

The percentages included in this paper focus on the *completed successful* performance indicator, i.e. students who completed their course **AND** achieved the qualification that they were enrolled on.

2. Current Situation

2024-25 College Sector PIs – FE full-time

In AY 2024-25, Ayrshire College's successful completion rate for full-time further education (FE) programmes was 73.3%. This was 2.8% above the Scotland average of 70.5%, placing Ayrshire College in the upper half of the sector for this measure.

2024-25

College	% Full-Time Outcome
Shetland College	85.3
Orkney College	81.2
South Lanarkshire	78.8
Inverness College	76.4
Borders	75.7
Moray College	75.6
Dundee & Angus College	75.4
Perth College	75.1
Edinburgh College	74.0
Ayrshire College	***73.3***
Glasgow Kelvin	73.3
West Lothian	73.1
Dumfries & Galloway	71.8
North, West & Hebrides	70.6
Scotland Average	***70.5***
NE Scotland	70.2
West College Scotland	67.9
Fife College	67.8
Forth Valley	67.7
Glasgow Clyde	67.4
Argyll College	67.3
Newbattle Abbey College	66.7
SRUC	65.4
New College Lanarkshire	64.6
City of Glasgow	63.0

2024-25 College Sector PIs – HE Full-time

In AY 2024-25, Ayrshire College's successful completion rate for full-time higher education (HE) programmes was 69.3%. This was 3.1% below the Scotland average of 72.4%, placing Ayrshire College in the lower half of the sector for this measure.

2024-25

College	% Full-Time Outcome
Edinburgh College	79.3
Dundee & Angus College	77.7
Glasgow Clyde	76.4
NE Scotland	76.3
South Lanarkshire	75.3
Dumfries & Galloway	73.0
Scotland Average	***72.4***
City of Glasgow	72.1
Fife College	71.8
West Lothian	71.5
Forth Valley	70.6
Borders	69.4
Ayrshire College	***69.3***
Glasgow Kelvin	66.8
West College Scotland	65.6
New College Lanarkshire	63.2

2023-24 College sector PIs – FE Part-time

In AY 2024-25, the overall successful completion rate for learners on part-time FE programmes improved by 0.5% to 81.4%. This was 0.3% below the sector average of 81.7%.

2023-24 College sector PIs – HE Part-time

The overall successful completion rate for learners on part-time HE programmes was 84.5% in AY 2024-2025. This was a decrease of 5.0% compared with AY 2023-24 but is still 1.0% above the sector average of 83.5%.

Key Groups of Students

SFC publishes performance data for key groups of students, aligned to national priorities.

Outcomes by age group on courses lasting 160 hours or more

Outcomes by age group show a strong overall position, with Ayrshire College performing above the sector average across all five age categories. The most positive results are for students aged 41 and over, where successful outcomes reached 85.2%, 4.3% above the sector average, and for students aged 25–40, where outcomes increased by 4.8% year on year to 81.7%. The 18–20 and under 18 groups also improved year on year and remained above sector average by 3.7% and 5.4% respectively. The key area for action is the 21–24 age group, where performance remains above the sector average but decreased slightly by 0.1% year on year. This will be monitored by curriculum teams to ensure the overall positive trend is maintained.

Age category	2023-24 Ayrshire College	2024-25 Ayrshire College	Difference over one year	2024-25 Sector	Comparison with sector average
Under 18	73.6%	76.5%	2.9%	71.1%	5.4%
18 – 20	73.9%	77.8%	3.9%	74.1%	3.7%
21 – 24	80.1%	80.0%	-0.1%	77.7%	2.3%
25 – 40	76.9%	81.7%	4.8%	79.2%	2.5%
41 and over	82.4%	85.2%	2.8%	80.9%	4.3%

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

Performance by level and gender shows a positive year-on-year position, with outcomes improving across all four categories. The strongest improvement was for HE females, increasing by 6.2%, followed by FE females at 3.8%, FE males at 1.9% and HE males at 1.6%. FE outcomes are also a clear strength, with both females and males performing 4.5% above the sector average. The key area for action is HE, where outcomes improved year on year but remain below sector average for both females and males. It is important to note the positive trajectory, while prioritising targeted action through the HE Course Improvement Group to close the HE sector gap, particularly for HE females.

Category	2023-24 Ayrshire College	2024-25 Ayrshire College	Difference over one year	2024-25 Sector	Comparison with sector average
FE females	72.9%	76.7%	3.8%	72.2%	4.5%
FE males	80.5%	82.4%	1.9%	77.9%	4.5%
HE females	67.7%	73.9%	6.2%	76.5%	-2.6%
HE males	71.1%	72.7%	1.6%	73.3%	-0.6%

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 by 2.7% from 71.5% in AY 2023-24 to 74.2% in AY 2024-25 and was also 3.6% above the sector average. The successful completion rate for SIMD 20 learners also increased by 3.3% compared with AY 2023-24 and was 5.1% above the sector average. The success rates in these areas place Ayrshire College in the upper quartile across the College sector in terms of success.

Outcomes for learners with a disability

Outcomes for learners with a disability were strong, with a successful completion rate of 75.8%, which was 4.5% above the sector average. This places Ayrshire College in a positive sector position for this key group. It should be noted that this performance was achieved with a comparatively larger cohort than the colleges ranked above Ayrshire College, strengthening the significance of the result. The priority is to maintain this strong performance while continuing to monitor support arrangements to ensure outcomes remain above sector average.

Outcomes for care experienced learners

Outcomes for care experienced learners are a clear strength. The successful completion rate increased from 70.4% in AY 2023-24 to 71.8% in AY 2024-25, representing a 1.4% year-on-year improvement. Performance is also well above the sector average of 64.1%, with Ayrshire College 7.7% ahead of the sector. This indicates that current support arrangements for care experienced learners are having a positive impact and should continue to be prioritised and sustained.

Category	2023-24 Ayrshire College	2024-25 Ayrshire College	Difference over year	2024-25 Sector	Comparison with sector average
SIMD10	71.5%	74.2	2.7%	70.6	3.6%
SIMD20	72.4%	75.7	3.3%	71.2	4.5%
Disability	73.1%	75.8	2.7%	71.3	4.5%
Care experienced	70.4%	71.8	1.4%	64.1	7.7%

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	88.6%	84.4%	4.2%
Art and design	85.3%	74.3%	11.0%
Special Programmes	84.6%	63.7%	20.9%
Sport and Leisure	82.9%	77.0%	5.9%
Engineering	82.5%	71.0%	11.5%
Hospitality and tourism	80.7%	72.1%	8.6%
Performing arts	78.7%	86.6%	-7.9%
Hairdressing, Beauty and Complementary Therapies	77.7%	71.2%	6.5%
Ayrshire College Average	**77.1%**		
Computing and ICT	76.5%	68.1%	8.4%
Business, management and administration	75.7%	69.0%	6.7%
Social subjects	74.9%	59.3%	15.6%
Care	74.6%	70.0%	4.6%
Land-based industries	73.5%	78.6%	-5.1%
Science	55.6%	74.6%	-19.0%
Languages and ESOL	N/A	79.4%	N/A

FE subject-level outcomes show a strong overall position, with the Ayrshire College average at 77.1%. Eight subject groupings performed above this average, with the strongest outcomes in Construction (88.6%), Art and Design (85.3%), Special Programmes (84.6%), Sport and Leisure (82.9%) and Engineering (82.5%). Performance was also above the relevant sector average in the majority of subject areas, with particularly strong positive gaps in Special Programmes (+20.9%), Social Subjects (+15.6%), Engineering (+11.5%) and Art and Design (+11.0%). It is important to note this positive sector position while focusing action on the areas below the College average, particularly Science (55.6%), Land-based Industries (73.5%), Care (74.6%), Social Subjects (74.9%), Business, Management and Administration (75.7%) and Computing and ICT (76.5%). Science is the most significant area for action, sitting 19.0% below the sector average.

Further details of Ayrshire College's performance and ranking compared with other large colleges in Scotland, can be found in Appendix 1.

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	88.2%	76.6%	11.6%
Engineering	82.1%	76.6%	5.5%
Sport and Leisure	81.8%	72.3%	9.5%
Art and design	75.9%	79.4%	-3.5%
Care	72.8%	75.4%	-2.6%
Ayrshire College Average	**72.3%**		
Science	67.9%	75.2%	-7.3%
Performing arts	65.9%	81.5%	-15.6%
Business, management and administration	64.8%	73.8%	-9.0%
Social subjects	62.5%	60.7%	1.8%
Computing and ICT	61.3%	74.1%	-12.8%

HE subject-level outcomes show a mixed position. Five subject groupings performed above the Ayrshire College average of 72.3%, with the strongest results in Construction (88.2%), Engineering (82.1%) and Sport and Leisure (81.8%). These areas also performed above their respective sector averages, with positive gaps of 11.6%, 5.5% and 9.5% respectively, indicating clear strengths in HE delivery. Care (72.8%) and Art and Design (75.9%) were also above the College average but remained below their sector averages.

The key areas for action are the subject groupings below the College average, particularly Computing and ICT (61.3%), Social Subjects (62.5%), Business, Management and Administration (64.8%), Performing Arts (65.9%) and Science (67.9%). While Social Subjects performed 1.8% above its sector average, the remaining areas were below their sector benchmarks, with the largest gaps in Performing Arts (-15.6%), Computing and ICT (-12.8%), Business, Management and Administration (-9.0%) and Science (-7.3%). Focused enhancement activity will be carried out through curriculum planning and the HE Course Improvement Group in the areas below sector average.

3. Conclusion and Next Steps

Overall, Ayrshire College's 2024-25 outcomes show a positive and improving position, with clear strengths in FE, key student groups, and several subject areas performing above sector benchmarks.

The report also identifies targeted areas for action, particularly around HE outcomes and specific subject groupings where performance remains below the College or sector average.

These priorities will continue to be addressed through self-evaluation, curriculum planning and focused improvement activity, with progress monitored through existing quality enhancement processes including Quality Cycle activities, Course Improvement meetings and the College's Institution Led Quality Review (ILQR) process.

Doreen Wales
Assistant Principal Healthcare,
Public Service and Inclusive Communities
10 September 2026

Ayrshire College

(Paper 5 – Appendix 1)

FE Outcomes (over 160 hours)

FE Outcomes (over 160 hrs)	Scotland Average	Glasgow Clyde	Glasgow Kelvin	City of Glasgow	WCS	New College Lanarkshire	Ayrshire	Forth Valley	Edinburgh	Fife	Dundee	NESCOL	Ayrshire v Scotland	Ayrshire Rank out of 11 largest colleges 24-25	Ayrshire Rank out of 11 largest colleges 23-24
Art and design	74.3%	67.3%	60.2%	71.0%	70.4%	60.7%	85.3%	73.2%	80.2%	65.0%	86.0%	71.0%	11.0%	2	2
Business, Mgmnt & Admin	69.0%	66.2%	77.1%	65.3%	56.8%	67.3%	75.7%	76.0%	68.0%	82.0%	78.0%	63.0%	6.7%	5	7
Care	70.0%	67.1%	59.8%	72.1%	61.6%	60.6%	74.6%	67.0%	68.0%	77.0%	71.0%	60.0%	4.6%	2	3
Computing and ICT	68.1%	67.9%	60.0%	66.1%	55.5%	52.5%	76.5%	86.0%	71.0%	66.0%	68.0%	61.0%	8.4%	2	2
Construction	84.4%	81.5%	88.8%	77.8%	72.3%	76.8%	88.6%	83.0%	93.0%	83.0%	78.0%	85.0%	4.2%	3	2
Education and Training	71.0%		75.0%		55.8%	56.9%				76.0%	70.0%	80.0%			
Engineering*	81.6%	80.9%	76.2%	64.2%	77.5%	71.8%	82.5%	91.0%	87.0%	85.0%	85.0%	83.0%	0.9%	6	4
Hair and Beauty	71.2%	73.3%	73.3%	67.8%	67.1%	68.5%	77.7%	73.4%	82.0%	64.0%	73.0%	58.0%	6.5%	2	1
Hospitality and Tourism	72.1%	79.4%	80.0%	60.7%	57.1%	77.0%	80.7%	74.0%	82.0%	67.0%	85.0%	63.0%	8.6%	3	4
Land-based industries	78.6%	81.8%				71.7%	73.5%				84.0%	64.0%	5.1%	3	1
Languages and ESOL	79.4%	80.3%	86.5%	81.0%	76.8%	76.5%		72.0%	75.0%	57.0%	88.0%	85.0%			
Media	65.6%	80.8%	57.8%	75.5%	40.6%	66.3%	84.8%	53.0%	68.0%	74.0%	67.0%	63.0%	19.2%	1	4
Nautical Studies	86.6%			85.2%	90.1%							87.0%			
Performing arts	74.6%	75.5%	70.9%		69.9%	62.6%	78.7%		80.0%	51.0%	74.0%	80.0%	4.1%	3	1
Science	59.3%	53.4%	63.7%	74.2%	56.7%	64.1%	55.6%	61.0%	66.0%	73.0%	58.0%	61.0%	3.7%	10	9
Social Subjects	63.7%	52.6%	66.7%	50.0%	59.7%	51.9%	74.9%		66.0%	61.0%	67.0%	78.0%	11.2%	2	1
Special Programmes	77.0%	67.3%	82.1%	80.7%	78.0%	80.2%	84.6%	78.0%	79.0%	77.0%	77.0%	71.0%	7.6%	1	7
Sport and Leisure	76.8%	80.4%	70.6%	68.1%	76.4%	77.5%	82.9%	63.0%	81.0%	74.0%	76.0%	70.0%	6.1%	1	1

HE Outcomes (over 160 hours)

HE Outcomes (over 160 hrs)	Scotland Average	Glasgow Clyde	Glasgow Kelvin	City of Glasgow	WCS	New College Lanarkshire	Ayrshire	Forth Valley	Edinburgh	Fife	Dundee	NESCOL	Ayrshire v Scotland	Ayrshire Rank out of 11 largest colleges 24-25	Ayrshire Rank out of 11 largest colleges 23-24
Art and design	79.4%	82.3%	61.9%	80.3%	71.1%	68.8%	75.9%	76.5%	88.0%	65.0%	87.0%	80.0%	-3.5%	7	4
Business, Mgmnt & Admin	73.8%	74.0%		77.0%	46.8%	64.0%	64.8%	78.0%	69.0%	81.0%	77.0%	68.0%	-9.0%	8	3
Care	75.4%	83.4%	75.8%	69.6%	70.3%	59.6%	72.8%	73.0%	81.0%	78.0%	75.0%	70.0%	-2.6%	7	8
Computing and ICT	74.1%	81.4%	72.5%	70.7%	70.7%	65.0%	61.3%	82.0%	76.0%	63.0%	84.0%	80.0%	-12.8%	11	11
Construction	76.6%	90.0%	79.6%	62.4%	78.1%	80.6%	88.2%	76.0%	94.0%	81.0%	80.0%		11.6%	3	3
Education and Training	80.1%								90.0%	77.0%					
Engineering	76.6%	82.4%	64.3%	65.8%	70.9%	70.9%	82.1%	83.0%	89.0%	82.0%	80.0%	71.0%	5.5%	4	2
Hair & Beauty	76.9%	84.6%		78.4%	68.1%	64.9%		71.0%	93.0%						
Hospitality and tourism	64.3%	69.8%		56.8%	54.3%	56.2%		61.0%	75.0%	74.0%	77.0%	81.0%			
Land-based industries	84.8%	85.4%									89.0%				5
Media	78.1%	78.3%	91.5%	79.3%	66.1%	65.6%	76.5%	69.0%	81.0%	82.0%	77.0%	86.0%	-1.6%	8	
Nautical Studies	72.9%			69.6%	100.0%							100.0%			
Performing Arts	81.5%	82.5%	70.8%	88.1%	78.4%	86.1%	65.9%		85.0%	67.0%	87.0%	80.0%	-15.6%	10	8
Science	75.2%	44.6%	79.4%	82.5%	87.3%	72.4%	67.9%	67.0%	83.0%	67.0%	68.0%	67.0%	-7.3%	7	8
Social subjects	60.7%	72.9%	42.9%	52.6%	58.2%	41.8%	62.5%	89.0%	72.0%	67.0%	63.0%	77.0%	1.8%	7	8
Sport and Leisure	72.3%	63.8%	50.5%	78.5%	61.8%	60.0%	82.0%	82.0%	72.0%	75.0%	83.0%	81.0%	9.7%	2	4

(Paper 7)

Ayrshire College

Title of Meeting	Learning, Teaching and Quality Committee
Date of Meeting	10 September 2026
Title:	External Verification Activity and Outcomes
Purpose:	To inform the Learning, Teaching and Quality Committee of the overall results of external verification activity during 2025-26.
Recommendation:	Members are asked to discuss, comment and provide feedback.

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1. Executive Summary

External Verification Activity 2025-26

In 2025-26, the College hosted 43 External Verification visits for a number of Awarding Bodies and submitted materials to Qualifications Scotland for 2 central Quality Assurance activities. This was an increase of 1 external verification activity from 2024-25. Ayrshire College retains a low risk status with Qualifications Scotland and 4 out of 5 of the other Awarding Bodies whose qualifications we delivered in 2025/26.

2 Strategic Objectives

3 Associated Risks

An unsuccessful External Verification activity, if not resolved quickly, could result in candidate's certification being delayed. If a systemic issue was found which undermines the integrity of a qualification the centre could lose its approval to deliver the Awarding Body's qualifications.

4 Equality and Diversity Impact Assessment (if applicable)

EqIA not required.

5. Publication

This paper will be published on the College website.

6. External Verification Activity 2025-26

In 2025-26, the College hosted 43 External Verification visits for a number of Awarding Bodies and submitted materials to Qualifications Scotland for 2 central Quality Assurance activities. This was an increase of 3 external verification activities from 2024-25. Ayrshire College retains a low-risk status with Qualifications Scotland and 4 out of 5 of the other Awarding Bodies whose qualifications we delivered in 2025/26.

The activities that were hosted in 2025-26 included:-

- 35 SQA visits (30 in 2024-25)
- 2 SQA central verifications (2 in 2024-25)
- 8 visits from other Awarding Bodies (12 in 2024-25)

All but one of Qualifications Scotland's External Verification activities were deemed Successful/High Confidence at the first visit. The actions required to overturn the Hold were quickly completed successfully and there was no disruption to candidate certification.

There were issues identified with another Awarding Body at two visits which required further action. The Curriculum area and the Quality Team worked closely with the External Quality Assurer (EQA) to complete the identified actions. These are still being worked through. Candidate certification currently takes longer as the College requires each Portfolio to be reviewed and approved by the EQA. It is hoped that Direct Claims Status will be reinstated after the next EQA visit.

Actions from EV activities inform actions in Team Operating and Enhancement Plans and are monitored by the Quality Enhancement Team.

Many External Verifiers recorded examples of good practice and made positive comments including:

- Discussion with the team highlighted that the use of phones in the classroom/practical environment is seen as a positive learning tool as photos are a useful way for the recall of information to support the completion of the reflective statements whilst also supporting a portfolio for learners to take for a job interview demonstrating all the products they personally created.

- It is wonderful to see the development of course materials embedded into OneFile which was viewed via Shared Screen and also the development of multiple choice questions built into the system which enables automatic marking and mapping to the unit criteria.

- It is positive to see the different approaches taken by the team to record feedback which is discussed through standardisation and shown as implemented in practice

- Commitment to continuous improvement evidenced by team taking on board & actioning feedback from Class Ambassadors (around assessment planning) & feedback from placement to ensure the course meets the needs of the sector.

- The centre provided exemplary feedback to individual candidates. Clear remediation processes are in place with excellent commentary provided.

- The use of a case study that features a diverse range of individual life experiences helps candidates to apply theoretical knowledge to complex real-life experiences within care practice. This encourages the candidate to consider the influences of life experiences on behaviour and development applying knowledge of theoretical approaches to care practice.

- The proforma used by staff to deliver feedback on internal verification sampling was outstanding. It offered assessors thorough explanations and reflective remarks, creating opportunities for enhanced quality improvement.

- The centre has devised appropriate prompts and resources for candidates to allow for different abilities, whilst also allowing for personalisation and choice.

- The centre has a motivated and enthusiastic team who have fully engaged with Skills for Work programmes and the opportunities it creates for candidates.

- Vast array of different methods to gather evidence making the qualification more accessible such as the use of audio recordings and not just sticking to answering questions to meet performance criteria and knowledge and understanding points.

- To encourage candidates to take ownership of their learning, they are provided with a progress tracking form at the beginning of the academic year. This document outlines all assessments across all units scheduled for the session, enabling students to independently monitor their progress and effectively schedule any outstanding coursework.

Recommendations made by External Verifiers that will improve the assessment experience for candidates are discussed at Team Standardisation meetings and inform assessment planning and future delivery.

External Verification activities provide robust evidence and confirmation that the College is maintaining high standards and continuing to develop good practice in inspiring and innovative ways, while being able to adapt and respond quickly to change and maintain academic standards. The College will continue to embrace and welcome the opportunity to work with our Awarding Bodies.

Ann Heron
Head of Quality Enhancement
03/09/26

(Paper 8)

Ayrshire College

Title of Meeting	Learning, Teaching and Quality Committee
Date of Meeting	10 September 2026
Title:	2023-24 SFC College Leavers Destination Survey
Purpose:	To inform the LQTC of the destinations of the 2023-24 Ayrshire College leavers and provide a benchmark with the Sector.
Recommendation:	Members are asked to discuss, comments and provide feedback on this paper.

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1 Executive Summary

Each year, all colleges conduct a survey of the destinations of successful full-time leavers. The information gathered is then provided to the Scottish Funding Council.

The College Leaver Destinations (CLD) survey includes further and higher education students. Collation of this data provides a comprehensive picture of the destinations of students who have completed courses successfully at college.

The most recent survey which has been reported on by SFC focuses on students who studied a course in academic year 2023-24 and completed their course in June 2024 with a successful outcome. The data reports on their position as at 31 March 2025.

Student destinations are classed as either positive or negative. Positive destinations include either securing employment or progressing to further study.

Outcome agreements and SEAPs now have a stronger focus on the positive effects of college learning on the lives of students.

Post-course destination data provides a key measure of the impact of undertaking a college course. However, it does not take account of part-time students, many of whom progress directly to employment.

The College achieved a return rate of 87.9% confirming the destinations of 2,891 college leavers. This exceeded the SFC completion target of 80%.

The main point to note is that 94.7% of Ayrshire College confirmed HE leavers and 92.8% of Ayrshire College confirmed FE leavers are in a positive destination six months after completing their course of study

2 Associated Risks

There is a risk of reputational damage if an above average % of Ayrshire College leavers do not progress to a positive destination.

3 Equality and Diversity Impact Assessment (if applicable)

Due to the contents of this report, there is no requirement to undertake an equality and diversity impact assessment.

4 Publication

N/A

2023-24 SFC College Leavers Destination Survey Report

Each year, all colleges conduct a survey of the destinations of successful full-time leavers. The information gathered is then provided to the Scottish Funding Council.

The College Leaver Destinations (CLD) survey includes further and higher education students. Collation of this data provides a comprehensive picture of the destinations of students who have completed courses successfully at college.

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The College achieved a return rate of 87.9% confirming the destinations of 2,891 college leavers. This exceeded the SFC completion target of 80%.

The main point to note is that 94.7% of Ayrshire College confirmed HE leavers and 92.8% of Ayrshire College confirmed FE leavers are in a positive destination six months after completing their course of study. The majority of students (75.4%) were undertaking further study nine months after successful completion of their full-time course (75.3% of HE confirmed leavers and 75.4% of FE confirmed leavers). 17.9% of confirmed leavers had moved into employment – 19.4% of confirmed HE leavers and 17.4% of FE confirmed leavers.

Ayrshire College has a high proportion of FE students and we would expect that a high percentage of those students would return for further study at FE or HE level, particularly as a large number of students progress through more than one year of study. Of those confirmed Ayrshire College leavers who chose to continue studying 81.6% chose to do this at a College. Of those confirmed Ayrshire College leavers who chose to stay at college 94.6% remained at Ayrshire College. This was made up of 87.7% FE leavers and 12.3% HE leavers.

16.7% of Ayrshire College confirmed leavers who chose to continue studying progressed to a University. Of those confirmed Ayrshire College leavers who progressed to University 19.4% were FE leavers and 80.6% were HE leavers.

17.4% of confirmed Ayrshire College FE leavers and 19.4% of confirmed Ayrshire College HE leavers progressed to employment.

Benchmarking Ayrshire College with Sector Destinations 2023-24

COLLEGE DESTINATIONS 23/24	Work	Study	Total Positive	Unavailable for Work	Unemployed
AYRSHIRE COLLEGE	17.90%	75.40%	**93.30%**	3.30%	3.40%
BORDERS COLLEGE	31.00%	63.50%	**94.50%**	2.40%	3.20%
DUMFRIES AND GALLOWAY COLLEGE	29.60%	63.90%	**93.50%**	2.90%	3.60%
DUNDEE AND ANGUS COLLEGE	15.70%	77.50%	**93.20%**	2.40%	4.30%
EDINBURGH COLLEGE	9.10%	87.20%	**96.30%**	0.70%	2.90%
FIFE COLLEGE	21.50%	70.90%	**92.40%**	4.40%	3.20%
FORTH VALLEY COLLEGE	21.40%	71.40%	**92.80%**	2.40%	4.80%
NEWBATTLE ABBEY COLLEGE	15.20%	78.30%	**93.50%**	0.00%	0.00%
NORTH EAST SCOTLAND COLLEGE	22.20%	72.90%	**95.10%**	1.20%	3.70%
SCOTTISH RURAL COLLEGE (SRUC)	22.00%	76.30%	**98.30%**	0.00%	6.30%
WEST COLLEGE SCOTLAND	10.90%	84.60%	**95.50%**	0.60%	4.00%
WEST LOTHIAN COLLEGE	10.90%	83.10%	**94.00%**	1.70%	4.40%
CITY OF GLASGOW COLLEGE	16.90%	79.80%	**96.70%**	1.20%	2.10%
GLASGOW CLYDE COLLEGE	12.10%	84.30%	**96.40%**	0.90%	2.70%
GLASGOW KELVIN COLLEGE	6.50%	87.80%	**94.30%**	0.80%	4.80%
NEW COLLEGE LANARKSHIRE	15.50%	79.10%	**94.60%**	0.00%	0.00%
SOUTH LANARKSHIRE COLLEGE	16.80%	76.30%	**93.10%**	0.00%	0.00%
ARGYLL COLLEGE (UHI)	27.80%	59.50%	**87.30%**	10.10%	0.00%
INVERNESS COLLEGE (UHI)	24.80%	70.10%	**94.90%**	2.00%	3.10%
MORAY COLLEGE (UHI)	19.90%	72.50%	**92.40%**	4.90%	2.70%
NORTH, WEST AND HEBRIDES COLLEGE (UHI)	45.30%	48.80%	**94.10%**	0.00%	4.90%
ORKNEY COLLEGE (UHI)	62.30%	32.80%	**95.10%**	0.00%	0.00%
PERTH COLLEGE (UHI)	17.80%	76.90%	**94.70%**	2.30%	3.10%
SHETLAND COLLEGE (UHI)	57.80%	35.60%	**93.40%**	0.00%	0.00%
NATIONAL	**17.00%**	**77.60%**	**94.60%**	**1.90%**	**3.50%**

93.3% of Ayrshire College students progressed to a positive destination (ie employment or further study**)** after leaving college. However, this is 1.3% below the national sector average of 94.6%.

The proportion of Ayrshire College confirmed leavers recorded as having negative destinations is low with 3.3% being unavailable for work on 31st March 2025 which is slightly higher than the sector average of 1.9%. Of these, 3.4% were unemployed which is slightly lower than the sector average of 3.5%.

Overall Evaluation

Ayrshire College demonstrates strong post-college outcomes, with more than nine in ten learners progressing to a positive destination**.** However, performance is modestly below the national benchmark. The key improvement challenge is increasing the proportion of students progressing into positive destinations, particularly further

study, while maintaining the College's comparatively strong employment outcomes.

Actions

To provide timely, early interventions to support college leavers into positive destinations the college is improving the collection of both internal and external data (eg through the Data Hub) and pre-exit interviews. The Performance Review Meetings with Curriculum areas will focus on the planned destinations of leavers at the third review meeting.

Curriculum areas will liaise with The Careers and Employability Team to provide advice to leavers who are at risk of not having a positive destination.

5. Conclusion

Members are asked to discuss, comment and provide feedback on this paper.

Ann Heron
Head of Quality Enhancement

03/09/26

Ayrshire College	*(Paper 9)*
Title of Meeting	Learning Teaching and Quality Committee
Date	10 September 2026
Title	Learning and Teaching Academy Evaluation 2025 - 26 Report
Purpose:	To provide an evaluation of the activities of the Learning and Teaching Academy in 2025-26 and plans for 2026/27
Recommendation:	Members are asked to discuss, comment and provide feedback on this paper.

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1. Executive Summary

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

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

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

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

The Learning and Teaching Academy has established strong foundations for sustained teaching enhancement. It is demonstrating measurable engagement, encouraging reflective and collaborative practice, and using evidence from staff experience and lesson observations to shape focused professional learning. The next phase provides a clear opportunity to embed these gains through integrated digital platforms, inclusive learning design,

stronger student partnership and advanced professional-development pathways.

2. Associated Risks

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

3. Equality and Diversity Impact Assessment (if applicable)

Due to the contents of this report, there is no requirement to undertake an equality and diversity impact assessment

4. Publication

N/A

Learning and Teaching Academy Evaluation 2025/26

The Learning and Teaching Academy has made significant progress throughout 2025/26 in supporting a collaborative, reflective and improvement-focused culture across Ayrshire College. The work of the LTA is closely aligned with the ambition to provide a consistently excellent learning experience, improve the quality and consistency of teaching, increase access to pedagogical professional learning and support the wider sharing of effective practice. This aligns with the Tertiary Quality Enhancement Framework and will support a successful Tertiary Quality Enhancement Review in 2029/30.

An important achievement has been the successful development and implementation of the peer review and self-reflection process. All teaching staff have been brought onto the Engage platform, the supporting process and documentation have been refreshed, and 112 lecturers have completed a peer review. Close engagement with curriculum quality managers and lecturing staff has helped build participation, while self-reflection is now embedded within the wider professional learning cycle.

Feedback from staff indicates that peer review is a constructive professional-development activity. Staff value the open dialogue, collaboration and reflective practice it encourages, as well as the clear guidance and step-by-step structure provided. Lecturers are also gaining insight into alternative approaches, including active learning and more effective questioning techniques. Lecturer's suggestions concerning improved checklists, setting expectations and scheduling are being taken forward to improve the Peer Review Process and make it more accessible and consistent.

The lesson-observation feedback provides further evidence of positive teaching practice across the College. Strengths include clear communication of learning objectives, structured instructions, effective questioning, supportive and inclusive learning environments, and lessons that progress logically from theory to practical application. Staff are using scaffolding, hands-on activities and formative assessment, while confidence in the use of digital tools is increasing. This will help to support the VLE Action Plan.

The identified development areas offer a constructive basis for the next phase of enhancement. Focus will be on collaborative learning, the use of visual support, engagement of quieter students, proactive responses to disengagement and enabling students to exert greater influence over their learning through co-construction and reflective dialogue and better use of digital tools and approaches to assessment.

The LTA is also building a strong infrastructure for professional collaboration through Communities of Practice. These focus on Positive Behaviour, Meta Skills, Pedagogy, AI in Education and Trauma and Neurodivergent Informed Practice. Collectively, they are supporting consistency, developing practical resources and creating opportunities for wider staff engagement.

A lecturer toolkit is being developed alongside an Advanced Lecturer Programme to provide a clear route for converting professional dialogue and observation evidence into practical support for staff.

The new-start lecturer programme was piloted in 2025-26. A practical “survival skills” programme has been created, accompanied by an online discussion space that encourages professional dialogue. Although formal evaluation remains outstanding, the work provides a useful foundation for a more comprehensive and accessible lecturer-development programme.

The LTA has also supported external initiatives which the College is involved in. Through the national Supporting Diverse Learner Journeys project, the team has led a review of assessment policies and practices, examined awarding-body guidance and hosted a sharing event on neuroinclusive assessment. Phase one is now progressing to the production of findings and recommendations, giving the College an opportunity to influence more inclusive assessment practice across the sector.

The plans for academic year 2026/27 build on these foundations. Peer review will be embedded within Great Conversations and supported by the Knowledge, Skills and Behaviours framework. Communities of Practice will continue to engage staff, share effective practice and develop practical teaching resources. The pedagogy community will take forward improvement themes emerging from lesson observations, while the new lecturer programme will move fully to Elevate to provide improved visibility of submissions and progress. Peer review, self-reflection, professional frameworks, Communities of Practice and lecturer-development pathways are being connected into a continuous cycle rather than treated as separate initiatives.

The ambition of the LTA is to help staff develop, share effective practice, design learning more inclusively and strengthen student influence, ensuring that teaching practice leads and responds positively to change.

Actions

Good progress has been made in building trust, engagement mechanisms and the professional learning culture required for improvement. The next phase will place greater emphasis on measuring impact, consistency of implementation and completion of evaluation activities by reviewing:

- whether teaching practice has changed following peer review;
- whether identified improvements have been sustained;
- whether implementation is consistent across curriculum areas;
- whether students have noticed an improvement;
- whether learner engagement, retention, attainment or satisfaction has changed.

The Learning and Teaching Academy has established strong foundations for sustained teaching enhancement. It is demonstrating measurable engagement, encouraging reflective and collaborative practice, and using evidence from staff experience and lesson observations to shape focused professional learning. The next phase provides a clear opportunity to embed these gains through integrated digital platforms, inclusive learning design, stronger student partnership and advanced professional-development pathways.

The participation of staff in the Peer Review Process and Communities of Practice will be discussed with curriculum areas at the Curriculum Quality Meetings and TOEP actions agreed.

The Learning and Teaching Academy will liaise with poorer performing curriculum areas and support them to achieve their improvement actions through the delivery of targeted workshops and tailored peer support.

5. Consultation

Members are asked to discuss, comment and provide feedback on this paper.

Ann Heron

Head of Quality Enhancement

03/09/26

Key Theme	MA Report Main Points for Action	MA Report Quality Indicator (QI)	Areas for Development	Actions	Impact	SLT Accountable Lead	Responsible Lead	Date	BRAG Rating	Progress Update June 2026	Progress Update September 2026
Modern Apprentice Overall Achievement Rates (Progress and Outcomes)	College managers should embed strategies to improve rates of apprenticeship achievement where they are low.	QI 1.1, QI 5.1, QI 9.5	Overall rates of apprenticeship achievement have been below national average for last three years and are not improving. Achievement rates in a few specific frameworks have been consistently low for last three years and are declining. Approaches to recording apprenticeship progress are inconsistent and differ across curriculum teams. In some areas, apprentices can access progression records online whilst in other areas, records are entirely paper-based and not readily accessible. Heads of Learning and Skills are not sufficiently aware of college-wide SDS apprenticeship outcomes or apprenticeship achievement rates across curricular areas. Inconsistent progress monitoring and reporting.	Share SDS apprenticeship performance data with Heads of Learning and Head of Quality Enhancement through reporting until Performance Review Dashboards in place for HoL.	Year-on-year improvement in achievement rates Reduced withdrawals without positive destination Clear accountability for performance at HoL level	Alistair Rodgers	Stuart Millar	Jun-26	Complete and Ongoing	Mechanism in place to share the SDS Apprenticeship Performance Data with Curriculum heads	Ongoing - report that we have from SDS only contains SDS statistics, we have added additionality to the report which includes reasons for leaving programme and how far through the programme the apprentice left. It should be noted that the majority of reasons for leaving are outwit College Control.
				Embed ongoing evaluation of SDS apprenticeship data alongside College KPIs and create targeted improvement actions as part of the TOEP.		Alistair Rodgers	HoL & Stuart Millar	Aug-26	On track	TOEP will be updated with targeted improvement actions based on updated SDS KPI data. TOEPs to be uploaded by 1st September.	Heads incorporating targeted improvement actions into TOEP.
				Develop achievement improvement plans for low-performing MA frameworks, commencing with Motor Vehicle and Hairdressing, and ensure ongoing monitoring and review by Quality Enhancement Team.		Doreen Wales	Ann Heron and HoL	Sep-26	On track		Motor Vehicle and Hairdressing will take part in ILQR process in semester 1. A development visit was arranged with the Motor Vehicle Awarding Body (IMI) External Quality Assurance lead with both curriculum and work based staff which has led to modifications to College delivery processes. We have also recruited a new CQM in Motor Vehicle who is due to start in September. Additionally we have seen an improvement with the achievement rates within Hairdressing with the June SDS report showing an achievement rate of 86%.
				Embed progress reporting and narrative as part of Enterprise Development LTQC report.		Alistair Rodgers	Stuart Millar	Sep-26	On track	September LTQC paper will contain section on MA Action Plan progress including KPIs.	September LTQC paper will contain section on MA Action Plan progress including KPIs.
				Implement a standardised approach to recording and tracking apprenticeship progress to enable curriculum teams, apprentices and their employers to monitor progress and take appropriate action as required to support attainment.		Alistair Rodgers	HoL and Stuart Millar	Jun-27	Not started		
Quality of Learning, Teaching and Assessment	College staff should be supported to ensure that arrangements to reflect upon the quality of apprenticeship delivery and outcomes are implemented consistently to support improvement	QI 5.4	Ensure arrangements to reflect upon quality of apprenticeship delivery and outcomes are implemented consistently to support improvement. A few apprentices find theory-based subjects overly prescriptive and in a few programmes, there is an overuse of passive learning and teaching methods. Apprentices highlight that subjects studied during college programmes don't link sufficiently well to job roles.	Undertake a review of the delivery of Learning and Teaching in Construction and Aerospace through the ILQR process and create targeted improvement actions as part of the TOEP.	Improved learner engagement and satisfaction - SSES, Class Ambassadors feedback, improved KPIs, improved employer satisfaction and feedback	Doreen Wales	Ann Heron	Jun-26	Complete and Ongoing	ILQR meetings scheduled for June. Data set includes KPIs, SSES and Student Focus group feedback and data relating to Complaints, EVs, Peer Review and VLE usage. ILQR meetings will involve student and employer representatives. ILQR meetings took place in June. Summary reports to be circulated mid-August and actions will be incorporated into TOEPs.	ILQRs took place in June. Head of Quality Enhancement liaising with Head and CQMs for the area to monitor actions.
				Undertake a review of the delivery of Learning and Teaching in Hairdressing and Motor Vehicle through the ILQR process and create targeted improvement actions as part of the TOEP.		Doreen Wales	Ann Heron	Dec-26	Not started		
				Undertake a review of the delivery of Learning and Teaching in Engineering through the ILQR process and create targeted improvement actions as part of the TOEP.		Doreen Wales	Ann Heron	Mar-27	Not started		
				Ensure all teaching staff members participate in the Peer Review process and ensure all new lecturers take part in the New Start Lecturer Programme.		Alistair Rodgers	HoL and CQMs	Jun-27	Not started		
				Ensure all teaching staff members participate in planned staff development sessions focusing on Learning and Teaching.		Alistair Rodgers	HoL and CQMs	Aug-26	Complete and Ongoing	CPD sessions taking place in June and August.	All staff have undertaken CPD as part of CPD sessions in June and August.
				Engage with external agencies such as Education Scotland, CDN and Awarding Bodies to provide targeted CPD to support improvements in learning and teaching across all MA programmes.		Doreen Wales	Ann Heron	Dec-26	On track		Development visit took place with the Motor Vehicle Awarding Body (IMI) with suggested changes being implemented. Currently setting up a development visit with Enginuity to review the Engineering and Aerospace frameworks.
				Construction, Engineering and Aerospace Teams to link with NMIS and BE-ST to support advances in learning, teaching and pedagogy linked to changes in technology within industry.		Alistair Rodgers	Cameron Bell and Ged Freel	Dec-26	On track	Engineering and Aerospace teams undertaking CPD sessions with NMIS w/b 8th June focusing on advancing technologies.	Some construction staff attending BE-ST Fest - International Retrofit Conference in September with Engineering and Aero having already undertaking CPD with NMIS.
Professional Standards	College managers should ensure that all apprentices and staff adhere to agreed start class times, and break times to reduce disruption to lessons.	QI 9.5, QI 5.1	A few lecturing staff do not plan lessons sufficiently well or share learning intentions with apprentices. Almost half of all apprenticeship lessons observed were disrupted due to the late coming of either apprentices or staff at the start of the session, class cancellations at short notice, and long or extended break times.	All MA curriculum delivery teams to attend a bespoke professional standards training session focused on establishing a professional learning culture within the classroom/workshop aligned to employer expectations. This will include a focus on good classroom management behaviours, monitoring late coming and challenging poor behaviour.	Reduced lesson disruption and improved apprentice engagement and satisfaction Positive class culture	Doreen Wales	Ann Heron	Aug-26	On track	N/A	Head of Quality Enhancement working with Learning and Teaching Academy and new CQMs for relevant areas to develop training session for staff. Planned delivery of training in September.
College Induction	College managers should ensure that all apprentices receive a consistent, high-quality induction to their programme.	QI 8.1	Apprentices do not systematically receive an induction to the college. This diminishes the early college experience for those who do not receive an induction.	Review and enhance the induction model across all MA programmes which incorporates all elements of each specific framework.	Consistent induction experience for all apprentices ensuring they complete the learner agreement, and are aware of college policies and the support and wrap around professional services they have access to	Alistair Rodgers	HoL and CQMs	Jun-26	On track	Curriculum areas are undertaking an audit of current induction arrangements to identify best practice, gaps and opportunities for standardisation. There is also work ongoing within Construction to ensue that there is consistency for an MAs attending through managing agents. Improvements to be implemented for 2026-27 MA intakes.	Enhanced induction programme has been rolled out across all MA delivery areas ensuring consistency between College and work based delivery elements of the apprenticeship.
Lecturer / Work Based Assessor Collaboration	Work-based assessors and tutors should be encouraged to work more collaboratively to enhance apprentices' understanding of their skills development in both on-the-job and off-the-job contexts and enhance the quality of their MA experience.	QI 9.4, QI 5.1	Information sharing between work-based assessors and curriculum staff is limited. This affects collaboration and capacity to evaluate provision and drive improvement. Insufficient collaboration between work-based assessors and lecturing staff. This reduces opportunities for joint planning of deliver and reflection on the quality of provision and the apprentice experience.	Formalise bi-monthly meetings between WBL and curriculum teams to share information, review progress, plan delivery and evaluate the quality of provision and the apprentice experience.	Better awareness across teams and for apprentices on individual and collective progress improving both the apprentice and employer experience	Alistair Rodgers	HoL and CQMs	Sep-26	Complete and Ongoing	Initial meetings have been set up between Curriculum and WBL teams - these will be scheduled regular throughout the new academic year.	Meetings have been established between work based learning and Curriculum teams which will continue throughout the academic year
				Establish framework specific bi-annual evaluation and planning sessions for WBL Team Leaders and CQMs to enhance collaboration and MA experience.		Alistair Rodgers	HoL and Stuart Millar	Sep-26	On track	Meetings have taken place to review the 2026-27 MA intake with further meetings scheuled for the start of the new academic year.	Initial meetings and collaboration have taken place over the summer. With the recruitment of 3 new CQMs across Aerospace and Motor Vehicle dates for the scheduled meetings have still to be finalised.
Embedding Meta Skills		QI 9.5, QI 5.1	Insufficient focus on the delivery and progression of meta skills. Development of meta skills not embedded consistently by delivery staff in all apprenticeship training activities. Progress made by apprentices in meta skills development is not tracked effectively.	Develop and distribute Meta Skills survey to MA curriculum areas and students to provide a baseline overview of current approaches to meta skills development.	Meta-skills visible in delivery and assessment Apprentices able to articulate meta-skills development	Doreen Wales	Greg Cassidy	Jun-26	Complete and Ongoing	Meta skills survey has been distributed to CQMs for feedback and feedback from students is being gathered via the SA.	SA to include Meta Skills questions as part of the ILQR student focus groups and within Class Ambassador meetings.
				Share SDS meta-skills requirements with Head of Essential Skills to establish understanding of MA frameworks including any formal accreditation or where current tasks can be easily adapted to incorporate meta skills	Increased employer confidence in apprentice work-readiness Feedback from apprentices through SDS quarterly progress reviews	Alistair Rodgers	Greg Cassidy and Stuart Millar	Jun-26	Complete and Ongoing	Meeting has taken place with the Apprenticeship / WBL team to discuss Meta-Skills Requirements and share information from the SDS Meta-Skills Community of Practice event. A further meeting is scheduled towards the end of June.	Further meetings have taken place with WBL team. A standard reporting mechanism has been proposed by the WBL team that could be rolled out across all college areas
				Develop and deliver a meta skills information training session for all MA curriculum delivery teams, including bespoke sessions for the WBL Team.		Doreen Wales	Greg Cassidy	Oct-26	On track		
				Ensure that all MA curriculum teams and WBL teams identify meta-skills champions who participates in the Meta Skills CoP.		Alistair Rodgers	HoL and Stuart Millar	Aug-26	On track	Meta skills champions have been identified within WBL teams, curriculum areas have still to identify individuals.	All curriculum areas will be asked to identify a Meta skills champion to become part of the Meta Skills CoP. WBL champions are identified
				MA curriculum delivery teams and WBL Team to contextualise meta skills development to specific MA frameworks and job roles.		Doreen Wales	HoL and Stuart Millar	Oct-26	On track		WBL teams are contextualising meta-skills to job roles whilst also working on a standard reporting mechanism
				Introduce consistent tracking of apprentice meta skills development across all MA frameworks.		Doreen Wales	Greg Cassidy and HoL	Oct-26	On track		A standard reporting mechanism has been proposed by the WBL team that could be rolled out across all college areas
Externality and Employer Engagement		QI 9.4, QI 9.5	A few employers believe college staff are slow to respond and communicate regarding concerns. Employers state they have limited opportunities to influence programme content. A few employers are not involved consistently in planning for improvements for MA programmes and not sufficiently aware of mechanisms for providing feedback.	Establish Programme Review Boards (PRBs) for all MA programmes to provide employers and apprentices with a regular opportunity to provide feedback and inform and review curriculum and any enhancements.	Improved employer satisfaction feedback, evidence of employer-informed curriculum changes Greater external scrutiny	Alistair Rodgers	HoL and Stuart Millar	Jun-27	On track	Individual meetings have taken place with several large employers to gain a better understanding of current challenges. Programme Review Boards (PRBs) to be set-up in the next academic year	
				Review and enhance service level agreements for MA delivery across all frameworks detailing college, employer and apprentice roles and responsibilities.		Alistair Rodgers	Stuart Millar and HoL	Sep-26	Complete and Ongoing	Current Service Level Agreements (SLAs) are being reviewed with changes planned to be implemented throughout academic year 2026-27.	Service level agreements have been enhanced by an employer guide and will continue to be reviewed on an ongoing basis to ensure effectiveness
				Review and enhance the employer survey to gather feedback on MA programme delivery.		Alistair Rodgers	Stuart Millar and HoL	Jun-26	Complete and Ongoing	Updated external stakeholder survey has been distributed to employers to support ILQR process. Feedback will be discussed as part of the ILQR meetings and any actions resulting from feedback will be monitored through TOEPs or through other mechanisms as required. End of Apprenticeship survey has been reviewed to ensure that both survey capture all required feedback.	
				Ensure that ILQR employer feedback includes information on MA programme delivery.		Doreen Wales	Ann Heron	Jun-26	Complete and Ongoing	External Stakeholder survey results has been shared with Curriculum teams as part of the ILQR process with meeting scheduled for 10th and 11th June.	Feedback from ILQR process shared with Aerospace, Engineering and Construction teams with improvements being embedded into TOEP. Process will be repeated for other curriculum areas as part of ILQR process.
Student Voice		QI 9.5	A few apprentices not involved consistently in planning for MA programmes. A few apprentices are not sufficiently aware of mechanisms for providing feedback out with quarterly reviews.	Establish Programme Review Meetings (PRMs) to enhance student voice and provide apprentices with an opportunity to feedback on programme delivery. Feedback will be shared at PRB meetings.	Greater student satisfaction and positive impact on PIs Improved opportunities for apprentices to shape their learning	Alistair Rodgers	CQMs and WBL Team Leaders	Nov-26	Not started		
				Review and enhance an annual apprentice survey to gather feedback on MA programme delivery and encourage apprentices to complete SSES.		Alistair Rodgers	Ann Heron and Stuart Millar	Nov-26	On track	End of apprenticeship survey is being reviewed to ensure that it gathers appropriate feedback. Feedback has also been gathered through the ILQR process	Employer and apprentice end of apprenticeship survey have been reviewed and content confirmed to be appropriate.
Supporting Student Success Additional Support Needs		QI 8.1	ASN information is not communicated to delivery staff and work-based assessors. As a result, staff are not sufficiently aware of individual support needs and are hindered in meeting the additional support needs of apprentices timeously.	Review and enhance College ASN procedure throughout academic year to ensure all work based assessors and curriculum teams involved in MA delivery are aware of specific additional support needs of individual apprentices.	Greater understanding of additional support needs of apprentices amongst curriculum teams and work based assessors. Enhanced support for apprentices. Positive impact on KPIs and improved apprentice experience.	Jennifer Anderson	Wendy McColl	Jun-27	Not started		
				Review and enhance ASN process and information as part of Service Level Agreement with employers and apprentices.		Alistair Rodgers	Stuart Millar and Wendy McColl	Sep-26	On track		An employer guide is being developed. An interim guide was implemented in summer 2026 with a final version on process. The final version will contain more information regarding identification and support of ASN.

Ayrshire College		*(Paper 11)*
Title of Meeting	Learning Teaching and Quality Committee	
Date	10 September 2026	
Title	AY 2026-27 Employer Engagement and Innovation Report	
Purpose:	To advise Members of the 2025-26 position of Employer Engagement and Innovation provision	
Recommendation:	Members are asked to note the contents of this paper	

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1. Background

Ayrshire College's Strategic Ambition, Empowering People for a Changing World, sets the objective for the College to be the Partner of Choice for businesses locally, regionally and nationally.

There are many ways that being the Partner of Choice for industry and stakeholders can be evidenced, however a strong measure is the volume and value of provision the College provides directly for industry.

The Modern Apprenticeship programme and courses delivered directly to industry are the primary offers within this provision.

Apprenticeships are a significant part of Scottish Government's work to address youth employment and develop Scotland's workforce. In a Modern Apprenticeship, a paid employee, usually a young person, learns on the job and works towards a recognised qualification. The College supports and assesses this in-work learning and, in many industries, provides off–the-job courses to underpin this development.

Alongside the apprenticeship programmes, the College also supports work-based learning, upskilling and re-skilling for a significant number of Ayrshire's current and future workforce each year. These courses support registration for regulated industry sectors and help provide work-related skills and career development opportunities.

2. Overall Employer Engagement & Innovation End of Year Position

The Employer Engagement & Innovation Department has seen positive progress against its growth plan and performance measures as can be seen in table 1.

Overall income at the end of year is £2,986,442. This exceeds the department's target growth plan and performance measures of £2,820,000 and demonstrated overall growth from the 2024-25 figure of £2,753,372.

However, the final year position fell short of the expected income in 2025-26 in some areas that will be described within the paper.

Performance Measures	Target 2024-2025	Actual 2024-2025	Target 2025-2026	Actual 2025-2026	2026-2027	KPI Reference Link
New Business / Sector Connections.	20	36	25	62	30	1
Total number of Modern Apprentice Enrollments.	1300	1300	1325	1330	1350	2
Overall Income for BEI and Apprenticeships	£2,730,000	£2,753,372	£2,820,000	£2,986,442	£2,880,000	
Education Contracts Income.	£1,644,000	£1,722,004	£1,700,000	£1,711,376	£1,720,000	3
Modern Apprentice Managing Agent Tuition Fees Income.	£430,000	£542,075	£420,000	£456,754	£410,000	4
Commercial Income.	£656,000	£489,293	£700,000	£818,313	£750,000	5
Strategic Networking Event Hostings for Priority Sectors.	4	4	6	6	8	6
Innovation and Knowledge Exchange Partnerships.	3	3	5	7	10	7
Employer Satisfaction Rates.	97%	96%	98%	96%	98%	8

3. 2025-26 Income Summary

A summary table of performance against 2025-26 income targets is provided below:

	2024-25 Actual	2025-26 Target	2025-26 Actual	Variance to Target	Variance to 2024-25
Modern Apprenticeships	£1,372,208	£1,600,000	£1,458,899	- £141,101	+ £86,691
Sub-contract MA's	£542,075	£484,000	£456,754	- £27,246	- £85,321
Commercial SVQ's	£178,296	£120,000	£180,477	+ £60,477	+ £2,181
Commercial Programmes	£442,642	£780,000	£818,313	+ £38.313	+£375,671
Ayrshire Skills Investment Fund	£156,200	£272,600	£72,000	- £200,600	- £84,200

Modern Apprenticeships
The Modern Apprenticeship contract grew compared to 2024-25 and achieved its highest ever value at the end of the year. However, due to strong historic performance resulting in an increased contract from SDS, the annual contract value saw a significant increase in 2025-26 and the end-of-year position was below this target. Performance was progressing on track for most the academic year, but stalled in quarter four, primarily due to staffing challenges in the work-based learning team, resulting in delays to final outcomes. The funds related to these outcomes are delayed and not lost, and are expected to be recovered over time as the staffing challenges are resolved.

Sub-contract MA's
The sub-contract MA target increased significantly in 2025-26 compared to previous years and the performance measures due to strong performance in previous years. The targeted value was not achieved, primarily due to stagnating recruitment in CITB, as previously reported, though the growth plan performance measure targets were achieved.

Commercial SVQ's
The demand for commercial SVQ's remained high in 2025-26, achieving the target value and a slight increase compared to 2024-25. Demand remained high in Health and Social Care occupations and signs of increased demand were seen in engineering and business administration.

Commercial Programmes
2025-26 saw a significant increase in commercial income compared to 2024-25 and the ambitious growth target was exceeded. This was achieved by securing and delivering large projects, such as the ESP Wind Power project, alongside ongoing commercial course delivery. Composite materials training, primarily for the aerospace sector, continues to be in-demand provision that we expect to continue in 2026-27.

Ayrshire Skills Investment Fund

As described in previous papers, the delivery of ASIF programmes faced challenges in 2025-26 in relation to referrals from employability partners and capacity to deliver technical courses. In addition, a planned course to be delivered over the summer was not approved by the ASIF team and was therefore cancelled. This resulted in 2025-26 income being below target and reduced compared to 2024-25. This income is not lost, however, and the overall secured ASIF funds of £693K remains.

4. 2025-26 Noteable Activity

Employer Engagement

The directorate has remained committed to advancing the core objectives outlined in the Employer Engagement Strategy. As a result, the College has established connections with 62 new businesses during the current academic year, exceeding the initial goal of engaging 25 new organisations. These collaborations have facilitated both the onboarding of new Modern Apprentices and the delivery of tailored upskilling and reskilling courses. The team continues to actively pursue further business partnerships and is developing plans to establish regional industry skills advisory boards aligned with the priority sectors identified in the Strategic Ambition.

The Scottish Wind Technician Education Centre (SWiTEC)

During academic year 2025-26, a major focus of the directorate was the development of the Scottish Wind Technician Education Centre (SWiTEC), transforming an ambitious concept into a fully operational training centre in less than twelve months. This achievement reflects the College's ability to respond quickly to emerging skills demands within the renewable energy sector, align provision with national economic priorities, and establish high-value partnerships with industry and international education providers.

A major catalyst for this development was the successful application for £450,000 through the Energy Skills Partnership (ESP) Offshore Wind Skills Programme. This funding supported both capital investment and delivery activity, enabling the College to develop specialist facilities, invest in staff capability and create industry-relevant learning opportunities aligned to the needs of the offshore and onshore wind sector. In addition, the College secured a further acquisition of specialist training equipment to the value of £125,000, significantly enhancing the authenticity and quality of the learning environment available to students and industry participants.

The College also secured £25,000 through the Scottish Education Exchange Programme (SEEP) Test and Learn Fund. This project provided a valuable opportunity to explore international best practice in wind technician education and establish strategic partnerships that would underpin the future development of SWiTEC. Through this activity, Ayrshire College developed a strong relationship with Energy Innovation, a leading Norwegian provider of wind technician education and Global Wind Organisation (GWO) accredited

training. The project further enabled collaboration with colleges and training organisations from across the North Sea region of Europe involved in a Centres of Vocational Excellence (CoVE) Erasmus+ initiative focused on the development of wind turbine technician programmes. These relationships provided access to international expertise, curriculum models and industry intelligence, helping to ensure that SWiTEC was developed in line with recognised global standards and emerging workforce requirements.

The College's engagement with Energy Innovation quickly developed beyond knowledge exchange into a strategic partnership. This ultimately led to the signing of a Memorandum of Understanding and Franchise Agreement, positioning Ayrshire College within an international network of offshore wind training providers and supporting the establishment of SWiTEC as a recognised centre for wind technician education and training. The partnership provides access to proven curriculum frameworks, quality assurance systems and industry connections, ensuring that provision remains closely aligned to employer needs and global sector expectations.

The pace of development achieved throughout the academic year has been particularly noteworthy. From an initial concept stage, the College successfully designed and equipped specialist facilities, developed staff capability, established national and international partnerships, gained industry recognition and progressed through the rigorous accreditation processes required for GWO-approved delivery. In April 2026, SWiTEC achieved GWO Basic Technical Training (BTT) accreditation, providing formal recognition of the quality and capability of the training centre and marking a significant milestone in its development. Work is now underway to achieve GWO Basic Safety Training (BST) accreditation, with approval anticipated during Quarter 1 of academic year 2026-27. Further GWO accredited qualifications will be added through 2026-27.

The successful establishment of SWiTEC culminated in the formal launch of the centre in August 2026. The launch marked the transition from project development to full operational delivery and established Ayrshire College as a significant contributor to Scotland's offshore and onshore wind skills infrastructure. The strength of the College's vision, the speed of implementation and the quality of the resulting provision have already been recognised through the award of a further £280,000 of Scottish Government funding to support the next phase of development and expansion.

Overall, SWiTEC represents a significant curriculum innovation and industry engagement project. Through strategic investment, effective partnership working, international collaboration and a focus on meeting industry demand, Ayrshire College has created a nationally significant training asset that will support learners, employers and Scotland's growing renewable energy sector for many years to come. The journey from concept to an operational, GWO-

accredited training centre within a single academic year demonstrates both the agility of the College and its commitment to supporting Scotland's ambitions for a skilled, future-ready renewable energy workforce.

International Activity
As described previously, International knowledge exchange was a significant contributer to the development of SWiTEC. The Scottish Education Exchange Programme supported engagement in Norway with Energy Innovation Global to develop Global Wind Organisation provision as well as further knowledge exchange with colleges in Holland and Denmark

The memoranda of understanding with two Durham and Centennial colleges in Canada have continued to develop, with collaboration moving into joint course development and micro-credentials. A specific project saw Ayrshire College benefit from Durham College's expertise in mixed and virtual reality, resulting in a mixed reality, interactive, turbine engine being developed for the College's Aeronautical Engineering department.

The College continues to develop a large scale, structured composite repair programme with GE Aerospace in Hungary, with delivery to the Hungarian factory expected to begin in Semester 1 of 2026-27.

Relationships with the British Council and the wider college sector continue to develop, and the potential to rejoin Erasmus+ is being developed.

Composites
Composites training has continued to be one of Ayrshire College's most successful and strategically significant areas of employer-focused provision during 2025-26, demonstrating both the quality of the College's specialist expertise and the strength of industry demand for these advanced manufacturing skills. The programme has supported workforce development across a range of high-profile aerospace and engineering organisations, with bespoke training delivered to GE Aerospace (Caledonian), GE Aerospace (Hungary), Spirit AeroSystems and ACLAS Technics Limited. In particular, the delivery of training for GE Aerospace Hungary in Scotland represented an important milestone, showcasing the College's capability to attract international participants and providing a valuable precursor to potential future overseas delivery opportunities that are currently being explored with industry partners. The continued growth of composites training has strengthened the College's reputation as a leading provider of advanced manufacturing skills, supporting both regional economic priorities and wider opportunities for national and international commercial engagement.

Innovation and Entrepreunership
As part of a UK-wide pilot of the Innovation Literacy Launchpad, led by Oldham College and supported through Innovate UK's Further Education Innovation Fund, Ayrshire College has contributed to the development of innovation capability within apprenticeships and work-based learning. The programme

was designed to equip learners with the knowledge, skills and confidence to generate ideas, solve problems, communicate effectively and contribute to a culture of innovation within their organisations. Two Ayrshire College staff members successfully completed facilitator training through the programme, enabling the College to build internal expertise and deliver innovation literacy learning locally. Subsequently, a cohort of apprentices from a range of sectors participated in the training, developing their understanding of creativity, innovation, problem-solving, prototyping and proposal development through a structured curriculum mapped to the national Innovation, Commercialisation and Entrepreneurship (ICE) Skills Framework. The initiative has strengthened the College's capacity to embed innovation skills across vocational learning and apprenticeships, while supporting apprentices to become more confident contributors to business improvement, productivity and organisational growth. The project also positioned Ayrshire College within a national network of colleges engaged in pioneering approaches to innovation education and employer-led workforce development.

Through its participation in the Scottish Government-funded Entrepreneur in Residence (EiR) Programme, facilitated by Interface, Ayrshire College has strengthened its focus on entrepreneurship, innovation and employer engagement across key sectors of the Ayrshire economy. The College has been involved in two collaborative EiR initiatives: the Future Foundations project with Fife College and West College Scotland, which focuses on embedding entrepreneurial thinking across the curriculum and supporting innovation within the Foundation Economy, and EcoPreneur Pathways, a partnership with Dumfries & Galloway College and South Lanarkshire College, which has a particular emphasis on sustainability and entrepreneurship within construction and related sectors. Through these programmes, staff and learners have engaged with experienced entrepreneurs, gaining insight into business creation, innovation, sustainability and emerging industry opportunities. The initiatives have helped strengthen links between curriculum delivery and real-world economic challenges, encouraging learners to develop problem-solving, leadership and enterprise skills that are increasingly valued by employers. Collectively, these activities support the ambitions of the Scottish Government's Entrepreneurial Campus Blueprint while contributing to Ayrshire College's wider objective of developing enterprising, adaptable and future-focused learners who can create value within businesses, communities and the broader economy.

5. Conclusion

Members are invited to note the information contained in the report.

Alistair Rodgers
Director of Enterprise Development
September 2026

(Stuart Millar - Head of Employer Engagement & Innovation)

Publication
This paper will not be published on the College website

Ayrshire College *(Paper 12)*

Title of Meeting: Learning, Teaching and Quality Committee

Date: 10 September 2026

Title: Strategic Risk and Opportunities Register

Purpose: The purpose of this report is to provide the Learning, Teaching and Quality Committee with an overview of the September 2026 Strategic Risk Register, with particular focus on those risks where the Committee has a direct assurance role: Curriculum Offer, Climate Change as it relates to learner and curriculum engagement, Recruitment and Retention of Staff insofar as it affects learning delivery, People and Culture as it impacts student experience and educational performance, and AI Framework in relation to responsible use, academic integrity and learning innovation. The paper highlights the key changes made since May 2026, identifies the principal implications for learning, teaching, quality and student outcomes, and presents the September 2026 Strategic Risk Register at **Appendix 2**. The paper also signposts the Risk Wizard access arrangements set out in **Appendix 1**, noting that members will be provided with a direct link to Risk Wizard to enable online review of the register.

Recommendation: The Committee is asked to:

a) consider whether the risks within the Committee's remit provide sufficient assurance over curriculum relevance, student outcomes, learning quality, learner experience and academic integrity.
b) note the strengthened presentation of controls, actions, ownership and risk treatment for risks affecting learning, teaching and quality.
c) consider whether the residual risk assessments and planned actions are appropriate from a student, curriculum and quality assurance perspective.
d) seek assurance that actions relating to curriculum planning, student performance reporting, sustainability learning, AI use in learning and staff capability are progressed through the next reporting cycle.

1. Executive Summary

Following a comprehensive review of the Strategic Risk Register during the summer of 2026, significant improvements have been made to both the register's structure and the management arrangements supporting it. The revised register provides a stronger basis for Committee scrutiny, management assurance and Board oversight, particularly in relation to the risks that may affect curriculum relevance, learning delivery, student outcomes, academic integrity and the overall quality of the learner experience.

The overall number of strategic risks remains unchanged. However, the revised register demonstrates a much stronger focus on governance, accountability and assurance. Several risks have been expanded to reflect wider strategic considerations, new controls have been introduced across a number of risk areas, and the action plans have become substantially more measurable and outcome focused. The revised register also more clearly distinguishes existing controls from future actions and introduces stronger ownership arrangements, improving accountability across the organisation.

From an LTQCo perspective, the most significant developments relate to the Curriculum Offer risk, which is directly within the Committee's remit, and to wider strategic risks that clearly affect learning, teaching and quality. These include Climate Change in relation to sustainability within the curriculum and student engagement, Recruitment and Retention of Staff where workforce capacity affects delivery, People and Culture where organisational culture and wellbeing influence student experience, Data Security where digital resilience supports continuity of learning, and AI Framework where responsible use of AI is linked to academic integrity, innovation and learner support.

Appendix 1 has also been included to provide Committee members with practical guidance on accessing the Risk Wizard system. This supports the Committee's assurance role by enabling members to review the live register, linked controls and actions, dashboards and supporting information between meetings. **Appendix 2** contains the September 2026 Strategic Risk Register for formal consideration by the Committee. Going forward, it is intended that members will be provided with a direct link to the Risk Wizard software so that the register can be reviewed online.

2. Associated Risks

The associated risks relate to the effective implementation and ongoing use of the revised Strategic Risk and Opportunities Register. If strengthened controls, actions, ownership arrangements and Risk Wizard reporting are not embedded consistently, there is a risk that the Committee may not receive sufficient assurance over the management of strategic risks affecting curriculum planning, student recruitment, retention, achievement, progression, learner experience and academic integrity. This is mitigated through regular Committee scrutiny, clearer accountability, strengthened action tracking, and continued escalation to the Board where risks exceed tolerance or require cross-committee oversight.

3. Equality and Diversity Impact Assessment

The content of this paper does not require an EDIA to be undertaken.

4. Publication

This paper will not be published on the College website. The Strategic Risk Register will be published once the Board of Management approves it at its next meeting.

Alan Ritchie
Vice Principal, Finance and Infrastructure

1. Background

1.1 The Strategic Risk and Opportunities Register is a key component of the College's governance framework and provides the principal mechanism through which strategic risks are identified, assessed, monitored and managed. Effective risk management supports informed decision-making, enables resources to be prioritised appropriately and provides assurance to the Board of Management that significant threats to the delivery of the Strategic Ambition are being actively managed. Regular review of strategic risks is essential to ensure that risk assessments continue to reflect the College's operating environment, changing external conditions, emerging opportunities and evolving organisational priorities.

1.2 As the Board committee with oversight of learning, teaching and quality, LTQCo has a critical role in scrutinising the adequacy and effectiveness of arrangements in place to manage risks affecting curriculum relevance, student recruitment and retention, achievement, progression, quality improvement, learner experience, academic integrity and the capability of staff to deliver high-quality learning. Through regular review of the Strategic Risk and Opportunities Register, the Committee can challenge the appropriateness of risk assessments, consider whether mitigating controls remain effective, monitor delivery of agreed actions, and assure the Board that learning and quality-related strategic risks are being managed within the College's agreed risk appetite.

1.3 The review undertaken between May and September 2026 forms part of the College's commitment to continuous improvement in risk management. For LTQCo, the revised register is particularly important because it connects strategic risk management more clearly to curriculum planning, student performance, employer and university engagement, digital and AI-enabled learning, sustainability within the curriculum, and the workforce conditions that support effective delivery. The revised register therefore represents not simply an update to the risk profile, but a stronger assurance framework for the Committee’s remit.

2. Comparison of Risk Scores

2.1 The overall strategic risk profile remains broadly stable, although there have been notable movements in several areas.

Risk	May 2026 Residual Score	September 2026 Residual Score	Movement
Financial Sustainability	25	16	Reduced
Data Security	16	16	No Change
Job Evaluation	20	12	Reduced
Climate Change	12	12	No Change
Curriculum Offer	12	12	No Change
Recruitment & Retention of Staff	12	12	No Change
AI Framework	12	12	No Change
People & Culture	9	12	Increased
Investing in College Infrastructure	9	9	No Change

2.2 The most significant reductions relate to Financial Sustainability and Job Evaluation. Both risks benefited from the introduction of additional controls, enhanced governance arrangements and more comprehensive mitigation plans. Conversely, the People and Culture risk has increased from 9 to 12 following a broader reassessment of organisational culture, employee experience and workforce wellbeing risks.

3. Development of the Risk Management Framework

3.1 One of the most significant achievements of the review process has been the maturation of the Strategic Risk Register itself. While the May register already incorporated risk owners, causes, consequences, controls, and actions, the revised register places considerably greater emphasis on the quality and effectiveness of controls, measurable outcomes, and strategic assurance.

3.2 The revised register demonstrates a clearer distinction between controls that are already operating and actions designed to further improve the residual risk position. In many areas, the controls have moved beyond simple descriptions of existing activity and now define governance structures, reporting arrangements, management reviews and assurance mechanisms. There is also a greater focus on evidence and performance reporting, with several risks introducing dashboards, metrics, annual assessments, framework reviews and periodic assurance exercises.

3.3 The quality of action plans has also improved significantly. Many actions are now linked to specific deliverables, measurable outcomes and structured reporting arrangements. This provides Committees with a much stronger basis for monitoring progress and challenging delivery performance.

Emerging Risks and Opportunities Register

3.4 In addition to the Strategic Risk and Opportunities Register presented at **Appendix 2**, Committee members are advised that the emerging risks and opportunities register is also available within Risk Wizard. This register provides a mechanism for recording, monitoring and reviewing risks and opportunities that are developing but have not yet been escalated into the Strategic Risk Register. Its inclusion within Risk Wizard supports earlier visibility of potential strategic issues and enables emerging themes to be monitored alongside the College's established risk management arrangements.

3.5 A further update on the content and use of the emerging risks and opportunities register will be provided to the next meeting of the Committee. This will allow members to consider how emerging matters are being identified, assessed and, where appropriate, progressed through the College's formal risk governance framework.

Risks Within the Remit of LTQCo

Curriculum Offer

3.6 The Curriculum Offer risk is the central strategic risk within LTQCo's remit. The residual score remains at 12, reflecting the continuing need to ensure that curriculum activity is aligned to current and future skills requirements, employer and industry demand, learner expectations, progression routes and regional economic priorities. The revised risk description provides a clearer connection between curriculum planning, reduced real-terms funding, changing higher education admission patterns, employer engagement and the College's ability to deliver a relevant, flexible and responsive portfolio.

3.7 The control environment has been strengthened through a more formal curriculum portfolio review framework, improved use of regional and national skills intelligence, structured employer engagement, student destination and employability intelligence, and future skills horizon scanning.

3.8 The associated action plan now includes a Curriculum Stakeholder Engagement Framework, a Student Recruitment and Conversion Intelligence Dashboard, a Skills and External Partnership Group, an Annual Curriculum Portfolio Review, a Future Skills Assessment and an Industry Advisory Board Effectiveness Review. These actions provide LTQCo with a stronger basis for scrutinising whether the curriculum remains relevant, high quality and responsive to learner and employer needs.

Climate Change and Sustainability in the Curriculum

3.9 Although Climate Change is shared with PIFCo, it is relevant to LTQCo because of its direct connection to curriculum development, learner engagement and the embedding of climate literacy, net zero skills and environmental responsibility across learning activities. The residual score remains at 12, but the revised register provides a broader and more structured basis for considering how sustainability supports the College's strategic ambition and the future skills needs of students and employers.

3.10 The most relevant action for LTQCo is the mapping of sustainability across curriculum areas, which requires curriculum teams to identify where climate literacy, net zero skills and environmental responsibility are embedded or could be strengthened. The staff and student sustainability engagement programme and engagement calendar also provide opportunities to connect sustainability activity more directly to student participation, curriculum enhancement and wider learner development.

Recruitment and Retention of Staff

3.11 The Recruitment and Retention of Staff risk is shared with PIFCo, but it is directly relevant to LTQCo because workforce capacity, capability and continuity affect the College's ability to deliver high-quality learning, maintain curriculum breadth, support students effectively and respond to changing skills needs. The revised risk reframes the issue as a broader workforce sustainability challenge, covering recruitment, development, retention, organisational capability and future workforce requirements.

3.12 The revised register introduces controls relating to workforce planning, professional development, succession planning, employee retention analysis and workforce KPI reporting. From an LTQCo perspective, the Future Workforce and Skills Assessment is particularly important because it requires assessing workforce requirements arising from curriculum developments, digital transformation, AI adoption, infrastructure investment, and changing service delivery models. This should help the Committee consider whether staff capability and capacity align with curriculum and quality priorities.

AI Framework and Academic Integrity

3.13 The AI Framework risk is relevant to LTQCo because the use of AI has direct implications for learning, teaching, assessment, academic integrity, learner support and staff capability. The residual score remains at 12, but the revised register now provides a more structured basis for governing AI use across the College, including ethical and responsible use, safe experimentation, AI impact assessment and data governance arrangements.

3.14 Actions relating to an AI Governance Framework, AI Policy and Responsible Use Standard, AI awareness and capability development, approved AI use cases and an AI benefits realisation framework should provide the Committee with assurance that AI adoption is being considered in a controlled and educationally purposeful way. LTQCo may wish to focus on how these actions support academic integrity, consistent learner guidance, staff confidence, inclusive practice, and the evaluation of AI-enabled improvements to learning and teaching.

People and Culture

3.15 The People and Culture risk has increased from 9 to 12 and is relevant to LTQCo because organisational culture, workload, engagement, wellbeing and staff experience can have a direct effect on student experience, consistency of delivery, responsiveness to learners and the ability to sustain quality improvement. The revised register broadens the risk beyond employee relations to include employee experience, workload pressures, productivity and the wider organisational conditions that support effective learning and teaching.

3.16 New controls include organisational culture monitoring, wellbeing frameworks, change impact assessment, employee relations monitoring and values-based behavioural expectations. From an LTQCo perspective, these controls should support scrutiny of whether organisational culture and staff wellbeing risks are being understood not only as workforce issues, but also as factors that influence learner experience, teaching quality, support services and student outcomes.

Data Security and Digital Continuity of Learning

3.17 Data Security remains formally aligned to PIFCo, but it has a clear learning and teaching dimension because cyber incidents, system outages or data loss could disrupt delivery, assessment, student records, digital learning platforms and learner support. The revised register strengthens assurance over the cyber control environment through vulnerability management, patch management, MFA, user access controls, phishing protection, backup recovery, endpoint protection and regular security monitoring.

3.18 For LTQCo, the key assurance issue is whether the continuity of learning, student data protection, digital assessment arrangements and learner-facing systems are sufficiently supported by these controls. Actions relating to cyber

incident planning, restoration testing, phishing susceptibility, vulnerability management and security monitoring should therefore be viewed as enabling controls for uninterrupted learning delivery and protection of the student experience.

Infrastructure Supporting the Learner Experience

3.19 The Investing in College Infrastructure risk remains primarily within PIFCo's remit, but it is relevant to LTQCo where estate, digital infrastructure and specialist curriculum equipment affect the quality of learning spaces, digital access, specialist facilities and the learner experience. The revised register places stronger emphasis on aligning infrastructure investment with the Strategic Plan, Curriculum Plan, Sustainability Framework and future skills needs.

3.20 The specific LTQCo interest is the action to review future curriculum infrastructure requirements, which will assess estate, equipment and technology needs arising from curriculum planning and regional skills priorities. This provides an important link between curriculum strategy and investment planning, ensuring that future infrastructure decisions support high-quality delivery and relevant learner pathways.

Investing in College Infrastructure

3.21 The Infrastructure risk has been transformed into a much more comprehensive infrastructure governance framework. The revised register introduces formal controls covering project governance, procurement compliance, lifecycle management, estates compliance, benefits realisation and digital infrastructure resilience.

3.22 The action plan now includes infrastructure prioritisation frameworks, funding pipelines, estate condition assessments, lifecycle management programmes, digital roadmaps and infrastructure dashboards. These additions provide considerably greater assurance that estate, digital and capital investment decisions are aligned to strategic priorities and supported by appropriate governance arrangements.

Conclusion

3.23 The Strategic Risk Register has developed substantially between May and September 2026 and now provides a more mature governance and assurance framework for risks affecting learning, teaching and quality. Significant improvements have been made to risk descriptions, controls, actions, ownership arrangements and reporting mechanisms, giving LTQCo a stronger basis for considering the strategic risks that may affect curriculum relevance, learner outcomes, quality improvement, academic integrity and student experience.

3.24 For LTQCo, the most significant development is the strengthened Curriculum Offer risk, supported by clearer controls over curriculum planning, employer engagement, skills intelligence, student performance reporting and future curriculum development. The Committee should also note the learning and quality implications of risks relating to AI, sustainability, staff recruitment and retention, people and culture, digital continuity and curriculum infrastructure.

3.25 Collectively, these improvements provide the Committee with a more robust basis for assessing whether the College's strategic risks are being managed in a way that protects and enhances the quality of learning, supports positive student outcomes and enables delivery of the Strategic Ambition.

3.26 **Appendix 1** complements this assurance approach by setting out how Committee members can access Risk Wizard directly and use the system to review current risk information, monitor action progress and interrogate supporting evidence between formal reporting cycles.

3.27 **Appendix 2** contains the September 2026 Strategic Risk Register. Going forward, members will be provided with a direct link to Risk Wizard to enable online review of the register, supporting more dynamic scrutiny between Committee meetings.

(Paper 12 – Appendix 1)

Appendix 1: Access to the Risk Wizard System

As part of the College's commitment to strengthening risk management and governance, members of the Board of Management and its Committees have direct access to the Risk Wizard system. The system provides real-time access to strategic risks, controls, actions, dashboards and management reports, enabling members to review risk information between Committee meetings and explore supporting information in greater detail. The system is structured around three core modules: Risks, Controls and Actions, which are linked to provide a comprehensive view of risk management activity.

Understanding the RISK system

There are three core modules that make up the RISK system.
(RISKS, CONTROLS and ACTIONS)

RISKS

Risks are identified, categorised and assigned to Risk Owners. Risk ratings are assessed and risk treatments planned.

CONTROLS

Controls that prevent, mitigate or detect risks are identified and measured for effectiveness. Controls are linked to risks.

ACTIONS

Actions that check control effectiveness or conduct risk treatments/reviews are prioritised and assigned due dates. Actions are linked to risks and controls.



3

System Access

Board and Committee members can access the Risk Wizard system on a read-only basis using the following web address:

System URL: Risk Wizard Login

Board Member Login Details:

Item	Value
User ID	Board
Password	Password1X
Password Notes	Password is case-sensitive

What Members Can Access

The Risk Wizard system provides access to a range of risk management information and reporting tools, including:

- Strategic Risk Register
- Individual Risk Records
- Risk Controls
- Risk Mitigation Actions
- Risk Dashboards
- Risk Reports
- Historical Changes and Updates
- Supporting Documents and Attachments

The system allows users to review individual risk records, view linked controls and actions, access supporting documentation, and review changes made over time.

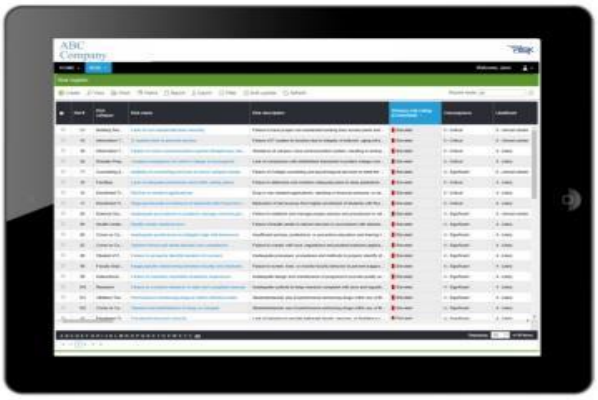


Viewing the Strategic Risk Register

The Strategic Risk Register can be viewed in a register format similar to a spreadsheet. Users can:

- search and filter risks;
- sort risks by owner, score or category;
- view detailed risk information;
- generate charts and reports; and
- export information where appropriate.

Working with multiple records



Multiple records are kept in a register similar to a spreadsheet.

Click any row to launch open an individual record.

A register feature ribbon provides options for working with volumes of data

Features for managing multiple records

View
View a Simple or Detailed register e.g. choose Detailed to show all data for each record.

Chart
Run template charts with options to save, print and export e.g. Risk Chart by department.

Matrix
Produce 'heat map' with range of display/output options e.g. display only Controlled risks.

Report
Run template reports with options to filter, sort and export e.g. Risk Summary PDF report.

Export
Export data to Excel e.g. select or filter records then choose what to export.

Filter
Run single, multiple or nested filters e.g. cyber security risks with Risk Rating = High

Bulk update
Update multiple records simultaneously e.g. update 150 records with new Risk Owner.

Record mode
Choose which record modes are shown in register e.g. all Draft or Library record modes.

6

Dashboards and Reporting

The system also includes dashboard functionality which allows users to view risk profiles graphically, explore trends and drill down into underlying risk records. Board and Committee members may find dashboards particularly useful when reviewing changes in risk exposure between meetings.

Exploring dashboards

Under ANALYTICS there are two dashboard menus: My dashboards (created by user) and Classic dashboards (default set).

My dashboards

Users can create and manage their own set of dashboards.

1 Name dashboard and assign a color theme.
2 Add widgets and drag/drop to arrange layout.
3 Save and apply dashboard filters.
4 Click widget area to display underlying records.
5 Click individual record link to open it.
6 Click record backlink to return to dashboard.



Classic dashboards

Users can choose from Person, Area or Aggregation dashboards. Person and Area focus on people and department areas, respectively. Aggregation focuses on grouping data together.

1 Open dashboard and select items to display.
2 Select data filters.
3 Click dashboard to show records in register.
4 Click individual record link to open it.
5 Click record backlink to return to register.
6 Click register backlink to return to dashboard.



7

Reports can be generated directly from the system and exported into a variety of formats. This functionality supports Committee scrutiny and allows members to obtain additional detail on individual risks, controls or actions where required.

Running reports

Reports are run in real time and can be exported to a range of formats or previewed in browser.

1 Select a register menu option, for example, Risk register.

2 Filter register and/or select records using check-boxes.

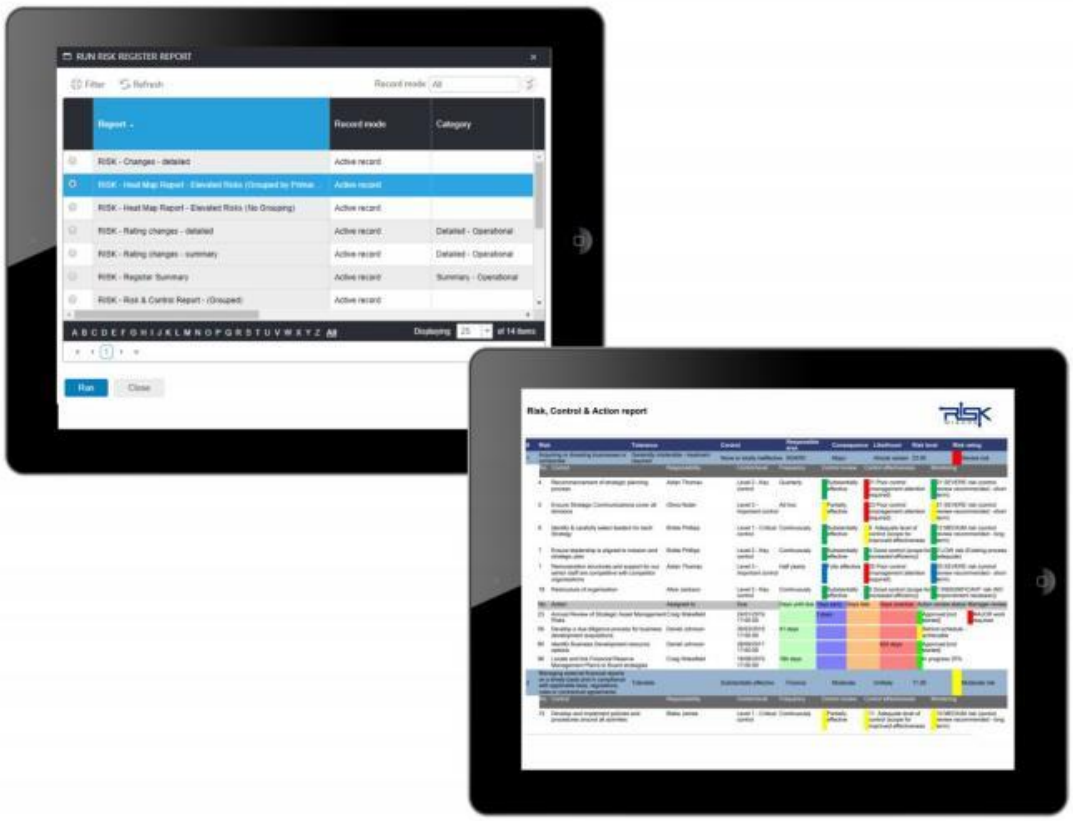
3 Open Report menu from the register and select a report to run.

4 Choose what to display/hide as well as any filter and sort options.

5 Select preferred output method, for example Export to PDF.

6 Choose what records to report, for example All records in register.

7 Run report and save to preferred location or view in browser.



8

Support

Members experiencing difficulties accessing the system should contact the Vice Principal, Finance and Infrastructure in the first instance. Assistance can then be arranged through the Risk Wizard system administrator.

The Committee is encouraged to make active use of Risk Wizard between meetings as part of its oversight role, enabling members to review current risk scores, monitor action progress and gain a deeper understanding of the College's risk profile and the effectiveness of the arrangements in place to manage strategic risks.

Ayrshire College

Detailed Strategic Risk Report

Run by: Alan Ritchie-Admin

Tuesday, 1 September 2026 8:46 AM

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
1	**Financial Sustainability**	There is a risk that the College is unable to maintain long-term financial sustainability because of uncertainty in public funding, inflationary and pay pressures, capital funding constraints, and an inability to generate sufficient alternative income, resulting in reduced organisational resilience, constraints on strategic investment, and an inability to fully deliver the College's Strategic Ambition.	Alan Ritchie	↔	PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Almost certain**	**Major**	**20**
Residual	**Likely**	**Major**	**16**

Existing Controls

1 Financial Governance **Owner** Alan Ritchie **Effectiveness** Highly effective

Strong financial governance by the Board of Management and its Committees. Members receive and discuss detailed financial information and provide oversight, scrutiny and challenge to support the Senior Leadership Team. The Board reviewed and approved the 2026-27 Budget in June 2026. The College will continue to monitor and review its financial position. PIFCo are receiving quarterly reports on the financial position against the 2025-26 budget, including delivery risks.

Comment

2 Effective Financial Controls and Internal Systems **Owner** Liz Walker **Effectiveness** Highly effective

2024-25 external audit report concludes that the College has effective financial controls and internal systems in place, with no significant weaknesses identified.

The College's arrangements for fraud prevention and detection are appropriate, and recommendations for improvement are minor and focused on enhancing efficiency and reducing manual errors.

The 2024-25 Internal Audit Report concluded that the College had adequate and effective risk management, control, and governance processes to support the achievement of the College's objectives at the time of our audit work. In our opinion, the College has proper arrangements to promote and secure value for money.

Comment

3 Financial Planning Systems and Robust Processes **Owner** Liz Walker **Effectiveness** Highly effective

Financial planning systems and robust processes are in place, including detailed monitoring and control procedures to assess income levels and forecast expenditure against the budget.

Budget holders are fully involved and engaged, and the College has a mature and well-developed culture of financial accountability.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Comment

4	Positive History of Meeting External Financial Reporting Deadlines	**Owner**	Liz Walker	**Effectiveness**	Highly effective

SFC's Mid-Year Return and Financial Forecast Return
2024-25 completion and updating of SFC's Mid-Year Return and Financial Forecast Return, requiring colleges to prepare financial projections for the next three years. Submitted on time and queries from SFC addressed.

2026-26 completion and updating of SFC's Mid-Year Return and Financial Forecast Return, requiring colleges to prepare financial projections for the next three years. Submitted on time and queries from SFC addressed.

Comment

5	Robust and Effective Internal Audit Plan	**Owner**	Alan Ritchie	**Effectiveness**	Highly effective

The 2025-26 Internal Audit Plan was highly positive. Five of the six planned internal audit assignments were completed, with the Strategic Planning review deferred into 2026-27. All completed audits received Strong Assurance, and only one low-priority recommendation was raised across the entire programme. No high or medium recommendations were identified. Wbg concluded that the College had adequate and effective risk management, control and governance processes and appropriate arrangements to promote and secure value for money.

Comment

6	Maintaining Positive Dialogue with the SFC	**Owner**	Alan Ritchie	**Effectiveness**	Highly effective

The College maintains an open dialogue with the SFC in regard to the College financial challenges and also through the CDN Finance and Vice Principals networks. The College has written to and met with the SFC to indicate that the current levels of uncertainty are now placing significant planning constraints on the College.

Comment

7	Continued working with Colleges Scotland	**Owner**	Alan Ritchie, David Davidson, Sara Rae	**Effectiveness**	Highly effective

The College continues to work with Colleges Scotland to lobby the SFC and the Scottish Government on the future sector financial position through a new or revised funding model.

Comment

66	2025-26 External Audit Report	**Owner**	Liz Walker	**Effectiveness**	Highly effective

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

2025-26 external audit report expected to conclude that the College has effective financial controls and internal systems in place, with no significant weaknesses identified. The College's arrangements for fraud prevention and detection are expected to be judged as appropriate, with minor recommendations for improvement and focused on enhancing efficiency and reducing manual errors.

Comment

67 2025-26 SFC's Mid-Year Return and Financial Forecast Return **Owner** Liz Walker **Effectiveness** Highly effective

2025-26 SFC's Mid-Year Return and Financial Forecast Return submitted on time after approval of the Board of Management.

Comment

68 Financial Strategic Risk Register **Owner** Liz Walker, Alan Ritchie **Effectiveness** Highly effective

The College is aware of the financial challenges faced in the coming years and maintains a separate financial risk register as part of the Management Accounts. This risk register is reviewed monthly as part of the accounts preparation by the Vice Principal and Chief Financial Controller.

Comment Management Accounts risk register is updated monthly

71 Fraud Risk Assessment **Owner** Liz Walker **Effectiveness** Not audited

The College undertakes an annual review of the fraud risk areas. This is recorded and reported to PIFCo and ARC at the end of each year. The 2025-26 review did not highlight any material areas of concern or action required

Comment

Actions Linked to the Risk

1 Continued engagement with the SFC / external auditors on RDEL/CDEL **Owner** Alan Ritchie **Due Date** 31/10/2026 **Status** Due

The College continues to engage with the SFC / external auditors to discuss the College's future financial position and the use of CDEL/RDEL funding. 2026-27 final funding announcement indicates no transfer of capital to revenue funding is allowed. However, SFC have indicated that it is willing to discuss possible individual college solutions. The College has submitted a business case to allow for the transfer from CDEL to RDEL. Discussions are ongoing with the SFC

54 Financial Sustainability Action Plan **Owner** Alan Ritchie, Liz Walker **Due Date** 31/07/2027 **Status** Due

Approve and implement a refreshed Financial Sustainability Action Plan aligned to the Strategic Plan, risk register and medium-term financial forecast, with at least 90% of planned actions on track at each quarterly reporting cycle.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
55	Deliver the approved 2026-27 budget		**Owner**	Alan Ritchie, Liz Walker	**Due Date**	31/07/2027	**Status**	Due

Deliver the approved 2026-27 budget within a variance of ±1% of budgeted operating position and maintain cash balances above the Board-approved minimum liquidity threshold throughout the financial year.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
56	Increase non-SFC income		**Owner**	Sara Rae	**Due Date**	31/07/2027	**Status**	Due

Increase non-SFC income by 2% compared with the 2025-26 outturn by 31 July 2027 through commercial activity, employer-funded training, partnership projects and subsidiary operations.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
57	New External Funding		**Owner**	Sara Rae	**Due Date**	31/07/2027	**Status**	Due

Secure at least £200,000 of new external funding awards or commercial contracts in priority growth sectors (including energy transition, renewables, engineering and skills development) by 31 July 2027.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
58	College-wide Workforce Sustainability Plan		**Owner**	Gillian Brown	**Due Date**	31/07/2027	**Status**	Due

Complete a College-wide Workforce Sustainability Plan by 31 July 2027, incorporating establishment reviews, succession planning, vacancy management and service redesign opportunities across all departments.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
59	Reduce Staff Costs		**Owner**	Gillian Brown, Liz Walker	**Due Date**	31/07/2027	**Status**	Due

Reduce staff costs as a percentage of total income by 2 percentage points against the 2025-26 baseline while maintaining achievement of agreed student success, quality and service performance measures by 31 July 2027.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
60	Complete Curriculum Contribution and Sustainability Reviews		**Owner**	Liz Walker	**Due Date**	31/12/2026	**Status**	Due

Complete curriculum contribution and sustainability reviews covering 100% of curriculum areas by 31 December 2026 and implement agreed actions for all programmes identified as financially or operationally unsustainable.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
61	College Wide-Estate Utilisation Review		**Owner**	Alan Ritchie, Barry Morton	**Due Date**	31/12/2026	**Status**	Due

Complete a College-wide estate utilisation review by 31 December 2026 and identify recurring efficiency savings or cost avoidance opportunities equivalent to at least 5% of annual estates expenditure for implementation from 2027-28 onwards.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
62	Implement a Financial Sustainability Dashboard		**Owner**	Liz Walker	**Due Date**	31/10/2026	**Status**	Due

Implement a Financial Sustainability Dashboard by 31 October 2026 containing agreed Key Risk Indicators (KRIs), with quarterly reporting to PIFCo and the Board covering:
-Cash days in hand
-Staff costs as a percentage of income
-Operating surplus/(deficit)
-Student recruitment performance
-Alternative income generation
-Delivery of savings targets

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
2	**Data Security**	There is a risk of College systems and processes being the victim of a cyber-attack because of increased virtual working and deliberate targeting of the education sector resulting in the loss of key data, financial loss, students being unable to successfully progress on their learning journey and significant reputational damage.	Brad Johnstone	↔	PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Almost certain**	**Major**	20
Residual	**Likely**	**Major**	16

Existing Controls

8 Vulnerability and Patch Management **Owner** Brad Johnstone **Effectiveness** Not audited

Regular vulnerability scanning of servers, endpoints, cloud services and network infrastructure. Identified weaknesses assessed and remediated according to risk.
Vulnerability reports showing remediation timescales and closure rates.

Security patches applied to operating systems, applications and network devices within defined timescales based on criticality.
Monthly patch compliance reports. Exceptions register.

Comment

9 Experienced Digital Team **Owner** Brad Johnstone **Effectiveness** Not audited

Experienced Digital Team in place with the required key skills, which are supplemented by specialist maintenance contracts or consultants when required. The Infrastructure Team regular monitors the servers supporting key data sources to ensure that they are appropriate for the information held.

Comment

10 Chief information Security Officer (CISO) **Owner** Brad Johnstone **Effectiveness** Not audited

The College has engaged a Chief information Security Officer (CISO). The CISO was secured through a shared service role across the college and university sectors. The CISO shared service enables the College to access experienced and dedicated staff who work across the sector and who can utilise their knowledge and experiences from other organisations. This means the College benefits from cross-institutional learning and best practice and is not reliant on only one individual.

Comment

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

12	Security Awareness Training	**Owner**	Brad Johnstone, Liz Walker	**Effectiveness**	Not audited

Mandatory cyber security and GDPR training for all staff, with refresher training and targeted training for higher-risk users.
Training completion reports. Phishing simulation results.
Review of compliance levels.

Comment

13	Structure of the IT Team	**Owner**	Brad Johnstone	**Effectiveness**	Not audited

A review of the structure of the IT team has been undertaken to ensure that sufficient and effective cyber security knowledge and resource is available to ensure College systems are secure. A revised structure including the appointment of a Cloud and Security Manager has been concluded and is operating as intended.

Comment

14	External and Internal Auditors	**Owner**	Alan Ritchie	**Effectiveness**	Not audited

The College has positively engaged with the recommendations made by both external and internal auditors following audit assignments. All recommendations are addressed as required. Rolling Audit Action Plan monitored by ARC

Comment

15	Managed Security Operations Centre (SOC)	**Owner**	Brad Johnstone	**Effectiveness**	Not audited

24/7 monitoring of cloud services, networks, firewalls, endpoints and security logs.
Monitoring in place for malicious activity, suspicious logins, malware, ransomware and unauthorised access attempts.
Monthly security dashboard showing alerts, incidents, response times, escalations and resolved threats.
Annual review of SOC effectiveness.

Comment

78	Multi-Factor Authentication (MFA)	**Owner**	Brad Johnstone	**Effectiveness**	Not audited

MFA enabled for all staff accounts, privileged accounts, remote access accounts and key business applications.
Exceptions documented and approved.
Percentage coverage reports.
Quarterly review of exceptions.
Internal audit testing.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Comment

79 User Access Management **Owner** Brad Johnstone **Effectiveness** Not audited

Formal process for granting, modifying and removing user access. Access permissions aligned to job role and reviewed regularly. Leavers' accounts disabled promptly.
Quarterly access reviews.
Evidence of leaver processing.
Audit sampling of user accounts.

Comment

80 Phishing Protection Controls **Owner** Brad Johnstone **Effectiveness** Not audited

Email filtering, anti-spam, anti-malware and anti-phishing technologies implemented and regularly updated.
Reduction in successful phishing attempts.
Monthly threat protection reports.

Comment

81 Backup and Recovery Controls **Owner** Brad Johnstone **Effectiveness** Not audited

Secure backup arrangements implemented for all critical systems and data, including offline or immutable backups where appropriate.
Recovery testing reports demonstrating successful restoration of systems and data.

Comment

82 Network and Endpoint Security Controls **Owner** Brad Johnstone **Effectiveness** Not audited

Segmentation of critical systems, firewall management, intrusion prevention systems and secure remote access arrangements.
Firewall reviews, penetration test results and network security assessments.
All College devices protected by endpoint detection and response (EDR), anti-malware and device management controls.
Endpoint compliance reports and EDR monitoring statistics.

Comment

Actions Linked to the Risk

8 Complete annual cyber simulation exercise **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Formal annual cyber incident exercise undertaken involving SLT, Digital Infrastructure and key business areas. Exercise report produced detailing scenario tested, participant attendance, response times, lessons learned, control weaknesses identified and management actions agreed. Progress against actions reported to ARC.

9 Maintain Cyber Incident Response Plan **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Incident Response Plan, contact lists, escalation procedures and incident playbooks reviewed and updated. Evidence that all critical systems, suppliers and recovery priorities remain current and tested.

10 Internal audit of Cyber Incident Response Plan **Owner** Brad Johnstone **Due Date** 31/12/2026 **Status** Due

To undertake internal audit of Cyber Incident Response Plan along with carrying out desk top exercise to test the plan.

11 Review SOC Effectiveness **Owner** Brad Johnstone **Due Date** 31/12/2026 **Status** Due

Formal review of Managed Security Operations Centre service including alert volumes, response times, incident escalation, threat intelligence outputs, service level performance and value for money assessment. Findings reported to ARC/PIFCo.

47 Conduct Penetration Testing of Critical Systems **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Independent external penetration test completed covering internet-facing systems, cloud services and priority business applications. All high and critical vulnerabilities assigned remediation plans and tracked to closure.

65 Mandatory Cyber Training Compliance **Owner** Brad Johnstone, Gillian Brown **Due Date** 31/07/2027 **Status** Due

All staff have access to and are required to complete mandatory cyber and data security training on a bi-annual basis. Internal review of college requirements is in progress to develop internally created modules that are college specific and to reduce the reliance on third party content. This will be monitored monthly through compliance reports on Elevate the LMS platform and in 2026/27 will be part of the business performance monitoring and review process and discussed at quarterly review meetings.

66 Test Restoration of Critical Backups **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Quarterly successful recovery testing undertaken for priority systems and datasets. Testing to demonstrate that data can be restored within agreed Recovery Time Objectives (RTOs) and Recovery Point Objectives (RPOs). Test results documented and reported.

67 Tracking Phishing Susceptibility Rate **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Results from simulated phishing campaigns showing percentage of users opening emails, clicking links, submitting credentials and reporting suspicious messages.
Trends monitored and targeted training provided where necessary.
Target: Click-through rate below 5%; reporting rate above 50%

68 Complete Cyber Maturity Assessment **Owner** Brad Johnstone **Due Date** 31/07/2028 **Status** Due

Assessment every two years against recognised framework (e.g. NCSC CAF, Cyber Essentials Plus, ISO27001 or Scottish public sector cyber maturity model). Gap analysis completed and improvement plan approved.

69 Vulnerability Management Programme **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Monthly vulnerability scans completed. Percentage of critical and high-risk vulnerabilities remediated within approved timescales monitored and reported to management.
Target: 95% of critical vulnerabilities resolved within 14 days

70 Data Protection Compliance Review **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Annual review of GDPR compliance including retention schedules, privacy notices, DPIAs, breach reporting and records of processing activities. Improvement actions monitored through compliance plan.
target: No high risk compliance findings.

71 Security Monitoring and Incident Reporting **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Quarterly reporting of cyber security metrics including attempted attacks, blocked threats, malware detections, account compromise attempts and actual incidents. Trend analysis reported to SLT and ARC.
Target: Quarterly reporting with no unmitigated high-risk issues

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
3	**Job Evaluation**	There is a risk that delays or failure to reach a national job evaluation outcome result in equal pay claims, employee relations issues and financial liabilities, leading to workforce instability, adverse employee relations, financial pressure and reputational damage to the College.	David Davidson	↔	PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Likely**	**Catastrophic**	20
Residual	**Possible**	**Major**	12

Existing Controls

16 Strategic HR Group **Owner** David Davidson **Effectiveness** Not audited

The College actively participates in the College Employers Scotland (CES) Strategic HR Group and associated governance structures supporting the National Job Evaluation Project. The Vice Principal, People, Performance and Transformation, and the Strategic People Partner contribute to sector discussions, influence policy development, and monitor emerging implementation risks. Key developments, potential implications and recommended actions are reported periodically to the Senior Leadership Team and PIFCo to support organisational preparedness and risk management.

Comment

17 National Job Evaluation Project **Owner** David Davidson, Alan Ritchie **Effectiveness** Not audited

The College actively supports and engages with the National Job Evaluation Project through CES governance arrangements. The College reviews consultation outputs, implementation proposals, emerging guidance and sector communications to assess potential operational, financial and employee relations implications. The College monitors progress through established governance arrangements to ensure it remains appropriately prepared for future implementation requirements.

Comment

18 Professional Services Staff Updates **Owner** David Davidson **Effectiveness** Not audited

The College maintains a structured communication and engagement approach for Professional Services staff regarding Job Evaluation developments. Staff receive timely updates on progress, key milestones, anticipated timescales, and implications as information becomes available. Communication materials, briefing sessions and frequently asked questions are used where appropriate to support transparency, understanding and employee confidence.

Comment

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

19	Engagement with Trade Unions	**Owner**	David Davidson, Alan Ritchie	**Effectiveness**	Not audited	

The College regularly engages with recognised trade unions through the Local Joint Negotiating and Consultative Committee (LJNCC) and other appropriate forums. Discussions include national Job Evaluation developments, implementation considerations, equal pay risks and employee relations matters. This collaborative approach supports transparency, promotes constructive dialogue and seeks to minimise the risk of disputes arising from future job evaluation outcomes.

Comment

20	Pay and Grading Benchmarking	**Owner**	David Davidson	**Effectiveness**	Not audited	

The College undertakes periodic benchmarking of Professional Services roles, pay structures and grading arrangements against sector comparators and relevant public sector organisations. Benchmarking outcomes are used to assess the ongoing integrity of local pay and grading arrangements, identify potential equal pay risks and inform future workforce planning and job evaluation preparedness activities.

Comment

21	Job Role and Role Change Register	**Owner**	David Davidson	**Effectiveness**	Not audited	

The College maintains a comprehensive register of new, amended and significantly evolved Professional Services roles. Records include changes in duties, responsibilities, reporting arrangements and organisational design since September 2018. The register supports workforce planning, equal pay risk assessment, financial modelling and the evaluation of potential impacts arising from national or local job evaluation implementation. The information is reviewed periodically to ensure it remains complete and accurate. The register supports periodic assessment of potential financial liabilities, implementation readiness, and organisational exposure arising from future job evaluation outcomes.

Comment

91	Equal Pay Risk Assessment	**Owner**	David Davidson	**Effectiveness**	Not audited	

The College undertakes an annual Equal Pay Risk Assessment to identify potential equal pay exposure arising from grading structures, role evolution, local arrangements, market supplements and other pay practices. Findings are reviewed by SLT and reported to PIFCo as required.

Comment

92	Financial Liability Modelling	**Owner**	Alan Ritchie	**Effectiveness**	Not audited	

The College maintains financial modelling of potential job evaluation outcomes, including estimated implementation costs, recurring pay impacts, back-pay exposure and potential funding assumptions. Scenarios are refreshed at least annually.

Comment

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

93 Job Description Governance Framework **Owner** David Davidson, Gillian Brown **Effectiveness** Not audited

A formal governance process is in place for reviewing and approving new or amended job descriptions to ensure role responsibilities, accountabilities and grading assumptions remain accurately documented.

Comment

94 Legal and Employment Advice **Owner** David Davidson, Gillian Brown **Effectiveness** Not audited

The College periodically seeks specialist employment law and equal pay advice to inform risk assessments, implementation planning and emerging sector developments.

Comment

Actions Linked to the Risk

12 Equal Pay and Job Evaluation Risk Review **Owner** David Davidson **Due Date** 31/07/2027 **Status** Due

Complete an Equal Pay and Job Evaluation Risk Review, identifying potential areas of exposure, mitigating controls, data gaps and further actions. Report findings to PIFCo.

13 Financial Impact Assessment **Owner** Alan Ritchie **Due Date** 31/07/2027 **Status** Due

Develop financial scenarios modelling potential implementation costs, recurring pay impacts and retrospective liabilities arising from national or local job evaluation outcomes. Report to PIFCo and include in financial planning assumptions.

14 Sector Funding and Implementation Engagement **Owner** David Davidson, Alan Ritchie **Due Date** 31/07/2027 **Status** Due

Maintain engagement with CES, SFC and Scottish Government regarding implementation arrangements, funding support and sector guidance, providing six-monthly updates to PIFCo.

15 Local Job Evaluation Options Appraisal and Implementation Readiness Review **Owner** David Davidson, Gillian Brown **Due Date** 31/12/2026 **Status** Due

Undertake a comprehensive review of the viability and implications of implementing a local Professional Services Job Evaluation Scheme. The review will assess available job evaluation methodologies, pay and grading structure options, equal pay considerations, financial affordability, implementation costs, organisational capacity, systems and payroll implications, employee relations impacts, and governance requirements.

The review will also evaluate the College's readiness to implement either a national or local solution and identify the actions required to support successful delivery. The outcome will be an options appraisal and recommendation report presented to PIFCo, including a preferred approach, implementation roadmap, indicative timescales, resource requirements, key risks and mitigating actions

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

86	Job Evaluation Implementation Readiness Plan	**Owner**	David Davidson, Gillian Brown	**Due Date**	31/05/2027	**Status**	Due

The College will develop an implementation readiness plan that identifies the governance, communication, training, payroll, HR systems, employee relations, and resource requirements needed to support implementing either a national or local job evaluation solution. Progress to be reported periodically to PIFCo.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
4	**Climate Change**	There is a risk that the College will not achieve its climate change targets because of lack of internal capacity, access to wider government funding or a lack of sectoral strategic focus resulting in the College not being able to meet its environmental responsibilities.	Angela Cox	↔	LTQCo, PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Almost certain**	**Major**	20
Residual	**Possible**	**Major**	12

Existing Controls

22 Board-approved Sustainability Framework and Delivery Plan. **Owner** Barry Morton, Lisa Keggans **Effectiveness** Not audited

The College maintains an approved Sustainability Framework, supported by annual delivery priorities, named owners, measurable targets and regular reporting to PIFCo and the Board. The Framework aligns with relevant national climate ambitions, sector expectations and the College's wider strategic objectives.

Comment

23 SEES Group Governance, Delivery and Reporting Framework **Owner** Alan Ritchie **Effectiveness** Not audited

The Social, Economic, Environmental and Sustainability Group provides oversight of sustainability and climate-related activity across the College. The Group maintains an action tracker, reviews progress against agreed priorities, monitors delivery risks, and escalates key issues through established reporting routes to senior management and relevant committees.

Comment

24 Energy, Carbon and Sustainability Performance Monitoring **Owner** Barry Morton, Lisa Keggans **Effectiveness** Not audited

The College monitors energy use and environmental performance through energy management and IoT systems. Performance data is used to inform estate decisions, identify opportunities for efficiency, support statutory reporting, and provide regular updates to PIFCo through the Estates Update process.

Comment

25 Renewable Energy and Decarbonisation Project Pipeline **Owner** Barry Morton, Lisa Keggans **Effectiveness** Not audited

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

The College maintains and reviews a pipeline of renewable energy, energy efficiency and estate decarbonisation opportunities, including existing initiatives such as hydro, solar and biomass. Projects are assessed against environmental impact, affordability, external funding availability, deliverability and strategic benefit.

Comment

26	Climate Resilience and Business Continuity Planning	**Owner**	Alan Ritchie	**Effectiveness**	Not audited	

The College maintains Business Continuity Planning arrangements that support continuity of critical services during climate-related or environmental disruption, including severe weather, energy supply issues and campus access constraints. Plans are reviewed and tested periodically to ensure they remain effective.

Comment

27	Staff, Student and Curriculum Sustainability Engagement	**Owner**	Barry Morton, Lisa Keggans	**Effectiveness**	Not audited	

The College promotes sustainability among staff and students through communications, training, engagement activities and curriculum-related initiatives. This supports behavioural change, environmental responsibility and wider progress towards climate and sustainability targets.

Comment

28	External Alignment and Sector Benchmarking	**Owner**	Alan Ritchie, Barry Morton, Lisa Keggans	**Effectiveness**	Not audited	

The College reviews its sustainability priorities and delivery timelines against local authority priorities, regulatory guidance, the Further Education Climate Change Roadmap and relevant sector practice, to support compliance and continuous improvement.

Comment

83	Carbon Baseline and Emissions Inventory	**Owner**	Lisa Keggans	**Effectiveness**	Not audited	

The College maintains a carbon baseline and annual emissions inventory to support measurement of progress against climate change targets and statutory reporting requirements.

Comment

84	Net Zero / Decarbonisation Delivery Plan	**Owner**	Lisa Keggans	**Effectiveness**	Not audited	

The College maintains a prioritised decarbonisation delivery plan setting out key projects, expected benefits, estimated costs, funding dependencies, owners and delivery timescales.

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy

Comment

85 Sustainable Procurement Control **Owner** Liz Walker **Effectiveness** Not audited

Procurement activity considers sustainability, whole-life cost and environmental impact where relevant and proportionate, particularly for estates, construction, energy, ICT and major contracts.

Comment

86 Climate Risk and Adaptation Assessment **Owner** Barry Morton, Lisa Keggans **Effectiveness** Not audited

The College periodically reviews physical climate risks affecting its campuses and operations, including severe weather, flooding, heat, energy resilience and access disruption.

Comment

87 Sustainability Assurance and Audit Review **Owner** Lisa Keggans **Effectiveness** Not audited

Periodic internal audit, peer review or management assurance is undertaken over sustainability governance, carbon reporting, statutory returns and delivery of agreed actions.

Comment

88 Sustainable Travel and Transport Planning **Owner** Barry Morton, Lisa Keggans **Effectiveness** Not audited

The College monitors and promotes opportunities to reduce the environmental impact of travel, commuting and inter-campus activity where data and operational constraints allow.

Comment

Actions Linked to the Risk

16 Approve annual SEES Group workplan and reporting schedule **Owner** Barry Morton, Lisa Keggans **Due Date** 31/10/2026 **Status** Due

Annual SEES workplan approved, with named owners, due dates, reporting route and quarterly review of progress.

20 Develop partner engagement and sustainability opportunities plan **Owner** Barry Morton, Lisa Keggans **Due Date** 31/12/2026 **Status** Due

Partner plan prepared identifying local authority, SFC, community, sector and commercial opportunities to support decarbonisation, climate adaptation or sustainability projects.

#	Risk	Description		Owner		Movement	Oversight Committee	Treatment Strategy
21	Map sustainability across curriculum areas		**Owner**	Barry Morton, Lisa Keggans	**Due Date**	31/10/2026	**Status**	Due
Curriculum areas complete a sustainability mapping exercise identifying where climate literacy, net zero skills and environmental responsibility are embedded or could be strengthened.								
22	Create sustainability funding pipeline		**Owner**	Barry Morton, Lisa Keggans	**Due Date**	31/07/2027	**Status**	Due
Pipeline maintained of government, SFC and other external funding opportunities, including bids submitted, outcomes, match-funding requirements and unfunded priority projects.								
23	Complete climate-related BCP review and scenario exercise		**Owner**	Alan Ritchie, Lisa Keggans	**Due Date**	31/01/2027	**Status**	Due
Review completed of climate-related disruption risks, with a desktop exercise covering severe weather, energy disruption or campus access disruption. Lessons learned reported to relevant committee.								
50	Submit 2025-26 public sector climate change report		**Owner**	Alan Ritchie	**Due Date**	30/11/2026	**Status**	Due
College to submit annual public sector climate change report by end of November 2026								
73	Deliver staff and student sustainability engagement programme		**Owner**	Barry Morton, Lisa Keggans	**Due Date**	31/07/2027	**Status**	Due
Annual programme delivered covering awareness campaigns, behaviour change activity, participation opportunities and communications on progress.								
74	Submit 2025-26 PBCCD return		**Owner**	Lisa Keggans, Barry Morton	**Due Date**	30/11/2026	**Status**	Due
Public Bodies Climate Change Duties return submitted by 30 November 2026, with key findings and improvement actions reported internally.								
75	Introduce a sustainability KPI dashboard		**Owner**	Barry Morton, Lisa Keggans	**Due Date**	31/01/2027	**Status**	Due
Dashboard presented to PIFCo covering the main environmental indicators and progress against climate-related actions.								
76	Commission or schedule assurance over sustainability reporting		**Owner**	Barry Morton, Lisa Keggans	**Due Date**	31/03/2027	**Status**	Due
Internal audit or management assurance review added to the assurance plan, focusing on PBCCD reporting, KPI data quality and governance arrangements.								
77	Develop a staff and student sustainability engagement calendar		**Owner**	Lisa Keggans	**Due Date**	31/10/2026	**Status**	Due
Annual engagement plan agreed, with campaigns, communications, student involvement and curriculum links.								

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy
78	Review external funding opportunities quarterly	**Owner**	Lisa Keggans, Barry Morton	**Due Date**	31/07/2027	**Status**	Due

Quarterly funding review completed and reported to SEES/PIFCo, including bids submitted and projects held pending funding.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
5	**Curriculum Offer**	There is a risk of curriculum activity not being linked to current and future skills requirements or social and economic recovery needs and issues because of reduced engagement / communication, insufficient planning, impact of changes to HE institutions admission policy and real term reduction in SFC funding resulting in the College failing to deliver a portfolio that is relevant, flexible and responsive to employer and industry needs.	Sara Rae	↔	LTQCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Almost certain**	**Major**	**20**
Residual	**Possible**	**Major**	**12**

Existing Controls

29 Strategic Curriculum Planning **Owner** Sara Rae **Effectiveness** Not audited

The College operates a strategic curriculum planning process that aligns provision with regional and national skills needs, labour market intelligence, employer demand, student demand, demographic trends, and economic priorities. The Curriculum Development Planning process includes an annual review of curriculum performance, sustainability, progression outcomes, and future growth opportunities, ensuring provision remains relevant, responsive, and affordable.

Comment

30 Regional Skills Intelligence **Owner** Sara Rae **Effectiveness** Not audited

The College maintains an evidence-based approach to curriculum planning by analysing regional and national labour market intelligence, SDS datasets, Regional Economic Strategies, Skills Planning Reports, industry forecasts, and employer engagement activity. Intelligence is reviewed routinely to identify emerging sectors, future workforce requirements and changing skills demands.

Comment

31 Employer Engagement Strategy **Owner** Sara Rae **Effectiveness** Not audited

The College maintains structured employer engagement arrangements through Industry Advisory Boards, employer forums, sector groups and strategic partnerships. The College systematically gathers feedback and uses it to inform curriculum design, curriculum reviews, new programme development, and workforce skills planning. Employer engagement activity, participation levels and outcomes are monitored and reported through established governance arrangements.

Comment

32 Curriculum Governance **Owner** Sara Rae **Effectiveness** Not audited

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Regular reporting is provided to the Senior Leadership Team, Learning, Teaching and Quality Committee and Board of Management, covering curriculum performance, employer engagement, student recruitment, retention, achievement, progression and alignment with strategic skills priorities. The governance framework supports challenge, scrutiny and evidence-based decision-making regarding the curriculum portfolio.

Comment

33 Partnership Working **Owner** Sara Rae **Effectiveness** Not audited

The College maintains strategic partnerships with universities, local authorities, Skills Development Scotland, employers, business organisations and regional economic partners to support curriculum planning, articulation pathways, workforce development and alignment with regional economic priorities. Partnership outcomes are reviewed periodically to assess impact and identify opportunities for improvement.

Comment

34 Financial Scenario Planning **Owner** Liz Walker **Effectiveness** Not audited

Financial and curriculum planning processes are integrated to assess programme sustainability, contribution, student demand, funding assumptions and affordability. Scenario modelling is used to assess the impact of changes in recruitment, funding methodologies, demographic trends and partner behaviour to support informed curriculum decision-making.

Comment

35 Marketing and Communication **Owner** Sara Rae **Effectiveness** Not audited

A coordinated marketing, recruitment and curriculum planning approach is maintained to support awareness of curriculum opportunities and alignment with future skills priorities. Recruitment performance, applicant conversion, campaign effectiveness and student demand trends are monitored regularly and used to inform future curriculum planning and investment decisions.

Comment

95 Curriculum Portfolio Review Framework **Owner** Sara Rae **Effectiveness** Not audited

The College maintains a formal curriculum portfolio review process which assesses curriculum viability, quality, strategic relevance, employer demand, recruitment performance, student outcomes and financial sustainability. Programmes requiring intervention are identified and improvement actions agreed.

Comment

96 Student Destination and Employability Intelligence **Owner** Sara Rae **Effectiveness** Not audited

The College analyses student destination data, progression outcomes, employment trends and graduate employability information to assess whether curriculum provision is achieving intended economic and learner outcomes. Findings inform curriculum planning and development activities.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Comment

97 Future Skills and Horizon Scanning **Owner** Sara Rae **Effectiveness** Not audited

Emerging technologies, industry developments, policy changes and future workforce requirements are reviewed routinely to identify future curriculum opportunities and risks. Findings inform curriculum innovation, investment and workforce planning activities.

Comment

Actions Linked to the Risk

26 Curriculum Stakeholder Engagement Framework **Owner** Alistair Rodgers **Due Date** 31/07/2027 **Status** Due

Develop and implement a Curriculum Stakeholder Engagement Framework covering employers, industry bodies, local authorities, universities and economic partners. The framework should identify key stakeholders, engagement mechanisms, reporting arrangements and success measures. An annual review of effectiveness should be undertaken.

27 Curriculum Innovation and Emerging Technologies Review **Owner** Doreen Wales **Due Date** 31/07/2027 **Status** Due

Undertake an annual review of emerging technologies, delivery models and pedagogical innovation to ensure programmes remain relevant, flexible and aligned with employer expectations. Recommendations to be incorporated into curriculum planning processes.

28 Student Recruitment and Conversion Intelligence Dashboard **Owner** Sara Rae **Due Date** 31/12/2026 **Status** Due

Implement dashboard reporting covering applicant conversion, enrolment performance, retention, achievement, progression and student destinations. Report quarterly to SLT and LTQCo.

30 Skills and External Partnership Group **Owner** Sara Rae **Due Date** 31/01/2027 **Status** Due

Establish a Skills and External Partnership Group with representation from employers, economic partners, SDS, universities and local authorities to support curriculum planning, labour market responsiveness and future skills development. Produce and monitor an annual action plan.

87 Annual Curriculum Portfolio Review **Owner** Sara Rae **Due Date** 31/01/2027 **Status** Due

Complete a formal annual curriculum portfolio review covering programme performance, strategic alignment, employer demand, student demand, progression outcomes and financial sustainability. Improvement actions to be approved and monitored through curriculum planning arrangements.

88 Future Skills Assessment **Owner** Sara Rae **Due Date** 31/03/2027 **Status** Due

Produce an annual Future Skills Assessment identifying emerging regional workforce requirements, growth sectors, technological developments and potential curriculum opportunities. Findings to inform curriculum planning and investment decisions.

89 Industry Advisory Board Effectiveness Review **Owner** Sara Rae **Due Date** 31/07/2027 **Status** Due

Review the effectiveness of Industry Advisory Boards and employer engagement arrangements, including participation levels, influence on curriculum development and employer satisfaction. Implement

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

and monitor improvement actions.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
6	**Recruitment and Retention of Staff**	There is a risk that the College is unable to recruit, develop and retain a workforce with the skills and capacity required to deliver its strategic objectives because of labour market pressures, national bargaining constraints and increasing competition for talent, resulting in service disruption, reduced organisational performance and increased operational risk.	David Davidson	↔	LTQCo, PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Likely**	**Major**	**16**
Residual	**Possible**	**Major**	**12**

Existing Controls

36 National Recognition and Procedures Agreement (NRPA) **Owner** David Davidson **Effectiveness** Not audited

The College is a signatory to the National Recognition and Procedures Agreement (NRPA) and actively participates in national bargaining arrangements through College Employers Scotland. National agreements, workforce trends and employment developments are considered within local workforce planning and employee relations arrangements to support workforce stability and organisational effectiveness.

Comment

37 Staff Voice Group **Owner** Gillian Brown **Effectiveness** Not audited

The College maintains a Staff Voice Group and other employee engagement mechanisms that enable staff to contribute to organisational development and inform strategic decision-making. Senior management reviews feedback regularly, identifies actions, monitors them, and communicates them to staff. Outcomes support employee engagement, organisational culture, and retention.

Comment

38 Recruitment and Selection Framework **Owner** David Davidson **Effectiveness** Not audited

The College maintains a robust recruitment and selection framework supported by regular review of job descriptions, person specifications, recruitment processes and candidate experience. Recruitment performance metrics are monitored to assess effectiveness, identify recruitment challenges and support continuous improvement.

Comment

39 Vacancy Promotion and Talent Attraction **Owner** David Davidson **Effectiveness** Not audited

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Vacancies are promoted through a range of recruitment channels, professional networks and targeted campaigns. Recruitment approaches are reviewed periodically to assess effectiveness, attract diverse candidate pools and support the recruitment of individuals with skills aligned to current and future College requirements.

Comment

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40 Professional Development and Workforce Capability **Owner** David Davidson **Effectiveness** Not audited

The College provides structured professional learning and development opportunities that support current role requirements, future skills development, leadership capability and organisational priorities. The College monitors participation levels and outcomes to support workforce resilience and succession planning.

Comment

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41 National Bargaining Process **Owner** David Davidson **Effectiveness** Not audited

Members of the College's Executive Team are involved in the national bargaining process involving college employers and the trade unions. The College contributes to negotiating strategies through the College Employers Association (CES).

Comment

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42 Monitoring Recruitment Activity **Owner** Gillian Brown **Effectiveness** Not audited

Recruitment performance metrics, including vacancy levels, time-to-hire, applications received, appointment rates and hard-to-fill posts, are monitored regularly. Trends are reviewed to identify emerging workforce risks and inform recruitment strategies and workforce planning activities.

Comment

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43 Social Media Campaigns **Owner** Gillian Brown **Effectiveness** Not audited

Detailed social media campaigns are developed for posts which are identified as difficult to recruit. The College works with advertising agencies to support promotion of vacancies across suitable networks.

Comment

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45 Investors in People and Staff Wellbeing **Owner** David Davidson **Effectiveness** Not audited

The college maintains Investors in People and Investors in Wellbeing accreditations and uses the associated frameworks, staff surveys and action plans to support organisational culture, employee experience and staff wellbeing. The college monitors progress through established governance arrangements and implements improvement actions where required.

Comment

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

46 Employee Value Proposition **Owner** Gillian Brown **Effectiveness** Not audited

The College promotes and periodically reviews its employee value proposition, including terms and conditions, wellbeing support, flexible working arrangements, professional development opportunities and employee benefits. The aim is to support both recruitment and retention in a competitive labour market.

Comment

98 Workforce Planning Framework **Owner** David Davidson **Effectiveness** Not audited

The College maintains a workforce planning framework which assesses future staffing requirements, succession risks, demographic trends, skills gaps and organisational priorities. Workforce planning informs recruitment, development and organisational design decisions.

Comment

99 Critical Skills and Succession Planning **Owner** David Davidson, Gillian Brown **Effectiveness** Not audited

The College identifies critical roles and key skills dependencies and maintains succession planning arrangements for positions where recruitment challenges, business continuity or loss of organisational knowledge could present significant risks.

Comment

100 Employee Retention and Exit Analysis **Owner** Gillian Brown **Effectiveness** Not audited

Employee turnover, retention rates, exit interview outcomes and reasons for leaving are monitored and analysed. Findings are used to identify trends, improve employee experience and inform workforce planning decisions.

Comment

101 Workforce KPI Dashboard **Owner** David Davidson **Effectiveness** Not audited

A workforce dashboard is maintained, covering vacancy rates, turnover, sickness absence, recruitment performance, employee engagement, learning and development participation and other key workforce indicators. SLT and relevant committees review trends regularly.

Comment

Actions Linked to the Risk

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

31 Workforce Sustainability and Talent Strategy **Owner** David Davidson **Due Date** 31/07/2027 **Status** Due

Develop and implement a Workforce Sustainability and Talent Strategy identifying workforce risks, critical skills requirements, succession priorities, recruitment challenges and retention initiatives. Progress to be reviewed annually by PIFCo.

32 Employee Value Proposition Review **Owner** David Davidson **Due Date** 31/07/2027 **Status** Due

Undertake a review of the College's employee value proposition, including rewards, recognition, wellbeing, flexible working, professional development and employee benefits. Identify opportunities to enhance recruitment and retention, and develop an implementation plan where improvements are approved.

90 Workforce Dashboard Implementation **Owner** Gillian Brown **Due Date** 31/01/2027 **Status** Due

Implement a workforce performance dashboard covering: Vacancy rates, Turnover, Time-to-hire, Sickness absence, Employee engagement indicators, CPD participation, and hard-to-fill vacancies. Quarterly reporting to SLT and PIFCo.

91 Critical Roles and Succession Planning Review **Owner** Gillian Brown **Due Date** 31/05/2027 **Status** Due

Complete an organisation-wide assessment of critical roles and workforce vulnerabilities. Develop succession plans and risk mitigation actions for identified high-risk positions.

92 Annual Employee Retention Review **Owner** Gillian Brown **Due Date** 31/07/2027 **Status** Due

Undertake an annual review of staff turnover, exit interview findings, recruitment challenges and retention risks. Report findings and improvement actions to the Senior Leadership Team and PIFCo.

93 Future Workforce and Skills Assessment **Owner** David Davidson **Due Date** 31/03/2027 **Status** Due

Assess future workforce requirements arising from curriculum developments, digital transformation, AI adoption, infrastructure investment and changing service delivery models. Findings to inform workforce planning and development priorities.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
7	**AI Framework**	There is a risk that without a clearly defined AI Framework, using a common language, that the investment, development or application of AI solutions fails to deliver the anticipated benefits because of a knowledge gap and a misalignment to the College strategic objectives resulting in the various parties involved in AI governance, implementation and management will have misunderstandings, resulting in ineffective decision making and risk management."	Alan Ritchie	↔	PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Likely**	**Major**	**16**
Residual	**Possible**	**Major**	**12**

Existing Controls

47 Digital Governance and Transformation Group **Owner** Brad Johnstone **Effectiveness** Not audited

The College maintains a Digital Governance and Transformation Group that oversees digital transformation, data governance, and AI-related activity. A dedicated AI workstream reviews proposed AI use cases, associated risks, opportunities, resource implications and compliance requirements. The Group oversees AI policy implementation, assurance reporting, and alignment with the College Strategic Ambition.

Comment

48 Legal and Regulatory Compliance **Owner** Brad Johnstone **Effectiveness** Not audited

The College monitors emerging legal, regulatory and sector guidance relating to AI, data protection, intellectual property, copyright, information governance and ethical use. New AI initiatives undergo appropriate compliance assessment before implementation and are reviewed periodically to ensure ongoing compliance with applicable requirements.

Comment

49 Risk Management Framework **Owner** Alan Ritchie **Effectiveness** Not audited

The College Risk Management Framework supports identification, assessment and monitoring of AI-related risks. Significant AI initiatives require documented risk assessments that consider information governance, cybersecurity, ethical considerations, operational impacts, bias, and reputational implications. High-risk issues are escalated through established governance arrangements.

Comment

50 AI Procurement and Third-Party Assurance **Owner** Brad Johnstone **Effectiveness** Not audited

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Procurement and contract management arrangements require AI suppliers and technology partners to demonstrate compliance with appropriate security, data protection, and governance standards. Procurement exercises consider transparency, explainability, data ownership, intellectual property rights, cybersecurity and contractual responsibilities when acquiring AI-enabled products or services.

Comment

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51 Ethical and Responsible Use of AI **Owner** Sara Rae **Effectiveness** Not audited

The College promotes the ethical, responsible and transparent use of AI among students and staff. Guidance, learning resources and awareness activities support understanding of appropriate use, academic integrity, data privacy, bias, fairness and accountability. Emerging risks and concerns are reviewed through established governance arrangements.

Comment

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52 Safe Experimentation and AI Capability Development **Owner** Sara Rae **Effectiveness** Not audited

The College supports controlled experimentation with approved AI technologies to develop staff capability, assess benefits and identify risks. Pilot activities are undertaken within defined governance arrangements, and lessons learned are shared across the organisation to support AI maturity and informed decision-making.

Comment

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102 AI Risk and Impact Assessment Process **Owner** Alan Ritchie, Brad Johnstone **Effectiveness** Not audited

All significant AI initiatives are subject to a documented impact assessment covering ethical considerations, privacy implications, equality impacts, security risks, legal compliance and operational consequences before implementation.

Comment

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103 Data Governance Framework **Owner** Brad Johnstone **Effectiveness** Not audited

The College maintains data governance arrangements that define approved data sources, access controls, data quality requirements, and restrictions on the use of personal, confidential, or sensitive information within AI systems.

Comment

Actions Linked to the Risk

33 AI Governance Framework **Owner** Brad Johnstone **Due Date** 31/12/2026 **Status** Due

Develop and implement an AI Governance Framework that defines roles and responsibilities, approval processes, governance arrangements, risk appetite, oversight mechanisms, performance

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

measures, and reporting requirements for AI use across the College.

34 AI Policy and Responsible Use Standard **Owner** Brad Johnstone **Due Date** 30/04/2027 **Status** Due

Develop and approve an AI Policy and Responsible Use Standard covering governance, ethical principles, data protection requirements, academic integrity, procurement expectations, staff responsibilities and monitoring arrangements.

35 AI Awareness and Capability Programme **Owner** David Davidson **Due Date** 31/07/2027 **Status** Due

Deliver an organisation-wide AI awareness and capability programme tailored to staff and leadership roles, covering responsible use, risk management, legal compliance and practical opportunities for AI adoption. Training completion and effectiveness measures to be monitored.

36 AI Incident and Assurance Monitoring **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Establish AI incident reporting, monitoring and assurance arrangements covering data breaches, inappropriate AI use, system failures, bias concerns or governance breaches. Outcomes reported periodically through established governance arrangements.

37 College Data Governance Framework **Owner** Brad Johnstone **Due Date** 31/12/2026 **Status** Due

Develop and implement a College Data Governance Framework supporting AI and wider data-driven decision making. The framework should define data ownership, quality expectations, access controls, retention arrangements and approved use of data within AI systems.

38 AI Guidance and Approved Use Cases **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Publish guidance covering approved AI use cases, prohibited activities, data handling requirements, academic integrity considerations and examples of effective practice. Maintain an approved AI use-case register and review the guidance annually.

94 AI Use Case Register and Approval Process **Owner** Brad Johnstone **Due Date** 31/01/2027 **Status** Due

Develop and maintain a register of AI pilots, AI-enabled systems and approved AI use cases. Establish approval criteria and governance arrangements for future AI proposals.

95 AI Benefits Realisation Framework **Owner** Brad Johnstone **Due Date** 31/05/2027 **Status** Due

Develop a framework for measuring the benefits delivered through AI adoption, including efficiency improvements, service enhancements, staff productivity gains, learner experience improvements and risk reductions. Benefits to be reviewed annually.

96 Annual AI Assurance Report **Owner** Brad Johnstone **Due Date** 31/07/2027 **Status** Due

Provide an annual AI Assurance Report to PIFCo covering AI activity, policy compliance, incidents, risks, approved use cases, training activity, benefits realised and emerging regulatory developments.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
8	**People and Culture**	There is a risk that organisational change, workload pressures or ineffective engagement result in a deterioration of organisational culture and employee experience, leading to reduced staff wellbeing, engagement and productivity, and adversely affecting student experience and organisational performance.	David Davidson	↔	LTQCo, PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Likely**	**Major**	**16**
Residual	**Possible**	**Major**	**12**

Existing Controls

53 Staff, Stakeholders and Partner Communications and Engagement — **Owner** David Davidson — **Effectiveness** Not audited

The College maintains a structured programme of communication and engagement with staff, trade unions, stakeholders and partners. The College provides regular updates on organisational priorities, strategic developments, and operational changes through a range of channels. Feedback mechanisms are in place to support two-way communication and inform management decision-making. The Senior Leadership Team reviews outcomes and themes arising from engagement activity periodically.

Comment

54 National Bargaining and Employee Relations — **Owner** David Davidson — **Effectiveness** Not audited

The College actively participates in national bargaining arrangements through CES and maintains constructive local employee relations through regular engagement with recognised trade unions. The College regularly reviews national developments, workforce issues, and employee relations risks to support workforce stability, organisational culture, and effective partnership working.

Comment

55 Policy Development and Review Working Group — **Owner** David Davidson — **Effectiveness** Not audited

The College maintains formal arrangements for developing, reviewing, and consulting on workforce-related policies and procedures. Policy development involves staff and trade union representatives and aligns with national agreements, legislative requirements and recognised good practice. Established governance arrangements monitor progress.

Comment

56 Leadership and Management Forums — **Owner** David Davidson — **Effectiveness** Not audited

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

The College operates leadership and management forums to support communication, collaboration, organisational learning and the sharing of effective practice. These arrangements support leadership alignment, organisational development and consistent implementation of strategic priorities across curriculum and professional service areas.

Comment

57 Investors in People and Organisational Culture Monitoring **Owner** David Davidson **Effectiveness** Not audited

The College uses Investors in People, Investors in Wellbeing, staff surveys, pulse surveys and other engagement mechanisms to measure organisational culture, employee experience and staff wellbeing. Senior management reviews the results, identifies improvement priorities, and monitors progress through agreed action plans.

Comment

58 Staff Development and Organisational Capability **Owner** David Davidson **Effectiveness** Not audited

The College maintains a structured approach to learning, professional development and leadership capability through the Knowledge, Skills and Behaviour Framework, Elevate, Great Conversations and College-wide development activities. The College periodically reviews participation rates, outcomes, and workforce capability requirements to support organisational performance and future workforce needs.

Comment

104 Organisational Culture Dashboard **Owner** David Davidson **Effectiveness** Not audited

A suite of organisational culture indicators is maintained, covering employee engagement, wellbeing, turnover, absence, employee relations issues, grievance trends, learning participation and pulse survey outcomes. The Senior Leadership Team reviews results periodically and reports them through appropriate governance arrangements.

Comment

105 Change Management and Organisational Impact Assessment **Owner** Gillian Brown **Effectiveness** Not audited

Significant organisational change initiatives are supported by change management and employee impact assessment processes, which consider workforce implications, employee engagement requirements, wellbeing impacts and implementation risks.

Comment

106 Employee Wellbeing Framework **Owner** Gillian Brown **Effectiveness** Not audited

The College maintains a proactive wellbeing framework covering mental health, workload, absence trends, wellbeing support and preventative interventions. The College reviews wellbeing indicators periodically to identify emerging risks and support continuous improvement.

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Comment

107 Employee Relations Monitoring **Owner** David Davidson **Effectiveness** Not audited

Employee relations indicators, including grievances, dignity-at-work matters, employment tribunals, collective disputes, and significant employee concerns, are monitored regularly to identify emerging organisational culture risks.

Comment

108 Values and Behaviour Framework **Owner** David Davidson **Effectiveness** Not audited

The College promotes its organisational values and behavioural expectations through leadership development, performance development processes, staff engagement and organisational communications. Feedback mechanisms assess understanding and adoption.

Comment

Actions Linked to the Risk

39 Evolve Leadership and Management Development Programme **Owner** Gillian Brown **Due Date** 31/07/2027 **Status** Due

Continue developing and evaluating the Evolve Leadership Programme and Coaching Network. Implement annual measures of leadership capability, programme participation and participant feedback to assess organisational impact and identify future development priorities.

40 Embedding The Ayrshire Way **Owner** David Davidson **Due Date** 31/07/2027 **Status** Due

Continue to embed The Ayrshire Way and associated cultural initiatives across the College. Undertake periodic staff feedback exercises to assess awareness, understanding and behavioural adoption. Report findings and improvement actions to the Senior Leadership Team.

41 Investors in People Development Plan **Owner** Gillian Brown **Due Date** 31/07/2027 **Status** Due

Implement and monitor improvement actions arising from Investors in People and Investors in Wellbeing assessments, maintaining progress towards reaccreditation and continuous improvement in employee experience and organisational culture.

48 People Strategy Delivery Report **Owner** Gillian Brown **Due Date** 31/07/2027 **Status** Due

Provide an annual report to PIFCo evaluating progress against the People Strategy, including workforce indicators, employee engagement outcomes, wellbeing measures, organisational culture indicators and key areas for improvement.

49 Aspire Leadership Programme and Succession Planning **Owner** Gillian Brown **Due Date** 31/03/2027 **Status** Due

Refresh the Aspire Programme as part of a broader succession planning and leadership pipeline framework. Monitor participation, progression and leadership development outcomes.

#	Risk	Description						Owner		Movement	Oversight Committee	Treatment Strategy
97	People and Culture Dashboard						**Owner**	Gillian Brown	**Due Date**	31/01/2027	**Status**	Due
Develop and implement a People and Culture Dashboard incorporating Employee engagement, Staff wellbeing, Turnover, Sickness absence, Recruitment and retention, Employee relations activity, Learning and development participation, IiP action plan progress. Quarterly reporting to SLT and PIFCo.												
98	Organisational Culture Baseline Assessment						**Owner**	David Davidson	**Due Date**	31/03/2027	**Status**	Due
Complete an organisational culture assessment drawing on staff survey results, pulse surveys, wellbeing data, employee relations information, turnover metrics and engagement feedback. Establish a baseline set of organisational culture indicators and improvement priorities.												
99	Psychological Safety and Staff Voice Review						**Owner**	David Davidson	**Due Date**	31/05/2027	**Status**	Due
Review existing staff voice arrangements, feedback channels and escalation mechanisms to assess whether staff feel able to raise concerns, ideas and improvement opportunities. Implement any agreed improvements and monitor progress.												

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy
9	**Investing in College Infrastructure**	There is a risk that the College is unable to deliver on the objectives set in the College Infrastructure Strategy because of SFC capital funding allocations and capital funding restrictions resulting in the failure to develop and maintain an inspirational college experience through an integrated and high-quality infrastructure.	Alan Ritchie	↔	PIFCo	Reduce risk consequences, Reduce risk likelihood

	Likelihood	Impact	Score
Inherent	**Possible**	**Catastrophic**	**15**
Residual	**Possible**	**Moderate**	**9**

Existing Controls

59 Strategic Infrastructure Planning Framework **Owner** Alan Ritchie, Barry Morton **Effectiveness** Not audited

The College maintains a Board-approved Infrastructure Strategy covering the physical estate, digital infrastructure and specialist curriculum equipment. The Strategy is supported by a rolling five-year investment plan, annual review process and affordability assessment. All significant infrastructure investment proposals must demonstrate alignment to the Strategic Plan, Curriculum Plan, Sustainability Framework and Financial Sustainability Plan before approval is granted. Progress against strategic infrastructure objectives is reported annually to PIFCo and the Board.

Comment

60 Infrastructure Funding and External Stakeholder Engagement **Owner** Alan Ritchie, Barry Morton, Lisa Keggans **Effectiveness** Not audited

The College maintains regular engagement with the Scottish Funding Council, Ayrshire Growth Deal partners, local authorities, government agencies and other relevant stakeholders to maximise awareness of future infrastructure requirements and identify opportunities for external capital investment. Progress on funding opportunities and strategic infrastructure projects is reviewed and reported through established governance arrangements.

Comment

61 Capital Planning and Affordability Review **Owner** Alan Ritchie **Effectiveness** Not audited

The College undertakes an annual capital planning and affordability review which considers lifecycle replacement requirements, statutory compliance obligations, digital transformation priorities, sustainability objectives, curriculum requirements and financial capacity. Proposed investments are prioritised using agreed criteria to ensure resources are directed towards activities that deliver the greatest strategic benefit and risk reduction.

Comment

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy
62	Investment Appraisal and Business Case Framework	**Owner**	Alan Ritchie, Liz Walker, Barry Morton	**Effectiveness**	Not audited		

All significant infrastructure projects are supported by a documented business case that evaluates strategic fit, whole-life cost, affordability, funding sources, sustainability impact, carbon implications, benefits realisation, value for money, operational risk and expected outcomes. Approval thresholds are clearly defined within Financial Regulations and all projects are subject to appropriate scrutiny before approval.

Comment

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy
63	Infrastructure Funding Pipeline	**Owner**	Alan Ritchie, Barry Morton, Lisa Keggans, Brad Johnstone	**Effectiveness**	Not audited		

The College maintains a live infrastructure funding pipeline which identifies external funding opportunities, sponsorship arrangements, partnership investments and government funding streams capable of supporting estate, digital and sustainability projects. Progress against potential opportunities is reviewed regularly through the capital planning process.

Comment

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy
65	Strategic Demand-Led Investment Planning	**Owner**	Sara Rae	**Effectiveness**	Not audited		

Infrastructure investment priorities are informed through the Curriculum Development Planning process, digital transformation requirements, learner experience expectations, workforce needs, sustainability objectives and emerging industry requirements. Investment decisions are therefore aligned to current and future College priorities.

Comment

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy
72	Formal Capital Project Governance Framework	**Owner**	Alan Ritchie	**Effectiveness**	Not audited		

All significant infrastructure projects operate under an approved project management methodology with defined project boards, risk registers, reporting arrangements, approval gateways and change controls. Progress against cost, programme, scope and benefits is monitored regularly and escalated where variances arise. This ensures projects remain on schedule, within budget and aligned to approved objectives.

Comment

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy
73	Procurement and Framework Compliance	**Owner**	Liz Walker	**Effectiveness**	Not audited		

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

Infrastructure investments are procured through approved procurement procedures and framework agreements, including APUC arrangements where appropriate. Procurement exercises include competitive tendering, documented evaluation criteria and contract management controls to ensure transparency, compliance and value for money throughout project delivery.

Comment

74	Planned Asset Lifecycle Management	**Owner**	Barry Morton, Lisa Keggans	**Effectiveness**	Not audited	

The College maintains asset lifecycle and replacement plans covering key estate components, ICT infrastructure and specialist equipment. Regular condition assessments identify maintenance and replacement requirements, enabling the College to prioritise expenditure and minimise the risk of infrastructure failure, service disruption or deterioration of the learner experience.

Comment

75	Estates Condition and Compliance Management	**Owner**	Barry Morton, Lisa Keggans	**Effectiveness**	Not audited	

A planned preventative maintenance programme is in operation across the estate and digital environment. Maintenance schedules, compliance inspections and condition surveys are conducted regularly, with outcomes informing future investment priorities and capital planning decisions. This provides assurance that existing assets remain safe, compliant and operational.

Comment

76	Committee Oversight of Major Capital Projects	**Owner**	Alan Ritchie, Barry Morton	**Effectiveness**	Not audited	

Significant capital projects receive regular scrutiny by the Board and relevant committees. In accordance with current arrangements, projects exceeding defined financial thresholds are formally reported, allowing members to review progress, budget performance, risks and emerging issues. This provides independent challenge and oversight of major investment decisions.

Comment

77	Post-Implementation Evaluation and Benefits Review	**Owner**		**Effectiveness**	Not audited	

Completed projects are subject to formal post-implementation review, including post-occupancy evaluations for major developments. Reviews assess whether approved objectives, benefits, budget and timescale expectations were achieved and identify lessons learned to improve future investment and project delivery arrangements.

Comment

89	Asset Lifecycle Management	**Owner**	Barry Morton, Brad Johnstone	**Effectiveness**	Not audited	

#	Risk	Description	Owner	Movement	Oversight Committee	Treatment Strategy

The College maintains lifecycle replacement plans for buildings, plant, infrastructure, ICT systems and specialist curriculum equipment. Asset condition, expected replacement dates and capital requirements are reviewed annually to inform long-term investment planning.

Comment

90 Digital Infrastructure Resilience **Owner** Brad Johnstone **Effectiveness** Not audited

The College maintains a digital infrastructure roadmap covering system resilience, cloud services, cyber security, infrastructure refresh requirements and disaster recovery arrangements. The performance and resilience of critical systems is monitored and reported regularly.

Comment

Actions Linked to the Risk

63 Infrastructure Investment Prioritisation Framework **Owner** Barry Morton, Brad Johnstone **Due Date** 31/12/2026 **Status** Due

Develop and implement a College Infrastructure Investment Prioritisation Framework by 31 December 2026 which assesses 100% of proposed estate, digital and curriculum infrastructure investments against agreed criteria including strategic alignment, learner impact, sustainability, statutory compliance, affordability, whole-life cost, risk reduction and return on investment. Annual outputs to be reported to PIFCo and the Board.

79 Refresh the College Infrastructure Strategy **Owner** Alan Ritchie, Brad Johnstone, Barry Morton **Due Date** 31/07/2027 **Status** Due

Review and refresh the College Infrastructure Strategy to reflect emerging curriculum requirements, digital transformation priorities, sustainability objectives, estate condition information and funding assumptions. Strategy approved by Board.

80 Establish Infrastructure Funding Pipeline **Owner** Barry Morton, Brad Johnstone, Lisa Keggans **Due Date** 31/01/2027 **Status** Due

Develop and maintain a live register of external funding opportunities including SFC, Salix, Ayrshire Growth Deal, Scottish Government and commercial partners. Quarterly progress report to PIFCo.

81 Complete Estate Condition Assessment **Owner** Barry Morton, Lisa Keggans **Due Date** 31/12/2026 **Status** Due

Undertake condition surveys across all campuses and develop a prioritised investment programme identifying backlog maintenance, lifecycle replacement requirements and compliance risks.

82 Develop Digital Infrastructure Roadmap **Owner** Brad Johnstone **Due Date** 30/04/2027 **Status** Due

Produce a three-year roadmap covering infrastructure refresh, cloud services, cyber resilience, network capacity, business systems replacement and investment requirements.

#	Risk	Description		Owner	Movement	Oversight Committee	Treatment Strategy
83	Implement Asset Lifecycle Management Framework	**Owner**	Barry Morton, Brad Johnstone	**Due Date**	31/07/2027	**Status**	Due
Develop lifecycle replacement plans covering major building assets, ICT infrastructure and specialist curriculum equipment. 100% of significant assets included within replacement programme.							
84	Develop Infrastructure Performance Dashboard	**Owner**	Barry Morton	**Due Date**	31/01/2027	**Status**	Due
Implement dashboard reporting estate condition, capital expenditure, project delivery, funding secured, major risks, digital resilience and sustainability performance. Quarterly reporting to PIFCo.							
85	Review Future Curriculum Infrastructure Requirements	**Owner**	Sara Rae	**Due Date**	31/03/2027	**Status**	Due
Assess future curriculum-related estate, equipment and technology requirements arising from curriculum planning and regional skills priorities. Produce investment recommendations.							

Ayrshire College

Title of Meeting	**Learning, Teaching and Quality Committee**
Date of Meeting	
Title:	External Verification Activity and Outcomes
Purpose:	To inform the Learning, Teaching and Quality Committee of the overall results of external verification activity during 2025-26.
Recommendation:	Members are asked to discuss, comment and provide feedback.

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1. Executive Summary

External Verification Activity 2025-26

In 2025-26, the College hosted 43 External Verification visits for a number of Awarding Bodies and submitted materials to Qualifications Scotland for 2 central Quality Assurance activities. This was an increase of 1 external verification activity from 2024-25. Ayrshire College retains a low risk status with Qualifications Scotland and 4 out of 5 of the other Awarding Bodies whose qualifications we delivered in 2025/26.

2 Strategic Objectives

3 Associated Risks

An unsuccessful External Verification activity, if not resolved quickly, could result in candidate's certification being delayed. If a systemic issue was found which undermines the integrity of a qualification the centre could lose its approval to deliver the Awarding Body's qualifications.

4 Equality and Diversity Impact Assessment (if applicable)

EqIA not required.

5. Publication

This paper will be published on the College website.