Board of Management - Action and Decision Log
Meeting No 39 – 22 September 2022

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action / Decision	Open / Complete / Approved / Declined
16/06/2022	Board Decision 2 June 2022 - Willie Mackie Future Skills Hub	BOM38: D01	The Board endorsed the Board Decision BoM 020622 in respect of the Willie Mackie Skills Hub - Award of Tender Contract as follows: • the award of tender for the Willie Mackie Skills Hub to Ashleigh Limited. • the revised funding package of £2.550m. • the delegation to the Principal of the relevant signing authorities.	NA	NA	Decision	Approved
16/06/2022	Governance Report	BOM38: D02	The Board endorsed the SNC recommendation on the appointment of Angela Cox to the position of Principal and Chief Executive of Ayrshire College.	NA	NA	Decision	Approved
16/06/2022	Ayrshire College Code of Conduct	BOM38: D03	Ayrshire College Code of Conduct, June 2022 approved by the Board.	NA	NA	Decision	Approved
		BOM38: A01	The Ayrshire College Code of Conduct, June 2022 will be submitted to the Scottish Government.	P Donald	17/06/2022	Action	Complete
		BOM38: A02	Following formal receipt of confirmation from the Scottish Government, the Ayrshire College Code of Conduct, June 2022, will be incorporated into the Board of Management Responsibilities and Standing Orders.	P Donald	ASAP	Action	Complete
16/06/2022	Commercial Due Diligence Policy	BOM38: D04	The Board approved the Commercial Due Diligence Policy.	NA	NA	Decision	Approved
16/06/2022	Business Growth Strategy (2022-24)	BOM38: D05	The Board approved the Business Growth Strategy.	NA	NA	Decision	Approved
16/06/2022	2022-23 Budgets for Academic Year ending 31 July 2023	BOM38: D06	The Board approved the 2022-23 Budgets for Academic Year ending 31 July 2023.	NA	NA	Decision	Approved
16/06/2022	Internal Audit Services (1 August 2022 – 31 July 2025)	BOM38: D07	The Board approved the appointment of Wylie and Bisset LLP as the College's internal auditors for a three-year period from 1 August 2022 to 31 July 2025, with the option of two one-year extension.	NA	NA	Decision	Approved
16/06/2022	LRPA Appeals Process	BOM38: A03	A revised Disputes Panel proposal will be drafted for circulation to the Board for review and approval.	P Donald	17/06/2022	Action	BoM 220922 Agenda item 17.

Ayrshire College *(Paper 2)*

Board of Management

22 September 2022

Subject:	Student Association Report
Purpose:	To update Board Members on Student Association activity since the last meeting
Recommendation:	That Board Members note the content of the report and feedback any recommendations they may have

1. Background

The Student Association team for 2022 consists of two elected officers. The Student President, Ellie Jamieson, and Student Vice President, Robert Kean. The elected officers are supported by volunteer student officers who fill the positions of LGBTQI+ Officer, Women's Officer, Care Experienced Students' Officer, Student Carers Officer and Welfare Officer. The work of the Student Association is supported by Student Association Advisor, Charlotte Mitchell and is overseen by Head of Quality Enhancement, Ann Heron.

2. Current Situation

Following a successful Student President Election, the Student Association has welcomed its Sabbatical Officers and has been working on its operational plan for 2022/23. The summer has been a period of evaluation, planning, training and development.

3. Association Activity

Student President Elections 2022

The Student Association successfully returned a Student President and Student Vice President in the Student President Elections which took place in May. Ellie Jamieson was re-elected as Student President for a second term, and we welcome new Student Vice President, Robert Kean, to the team. Robert previously attended Ayrshire College where he completed courses in Working with Communities and Social Services before going on to UWS to complete his Degree in Social Care. Robert returned to Ayrshire College to study Mathematics, at which time he decided to nominate himself for the position of Student President. Both officers officially took up their posts on the 1 July 2022 and will undertake the role for one year.

A total of 680 votes were cast in the 2022 Student President Elections. This is in contrast to the figure of 168 in the 2021 Student Elections.

Student Association Operational Plan 2022/23

The Student Association has been working on its operation plan for 2022/23 and this was presented for consideration at the Learning, Teaching and Quality Committee on 1 September 2022. Feedback on the Plan was welcomed from the Committee.

Constitutional Review

Following a rigorous process, the review of the constitution is now concluded. The replacement constitution proposed will be available for the Board of Management to consider for ratification. Once agreed by the Board of Management, the proposed constitution will be adopted as the Student Association's new governing document with immediate effect. The new constitution is a more concise and accessible document, reflecting the evolution of the association and its work, and the changing learner landscape, over the past few years

Student Mental Health Agreement Review

The Student Association is reviewing the Student Mental Health Agreement. Work on the new agreement, which will replace the existing Student Mental Health Agreement, is supported by the NUS Scotland Think Positive project. The Student Mental Health Agreement first draft is complete following on from consultation with the College's Promoting Wellbeing Group and will be taken to the College's Values, Inclusion, Equality and Wellbeing (VIEW) Group at the next meeting taking place on the 21 September.

To view the existing Student Mental Health Agreement, please follow the link:

[Student Mental Health Agreement 19/20](#)

Freshers Planning

This year we saw the return of our first on campus Freshers with events taking place on each campus. This year, the Freshers event was delivered as part of a larger Student Wellbeing Festival which is being delivered in partnership with the College's Promoting Wellbeing Group. The Student Association organised an Information Village on each campus on the following days:

30 September, Kilmarnock Campus
31 September, Kilwinning Campus
01 September, Ayr Campus

These marketplace events were complimented by a range of wellbeing activities students can got involved in, such as Yoga, Joyworks laughter workshops, meditation and sports challenges as well as sign-ups for clubs, societies and volunteering opportunities.

College Lead & Change

The Student President attended the NUS College Lead and Change event on July 12th, 13th, and 14th, with one day in person and two days online. The training's goal is to provide sabbatical officers with the opportunity to network and develop the skills they will need for the coming year, as well as to assist officers in identifying what they will need to achieve their manifesto goals and to share knowledge, skills, and enthusiasm to help them thrive in their roles.

That's Quality! College Event

On Thursday, June 16th, the Student President participated in sparqs That's Quality! a one-day online event followed by an online self-study module that provides

sabbatical officers with a more detailed overview of quality in Scotland. The final day of the event will be a two-day residential event in Dundee on the 8th and 9th of August 2022.

Prepare for College Programme

The Student Association took part in the College's Prepare for College Programme during the summer break with attendance at sessions being divided between the Student President and Student Vice President. Due to staff capacity and annual leave. Where the SA was unable to attend, there was a welcome video from the Student President embedded in the Student Association section of the presentation. The delivery of the programme lent itself better to teams who have more capacity on each campus and we will work with the College on the feedback with regards to this. The Student Association have been thinking of ways in which new students could receive all the information they need for coming to College in an alternative format and would like to explore the idea of an open evening on each campus.

Student Association Visibility

Following on from feedback from both Students and staff from the recent Education Scotland Progress visits, the Student Association is looking at ways in which it can maximise its visibility and accessibility to students. We are looking at availability of student spaces and how we can better utilise the limited space we have. We have begun overhauling offices and bringing them back to basics to ensure that they remain true to function and are welcoming adaptable spaces students want to visit and use. The Student Vice president has worked with estates on Kilwinning campus to make the office space usable, including the welcome addition of a sofa, and we are undertaking a similar exercise on the Ayr campus. There are talks underway with regards to the SA space on Kilmarnock campus with which we have accessibility and space issues. In addition to this we will be building upon our existing communication platforms with a proposed shift of all student emails from the Student Association Advisor's account to the dedicated Student Association account, which means that email communications will state they are from the 'Student Association'. With the shift of the SA information on MyLearning to the website, we have requested administration rights to the SA page, once this has been set up we will be able to create a more dynamic area on the website.

We also welcome the addition of a Student Association tile on the Ayrshire College App. A campus office calendar will be created which will details all SA planned activity and will include drop-in sessions, open office sessions and lunch clubs etc. The Student President has been working with John McBlain of the College's Rockpool Podcasts on organising a series of four podcasts on topics relating to the Student Association. The idea is to reach students and staff who do not engage with the Student Association via our normal means and are missing some of the vital messages as a result, such as student ability to influence curriculum creation. We hope this additional reach will raise the profile of the SA.

Class Ambassadors

The Student Association in partnership with the Quality Enhancement Team is planning the roll out of this year's Class Ambassador Model of Feedback. An evaluation of the delivery of the programme during the last year has resulted in the decision to resume regular on campus Class Ambassador meetings, as well as the focus group activity. This will allow classes to regularly discuss and deal with any

issues which come up throughout the year. We are working with the Quality Enhancement Team to prepare for the selection, registration, training and support of the Class Ambassadors. The Student Association will work with the curriculum teams with regards to feedback received from Education Scotland to ensure that all Class Ambassadors are fully supported and that all classes are represented. We intend to focus feedback work on our apprenticeship students as a priority group this year.

Curriculum Evaluation Sessions

The Student Association welcomed the invitation to take part in the curriculum evaluation sessions which took place throughout September. This gave the SA the opportunity to hear about the good work taking place in different curriculum areas and allowed us to react accordingly with regards to the work which we do to support the students, the sessions also help us to develop and strengthen our relationships with curriculum areas.

Virtual College Expo 2022

The Student President attended the CDN virtual college expo, which took place over two days on August 23rd and 24th. This year's theme was "Rewrite the College Story: Learning Experiences, Skills Development, Anchoring Communities." This theme ran throughout the programme, which included a variety of inspirational keynotes, workshops, seminars, and panel discussions.

4. **Proposals**

That the Board of Management consider the proposed Student Association Constitution and approve that this document be adopted as the Legal Governing Document of the Ayrshire College Student Association.

5. **Risks**

Due to the challenging issues dealt with within the SA there is a risk of reputational damage.

6. **Equality Impact Assessment**

The proposed Student Association Constitution has been subject to an Equality Impact Assessment.

7. **Conclusion**

ACSA will continue to work alongside staff in order to best support and encourage students to work towards making the 2022/23 session both enjoyable and successful.

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Ellie Jamieson
Student President
September 2022

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Publication
This paper will be published on the College website

Ayrshire College *(Paper 3)*

Board of Management

22 September 2022

Subject:	Student Association Constitution Review
Purpose:	To update members on changes to the Student Association Constitution and to obtain ratification from the Board of Management.
Recommendation:	That Board Committee Members ratify the proposed Student Association Constitution.

1. Background

The purpose of the Student Association is to empower students to take collective action to improve the student experience. Act as a critical friend, enabling the College to develop robust quality and governance processes. Speak with an autonomous voice in discussions and decision making which affects students. Come together to strengthen the student voice at a national level and be the legally representative voice of students at Ayrshire College.

The Student Association Constitution is the governing document of the Student Association. It is the tool by which students can hold the Student Association's elected officers to account. It ensures that both the Student Association and College fulfil their obligations as laid out in Education Legislation (1994 Education Act & Post-16 Education (Scotland Act 2013).

The Constitution lays out what the Student Association exists to do, how it fulfils its duties and what powers it has in order to run an effective and sustainable Student Association.

2. Current Situation

The Student Association undertakes a full review of the Student Association Constitution at least every five years. The current Constitution, which was created after the College merger, and based upon a National Union of Students template, whilst has been subject to review, is no longer fit for purpose and is not accessible to Student Association members.

The Student Association wanted to create a robust constitution which is less formal, more relevant to the activities and obligations of a modern Student Association, and which Officer and Student Association members can take ownership of and engage with.

It was decided that rather than update the existing Constitution to reflect these changes, that the Student Association would create a completely new, bespoke constitution.

3.   **Risks**

The Student Association Constitution is a legal document and therefore requires due diligence with regards to its creation, application and review process.

4.   **Equality Impact Assessment**

The Student Association Constitution is subject to an Equality Impact Assessment, and this will be completed prior to the final draft being presented to the College Board of Management for ratification.

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Ellie Jamieson
Student President
September 2022

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Publication
This paper will be published on the College website

Ayrshire College Student Association Constitution

Ayrshire College Student Association is the student body of Ayrshire College.

As soon as you enrol at Ayrshire College you automatically become a member of Ayrshire College Student Association.

The Student Association acts as a voice for our members and their educational interests and welfare.

This constitution is our governing document. It sets out what the Student Association can and cannot do, how it operates and how members can raise any concerns or issues.

Ayrshire College Board of Management recognises the Student Association as a democratically run organisation committed to representing and serving the students of Ayrshire College.

The funding and support that the Student Association receives each year from Ayrshire College helps us to meet our aims and objectives and ensures that Ayrshire College Board of Management fulfil their obligations with regards to Section 22 of the Education Act (1994).

The Student Association is governed by a Student Executive Committee of volunteer officers, led by an elected Student President and Student Vice President.

The Student Executive Committee and College Board of Management will review this document in partnership every three years.

Date approved:	
Takes effect from:	
To be reviewed by:	31/07/2025
Version:	

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Ayrshire College Student Association Constitution

There shall be a Student Association within the meaning of the 1994 Education Act at Ayrshire College. It will be known as 'Ayrshire College Student Association' (ACSA).

1. Aims and Objectives

(a) To enhance the experience of students at Ayrshire College.

(b) Provide support, advice, and signposting to students with regards to personal and educational challenges.

(c) Provide a channel of communication between the student body and the College.

(d) Support the development of student opportunities.

(e) Support and facilitate the creation of student clubs and societies to enhance the social, educational and cultural provision at Ayrshire College.

(f) Provide channels through which the views of its members can be co-ordinated and expressed on matters of common concern to the appropriate external bodies.

(g) Provide a mechanism for liaising with other Student Associations or Unions.

(h) To work with national bodies (e.g. The National Union of Students) to facilitate and support the above objectives.

(i) Engage in any other activity not mentioned that is conducive to the above objectives.

2. Powers

The Student Association shall have the following powers:

(a) To appoint and dismiss such Officers as are provided for in the constitution, in line with the schedule detailed

(b) To enter into such reasonable contracts and agreements in line with the College's financial regulations as are necessary to pursue the objectives of the Association, under direct supervision of the Student Association Advisor

(c) To hold such property and equipment as is necessary to pursue the objectives of ACSA

(d) To report to Ayrshire College Board of Management on a regular basis

(e) To enter into membership of any body, corporate or otherwise, whose aims and objectives are in keeping with those of the Association with agreement of College Management

(f) To propose amendments to the terms of the constitution in accordance with the procedures contained herein.

(g) To appoint committees and sub-committees as required.

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3.Membership

The members of the Student Association are:

(a) All registered students attending Ayrshire College shall be deemed Ordinary Members of ACSA, regardless of mode of attendance

(b) Any student can opt-out of ACSA membership by submitting a request in writing to the ACSA Student Association Advisor

4. Finance

The finances of the Student Association will be determined annually by the College Senior Leadership Team. The constitutional procedures are as follows:

(a) The budget allocation to the Student Association will be decided annually by the Senior Leadership Team as part of the overall College budget, and as approved by the college Board of Management

(b) The budget allocation can only be used in pursuit of the Association aims and objectives

(c) All monies received by any member of the Student Association, on behalf of the Student Association, shall be lodged through the College's Finance Team

(d) The Student Association Advisor shall be responsible for the management of funds allocated for Student Association activity and will administrate expenditure according to the College's financial processes

(e) Financial records shall be kept with the College Finance Team

(f) All fund a allocations will be properly recorded

(g) The student association shall be subject to the standard College audit process

(h) The financial year of the Student Association shall begin on the 1 August

(i) A financial account of the income and expenditure of the Student Association shall be prepared by the Student Association at the end of June; and the financial report will be made available to the College Board of Management and all members of ACSA

5. Governance

The Student Executive Committee is the governing body of the Student Association.

(a) The Student Executive Committee of ACSA shall consist of the ACSA Sabbatical Officers and the Student Executive Officers

(b) The members of the committee are members by virtue of the office they hold. Consequently, should they leave their position, they will cease to be members of the Student Executive Committee.

(c) The function of the Student Executive Committee shall be to exercise control generally on all matters relating to the work of ACSA

(d) The Student Executive Committee have the power to appoint ad-hoc committees and to determine their remit

(e) Student Executive officers shall be appointed no later than 31 October each year

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6. Executive Committee Meetings

(a) The Student Executive Committee will meet a minimum of three time during the academic year.

(b) The quorum for the Executive Committee will be no less than 50% plus one of the current members of the Student Executive Committee.

(c) The first Student Executive Committee meeting shall take place within 2 weeks of the appointment of the executive officers.

(d) any item for inclusion on the agenda of a Student Executive Committee Meeting shall be submitted to the ACSA office in writing

(e) All motions shall bear the names of the proposer and seconder and should be submitted five working days prior to the meeting

(f) Proxies may attend meetings of the Student Executive Committee where they have been selected to act as such and shall have the right to participate in meetings and vote in absence of the regular member. Prior notice must be given by any officer intending to send a proxy.

7. Appointment of the Student President and Student Vice President

The Student President and Student Vice President will be democratically elected each year by means of a Student President Election.

(a) Any Student Association member over the age of 16 (at the time of taking up the position) is eligible to stand in the Student President Elections.

(b) All Student Association members are eligible to cast one vote in the Student President Elections.

(c) Officers shall be voted in on the following terms:

   (i) Presidential terms will run for one calendar year beginning 1 July to 30 June the following year.

   (ii) Vice Presidential terms will run for one calendar year beginning 1 July to 30 June the following year.

   (iii) Terms shall not overlap, the outgoing Sabbatical officer must finish their term before the incoming officer takes up their position.

   (iv) the maximum term any student can spend as a Sabbatical officer is 2 years.

(d) The Student President and Student Vice President are automatically appointed as Board Members of Ayrshire College Board of Management.

Full details on the election process and rules can be found in Schedule 4 on Page 13.

8. Appointment of Student Executive Officers

Student Executive Officers will be appointed whose titles and roles will be defined by the sitting Student President and Vice President to best support the manifesto, the Student Association's Operational Plan, and the needs of the membership.

Students may undertake the role of an Executive Officer on the following basis:

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(a) Any member of ACSA is eligible to put themselves forward for an Executive Officer position

(b) Where an executive position represents a specific community, the role bearer must self-identify as being part of that community

(c) Student Executive Officers are selected each year by no later than 31 October

(d) Executive Officers are selected by means of an application and selection process at an Executive Committee meeting.

(e) Students cannot hold any more than one Student Executive Officer position at the same time

(f) Post holders will remain in post until they resign or are no longer a student at the College.

(g) There is no time limit for the length of term of a Student Executive Officer.

9. Removal of Student Association President or Vice President

An elected Student President or Vice President shall be removed from office if:

(a) They resign.

(b) They fail to attend three Executive Committee Meetings with no reasonable explanation or prior agreement with the Executive Committee Chair.

(c) A motion of no confidence in the officer is passed by a simple majority of student members voting in a Referendum. Such motion shall only be triggered by a petition signed or agreed by at least 10% of full-time student members or a motion of no confidence in the elected officer is passed by a two thirds majority in the vote of the Executive Committee. Such a motion shall only be triggered by a secure petition signed or agreed to by at least 10% of full-time student members.

A Student Association President or Vice President will not be removed from office without prior consideration of procedures which are applicable to the individual's terms of office

10. Removal of non-elected Student Executive Officers

A non-elected Student Executive Officer can be removed from office if:

(a) They resign'

(b) They fail to attend three Executive Committee Meetings with no reasonable explanation or prior agreement with the Executive Committee Chair.

(b) They are no longer a student at Ayrshire College.

(c) They are removed by means of an Extraordinary Executive Committee Meeting where in a secret ballot, 50% plus one of the existing committee members vote in favour to remove the officer.

11. Class Ambassadors

Each class shall be entitled to appoint one class representative called a Class Ambassador by whichever means is agreed by the class.

The purpose of the Class Ambassador is to act as an interface between the students within their class, the curriculum team, and the Student Association.

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Class Ambassadors are required to:

(a) inform the Student Association of their appointment

(b) Attend Class Ambassador training as provided by the Student Association

(c) keep up to date with information communicated to them by the Student Association

(d) attend regular Class Ambassador meetings

(e) gather feedback from their class and communicate this to their curriculum team

(f) deliver at least one focus group to their class during the academic year

(g) attend curriculum team meetings

(h) feedback information from the curriculum and Student Association where appropriate to their class

12. Clubs and Societies

The Association has a duty to support and facilitate student clubs and activities as desired by membership where the club or society's aims are compatible with those of the Association and within reason of capacity of the Association.

Any club or society wishing to formalise their structure by creating a committee and/or constitution, can do so with the support of the Student Association Advisor.

If any club or society is found to be acting contrary to the values of the Association, it may be disbanded by a majority vote of the Student Executive Committee.

13. Review and Amendments to the Constitution

Any proposed changes to the constitution will be discussed and decided by the Student President, Student Vice President, and Student Association Advisor prior to consideration by the Student Executive Committee, the Learning, Teaching and Quality Committee, the Senior Leadership Team, and the College Board of Management

The Constitution can be amended by a resolution passed by the Student Executive Committee by at least 50% plus one of the current Student Executive Committee members.

Amendments to the constitution must be ratified by the College Board of Management, either at its own meeting or at a meeting of the Learning and Teaching Committee.

The constitution must be reviewed by the Student Association every three years.

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Schedule 1 -

Code of Conduct

General Principle

1. In common with many membership governed organisations, it is important to clarify expectations surrounding the relationship between members and officers.
2. Members and Officers should feel able to critically appraise the work of Ayrshire College Student's Association, but this should be through the appropriate channels as set out within the Code of Conduct
3. This code applies at meetings and events organised by the Student Association, and in communication that refers to the Association and/or its officers, including on social media platforms such as Facebook and Twitter.

Standards of Behaviour

All members will:

- Treat each other with respect
- Raise complaints through appropriate channels as set out in the Complaints Procedure
- Avoid behaviour that is damaging to the Association or its reputation
- Support a culture of kindness and respect

You may be excluded from membership if your conduct is deemed to be detrimental to the Association, its interests or its members

Officers in addition will:

- Provide leadership to the Association
- Be accountable to members for their performance
- Carry out duties and responsibilities, as set out in the role descriptions for their position
- Treat member information with respect and confidentiality and in accordance with data protection regulations
- Promote a culture of inclusion, equality, support, and respect

Protection from Harassment

Members, officers, and Staff are entitled to protection from any form of harassment

Harassment may result in the Member, Officer or Staff Member withdrawing the support or withdrawing from the event at which the harassment is taking place. The person or persons subjected to the harassment should bring this to the attention of the Student Association Advisor as soon as possible to discuss what action would be appropriate.

Reports of Harassment will be recorded by the Student Association Advisor. Action may then be taken under the terms of this code, or the College Student Disciplinary Procedure.

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Data Protection

Members, officers, and staff are duty bound to protect themselves and other members data from being unnecessarily used, stored, and passed on. All members, officers and staff are required to comply and adhere to the Colleges Data Protection Policy.

Freedom of Speech

The Association and its members are bound to observe the College's code of practice in relation to freedom of speech as required by section 43 (no 2) Act of 1986.

Breaches of Code of Conduct

Members who breach the code may be suspended or removed from the Association. Procedures for dealing with a breach of the Code are as follows:

Concerns about potential breaches of the Code of Conduct should be reported to the Student Association Advisor as soon as possible. The Advisor will take this to a panel of three members of the Executive Committee including the Student President and Student Vice President

The panel will agree the appropriate course of action and the decision will be communicated to the member within 5 working days of the meeting

Appeals should be submitted to the Student Association Advisor within 30 days of the notification of the panel's decision.

The appeal will be looked at by at least three members of the executive committee who were not involved in the earlier decision, supported by the Head of Quality Enhancement.

The decision of the appeal panel will be communicated within 5 working days of the meeting.

If the potential breach of the Code of Conduct relates to a member of the Executive Committee, they will take no part in the decision-making process.

If the potential breach of the Code of Conduct relates to the Student President or Student Vice President, the matter will be referred to the Head of Quality Enhancement and will be taken forward through the appropriate measures as laid down in this constitution.

Breaches in relation to the Ayrshire College Code of Conduct as it applies to the Student President or Student Vice in their role as a Board Member will be referred to the Chair of the Board of Management.

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Schedule 2 -

Complaints Procedure

Members, Association Volunteers, Executive Officers, and Class Ambassadors may give feedback, raise issues or questions about the Student Association directly to the Student President and/or Student Association Advisor or through the Executive Committee Meetings.

Concerns, criticisms, or complaints about the performance and/or behaviour of individual office bearers should be made directly to the Student Association Advisor.

Complaints regarding the Student Association Advisor should be raised directly with the Head of Quality Enhancement

Complaints about members of staff out with the Student Association should be made through the Colleges Complaints Procedure

Students who remain dissatisfied with their dealings with the Student Association may refer their complaint to the Colleges Complaints Procedure

Criticism of officers and staff not communicated through the procedures outlined in this procedure may be considered harassment and dealt with accordingly

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Schedule 3 -

Ayrshire College Student Association

Responsibilities of the Office of Student President

Represent all members of the Association across Ayrshire College.

Support the Class Ambassador model of Student Feedback within the College.

Lead on the strategic direction and support the Association's future development.

Deliver on the Association's strategic direction and operational plan.

Lead the Association with regards to activity, policies and ethos as directed by the Executive Committee.

Participate as a member of the college Board of Management and/or relevant Board Committees as identified by the Board of Management and comply with the terms and conditions of appointment as a Member of the Board of Management.

Ensure that the Association is meeting its set objectives.

Chair and support the Executive Committee meetings.

Ensure that the Association's budget is effectively managed.

Build and maintain a positive, high profile and partnership ethos within the Association and across the college, encouraging students to become involved.

Work in partnership with staff across the College to ensure that the Association has an active role in enhancing the quality of the student experience at Ayrshire College.

Represent Ayrshire College students with organisations at a national level, for example, the National Union of Students (Scotland).

Undertake delegated responsibilities from the College Senior Leadership Team, the Student Association Advisor, and the Head of Quality Enhancement.

Work in partnership with the Quality Enhancement Team, Equality and Inclusion and Health, Safety and Wellbeing in addition to the college management and external stakeholders to ensure there is a consistent, high quality student support system across the region.

Ensure open communication channel between the College, Executive Committee, and the Student's Association's members as a whole

Communicate effectively with the Student Vice President, Head of Quality Enhancement, and the Student Association Advisor

Ensure that the safety and wellbeing of the Associations members is at the forefront of all Student Association Activity and be familiar with the responsibilities set out within the College's Health Safety and Wellbeing Policy HSP001.

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Schedule 4 -

Ayrshire College Student Association

Responsibilities of the Office of Student Vice President

Represent all members of the Association across Ayrshire College.

Support the Class Ambassador model of Student Feedback within the College.

Assist the President in leading on the strategic direction and support the Association's future development.

Work with the Student President and Student Association Advisor to ensure the delivery of the Association's strategic direction and operational plan.

Along with the Student President, lead the Association with regards to activity, policies and ethos as directed by the Executive Committee.

Participate as a member of the college Board of Management and/or relevant Board Committees as identified by the Board of Management and comply with the terms and conditions of appointment as a Member of the Board of Management.

Represent the Student President in their absence at the College Board of Management/Committee meetings, as required.

Ensure that the Association is meeting its set objectives.

Chair and support the Class Ambassador meetings.

Ensure that the Association's budget is effectively managed.

Build and maintain a positive, high profile and partnership ethos within the Association and across the college, encouraging students to become involved.

Work in partnership with staff across the College to ensure that the Association has an active role in enhancing the quality of the student experience at Ayrshire College.

Represent Ayrshire College students with organisations at a national level, for example, the National Union of Students (Scotland).

Undertake delegated responsibilities from the Student President, the Student Association Advisor and the Head of Quality Enhancement.

Work in partnership with the Quality Enhancement Team, Equality and Inclusion and Health, Safety and Wellbeing in addition to the College Management and external stakeholders to ensure there is a consistent, high quality student support system across the region.

Ensure open communication channel between the College, Executive Committee and Association members as a whole

Communicate effectively with the Student President, Head of Quality Enhancement, and the Student Association Advisor

Ensure that the safety and wellbeing of the Associations members is at the forefront of all Student Association Activity and be familiar with the responsibilities set out in the College's Health Safety and Wellbeing Policy HSP001.

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Appendix 1

Election Regulations

1. General

1.1. The Elections of the Student President and Vice-President shall be carried out in accordance with these regulations.

1.2. The Student Association Advisor shall implement the Election process.

1.3. The elections shall be by secret ballot of all members of the Association.

1.4. In addition to the Regulations, the Association will be obligated to comply with:

    (a) The College rules, regulations, and policies.

    (b) Association rules, regulations, and policies.

    (c) The laws of Scotland.

2. Returning Officer

2.1 The Returning Officer Shall be an independent person chosen by ACSA in advance of each election. They shall not be a member of ACSA.

2.2 They shall be responsible for the good and fair conduct of the Student Elections.

2.3 They shall be responsible for investigating any complaints made with regards to the proper and fair running of the elections.

2.4 The Returning Officer's interpretation of election regulations shall be final.

2.5 Any ACSA member who is not satisfied with any decisions made by the Returning Officer can submit a formal complaint through the college's normal complaints process.

2.6 The Student Association Advisor, in acting on behalf of the returning officer as Deputy Returning Officer, may carry out the following functions.

    (a) Oversee the procedure for the acceptance of nominations and the determination and publication of valid nominations.

    (b) Fix the date of the elections and publication of the notices giving information about the date of the elections and the election arrangements.

    (c) Supervise the election online process.

    (d) Announce the result.

3. Nominations

3.1 Any member of the Student Association over the age of 16 is eligible to stand as a candidate for the election

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3.2 The Student Association Advisor will post on the outside of each Student Association offices and send to all students via all student email, at least eight college days before the nominations open stating the:

      (a) period of nominations

      (b) posts for which nomination can be made

      (c) where the nomination form can be obtained

      (d) the closing date for nominations

3.4 Candidates are required to submit a manifesto alongside their nomination form. All manifestos will be collated and published by the Association.

3.5 On closing of nominations the Student Association Advisor will collate all nominations and check that they comply with the regulations

3.6 The Student Association Advisor will draw up a list of candidates and will communicate this to all student via all student email as soon as is practically possible, alongside dates and arrangements for voting

3.7 The Student Association Advisor will arrange to meet all candidates to deliver a candidate's briefing at which they will brief the candidates on the election process and procedure

4. Campaigning

4.1 As soon as is reasonably practical following the close of nominations the Student Association Advisor will publish the list of nominations and manifestos

4.2 The campaigning period shall commence at the end of the candidates briefing at a time announced by the Student Association Advisor and will end upon close of voting

4.3 Any coverage of the elections by the Association shall be fair and balanced, providing exposure to all candidates, as reasonably practical

4.4 Each candidate will receive an electronic copy of their Manifesto as prepared by the Association that they can use in their campaigns.

4.5 Each candidate may receive a small budget from the Association for canvassing materials and no other monies shall be spent by the candidate. Finances shall be confirmed at the candidates briefing.

4.6 No offensive or derogatory election material shall be produced during the campaign by any candidate.

4.7 The Returning Officer reserves the right to remove any election material which in their reasonable opinion is inappropriate or poses a health and safety risk

5. Elections

5.1 The Student President Election shall be held no later than the final Friday in May of each academic year.

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5.2 In the event that at least one post remains vacant, it will be reasonable to hold further elections to fill the vacant post. The decision whether a further election should be held and what the arrangements should be are at the discretion of the returning officer.

5.3 In such cases the additional election should take place no later than the last Friday of November of the relevant year.

6. Voting

6.1 The responsibility for ensuring voting is conducted in accordance with this regulation shall rest with the Returning Officer and any deputy appointed

6.2 Voting shall take place electronically at times to be decided by the returning officer

6.3 Members of the Association may vote once with their college login as being their proof of eligibility to vote

6.4 Candidates and their supporters should not be present in any of the Learning Resource Centre areas whilst voting takes place

7.Administration

7.1 A quota will be calculated as follows:

(a) The candidate with the highest number of votes will be deemed to be elected to the position of Student President.

(b) The candidate with the second highest number of votes will be elected into the position of Student Vice President.

(c) In the event that the electronic ballot results in there being fewer than five votes of a difference between candidates, the returning officer will decide whether it is necessary to return nominations and whether a new election is necessary. The returning officer's decision shall be final.

8. Candidates

8.1 Candidates already in office shall be given the same privileges and restrictions as any other candidate.

8.2 Candidates may only benefit from what is openly available to all candidates

8.3 Campaigns should be conducted in accordance with the Student Association and Colleges ethos and values and in line with the Code of Conduct and Health and Safety policy.

9. Tenure of Office

9.1 The tenure of officer for any elected officer shall be 12 months commencing the 1 July in the same year of the election.

9.2 An elected officer may stand for re-election at the close of their first tenure of office.

9.3 The maximum period a of office for any sabbatical officer is two tenures.

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10. Complaints and Appeals

10.1 The procedure for the consideration of complaints relating to the elections shall be as follows:

10.2 Formal complaints must be submitted in writing with any supporting evidence to the Returning Officer

10.3 The Returning Officer reserves the right to investigate any unsound activity and make any rulings which are fair and reasonable in the circumstances

10.4 The Returning Officer shall investigate any formal complaints in a timely manner to minimise disruption to the election process and will decide what action shall be taken, including but not limited to the disqualification of any candidate concerned, or the annulment of the relevant election

10.5 Disqualified candidate may appeal the decision of the Returning Officer in writing to a designated College staff member appointed by the Student Association who shall set up an appeals panel.

10.6 Outcomes open to the appeals panel include but are not limited to:

10.7 Upholding or dismissing the appeal

10.8 Requesting a re-run of the elections

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Ayrshire College *(Paper 4)*

Board of Management Meeting

22 September 2022

Subject:	Principal's Report
Purpose:	Update board members of key activities and developments not covered elsewhere in the papers
Recommendation:	Board members note for information and ask for further information as required

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1. Performance update

Despite good levels of applications and acceptances, actual enrolments are below target for August/September. As of 9 September, enrolments are 7,744 compared to a planned 11,038. This means that currently credit utilisation is at 86,589 compared to the planned 103,589 for August/September.

However, at this point of the academic year, it is a rapidly changing position with some students not yet enrolled and teams are still accepting late applicants.

The Vice Principal Curriculum is working with her team to ensure all credits are utilised by the end of the academic year. The development of new programmes targeting those in work or needing to access work is underway and in partnership with employers.

Apprenticeship enrolments are strong with 188 starts compared to a target of 208 and sub-contracted starts currently at 126 with many more still to start over the next few months.

Feedback from staff and students about the start of the academic year and induction is very positive. A formal evaluation with students is underway. The #FeelGood Festival was particularly well received, and the team are looking to run something similar later in the year to encourage staff and student resilience as the academic year progresses.

The College employed 12 Kickstart candidates (aged 16-24) through the UK Government on 31 March 2022 for a period of six months. The scheme was designed to support those most at risk of not accessing education or employment as a result of COVID. As the programme comes to a close, 11 candidates remain with us with one person recently securing a role within the College as an Information Hub Assistant on the Kilmarnock campus and another has enrolled on a full-time college programme. A third candidate has also applied for a role with the College. Following the conclusion of the programme, we will celebrate the success of all the candidates and share externally.

Staff Engagement

On my first day, I held an introductory Zoom session where I was able to introduce myself and give staff a chance to ask me questions. Over 400 staff joined the call.

In my first two weeks, I have met individually with all college managers and approximately 70 staff through lunch time pop in sessions held in the three campus refectories. I have been impressed by the passion and commitment that staff have for the students, community and college.

Moving forward, it is my intention to hold monthly open forums and in person/virtual update sessions along with attending some team meetings and classes.

Meetings are also scheduled with all board members over the next few weeks.

National Bargaining remains a financial risk to the organisation. Job Evaluation implementation has been further delayed. Stage three is now forecast to be completed by December 2022 and stage four (Appeals Process) will run into 2022/23 which is out with the four-year funding agreement with SFC. College Employers Scotland has requested additional funding from SFC for year 5. Due to uncertainty around funding and extensions of contracts for union members, UNISON have now raised a formal dispute.

EIS-FELA pay claim for 2022/23 is a consolidated flat-rated pay rise of £5,000 on all national salary scales points for unpromoted and promoted lecturers, effective from 1 September 2022. Ayrshire College, based on guidance from SFC, have planned for a 2% inflationary pay increase. College Employers Scotland have begun the negotiations with EIS-FELA but it is clear that due to other public sector pay awards and inflation, the 2% planned for will not be sufficient.

Stakeholder Engagement

Over the summer, I met with the CEOs of the three councils, the outgoing Chamber of Commerce CEO and Alastair Dobson, MD of Taste of Arran and Chair of Ayrshire Regional Economic Strategy.

During October, I start visiting our key employers and have asked for 10 visits to be scheduled between now and the end of the academic year. Employers include McEvoy Engineering, Booth Welsh, Hansel/Rainbow services and Turnberry.

I have been invited to join the Four Nations Alliance which is made up of a small group of college principals, government and ministers across the four nations. The alliance is designed to discuss, debate and help shape tertiary policy across the UK. The next conference on 13 – 14 October in Cardiff and I have been asked to present on my experience of City/Growth deals and how this has shaped tertiary partnerships.

I am also giving evidence to the Scottish Governments Education, Children and Young People Committee Panel on 21 September on the success of regionalisation of colleges.

I was supposed to attend the Scottish Chamber of Commerce Annual Business Address in Glasgow on 15 September, but this has been postponed until November. I am also participating in the DYW Apprenticeship Challenge judging day on 30 September.

I am co-chair with the national secretary of EIS and UNISON of the Strategic Partnership Forum. This is a bi-monthly meeting where we explore and seek to find consensus on key sectoral policy and priorities away from the national negotiating machinery. An important aspect of this forum is the input and discussion with Scottish Government and SFC. On 29 September, Karen Watt will be joining us to provide an update on the Tertiary Review.

On 12 September, Colleges Scotland held a strategy day with Principals and Chairs. The topic was to 'think the unthinkable' with the context set by Mike Cantlay, Chair of the SFC and Nora Senior, who sits on the National Strategy for Economic Transformation implementation board. A number of opportunities and priorities were identified for the sector in responding to the difficult economic climate and considering how colleges respond to the socio-economic challenges our country faces now and in the future. Another two days are being planned for Principals and Chairs to come back together and agree what and how we progress key projects.

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Angela Cox
Principal and Chief Executive
14 September 2022

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Ayrshire College   *(Paper 5)*

Board of Management

22 September 2022

Subject:	Ayrshire College Statement of Ambition 2030 and Refresh and Renew Plan 2021-24 – annual update on progress made against strategic objectives for AY 2021-22
Purpose:	To provide an annual update on the progress made against the College's strategic objectives for AY 2021-22
Recommendation:	Members are invited to discuss the progress made against the College's strategic objectives for AY 2021-22 and to provide feedback on the progress, content and format of the report

1. Background

Ayrshire College's Statement of Ambition 2030, which sets out the College's medium-term ambitions and aspirations as the country seeks to recover from the Covid-19 pandemic, and its Refresh and Renew Plan (2021-24) was approved by the Board of Management at its meeting of 17 June 2021.

The Refresh and Renew Plan (2021-2024) identifies the key strategic objectives that will support economic and social recovery and contribute to achieving the College's three Ambitions as outlined in its Statement of Ambition 2030:

Ambition 1:
To be an accessible, inspirational, and inclusive place to work and learn

Ambition 2:
To support, empower and inspire our staff and students

Ambition 3:
To be a high-performing, environmentally responsible college recognised for excellence, equality, and integrity

Both the Statement of Ambition 2030 and Refresh and Renew Plan (2021-24) were launched with staff on 17 August 2021. Thereafter:

- **Effectiveness Reviews**: were completed by all College Teams

- **Team Operating and Enhancement Plans (TOEP):** were developed as an outcome of the above reviews. These plans identified the actions required by Teams to achieve the College's strategic objectives.

- **The College's Operating and Enhancement Plan (COEP):** was thereafter developed, informed by and captured the actions identified in the TOEPs.

The College Leadership Team (CLT) has responsibility for developing, monitoring and reviewing the COEP on an annual basis.

The COEP is based on the College's seven strategic objectives, with actions identified to deliver to each individual objective. Progress on the objectives and actions are reported through the CLT meetings on a quarterly basis, during the academic year.

2. Current Situation

This is the first report that Board members have received on progress made against the College's strategic objectives for AY 2021-22.

The report has been developed from the CEOP and in consultation with the Senior Leadership Team.

Overall, two from seven strategic objectives are identified as being on track to be delivered within the timeframe identified. Appendix 1 provides a summary of progress against each of the seven strategic objectives for AY 2021-22, including detail on key outcomes and challenges.

Feedback is sought from the Board on both the progress, content and format of the report.

COEP Arrangements - AY 2022-23

During August and September 2022, all college teams will update their TOEPs.

- Each team will map their actions against the relevant strategic objectives with a particular focus on the challenges identified in appendix 1.
- Thereafter, the COEP will be updated and the CLT will continue to review and monitor progress against actions on a quarterly basis.

3. Proposals

Members are invited to discuss the progress made against the College's strategic objectives for AY 2021-22 and to provide feedback on the progress, content and format of the report.

It is proposed that the Board will receive an annual progress report at the first Board meeting of the academic year.

4. Consultation

All staff contribute to area TOEPs. CLT review the COEP on a quarterly basis.

5. Risks

There is a risk that the College fails to deliver its strategic objectives because the associated development, management, review and reporting framework is ineffective and thus leading to failure of the College to fulfil its Statement of Ambition.

6. Conclusion

Feedback received will inform the future iterations of the reporting process.

Anne Campbell
Vice Principal, Curriculum
9 September 2022

Ambition 1	Strategic Objective 1 - 2021-22 Status	Priorities	2021-22 Key Outcomes	2021-22 Challenges
To be an accessible, inspirational, and inclusive place to work and learn	Provide an inspirational college experience which supports and enables students to overcome the disruption to learning caused by the pandemic and to successfully progress on their learning journey.	Student Experience, Digital Focus, Quality of Learning and Teaching, Wellbeing	Satisfactory Education Scotland progress Visit Report, June 2022. Reviewed by Learning, Teaching and Quality Committee and by the Board of Management, June 2022	The Education Scotland Progress Visit report (June 2022) identified the opportunity to develop flexible blended learning plans and embed these across all areas systematically
			Satisfactory Education Scotland Safeguarding Report, June 2022. Presented to LTQ for review, Sept 2022	
			Digital Strategy 2022-25 approved by the Board, March 2022	
			Future Skills Strategy approved by Learning, Teaching and Quality Committee, March 2022	
			An internal audit gave substantial assurance over the design and effectiveness of the controls in place around curriculum planning. Approved by ARC, Sept 2021. Reviewed by LTQ, Nov 2021	
			Corporate Parenting Plan (2021-24) approved by the Board, March 2022	
			The College internal auditors gave substantial assurance over the systems and procedures to promote the accurate collection and recording of data in respect of the aggregated student support funds returns	
Ambition 1	Strategic Objective 2 - 2021-22 Status	Priorities	2021-22 Key Outcomes	2021-22 Challenges
To be an accessible, inspirational, and inclusive place to work and learn	Embed a culture of open leadership and empowerment where staff and students feel valued, their voices are heard, and they are involved in decisions which affect them.	Student Experience, Quality of Learning and Teaching, Wellbeing	7% increase in student satisfaction. 2021-22 SFC Student Satisfaction and Engagement Survey	The Education Scotland Progress Visit Report (June 2022) noted that the Student Association was not visible enough during the pandemic and that students were unclear what Service the Student Association could provide
			New 'Aspire' programme developed and launched with aspiring managers. Comprehensive reports on activities received quarterly by BRIC	
			Resumption of in-person celebration events including Excellence Awards and Staff Service Awards	
			An internal audit of the College's complaints management arrangements gave substantial assurance over the design and operational effectiveness of controls in place relating to complaints management. The auditors found the complaints management controls to be well designed and operating effectively	
Ambition 2	Strategic Objective 5 - 2021-22 Status	Priorities	2021-22 Key Outcomes	2021-22 Challenges
To support, empower and inspire our staff and students	Develop and support staff and students to work and learn in new and innovative ways to enable excellence in all aspects of learning and teaching and service delivery.	CPD, Digital Focus, Wellbeing, Student Experience, Workforce Planning	Digital Strategy 2022-25 approved by the Board, March 2022	Continuing to support staff and student during the pandemic period, particularly in relation to remote working and learning
			The College invested in meeting rooms and classrooms with video conferencing equipment to facilitate hybrid teaching/meetings	
			Organisational effectiveness review carried out, resulting in COEP and TOEP processes.	Embedding digital and on-line learning pedagogy across curriculum teams
			Organisational review completed to establish Information Hub service, which integrated the work of the Student Experience Help-Desk and Front of House teams.	
			Audit of staff digital skills undertaken and development plans implemented, supported by resources available through the Staff Learning Portal.	
			The role of Blended Learning Facilitator established across curriculum teams to support on-line and digital learning delivery	
			Hybrid working pilot commenced. To be reviewed by June 2023	
			Significant investment in staff and student wellbeing resources including counselling services and enhanced employee assistance programme.	
			Workforce planning undertaken to support the 2022-2023 CDP	
			The College's internal auditors provided substantial assurance over the marketing arrangements in place at the College. We found marketing related controls to be sound and that these controls were being implemented consistently	
Ambition 3	Strategic Objective 3 - 2021-22 Status	Priorities	2021-22 Key Outcomes	2021-22 Challenges
To be a high-performing, environmentally responsible college recognised for excellence, equality, and integrity	Focus on being a high-performing College underpinned by excellence in stewardship, effective risk management and the highest standards of corporate governance.	Digital Focus, Quality of Learning and Teaching, Student Experience	The College mitigated the financial impact of shortfalls in core, ESF, deferred and foundation apprenticeship credit targets	The College did not meet its ESF, Foundation Apprenticeship or deferred credit targets for 2021-22
			The Board approved a 5-year ICT investment plan, Dec 2021	The Education Scotland Progress Visit report (June 2022) noted that college quality and evaluation arrangements are not yet supporting overall improvement in retention and attainment rates
			The College's external auditors reported that the financial statements gave a true and fair view in accordance with the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council of the state of the College's affairs as at 31 July 2021 and of its deficit for the year then ended; were in compliance with UK GAAP, and had been prepared in accordance with the requirements of the Further and Higher Education (Scotland) Act 1992 and directions made thereunder	
			The College's internal auditors reported that the College's risk management activities and controls in the areas which they examined were found to be suitably designed to achieve the specific risk management, control and governance arrangements	
			An internal audit was undertaken of the College's arrangements to manage COVID-19 restrictions. The audit review gave substantial assurance on the College's arrangements, with the additional COVID-19 governance arrangements highlighted as an area of good practice by the auditors	
			The College's Outcome Agreement AY 2021-22 was approved by the Board at its meeting of 8 Dec 2021	

			The Willie Mackie Future Skills Hub project is now in its construction phase with anticipated completion in early summer 2023.
			March 2021 - The Board approved the implementation of the interim Board and Committee structure effective 5 March 2022 following Ministerial approval of appointment of interim Chair and re-appointment of Board Members. •Stability and gender balance of Board maintained.
			June 2022 - The Board approved the Ayrshire College Code of Conduct and accordingly implemented Board Member review of Register of Interests. Commercial Due Diligence Policy approved by the Board, June 2022

Ambition 3	**Strategic Objective 4 - 2021-22 Status**	**Priorities**	**2021-22 Key Outcomes**	**2021-22 Challenges**
To be a high-performing, environmentally responsible college recognised for excellence, equality, and integrity	Respond to the climate change emergency by being environmentally responsible, embedding sustainability in our learning and teaching and business operations.	Sustainability	As well as widespread use of Microsoft Teams, the College invested in meeting rooms and classrooms with video conferencing equipment to facilitate hybrid teaching/meetings	Embedding a framework that will enable cultural change in order to meet net zero targets by 2040 across all college operations
			Organisational review to centralise the reprographics function complete	
			Print tender awarded to Rioch, July 2022, for immediate commencement in August 2022. This will reduce the number of devices and introduce a print management facility	
			The Riverside Building in Ayr now receives renewable electricity through a partnership agreement with Energy Agency. This electricity is powered through a hydro scheme in the River Ayr. Proposals were approved by the Board	

Ambition 3	**Strategic Objective 6 - 2021-22 Status**	**Priorities**	**2021-22 Key Outcomes**	**2021-22 Challenges**
To be a high-performing, environmentally responsible college recognised for excellence, equality, and integrity	Embed diversity and inclusion in all decisions, and support staff and students by providing accessible opportunities to learn, work and develop.	Student Experience, Wellbeing, Quality of Learning and Teaching	Mainstreaming Equality & Equality Outcomes Progress Report (2022-25) approved by the Board, March 2022	Strategy approved. Actions to be embedded over 2022-25
			Promoting Wellbeing Action Plan 2021-24 approved by SLT. Comprehensive reports on activities received by BRIC, quarterly	

Ambition 3	Strategic Objective 7 - 2021-22 Status	Priorities	2021-22 Key Outcomes	2021-22 Challenges
To be a high-performing, environmentally responsible college recognised for excellence, equality, and integrity	Work with partners, including businesses, to co-create a portfolio of learning and skills that is relevant, dynamic, flexible, and responsive to employer and industry needs, to current and future skills requirements and contributes to social and economic recovery.	Quality of Learning and Teaching, Student Experience	Increase of 21 Modern Apprenticeships (SDS Contracts) and 72 Subcontracted Modern Apprenticeships from 2020-21 recruitment. Income targets exceeded in MA contracts, Commercial SVQ contracts and Foundation Apprenticeship income	Economic climate and consequential impact on employers to prioritise and or facilitate training opportunities for staff
			The College, alongside SDS and UWS lead partner in overseeing the development of the Ayrshire Regional Skills Investment Plan. Published June 2022	
			Future Skills Strategy approved by Learning, Teaching and Quality Committee, March 2022	
			An internal audit gave substantial assurance over the design and effectiveness of the controls in place around curriculum planning Approved by ARC, Sept 2021. Reviewed by LTQ, Nov 2021	
			An internal audit of the College's commercial income arrangements identified a number of areas of good practice	
			Business Growth Strategy (2022-24) approved by the Board, June 2022	
			The 2021-22 Business Growth Annual Review demonstrated a stepped increase in performance across all areas of service when compared to the previous year.	

Ayrshire College   *(Paper 6)*

Board of Management

22 September 2022

Subject:	People Strategy (2022-2025)
Purpose:	To present the College's People Strategy (2022-2025).
Recommendation:	Members are invited to consider and approve the People Strategy (2022-2025).

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1.   Background

The College developed and introduced a People Strategy in 2018, which was in place for a three-year period. The Strategy has now been reviewed, taking account of the 2030 Statement of Ambition and Refresh and Renew Plan 2021-2024.

2.   Current Situation

The People Strategy 2022-2025, attached as Appendix 1, sets out how the principles of fair work and our values will continue to develop the College culture and enable a positive environment through which our people will thrive and be successful.

The Strategy is, therefore, aligned with a range of strategic frameworks which shape and influence the leadership, development and management of our people including:

- Fair Work Framework (2016)
- Investors in People (IiP) Framework
- Statement of Ambition (2030)
- Our Values

Taking account of these elements, the People Strategy has been developed around four interdependent aims:

- Looking after our people
- Improving organisational effectiveness
- Growing for the future
- Developing our culture and belonging

Each of the four aims have outcomes, which will support the delivery of the Strategy during the three-year period.

A range of Key Performance Indicators have also been set out within the Strategy which will enable progress to be monitored and will also support BRIC and Board of Management governance reporting.

3. Proposals

The People Strategy (2022-25) was presented to the BRIC and feedback was received in relation to the key performance indicators. The Committee approved the Strategy and recommended it to the Board of Management for its consideration and approval, subject to the following amendment:

The 'Measuring Success' section will be updated, to take account of the feedback from the staff survey, which was carried out recently, as part of the Investors in People (IiP) review. Formal feedback has not been received to date, however, based on early indications, the baseline position will improve.

4. Consultation

The development of the People Strategy was led by HR and Organisational Development Team.

Staff consultation took place during August 2022, which also involved the College's trade unions.

5. Equality Impact Assessment

An EqIA was carried out and is attached as Appendix 2.

6. Conclusion

Members are invited to consider and approve the People Strategy (2022-2025).

David Davidson
Assistant Principal of HR and Organisational Development

15 September 2022

Ayrshire College
People Strategy
2022 - 2025

INTRODUCTION

This People Strategy places our staff at the heart of the College.

Our people are key to the successful delivery of the College's 2030 Statement of Ambition and Refresh and Renew Plan 2021-2024 through the collective contribution of our talents and skills.

The Strategy sets out how the principles of fair work and our values will continue to develop the College culture and enable a positive environment through which our people will thrive and be successful.

The People Strategy also supports the Board of Management (BoM) and Senior Leadership Team (SLT) in delivering the College's strategic ambitions.

2

Strategy Context

The People Strategy is aligned with a range of strategic frameworks and elements which shape and influence the leadership of our people.

Fair Work Framework

The 2016 Fair Work Convention introduced a Framework which defines fair work as work that offers effective voice, opportunity, security, fulfilment and respect. This People Strategy embeds these principles to enable the effective leadership of our staff.

Investors in People (IiP) Framework

The College has since its inception in 2013, maintained IiP accreditation. The updated IiP Generation VI framework and its nine indicators provide a methodology to support and improve the leadership of our people and the continuing development of the College culture:

> Leading and inspiring people

> Living the organisation's values and behaviours

> Empowering and involving people

> Managing performance

> Recognising and rewarding high performance

> Structuring work

> Building capability

> Delivering continuous improvement

> Creating sustainable success
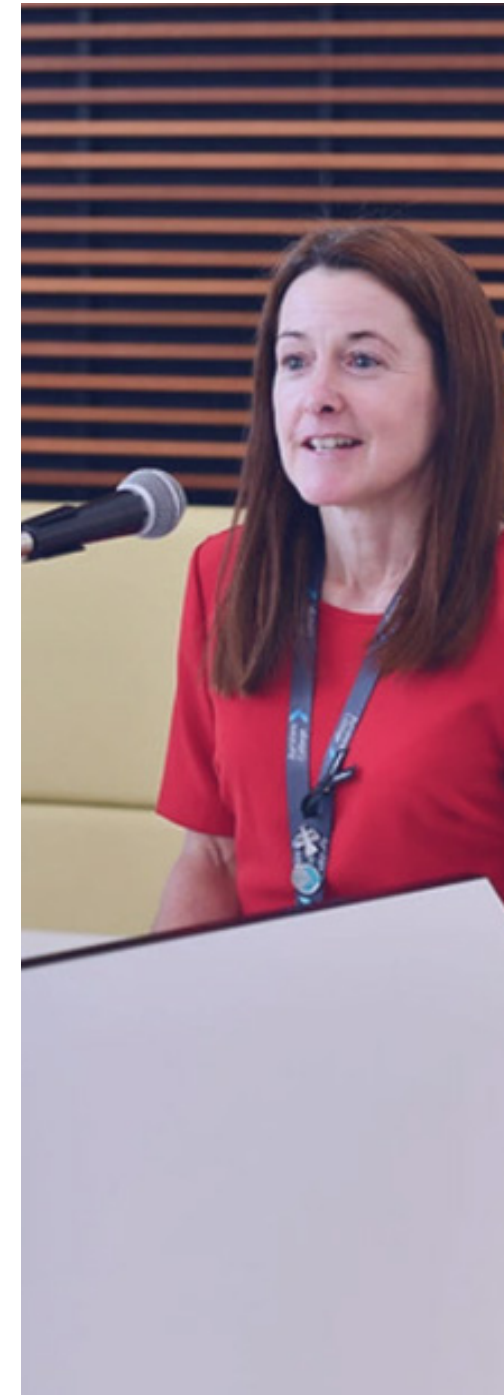
Strategy Context (continued)

Statement of Ambition

The People Strategy supports and enables the College's 2030 Statement of Ambition.
The overarching ambitions are:

> To be an accessible, inspirational and inclusive place to work and learn

> To support, empower and inspire our staff and students

> To be a high performing, environmentally responsible college recognised for excellence, equality and integrity

Our Values

The College culture will continue to be shaped by our values which are at the heart of everything we do and guide our actions and behaviours:

Respectful   **Supportive**   **Open and Honest**
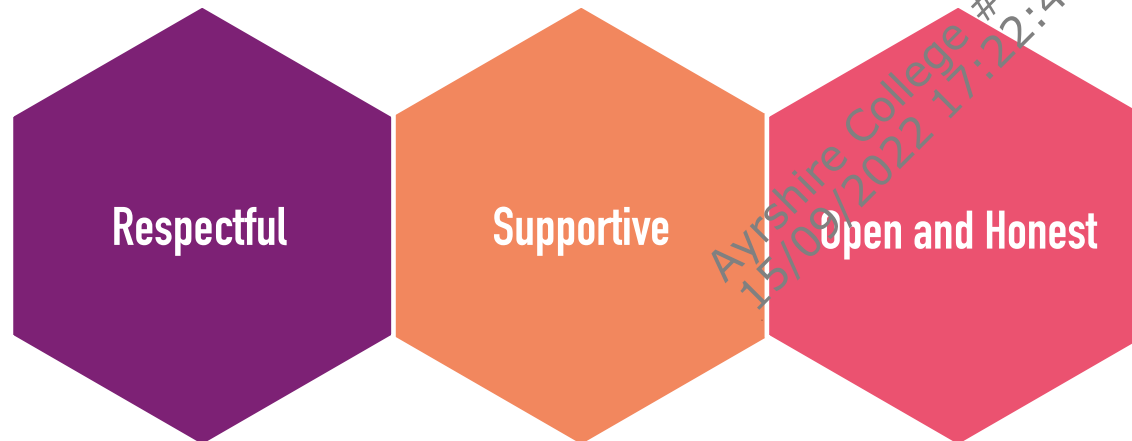
Strategy Aims

The People Strategy is shaped around key interdependent aims:

| Aim 1 | Looking after our people |

| Aim 2 | Improving organisational effectiveness |

| Aim 3 | Growing for the future |

| Aim 4 | Developing our culture and belonging |

Looking after our people

Our people feel valued and supported and recommend the College as a good place to work.

To achieve this aim we will:

1. Create a safe and healthy work environment where staff wellbeing is central to all business decisions.

2. Continue to work in collaboration with our partners and key agencies to enable and support staff to maintain positive wellbeing, good physical and mental health, achieve balance across work and life, in order to fulfil their potential.

3. Continue to work with Investors in People or other accreditation framework to gain feedback on the impact and effectiveness of workforce leadership and staff satisfaction, to inform organisational development.

4. Recognise the achievements of our staff in supporting and maintaining our values, contributing towards the success of the College and development of our culture.

5. Continue to give the highest priority to workplace safety, to ensure that risk is managed effectively, and that all relevant information and resources are available to support staff in their work activities.

6

Improving organisational effectiveness

We make the best use of our talents, skills and resources to work effectively and support the highest quality of learning, teaching and service delivery.

To achieve this aim we will:

6. Embed workforce planning at all levels of the College to support the ongoing review and development of curriculum and service functions, taking account of all external and internal factors.

7. Lead and support the ongoing implementation and review of the hybrid working pilot programme in the post-pandemic period, to enable appropriate agile working approaches, consistent with College operational requirements.

8. Support the ongoing development of the College Leadership Team and sustain continuous organisational improvement through the College Operating and Enhancement Plan.

9. Continue to embed the College Operating and Enhancement Plan (COEP), Team Operating and Enhancement Plan (TOEP) and Professional and Personal Development Review (PPDR) processes to engage and involve all staff in the College's strategic objectives and priorities through evaluative discussion, reflection and feedback.

10. Encourage and enable collaboration across teams to support communities of development in order to share information, expertise and good practice.

7

Growing for the future

Our people are skilled, engaged and empowered to deliver the College's ambitions.

To achieve this aim we will:

11. Design and deliver accessible and flexible programmes of staff learning and development which are aligned to the workforce plan and support the skills and talent pipeline for the College's future ambitions.

12. Embed staff learning as part of the way we work through supporting a range of models and programmes of development to meet curriculum and support team requirements.

13. Continue to develop our leaders and managers to support and enable staff engagement, inclusion and success.

14. Continue to support innovation and transformation across all College teams and enable all staff to have the opportunity to contribute to and influence the future direction of the College.

Developing our culture and belonging

Our values will drive all that we do, reflected in our every day behaviours

To achieve this aim we will:

15. Foster and enable positive employee relations through supporting and facilitating the work of the Local Joint Negotiating and Consultative Committees (LJNCCs) and also contributing to the processes of national bargaining as appropriate.

16. Provide leadership to the work of the Values, Inclusion, Equality and Wellbeing (VIEW) steering group and its associated sub-groups to support the on-going development of an inclusive, accessible and supportive College culture.

17. Enable all staff to align their own objectives, values and behaviours with those of the team and the College through the Personal and Professional Development Review (PPDR) process.

9

18. Provide leadership on delivering the College's Equality Outcomes and mainstreaming equality, diversity and inclusion across all areas of College life and work.

19. Continue to build capacity across the College to ensure that staff are trained and developed on all protected characteristics and thereby embed equality across all College functions, processes, and practices.

20. Continue to develop tools such as Equality Impact Assessment (EqIA) and achieve appropriate external accreditation to support the development of an inclusive culture.

10

Measuring Success

The successful delivery of the People Strategy will be measured through the following Key Performance Indicators:

Strategic Aim	Key Performance Indicator	Baseline Position	2025 Position	Governance Reporting
Looking after our people.	The College has improved its level of IiP accreditation.	Standard	Gold	SLT and BRIC
	Staff consistently rate the College as a good place to work.	55%	65%	SLT and BRIC
	Reduction in campus accidents, incidents and near misses.*	1.7%	1%	SLT, BRIC and BoM
	Increased levels of engagement in staff wellbeing initiatives.	60%	70%	SLT and BRIC
Improving organisational effectiveness	Staff agree that they are encouraged by their manager to be innovative and creative in their roles.	61%	70%	SLT
	Staff agree that they receive recognition for the work they carry out.	41.3%	50%	SLT and BRIC
	Staff report that they have agreed objectives with their line manager.	47.5%	60%	CLT and SLT
Growing for the future	Staff have trust in the College leadership.	44.8%	60%	SLT and BRIC
	Staff report that they have opportunities to learn at work.	65%	75%	CLT and SLT
Developing our culture and belonging	The College has increased the number of staff declaring a disability/long term health condition.	7%	10%	SLT, BRIC and BoM
	Staff agree that the College has clear values.	70%	80%	SLT, CLT and BRIC

* Based on a percentage of total student and staffing headcount.

11

Accessibility

Ayrshire College is fully committed to challenging discrimination, advancing equality of opportunity, promoting inclusion and celebrating the diversity of all of its students, staff, visitors and partners.

To request a copy of this publication in another format please contact us:
Tel: 0300 303 0303
Email: marketing@ayrshire.ac.uk

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EQUALITY IMPACT ASSESSMENT (EqIA)

EQUALITY IMPACT ASSESSMENT

Section 1:

Decision, Policy or Practice	People Strategy 2022-2025
Lead Manager	David Davidson, Assistant Principal, HR and Organisational Development
Purpose of the Decision, Policy or Practice	To introduce a refreshed People Strategy which will enable the ongoing development of the College during the three year period 2022-2025.
Who is affected by the Decision, Policy or Practice?	Ayrshire College Staff and those affected by our activities e.g. students, contractors, visitors and members of the public.
Consultation and evidence **What involvement and consultation has been done in relation to this decision, policy and practice?**	All staff and trade union representatives. Senior Leadership Team (SLT) meeting August 2022. Business, Infrastructure and Resources Committee meeting, September 2022. Board of Management meeting, September 2022.

Section 2:

Does, or could, the decision, policy or practice have an adverse effect on people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic	**Yes**	**No**	**Unknown**
Age		X	
Disability		X	
Gender Reassignment		X	
Marriage or Civil Partnership		X	
Pregnancy and Maternity		X	
Race		X	
Religion or Belief		X	
Sex		X	
Sexual Orientation		X	
Additional considerations: Care-experienced, Carers, Veterans, and Estranged Students		X	

Details of the adverse effect and how this will be mitigated:

No adverse impacts have been identified. A key focus on the Strategy is to support and lead the delivery of the College's Equality Outcomes and to deliver training and raise awareness of impacts across all protected characteristics.

2

Does, or could, the decision, policy or practice promote or advance equality of opportunity for people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic	**Yes**	**No**	**Unknown**
Age	X		
Disability	X		
Gender Reassignment	X		
Marriage or Civil Partnership	X		
Pregnancy or Maternity	X		
Race	X		
Religion or Belief	X		
Sex	X		
Sexual Orientation	X		
Additional considerations: Care-experienced, Carers, Veterans, and Estranged Students	X		

Details of the positive effect:

A key objective of the Strategy is the development of the College culture in accordance with our values to support and strengthen the College community. One of the strategic aims is, therefore, focused on developing our culture and belonging to advance and promote equality for all. The Strategy also includes KPIs in order to monitor and measure our progress in achieving these aims.

In what way does, or could, the decision, policy or practice foster good relations between people who share a protected characteristic and those who do not?

Cultural development through training, development and raising awareness will underpin progress in delivering the aims of the strategy. A range of actions will emerge from the strategic aims, eg the College's Equality Outcomes, which will focus specifically on people who share protected characteristics and/or are care-experience.

In terms of the development of future leaders within the College, equality, diversity and inclusion forms a key component of the programmes to equip and support staff to progress in their careers.

Receiving feedback from staff is one of the approaches to measuring progress against the strategy and this will help identify any groups who share a protected characteristic to highlight particular challenges.
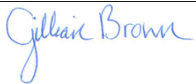
3

Section 3:

Following assessment, should the policy, practice or decision be taken?	Yes
If yes, outline key/priority action(s) being taken to mitigate impact(s)	

To mitigate impact(s), the following key/priority actions have or will be taken:

Once approved, the strategy will be communicated to all staff and made available on the Staff Intranet. The actions will be integrated within the College Operating and Enhancement Plan and regular monitoring will take place.

Section 4:

Monitoring and review

Set out the arrangements for reviewing the impact of the policy, practice or decision once it has been implemented

Strategy impact will take place through regular IiP reviews, monitoring actions and related programmes of work. SLT, Board of Management and BRIC will receive progress updates to support governance requirements.

Signed: EqIA Owner	*Gillian Brown* Gillian Brown Head of Human Resource Services	12 August 2022
Signed: Approved by	*David Davidson* David Davidson Director of HR and OD	15 August 2022
Equality and Inclusion Advisor (received)	 Sara Turkington Equality and Inclusion Advisor	

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Ayrshire College   *(Paper 7)*

Board of Management

22 September 2022

Subject: Health Safety and Wellbeing Policy

Purpose: To present members with the updated Health, Safety and Wellbeing
Policy for review, discussion and approval.

Recommendation: Members are asked to consider and approve the Health Safety and
Wellbeing Policy.

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1   Background

The Health Safety and Wellbeing Policy is reviewed and developed in accordance
with the requirements of the Health and Safety at Work etc. Act 1974. The Policy
is subject to formal review and ratification every two years.

2   Current Situation

The review process for the Health, Safety and Wellbeing Policy commenced in the
spring of 2022, and was led by the Health, Safety and Wellbeing Committee.

The Policy sets out the College's obligations, commitments and arrangements in
relation to health and safety, including the duties and responsibilities of all office
bearers and staff of the College.

Enabling a culture of wellbeing is also a key focus of the Policy and the approaches
to support this are included.

3   Proposals

The Health, Safety and Wellbeing Policy, attached as Appendix 1, is presented for
consideration and approval.

Following review by BRIC, the Committee recommended the Policy to the Board of
Management for consideration and approval, subject to minor adjustments.

4   Consultation

Extensive consultation on the Policy review was undertaken with all key
stakeholders, which included the trade unions recognised by the College.

5   Resource Implications

No specific resource implications require to be noted, however the Policy includes
a commitment to provide the necessary financial resources, so far as is reasonably
practicable, to address areas of health and safety risk. This includes planned
annual expenditure and also resources to support improvements which may be
highlighted during the financial year.

6   Risks

Health and Safety is an integral element of the College's overarching risk management strategy. The policy is designed to ensure that all risks arising from health and safety can be mitigated and managed effectively.

7   Equality Impact Assessment

An Equality Impact Assessment is attached as Appendix 2.

8   Conclusion

Members are asked to consider and approve the College's Health, Safety and Wellbeing Policy.

David Davidson
Assistant Principal, HR and Organisational Development
15 September 2022

(Martin Hammond, Head of Health, Safety and Wellbeing)

Board of Management, 22 September 2022 (Paper 7 – Appendix 1)

POLICY AND PROCEDURE	Health, Safety and Wellbeing Policy
POLICY NUMBER	HSWP001
DATE OF FIRST ISSUE	December 2015
REISSUE DATE	XX 2022
ISSUE NUMBER	5
APPROVING COMMITTEE	Senior Leadership Team (SLT)
DATE OF APPROVAL	XX 2022
RESPONSIBLE PERSON	Principal and Chief Executive
EQUALITY IMPACT ASSESSMENT	XX 2022
REVIEW DATE	December 2024

Other Documents Policy Refers to

DOCUMENT NUMBER (if applicable)	DOCUMENT TITLE

HISTORY OF AMENDMENTS		
DATE	**VERSION, PAGES, OR SECTIONS AFFECTED**	**SUMMARY OF CHANGES**
January 2018	Page 4 Organisational Chart	Revised College structure incorporated
December 2019	Full Document	Full Policy review
August 2022	Front page Whole document Section 1.4	Table of contents updated Updated job titles Updated HSW objectives

Contents

Foreword by the Principal

Our commitment to continuous improvement in the provision of safe and healthy environments for our wide range of staff, students, and stakeholders, can only be achieved through strong leadership and management with health and safety at the core of our values. It is essential, therefore, that we have a highly trained and skilled workforce operating within an environment where people are valued, trusted, and involved and are supported by the involvement of all others in the pursuit of our aims.

The positive participation of all people accepting responsibility for themselves and for others can only enhance the reputation of the College. Through active communication, consultation and participation in occupational health and safety initiatives we aim to set and maintain the very highest standards that others in the sector and wider afield aspire to.

This document sets out the commitment of the College to Health, Safety and Wellbeing. It provides a framework to enable Vice Principals, Assistant Principals, Heads of Learning and Skills/Support and others in a supervisory capacity to manage safety and create a safe and healthy environment.

Principal	Signature:	Date:

Foreword by Board of Management Chair

The Board of Management regard the management of occupational health and safety risks as important as every other type of business risk. Through a robust risk management approach, we aim to ensure the impacts of such risks are minimised in everything we do and enable us to maintain our corporate and individual reputations.

It is, therefore, essential that everyone involved in the College fully embraces the principles as set out within this Policy and that we all play our part in providing a safe and healthy environment within which to work, study and prosper.

Your commitment to health, safety, and wellbeing and to observing this policy is appreciated and I acknowledge your support and professionalism in its delivery.

Health and Safety is the responsibility of us all and benefits everyone associated with the College.

BoM Chair	Signature:	Date:

Introduction

This Policy is produced in accordance with the requirements of Section 2 (3) of the Health and Safety at Work etc. Act 1974. Ayrshire College's Policy consists of five sections:

    Section 1   Policy Statement of Intent and Objectives;
    Section 2   Responsibilities for achieving the objectives set out in Section 1;
    Section 3   Related Procedures for implementing the Policy;
    Section 4   Measuring, Monitoring and Reviewing the Policy;

The College is committed to providing a safe and healthy environment in which our students and staff can study and work. As such, we have positioned our statutory Health, Safety and Wellbeing responsibilities within a wider approach to staff and student wellbeing that goes beyond achieving minimum legal compliance.

At the centre of this approach is our Health, Safety and Wellbeing Policy. It is built on the College's strategic values derived from legislation, guidance and recognised good practice.

The values run through our operating structure and are reflected in the responsibilities and duties that everyone has for safety.

The College actively consults with all staff groups and students on health, safety, and wellbeing matters. At a corporate level this is achieved through the Health, Safety and Wellbeing Committee and local campus Safety Groups.

Everyone at the College has a role in ensuring that we work and study in a safe and healthy environment:

The Board of Management is responsible for establishing a policy for Health, Safety and Wellbeing and maintaining an oversight of its effectiveness.

The Senior Leadership Team is responsible for implementing the policy and ensuring accountability for the management of Health, Safety and Wellbeing at all levels across the College.

Line managers at all levels across the College are responsible for managing the health, safety, and wellbeing of staff and, where relevant, that of students, visitors, contractors, or members of the public who may be affected by activities.

Staff have a responsibility for their own health, safety, and wellbeing, and to liaise and cooperate with their line manager regarding health, safety, and wellbeing.

Students similarly have a responsibility for their own health, safety, and wellbeing, and to cooperate with curriculum and support staff regarding health, safety, and wellbeing.

Equality Statement

The College is committed to advancing and promoting equality and diversity in all of its activities and aims to establish an inclusive culture free from discrimination and based upon the values of dignity and respect.

Aims and Objectives

It is the aim of Ayrshire College to:

a) Provide a safe and healthy environment, for staff, students, visitors, contractors, and members of the public and enable them to realise their full potential and take a proactive approach to health, safety and wellbeing.

b) Further develop, integrate, and implement robust and effective health and safety management systems which support the College's aims of delivering the highest quality in learning and teaching.

c) Provide the highest standards of health, safety and wellbeing for our staff, students, visitors, contractors and members of the public, which would be expected of a world class college.

Review

This policy has been developed in line with best practice and legislative requirements and will be reviewed every two years or as deemed necessary.

Policy Agreement

This policy has been agreed in accordance with the College's procedures for negotiation and consultation.

Signature (EIS)	
Date	
Signature (Unison)	
Date	
Signature (Ayrshire College)	
Date	

Section 1 - Policy Statement of Intent and Objectives

1 Statement of Intent

The College's vision is to raise aspirations, inspire achievement and increase opportunities by being a dynamic, well-run college and creating a stimulating and innovative learning environment that is sensitive and responsive to the needs of the individual, business, and the wider community. This will be achieved through ensuring equality of opportunity, promoting respect for and between individuals, and providing an environment in which staff, students and the wider community are supported, valued, and empowered to fulfil their maximum potential.

Ayrshire College not only accepts the legal duties of care as set out in the Health and Safety at Work etc., Act 1974 and all other relevant legislation, but also our moral and ethical obligations and to the continuous improvement in the management of the health and safety risks to all stakeholders i.e., staff, students, contractors, and visitors. To enable us to meet our objectives in ensuring that all risks are addressed and controlled effectively, the College will provide the necessary resources with which to fulfil our commitment.

1.1   Statement of Health and Safety Philosophy

The Board of Management will ensure the strategic direction of the health and safety issues relative to our operations through the accountabilities of the Senior Leadership Team and through effective risk management policies and practices to identify and manage such risks. The continuity of business and effective contingency planning is also a key element of our mission.

1.2   Corporate Direction

All stakeholders are charged to give due care and consideration in their work to health and safety issues and our corporate vision. As part of their duties, they must also take all reasonable care for themselves and others, use safe and healthy practices, report hazards and unsafe practices according to College procedures. Further, they are also required to assist in the development of and take a full and active part in any health and safety initiatives to meet the health and safety aims of the College. It is vital that health and safety implications must be considered when reaching decisions about other priorities e.g., procurement of new equipment. Health and safety must, therefore, be considered not as an add-on but, as an essential core factor in everything we do.

1.3   Specific Requirements

1   Suitably competent and trained staff will be appointed and supported by adequate training.

2   Control of health and safety risks will be achieved through the risk assessment process and the provision of information, regular communication, consultation, and the cooperation of staff at all levels in the organisation to maintain safe and healthy working conditions, equipment, and safe systems of work.

3   Procedures will be established following the risk assessment process and reviewed and revised to ensure that plant and equipment provided is maintained and safe for use by staff, students, and others.

4   Accidents, incidents, and near misses will be recorded, investigated and the appropriate action taken to reduce the likelihood of their recurrence.

5   Regular monitoring will be carried out to measure our performance against the College's set objectives.

6   The Corporate Health, Safety, and Wellbeing Committee will oversee the functioning of the policy and reporting to the Board of Management.

7   The policy will be kept up to date and the way in which it has operated will be reviewed each year.

1.4   Objectives for Health, Safety and Wellbeing Performance

1   HSW Policy - Review and revise HSW Policy. This is the cornerstone document for Health, Safety & Wellbeing (HSW) Management with objectives set for continued improvements to enhance the HSW culture. The policy will be available for all staff to access via the College intranet portal.

2   H&S Management Support Software – Continue to maintain and develop the Ayrshire College Safety Hub to support the management of all HSW requirements across the campuses.

3   H&S Training – Deliver specific H&S training to College Managers and staff.

4   Occupational Health - Ensure continued and, where necessary, enhanced provision of Occupational Health support to staff for the purpose of statutory health surveillance, health monitoring, counselling, and wellbeing support.

5   Support to staff and students - HSW Team continue to provide support, training and advice to all staff and students to enhance the H&S culture. Maintain the Intranet portal content for all staff H&S materials including procedures, responsible persons, forms, and information.

6   Staff and student wellbeing – develop and lead a wellbeing action plan to support staff and student wellbeing. Explore and achieve appropriate accreditation in the area of health and wellbeing. Deliver appropriate health and wellbeing events across the campuses.

7   Monitoring and Review – Monitor all aspects of the H&S Management system of the College via proactive and reactive approaches including accident/incident reporting and investigation and inspections, surveys and audits. The allocation of responsibilities for health and safety matters and the particular arrangements in place with which to carry out the policy are set out in the sections which follow.

Principal	Signature:	Date:
Chair of BoM	Signature:	Date:

Section 2 - Organisation and Responsibilities

2 Organisation

The College has adopted the Occupational Health and Safety Management System approach suggested by the Health and Safety Executive (HSE) in their publication - 'Managing for Health and Safety' (HSG65).

This provides the College with a framework for the promotion of a positive occupational health and safety culture and drive for continual improvement. All levels of staff have clear roles in contributing to the successful management of occupational health and safety.

The College's system is based on the Plan, Do, Check, Act quality framework components approach, as summarised below, and achieved by a combined effort through communication, co-operation, competence, and control.

Plan – Setting policy, roles, responsibilities, and strategy for managing safety and identifying what, who and how things are done. Planning how risks are to be assessed and controlled and how this is prioritised and disseminated throughout and external to the College. The allocation of resources supported by the provision of training for all levels of staff, measuring performance against the objectives set and how these are linked to the management of other areas of the College.

Do - Profiling the organisation's health and safety risks, involving staff, communication, consultation and the provision of adequate resources and competent advice. Implementing the plan, selecting, and introducing risk control measures; providing and maintaining tools and equipment; and ensuring everyone is competent to carry out their tasks.

Check - Measuring performance through pro-active and reactive approaches, safety system checks and audits, investigating accidents, incidents and near misses.

Act - Reviewing performance to learn from accidents, errors, and experiences and to revisit plans, policies and risk assessments and controls to update where necessary.

2.1 General HSW Organisational Structure

Ayrshire College recognises the importance of participation, commitment and involvement in health and safety activities at all levels, as shown in the organisational chart below. The Corporate Health, Safety and Wellbeing Committee will oversee the strategic issues that affect staff, students, and others as well as specific groups within. This will be further supported by the three Campus Health, Safety and Wellbeing Groups which focus primarily on campus health and safety matters at a local level. The effectiveness and efficiency for managing health and safety will be reinforced with specific persons appointed accordingly to carry out key functions. Where necessary, external sources will be utilised as and when needs arise to further our pursuit of a safe and healthful workplace for all.

The General H&S Organisational Structure for managing risk is set out on the next page.

Board Members, Sub-committees (BRIC, Audit, LTQ)	→	Board of Management
Principal, Vice Principals (VPs)	→	Executive Leadership Team
Principal, Vice Principals, Assistant Principals (APs)	→	Senior Leadership Team
Principal, VPs, APs, Heads of Learning/Support	→	College Leadership Team
Curriculum Managers, Team Leaders	→	Line Manager
Lecturers, Support staff	→	All Staff
Students	→	All Students
Contractors, Suppliers, Emergency services, Enforcement agencies, Others	→	External Groups

Health, Safety & Wellbeing

2.2 Overview

Board of Management has overall responsibility for the corporate governance of the College business and, in particular, the health, safety and welfare of the staff, students and other stakeholders.

Senior Leadership Team will provide effective and demonstrable leadership in occupational health and safety and ensure managers at all levels fulfil their responsibilities in managing health and safety at local level.

College Leadership Team, Curriculum Managers, and Team Leaders have responsibilities for their particular areas to ensure that all members of staff and students

(where applicable) under their control are fully aware of their responsibilities and adhere to the health and safety arrangements established under this policy.

Lecturers/Tutors have responsibilities to ensure that students under their control are fully instructed and supervised in all activities and follow H&S procedures as set, in particular, those specific to their areas of operation and, follow all emergency evacuation and other general procedures.

All Staff have responsibilities to take reasonable care of themselves and for the safety of others who may be affected by what they do or do not do, so as not to cause harm to themselves or others.

Students and others have responsibilities to take reasonable care of themselves and for others who may be affected by what they do or do not do, so as not to cause harm to themselves or others.

Contractors selected to carry out work activities in and around the College property have responsibilities to themselves and to all persons who may be affected by their acts or omissions. In respect of this, all contractors will be required to work in accordance with the health and safety requirements of Ayrshire College in order to maintain its standard of care to staff, students and others. Full co-operation and coordination between all parties is necessary and for the control of risks associated with the work activities.

2.3   The Board of Management

Ayrshire College Board of Management has overall responsibility for the corporate governance of the College's business and the health, safety and welfare of the staff, students, and other stakeholders.

- Members of the College Board of Management have obligations under health and safety legislation as 'members of the body corporate' and are, therefore, bound by the requirements as contained in Section 37 of The Health and Safety at Work etc., Act 1974 (HASAWA 1974).

- In order to meet the vision, aims and objectives and, to promote a positive health and safety culture, members of the Board must:

   a) Have an awareness of the general requirements of the Health and Safety at Work etc. Act 1974 and other associated statutory instruments applicable to the College.

   b) Direct, monitor, measure and oversee the effectiveness of the health and safety management system of the College in line with strategic and health and safety priorities.

c) Promote a culture of health and safety awareness and continuous improvement through the commitment and co-operation of all stakeholders and others involved with the College to ensure that H&S is regarded as an integral aspect of the corporate risk management of the College.

d) Ensure, in so far as is reasonably practicable, effective mechanisms are established for the provision of adequate information and training and, for the communication and consultation with staff and their representatives on health and safety matters.

e) Ensure, in so far as is reasonably practicable, adequate personnel and financial resources are allocated for the effective management of the risks associated with the College.

f) Promote Corporate Social Responsibility and be a good neighbour.

g) Undertake training as necessary to enable them to better understand and appreciate the responsibilities placed upon them.

2.4 Principal and Chief Executive

The Principal is ultimately responsible for the health, safety and welfare of all staff, students and other stakeholders who use or visit the premises or are affected by the activities undertaken. In respect of this, the Principal will:

a) Have an awareness of the general requirements of The Health and Safety at Work etc., Act 1974 and all other associated statutory instruments applicable to the College.

b) Ensure, in so far as is reasonably practicable, minimum standards are achieved for all applicable health and safety legislative obligations.

c) Agree the H&S communication and consultation mechanisms with staff and their representatives.

d) Promote a culture of continuous improvement through the allocation of financial and human resources, adequate levels of control, co-operation, communication, and use of competent persons which motivates and involves all stakeholders and others involved with the College to ensure that H&S is regarded as an integral aspect of the corporate risk management of the College.

e) Monitor the effectiveness of the health and safety management system in place.

f) Undertake training as necessary to enable understanding of and appreciate the health and safety responsibilities placed upon them.

g) Ensure, in so far as is reasonably practicable, all delegated functions are carried out properly by persons competent to perform the function.

All levels of management, staff and others have been assigned roles and responsibilities appropriate to their level of operation/relationship with the College as set out below.

2.5   Vice Principal

The Vice Principals have responsibility to ensure that all staff under their control fulfil the health and safety responsibilities relevant to their role. All Vice Principals must:

a)   Ensure, in so far as is reasonably practicable, that adequate personnel and financial resources are allocated to address the health and safety risks for their areas of control.

b)   Secure the commitment and co-operation of all College staff and stakeholders.

c)   Arrange for the provision of relevant information, instruction, training, and suitable levels of supervision to all levels of staff.

d)   Provide information on health and safety matters relevant to their areas of control to the Principal and Board of Management as required.

e)   Ensure, in so far as is reasonably practicable, adequate means of communication and consultation are in place as appropriate to all levels of staff and others.

f)   Monitor and measure H&S management performance of Assistant Principals and Heads of Learning/Support, at least annually.

g)   Undertake training as necessary to support their H&S role.

2.6   Assistant Principal, Human Resources and Organisational Development (HROD)

The Assistant Principal, HROD has delegated responsibilities to assume the role of 'Responsible Person' of the College and for directing and overseeing the College's health, safety, and fire management arrangements. They will also report on health, safety and wellbeing matters to the Principal and to the Board of Management via the Business, Resources, and Infrastructure Committee on a regular basis.

a)   Have an awareness of the general requirements of The Health and Safety at Work etc., Act 1974 and all other associated statutory instruments applicable to the College.

b)   Oversee the College's health and safety management arrangements to ensure, in so far as is reasonably practicable, that, at least, the minimum standards of compliance have been achieved with all applicable statutory legislation.

c)   Support managers under their control to meet the H&S arrangements relevant to their areas of control and in line with the College HS&W Policy and objectives.

d)   Assist in the annual preparation of the operational objectives for health and safety.

e) Assist in the preparation of H&S objectives and monitor and review performance.

f) Ensure, in so far as is reasonably practicable, that personnel and financial resources allocated are appropriate for the effective management of college H&S.

g) Arrange for regular consultation and communication with managers and other staff as necessary on any H&S matter.

h) Ensure, in so far as is reasonably practicable, relevant and up to date information - Legislation, Approved Codes of Practice, Standards, Guidance or other as appropriate to H&S matters - is available for managers.

i) Support the Head of Health, Safety, and Wellbeing and be a key driver in the health and safety agenda throughout all College business and activities.

j) Provide regular updates to the SLT for Health, Safety and Wellbeing of the College.

k) Undertake training as necessary to support their H&S role.

l) Establish and monitor the effectiveness of the staff consultation process and arrange for regular updates to the Principal and Business, Resource, and Infrastructure Committee.

m) Provide annual reports on H&S Performance to the Principal and Board of Management.

2.7   Assistant Principal (APs) and Heads of Department

Are expected to manage their area and deal with the people, plant, equipment, materials, processes and health and safety budgets etc. APs and Heads should ensure that all members of staff and students under their control are fully aware of their responsibilities under this policy. APs and Heads must also have in place measures to manage effectively, with identified persons having specific roles to play in respect of health and safety for their areas of control.

a) Have an awareness of the general requirements of The Health and Safety at Work etc., Act 1974 and all other associated statutory instruments applicable to the College.

b) Understand and implement College policy.

c) Ensure, in so far as is reasonably practicable, minimum standards are achieved for all applicable health and safety legislative obligations in their areas of control through implementing, reviewing, revising, and monitoring the health and safety arrangements for their area(s) of control.

d) Establish annual H&S operational objectives in line with strategic objectives for the areas of control.

e) Arrange for 'suitable and sufficient' risk assessments for all significant hazards to be carried out, recorded, and communicated to all persons likely to be affected within their control and for the review and revision at least annually or sooner if changes occur.

f) Ensure, in so far as is reasonably practicable, that safe systems of work produced from the risk assessment process are in place for staff and students under their control and that the systems are monitored regularly for suitability and effectiveness.

g) Allocate necessary personnel and financial resources within their control, to maintain high standards of health and safety.

h) Ensure, in so far as is reasonably practicable, adequate information on all health and safety matters is provided/made available to the staff and others under their control.

i) Consult regularly with staff on health and safety matters. NB: Health, safety and wellbeing should feature as a standing agenda item on all departmental and team meetings.

j) Encourage staff to participate in the activities of safety committees and health and safety initiatives.

k) Approve training requirements to enable all staff to work safely within their specific areas.

l) Liaise with external bodies, as appropriate, in relation to the health and safety provisions in place for their areas of control.

m) Ensure, in so far as is reasonably practicable, that accidents and incidents are recorded, reported, and investigated in accordance with procedures as set out in the Arrangements section of this policy.

n) Report any failings of contractors working within their areas of control to the Head of Estates and Sustainability and/or Head of Health, Safety and Wellbeing.

o) Arrange for regular inspections of their areas of responsibility and undertake audits annually, providing reports for the attention of the Health, Safety and Wellbeing Committee.

p) Maintain relevant documentation for areas of control.

q) Undertake training as necessary to support their H&S role.

r) Provide regular updates to senior management for the purpose of health and safety monitoring.

2.8   Head of Health, Safety, and Wellbeing

The Head of Health, Safety, and Wellbeing advises the Principal & Chief Executive, Board of Management and all other staff on policy and compliance issues; and on all other matters affecting health and safety at work. They also lead to improve the health and a safety culture of the College and to achieve the aims and objectives with which to fulfil the mission and values of the policy.

a) Advise the Principal and Board of Management on policy and compliance issues as per Regulation 7 of the Management of Health & Safety at Work Regulations 1999; and all other relevant legislation on all matters affecting health and safety at work.

b) Advise the Senior and College Leadership Teams on the implementation of college policy and all health and safety matters.

c) Support and advise managers, H&S representatives, and all staff in maintaining the maximum degree of control of health and safety hazards at the workplace and identifying suitable training for all levels of staff.

d) Review and revise the College's health, safety, and wellbeing policy every two years, or sooner as required.

e) Establish and maintain procedures for reporting, investigating, recording, and analysing accidents and incidents ensuring all reportable events are completed in accordance with the Reporting of Injuries Diseases and Dangerous Occurrences Regulations 2013.

f) Conduct joint investigation of accidents with line management/employee representatives as appropriate.

g) Review and monitor adequacy of training provision.

h) Provide competent advice and assistance to the health and safety committee and health and safety campus groups.

i) Review new legislation, Approved Codes of Practice (ACOPs), Guidance Notes or Standards and other information relevant to the College and advise senior management and other staff as to their impact.

j) Liaise with and maintain contact with relevant enforcement bodies or other external bodies as necessary on any health and safety matter.

k) Establish and maintain procedures, monitoring, reviews, revisions, and audits on the entire H&S Management systems in place.

l) Oversee and review risk assessments and assist managers and others in the risk assessment process.

m) Oversee health and safety inspections of all work areas, equipment and health and safety control measures independently and in conjunction with Senior Management, H&S Representatives, and others, as necessary.

n) Prepare and present reports to Senior Management and the Board of Management.

o) Manage and support the Health, Safety and Wellbeing Advisers.

2.9   Health, Safety, and Wellbeing Advisors

To assist the Head of Health, Safety, and Wellbeing with the implementation of the College's Health and Safety policies and procedures, ensuring the College meets its obligations in complying with all relevant health and safety legislation and good practice.

Key activities:

a) Assist in the development and implementation of all health and safety policies, procedures and guidance and monitor their application to ensure compliance with current legislation and contribute to a positive health and safety culture throughout the College.

b) Assist in the preparation of health and safety statistics for SLT and Health and Safety Committee.

c) Provision of both formal and informal reports to the Head of Health, Safety, and Wellbeing on the key performance indicators relevant to the HS&W team, e.g. workplace inspections and monitoring of campus arrangements.

d) Advise managers and staff on health and safety matters within limits of their knowledge and competence.

e) Assist in the implementation of Fire Safety procedures and First Aid provision to ensure that College procedures are well communicated and understood.

f) Assist in carrying out accident/incident investigations, as required.

g) Support the co-ordination of risk assessments to ensure that they are completed and updated as required.

h) Assist in the design and delivery of health and safety related training and ensure competencies are maintained to meet operational requirements, legislation, and best practice.

i) Create wellbeing and health promotion campaigns and training sessions.

j) Undertake training as necessary to support their H&S role.

2.10   Head of Estates and Sustainability

a)   Ensure adherence to all aspects of the Policy and its associated procedures, in particular that the necessary resources for implementation are available.

b)   Plan, organise, control, monitor and review the arrangements for safety including the arrangements for any visitors and contractors.

c)   Ensure that general risk assessments and specific risk assessments within areas of responsibility are completed as required by legislation.

d)   Ensure that all work processes and systems within areas of responsibility are safe and do not present risk to health.

e)   Ensure that relevant training and appropriate guidance has been provided to all staff within the Estates and Sustainability team.

f)   Inform the Health, Safety and Wellbeing Team before any significant hazards are introduced or when significant hazards are identified.

g)   Report immediately to the Health, Safety and Wellbeing Team, any serious or potentially serious accidents, incidents, or fires and assist in any necessary investigations.

h)   Ensure that Health and Safety provisions are extended to all buildings owned or leased by the College.

i)   Take the lead role in ensuring that the asbestos policy and actions which arise from this are implemented fully including the maintenance of the asbestos register.

j)   Ensure that contractors are managed in accordance with College procedures and relevant legislation.

k)   Raise issues that may affect the wider College community with the Vice Principal, Finance, Student Funding and Estates.

2.11   Estates and Sustainability Team Leaders

a)   Ensure that all equipment is serviced and maintained as required, in accordance with relevant legislation.

b)   Comply with the requirements of the Health, Safety and Wellbeing, Asbestos and Contractors Policies.

c)   Ensure compliance with relevant legislation within areas of responsibility.

d)   Ensure that the Health, Safety and Wellbeing of all students, staff, visitors, and others is controlled in relation to contractors on the site. This will include gathering

and holding information, managing permits to work and monitoring compliance with Health and Safety legislation, while work is carried out.

e) Ensure that a planned and prioritised approach to risk assessment is being carried out within areas of responsibility and that this is included in local operating plans.

f) Undertake accident investigations, when necessary, with assistance from relevant members of staff and the Health, Safety and Wellbeing Team, liaising with trade union representatives as appropriate.

g) When alerted to it, ensure that unsafe equipment is adequately isolated and clearly identified as unsafe and not for use. Ensure that all obsolete equipment is removed from work areas.

h) Ensure that all work areas are maintained in a safe, clean, tidy, and environmentally friendly condition.

i) Ensure that all staff within areas of responsibility are provided with adequate information, guidance, training, and supervision in relation to their work activities.

2.12   Human Resources and Organisational Development

a) The HR team will co-ordinate and manage the occupational health provision within the College.

b) HR will collate, report, and analyse reasons for sickness absence or reasons for leaving College employment and highlight any trends related to Health, Safety and Wellbeing and the relevant line manager.

c) The Staff Learning and Development Team will organise training as identified by the Principal, Vice Principals, Assistant Principals, Heads of Learning and Skills/Support and Managers through the Professional and Personal Development Review (PPDR) process.

2.13   Curriculum Manager

Curriculum Managers have line management responsibilities over permanent and non-permanent, full, and part-time members of the teaching staff. In assigning teaching staff members with learners and classrooms/workshops or laboratories, they have the responsibility to ensure that the area provided is safe and suitable for the tasks to be carried out in the environment.   Any machinery/equipment/tools/materials/waste production and disposal means must be suitable. Training needs should be identified and forwarded to the Head of Learning and Skills.

a) Have an awareness of the general requirements of The Health and Safety at Work etc., Act 1974 and all other associated statutory instruments applicable to the College.

b) Understand and implement College policy.

c)   Identify suitably competent persons to prepare, review and revise as necessary, risk assessments and systems of work that are safe for all activities within their areas of control.

d)   Ensure, in so far as is reasonably practicable, that all equipment used within their areas of responsibility is suitable for the purpose and maintained in a safe condition.

e)   Assist with others as required in the carrying out regular inspections of the areas of control.

f)   Liaise with the Health, Safety and Wellbeing team on any H&S matters relevant to their area(s) of control.

g)   Ensure that suitable arrangements are in place for the use of; all machines, equipment and processes and that safe operating procedures are displayed close to each piece of machinery/ equipment, as necessary.

h)   Ensure, in so far as is reasonably practicable, that all necessary risk assessment control measures are in place and being used correctly by all persons using the equipment.

i)   Report to the Head of Learning and Skills any situations that are not in compliance with college policy and procedures or could give rise to serious or imminent danger.

j)   Ensure, in so far as is reasonably practicable, all staff are suitably trained, instructed and informed to perform functions appropriate to their areas of operation.

k)   Identify any induction, refresher, or new training for the staff under their direct control and informing the Head of Learning and Skills as to immediacy of the training.

l)   Assist in the investigation of accidents and incidents as required and in accordance with procedures set out in the Arrangements section of this policy.

m)   Liaise with the Estates Team Leader in respect of compulsory examination, testing and maintenance of machinery and equipment.

n)   Ensure, in so far as is reasonably practicable, procedures are in place to identify and prevent the use of defective machinery/equipment for areas of control.

o)   Undertake training as necessary to support their H&S role.

2.14   Team Leaders

Team Leaders have line management responsibilities for the staff under their control and should endeavour to manage effectively within their area of responsibility, ensuring that staff are properly trained and utilising all controls provided. They are expected to identify the main hazards and risks within their areas and either deal with them immediately or notify a more senior manager where he or she considers that controls are not effective or that new hazards/ risks are identified. Team Leaders are required to:

a)   Understand and implement College policy.

b)   Ensure, in so far as is reasonably practicable, that all equipment used within their areas of responsibility is suitable for the purpose and maintained in a safe condition.

c)   Arrange for all statutory external and internal inspections / examinations or testing requirements to be met and inform staff under their control as to the arrangements.

d)   Liaise with the Health, Safety and Wellbeing team on any matters relevant to their area(s) of control and assist in any risk assessment procedures.

e)   Ensure, in so far as is reasonably practicable, that health and safety arrangements are in place for all processes, activities, machines, equipment and substances and safe operating procedures as appropriate, are displayed close to each piece of machinery/equipment, process area where appropriate.

f)   Do not use or allow the use of any defective equipment and ensure defective equipment is taken out of use and clearly labelled.

g)   Report defective equipment to Line Manager and Estates and Sustainability.

h)   Identify any refresher or new training requirements for the staff under their direct control and inform their manager as to the immediacy of the training.

i)   Provide induction training to staff and identify any refresher and new training as required.

j)   Report and record accidents, incidents and near misses and assist in the investigation of any such occurrences as required.

k)   Inform staff as to their responsibilities and allocate work according to level of training and competency.

l)   Assist in carrying- out regular inspections of their areas of control.

m)   Undertake training as necessary to support their H&S role.

2.15   Lecturers

Are closest to the student and are, therefore, in the best position to ensure that all relevant controls for health and safety are being employed by themselves and students at all times. Lecturers should also be consulted and involved in any risk assessments and preparation of safe systems of work undertaken within their areas. Lecturers are required to:

a)   Understand and implement College policy.

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b) Liaise with the Health, Safety and Wellbeing team on any matters relevant to their area(s) of control.

c) Assist in the development of and take a full and active part in any health and safety initiatives, including risk assessments and safe systems of work.

d) Report and record all accidents/incidents/near misses within their area of control.

e) Co-operate with any provision made by the College for achieving policy objectives, compliance with statutory duties and use any control measures provided to reduce or eliminate risks to health and safety and undertake training, as necessary.

f) Provide adequate levels of supervision, induction, refresher, and new training to students and ensure that they apply all health and safety requirements at all times.

g) Use all work equipment, materials, processes, hazardous substances, personal protective equipment, control measures and safe systems of work in accordance with training received.

h) Do not use or allow the use of any defective tools or equipment and ensuring defective equipment is taken out of use and clearly labelled.

i) Report defective equipment and any situation which could give rise to serious or imminent danger, to Curriculum Manager / Head of Learning / Estates and Sustainability / Health, Safety and Wellbeing.

j) Take the necessary action if they observe inappropriate behaviour or unsafe/ unhealthy situation and report immediately to Curriculum Manager / Head of Learning / Health, Safety and Wellbeing.

k) Assist in regular inspections of the areas of control.

2.16   Evening Duty Supervisor

The Evening Duty Supervisor has responsibility for all evening staff, learners, stakeholders, and activities delivered. The Evening Duty Supervisor is responsible for the health, safety, and fire provisions relevant to their specific campus. Liaison with Estates and Sustainability Staff and maintaining a visible presence throughout the campus is core to this role. Signing-in/out sheets will be in operation and all staff and visitors must complete the sign-in/out process in order to maintain a register of personnel in the buildings during the provision. Students registered in classes are not required to sign-in/out as they are recorded on the class registers. This is a requirement of the Fire (Scotland) Act 2005 and Fire Safety (Scotland) Regulations 2006.

The specific duties are to:

a) Understand and implement College policy.

b) Complete Evening Duty Supervisor training and familiarise themselves with the Evening Duty Supervisor H&S Guidance provided.

c) Be present at the main reception desk.

d) Ensure, in so far as is reasonably practicable, the signing-in/out register is available and is completed by all persons required to sign-in/out (staff, contractors, visitors and students working without supervision). Note: students under the control of a class lecturer are not required to sign-in as they are recorded in the class registers and under supervision.

e) Liaise with duty Estates staff to ensure the security of the buildings at the end of the night.

f) Arrange for any emergency first-aid and contact with emergency services as required.

g) Report and record all accidents/incidents/near misses in line with the College reporting procedures.

h) Ensure check sheets are completed following an emergency evacuation of the campus and incident reported to Health, Safety and Wellbeing team.

i) Liaise with Fire and Rescue Service as necessary and take instructions from them with regards re-entering the premises.

j) Inform SLT of any serious situation or condition immediately, using the contact rota.

2.17   All Staff

All members of staff are responsible for highlighting hazards or conditions that may adversely affect the health and safety of any person lawfully within the College. It is the duty of college staff to take all reasonable care to work safely and not to endanger themselves or anyone else during their work activities and to:

a) Work in accordance with college procedures.

b) Act responsibly to ensure their own health and safety and that of others and assist the College in meeting its health and safety responsibilities.

c) Use all work equipment, materials, processes, hazardous substances, personal protective equipment, and safe systems of work in accordance with procedures, training and instruction received.

d) Report defective equipment through the College's reporting procedures and ensure that it is not available for use. Update line manager, as necessary.

e) Report dangerous situations and any other situation which could give rise to serious or imminent danger to their Line Manager.

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f)   Switch-off/ de-pressurise/lock-off any powered machinery, equipment or other at the end of use or end of the day and leave in a safe state as trained to do so.

g)   Assist in the development of and take a full and active part in any health and safety initiatives including training, as necessary.

h)   Report all accidents, near misses and dangerous occurrences in line with the College reporting procedures and update line manager.

i)   Notify any shortcomings in either the health and safety training of other staff or the arrangements for health and safety to their Line Manager or College Health, Safety and Wellbeing Manager.

j)   Comply with the health and safety procedures of any other organisation while on their premises.

k)   Report, and do not use, any defective equipment while using external premises.

l)   Seek approval from Line Manager and Estates Team Leader for any personal electrical equipment e.g., laptop, kettle, radio etc., to be used in College buildings. Any approval would also be subject to PAT testing, where appropriate.

m)   Refrain from eating and drinking in classrooms, laboratories, workshops, stores, chemical / waste storage areas and library or any similar other area.

n)   Use all waste receptacles according to waste type. Ensure all personal medications are kept secured in locked drawer/locker and not left on desks and, any hypodermic needles used for administering e.g., insulin, should be disposed of in a sharps bin.

o)   Undertake training as necessary to support their H&S responsibilities.

2.18   All Students

All students have the following responsibilities:

a)   Work in accordance with college policy and procedures.

b)   Act responsibly to ensure their own health and safety and that of others and assist the College in meeting its health and safety responsibilities.

c)   Use all work equipment, materials, processes, hazardous substances, personal protective equipment, controls, and safe systems of work in accordance with procedures, training and instruction/teaching received.

d)   Report defective equipment to their lecturer or other member of staff as appropriate and do not use.

e)   Use equipment appropriately and only for its intended purpose.

f) Always behave in a responsible manner and do not engage in horseplay or practical jokes.

g) Report defective equipment, or any situation to their lecturer or other member of staff as appropriate, which could give rise to serious or imminent danger.

h) Assist in the development and take a full and active part in health and safety initiatives.

i) Report all accidents, near misses and dangerous occurrences to their Lecturer or another member of staff as appropriate.

j) Ensure, in so far as is reasonably practicable, all health and safety requirements are followed when participating in work placement activities.

k) Students who become pregnant have a duty to inform the College, through their lecturer, to enable the College to manage any resultant risk.

l) Be aware that health and safety plays a fundamental part in learning and teaching, students who are found to be in breach of this policy will be subject to College disciplinary procedures.

m) Refrain from eating and drinking in classrooms, laboratories, workshops, stores, chemical/ waste storage areas and library or any similar other area.

n) Use all waste receptacles according to waste type.

o) Ensure, in so far as is reasonably practicable, all personal medications are kept secured in locker and any hypodermic needles used for administering e.g., insulin, should be disposed of in the sharps bin available in the campus first aid room.

2.19   Student President

The Student President role can involve arranging student events inside and outside of the College. In respect of this, the holder of the position has the following health and safety responsibilities:

a) Understand and implement college policy and specific campus arrangements for preventative and protective measures in relation to events being organised.

b) To undertake all necessary health and safety training appropriate to their position.

c) Ensure, in so far as is reasonably practicable, that 'suitable and sufficient' risk assessments for all significant hazards are carried out, recorded, and communicated to all persons likely to be affected within their control. Risk assessments must include the occupational health risks associated with all activities.

d) Ensure, in so far as is reasonably practicable, that safe systems of work are in place for students under their supervision and that the systems are monitored regularly for suitability and effectiveness.

e) Allocate necessary resources within their control.

f) Provide information on all health and safety matters to students and to Senior Management for the purpose of health and safety monitoring.

g) Consult with all relevant campus staff on health and safety matters relative to events including the Head of Estates and Sustainability/Estates Team Leader and Head of Health, Safety, and Wellbeing/Adviser.

h) Participate in the activities of safety committees and health and safety initiatives across the College.

i) Identify and assess training requirements to enable all participating students to work safely during events.

j) Liaise with external bodies in relation to the health and safety preventative and protective measures required for event activities. This includes requesting risk assessments from external organisations providing services relative to the event.

k) Ensure, in so far as is reasonably practicable, that appropriate accident/incident recording procedures, as set out in this policy, are followed.

l) Carry out regular inspections of their areas of responsibility.

m) Maintain relevant documentation for areas of control.

2.20   Trade Union Health and Safety Representatives

Ayrshire College recognises trade unions and their elected health and safety representatives in accordance with The Health and Safety at Work etc., Act Section 2 (4), The Safety Representatives and Safety Committees Regulations 1977 (SRSCR), and the Management of Health and Safety at Work Regulations 1999 and, will be provided with appropriate facilities to allow them to function appropriately. Health and safety representatives will have the following functions:

a) Participate in consultation with the college on all health, safety, and wellbeing matters.

b) Carry out periodic inspections - normally every three months or sooner if accidents/disease reported or significant changes have taken place.

c) Inspect any new plant/equipment/processes/documents and assist in the risk assessment process.

d) Investigate potential hazards, dangerous occurrences and causes of accidents at the workplace.

e) Investigate complaints made by the members they represent in partnership with College management and also independently.

f) Receive information from inspectors (HSE & Local Authority) in accordance with Section 28(8) of the Health and Safety at Work Act 1974.

g) Receive statutory information on all health and safety matters from the College.

h) Participate in consultation with the college on the arrangements for training, introducing new technologies or any measure which may substantially affect health and safety.

i) Attend health, safety, and wellbeing committee meetings in the capacity of safety representative.

j) Investigate any complaints presented by their members and from non-members where the matter affects their members.

k) Make reports to senior management on health and safety matters.

l) Advise college management of any concerns in relation to unsafe conditions or working practices which come to their attention.

2.21 Visitors and Others

All visitors must comply with all statutory health and safety requirements and College safe working practices and procedures whilst in or on the College campuses. They must also take reasonable care for themselves and for others who may be affected by their actions or in actions.

All visitors and others must:

a) Report to the main reception desk and complete the sign in procedure.

b) Refrain from interfering with or misusing anything provided in the interests of health, safety, fire, or welfare.

c) Ensure safe practice using work items and personal protective equipment provided in accordance with information, instruction, and training.

d) Co-operate fully with the policies and procedures in place in respect of fire and emergency evacuation.

2.22 Corporate Health, Safety and Wellbeing Committee

Ayrshire College recognises trade unions and the need to establish a Health and Safety Committee as specified in accordance with The Health and Safety at Work Act 1974 Section 2(7) and The Safety Representatives and Safety Committees Regulations 1977. Members of the Committee will consist of representatives from, SLT, CLT, and line management, Trade Union and non-union health and safety representatives, and

student association. On occasions, external specialists or others may be asked to attend specific meetings.

The function of the Committee is to:

a) Examine the results of investigations into accidents, incidents, occupational illnesses, and dangerous occurrences.

b) Action the introduction of measures to rectify situations as identified in inspections and audits.

c) Consider remedies introduced in response to a) and b) above.

d) Consider and review aggregated occupational health and wellbeing absence statistics and the reasons for such absences.

e) Assist in the review and development of health and safety policies, risk assessment procedures, documentation, safety rules, safe systems of work and monitoring documentation.

f) Communicate decisions to Senior Management and ensure all other staff are informed.

g) Provide a link with the appropriate Inspectorates of the enforcing authority.

h) Oversee the functioning of the policy and that the objectives as set are being addressed accordingly.

i) Monitor health and safety training.

2.23   Health, Safety and Wellbeing Campus Groups

Members of the HSW Campus Groups will consist of representatives from SLT, CLT, line management, Trade Union, staff, and student association.

These meetings shall take place at least two weeks prior to the Corporate Health and Safety Committee meetings with minutes available for the Corporate Health and Safety Committee at least one week prior to meeting.

The function of the Group is to:

a) Examine the results of investigations into accidents and dangerous occurrences.

b) Communicate decisions to the Corporate Health and Safety Committee.

c) Action the introduction of measures to rectify situations as identified in inspections and audits, following approval from the Corporate Health and Safety Committee

d) Monitor remedies introduced in response to above points.

e) Assist in the review and development of health and safety policies, risk assessment procedures, documentation, safety rules, safe systems of work and monitoring documentation.

f) Oversee the functioning of the policy and that the objectives as set and the local health and safety arrangements are suitable and being addressed accordingly.

g) Monitor campus health and safety training.

h) Provide a link with the appropriate inspectorates of the enforcing authority.

i) The constitution of the Group is contained within the arrangements section of this policy and will be reviewed and revised, as necessary.

2.24   Contractors

Ayrshire College will ensure, in so far as is reasonably practicable, the health and safety of persons not in their employment (the Health and Safety at Work etc., Act 1974, s (3.1)). Those intending to carry out work on the College's behalf will be provided with comprehensible information and appropriate instructions regarding any reasonably foreseeable risks to health and safety for that contractor or any of their employees that may exist in or on the premises. The College will ensure that such information and instruction is made available to all contractors and their employees as to the risks, control measures in place and the identification of the competent person within the College nominated to manage emergency evacuation procedures as required under The Management of Health and Safety at Work Regulations 1999, Regulation 12.

The College will endeavour to ensure that all such contractors are selected on the basis of their competences and past performance records in respect of both the quality of work and health and safety. All potential contractors will be vetted for suitability in accordance with the College's procurement procedures.

All contractors selected to carry out work activities in and around the College property have responsibilities to:

a) Take reasonable care of themselves and all persons who may be affected by their acts or omissions to act, in the work that they are involved.

b) Work in accordance with and satisfy the health and safety requirements of Ayrshire College in order to maintain its standards of care to staff, students and others in line with this policy and the management systems in place including permits to work.

c) Fully co-operate with identified College staff and ensure co-ordination between all parties as necessary for the control of risks associated with the work activities.

d) Liaise with the College Head of Estates and Sustainability, Estates and Sustainability Team Leaders, Campus Assistants, Health, Safety and Wellbeing Manager or Health, Safety and Wellbeing Advisors as required and inform

immediately of any changes in the risks and/or shortcomings with the controls in place.

e)   Consult with the Head of Estates and Sustainability and Head of Health, Safety, and Wellbeing and others as appropriate, where health and safety measures are deemed to be unacceptable and to ascertain why and to ensure matters are rectified accordingly.

f)   Stop work if health and safety performance is not brought up to requirements Note: ~~College management retain~~The College and all staff have the right to stop the contractor/sub-contractor working on the job until requirements are met.

g)   Ensure that effective procedures through the use of the appraisal documentation used by the contractor are in place for appraising the competence of any subcontractor hired to carry out work.

h)   Inform relevant College staff (Head of Estates and Sustainability or other as directed) before appointment and indication as to their suitability.

i)   Co-operate fully with the policies and procedure in place in respect of fire and emergency evacuation.

j)   Ensure that all plant and equipment introduced for use on college premises is in a safe and efficient state and supported by any relevant testing and inspection certification.

k)   Ensure that materials are used, handled and stored safely and all waste materials are removed to appropriate waste removal containers.

l)   Ensure that all energy sources are identified and isolated where necessary and in accordance with method statements and risk assessments before work commences and left in a safe state at the end of each use.

Section 3 - Related Procedures for Policy Implementation

3.1   Communication

3.1.1   Assistant Principals and Heads of Learning and Skills/Service are responsible for ensuring that the Health, Safety and Wellbeing Policy and Procedures are communicated to staff and students at all levels.

3.2   Local Management of Health, Safety and Wellbeing

3.2.1   Assistant Principals and Heads of Learning and Skills/Service are responsible for ensuring that local organisational arrangements are put in place.

3.2.2   Local arrangements must include:

- risk assessments,
- local health and safety procedures (include induction)
- campus safety group representation
- health and safety training records

3.3   Individual Procedures

3.3.1   The Policy is supported by a range of specialist Procedures that relate to specific hazards and activities:

- Accident and Incident Reporting and Investigation
- Risk Assessment
- Work Placement
- First Aid
- Control of Substances Hazardous to Health (CoSHH)
- Display Screen Equipment
- Manual Handling
- Management of Noise
- Off Campus Excursions
- Control of Vibration at Work
- Lone Working
- Safe Use and Disposal of Sharps
- Infectious and Reportable Diseases
- Driving for College Business
- Legislation Tracker
- Management of Radioactive Sources
- Health Surveillance
- Internal Audit and Inspections
- Smoke Free Campus
- Asbestos Management
- Provision and Use of Work Equipment
- Lifting Operations and Lifting Equipment
- Permit to Work
- Water Management

3.3.2   Full details of the Procedures are available from the undernoted website:
https://intranet.ayrshire.ac.uk/portals/Intranet/HROW/Wellbeing/SitePages/Home.aspx

Section 4 - Measuring, Monitoring and Reviewing the Policy

4.1   Audit

4.1.1   The implementation of this Policy by curriculum and service areas will be audited by the Health, Safety and Wellbeing team, on an annual basis.

4.1.2   Audits will be undertaken in accordance with the HSG65 Model for Successful Health, Safety and Wellbeing Management, and will cover a representative range of management and hazard specific activities. This will include but not limited to the following:

- Health, Safety and Wellbeing Management
- Accident reporting
- Health & Safety Inspection
- Competency Training

4.2   Monitoring

4.2.1   The effectiveness of this policy will be monitored by a programme of monitoring undertaken by the Health, Safety and Wellbeing team.

Senior Leadership Team Policy Approval Checklist

To be retained within the meeting records

The approving committee has made the following checks prior to approval of the policy

Policy	Health, Safety and Wellbeing Policy

The standardised template for presentation has been used	YES / NO
Appropriate consultation has taken place	YES / NO
Impact on other college policies and procedures has been considered and consulted upon where appropriate	YES / NO
Equality Impact Assessment has been consulted on and carried out	YES / NO
Agree the date for review	YES / NO

The Senior Leadership Team endorses the above policy and associated procedure(s)

Assistant Principal	Signature:	Date: DD MM 2022

(Responsible Person)

Board of Management, 22 September 2022 (Paper 7 – Appendix 2)

EQUALITY IMPACT ASSESSMENT (EqIA)

EQUALITY IMPACT ASSESSMENT

Section 1:

Decision, Policy or Practice	Health, Safety & Wellbeing
Lead Manager	Martin Hammond, Head of Health, Safety and Wellbeing
Purpose of the Decision, Policy or Practice	Bi-annual review of the Policy
Who is affected by the Decision, Policy or Practice?	Ayrshire College Staff and those affected by our activities e.g. students, contractors, visitors and members of the public.
Consultation and evidence **What involvement and consultation has been done in relation to this decision, policy and practice?**	Corporate Health, Safety & Wellbeing Committee June 2022 Senior Leadership Team (SLT) meeting August 2022.

Section 2:

Does, or could, the decision, policy or practice have an adverse effect on people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic	**Yes**	**No**	**Unknown**
Age		X	
Disability		X	
Gender Reassignment		X	
Marriage or Civil Partnership		X	
Pregnancy and Maternity		X	
Race		X	
Religion or Belief		X	
Sex		X	
Sexual Orientation		X	
Additional considerations: Care-experienced, Carers, Veterans, and Estranged Students		X	

Details of the adverse effect and how this will be mitigated:

No adverse impacts have been identified.

Everyone at the College has a role in ensuring that we work and study in a safe and healthy environment:

The Board of Management is responsible for establishing a policy for Health, Safety and Wellbeing and maintaining an oversight of its effectiveness.

2

The Senior Leadership Team is responsible for implementing the policy and ensuring accountability for the management of Health, Safety and Wellbeing at all levels across the College.

Line managers at all levels across the College are responsible for managing the health, safety, and wellbeing of staff and, where relevant, that of students, visitors, contractors, or members of the public who may be affected by activities.

Staff have a responsibility for their own health, safety, and wellbeing, and to liaise and cooperate with their line manager regarding health, safety, and wellbeing.

Students similarly have a responsibility for their own health, safety, and wellbeing, and to cooperate with curriculum and support staff regarding health, safety, and wellbeing.

Does, or could, the decision, policy or practice promote or advance equality of opportunity for people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic	Yes	No	Unknown
Age	X		
Disability	X		
Gender Reassignment	X		
Marriage or Civil Partnership	X		
Pregnancy or Maternity	X		
Race	X		
Religion or Belief	X		
Sex	X		
Sexual Orientation	X		
Additional considerations: Care-experienced, Carers, Veterans, and Estranged Students	X		

Details of the positive effect:

The College is committed to providing a safe and healthy environment in which our students and staff can study and work. As such, we have positioned our statutory Health, Safety and Wellbeing responsibilities within a wider approach to staff and student wellbeing that goes beyond achieving minimum legal compliance.

The policy ensures that everyone who uses the College campuses can do so safely and with regard to maintaining their own and everyone's health and wellbeing.

In what way does, or could, the decision, policy or practice foster good relations between people who share a protected characteristic and those who do not?
Provide a safe and healthy environment, for staff, students, visitors, contractors and members of the public and enable them to realise their full potential and take a proactive approach to Health, Safety and Wellbeing.

3

Provide the highest standards of Health, Safety and Wellbeing for our staff, students, visitors, contractors or members of the public which would be expected of a world class college.

Section 3:

Following assessment, should the policy, practice or decision be taken?	Yes
If yes, outline key/priority action(s) being taken to mitigate impact(s)	

To mitigate impact(s), the following key/priority actions have or will be taken:

Once approved, the Policy will be communicated to all staff and made available on the Staff Intranet.

Section 4:

Monitoring and review
Set out the arrangements for reviewing the impact of the policy, practice or decision once it has been implemented

This policy has been developed in line with best practice and legislative requirements and will be reviewed every two years or as deemed necessary.

Health, Safety and Wellbeing matters are discussed at local HSW campus and corporate HSW meetings.

Departments have HSW as a standing agenda item for team meetings.

Signed: EqIA Owner	*Martin Hammond* Martin Hammond Head of Health, Safety & Wellbeing	12 August 2022
Signed: Approved by	*David Davidson* David Davidson Director of HR and OD	15 August 2022
Equality and Inclusion Advisor (received)	Sara Turkington Equality and Inclusion Advisor	

4

Ayrshire College   *(Paper 8)*

Board of Management

22 September 2022

Subject: Business Growth Internal Annual Review (2021-22)

Purpose: To present the Business Growth Annual Review (2021-22)

Recommendation: Members are invited to discuss and approve the Business
                      Growth Annual Review (2021-2022)

> *This Annual Review was presented to the BRIC Committee on 6 September*
> *2022. The BRIC Committee confirmed they were content to recommend the*
> *Annual Review report to the Board of Management (BoM) for its consideration*
> *and approval.*

1.   Background

An Annual Review (internal use) has been prepared for Ayrshire College as
part of Business Growth team's on-going reporting and monitoring
arrangements. The Annual Review provides insights into the 2021-22
financial year capturing year-end results and key activities.

2.   Current Situation

The Business Growth Team is responsible for ensuring that Ayrshire College
delivers the Scottish Government's Flexible Workforce Development Fund
(FWDF) and for securing commercial training and learning contracts through
the provision of courses that meet market needs and deliver a commercial
surplus to reinvest in services, facilities and equipment.

The Business Growth team has performed incredibly well within another busy
operational year and within the context of significant staffing constraints and
Covid continuing to impact on businesses. We have achieved a step change
within our SME programme, introduced new levy payers to FWDF and
delivered high volume training which has been well received by our clients

Our headline achievements for 2021-22 are as follows:

- Contractually committed £713,742 against a total allocation of
  £842,884 (85%)

- Delivered 347 courses to 1991 learners from August 2021 to end July
  2022

- Generated £245,272 commercial income across short, industry and
  gas – exceeding our target of £193,791

The annual review sets the scene in relation to our operating context; captures and analyses our performance over this past year and briefly outline some future activities to help grow and develop our commercial income stream. This document is essentially an internal review for dissemination to SLT, BRIC and BoM.

3. Proposals

The Business Growth Annual Review (2021-22) is presented to members for approval as Appendix 1.

4. Equality Impact Assessment (EqIA)

An EqIA is not applicable given the contents of this paper.

5. Conclusion

Members are invited to discuss and approve the Business Growth Annual Review (2021-2022).

<div align="right">

Michael Breen
Vice Principal - Finance
15 September 2022

(Nuala Boyle, Head of Business Growth)

</div>

(Paper 8 – Appendix 1)

BUSINESS GROWTH

Reskill, Rebuild and Recover

Internal Annual Review 2021-22

RAISING ASPIRATIONS/
INSPIRING ACHIEVEMENT/
INCREASING OPPORTUNITIES/

REFLECTIONS ON THE YEAR

We started our new financial year on a positive note with Covid restrictions completely lifted during Summer 2021. However, restarting and rebuilding the economy has been challenging for some key sectors eg hospitality, health and social care, and aerospace particularly in relation to recruitment and retention of staff. In addition, employers have faced on-going challenges with staff absences due to Covid self-isolation periods. This context has had knock-on effects on the employers' capacity to release staff and ultimately the scheduling and delivery of training resulting in a challenging operational context for Business Growth.

Business Growth activities rarely pause from one calendar or financial year to the next as we seek to complete the previous FWDF programme and prepare for the next. For example, during this financial year, we delivered training for the 2020-21 FWDF programme equating to c£284,000 (34% of annual allocation) whilst consecutively planning, launching and subsequently delivering the new 2021-22 fund (£842,884). Moving forward, our aim is to launch new FWDF programmes earlier to minimise overlap. Our operational and training is, therefore, exceptionally busy and was particularly constrained this year by staff changes and on-going labour market and recruitment constraints.

We formally launched the 2021-22 FWDF programme during November 2021 with an early call for applications in December 2021. The earliest we have been able to launch a new programme which coincided with the departure of two key staff members (Business Growth Officers) who took up new opportunities within the College. Business Growth Officers are critical for the delivery of FWDF and wider commercial activities as they lead on business engagement and application processes. Their departure was a significant gap and constraint. Two new commercial posts also remained vacant despite three recruitment processes reinforcing the tight labour market. The Commercial Assistant role has only recently been filled and the Commercial Associate post remains vacant – a gap which will continue to impact on our ability to proactively develop commercial income streams.

To help address short term resource constraints, the Head of Business Growth (with part-time temporary support) led and managed the employer engagement and FWDF application process until two new Business Growth Officers were appointed and took up their roles towards the end of February 2022 (six months into the financial year). At that point, applications from levy payers were in a strong position but a significant push was required to increase SME engagement. The injection of new talent enabled us to identify and engage new levy payers as well as achieve a step change in SME FWDF applications. Fantastic outcomes within a short period.

Operationally, we embedded a new Training Management Software system at the start of the 2022 calendar year following an intensive period of development and testing. The software system was introduced to help digitalise and automate processes and communications with clients, learners and trainers. Adopting a new system is challenging and particularly so for a busy Business Growth team. However, the Operations Team Leader has championed this area well and the wider team has embraced the new system realising early benefits with on-going work being pursued to optimise the system. This infrastructure is important and will help to underpin our future growth ambitions particularly in relation to growing commercial income.

Trainer resources have grown over the past couple of years via the Associate Trainer public procurement framework. Introduced by the Head of Business Growth in August 2020, this mechanism has proved invaluable enabling the College to deliver a high volume and spectrum of quality courses such as leadership and management, digital, mental health and sectoral specific training. Recruitment of Associate Trainers has been undertaken by the Head of Business Growth with fantastic input and support from respective curriculum Heads and procurement.

Our training portfolio has, and will continue, to be refreshed and renewed in line with skills and employer needs across the region. We were delighted to gain CMI accreditation – a first for the College - which will enable us to deliver a range of accredited leadership and management as well as project management and coaching courses to employers across Ayrshire. These courses will be implemented in our forthcoming 2022-23 FWDF programme. We have also utilised FWDF development funding (a new feature) enabling us to develop new courses in response to employer demand including cyber security and neurodiversity training.

Our headline achievements for 2021-22 are as follows:

- Contractually committed £713,742 against a total allocation of £842,884 (85%)
- Delivered 347 courses to 1991 learners from August 2021 to end July 2022
- Generated £245,272 commercial income across short, industry and gas – exceeding our target of £193,791

In conclusion, the Business Growth team has performed incredibly well within another busy operational year and within the context of significant staffing constraints and Covid continuing to impact on businesses. We have achieved a step change within our SME programme, introduced new levy payers to FWDF and delivered high volume training which has been well received by our clients.

We look forward to 2022/23 albeit with a degree of caution within the context of rising inflation and energy costs and the recent Bank of England prediction of a 2023 recession. This changing context presents challenges and opportunities to our employers across the region and to our overall objectives and activities. Our focus and efforts will be to implement our Business Growth strategy, supporting and responding to business needs; identifying and exploiting new commercial opportunities; and delivering high quality training and learning experiences for our clients.

Nuala Boyle
Head of Business Growth
August 2022

INTRODUCTION

The Business Growth Team is responsible for delivering the Scottish Government's Flexible Workforce Development Fund (FWDF) and for securing commercial training and learning contracts through the provision of courses that meet market needs and deliver a commercial surplus to reinvest in services, facilities and equipment. FWDF is targeted at businesses who are paying an apprenticeship levy and have a wage bill of £3m+ who can access up to £15k to reskill and upskill their workforce. SMEs is a relatively new fund (introduced in Nov 2020) and provides up to £5k funding support for reskilling and upskilling.

The Flexible Workforce Development Fund (levy payers) was launched by the Scottish Government in 2017. The original levy allocation to Ayrshire College was £475,495 rising to £621,545k in 2021/22. Now in its second year, the SME FWDF allocation to Ayrshire is just over £200,000.

This annual review provides insights into the activities and performance of the Business Growth team over the last year financial year. In overall terms, the team and employers have performed incredibly well within a changing context and the deliverables are impressive as outlined below:

FWDF Analysis

The total funds allocated to the 2021-22 FWDF programme (levy payers and SMEs) equated to £842,884 of which £713,742 (85%) was contractually committed. The following table provides analysis in relation to the levy payers and SMEs outcomes and Annex A provides a comprehensive listing of all the businesses supported:

2021-22	Allocation	Contractually Committed	Number of Applicants	Total Number of Courses and Learners	Additional Income Generated
Levy payers	£621,545	£522,717 (84%)	36	292 courses 1596 learners	£14,790
SMEs	£221,339	£191,025 (86%)	51	55 courses 395 learners	£1,277

Most Popular Courses

Levy Course Uptake

No. of times selected

Excel is a popular course largely due to interpreting, analysing and presenting data for business decision-making

SME Course Uptake

No. of times selected
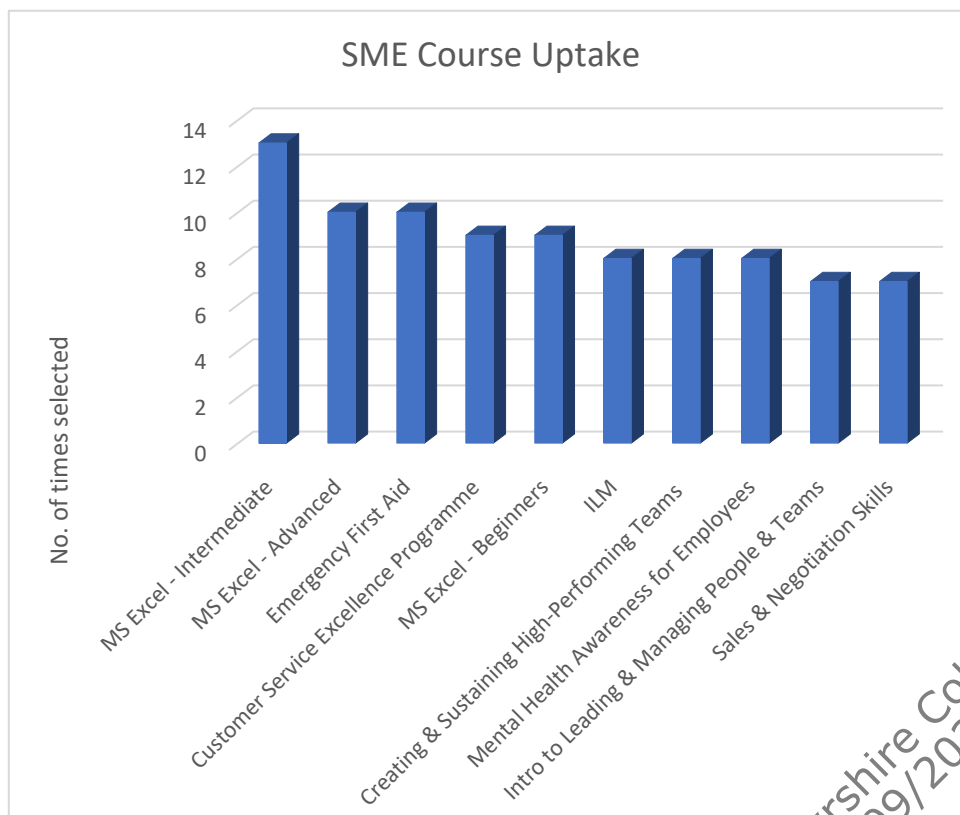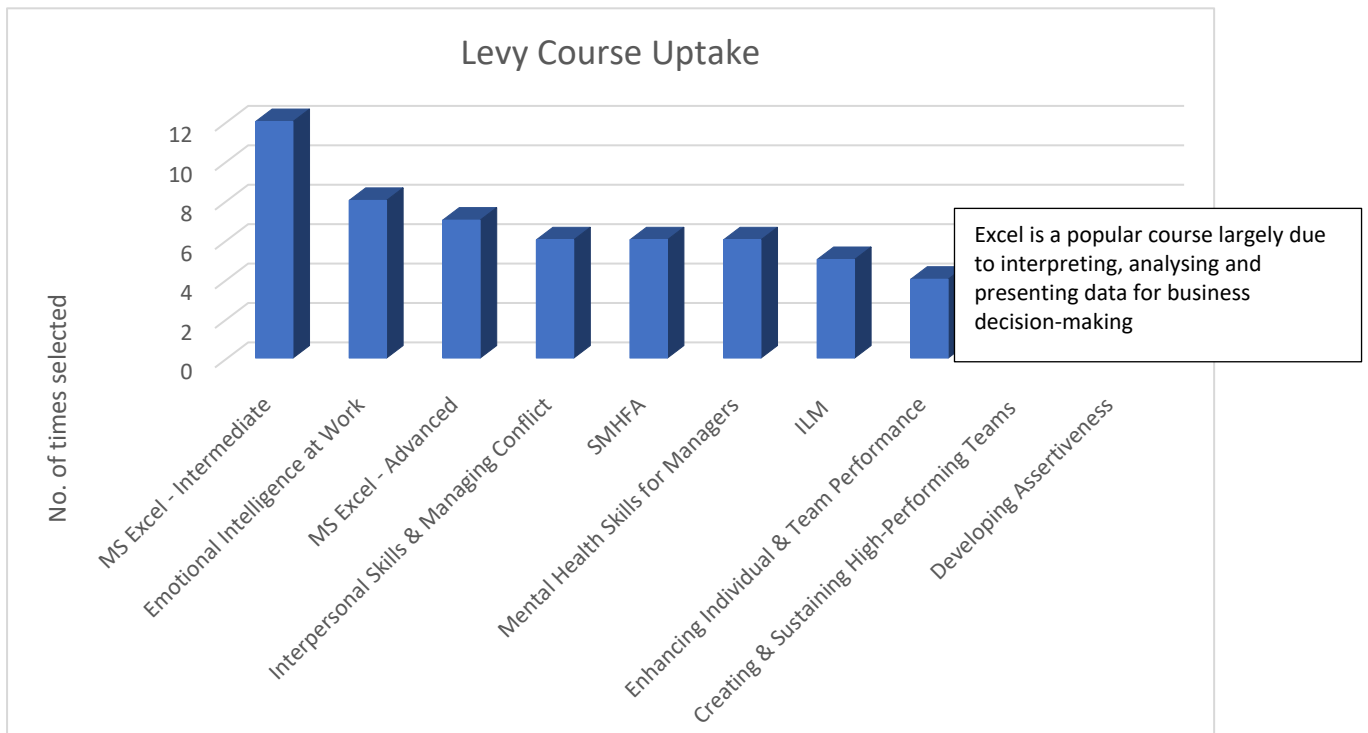
Levy Payers

We are delighted to report that for the first time, we have surpassed £500k in terms of the level of contractually committed levy applicants, some c6 applications shy of our overall total. Whilst there is a healthy (but finite) pool of levy paying businesses 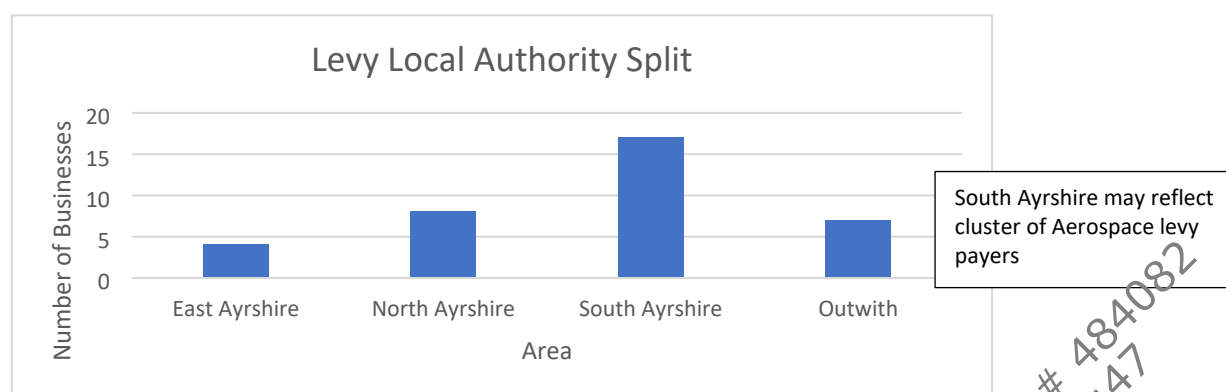and organisations (see table later for analysis), there are a range of factors impacting on our ability to reach our overall financial target as outlined below:

- The status of some levy paying clients has fluctuated largely due to the impact of Covid (ie staff and wage bill reductions) which may recur within a changing economic climate

- Some clients chose not to participate in FWDF this year due to business, staffing and operational factors – the covid impact

- A minority of clients have utilised their FWDF elsewhere – we will encourage them back wherever possible

The positives are that our financial outcome represents our best year to date. We have identified two new levy payers, participating in FWDF for the first time, indicating a healthy pool of employers. Further analysis of our levy applicants highlights that 25% are "SMEs" based on employee numbers.

Moving forward, our efforts will be focussed on retaining and growing (where possible) levy paying clients for the new 2022-23 programme. It may be that we have/will reach a plateau in relation to the numbers of levy payers residing within our region and the proportion of those who will actively participate in future programmes. We could seek to widen our pool to other geographical areas but envisage this happening on the margins as our key focus is to benefit Ayrshire businesses. However, we will proactively test our thinking re levy pool over the course of next year.

Chart: Levy Local Authority Split — Number of Businesses by Area (East Ayrshire ~4, North Ayrshire ~8, South Ayrshire ~17, Outwith ~7). Annotation: South Ayrshire may reflect cluster of Aerospace levy payers

SME Analysis

This is the good news story with a significant outturn in relation to SME engagement. Our contractually committed figure has nearly doubled in the second year of funding and this bodes well for the future. As the following charts highlight, we have a high volume of small businesses employing less than 50 employees who are engaging in FWDF and a higher proportion of applicants from East Ayrshire. Our aim is to proactively grow SME engagement across all sectors and sizes across the region and, in particular, encourage more medium sized enterprises during 2022/23.

Our new Business Growth Officers have concentrated efforts on SMEs and their hard work has paid off.

SME Employee Size Split

- Micro < 10
- Small < 50
- Medium < 250

14
6
31

SME Local Authority Split

Number of Businesses (East Ayrshire, North Ayrshire, South Ayrshire, Outwith) by Area
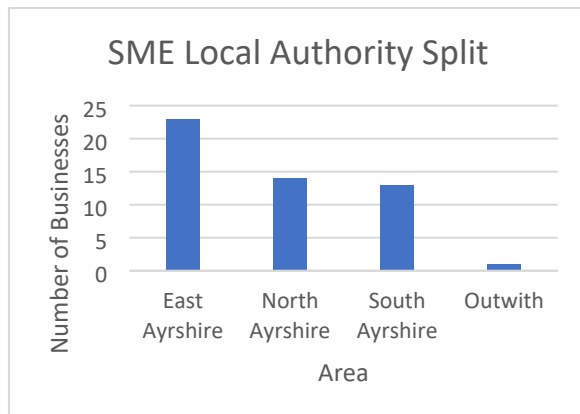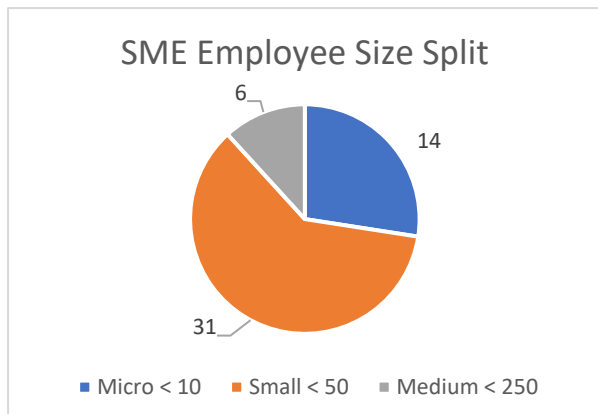
Employer Engagement

We have undertaken a range of virtual and face-to-face events, information sessions and meetings to stimulate SME engagement which will be enhanced during 2022-23 in order to deepen relationships. In addition, we have built a solid partnership and relationships with Ayrshire Chamber of Commerce, Local Authority business development teams, Business Gateway, SDS, South-West Hub and wider organisations in order to disseminate information and connect to businesses across the region. We have also undertaken extensive social media marketing campaigns to raise awareness of the Funds which we will continue to do during 2022-23.

Commercial Income

Due to the underlying economic challenges, resource constraints and workload pressures, we prioritised FWDF and adopted a targeted approach more than proactive approach in relation to generating commercial income. However, our year-end results are positive with £245,272 commercial income generated across short, industry and gas, exceeding our target of £193,791 – see chart below:

Commercial Income

- Budget
- Results

Categories: Commercial gas, Commercial industry, Commercial short courses, Commercial evening
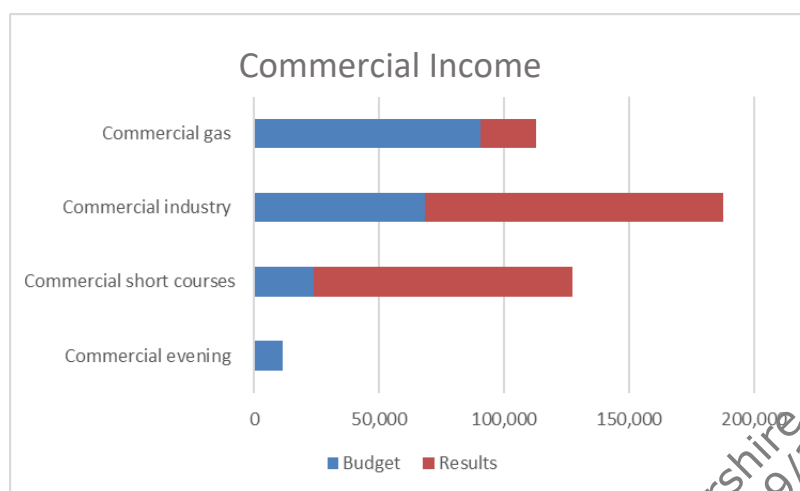
(Please note commercial evening courses were not operational during 2021/22)

In addition, we have generated additional albeit modest levels of commercial income via FWDF. This chimes well with our Business Growth strategy in terms of building upon existing relationships to deepen relationships and offer additional commercial training opportunities. The success of our commercial income has also been driven by STEM curriculum colleagues who have levered in external funding for a range of projects. We are grateful for their on-going support and commitment enabling us to achieve wider commercial targets.

Highlights of 2021-22 commercial contracts and initiatives include:

- Collaboration with the University of the West of Scotland, **Carbon Champions** funded via the Community Renewal Fund (CRF) – Ayrshire College developed an online net zero training product now offered to businesses across Ayrshire. We believe there are significant new funding opportunities to explore and exploit via the Shared Prosperity Fund

- **Aircraft decommissioning** – a collaboration with University of Strathclyde, Chevron and Ayrshire College – a high profile and politically important initiative. This model flexed and changed during the financial year moving from longer to one day courses impacting on income

- **Spirit commercial contract** – now in its fifth year, we continue to provide trainer support with additional income generated for courses such as Train the Trainer and mental health. We believe this relationship could be deepened further via a partnership model to include Business Growth and wider College activities

- **South Ayrshire Council** – small tender contracts secured to deliver assessor qualifications. We believe there are opportunities to pursue via Public Contract Scotland which has been identified as a potential income stream within our Business Growth strategy

Our commercial income activities have performed well this year and whilst our financial target has been exceeded, gas training activities and income remains low. Covid has impacted over the past two years and we will continue to monitor the cost/benefits of delivering gas training. Our model is expensive compared to other providers which may continue to impact on the number of training courses and learners we support. We envisage utilising our current staffing resources to deliver a wider spectrum of activities including new energy skills which will add value to our commercial income activities. We are mindful that current and future commercial efforts must be concentrated on activities which will generate profitable income for the College.

New Commercial Income Developments

We are planning a range of new activities for 2022/23 onwards including the following:

- **Commercial evening courses** – we are launching our new evening courses offering lifestyle and professional development opportunities. Our activities effectively ceased during Covid. However, that aside, this is the first and perhaps most significant commercial offering for some time. Whilst some evening courses may not be a significant income generator, our offering will enable us to connect to the wider public, engage them in training and connect them to the College virtually or physically. We will develop and grow our offering over the next few years and looking forward to testing this new market.

- **Composite training** – plans are underway to develop our composite training pipeline. We have a modest staffing resource, access to the composite facilities for a defined period and have opportunities to deliver bespoke and wider training to aerospace and wider sectors

- **New energy skills training** – we have a new facility for ground and air source heat pumps etc and we will work with curriculum to develop short courses with an eye to the future around hydrogen energy and potential linkages to East Ayrshire Growth Deal ambitions

- **Hair and Beauty** – we are working closely with our curriculum colleagues in Hair and Beauty who have ambitions to grow their commercial activities and we are keen to help develop and support. We are commencing with three short courses during 2022-23 and will seek to develop their offering further for 2023-24 onwards. There is great potential to engage their graduate and professional markets

As we are testing new ground in relation to diversifying and growing our commercial income streams, there will inevitably be winners and losers. Moving forward, we are conscious of the economic climate and how this might impact on our marketplace. However, in line with our strategy, we seek to grow and diversify income and increase our customer base across Ayrshire and beyond.

Annex A FWDF Levy Clients

Ayrshire Hospice	Hansel
Booth Welsh Automation Ltd.	National Autistic Society
Bridgend Motor Group	NATS
Buzzworks Holdings Ltd.	NHS Ayrshire & Arran
Hillhouse Quarry Group Ltd.	North Ayrshire Council
Neogen Europe Ltd.	PRA Group (UK) Limited
North Ayrshire Leisure Ltd. (KA Leisure)	Prestwick Aircraft Maintenance Ltd. (Ryanair)
SLC Turnberry Ltd.	QTS Group Ltd.
Spirit Aerosystems (Europe) Ltd.	RAD Ltd
Ayrshire College	Rainbow Care Services (UK) Ltd.
Brown Brothers Manufacturing Ltd.	Rohr Aero Services Ltd.
Chemring Energetics UK Ltd.	SAS International
East Ayrshire Council	Select Service Partner UK Ltd.
EDF Energy	Sigma Aldrich Co Ltd (Merck)
Emergency One	South Ayrshire Council
GAP Group	Sthree Management Services
GE Aviation Caledonian	Wallace McDowall
General Electric Energy UK Ltd.	Windhoist Ltd.

FWDF Clients – SMES

Atlas (Scotland) Ltd.	Culzean Textile Solutions	Roof Profiles Ltd t/a Structural Timber Frame
Avesta Scotland Limited	CV Labels Ltd	RUA Medical Devices
Caroline Borland	Diane Quinn Hair	Scotseats Direct
Electrical, Mechanical and Communications Projects Ltd	DM Roofing & Roughcasting Ltd	SDAM Ventures Ltd.
Shire Housing Association Ltd.	Everyday People Ltd	Struther Farmhouse
SMTToday Ltd	Ganten Scotland Ltd (Blairquhan)	The Carrick Centre
Tannlin Limited	Glenapp Castle Ltd	Thistle Help Ltd
Worksmart Contracts Ltd	GMC Corsehill	Thorne Travel
Ayrshire Credit Union	Gromotion Ltd.	TPS WeldTech Ltd.
Ayrshire Independent Living Network	John Dawson Butchers Ltd	Track Engineering Services LTD
Beatbox Leisure Ltd.	Land & Mineral Survey Services Ltd	Training First Safety Ltd.
Blue Rock Insurance Brokers Ltd	M&M Theatrical Productions	
BPO Collections Ltd	McLenan Corporate	
Braehead Foods Ltd	Minishant General Store	
Cairllum Care Ltd.	No-One Dies Alone Ayrshire	
Carmel & Campbell Ltd	Nuline Medical	
Cita Tapas Ltd	OM Store UK Ltd	
Corrine Smith Design Ltd	Parris & McNally Limited	
Craighead Nurseries Ltd	Plan B Digital	
Crossroads Community Hub	Radian Resourcing	

SME's

"I have thoroughly enjoyed the courses I have done so far – the Social Media one last week and the Mental Health Awareness for Employees yesterday" – Thistle Help Ltd

"These courses have been really well received by staff members. It has been a pleasure to work with the College. Very well co-ordinated and first-class communication throughout! "- RUA Medical

Levy's

"both trainings (emotional intelligence at work, and leadership trainings) were very positively assessed by our employees. They appreciated the content as well as the way it was delivered and strongly recommended those trainings for other managers / single contributors from our site." – GE Caledonian Ltd.

Ayrshire College *(Paper 9)*

Board of Management

22 September 2022

Subject:	Annual Review: Ayrshire College Responsibilities and Standing Orders: Section 3 Board and Committee Terms of Reference and 2021/22 Work Plans.
Purpose:	To ensure that the Board has met the required commitment to annually review the Board and Standing Committee Terms of Reference and corresponding work plans.
Recommendations:	The Board is asked to approve the 2022/23 Board and Standing Committee Terms of Reference and corresponding Work Plans.

1. **Background**

On an annual basis the Board and the Standing Committees of the Board are required to review their Terms of Reference. Corresponding work plans are also reviewed to ensure alignment and provide assurance to support delivery to the Terms of Reference.

-   The Terms of Reference from an integral part of the Board Standing Orders and outlines the remit, duties, and composition of the Committee.

-   The Board and Standing Committee work plans are designed to ensure fulfilment of the requirements as set out in the corresponding Terms of Reference. This will not preclude reporting on any other significant issues within the remit, as they occur.

-   The Board and Standing Committee work plans are aligned to provide assurance that there is a relevant information flow and reporting from the Standing Committees to the Board.

2. **Current Situation**

2.1 Board Terms of Reference and work plan 2022/23 (Appendix 1)

The Board is asked to review and approve the Board of Management Terms of Reference and corresponding work plan attached as Appendix 1. The Board is asked to note that the wording under the first paragraph 'Reporting Arrangements' has been amended to further clarify publication of information on the website. This change has also been reflected across all Committee Terms of Reference.

2.2 Committee Terms of Reference and work plans 2022/23 (Appendices 2, 3, 4, 5 and 6)

The following Standing Committees of the Board have undertaken a review of their Terms of Reference and corresponding work plans as part of the first quarter cycle

of meetings. Minimal changes were proposed and reviewed and accepted for approval by the Board.

- o Appendix 2: Learning, Teaching and Quality Committee
- o Appendix 3: Business, Resources, and Infrastructure Committee
- o Appendix 4: Audit and Risk Committee
- o Appendix 5: Search and Nomination Committee
- o Appendix 6: Performance, Review and Remuneration Committee

3. **Proposals**

The proposals as presented are put forward for consideration by the Board.

4. **Consultation**

The Senior Leadership Team has been engaged in reviewing the Standing Committee Terms of Reference and work plans.

5. **Resource Implications**

No specific resource implications have been identified.

6. **Risks**

There is a risk that the Board and the Standing Committees could fail to demonstrate that they were fulfilling the requirements of the Terms of Reference because they had not prepared, approved, and implemented a work plan, resulting in a failure to evidence compliance with governing legislation and regulation.

7. **Equality and Diversity Impact Assessment**

None required.

8. **Conclusion**

The Board is asked to note the recommendations as detailed and advise accordingly.

Pauline Donald
Board Governance Advisor

Ayrshire College

Board of Management Terms of Reference
2022-23

Introduction

The Board of Management is responsible for the overall functioning and strategic direction of the College. The Board of Management is also responsible for planning the future development of the College and for ensuring its effective management.

The Board of Management has ultimate responsibility for all the affairs of the College.

The Board of Management is publicly accountable for the College's stewardship of public funds and given the nature of this obligation demands the highest standards of Corporate Governance.

Remit

The Board of Management is responsible for overseeing all matters related to function and strategic direction of the College. The Board of Management through its Committees will provide strategic leadership to ensure that the College aims and objectives are achieved. The Board will also ensure, through the actions of the Chair, that the requirements in relation to new members' induction and mentoring, from both the Board and board committees' perspective, are properly fulfilled and enacted.

Board of Management Membership

The membership of the Board of Management will be constituted as determined by Statutory Provision.

As currently constituted under Statutory Provision, the Board of Management shall consist of not less than 15 or more than 18 persons.

The Board shall comprise:

- The Principal of the College.

- A person being elected by the teaching (curriculum) staff from among their own number.

- A person being elected by the service/support (non-curriculum) staff from among their own number.

- 2 persons being appointed by being nominated by the Students' Association of the College from among students of the College (this includes students on a sabbatical year).

- Up to 12 other people, not being members of staff or full-time students, who have experience in different industry sectors, commercial or employment matters, or the practice of a profession, or who represent the Third Sector, Public Sector Bodies

or Trades Union, or who otherwise have an interest in the College and in further and higher education and who represent the demography and diversity of the region (these appointments will be the "Non-Executive Members").

Quorum

50% of the Board of Management places occupied will constitute a quorum.

Attendance

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

The Executive Leadership Team and other Staff, as required, may be invited to attend meetings of the Board of Management to provide information and reports as appropriate.

The Board has the option of meeting without any members of staff present. Where the Board Secretary has been also been excluded, the Chair of the Board shall arrange for a full minute of the meeting to be recorded, which shall include a full explanation of why the Board Secretary was excluded from the meeting.

Meetings

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

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

The Chair of the Board of Management will instruct the Secretary to the Board of Management to call meetings of the Board. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Where, in the opinion of the Chair, an exceptional and urgent matter of business requires to be considered by the Board at shorter notice than that provided for above, the Chair may instruct the Board Secretary to call a meeting of the Board of Management at a time, date and place determined by the Chair.

Duties

The Board of Management has responsibility *for overseeing the business of the College, determining its future direction, and fostering an environment in which the College vision, mission and objectives are achieved, and the potential of all learners is maximised.* The Board of Management is the employer of all staff of the College.

The Board of Management must ensure compliance with Statutory Provision and their ordinances, schedules, and provisions; together with all advice, guidance and direction provided, from time to time, by the Scottish Government, SFC or other properly constituted agency which regulate the College and its framework of governance and,

subject to these, take all final decisions on matters of fundamental concern to the College.

The following items are retained for approval by the Board of Management, upon advice from or recommendation by the relevant Committee where appropriate, and may not be delegated:

- To approve Strategies presented by the relevant Committees.

- To approve the planning cycle proposed by the Senior Management Team for the preparation of the Outcome Agreement, the College Strategic Plan, and to approve the Plan itself before publication.

- To approve the annual accounts, following consideration by the Business, Resources and Infrastructure Committee and Audit and Risk Committee.

- To approve the College budget proposals, following consideration by the Business, Resources and Infrastructure Committee.

- To approve the appointment of the Principal and Chief Executive.

- To approve any financial packages, in excess of statutory provisions, for severance payments, following consideration by the Performance Review and Remuneration Committee.

- To receive and consider at each meeting the Board of Management extract from the rolling Ayrshire College Corporate Risk Register, and to advise the Audit and Risk Committee accordingly.

- To receive, consider and approve the Ayrshire College Corporate Risk Register following consideration and comment by the Audit and Risk Committee.

- To receive, consider and approve recommendations from the Search and Nomination Committee on the membership of new and reappointed Board Members, prior to submission to the Scottish Ministers for approval;[1]

- To ensure that appropriate and adequate induction procedures are in place for all new Board Members.

- To ensure that the arrangements made to implement the College Health and Safety Management System are effective.

Authority

The Board of Management is authorised to investigate any matters in any reasonable manner as it sees fit. The Board of Management is authorised to receive and record information received as a part of any investigatory process from persons who are not members of the Board and who are not employees of the College provided they wish

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[1] In the interests of practicality, this may be undertaken by circulation where a meeting of the Board is not immediately scheduled.

to co-operate in the provision of information and whilst taking account of policy and legal rights and responsibilities.

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

Reporting Arrangements

At the end of each meeting, the Board will decide on the business of the meeting that may be fully published on the College website. Normally it would be expected that complete minutes and papers will be published: except where the exclusions listed in paragraph 2.8 of these Standing Orders apply.

Minutes will be kept of the proceedings of the Board by the Board Secretary. These will be circulated, in draft form normally within ten working days to the Principal for checking and then to the Chair of the Board for consideration. It is expected that minutes will be checked timeously, and any amendments advised to the Secretary to the Board of Management.

The Chair of the Board shall submit draft minutes to the next Board meeting for approval.

Board of Management Work Plan 2022-23

September	December	March	June
Reports to this meeting			
2022-23 Board of Management and Committee Terms of Reference & Work Plan	2021-22 Financial Statements to July 2022: i. Board of Management Report and Financial Statements ii. Annual Report to the Board of Management and Auditor General iii. Letter of Representation	2023 - 2024 Draft Board & Committee Meeting Dates	2022-23 Board Development Plan: outcome report
2022-23 Board and Committee Membership	2021-22 Internal Audit Annual Report	*2022-23 Draft National Outcome and Impact Framework	*2022-23 Final National Outcome and Impact Framework
2022-23 Board Chair Annual Evaluation Report	2021-22 Audit Committee Chair's Annual Report	2022-23 SFC Indicative Funding: Revenue & Capital	2022-23 Budgets for Academic Year ending 31 July 2023
SFC 5 Year Financial Forecast Return (FFR)	*2022-23 Draft National Outcome and Impact Framework	2022-23 First Draft SFC Funded Capital & Revenue Expenditure Programme	2022-23 SFC Funded Capital & Revenue Expenditure Programme
2021-22 Business Growth Annual Review	2021-22 Health, Safety and Wellbeing, Annual Report		Mainstreaming Equality and Diversity, Annual Report
	2021-22 Annual Procurement Report		Digital Strategy, Annual Report
			ICT, Annual Report
Reports to each meeting			
Chair's report	Chair's report	Chair's report	Chair's report
Principal's report	Principal's report	Principal's report	Principal's report
Student Association Report	Student Association Report	Student Association Report	Student Association Report
Committee Chairs Reports	Committee Chairs Reports	Committee Chairs Reports	Committee Chairs Reports
Receipt of Confirmed Committee Minutes	Receipt of Confirmed Committee Minutes	Receipt of Confirmed Committee Minutes	Receipt of Confirmed Committee Minutes
2022-23 Corporate Risk Register (V1)	2022-23 Corporate Risk Register (V2)	2022-23 Corporate Risk Register (V3)	2022-23 Corporate Risk Register (V4)

Dependent on SFC Guidance and reporting timelines.

Ayrshire College

Learning, Teaching and Quality Committee
Terms of Reference 2022-23

Introduction

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

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

Remit

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

Committee Membership

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

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

Quorum

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

Attendance

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

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

Meetings

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

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

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Duties

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

- To seek assurance that the Curriculum Delivery Plan is in alignment with government priorities, the strategic direction of the College and meets the requirements of the Ayrshire College National Outcome and Impact Framework.

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

- To review and monitor the progress and outcomes of the College's Evaluative Report and Enhancement Plan.

- To review and monitor plans and processes to support learning, teaching and assessment and the student experience.

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

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

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

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

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

- To receive and consider a Student Satisfaction Annual Report.

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

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

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

- To celebrate success with staff and students.

Authority

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

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

Reporting Arrangements

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

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the appropriate executive management representative for checking and then to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously and any amendments advised to the Secretary to the Board of Management.

The Chair of the Committee shall report on the work and recommendations of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

Learning and Teaching Committee Work Plan 2022-23

September 2022	November 2022	March 2023	June 2023
Reports to this meeting			
2022-23 Terms of Reference & Work Plan	2023-24 Draft Curriculum Delivery Plan	2021-22 College Sector KPIs	
	2021-22 Interim Ayrshire College Performance Indicator Report 2022-23 Draft National Outcome and Impact Framework*	2022-23 Draft National Outcome and Impact Framework*	2022-23 Final National Outcome and Impact Framework*
Education Scotland Safeguarding Report	2019-20 SFC College Leaver Destination Survey	2022-23 Semester 1 Student Satisfaction Survey outcome	2022-23 SFC Student Satisfaction and Engagement Survey
2022-23 Student Recruitment Report			
2021-22 External Verification Report			
Reports to each meeting			
Student Association Report Q1	Student Association Report Q2	Student Association Report Q3	Student Association Report Q4
2022-23 Evaluative Report and Enhancement Plan - Progress Report**	2022-23 Evaluative Report and Enhancement Plan - Progress Report**	2022-23 Evaluative Report and Enhancement Plan - Progress Report**	2022-23 Evaluative Report and Enhancement Plan - Progress Report**
2021-22 Final Credit Position Report at August 2022	2022-23 Credit Activity Target & Early Withdrawals Position	2022-23 Credit Activity Target & Early Withdrawals Position	2022-23 Credit Activity Target Progress Report
2021-22 Student Support Funds: Final Position at July 2022	2022-23 Student Support Funds position update	2022-23 Student Support Funds position update	2022-23 Student Support Funds position update
2022-23 Apprenticeships and Work Based Learning Report	2022-23 Apprenticeships and Work Based Learning Report	2022-23 Apprenticeships and Work Based Learning Report	2022-23 Apprenticeships and Work Based Learning Report
2022-23 Corporate Risk Register (V1): LTC Extract	2022-23 Corporate Risk Register (V2): LTC Extract	2022-23 Corporate Risk Register (V3): LTC Extract	2022-23 Corporate Risk Register (V4): LTC Extract

Dependent on SFC Guidance and reporting timelines.
**Dependent on Education Scotland Guidance. Content covered in various documents

Business, Resources and Infrastructure Committee
Terms of Reference 2022-23

Introduction

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

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

Remit

The Committee will be responsible for:

- overseeing all matters related to the College Estate including land, buildings, moveable assets, and equipment and/or regulations and ensure that any guidance published by the Scottish Funding Council is observed.

- overseeing all matters related to the College's continuing organisational development including oversight of the development, planning, and delivery of the overarching People Strategy, promoting a positive and inclusive culture, and reviewing and monitoring the quality and performance of associated programs of work.

- overseeing all matters related to strategic and operational financial planning of the College, how this reflects upon the strategic resource management of the College and provide assurance to the Board on the ongoing financial management and performance of the College.

Committee Membership

The Committee membership shall consist of a minimum of six members from the Board, including the Principal of the College and Chair of the Board who will be standing members of the Committee. The Board will seek to ensure that an appropriate range of expertise and knowledge related to the remit of the Committee is included within the committee membership.

The Committee Chair and remaining members will be appointed by the Board. Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members.

Quorum

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

Attendance

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

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

Meetings

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

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

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Duties

- Provide guidance and direction to College Management as appropriate.

- Consider and propose strategies within the Committee's overall remit and recommend for approval by the Board of Management.

- Consider and report on any other relevant functions of the college that are out with the Learning, Teaching and Quality Committee remit.

Human Resources

- Ensure that a positive and inclusive culture is embedded across the College.

- Ensure that there is strong and effective leadership which supports and encourages personal and professional development and the empowerment of teams.

- Review and monitor progress against delivery of key strategic objectives and scrutinize related key performance indicator (KPI) reports to ensure that the College delivers to the People Strategy.

- Ensure that the College meets all aspects of the Public Sector Equality Duty and Equality Act 2010, through publishing equality outcomes and reporting on mainstreaming activity to embed equality across all College activities.

- Ensure that the College maintains the highest standards in health and safety and meets all legislative requirements**.**

- Ensure that the College actively supports all staff in maintaining positive wellbeing through delivering evidence-based initiatives and programmes consistent with the People Strategy.

- Ensure that the College is managing and developing effective, open, and transparent internal communications and dialogue with staff and the trade unions recognised by the College.

Estates and infrastructure

- Regularly review all property assets.

- Discuss and make recommendations to the Board on the annual capital expenditure programme and proposed estates projects, and to consider the strategic robustness and financial viability of the proposals.

- Oversee the major estates projects to ensure that projects are developed within the parameters specified by the Board of Management.

- Consider the College's property portfolio making recommendations to the Board for the disposal of and acquisition of land and buildings, including their financial liability.

- Ensure compliance with the Scottish Funding Council's Financial Memorandum with regard to the College's estate and all strategic financial decisions and actions.

- Ensure the principles of sustainability in managing the College's estate.

Finance

- Consider and make recommendations to the Board on the annual financial budget for the College.

- Monitor the receipt of funds in the form of financial allocations, together with supplementary income, ensuring all funds are applied for the purposes specified in the allocation.

- Monitor in-year expenditure against budget and advise the Board including any requirement for remedial action.

- Consider financial benchmarking and performance information on a variance reporting basis

- Recommend for Board approval, the College's borrowing requirement and all borrowing/loan agreements, granting security and/or giving guarantees as appropriate within the regulations as set out in the Financial Memorandum with the Scottish Funding Council.

- Oversee and recommend for Board approval all requests for Estates related project funding prepared for submission to the Ayrshire College Foundation.

- Oversee the agreement and implementation of the Financial Regulations of the College and systems of delegated authority to ensure a robust financial control environment is in place.

- Consider the Statutory Annual Accounts of the College and report on them to the Board.

Risk Management

- Receive and consider the Committee's extract from the current version of the Corporate Risk Register and to advise the Audit and Risk Committee accordingly.

Authority

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

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

Reporting Arrangements

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

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the appropriate senior management representatives for checking and then to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously, and any amendments advised to the Secretary to the Board of Management.

The Chair of the Committee shall report on the work and recommendations of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

Business, Resources, and Infrastructure Committee Work Plan 2022-23

September	November	March	June
Reports to this meeting			
2022-23 Terms of Reference & Work Plan	Statutory Accounts to July 2022 (Before Audit Finalisation)	2022-23 SFC Indicative Funding: Revenue & Capital	2022-23 Budgets for Academic Year ending 31 July 2023
SFC 5 Year Financial Forecast Return (FFR)	2021-22 Annual Procurement Report	2022-23 First Draft SFC Funded Capital & Revenue Expenditure Programme	2022-23 SFC Funded Capital & Revenue Expenditure Programme
2021-22 Student Support Funds Final Position at July 2022		2022-23 Student Support Funds Position Update	FY 2022-23 SFC Resource Returns
			2022-23 Student Resource Funds Allocation
		2022-23 SFC Funded Capital Expenditure Position	2022-23 SFC Funded Capital Final Expenditure Position
	ICT - 6-month Report		ICT, Annual Report
2021-22 Business Growth – Annual Review	Health, Safety and Wellbeing Annual Report	Business Growth, 6-month Report	Digital Strategy, Annual Report
		Mainstreaming Equality and Diversity - Annual Report	
Reports to each meeting			
2022-23 Management Accounts	2022-23 Management Accounts	2022-23 Management Accounts	2022-23 Management Accounts
HR & Staff Learning and Development report	HR & Staff Learning and Development report	HR & Staff Learning and Development report	HR & Staff Learning and Development report
Health, Safety and Wellbeing & Equality Inclusion report	Health, Safety and Wellbeing & Equality Inclusion report	Health, Safety and Wellbeing & Equality Inclusion report	Health, Safety and Wellbeing & Equality Inclusion report
2021-22 Quarterly complaints report Q3	2021-22 Annual complaints report	2022-23 Quarterly complaints report Q1	2022-23 Quarterly complaints report Q2
2022-23 Corporate Risk Register (V1): BRIC Extract	2022-23 Corporate Risk Register (V2): BRIC Extract	2022-23 Corporate Risk Register (V3): BRIC Extract	2022-23 Corporate Risk Register (V4): BRIC Extract

Ayrshire College

Audit and Risk Committee Terms of Reference
2022-23

Introduction

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

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

Remit

The Committee will be responsible for overseeing and providing assurance to the Board on all matters related to the external audit, internal audit and risk management of the College and provide assurance to the Board that the requirements of the Code of Audit Practice published by Audit Scotland are observed along with all other relevant regulations and legislation. The Committee will have a particular engagement with internal and external audit, financial reporting issues and corporate risk management.

Committee Membership

The Committee membership shall consist of a minimum of four non-executive Board members who shall be independent and objective in terms of their Audit and Risk Committee function and, in line with good practice, will not include either the Principal or the Chair of the Board. At least one member of the Audit and Risk Committee must have recent relevant financial or audit experience.

The Committee Chair will be appointed by the Board.

Committee membership will be reviewed annually by the Board.

Quorum

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

Attendance

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

External and Internal Auditors shall normally attend meetings and will be invited to all meetings.

The Vice Principal responsible for Finance, the Assistant Principal of Finance, Student Funding and Estates and, where appropriate, other staff will be invited to attend meetings of the Committee to provide information and reports as appropriate.

Meetings

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

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

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

The Committee may meet privately without any non-members (with the exception of the secretary) for all or part of a meeting if they so decide.

The Committee will normally meet with the external and internal auditors annually without any non-members (with the exception of the secretary) being present.

Duties

- To agree Strategies within the Committee's overall remit subject to Board of Management approval.

- Reviewing and advising the Board of Management on the effectiveness of the College's financial and other internal Control Systems.

- Reviewing and advising the Board of Management on corporate governance requirements.

- Reviewing and advising the Board of Management on the effectiveness of the College risk management procedures, the presentation of the Ayrshire College Corporate Risk Register and the maintenance of an appropriate balance between risk and opportunity

- Appointing the College's Internal Auditors on a contractual basis and agreeing on the terms of reference for an audit service.

- Reviewing the scope and effectiveness of the work of the internal and external auditor using appropriate performance indicators.

- Considering issues raised in audit reports, annual management letter and reporting to the Board of Management on action required.

- Considering the College's annual financial statements and external auditor's report prior to submission to the Board of Management by the Business,

Resources, and Infrastructure Committee. Recommending to the Board the adoption of the audited Annual Accounts.

- Agreeing an internal and external audit plan.

- Advising the Board of Management on internal and external value for money reviews which secure the effective use of College resources.

- Preparing an Annual Report to the Board of Management on the work of the Audit Committee which will then be submitted to the Scottish Funding Council.

- Reviewing reported cases of impropriety to establish whether they have been appropriately handled.

- Agreeing the fees of Internal and External Auditors.

- At each meeting receive and consider the rolling Ayrshire College Corporate Risk Register and comment accordingly to the Board of Management.

- The consideration and approval of the Ayrshire College Business Continuity Plan on an annual basis.

Authority

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

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

Reporting Arrangements

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

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the appropriate senior leadership representatives for checking and then to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously, and any amendments advised to the Secretary to the Board of Management.

The Chair of the Committee shall report on the work and recommendations of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

Audit and Risk Committee Work Plan 2022-23

September	November	March	June
2022-23 Terms of Reference and Work Plan	2021-22 Financial Statements		
	2021-22 Letter to SAAS Covering Internal Audit of Discretionary Funds Return		
	2021-2022 Credit Data Return Internal Audit Report		
	2021-22 Audit Committee Chair's Draft Annual Report		
2022-23 Internal Audit Reports	2022-23 Internal Audit Reports	2022-23 Internal Audit Reports	2022-23 Internal Audit Reports
	2021-22 Internal Audit Annual Report		
2022-23 Internal Audit Progress Report (June 2022)	2022-23 Internal Audit Progress Report (October 2022)	2022-23 Internal Audit Progress Report (Feb 2023)	2022-23 Internal Audit Progress Report
2021-22 Internal Audit Rolling Action Plan at August 2022	Internal Audit Rolling Action Plan at October 2022	Internal Audit Rolling Action Plan at February 2023	Internal Audit Rolling Action Plan at May 2023
2021-22 External Audit Progress Report			External Audit Strategy Review and Plan for 12 Months Ending July 2024
2022-23 Corporate Risk Register (V1)	2022-23 Corporate Risk Register (V2)	2022-23 Corporate Risk Register (V3)	2022-23 Corporate Risk Register (V4)
	2022-23 Business Continuity Plan		
	Meeting between Committee and Auditors without non-Members present		

Ayrshire College

Search and Nominations Committee Terms of Reference
2022-23

Introduction

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

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

Remit

The Committee will be responsible for the recruitment and recommendation of new members and consider re-appointment of current members of the Board of Management.

For the avoidance of doubt, all approval of membership rests with the Board of Management and then Scottish Ministers.

Committee Membership

The Committee shall be chaired by the Chair of the Board, and membership will include all Chairs and Vice Chairs of the Board of Committees. When considering new appointments to the Board, the Committee will also include an external member who will be a full member of the Committee. The appointment of the external will be approved by the Board.[1] The Principal may not be a member of this Committee.

Quorum

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

Attendance

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

Meetings

The Committee shall meet as required in accordance with the remit.

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

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[1] The Board is required to co-opt an appropriate independent person, external to Ayrshire College, to play a full role in the recruitment and recommendation of new Board Members to Scottish Ministers

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Duties

- To ensure that the advertisement of vacancies for Board Members uses a wide range of media and targets, specifically, communities which may be under-represented on the Board.

- To recruit and provide recommendations to the Board of Management and, following Board Approval, Scottish Ministers on the appointment and reappointment of Board Members.

- The Committee will give due regard to issues of equality, diversity, demography and opportunity in any appointments recommended.

- The Committee shall conduct the search and nomination processes in a fair, equitable and non-discriminatory manner.

- The Committee shall develop and monitor procedures for the appointment, reappointment, induction and governance arrangements of Board Members.

Authority

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

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

Reporting Arrangements

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

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the appropriate executive management representative for checking and then to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously and any amendments advised to the Secretary to the Board of Management.

The Chair of the Committee shall report on the work of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

Ayrshire College

Performance, Review and Remuneration Committee
Terms of Reference 2022-23

Introduction

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

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

Remit

The Committee will be responsible for overseeing all matters related to Performance Review and Remuneration of those members of staff whose remuneration consideration lies outwith the scope of the National Recognition and Procedures Agreement (NRPA) and provide assurance to the Board on all such matters. In undertaking its deliberations, the Committee should take evidence from a range of sources. In particular, students and staff should have a role in contributing views/evidence to the Committee as appropriate.

The Board Chair will report on the performance of the Principal and make recommendations in relation to the Principal's remuneration accordingly. For all other staff whom the Committee has responsibility for considering performance and remuneration, reporting and recommendations will be the responsibility of the Principal.

Committee Membership

The Committee shall be chaired by an appropriate Board Member appointed by the Board on the recommendation of the Chair and membership will be the Board Chair, The Board Vice Chair, the Chairs of the Board Committees and the Senior Independent Member (SIM). At the discretion of the Board Chair, in discussion with the Chair of the Committee, additional members may be added from time to time with the approval of the Committee. The Principal may not be a member of this Committee.

The Principal shall be in attendance for the Committee except where discussions relate to their Performance and Remuneration.

The Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members.

Quorum

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

Attendance

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

The Committee may invite other persons to attend meetings of the Committee to provide information and reports as appropriate.

Meetings

The Committee shall meet as appropriate, but not less than once per academic year.

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

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Duties

- To discuss the Performance of those members of staff who are not included within the scope of the NRPA in line with the College's Performance Review frameworks.

- To agree remuneration for those members of staff who are not included within the scope of the NRPA.

- To consider applications from individuals who were outwith the scope of the NRPA and who were in the employ of the College at the effective date of a National Bargaining pay award, but who left their College employment prior to a decision being taken to implement and backdate the agreement/pay award. Consideration will be based on the receipt of a request in writing from the individual concerned. As a general principle, and subject to confirmation of satisfactory performance and all other matters being in order, it is expected that any former member of staff would normally be treated in the same manner as current staff in terms of a payment being made.

- To take account of any advice given by the Scottish Funding Council in terms of remuneration.

- To take account of any guidance issued by the Treasury or other relevant Government bodies on public sector salaries.

- To consider benchmarking information across the Sector and job evaluation processes as appropriate in determining remuneration strategies for staff outwith the scope of the NRPA.

- To report to the Board of Management on remuneration policies for staff outwith the scope of the NRPA.

Authority

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

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

Reporting Arrangements

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

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the appropriate executive management representative for checking and then to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously, and any amendments advised to the Secretary to the Board of Management.

The Chair of the Committee shall report on the work of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

Ayrshire College   *(Paper 12.1)*

Board of Management

22 September 2022

Subject:	Key points report: Learning Teaching and Quality Committee Meeting, 1 September 2022
Report from:	Alison Sutherland, Chair, Learning, Teaching and Quality Committee
Purpose of the report:	To provide the Board with a summary of significant items considered by the Learning, Teaching and Quality Committee meeting in advance of the approved minutes being submitted to a future Board meeting.
Recommendation:	The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

The Committee considered, noted or approved the following:

1. **Entrepreneurship in the Curriculum**
   The Committee was delighted to receive an informative and engaging presentation from a curriculum staff member, John McBlain, Lecturer, Music, Media and Sound Production. John McBlain shared the achievements and the forthcoming opportunities resulting from innovative and enterprising practices and approaches as well as the successes of the Rockpool Podcasts. The Committee was very encouraged to learn how this agenda engaged and motivated students, how it had also contributed to raising awareness of the equality and diversity agenda and also noted the significant international reach of the Rockpool podcasts. https://rockpoolpodcasts.com/

2. **Student Association**
   The Committee noted the return of students on all campuses, the success of Freshers week; and the events to support students as part of their induction into the College.

   The Committee noted the actions being taken to support improvement in response to feedback from the recent Education Scotland progress visit.

3. **Ayrshire College Student Association Constitution**
   The Committee reviewed the draft constitution. Subject to suggested amendments, the Committee confirmed they were content to recommend for Board approval.

4. **Education Scotland Safeguarding Report**
   The Committee commended the report as presented and noted the work undertaken to address the areas for further development.

5. **2022-23 Student Recruitment Report**
   The Committee noted:
   - the College term had begun on Monday 29 August and, therefore, enrolments were still being processed.
   - the wider impact of Covid as well as consequential decisions taken around SQA's Alternative Certification Model was likely to continue to affect college sector recruitment.
   - the current status around pre-induction and induction activities as well as the recruitment position for each Directorate.

6. **2021-22 Final Credit Position Report**
   The Committee noted the final credit position, the discussions with SFC to determine if there would be a clawback penalty and the position that the College would not be informed of any decision until October 2022. It was also noted that the College had planned for clawback in its Management Accounts.

7. **2022-23 Apprenticeships and Work Based Learning Report**
   The Committee noted
   - the continued positive position for the College, students and across local industries
   - that recruitment for 2022/23 is continuing with overall growth expected across apprenticeship areas.
   - incentivised apprenticeships for East Ayrshire residents – total of 20.
   - the significant increased income achieved against all projected targets.

8. **2022-23 Corporate Risk Register**
   The Committee reviewed the new risk register and confirmed that they were content with the risk reporting and management as presented.   The suggestion to include a 'Risk Heading' will be taken forward.

**Alison Sutherland, Chair,
Learning, Teaching and Quality Committee**

Ayrshire College   *(Paper 12.2)*

Board of Management

22 September 2022

Subject:	Key points report: Business, Resources and Infrastructure Committee Meeting, 6 September 2022
Report from:	Mike Stewart, Chair, Business, Resources & Infrastructure Committee
Purpose of the report:	To provide the Board with a summary of significant items considered by the Business, Resource and Infrastructure Committee meeting in advance of the approved minutes being submitted to the next Board meeting.
Recommendation:	The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

The Committee considered, noted or approved the following:

1. **2021-22 Management Accounts (position as at 31 July 2022)**
   The Committee commended the overall position and effective financial management, whilst also recognising the on-going challenges:
   - Year-to-date position: whilst there were adverse variances within income of £(2.751m) these were offset by favourable variances in expenditure of £4.405.
   - The College continues to engage with SFC through its membership of national groups to highlight the future financial pressures faced by the college sector.
   - In terms of financial sustainability, the assessment and management of the associated risks - BRIC1 and 2 – were acknowledged.

2. **Business Growth Annual Review**
   - The Committee received a detailed annual review report from Nuala Boyle, Head of Business Growth and commended the team for its achievements and progress whilst acknowledging the challenges experienced.
   - Discussion on the commercial model, associated costs, future opportunities particularly as related to innovation and opportunities to add value locally and nationally were considered.

3. **People Strategy 2022-25**
   - The current People Strategy was reviewed, taking account of the 2030 Statement of Ambition and Refresh and Renew Plan 2021-2024.
   - The Strategy is comprised of four interdependent aims, with associated actions which also align with the Investors in People and Fair Work frameworks.

- Indications are that the College will achieve Gold accreditation, following the recent IIP review, 3 years ahead of the 2025 timeline goal that was proposed in the People Strategy.
- The Committee commended all staff for their work and effort in delivering this significant achievement.
- People Strategy 2022-25: subject to future updates of the measures of success, following the IIP accreditation report, the Committee was content to submit the report to the Board for approval.

4. Health, Safety and Wellbeing Policy (Update 2022)
- This policy sets out the College's obligations, commitments and arrangements in relation to health and safety, including the duties and responsibilities of all office bearers and staff of the College.
- The Committee confirmed they were content to recommend the policy for Board approval.

5. 2022-23 Corporate Risk Register – BRIC Extract
The Committee reviewed the new risks identified within the BRIC Committee's remit and confirmed they were content with the revised layout and the risk assessment, management and reporting as presented.

Mike Stewart, Chair
Business, Resources and Infrastructure Committee

Ayrshire College

Board of Management

22 September 2022

Subject:	Key points report: Audit and Risk Committee Meeting, 22 September 2022
Report from:	Steven Wallace, Chair, Audit and Risk Committee
Purpose of the report:	To provide the Board with a summary of significant items considered by the Audit and Risk Committee meeting in advance of the approved minutes being submitted to the next Board meeting.
Recommendation:	The Board is asked to receive and note the key points outlined, and review any areas escalated by the Committee to the Board.

The Committee considered, noted or approved the following:

1. **Internal Audit Services 2022-23**
   The Committee welcomed the newly appointed Internal Auditors, Graham Gillespie (Partner) and Stephen Pringle (Director of Internal Audit) from Wylie & Bissett. As previously advised, Wylie & Bissett had been appointed following a successful procurement exercise and will be the College Internal Auditors for a three-year period from 1 August 2022 to 31 July 2025, with the option of two one-year extension.

   The Committee received an overview of the 2022-23 Audit Plan, which they were content to approve. The Committee was encouraged by the inclusion of KPIs within the plan on which they will receive regular progress reports.

   The current Internal Auditors from BDO will attend their final Audit and Risk Committee meeting on 22 November 2022 to present their final internal audit work for 2021-22.

2. **Internal Audit Reports 2021-22 – Student Voice, Procurement**
   The Committee commended the extent of the work undertaken by the management team which had resulted in the auditors being able to report the finding of 'substantial assurance' for both the Student Voice and Procurement Audits. These Audit Reports included low level recommendations for improvement which had been taken forward by management.

3. **Internal Audit Progress Report**

   Internal Audit advised that they had been able to report the finding of 'substantial assurance' on all audits undertaken throughout 2021-22 with only 8 low risk findings overall. The Committee noted the significant level of assurance as reported was critical to evidence the effectiveness of the overall control framework for the Committee and the Board.

   The College Management Team provided further assurance that discussions with internal audit on the development of the annual internal audit work programme focused on areas where the college would be specifically exposed to scrutiny and used the internal audit challenge to support continuous improvement.

4. **Ayrshire College risk register 2022-23/Risk Management Policy**
   - The Committee reviewed the new Corporate Risk Register for 2022-23.
   - On review of BoM6, the Committee agreed to recommend amendment to the likelihood from 3 to 4; resulting in this risk assessed as out with the risk appetite, reflecting the current uncertainties across both the economic climate and the country as a whole.
   - The Committee also recommended the supporting Risk Management Policy for approval by the Board.

   Steven Wallace, Chair
   Audit and Risk Committee

Minute of the Learning and Teaching Committee Meeting
Held via Video Conference using Zoom
on Thursday 26 May 2022

Present:

Alison Sutherland	Chair
Beth Clelland	Non-Executive Board Member
Steve Graham	Non-Executive Board Member (from 16.30)
Sharon Morrow	Non-Executive Board Member
Mike Stewart	Non-Executive Board Member
Steven Wallace	Non-Executive Board Member
Gordon Neil	Co-opted Committee Member
Janette Moore	Elected Member, Curriculum Staff
Ellie Jamieson	Elected Member, Student President

In attendance:

Pauline Donald	Board Governance Advisor (Minutes)
Yvonne Melvin	Board Administrative Officer
Anne Campbell	Vice Principal – Curriculum
Michael Breen	Vice Principal - Finance
David Davidson	Assistant Principal, HR & OD
Julie Maxwell	Assistant Principal, Curriculum
Gavin Murray	Assistant Principal, Curriculum
Joe Mulholland	HMIe (Education Scotland) (Item 5)

1. **Welcome and Declarations of Interest**

   The Chair welcomed all present to the meeting.

   There were no Declarations of Interest presented.

2. **Apologies**

   Apologies were received from Elaine Anderson, Non-Executive Board Member, Mary McClung, Non-Executive Board Member, Carol Turnbull, Principal, Ex-officio, Steven Fegan, Elected Member, Support Staff, Steven Oliver, Elected Member, Student Vice-President, Elaine Hutton, Assistant Principal, Curriculum.

   The meeting was confirmed as quorate.

3. **Minutes of the previous meeting held on 3 March 2022** *(Paper 1) (C/P)*

   The minutes were approved as a correct record.

   Proposed: Mike Stewart   **Seconded:** Beth Clelland

3.1 Action Tracker *(Paper 1a)*

The Committee noted the updates provided and that there were no outstanding actions.

4. Student Association Report *(Paper 2) (P)*

E Jamieson took the Committee through Paper 2 as presented.

The Committee noted that this would be the final meeting with Steven Oliver in his role as elected Student Vice President, having served the maximum 2-year period of office.

The Committee extended their congratulations to Ellie Jamieson on her successful re-appointment to the role of Elected Member, Student President.

Ellie Jamieson provided a further update on the election process for the role of Vice-President advising that this position will be subject to a by-election because of a fault in the system used to return the votes. The Committee noted that confirmation of appointment to this position will be advised in due course.

The Committee extended their thanks to the Student Association for the report noting the considerable amount of work undertaken to date.

The Committee acknowledged the significant contribution made by Steven Oliver during his tenure as Student Vice President particularly in the creation and implementation of the Ayrshire College Gaming Society and the Wear it On Your Sleeve, Men's Mental Health Campaign.

5. Education Scotland Progress Visit *(Verbal) (P)*

Joe Mulholland, HMIe, Lead Inspector, was in attendance and provided a verbal update on the key findings from the Education Scotland Progress visit which took place between 26 and 28 April 2022.

The Committee noted:

- Staff from across the College participated in professional dialogue sessions around five key themes:
    - Curriculum, learning, teaching and assessment
    - Services to support learning
    - Learner engagement
    - Evaluation to facilitate improvement
    - Learner progress and outcomes

- The outcome grade of the inspection was reported as Satisfactory which is the highest level of grade in the final report.

Key points noted included:

- Evaluation to facilitate improvement was highlighted as one of the strongest areas. The College was commended for embedding this approach in its culture.

- Opportunities to increase the profile of the Student Association and the role of Class Ambassadors were highlighted in terms of the learner's level of engagement with the acknowledgement that the return of students to on-campus learning will create the environment for further development.
- Positive attainment rates and improving trends, across HEFT, HEPT and FEPT, were acknowledged.
- The College was commended for its open and transparent approach to the challenges experienced against the background of COVID-19.

The Committee was advised that the formal report will be submitted to the Principal for accuracy review prior to publication. The Board will receive a copy of the final report and will also receive a verbal report from the Lead Inspector at the Board meeting on 16 June 2022.

The Chair commented on the positive report which provided assurance on the quality of the learning and teaching provided by the College noting the many areas of positive progress as well as acknowledging the opportunities for improvement.

The Chair expressed her thanks to Joe Mulholland and his team for their progress visit and the summary presentation of findings.

The Chair extended her thanks to the leadership and all staff involved in the Education Scotland Progress visit and their contribution to the achievement of the reported successful outcomes.

6. **2020-21 College Sector Performance Indicator Report** *(Paper 3) (P)*

A Campbell introduced Paper 3 as presented and took the Committee through a supporting summary presentation outlining the key points of note.

The Committee noted:

- Publication of sector KPIs have been delayed because of the pandemic, usually being published in January of each year and only now published on 26 April 2022.
- The sector report will inform curriculum evaluation discussions which now will take place during June due to the above delay.
- There is clear triangulation between the findings from the Education Scotland Progress visit and the performance indicator outputs.
- The significant disruption throughout AY 2020-21 was highlighted, with the approach taken that students were prioritised for on-campus learning with apprentices/HE learners in priority groups 1 and 2.
- Improvements achieved in FEFT and HEFT subjects reflected the positive attainment rates as reported under agenda item 5.
- The positive trends and areas of decline across age, SIMD, and Disability with Care Experienced reporting 6.4% above sector average.
- Robust self-evaluation processes are in place with the projection that these will translate into improved outcomes.

Action: LTQ36 A01: In discussion, it was agreed that benchmark information with comparative colleges will be included in future reports to provide the committee with comparative context more specifically relevant to the College.

The Committee noted the report as presented.

A copy of the summary presentation provided is available to Committee Members on AdminControl.

7. **2021-22 SFC Student Satisfaction and Engagement Survey** *(Paper 4) (P)*

A Campbell took the Committee through Paper 4 as presented advising that the College is required by the SFC to conduct an annual student satisfaction and engagement survey.

A Campbell advised that the results as presented are provisional and yet to be ratified by the SFC and that a final report will be brought back to the November LTQ Committee.

The Committee noted:

- The overall key findings from the report with all but two statements seeing an increase.
- A reduction of 286 in the number of students who completed the survey compared to 2020-21, which was considered disappointing given that there had been a joint implementation approach with the Student Association.
- The overall student satisfaction rate is a key measure in the outcome agreement and shows a 7% increase for 2021-22; only 1% below the pre-pandemic level despite learning and teaching being delivered in a blended way.
- Two college-based statements were added to the survey; both of which reported a positive level of satisfaction.
- An 11% increase in satisfaction related to the way students are taught and which is considered most likely to reflect the increasing return to on-campus activity and improved blended learning approaches.
- The lowest response related to interaction with the Student Association which triangulates with the findings reported under Agenda item 5.

The Chair acknowledged the positive results and messages outlined in the report; also acknowledging that the impact from COVID on students, staff and the learning and teaching experience overall could not be underestimated.

The Committee reflected on the comparative views which reported on-line learning as a positive experience for some but not necessarily for others. A Campbell acknowledged that this will be a continual balance and will be informed by the knowledge of the curriculum staff in relation to the course being provided, commenting also that blended learning needs to be part of the approach going forward.

Reflecting also on the outcomes reported related to the level of student interaction with the Student Association, A Campbell and the Student President outlined plans that will shape and influence improvements to strengthen the role of the Student Association in the future.

Action: LTQ36 A02: The final 2021-22 SFC Student Satisfaction and Engagement Survey will be submitted to the November LTQ Committee meeting.

The Committee noted the report as presented.

8. **EIS-FELA Industrial Action** *(Verbal) (P)*

A Campbell provided the Committee with an update on the status of EIS-FELA Industrial Action including agreed strike action, levels of participation in strike action, status of action short of strike action and national negotiations.

A Campbell advised that all negotiations take place at national level with further talks scheduled for next week with the hope that a positive resolution can be agreed. The Committee was advised that there is no significant impact on students at the current time but noted that this may change as the College moves to the end of term will a possible impact on the timely notification of student results should industrial action continue.

The Committee noted the update received.

9. **2021-22 Credit Activity Report as at 16 May 2022** *(Paper 5) (P)*

A Campbell took the Committee through Paper 5 as presented.

The Committee noted that the overall position on credit activity remains as reported at the previous meeting and as reflected in the minute of the previous meeting.

The Committee also noted that confirmation on the clawback position had not yet been received from the SFC. M Breen advised that this situation had been accounted for and reported in the management accounts which will be considered at the forthcoming BRIC meeting. The leadership confirmed that the situation regarding clawback was reflective across the wider sector to varying degrees.

The Committee noted the report as presented.

10. **2022-23 Student Recruitment Report position as at 16 May 2022** *(Paper 6) (P)*

J Maxwell took the Committee through Paper 6, as presented, and provided an overview analysis of the College's student recruitment position as at 16 May 2022.

The Committee noted:

- The SFC announcement on indicative funding allocation for 2022-23 with final allocations due to be published in May 2022 - the current indicative credit allocation was noted as 123,867 credits.

- Applications are monitored on a weekly basis to ensure initial recruitment targets can be achieved and inform on-going and future curriculum planning.

- Applications are currently showing an increase by 687 from last year; with some areas showing good recruitment and others slower.

The Committee noted the report as presented.

11. 2021-22 Student Support Funds position at 10 May 2022 *(Paper 7) (P)*

M Breen took the Committee through Paper 7 as presented.

The Committee was asked to be aware that while projected expenditure figures are included within the report there are a significant number of variables still to be factored in, including student retention rates and actual awards still outstanding.

The Committee noted:

- The projected underspend reflects the current student numbers and the shortfall in credits as outlined in Table 1.
- The reported overspend on FE discretionary was highlighted as a planned overspend.
- The student funding team and student services will continue to look at ways to support students during the summer months.
- Whilst funding to support digital funding is expected, it is not expected to receive any further COVID funding going forward.

The Committee noted the report as presented.

12. 2021-22 Apprenticeships and Work Based Learning Report *(Paper 8) (P)*

G Murray took the Committee through Paper 8 as presented.

The Committee acknowledged the positive position presented for the College, students and across local industries. The Committee also noted that early indications from various sectors was that recruitment for 2022-23 would strengthen further in all partner companies.

The Committee noted the report.

13. 2021-22 Corporate Risk Register – LTQC Extract *(Paper 9) (R)*

The Committee received and reviewed the LTQ risk register.

The Committee noted that there was no change in the risk assessment score related to Risks 1, 2 and 4. The Committee was advised of the decrease in the risk score for Risk 3 which reflects the reported projection that the College will not meet AY 2021-22 core and ESF credit activity targets, clawback on credit shortfalls but takes into account the range of mitigation and actions in train.

Decision LTQ36-D01: The Committee approved the Risk Register – Learning, Teaching and Quality Committee Extract at November 2021 for submission to ARC.

14. Date of Next Meeting: Thursday 1 September 2022 at 4.00pm

**Minute of the Business, Resources, and Infrastructure Committee Meeting
Held via Video Conference Using Zoom
On Tuesday 31 May 2022**

Present: *(Paper 13.2)*

Mike Stewart	Chair
Matthew Wilson	Vice-Chair
Beth Clelland	Non-Executive Board Member
Mary McClung	Non-Executive Board Member
Fiona McQueen	Non-Executive Board Member (Chair of Board of Management)
Ellie Jamieson	Elected Student President
Carol Turnbull	Principal, Ex-Officio (joined at 4.30pm)

In attendance:

Pauline Donald	Board Governance Advisor (Minutes)
Yvonne Melvin	Board Administrative Officer
Michael Breen	Vice Principal - Finance
Anne Campbell	Vice Principal - Curriculum
David Davidson	Assistant Principal - HR & OD
James Thomson	Assistant Principal - Finance, Student Funding & Estates
Liz Walker	Head of Financial Services
Nuala Boyle	Head of Business Growth (Papers 6 and 7)

1. **Welcome and Declarations of Interest**

   The Chair welcomed everyone to the meeting.

   There were no declarations of interest presented.

2. **Apologies**

   Apologies were received from Norman Bone, Non-Executive Board Member, Steven Fegan, Elected Member Support Staff, Janette Moore, Elected Member, Curriculum Staff, Steven Oliver, Elected Student Vice President, Gillian Murray, Co-opted Committee Member.

   The meeting was confirmed as quorate.

3. **Minutes of the Previous Meeting held on** *(Paper 1) (P)*

   The minutes were approved as a correct record.

   Proposed: Matthew Wilson   **Seconded:** Ellie Jamieson

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

   The Committee noted that all actions were recorded as complete.

   The following update was provided for Action item **BRIC19: A01** - Mainstreaming Equality and Equality Outcomes Progress Report (2022-25):

A Campbell advised that she had met with a member of Norman Bone's team and had a positive discussion around areas of good practice and the opportunity to share learning across both sectors.

The above action was noted as complete.

4. Matters Arising

There were no matters arising not dealt with on the main agenda.

5. 2021-22 Management Accounts (position as at 30 April 2022) *(Paper 4) (P)*

J Thomson introduced Paper 4 as presented summarising the position to date for the period ended 30 April 2022.

The Committee approved the report as presented.

6. Commercial Due Diligence Policy *(Paper 6) (P)*

N Boyle joined the meeting to present Papers 6 and 7.

M Breen introduced Paper 6 as presented and N Boyle took the Committee through the key points from the policy.

The Committee noted:

- The purpose of the policy is to:
  - o Formalise the due diligence policy in relation to commercial contracts.
  - o Ensure there is a consistent and transparent approach in relation to commercial contracts which is commensurate with the financial levels involved.
  - o To ensure there is transparency in relation to delegated authority and decision-making.
- The due diligence checks involved at each financial threshold with the associated processes and documentation (Appendix 1).

The following points were confirmed in response to Committee review:

- The changes to the financial thresholds will be updated within the forthcoming review of the financial regulations.
- Delegation of authority: contingency for absence will be incorporated into the document.
- Third party due diligence is a key stage in the associated procurement framework.

The Committee acknowledged the requirement for this policy and commended the work involved in its development.

Action BRIC20 A02: To update the Commercial Due Diligence Policy to reflect delegation of authority – contingency for absence.

Action BRIC20 A03: Changes to the financial thresholds as outlined in the Commercial Due Diligence Policy will be updated within the forthcoming review of the financial regulations.

Action BRIC20 A04: The Committee recommended the submission of the Commercial Due Diligence Policy to the Board for approval, reflecting Action BRIC20 A02.

7. **Business Growth Strategy (2022-24)** *(Paper 7) (P)*

M Breen introduced Paper 7 as presented and N Boyle took the Committee through the key points from the Strategy.

The Committed noted:

- The Strategy is shaped around three interrelated aims and aligned to contribute to the College Statement of Ambition.
- Progress on performance will be directed through quarterly reporting to SLT and 6-monthly reporting to the BRIC Committee.

The following points were confirmed in response to Committee review:

The College's approach to be able to respond with flexibility and at pace to new and emerging markets was outlined. This included the responsiveness in working with SMEs to assess and deliver to their requirements, benchmarking across the sector to ensure value for money and working in partnership with other Colleges/Stakeholders to meet customer requirements/offer alternative solutions if relevant.

M Breen acknowledged that continued financial sustainability will need to be underpinned by alternative income sources with less reliance on SFC grant funding and the continued identification of commercial opportunities/niche markets. In doing so, he highlighted the importance of supporting college teams to embed this as a standard mindset across operational planning processes.

In demonstrating the College approach to align the Business Growth Strategy to react and deliver to the requirements and opportunities presented by other key stakeholders/larger organisations, the Committee noted examples of how effectively the College had engaged with, influenced, responded to and demonstrated its commitment to drive partnership working at national, regional and local level.

The Committee commended the Business Growth Strategy as presented and the work involved in its development.

Action BRIC20 A05: The Committee recommended the submission of the Business Growth Strategy to the Board for approval.

N Boyle left the meeting at this point.

8. **2021-22 Student Support Funds Position Update as at 10 May 2022** *(Paper 8) (P)*

J Thomson introduced Paper 8 as presented, advising that the underspends outlined in Table 1 of the paper reflected the current student numbers and the shortfall in credits. The Committee noted that the College continued to seek opportunities to maximise the student support funds available to students.

The Committee noted the report as presented.

9. **HR & Staff Learning and Development Report** *(Paper 9) (P)* and **Health, Safety and Wellbeing and Equality and Inclusion Report** *(Paper 10) (P)*

D Davidson introduced Paper 9 and Paper 10 together as presented.

The Committee noted the following:

- Staff on long term sickness absence are being fully supported by the College.
- The Kickstart Scheme had resulted in the appointment of 12 trainees all of whom have been in post for 8 weeks, all were progressing very well, and all remain in post.
- The Aspire Programme is scheduled to commence in August 2022 and has been positively received with a cohort of 10 employees undertaking the programme. Mentorship on the programme is provided by existing managers and leaders from across the College.
- The College has set itself the aim to achieve the LGBTQ+ Charter Mark which will be undertaken over a 4-year period.

The Committee commended the work to develop the in-house Aspire Programme and the efforts of those involved in its development as well as the success of the Kickstart Scheme to date.

The following points were confirmed in response to Committee review:

- Succession planning as an outcome from the Aspire Programme was further commended. The Committee noted that performance will be measured in terms of numbers who have completed the programme, as well the College being in the position where it will have a group of candidates who may be able to apply for leadership roles within the College.
- The College has plans in place to map the journey of those undertaking the Kickstart Programme and that an update on outcomes will be provided to the Committee in due course.
- The process for fire alarm call point testing was further clarified with assurance provided that call points were tested on an alternating basis.
- The requirement to ensure intentional well-being support to staff, including executive staff and staff in senior leadership roles, as the College comes out of COVID was acknowledged as a continuing and significant consideration for the College.
- Examples of current support include: the hybrid working approach, conclusion of working day at 4pm on a Friday with a further well-being programme to be put in place from the start of the next Academic year.

The Committee noted that the College will be undertaking an assessment of the hybrid working approach when it concludes in June 2023 to inform the approach going forward.

Fiona McQueen, Chair of the Board of Management, expressed the perspective from the Board that that the wellbeing of all staff across the College is of equal importance as well as the importance of those in leadership roles acting as role-models to others.

10. **Quarterly Complaints Report (Q1 & Q2)** *(Paper 11) (P)*

Anne Campbell introduced Paper 11 presenting the quarterly complaints report for both Q1 and Q2, 2021/22.

The Committee was directed to the service improvement summary section of the report which identifies the issues raised and the actions taken, with the overall approach seen as continuous opportunity for learning for improvement.   The Committee noted that there were no unusual issues identified in either report

The following points were confirmed in response to Committee review:

- The Committee commended the approach to continuous quality improvement which provided tangible evidence of improvements.
- In terms of recurring complaints related to the quality of the teaching experience, the range of approaches to support improvement were noted as one-to-one discussions, personal development review process, and discussions across teams where complaints relate across different service areas.

The Committee noted the report as presented.

11. **ICT Quarterly Report (February – April 2022)** *(Paper 12) (P)*

M Breen introduced Paper 12, advising that the report provides members with an update on the key developments for the College's ICT Service during the period February to April 2022 and also outlined the general activities and duties of the ICT Services Team, including ICT security and Infrastructure.

The Committee noted that a 6-monthly report to the BRIC Committee will be included as part of the annual BRIC work programme.
M Breen summarised the key points from the report.

In response to Committee review and given that this is the first report presented, the leadership team will look to consider suggestions put forward e.g.
- Requests and issues: present as incidents and requests to provide clarification between faults and requests for service (issues vs planned requests).
- Consider including tracking of walk-in requests for direct support to ICT.
- Tip of the month – consider use of Sway as a supporting tool which has the provision to measure levels of engagement.
- Review USB use and firewall entry points.

The Committee also noted also that following proof of concept at Kilmarnock and Kilwinning, investment for videoconferencing at Ayr may be considered.

The Committee commended the report as presented advising that it was easily understood and provided assurance of effective ICT control, service and development environment.

12. Date of Next Meeting: Tuesday 6 September 2022 at 4pm.

(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

Meeting of the Audit and Risk Committee Meeting
Held on Tuesday 7 June 2022
Via Video Conference using Zoom

Present: *(Paper 13.3)*

Steven Wallace	(Chair)
Steve Graham	(Vice Chair)
Elaine Anderson	Non-Executive Board Member
Matthew Wilson	Non-Executive Board Member
Alison Sutherland	Non-Executive Board Member

In attendance:

Pauline Donald	Board Governance Advisor (Minutes)
Yvonne Melvin	Board Administrative Officer
Michael Breen	Vice Principal – Finance
Anne Campbell	Vice Principal – Curriculum
James Thomson	Assistant Principal - Finance, Student Funding & Estates
Clare Robertson	BDO – Internal Auditors
Joanne Buchanan	Mazars – External Auditors

1.   **Welcome and Declarations of Interest**

   The Chair welcomed everyone to the meeting.

   There were no declarations of interest presented.

2.   **Apologies**

   Apologies were recorded from Chloe Ridley, Director, BDO Internal Auditor and Lucy Nutley, Mazars – External Auditors.

   The meeting was confirmed as quorate.

3.   **Minutes of the Previous Meeting held on 15 March 2022** *(Paper 1)* C/P

   The minutes were approved as a correct record.

   Proposed: Elaine Anderson   **Seconded:**   Steve Graham

   Audit Action Tracker *(Paper 1A) (P)*

   The Committee noted the completion of all actions as recorded on the action tracker.

4.   **Matters Arising**

   There were no outstanding matters arising from the minutes.

5.   **Internal Audit**

   i. Internal Audit Report – Student Support *(Paper 2) (P)*

   C Robertson introduced Paper 2 as presented.

The Committee noted the substantial level of assurance provided with two areas for improvement, both of which had been accepted by the management team and are being actioned.

The Committee commended the positive report and noted the level of assurance received.

ii. Internal Audit Report – Complaints Management *(Paper 3) (P)*

C Robertson introduced Paper 3 as presented.

The Committee noted the substantial level of assurance which had returned no areas where the College can improve its existing arrangements.

The Committee commended an exceptional report.

iii. Internal Audit Report – Marketing *(Paper 4) (P)*

C Robertson introduced Paper 4 as presented.

The Committee noted that the audit had identified seven areas of good practice and two low level areas where the College can improve its existing arrangements, which had been accepted by the management team and are being actioned.

The Committee noted the report and the level of assurance received.

iv.   Internal Audit Progress Report *(Paper 5) (P)*

C Robertson introduced Paper 5 as presented.

The Committee noted that work is progressing in line with the audit plan. Six audits have been completed, two are in progress and the remaining audit (Follow-up) is scheduled into BDO's and the College's diaries.

The Committee noted the report.

6. **External Audit**

Audit Strategy Memorandum *(Paper 6) (P)*

J Buchanan introduced Paper 6 as presented and provided an outline summary of the paper to the Committee.
 The following was noted in response to Committee review:
- On seeking clarity on the wider scope work related to financial sustainability and the rationale for extending the forward look from two to five years from the reporting date, the Committee noted that this was a sector-wide approach which had also been set out by Audit Scotland. Going forward, it was agreed that management will have further working discussions with Mazars on this area.
- The Committee noted that the on-line approach to conduct the audit programme had been successful; both from the perspective of Mazars and management. The Committee were pleased to note the auditor's feedback that the College was an exemplar of how the on-line audit approach could work.

Draft Audit and Risk Committee Minutes 07.06.22

The Committee therefore supported that the audit fieldwork would continue on this basis.

- The Committee noted the Audit Fee as outlined in the report.

Action ARC36 A01: **A further update on this report will be provided to the Committee in September prior to inclusion in the Annual Accounts and Financial Statements in November**.

Decision ARC36 D01: **The Committee approved the Audit Strategy Memorandum, year ending 31 July 2022 including the proposed Audit Fee.**

7. **Internal Audit rolling Action Plan as at March 2022** *(Paper 7) (P)*

J Thomson introduced Paper 7 as presented.

The Committee noted that this is the regular monitoring report to provide assurance to members that internal audit recommendations are being actioned timeously.

The Committee noted that there were four actions due to be completed during the period under consideration, all of which had been completed. These related to recommendations arising from the 2020-21 Commercial Income Internal Audit and the 2020-21 Financial Processes Internal Audit.

The Chair commended the completion of actions as part of the internal control process.

The Committee noted the report.

8. **Any other business**

No other business raised.

9. **Date of Next Meeting – Tuesday 13 September 2022 at 4pm**

P - Papers will be published on the College Website; R - Papers will not be published for reasons of commercial confidentiality or for reasons associated with data protection legislation; C/P - Confirmed minutes will be published on the College Website

Reserved Items on the next page.

Ayrshire College   *(Paper 14)*

Board of Management

22 September 2022

Subject:	Overview of items under Part D – For information
Purpose:	This paper provides an overview of items under Part D of the agenda
Recommendation:	Members are asked to note the contents of this paper.

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1.   Ayrshire Regional Skills Investment Plan 2022-2025 (Paper 14a)

The Ayrshire Regional Skills Investment Plan 2022-2025 was published in June 2022. It was developed with partners across Ayrshire and is an evidenced-based report which highlights opportunities for investment in skills across Ayrshire. It will be aligned to the priorities of the Ayrshire Regional Economic Strategy which is currently under development.

The development of the (RSIP) was managed on behalf of the Ayrshire Skills group by a Steering Group that included Skills Development Scotland (SDS), University of the West of Scotland (UWS), the Programme Management Office (PMO) of the Ayrshire Growth Deal (AGD) and the College.

Governance of the RSIP will be through a newly established sub-committee of the Ayrshire Joint Committee involving the three local authorities, SDS, UWS and the College.

2.   Education Scotland Safeguarding Report (Paper 14b)

Education Scotland carried out a safeguarding and child protection visit in June 2022. The visit examined the College's arrangements for protecting children and young people and assessed how effective the College's arrangements are in ensuring that all staff are aware of and carry out their child protection responsibilities.

The scope of the visit also assessed the College's safeguarding arrangements including:

- **Curriculum**: developing learners' understanding and awareness of safeguarding issues and developing their resilience.
- **Digital technology**: ensuring learners use the internet, social media and mobile technology safely.
- **Gender-based violence**
- **Prevent**
- **Arrangements for risk assessments**

Finally, Education Scotland examined the College's Corporate parenting arrangements.

The Education Scotland team examined the College's strategies, polices, procedures, self-evaluation documents and conducted professional dialogue sessions with staff across the College.

The report identifies several areas of positive practice and three areas for further development – two of which are already complete.

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Anne Campbell
Vice Principal, Curriculum
September 2022

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Publication
This paper will be published on the College website

Ayrshire Regional Skills Investment Plan 2022 - 2025

Skills Development Scotland

south AYRSHIRE COUNCIL
Comhairle Siorrachd Àir a Deas
Making a Difference Every Day

North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

East Ayrshire Council
Comhairle Siorrachd Àir an Ear

AYRSHIRE GROWTH DEAL

Executive Summary

Developed and delivered with partners across Ayrshire, our Regional Skills Investment Plan (RSIP) is an evidence-based report that draws on local insight and expertise to highlight opportunities for Ayrshire-focused skills investment across the three local authorities.

The Ayrshire RSIP aims to create an agile and responsive skills system that supports an inclusive, sustainable and competitive regional economy, offering opportunities for everyone to thrive and progress, and enhance Ayrshire's attractiveness as a great place to invest, live and work.

Building on existing national and regional strategy and policy such as the National Strategy for Economic Transformation and the Ayrshire Growth Deal, the Ayrshire RSIP intends to promote a place and asset-based approach to support community wealth building and sustainable inclusive growth across the region.

The Ayrshire RSIP will be aligned to the priorities of the Ayrshire Regional Economic Strategy, which aims to enhance regional collaboration and support recovery in response to the COVID-19 pandemic and will ensure that regional opportunities are capitalised on by maximising activity and efforts in Ayrshire's key growth sectors.

In addition, the Ayrshire RSIP acknowledges the importance of sectors in the foundational economy and identifies areas for investment to address skills supply challenges and shortages. This includes ensuring that pathways into sectors aligned to the regional economy such as Aerospace, Marine, Manufacturing and Tourism are clearly defined throughout skills provision.

The Ayrshire RSIP acknowledges the impact of the pandemic across the regional economy, as well as the climate emergency, and aims to promote inclusive growth to ensure that economic recovery and growth is green and accessible to all.

Following a review of the existing data and listening to the voices of Ayrshire's employers and industry and regional workforce including young people, the following Strategic Goals have been identified:

1. Invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand.

2. Ensure that pathways into regional employment opportunities are clearly defined, and support both new entrants and job changers in the labour market.

3. Encourage and support investment in upskilling and reskilling provision for the existing workforce.

4. Improve employability outcomes across Ayrshire by addressing existing employment barriers and promoting inclusive growth.

The Ayrshire RSIP development was managed on behalf of the Ayrshire Skills Group by a Steering Group that included Skills Development Scotland (SDS), Ayrshire College (AC), University of the West of Scotland (UWS) and the Ayrshire Growth Deal (AGD) Programme Management Office (PMO). Particular thanks are due to Anne Campbell, Allison Craig and Marcus Ross for their input.

Implementation will be taken forward by the lead and supporting partners identified in the Action Plan.

Governance of the Ayrshire RSIP will be through a newly established sub-committee of the Ayrshire Joint Committee involving SDS, East Ayrshire Council (EAC), North Ayrshire Council (NAC), South Ayrshire Council (SAC), AC and UWS. This group will also have responsibility for the Ayrshire Growth Deal Ayrshire Skills Fund.

Foreword

Today's rapidly changing economy presents a series of opportunities and challenges for the people and businesses of Ayrshire.

The COVID-19 pandemic presented unprecedented difficulties for much of Ayrshire's regional industries, labour market and economy, but we are emerging from that stronger than many anticipated, with a renewed focus on meaningful change and collaboration across the region. Investment in business and in our people will be at the heart of Ayrshire's economic recovery and future success.

The signing of the Ayrshire Growth Deal (AGD) in late 2020 signified the regional partners' commitment to inclusive economic prosperity and investment in Ayrshire, as well as their intentions to support existing industry and attract new business to the area.

The AGD is uniquely placed to influence real sustainable growth to the benefit of the people and places across Ayrshire. The Ayrshire Regional Skills Investment Plan (RSIP) acknowledges the region's intrinsic industrial strengths and emerging growth sector opportunities, as well as providing a tangible skills action plan for the partners of the Ayrshire Growth Deal and Regional Economic Partnership to deliver collaboratively.

Capitalising on the region's foundational industrial strengths such as tourism, food and drink, aerospace and health and social care will be important if Ayrshire is to embed inclusive growth across the regional economy, ensuring that all individuals can access fair and rewarding work.

The Ayrshire RSIP illustrates that responding not only to emerging needs, but also to existing industrial needs, will be crucial to building resilience and future success.

New and innovative key sectors across Ayrshire such as space, low carbon manufacturing, and cross-cutting digital technologies have the potential to accelerate economic development and attract new business investment to the region.

Central to this will be ensuring that Ayrshire has a diverse and accessible skills pipeline to meet growing demand across these key growth sectors, ensuring that employers can fill existing and emerging vacancies to unlock their potential.

To address skills challenges outlined in the RSIP it is important that the regional partners and all three local authorities work together to promote Ayrshire as a vibrant and viable place to visit, work, and live.

The pandemic has seen an increasing number of individuals choosing to live and work in rural areas, and if communicated well by all partners, this could operate as a catalyst to attract new people to the region and encourage people already residing across the region to stay in Ayrshire.

To ensure that the skills requirements of the current and future labour supply are met, the partners of the Ayrshire Growth Deal and Regional Economic Partnership must look forward and envision a regional economy and labour market where individuals have the necessary skills to remain active and participating, whilst tackling existing historical inequalities across the region and in key sectors.

In this respect, it's essential that the RSIP complements Scottish Government's National Strategy for Economic Transformation and takes account of the changes evident in the global economy, from the growth in green jobs and skills to the increasing pace of digitisation and automation in the workplace.

There is a need to simplify the skills and enterprise landscape, and the challenge is for partners to think innovatively about how to overcome any complexities or barriers to collaboration, in order to futureproof our local industry and businesses.

Targeted engagement with all partners in Ayrshire's Skills sphere will be key to achieving this, with genuine and meaningful engagement amongst all stakeholders being central to the delivery of this plan. The challenges and opportunities facing Ayrshire's skills system cannot be solved or realised by one individual partner alone.

The increased regional partnership working that has begun to emerge in Ayrshire means that now is the perfect time to launch the Ayrshire Regional Skills Investment Plan to help shape the activities of local partners going forward. We must continue to work together and build on these partnerships if we wish to maintain the momentum driving regional change.

The RSIP marks a transition to a more collaborative Ayrshire that has the interests of the regional industry, business, population, and economy at heart.

Alistair Dobson
Managing Director
Arran Dairies/Taste of Arran
Chair of Ayrshire Regional Economic Strategy
Working Group

Contents

1. Background

1.1 Plan Objectives

Our Regional Skills Investment Plan (RSIP) is Skills Development Scotland (SDS) and local partners' commitment to collaborative working across local authority boundaries. It embeds an evidence-based approach to skills planning, investment and delivery that is aligned to the needs of employers and the regional economy.

The aims of the Ayrshire RSIP are to:

- **inspire action** through setting out the purpose for its development, and the benefits to Ayrshire from co-design, collaboration and joint implementation to respond to the skills needs of the region
- **understand the regional skills issues** by developing consensus on the opportunities and challenges for Ayrshire - focusing on individuals and employers, particularly in the current economic context
- **set out the skills response** to existing and emerging skills needs of the region and the articulation of the agreed priority areas for skills action
- ensure that underpinning each of these priority areas has full consideration of **promoting equality, diversity and inclusion**

- **articulate timescales** associated with opportunities and challenges driven by investment identified over the short, medium, and long-term, with actions that are both achievable and agile in responding to emerging opportunities and investment in the region, as well as acknowledging the pace of change in labour markets and workplaces which has been accelerated by the COVID-19 pandemic
- develop an agreed **Action Plan** for implementation by regional skills partners.

1.2 Developing the Ayrshire RSIP

The Ayrshire RSIP development was managed on behalf of the Ayrshire Skills Group by a Steering Group that included SDS, Ayrshire College (AC), University of the West of Scotland (UWS) and the Ayrshire Growth Deal (AGD) Programme Management Office (PMO).

The plan is evidence-based, drawing on the most recent Ayrshire Regional Skills Assessment, built up from existing official datasets and forecasts including data from Oxford Economics, Burning Glass (jobs postings), Office for National Statistics, Annual Population Survey, National Records of

Scotland, Department for Work and Pensions, and the Scottish Employer Skills Survey.

Following an initial workshop with the Ayrshire Skills Group, individual consultations were conducted with more than 25 regional stakeholders representing the main institutions and sectors engaged with the Ayrshire economy and skills system. An online survey and two focus groups with regional employers gathered a further 70 responses. Finally, three focus groups with senior school pupils and Ayrshire College students were also held.

We are grateful to all the individuals and organisations that contributed their insights on the current and future challenges and opportunities for the Ayrshire economy and skills system, and their ideas and input that helped shape the set of strategic goals and actions set out in this plan.

2. Policy Context

2.1 Introduction

A review of existing national and regional strategies and policy outlines the operating environment in which the Ayrshire RSIP has been developed. Table 2.1 below provides an overview of the main documents considered for the development of the plan. The National Strategy for Economic Transformation (published in March 2022) provides important strategic context, with its vision that "Scotland in 2032 is a wellbeing economy: thriving across economic, social and environmental dimensions, one that delivers economic prosperity for all Scotland's people and places".

Table 2.1: Strategic Review – Key National and Regional Policies	
National	**Regional**
National Strategy for Economic Transformation	South Ayrshire Strategic Economic Plan: Vision 2030
Programme for Government 2021/22	East Ayrshire's Delivery Plan for the Economy and Skills 2021-24: Partnership Actions
Scotland's Future Skills Action Plan	North Ayrshire Economic Development and Regeneration Strategy Refresh 2016-25
Sector Skills Investment Plans	North Ayrshire Tourism Action Plan 2018-22
Sectoral Skills Assessments	Ayrshire Growth Deal
Skills Action Plan for Rural Scotland	North Ayrshire Council Community Wealth Building Strategy
Climate Emergency Skills Action Plan	
Developing the Young Workforce	
No One Left Behind	
Covid-19 Labour Market Insights	

2.2 Strategic Insights and Implications

Ayrshire has a robust set of policies and organisations that can support economic development at a regional and local level. The focus of policy and strategy is primarily on using local resources to implement a place based approach to sustainable and inclusive growth.

Principally through the Ayrshire Growth Deal, regional priorities are aligned to key sectors (including aerospace and space, energy, food, marine, manufacturing, and tourism) and the need to build essential infrastructure (both physical and digital). Proposed interventions around digital skills and community wealth building seek to provide an "ecosystem of support" to build business and individual resilience and readiness for future growth.

> **The Ayrshire Growth Deal represents a £250m investment which is estimated to leverage a further £300m private investment, with the potential of creating up to 7,000 new jobs by 2029/30. This is a significant impact for the region which currently has a workforce of approximately 145,000.**
>
> **The Ayrshire Growth Deal is based on the achievement of inclusive economic growth with a focus on addressing the issues of innovation, productivity and inequality across the regional economy.**

Five programmes are underway: Space and Aerospace, Communities, Economic Infrastructure, Energy, Circular Economy and Environment, and Tourism.

The economic development policy landscape is dynamic and continues to evolve in response to the impact of COVID-19 and Brexit, as well as other major systemic changes that reflect digitisation and automation and the climate emergency. Agencies at all levels are continuing to take stock, revisit and (where appropriate) refresh strategic ambitions and priorities in light of the impact of the pandemic and changes in trade regulations. The Scottish Government's Resource Spending Review outlines the financial challenges currently facing the public sector, and the need for partners to develop a responsive skills system for the region which can adapt and respond resourcefully to changes.

These recent uncertainties add to longer recognised challenges for the Ayrshire economy in terms of low productivity and wage levels, over-reliance on the public sector for employment, locations of high unemployment, and youth unemployment.

The COVID-19 pandemic has had a substantial impact on some of Ayrshire's key growth sectors (such as retail, hospitality and accommodation and food services) and those that contribute to the region's economic growth including aerospace and aviation, manufacturing, and construction. Many of these sectors have experienced challenges with recruitment and retention of staff because of the national and local lockdowns, supply chain issues due to social distancing measures, and/or trade regulations associated with Brexit. These challenges coupled with pre-existing skills shortages in the area have resulted in a mismatch in skills demand and supply across the region.

The Ayrshire Regional Economic Partnership is currently working to develop a new Regional Economic Strategy (RES). The RES will promote enhanced regional collaboration and ensure resources are directed towards supporting the recovery of sectors most affected by the pandemic, or those which provide greatest leverage to support the recovery process to move into renewal.

Synthesising the national and regional strategies identifies key priorities for Ayrshire:

- aiding regional economic recovery from the pandemic, led by green growth, fairness, and wellbeing
- creating a resilient, responsive, and sustainable skills system, by offering access to upskilling and reskilling opportunities, and focusing on improving the learner journey
- focusing on climate emergency priorities at a regional level which build on the Climate Emergency Skills Action Plan and mobilises businesses towards net zero emissions (energy transition, construction, transport, manufacturing, and agriculture and land-use management)
- ensuring that the region's strategic vision to become a centre for digital technologies and the next generation of manufacturing is achieved, as well as achieving the other sectoral priorities set out in the Ayrshire Growth Deal (AGD) associated with tourism, aerospace/space, green economy, and advanced manufacturing
- maximising the value of the AGD (and future regional and national funding opportunities) to local people and businesses by ensuring that training provision meets the needs of local industry
- providing early-stage enterprise support and supporting Ayrshire to become a dynamic, ambitious, and diverse entrepreneurial region in Scotland
- facilitating workforce development through upskilling and reskilling to equip the current workforce with the skills necessary to embrace technological change

- fostering and embedding meta-skills[1] in the workforce through provision, particularly among young people and those furthest from the labour market
- creating a labour market that is supportive of young people and contributes to a fairer, more equal society by continuing activities associated with the Developing the Young Workforce Regional Group and increasing the range and take-up of apprenticeships on offer in line with regional needs
- promoting inclusive growth by working with communities to raise aspiration and ambition, providing employment and skills support, and improving access to jobs through innovative community empowerment, employability programmes, and fair work
- ensuring that skills provision meets the needs of industry and employers in rural areas and is promoted and accessible to all
- continuing and enhancing regional delivery through growth deals and economic partnerships and collaborations.

A key priority for Ayrshire includes creating a labour market that is supportive of young people and contributes to a fairer, more equal society, and increasing the range and take-up of apprenticeships on offer

1   Skills Development Scotland – Meta-skills Toolkit

3. The Ayrshire Economy and Labour Market

This section draws on data analysis and intelligence to highlight the key economic and labour market issues across the region. It explores skills supply and demand by highlighting some of the key regional opportunities and challenges, and outlines a range of strategic insights that have informed the development of the Action Plan.

3.1 Labour Market Overview

Ayrshire has an ageing population resulting in a declining working age population. In 2020, the number of individuals of working age (between 16 to 64) across the region was 222,400. This is a decrease of 6% from 2010 (14,900 individuals)[2]. This trend is projected to continue and by 2043 the regional working age population is forecast to have contracted by 17% - presenting challenges for the vibrancy and vitality of the regional economy.

A decline in the working age population will result in skills supply challenges for the regional business base. In 2021 there were approximately 10,000 businesses across Ayrshire, predominately in industries such as construction (13%), professional, scientific and technical (13%), and agriculture, forestry and fishing (11%)[3]. The regional business base has expanded by 4% (a similar rate to the national

level) between 2015 and 2021, with growth concentrated in construction, education and business administration. The industries that have experienced the largest decline were retail and motor trades.

In 2021, total employment for Ayrshire (measured by people) was estimated to be 138,000 - 5.4% of Scotland's total employment[4]. Between October 2020 and September 2021, the regional employment rate for the working age population was 69.8% - lower than the Scottish rate of 72.9%. This means that roughly three in 10 of the region's working age population were unemployed (4.8%) or economically inactive (26.7%). More people in Ayrshire worked full-time than part-time (in line with the national trend), however Ayrshire has a higher percentage of part-time workers at 29.9% than Scotland overall (25.6%)[5].

Across the region, there is a reliance on public sector employment. The sectors with the largest share of regional employment in 2020 were human health activities (11.7%), retail trade (10.1%), education (8.1%), public administration and defence (6.3%) and social work (5.9%).

In addition to employment opportunities in the public sector, industries such as motor trades, accommodation and food services, financial

and insurance activities, and arts, entertainment and recreation all experienced a growth in employment between 2015 and 2020 of 17%[6]. Ayrshire also has unique regional employment opportunities in the Tourism industry which employed 13,000 individuals in 2018[7] however, the pandemic has had an impact on many of these sectors and their associated skills demand in the short term.

Ayrshire currently has a higher rate of economic inactivity at 26.7%, compared to the national rate of 23.9%[8]. Many individuals may have returned to further or higher education due to the instability of the labour market because of the pandemic or may be balancing caring responsibilities or illnesses. Businesses should consider implementing fair work principles into employment contracts to allow for flexibility and attract candidates to roles.

Across Ayrshire, the claimant count (those seeking unemployment-related income support) rose sharply following the initial lockdown measures in March 2020, peaking at 18,500 in August 2020. The claimant count has gradually decreased to 16,800 in December 2021, however, remains higher than pre-pandemic levels[9]. This suggests individuals are across the region are struggling to obtain employment that offers income security.

2   National Records of Scotland (June 2021), Population Estimates Time Series Data, available online

3   UK Business Counts (October 2021), accessed via NOMIS

4   Oxford Economics, SDS Regional Skills Assessment – Ayrshire

5   Annual Population Survey, accessed via NOMIS

6   Business Register and Employment Survey (2021), Accessed via NOMIS

7   Scottish Annual Business Statistics (2020) https://www.gov.scot/publications/scottish-annual-business-statistics-2018/

8   Annual Population Survey, accessed via NOMIS

9   Claimant Count – not seasonally adjusted, accessed via NOMIS

Between October 2020 and September 2021, youth unemployment (those aged 16 to 24) was 12.2% compared to the national level of 10.4%[10]. The impact of the pandemic on the labour market was felt most acutely by individuals from minority ethnic backgrounds, women, individuals with disabilities, those in long-term unemployment and young people.

However, most recent unemployment data for the region has found that more males than females are currently unemployed across the region. This could be due to the increased skills demand across traditionally female dominated sectors such as health and social care and retail.

The Ayrshire skills response should focus on ensuring that employment and training opportunities are available for (and targeted at) those who have been hardest hit by the pandemic. Policy and strategy should also concentrate on narrowing the gap in employment, economic activity and unemployment indicators between Ayrshire and the rest of Scotland.

3.2   Skills Supply and Demand

Young people across all three local authorities in Ayrshire are becoming increasingly higher skilled with an increase in the number of

individuals achieving at least one or more SCQF Level 5 or above qualification. Between 2015 and 2021, North Ayrshire experienced the largest increase in the number of young people leaving school with one or more SCQF Level 5 or above qualification, followed by South Ayrshire and East Ayrshire[11].

Despite this, between October and September 2021, Ayrshire continued to have a marginally lower proportion of individuals employed in high-skilled occupations compared to Scotland. Of those in high-skilled employment at a national level, 8.5% were employed as managers, directors, and senior officials, compared to 8.1% at a regional level[12]. For professional occupations, the disparity was greater with 24% of individuals employed at a national level, and 18.5% at a regional level.

Ayrshire has a marginally greater proportion of its workforce employed in medium-level occupations (such as skilled trades occupations, caring, leisure and other service occupations) and a higher rate of individuals employed in low-skilled occupations (such as elementary occupations) at 12.2% compared to the national rate of 10.2%. Women also tend to be employed in lower-skilled and lower-paid occupations, so despite having higher employment rates, the quality and security of their employment may be considerably poorer than their male counterparts.

Most recent data provided shows that across Ayrshire, more males (7,400 individuals) were employed in higher-skilled occupations such as managers, directors, and senior officials than females (4,100). Occupations such as sales and customer service occupations had a larger share of female employment (10,500) than male employment (3,800)[13].

This influences average earnings. In 2021, weekly median pay in both North Ayrshire and South Ayrshire for full-time workers was below the Scottish average (£622.40), at £597.20 and £616.90 respectively. The weekly median pay in East Ayrshire was higher at £721.70[14]. Weekly pay across all three local authorities has increased year on year since 2018, in line with the national trend.

Across Ayrshire's three local authorities in 2021, males received a higher weekly gross pay at £621.57 than females at £445.33 - a difference of £176.23[15]. This pay gap between male and female weekly gross pay has only decreased marginally since 2011, where the disparity was £180.10. More efforts could be taken to address the quality of work for females across the region and address the existing equality imbalances.

There was a sharp decrease in the number of job postings across the region in March 2020,

10   Annual Population Survey, accessed via NOMIS

11   Scottish Government (2022) Summary Statistics for Attainment and Initial Leaver Destinations, No. 4: 2022 Edition, available online

12   Annual Population Survey (October 2020 – September 2021) , accessed via NOMIS

13   Annual Population Survey (Jan 2021 – December 20210, accessed via NOMIS

14   Annual Survey of Hours and Earnings – Workplace Analysis (2021), Accessed via NOMIS

15   Annual Survey of Hours and Earning – Workplace Analysis (2021), Accessed via NOMIS

following initial national lockdown measures to mitigate the impact of the COVID-19 pandemic. However, with the reopening of key sectors the number of job postings have returned to pre-pandemic levels.

Between February 2021 and January 2022, there were 20,200 job postings across Ayrshire accounting for 3.6% of all job postings in Scotland. Job postings were primarily concentrated in Ayr, Kilmarnock and Irvine and occupations with the highest number of postings were care workers and home carers, nurses, and other administration occupations.

The Scottish Employers Skills Survey, conducted during the height of the pandemic and over a period where restrictions on businesses were fluctuating under review, identified that 10% of Ayrshire employers reported having skills gaps in the workforce, compared to 12% nationally. The density of these skills gaps (the proportion of the workforce considered to lack full proficiency) is higher in Ayrshire (and rising) at 7.4% than in Scotland at 4%.

Skills gaps across Ayrshire in 2020 were concentrated in occupations such as caring, leisure and other service occupations, elementary staff, and machine operatives. Employers reported that an inability to recruit staff with the required skills (51%) and training
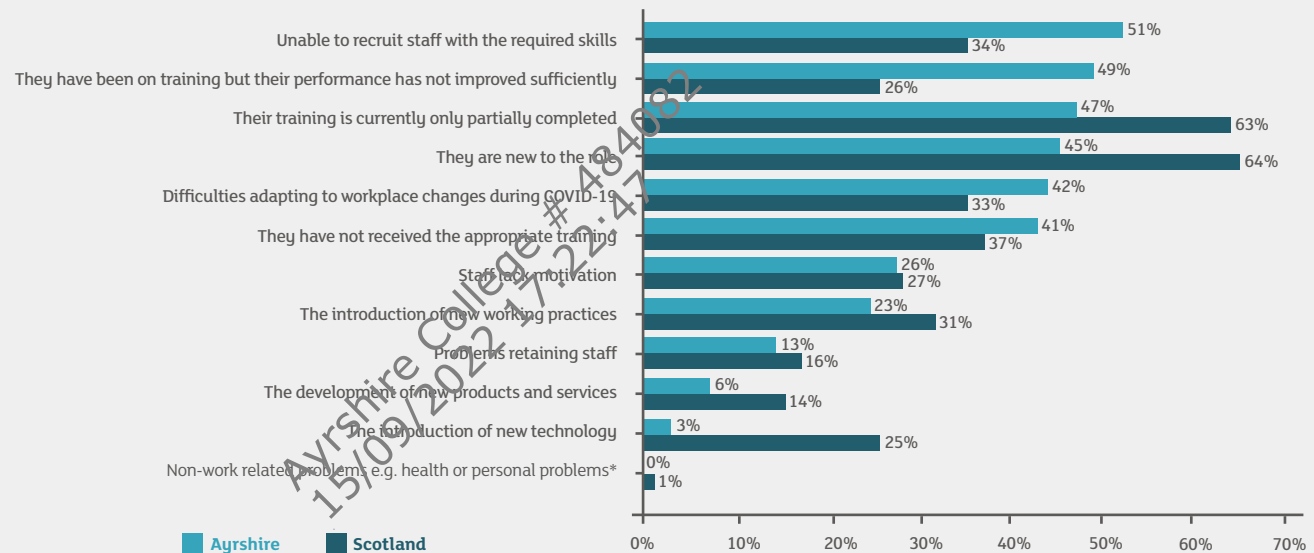
not sufficiently improving performance (Figure 1) were the main causes of skills gaps in Ayrshire.

The proportion of all establishments with any skill-shortage vacancies has fallen from 5% in 2017 to 1% in 2020. Skills-shortage vacancies occur when there is a shortage of applicants with the right experience, skills or knowledge required to successfully fill a job vacancy.

This decline could be attributed to alternative

priority issues that employers faced during the period of reporting such as forced workplace closures, transitioning to home working and new legislation and operating measures. Recent insight suggests some key sectors and industries (for example those associated with the digital economy) are now struggling to recruit due to increased competition for skillsets.

Figure 1: Scottish Employer Skills Survey – Causes of Skills Gaps

Cause	Ayrshire	Scotland
Unable to recruit staff with the required skills	51%	34%
They have been on training but their performance has not improved sufficiently	49%	26%
Their training is currently only partially completed	47%	63%
They are new to the role	45%	64%
Difficulties adapting to workplace changes during COVID-19	42%	33%
They have not received the appropriate training	41%	37%
Staff lack motivation	26%	27%
The introduction of new working practices	23%	31%
Problems retaining staff	13%	16%
The development of new products and services	6%	14%
The introduction of new technology	3%	25%
Non-work related problems e.g. health or personal problems*	0%	1%

Ayrshire   Scotland

3.3 Employment Forecasts

Over the mid-term between 2021 and 2024, a total of 18,600 job openings are forecast across the region[16]. This will be mostly made up by a replacement demand (individuals retiring or leaving the labour market) of 15,500 people, and an expansion demand (the creation of new jobs) of 3,100 people. A large proportion of these openings will be concentrated in a few sectors (wholesale and retail, health and social work, accommodation and food services, and transportation and storage).

Long-term forecasts between 2024 and 2031 indicate that job growth is not anticipated to continue in Ayrshire. However, opportunities created by replacement demand means that there could be approximately 37,100 jobs during this time. Four sectors account for 59% of these job openings (wholesale and retail trade, human health and social work, accommodation and food services, and administrative and support services).

The forecasts indicate that there will be healthy growth in key occupations across the region in the medium-term. The increased reliance on technology for homeworking as a result of the pandemic means that geographical boundaries are no longer a barrier for some roles in the labour market.

Whilst these roles cannot be definitively identified at this stage it highlights the potential for new opportunities for Ayrshire and the need for business and individuals to embrace new ways of working through digital technology.

3.4   Education and Training

There are opportunities to obtain further and higher education qualifications in all three local authority areas, at Ayrshire College in Ayr, Kilwinning and Kilmarnock, and University of the West of Scotland in Ayr[17]. A wide portfolio of courses is offered which broadly seeks to align to the main sectors of the regional economy.

The Ayrshire Growth Deal enhances the skills infrastructure through additional education and training centres and further education partners in growth sector areas (Table 3.1).

Regional projects include the HALO Enterprise and Innovation Centre[18] based in Kilmarnock - a net zero carbon mixed-use site, which offers the opportunity to increase Ayrshire's entrepreneurial talent, skills development, employment opportunities and local economic growth. The Centre also aims to increase digital skills provision and support new business start-ups and scale-ups of all sizes.

There are further and higher education opportunities in all three Ayrshire local authorities

16   Oxford Economics (2021), SDS Regional Skills Assessment – Ayrshire

17   Ayrshire College and University of the West of Scotland
18   HALO Projects

Table 3.1 Ayrshire Growth Deal Skills-related Projects

Project	Activities	Partners
Community Renewable Energy Project, CORE Centre of Excellence, Cumnock	Research and innovation STEM education from early years to further education Entrepreneurship education Apprenticeships	University of Strathclyde Prince's Trust, Ayrshire College, schools Ayrshire College Schools/Ayrshire College/University of the West of Scotland
Aerospace and Space Innovation Centre, Prestwick	Aircraft decommissioning pathway training for unemployed and at-risk of redundancy	Ayrshire College, University of Strathclyde, Chevron Aircraft Maintenance
I3 Digital Processing Manufacturing Centre, Irvine	Training for young people and existing workers in digital skills	University of Strathclyde, National Manufacturing Institute Scotland, Ayrshire College
International Marine Science & Environment Centre, Ardrossan	Applied marine sciences Marine education and training	Stirling University North Ayrshire Council
The HALO Enterprise and Innovation Centre, Kilmarnock	Green Energy Hub Encourage entrepreneurship ecosystem Create new jobs Develop new digital and cyber security projects	Industry East Ayrshire Council Ayrshire College
Ayrshire Manufacturing Investment Corridor, East Ayrshire	Centre for excellence delivering manufacturing and digital skills Innovation Centre	Strathclyde University East Ayrshire Council Transport Scotland

At a national level, and a regional level, Modern Apprenticeship (MA) starts declined between 2019/20 and 2020/21, due to delivery challenges associated with the COVID-19 pandemic. However, across Scotland and Ayrshire, numbers are recovering, with almost 800 new trainees starting an MA in Ayrshire in Q3 of 2021/22.

In addition, over the last four years the number of Ayrshire schools offering Foundation Apprenticeships (FA) has been growing. In 2020, 100% of schools in North Ayrshire had pupils undertaking an FA at SCQF Level 6, an increase from 22.2% in 2016[19]. Additionally, East Ayrshire has experienced an increase from having no schools offering FAs in 2016, to 71.4% in 2020, and South Ayrshire increased from 12.5% in 2016 to 87.5% in 2020.

Apprenticeship offerings across Ayrshire are broadly aligned to industry demand and regional opportunities with offerings in subjects including aerospace manufacturing repair and maintenance, general manufacturing, engineering and laboratory science, and digital skills. More could be done to promote Graduate Apprenticeships offerings across the region.

3.5 Strategic Insights and Implications

The analysis of the Ayrshire economy and labour market suggest several important areas of focus. These relate to:

- maximising the opportunities through the Ayrshire Growth Deal skills-related projects by ensuring efficient progress in each of the project's activities through collaborative governance and regional partnerships
- taking focused action to lower Ayrshire's unemployment rate, with a particular focus on young people, looking to increase activity rates and earnings relative to the Scottish average
- ensuring that employment across the region is secure and offers a fair standard of living for all individuals, whilst addressing existing inequalities in the labour market such as the regional gender pay gap and occupational/industrial segregation
- addressing Ayrshire's relatively high density of skills gaps by encouraging and supporting employers to offer learning and development 'on the job'

- acknowledging and responding to challenges for the future, such as, the long-term decline in manufacturing employment due to automation and digitalisation
- meeting the demand for health and social care workers, who currently form a large part of the existing labour market, including improving the attractiveness of these jobs and building secure career pathways
- focusing on the expansion and uptake of apprenticeship opportunities in areas where there are predicted skills shortages and future growth opportunities, including the opportunities emerging from the transition to a net zero economy
- ensuring that individuals in Ayrshire have access to an excellent range of opportunities and skills provision through Ayrshire College and University of the West of Scotland and wider provision (and look to identify and address any gaps), with further and higher education provision partners seeking to capitalise on the new Ayrshire Growth Deal innovation and skills facilities that may bring specialist provision and operate as a catalyst for new partnerships across the region.

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19   Skills Development Scotland (2021) Foundation Apprenticeships Progress Report, available online

4. Stakeholder Perceptions and Priorities

Regional Partners

Key regional stakeholders and partners were approached for consultation to explore the existing and emerging skills challenges and opportunities for Ayrshire that could be addressed through the Ayrshire RSIP. In addition, consideration was given to the potential for the Ayrshire RSIP to maximise the workforce development initiatives delivered through Ayrshire Growth Deal investments and leveraging the benefits of coordinated regional action.

The consultations were reviewed and thematically coded, with the skills challenges set out in relation to the three key thematic areas of Strategic Drivers, Employers and Industry, and Individuals and Workforce.

4.1 Skills Issues and Challenges

Strategic Drivers

Strategic Drivers at a national level have had an impact on the skills challenges facing Ayrshire's regional economy and labour market. The pace of technological change which accelerated because of the pandemic has radically increased the digital skills needs of the labour market. In addition, the policy drivers moving the Scottish economy towards net zero has seen increased demand for decarbonisation of some industries and as a result many existing jobs could be replaced with new 'greener' occupations or may take a greener focus.

This increased reliance on digital technology and the transition to net zero will require significant upskilling and reskilling of individuals within Ayrshire's labour market. Efforts to address the challenges will need to deliver at all stages of the learner journey from school-level instruction in subjects such as digital, coding, and cyber technologies, through to continuing professional development for tutors in further and higher education to ensure they can keep up with the pace of change.

The further and higher education systems could also increase the number of short flexible courses with early certification on offer to upskill existing workers.

Employers and Industry

Ayrshire needs to focus investment both on the large employing foundational economy sectors, including health and social care, tourism, and hospitality, as well as the aspirational growth sectors, such as space/aerospace, green energy, and advanced manufacturing. This is to ensure that Ayrshire can benefit not only economically from its key growth sectors, but also to ensure that the welfare and basic needs of its population are being met by addressing skills challenges in sectors such as health and social care.

Partners will also need to guarantee that the skills system can respond to the skills demands of Ayrshire's employers and industry, not only in the short-term, but in the medium to long-term too. This includes a recognition of the time that it takes to fully train individuals. For example, to train a new nurse takes four years and does not meet the immediate demand and shortage across the regional health and social care sector.

Improved partnership working and evidence-based decision making will be required to ensure that the skills system remains agile and responsive to employer demand. Employers

may need additional support when it comes to advertising vacancies to ensure that they can attract a wide range of candidates, and employers expressed that they would be more inclined to take on young people if provided with additional incentives (such as Kickstart) or support.

Employer participation in setting the skills agenda and investing in skills is vital, both in terms of informing skills development and supporting delivery, for example, through offering placements, internships, and business projects. Alongside qualifications, employers are looking for experience of the workplace, and increased promotion of, and engagement with, Scottish Apprenticeships will be central to Ayrshire's skills system.

Consultation with employers across the region has identified their expressed willingness to work with the education system and support apprenticeships which could increase the experience of individuals in the labour market. The RSIP prioritises greater communication and engagement between employers and other stakeholders (including students, schools, higher and further education providers).

This would facilitate a shared understanding and provide a basis for actions to be taken. By doing so career pathways will be clear to

potential regional candidates, and employers will have an opportunity to help shape regional skills supply. To be effective, the Skills Plan must be bespoke to Ayrshire to fit and showcase its particular regional strengths and opportunities.

Individuals and Workforce

Consultations identified that there is a need to challenge individuals understanding and perception of the types of jobs that are available across Ayrshire and ensure that they are aware of all the existing opportunities. Young people do not see themselves as well-versed in the Ayrshire economy and this means there could be missed opportunities to retain talent young people locally. This could be addressed by showcasing pathways into emerging career opportunities.

There is also a need to recognise that some key roles that are vacant due to skills shortages may not be able to be filled from the resident workforce in the short term, and that talent attraction may be necessary at a wider strategic level. This could include initiatives to encourage the return of Ayrshire graduates to the regional labour pool.

There is a range of cross-cutting skills which are needed generally within the current and

future workforce to ensure that individuals are equipped to take on new opportunities. However, many young people were unaware of the central importance of cross-cutting skills in the labour market and world of work. These skills should be built into existing provision and include:

- **meta-skills**[18] across self-management, social intelligence and innovation

- **enterprise skills**

- **digital – basic skills** and keeping pace with system upgrades

- **digital – advanced skills,** e.g., XR (mentioned around aerospace), web and app development, security and network management.

Developing these underpinning cross-cutting skills will be of primary importance to young people to ensure that they can successfully be considered for existing employment opportunities and can compete in a labour market that has tended to favour candidates with experience and that have had longer to develop these skillsets.

When discussing career support, young people believed that they would benefit from increased touchpoints with careers guidance,

18   SDS (2018) Skills 4.0 A Skills Model

before starting courses, during, and towards the end, and that careers guidance should have an additional focus on mature students in the further and higher education system as well as young people. This plan will implement the recommendations of the National Career Review.

4.2 Skills-related Opportunities

The Ayrshire Growth Deal is regarded as a significant and transformational investment in the regional economy. Sourcing and supplying the right mix of skills is seen as vital to achieving the potential impact of the capital investments currently underway.

Shorter-term priorities aligned to the ambitions of the Ayrshire Growth Deal were identified:

- invest in and encourage more engagement with apprenticeship opportunities in regional key growth sectors such as construction, engineering, tourism, hospitality and culture, electric vehicles, aerospace, digital, health and social care

- priority to engage and inspire young people to increase understanding of opportunities in the region and provide an "anchor" - retaining talent for the future

- a mapping exercise for capitalising on significant clean growth employment opportunities - with public sector, academic and industry partners engaged

- completion of the Ayrshire Energy Masterplan to clarify direction of travel and skills requirements.

Medium to longer-term opportunities were identified:

- opportunities for young people in Hunterston and the surrounding area, with investment promotion underway to develop land at the port. This requires monitoring and scoping with industry partners

- in the blue economy, following more scoping work with industry and academic partners to understand Ayrshire's assets and position in the market

- increased investment and talent attraction is required to raise awareness of opportunities in Ayrshire and the quality of life on offer. There are wider policy implications around housing, transport, and travel to increase the attractiveness of Ayrshire as a place to live and work.

4.3 Skills Infrastructure and Interventions

Ayrshire's skills infrastructure is well connected to the regional economy, with new assets bringing the potential to enhance skills in growth sectors.

Ayrshire College and the University of the West of Scotland are both well-established within the regional economy and have excellent relationships with a wide range of regional employers and institutions. They remain crucial for future success of the regional skills system.

In addition, there are some important developments of facilities within the Ayrshire Growth Deal infrastructure including the aerospace training at Aerospace and Space Innovation Centre (ASIC) in Prestwick, the Digital Processing Manufacturing Centre (DPMC) in Irvine and low carbon energy technologies and solutions in Cumnock and Hunterston.

Work is also currently ongoing to scope out marine technology priorities at the International Marine Science and Environment Centre (IMSE) in Ardrossan, and Ardeer is one of the short-listed sites for the UK's prototype fusion energy plant.

It is hoped that the Ayrshire Growth Deal and other investments will bring together and complement wider higher education and private sector providers, as well as the local further and higher education institutions.

Within the school system there are examples of excellent business/education partnerships, but there is an inconsistency in approach and quality of networks. Some schools in the region need support to increase their engagement and capacity. In addition to challenges associated with capacity, there are issues with resourcing capital expenditure for equipment in further and higher education, however, the potential exists for industry partnerships to share financial burden.

4.4 Effective Delivery of the Ayrshire RSIP

Stakeholders identified that more work is required to mature the Regional Economic Partnership and ensure effective delivery of the Ayrshire RSIP. Greater strategic impact can be achieved by utilising and building upon the existing evidence base, to achieve a shared understanding of the regional skills issues and opportunities, engaging with industry partners as well as public sector colleagues, fostering cross-collaboration and sharing resources.

Regional partners noted that there are a wider range of underpinning issues that will impact on the ability of Ayrshire to present a compelling economic and skills offer. This includes aspects such as housing, connectivity, culture and leisure, etc. These issues are outside the scope of the Ayrshire RSIP but may be considered as part of the Regional Economic Partnership development.
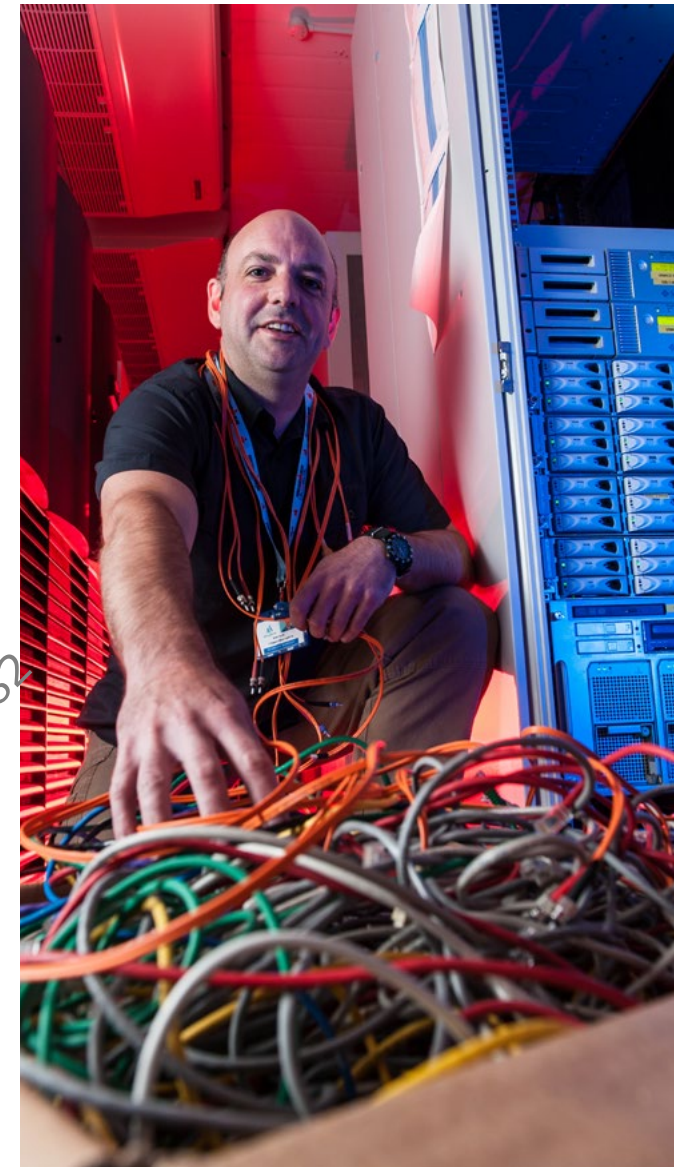
Ayrshire's skills infrastructure is well connected to the regional economy, with new assets bringing the potential to enhance skills in growth sectors

5. Regional Challenges and Opportunities

Drawing on the desk-based review of the evidence base and further informed by stakeholder consultations, this section summarises the key regional challenges and opportunities that provide the context for the development of the Action Plan.

Table 5.1 Regional Challenges and Opportunities		
	Challenges	**Opportunities**
Demographics	Ageing workforce - retirements Declining population	Attract new talent and families with new growth sectors and lifestyle opportunities
Economic conditions	Covid recovery – large loss of jobs Brexit impact on labour supply and exporting	Promote reskilling into sectors experiencing skills shortages and recruitment challenges
Drivers of change	Automation Digitalisation	Community wealth building Ayrshire Growth Deal investment
Labour market	Lower wages Areas of high economic inactivity	Encourage employers to embed fair work principles into employment opportunities
Existing workforce	Large retiring workforce in next decade Relatively high skills gap density Small employers have barriers to investing in skills	Upskilling and reskilling Increasing qualification levels in workforce Promote lifelong learning
Future workforce	High youth unemployment Meta-skills are becoming increasingly important for career paths Difficult to pinpoint future skills requirements Time lag developing new courses	Upskilling and reskilling Growing apprenticeships Enterprise education promoting entrepreneurial people and culture Increased investment in careers guidance

	Challenges	Opportunities
Table 5.1 Regional Challenges and Opportunities continued		
Sectors	Reliance on public sector employment Hunterston decommissioning Covid impact on aerospace sector Identifying niche in blue economy Forecast decline in manufacturing jobs	Space Foreign Direct Investment Green growth Health and social care transformation Digital processing Advanced manufacturing
Education and skills infrastructure	Fast-changing environment requires flexible and adaptable skills system	New sector-based facilities
Regional partnerships	Aligning local authorities Need to improve intelligence and data sharing UK/national/regional policy tensions	Cross-Ayrshire Growth Deal project potential Strategic business/education collaboration
Equality, diversity and inclusion	Some sectors have been, and continue to be, dominated by specific genders or equality characteristics Some equality groups (such as those who are neurodivergent) may be underemployed or unemployed across the region	More can and should be done to increase attractiveness of sectors to all equality groups creating a fairer and more equal society Diversity in the regional labour market increases innovation and productivity – (evidence suggests individuals that are neurodivergent are well suited to some occupations in sectors such as digital)

6. Action Plan

6.1 Mission

Through engagement with the Ayrshire RSIP Steering Group, building on the analysis of the desk-based review and consultations with stakeholders a skills mission has been agreed for the region.

"To create an agile, responsive skills system that supports an inclusive, sustainable and competitive regional economy, offers opportunities for everyone to thrive and progress, and enhances Ayrshire's attractiveness as a great place to invest, live and work".

6.2 Strategic Goals

Developing Ayrshire's skills base and capitalising on the opportunities flowing from the Ayrshire Growth Deal and wider investment requires clear strategic direction. Four strategic goals have been identified:

1. Invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand

2. Ensure that pathways into regional employment opportunities are clearly defined, and support both new entrants and job changers in the labour market

3. Encourage and support investment in upskilling and reskilling provision for the existing workforce

4. Improve employability outcomes across Ayrshire by addressing existing employment barriers and promoting inclusive growth.

Section seven translates these strategic goals into a series of actions that have been agreed by regional economic development and skills partners for implementation.

A key strategic goal is to invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand

7. Priority Actions

GOAL 1: Invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand			
Rationale: Ensuring that the education and skills systems deliver targeted provision that meets both employer and industry demand will be central to the success of the Ayrshire Growth Deal and to ensuring that individuals progress in growth sectors of the future.			
Action	**Lead and partners**	**Timescales**	**Outcomes**
Increase awareness and involvement of education providers in Ayrshire Growth Deal developments (e.g. utilising the Aerospace and Space Innovation Centre visitor hub for school and college student engagement).	Ayrshire Growth Deal PMO, local authority, education providers, Developing the Young Workforce	Start in 2022	Schools and colleges have a better understanding of regional opportunities resulting in increased talent retention. Young people are exposed to local industry.
Work with regional employers and education providers to ensure that meta-skills are embedded in all vocational training programmes and qualifications.	Skills Development Scotland, Scottish Qualifications Authority, University of the West of Scotland, Ayrshire College, Scottish Funding Council	By 2025	Regional vocational training programmes and qualifications have meta-skills embedded as core principles of delivery, improving resilience of the workforce.
Develop provision and training that meets the needs of and industry in key growth sectors such as aerospace and space, green jobs, digital and care and aligns to areas of economic opportunity.	Education departments, Skills Development Scotland, University of the West of Scotland, Ayrshire College	Ongoing	A pipeline of work-ready candidates equipped with the relevant skills needed to transition into regional employment.
Promote employer engagement with Scottish apprenticeships in key growth sectors across Ayrshire.	Skills Development Scotland, local authorities, Ayrshire College, employers	By 2023	Increased awareness amongst employers of the benefits of Scottish Apprenticeships would result in additional regional apprenticeship opportunities for local talent.
Improve digital skills provision across Ayrshire with a particular focus on rural and islands communities. Ensure that digital skills provision supports the targets set out in the Ayrshire Growth Deal.	Ayrshire College, University of the West of Scotland, Skills Development Scotland, local authorities	Start in 2022	Digital skills provision is available across Ayrshire regardless of geography and allowing individuals to benefit local digital opportunities and developments.

GOAL 2: Ensure that pathways into regional employment opportunities are clearly defined, and support both new entrants and job changers in the labour market			
Rationale: Evidencing current and future demand will allow skills gaps in the regional labour market to be addressed more quickly and ensure that skills amongst the existing workforce are not underutilised.			
Action	Lead and partners	Timescales	Outcomes
Partners to work together to develop a catalogue of innovative pathways into emerging regional opportunities, based on previous models of successful pathways.	Local authorities, Skills Development Scotland, Ayrshire College and University of the West of Scotland	By 2024	Better informed pupils and parents and streamlined progression through education and skills systems.
Ensure existing key growth sector apprenticeship models meet regional industry and individual skills needs.	Skills Development Scotland, Ayrshire College, University of the West of Scotland, employers, schools	Start in 2022	Gaps in existing apprenticeship provision for Ayrshire key growth sectors identified and potential for pilot models explored.
Support all Ayrshire schools to strengthen their plan for employer engagement and identify gaps through the current brokerage service between industry and education.	South west education improvement collaborative, Developing the Young Workforce, schools, Skills Development Scotland	By 2023	Improved education and business networks, enhanced knowledge in schools about local industry.
Provide additional support for enterprise education.	Ayrshire College, University of the West of Scotland	Start in 2023	Increased enterprise support for individuals and for those looking to transition into self-employment.
Improve digital skills provision across Ayrshire with a particular focus on rural and islands communities. Ensure that digital skills provision supports the targets set out in the Ayrshire Growth Deal.	Ayrshire College, University of the West of Scotland, local authorities	Start in 2022	Digital skills provision is available across Ayrshire regardless of geography and allowing individuals to benefit local digital opportunities and developments.

GOAL 3: Encourage and support investment in upskilling and reskilling provision for the existing workforce

Rationale: The pace of digital transformation, the transition to net zero, automation, and other strategic drivers in the labour market means that the skills needs of the workforce are changing. Individuals and communities need to be supported to benefit from opportunities in a transforming economy.

Action	Lead and partners	Timescales	Outcomes
Community Wealth Building (CWB), fair work: promote upskilling at work. Anchor institutions build progression routes for workers.	Local authorities, other anchor organisations	Start in 2022	Higher productivity and job satisfaction. Improved career prospects.
Deliver national upskilling and reskilling programmes (e.g. Flexible Workforce Development Fund/Individual Training Accounts/University Upskilling Fund)	Skills Development Scotland, Ayrshire College, University of the West of Scotland,	Ongoing	Higher workforce skills leading to higher-value jobs and decrease skills shortages.
Review the upskilling needs of SMEs and continue to fund short skills programmes that address the gaps.	SMEs, Ayrshire College, University of the West of Scotland, Scottish Enterprise, Skills Development Scotland	Start in 2022	Improved business confidence and success rates amongst SMEs, improved economic activity.
Implement the findings of the Career Review in Ayrshire to ensure that services meet the needs of people and the labour market.	Skills Development Scotland, Ayrshire College, University of the West of Scotland	Ongoing	Enhanced career support for all in the labour market regardless of their current position.
Support a just transition in Ayrshire by ensuring that emerging green opportunities are promoted to individuals in jobs and sectors impacted by the transition to net zero.	Skills Development Scotland, Scottish Enterprise, Ayrshire College, University of the West of Scotland	By 2025	Workforce in sectors that do not promote a carbon neutral economy upskill and reskill into sectors that support the green economy.

GOAL 4: Improve employability outcomes across Ayrshire by addressing existing employment barriers and promoting inclusive growth

Rationale: Through embedding inclusive growth in the skills system and supporting employers to adopt principles of fair work, we can tackle barriers to employment. Utilising and building on Ayrshire's existing evidence base will allow the region to identify communities in need of employability support and measure overall progress.

Action	Lead and partners	Timescales	Outcomes
Create and deliver an integrated approach to employability across Ayrshire that fosters enhanced collaboration and partnership between further and higher education employability services and Skills Development Scotland and provides targeted employability and skills interventions.	Local authorities, Skills Development Scotland, Ayrshire College, University of the West of Scotland, Department of Work and Pensions, third sector	By 2024	Better informed support for young people and an awareness of industry skills needs. Reduction in unemployment, underemployment and economic inactivity.
Ayrshire Growth Deal Working for a Healthy Economy - continue to develop health, wellbeing and work programme for people with health barriers to employment.	Local authorities, NHS Salus	Ongoing	More people with employability health barriers secure employment.
Support employer engagement with the Ayrshire Growth Deal Fair Work Strategy and the principles of fair employment, moving towards a region that pays the living wage and offers job security.	Local authorities, Community Wealth Building Commission Lead Officers Group, Skills Development Scotland	Start in 2022	Increased productivity and employment across the region. Improved worker wellbeing and progression.
Work across all partners to help deliver a fairer and more equal Ayrshire.	All partners	Ongoing	An improved understanding of regional employment and skills barriers and responsive action to address these.

8. Delivering the Plan

8.1 Financing the Plan

There is already significant investment in skills across Ayrshire from Skills Development Scotland, Scottish Funding Council, local authorities, businesses and others. To deliver the actions outlined in the Ayrshire RSIP, regional partners must prioritise making the best use of the available resources.

Recent developments in terms of the Flexible Workforce Development Fund and the National Transition Training Fund have highlighted the need for a focus on upskilling and reskilling. Evidence of demand for this type of activity is a key feature in the Plan.

Funding is available to support employability through programmes such as Fair Start Scotland, Developing the Young Workforce and No One Left Behind.

In addition to the skills and inclusion funding already secured through the Ayrshire Growth Deal, including the Ayrshire Skills Fund, there are a number of complementary opportunities in terms of regional funding, including Community Renewal Funds, Levelling Up Funds, and UK Shared Prosperity.

All of these opportunities need to be mapped out against the agreed actions in the Ayrshire RSIP and investigated further, with specific proposals developed to secure appropriate resource.

8.2 Implementation, Governance and Monitoring

While Skills Development Scotland, Ayrshire College, University of the West of Scotland and the Ayrshire Growth Deal Programme Management Office have led the development of the Ayrshire RSIP, its successful implementation is dependent on the input of wider partners. The ownership of this Plan must be shared by all the key regional stakeholders, led in partnership by the Ayrshire Skills Group, under the direction of the Ayrshire Economic Joint Committee and Regional Economic Partnership.

For this RSIP to achieve its goals, it must be seen as a shared responsibility. In addition to the Ayrshire Skills Group, the regional sectoral groups will have a critical role to play. These groups will help to develop detailed sector and industry plans that will identify specific challenges and opportunities that will articulate the demand for and provide the basis to secure a pipeline of skills for the future.

In order to truly adopt shared ownership and responsibility of the Plan, a communication strategy will be critical to ensure all stakeholders and potential beneficiaries are aware of the ambitions.

The Ayrshire RSIP provides a framework to guide partnership action and inform the investment decisions that will improve the performance of the regional labour market in the short, medium and longer-term. However, it should be recognised as a starting point from which more fine-grained activities will emerge. The further implementation and expansion of this Plan will require the ongoing inputs and ideas from a wide range of regional and sectoral partners providing the necessary information, strategy and leadership and a commitment to identifying the necessary resource.

This is particularly true with the work underway to develop the Regional Economic Strategy, as well as other workstreams to develop the Energy Masterplan, Digital Plan, etc. — all of which will help to inform future iterations of the Ayrshire RSIP. In this fast-changing environment, it is vital that the Plan is a living document, that is able to flex to changing needs and requirements and makes good use of existing resources and partnerships.

The Plan must be shared with the region's sectors, education and training providers, schools, and other partners to take forward and enhance the high-level actions set out here.

An annual implementation report and summit should report on and discuss progress against the delivery of the actions, and the changing economic and social conditions, and address new challenges and opportunities.

This should include a number of key performance indicators, in line with the agreed actions.
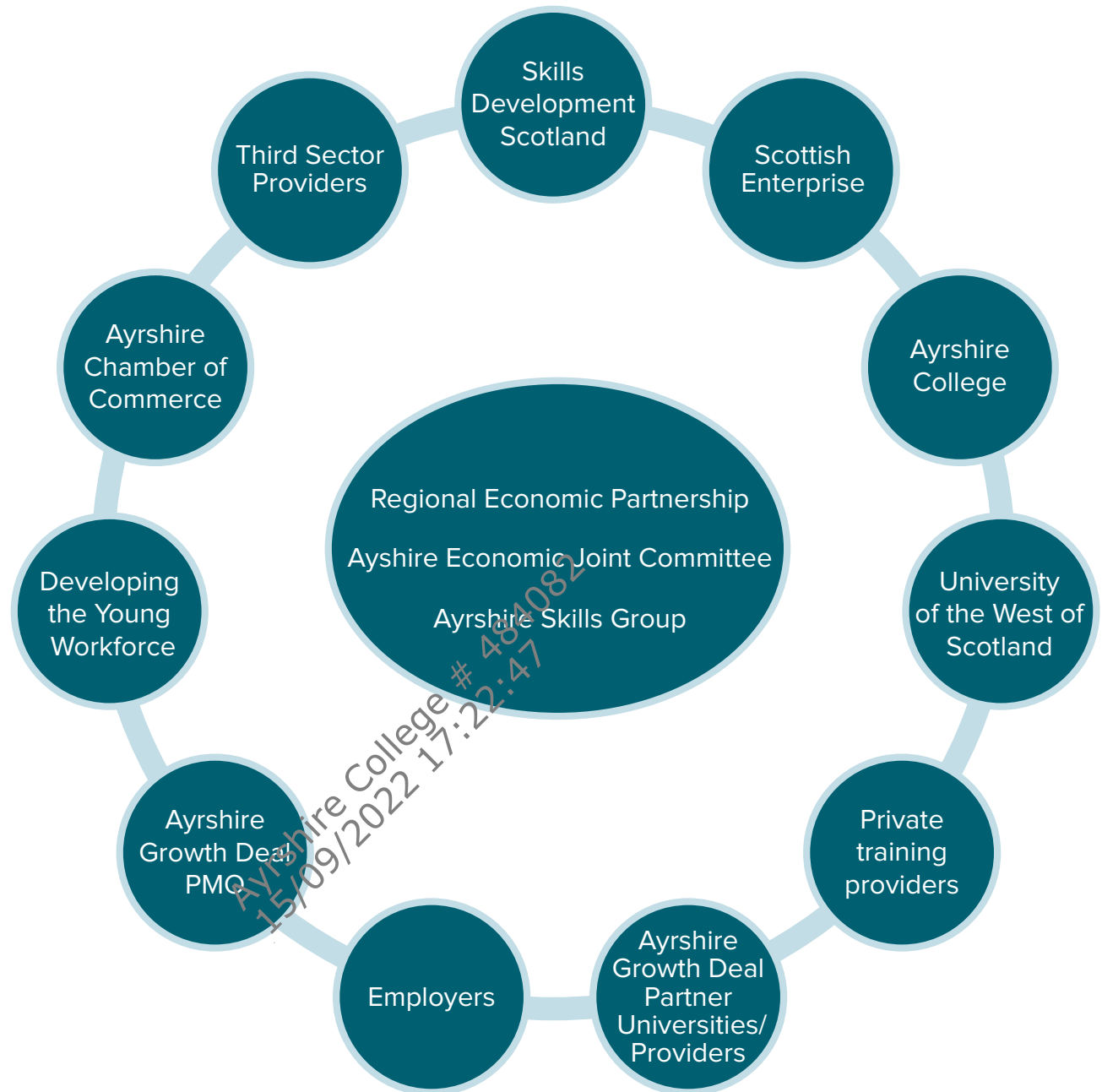
Acknowledgements

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- Ayrshire Growth Deal PMO (Steering Group and Ayrshire Skills Group member)
- Business representatives
- DSM
- DYW Ayrshire (Ayrshire Skills Group member)
- East Ayrshire Council (Ayrshire Skills Group member)
- HALO
- Microtech
- National Air Traffic Services
- NHS Ayrshire and Arran
- North Ayrshire Council (Ayrshire Skills Group member)
- Scottish Enterprise (Ayrshire Skills Group member)
- Scottish Funding Council (Ayrshire Skills Group Member)
- Skills Development Scotland (Steering Group and Ayrshire Skills Group member)
- South Ayrshire Council (Ayrshire Skills Group member)

- South West Regional Education Improvement Collaborative (Ayrshire Skills Group member)
- Taste of Arran
- The Ayrshire Community Trust (Ayrshire Skills Group member)
- University of the West of Scotland (Steering Group and Ayrshire Skills Group member)
- VisitScotland (Ayrshire Skills Group member)

@skillsdevscot

Skills Development Scotland

sds.co.uk

Education Scotland
Foghlam Alba

Summary of findings   *(Paper 14b)*

Safeguarding Visit   Ayrshire College – 20 June 2022

To be completed by college HMI/LI/member of the evaluation team

I have discussed with relevant staff the safeguarding, Child Protection and care experienced returns provided by the college. Based on the evidence provided by the establishment, we have agreed the following with the college:

> **Areas of positive practice:**
>
> - The college has robust and comprehensive arrangements for Safeguarding and Child Protection. College managers review and update these arrangements regularly.
>
> - The Safeguarding Team has effective links with Local Authorities, schools and external partners that help to identify and provide appropriate support for learners.
>
> - All staff complete mandatory Safeguarding training each year, which outlines their responsibilities and the actions they should take if they encounter Safeguarding concerns. The college is rolling out training for Mental Health first aiders and has trained 70 members of staff in third party reporting directly to the police and other partner agencies.
>
> - Learners can access a programme of online self-directed study modules for their digital safety and wellbeing. These cover a broad range of topics including, Resilience, Introduction to Mental Health and e-Safety. This programme has been shortlisted for a Blended Learning Consortium Award.
>
> - The college has recorded a year-on-year rise in safeguarding concerns and report that the issues learners are facing are becoming increasingly complex. Options for raising a concern can be individual, via a third party and anonymous.
>
> - The college provides a very good range of support services and agency support across all three campuses. These include campus police liaison, mental health and counselling staff. Some services are offered on a one-to-one basis, whilst others are delivered to class groups. Learners can also access counselling support online.
>
> - Learners view the college as a safe space to discuss issues and receive support. Learners can access the online Wellbeing Hub and the Report and Support tool through MyLearning content and the MyAyrshireCollege App.

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- The college communicates well with learners to inform them about the range of advice, support and awareness raising opportunities to keep them safe. These include, direct messaging to learners during the pandemic, third party stands, college liaison officer workshops, awareness-raising events, a timetabled personal development slot each week, a Feel Good Festival at fresher's week and the HIVE for learners that are more vulnerable.

- College Liaison Officers deliver mandatory workshops to all level 4 learners. Topics covered include Hate Crime, Mental Health Awareness and Drug and Alcohol Awareness. The college has also reinstated the Safe and Included Group to lead and coordinate Gender Based Violence and Hate Crime support within the College.

- The college provides a supportive environment for staff, which promotes good peer support. This encourages a culture of intelligence-led support for emerging themes. For example, drug and alcohol and mental health liaison officers have provided workshops for the STEM curriculum area due to the rise in drug use and gambling addiction.

- The college is a member of the Ayrshire PREVENT Group, which provides a regular update for PREVENT awareness and staff, can access the Action Counters Terrorism (ACT) programme online.

- The college has a strong focus on Care Experienced learners. A Care Experienced, Student Carers and Estranged Students Steering Group has been established which has regular and effective engagement with external partners.

- College staff work well with Student Association (SA) staff to review and update policies and procedures to support learner safety and wellbeing.

- The SA have led a number of successful campaigns including the provision of free soup and porridge for learners. A focus on keeping learners safe and included within the college community was a focus of Fresher's Week.

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![Education Scotland - Foghlam Alba logo]

Areas for further development:

- The college should ensure that all staff under external contracts undertake mandatory safeguarding training to the standard expected by the college.

- The college is planning to improve the identification marker system for Care Experienced learners to help staff to identify any support these learners may require.

- The college should facilitate gender specific groups appropriately.

These issues have been drawn to the attention of appropriate senior staff. Accountability for appropriate action that needs to be taken to address these issues now resides with the senior managers within the college/centre.

Signature of senior manager or college/centre nominee	*W. Campbell* (signature)
Post held	Vice Principal Curriculum
Date	13/07/2022

Signature of College HMI/LI:	*Ian Beach*
Name	IanBeach
Date	27/06/2022

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