

Learning, Teaching & Quality Committee - Action and Decision Log
Meeting No 40 – 25 May 2023

(Paper 1a)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
02/03/2023	2022-23 Corporate Risk Register (V3): LTQC Extract	LTQ39: D01	The Committee approved the Risk Register – LTQC Extract at March 2023 for submission to ARC.	NA	NA	Decision	Approved

Paper 2

Learning, Teaching & Quality Committee

25/05/2023

Strategic Objective Reference:	SO1 - An inspirational college experience	SO2 - Embedding diversity and inclusion
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	Student Association Report	
Purpose:	To update Committee Members on Student Association activity since the last meeting	
Prepared by:	Ellie Jamieson, Student President	
Action Required:	To Note	
Appendices:	No	

1. Executive Summary

2. Proposals and Recommendations

N/A

3. Link to Strategic Risk Register

LT3

4. Resource Implications (finance, HR, Estates, ICT, etc)

N/A

5. Equality and Diversity Impact Assessment

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

6. Previous Committee Approval

N/A

7. Publication Status

This paper will be published on the College website

Student Association Report

Background

The Student Association team for 2022 consists of two elected officers. The Student President, Ellie Jamieson, and Student Vice President, Robert Kean. The Student Association is governed by a Student Executive Committee within which students hold various volunteer officer roles. The work of the Student Association is supported by Student Association Advisor, Charlotte Mitchell and is overseen by Head of Quality Enhancement, Ann Heron.

Current Situation

The Student Association is currently in its Student Election's Period and are working to promote the elections and run an effective and fair election.

Student Association Activity

International Women's Day

The Student Association celebrated this year's International Women's Day which took place on the 8 March with a pledge stall on each campus. Students and staff were asked to make a pledge on the theme of embracing equity. Bakery Students from Ayr and Kilmarnock Campuses supplied International Women's Day cupcakes which were given to those who made the pledge.

Rockpool Podcasts

The Student President and Student Association Advisor recorded a Podcast with John McBlain on the 22 March to promote the Student Association work and the Student President Elections taking place in May. In a Student Association takeover style, the Student Association Advisor interviewed the Student President for the Podcast which is available on Rockpool Podcasts.

Ayrshire College Open Days

The Student Association had a presence at the College Open events which took place on the 28, 29 and 30 March.

Essential Radio

The Student Association Advisor took part in the live Essential Radio show which went out on the 30th March. This gave us the opportunity to promote the Student Association and how students can get involved, and also information regarding the up-and-coming Student President Elections. The Student Association Advisor also recorded an advertisement with Essential Radio specifically for the Student President Elections which will be broadcast regularly during the election period.

Student Association Team Evaluation

The Student Association undertook a team self-evaluation exercise which was attended by the Head of Quality and Enhancement. The team worked through the NUS SA Evaluation tool for this exercise. All team members found this useful, and feedback given included that the Team would like this to be conducted earlier on in *Learning, Teaching & Quality Committee 25 May 2023*

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the Academic Year and then revisited at the end of the Academic year, to both set the scene and ground team members in the core purpose of the Student Association and also to provide a baseline to measure improvement. The Student Association Advisor will incorporate this exercise into the induction and planning activity which takes place during the summer.

Trauma Informed Programme – Student Association Input

The Student Association has been involved in providing input to students studying the Trauma Informed courses. We have visited six classes to talk to students regarding the Student Association, what opportunities are available and how students can feedback their learning experience to staff and the Student Association. For future development, the Student Association is planning to create an Active Citizenship Workshop which we plan to deliver to classes to make our class input more interactive. This workshop will include democracy, volunteering and the importance of the student voice to allow students to explore what it means to be an active citizen and use their voice. We hope to pilot this workshop with the Trauma Informed Programme students first and then offer to all curriculum teams in the future.

Future Activity

The Student Association elections are taking place from Monday 8 May to Friday 12 May. There are six candidates standing in the elections and two sabbatical positions available: Student President and Student Vice President. The successful candidates will be notified upon close of polling at 3pm on Friday 12 May with the results being officially announced to students on Monday 15 May. The successful candidates will take up their roles on the 1 July 2023. Our current Student President Ellie Jamieson and Student Vice President Robert Kean will be leaving their posts on the 30 June 2023.

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.

Paper 3

Learning, Teaching & Quality Committee

25/05/2023

Strategic Objective Reference:	SO1 - An inspirational college experience	SO2 - Embedding diversity and inclusion
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	AY 2022-23 SFC Student Satisfaction and Engagement Survey	
Purpose:	To provide an update on the 2022-23 SFC Student Satisfaction and Engagement Survey and actions arising from it.	
Prepared by:	Ann Heron, Head of Quality Enhancement	
Action Required:	Discussion	
Appendices:	Yes	

1. Executive Summary

Analysis of the AY 2022-23 survey indicates that there has been an overall increase of 2% in levels of student satisfaction. This is 1% higher than the last pre-pandemic survey (AY 2018-19).

2. Proposals and Recommendations

N/A

3. Link to Strategic Risk Register

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

LTQ3

4. Resource Implications (finance, HR, Estates, ICT, etc)

N/A

5. Equality and Diversity Impact Assessment

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

6. Previous Committee Approval

SLT

7. Publication Status

This paper will be published on the College website

2022-23 Student Satisfaction and Engagement Survey

Background

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

The survey takes place between March and April each year and all students on courses of 4 credits or more (or 160 hours or more) are invited to complete it. Since AY 2020-21, the survey has included 13 questions set by the SFC. The AY 2022-23 Ayrshire College student responses are set out in Appendix 1. Please note, at the time of writing, there are still some responses to be included in the final total so these figures may change before submission to SFC.

The college sector average responses for the AY 2022-23 survey will be published in October 2023.

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

Analysis and Actions

Participation in the survey

The SFC target is for the survey to be completed by 50% of eligible students. To achieve this target, the College encourages students to complete the survey in a variety of ways, such as promoting it on social media and with text message prompts. The Student Association, Heads of Learning and Skills and Curriculum Managers actively encourage students to participate in the survey, and it is hosted on the College's virtual learning environment, Moodle, for greater visibility to students.

In AY 2022-23, 2,362 students completed the survey, 378 more than in AY 2021-22. Full analysis of the results at Mode of Delivery level is still to be undertaken.

The Quality Enhancement team and the Student Association, Learning Technologists and Student Services continue to work on innovative ways to encourage students to complete the survey, including working with other colleges to learn from good practice in the sector.

Analysis of responses

Analysis of the AY 2022-23 survey indicates that there has been an overall increase of 2% in levels of student satisfaction. This is 1% higher than the last pre-pandemic survey (AY 2018-19). The College continues to seek ways to improve the student experience, particularly as elements of learning, teaching and assessment are likely to continue to be delivered in a blended manner. Team evaluations have illustrated excellent examples in all curriculum areas of acting on student suggestions received

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through course team meetings and ongoing feedback mechanisms with class groups.

Seven statements recorded an increase in satisfaction levels:

- The largest increase in satisfaction (+3%) was to the statements *'I feel that I am part of the college community'* and *'The College Students' Association influences change for the better'*. This is most likely due to the return to on-campus activity and improved blended learning approaches.

Of the negative responses to the Student Association statement, 37% of respondents indicated that they didn't know whether the Student Association influences change for the better or not.

- The statements *'Any change in my course or teaching has been communicated well'* and *'The online learning materials for my course have helped me learn'* recorded 2% increases in satisfaction. Again, the return to on-campus learning is likely to have improved communication. Curriculum areas have also been reviewing and improving their online learning materials with support from the Digital Learning Support staff.

Four statements saw a decrease in the percentage of positive responses:

- The largest decrease was to the statement *'I believe all students at the college are treated equally and fairly by staff'* which recorded a 4% decrease after having remained the same in the previous two surveys.
- The statement *'My time at college has helped me develop knowledge and skills for the workplace'* recorded a 3% decrease after having increased by 8% the previous year.

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

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

'I know how to access college services to support my learning' recorded a 96% satisfaction level – an increase of 2%. This is perhaps reflective of the extensive pre-induction arrangements put in place for the start of session.

'The college consistently promotes and supports positive mental health and wellbeing for students' recorded a 93% satisfaction level – an increase of 1%.

Student Comments

Positive Comments

Most positive comments made by students related to the support that they received from staff and the relationships that they have built at college.

Below is a selection of responses which reflect the most common positive comments:

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'The amount of respect given from lecturers to students is amazing and really improves my mental health.'

'I like college, the staff are all fantastic. I get lots of help and support. The support has helped me to learn.'

'I have enjoyed my time at college and feel the staff have really instilled a sense of wanting to learn within me. Some of my lecturers have inspired me to learn and apply myself more.'

'The lecturers are fantastic and make learning interesting.'

'I feel the staff are really amazing and go above and beyond to help their students and I feel very lucky to be a student at Ayrshire college. I feel supported and really enjoy my course.'

'I think my time at College is going really well. I enjoy learning new things that I have never done before and it's good fun. I think it's good to come to College because I think you have a better life if you were having a hard time with something that's being going on at school or at home and getting a chance to talk to lecturers if you are ever unsure about anything and they will try and fix it for you. I like to see all my lecturers but especially my guidance lecturer as I can speak to her if something is bothering me that is making me feel uncomfortable.'

'My time at Ayrshire college has been great, all of my lecturers have been fantastic with me. I do think there could be more done to create more of a community feel around the college, perhaps a games room and a place away from the canteen and LRC for students to relax and socialise. Also I think there should be a bigger push for better health around campus, with a gym on every campus, more enforcement of the no smoking rule and provide healthier food choices as these are great for mental health and well being.'

'Different styles of teaching has helped me to look at things in a different way which helps me with problem solving.'

'The Student's Association is amazing. They've been a great source of practical and emotional support. I applaud them.'

'The staff at Ayrshire college have consistently gone above and beyond to support me both in and out-with college. Without this support I may not have been able to continue my studies, it really is invaluable.'

Comments of a more negative nature

Comments of a more negative nature largely related to behaviour and ICT issues.

Below is a selection of responses which reflect the most common comments of a more negative nature:

'Wi-Fi hardly works and computers, Wi-Fi always disconnects'

'I find it difficult to learn in class because of others disrupting, they are so disrespectful, speaking over the teacher constantly'

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'the internet within the college is a struggle for learning at times'

'I received a google chromebook to help with my online learning, and have found great difficulty using it for many assignments due to non-compatibility issues with microsoft apps, like Word, Powerpoint etc.'

'I do feel that the college needs to take a stronger stand against students who regularly never turn up to college, never hand in homework assignments or turn up for assessments. It's extremely unfair and disheartening to the students who DO all of this to see that they are working hard to complete the course and others are just wasting the college's time and resources by taking a place on a course that they have no interest in completing. The lecturers on the whole are fantastic, and easy to approach with any concerns, but when a student does feel that a lecturer is unapproachable then more should be done by the college to support the student.'

'some lecturers are much more helpful than others with revision and offering help and support.'

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

**APPENDIX 1 - STUDENT SATISFACTION AND ENGAGEMENT SURVEY
 RESPONSES TO SFC QUESTIONS (March – April 2023)**

Question	Positive responses	Positive responses	Positive responses	% Change since last session
	2020-21	2021-22	2022-23	
Overall, I am satisfied with my college experience	87%	94%	96%	+2%
Staff regularly discuss my progress with me	83%	89%	89%	—
Staff encourage students to take responsibility for their learning	98%	99%	98%	-1%
I am able to influence learning on my course	86%	92%	91%	-1%
I receive useful feedback which informs my future learning	89%	92%	92%	—
The way I'm taught helps me learn	79%	90%	91%	+1%
My time at college has helped me develop knowledge and skills for the workplace	86%	94%	91%	-3%
I believe student suggestions are taken seriously	87%	88%	89%	+1%
I believe all students at the college are treated equally and fairly by staff	92%	92%	88%	-4%
Any change in my course or teaching has been communicated well	88%	87%	89%	+2%
The online learning materials for my course have helped me learn	86%	87%	89%	+2%
I feel that I am part of the college community	75%	83%	86%	+3%
The college Students' Association influences change for the better	48%	53%	58%	+3%
Number of respondents	2,270	1,984	2,362	

Ayrshire College

Internal Audit 2022-23

Safeguarding & Child Protection
February 2023

Overall Conclusion

Strong

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The matters raised in this report came to our attention during the course of our audit and are not necessarily a comprehensive statement of all weaknesses that exist or all improvements that might be made.

This report has been prepared solely for Ayrshire College's individual use and should not be quoted in whole or in part without prior written consent. No responsibility to any third party is accepted as the report has not been prepared, and is not intended, for any third party.

We emphasise that the responsibility for a sound system of internal control rests with management and work performed by internal audit should not be relied upon to identify all system weaknesses that may exist. Neither should internal audit be relied upon to identify all circumstances of fraud or irregularity should there be any although our audit procedures are designed so that any material irregularity has a reasonable probability of discovery. Every sound system of control may not be proof against collusive fraud. Internal audit procedures are designed to focus on areas that are considered to be of greatest risk and significance.

Overview

Purpose of review

The purpose of this review was to assess whether the College's systems and procedures for safeguarding, and child protection are fully compliant with legislation and the College are taking all necessary steps to protect its students. This review sought to provide assurance to the Audit Committee, that the safeguarding arrangements are adequate.

This Assignment forms part of our 2022/2023 Internal Audit Annual Plan.

Scope of review

Our objectives for this review were to ensure:

- The College keeps up to date with legal requirements and ensures that policies and procedures are revised accordingly, including regular updates of the Single Central Record.
- There are clear responsibilities and accountabilities for safeguarding arrangements at senior level.
- The College self-assessment processes ensure that the impact of safeguarding provision is measured effectively.
- Quality training results in a workforce that is confident and well equipped to promote safeguarding in a sensible and proportionate way.

Our approach to this assignment took the form of discussion with relevant staff, review of documentation and where appropriate sample testing.

Limitation of scope

There was no limitation of scope.

Background Information

Policies and Procedures

The College has a legal obligation to ensure that students are safeguarded under Child Protection and Safeguarding Legislation. The College also adheres to The National Guidance for Child Protection in Scotland (2021) and guidance set out in Education Scotland's Child Protection and Safeguarding Policy (2021).

To facilitate this provision across the College, there is a designated team of staff to oversee and manage any safeguarding issues.

The College has an extensive Safeguarding Policy that effectively identifies their compliance with the above guidance.

The Safeguarding Policy was last updated in April 2022, and is next due to be reviewed in March 2023. The Policy outlines the following key principles:

- The College is committed to providing all students with a safe and supportive environment in which they can develop and are protected from harm, abuse, and exploitation. To do this the College will PROTECT, PREVENT AND PARENT.
- The duty of care that the College has towards all of its students is of paramount importance. The measures and approaches detailed in the Policy exist in addition to core welfare and support measures that are provided to students.
- All reasonable steps will be taken to prevent foreseeable harm, including radicalisation, and to promote the interests of all students including Care Experienced students and other priority student groups.
- The College recognises and complies with its legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter- Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

The Policy also includes appendices that outline the Safeguarding Procedures, the composition of the Safeguarding Steering Group and links to the Safeguarding Action/Concern Form.

Prevent

Under the Counter-Terrorism and Security Act 2015, the Government has issued statutory guidance on “Prevent”, its strategy “to stop people becoming or supporting terrorists by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions”. The guidance includes sector specific duties, and education is one of the specified sectors. Those duties are monitored through Education Scotland.

The College are committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the College’s contribution to the Prevent duty. Specifically, the College’s Safeguarding Policy outlines their commitment and practices to ensure that students at risk are efficiently identified.

Roles and Responsibilities

All staff members at the College are responsible for safeguarding at the College. All staff at the College must adhere to the Safeguarding Policy and Procedure and complete refresher safeguarding training appropriate to their role.

The Safeguarding Steering Group has overall responsibility for the development, implementation and monitoring of the College’s Safeguarding Policy. The Group meets on a quarterly basis, and is made up of the following staff members:

- Head of Student Experience;
- Student Experience Co-ordinator;
- Student Experience Team Leaders;
- HR Manager;
- Equality and Inclusion Advisor;
- Student President;
- Student Association Advisor;
- Head of Essential Skills;
- 2 x Curriculum Heads;
- Health and Safety and Wellbeing Manager;

- Hive Team Leader;
- Front of House Team Leader;
- Campus Liaison Officer;
- Alcohol and Drug Liaison Officer; and
- Mental Health Liaison Officer.

The Head of Student Experience chairs the Safeguarding Steering Group and provides support to the Safeguarding Team where required.

The Safeguarding Team at the College is made up of the following:

- Student Experience Coordinator;
- 3 x Student Experience Team Leaders (one on each campus);
- 4 x Student Services Advisors;
- Inclusive Learning Assistants (3 on each campus); and
- Inclusive Learning Officer (2 on each campus).

The Safeguarding Team will offer on campus and remote support to students. The Team also provides guidance and support to staff on safeguarding issues. The Team ensures appropriate reporting and follow up on any safeguarding issues which come to the attention of staff.

Systems in Place

The College utilises a system called FormStack. FormStack allows staff to report either 'Safeguarding Action' or 'Safeguarding Concern'. Safeguarding Action would be an issue that immediate action is required, whereas a Safeguarding Concern is where it should be monitored, but it is not yet urgent.

When referring, staff are required to identify the following:

- Time and Date;
- Safeguarding Action or Concern;
- Full name of person reporting and role in Ayrshire College;
- Have you contacted a member of the Safeguarding Team regarding this?;
- Type of Disclosure requiring immediate action.
- Student's details; and
- Further information relating to the case.

At the time of our audit, there have been 61 Action cases in 2022/23 and 143 Concern cases. Of the 61 Action Cases, 6 were currently deemed as 'Open' at the time of our review. 'Concern' Cases are not deemed as open or closed, and are instead monitored to ensure that further action is not required.

Staff Recruitment Process

At the College, the HR Team are responsible for ensuring that the College's recruitment and selection procedures are conducted appropriately, ensuring that all the appropriate vetting is completed prior to employment, including both Disclosure Scotland checks and provision of references prior to employment. These are carried out for all staff at the College.

Website

The College has a section on their website called Report and Support. This section allows students and staff at the College to submit a report, anonymously, if necessary, about something that has happened to them or someone they know. The Safeguarding Policy and Procedure is also available in this section of the website.

Training

Staff at the College need to undertake mandatory training, which is tracked on a dashboard by the Safeguarding Team to ensure it is completed by all staff.

The Scenario Training outlines the following:

- What is Safeguarding?;
- The Do's and Dont's of safeguarding;
- Safeguarding Scenarios Part 1;
- Asking the Question;
- Safeguarding Scenarios Part 2;
- Breakout Activity/Feedback;
- Ayrshire College Safeguarding; and
- Support.

Work Undertaken

Our work undertaken per objective for the review was as follows:

Objective 1 - The College keeps up to date with legal requirements and ensures that policies and procedures are revised accordingly, including regular updates of the Single Central Record.

- We reviewed the College's Safeguarding Policies and Procedures to ensure that they are appropriate and reflected current legal requirements.
- We reviewed the College's Single Central Record to ensure that it is up to date.

Objective 2 - There are clear responsibilities and accountabilities for safeguarding arrangements at senior level.

- We reviewed the Safeguarding roles and responsibilities to ensure that they are clear and do not overlap.
- We reviewed the structure of the Safeguarding Team to ensure it was well resourced.

Objective 3 - The College self-assessment processes ensure that the impact of safeguarding provision is measured effectively.

- We reviewed the College's Strategy for 2021-24.
- We reviewed the Board and Audit Committee meeting packs from the period 2022/23.
- We reviewed the College's strategic risk register.
- We reviewed feedback methods from both student and staff relating to safeguarding.

Objective 4 - Quality training results in a workforce that is confident and well equipped to promote safeguarding in a sensible and proportionate way.

- We reviewed training provided to staff and students at the College to ensure that it equips them appropriately to handle and notice any safeguarding issues.

Conclusion

Overall conclusion

Overall Conclusion: Strong

We can provide the College with an overall strong level of assurance surrounding the controls in place for safeguarding. As such, we have raised a number of good practice points and no recommendations for improvement.

Summary of recommendations

Grading of recommendations

	High	Medium	Low	Total
Safeguarding & Child Protection	0	0	0	0

As can be seen from the above table there were no recommendations made.

Areas of good practice

The following is a list of areas where the College is operating effectively and following good practice.

1.	Staff are required to complete safeguarding training as part of their CPD training at the start of the Academic Year. The College Staff will also be updated on any new developments in safeguarding. Safeguarding training is also completed online; there is an automatic record of those who have not completed training and these are routinely reviewed.
2.	The arrangements for highlighting safeguarding to learners are robust. Safeguarding is included as part of their induction, and there is ongoing support throughout their time at the College.
3.	Reports are presented to the Safeguarding Steering Group on a quarterly basis.
4.	We were able to confirm that the College effectively consider safeguarding and their responsibilities during the strategic planning process. This is captured within their Refresh and Review Plan 2021-24, as well as the Statement of Ambition 2030.
5.	The College received an audit of the Safeguarding, Child Protection and Care Experienced Returns from Education Scotland in June 2022, where the overall conclusion was positive.
6.	The College provides a number of opportunities for its students to provide feedback. This is achieved through student surveys and information sessions.
7.	Ayrshire College extensively promotes awareness of safeguarding, both to learners and staff. Extensive information is made available to learners.

1 EXECUTIVE SUMMARY

The following is a list of areas where the College is operating effectively and following good practice.

8.	The College's Safeguarding Steering Group are the designated leaders for safeguarding at the College. From our discussions we were able to confirm that they possessed the appropriate level of expertise and skills to complete their role, completing mandatory training annually and adhoc training if and when required.
9.	The College's recruitment procedures are strong and safeguarding is covered as part of the recruitment process for all College Academic Staff and Support Staff.
10.	The College has data sharing arrangements in place with other agencies. Where data sharing takes place, the correct procedure is followed and authorisation is given prior to any information being shared.
11.	We were able to confirm that the College has strong protocols surrounding the raising, logging and monitoring of safeguarding referrals. Specifically the College utilise FormStack to raise safeguarding referrals and Concern Forms. Thereafter concerns/incidents are processed by the Safeguarding Team and logged manually on an incident record by the College's Safeguarding staff.
12.	The College has a Safeguarding Steering Group who meet on a Quarterly basis. The Group cover safeguarding issues and patterns across the College.
13.	From our review of the Safeguarding function at the College, we were able to confirm that the College appropriately keep up with legislative requirements.
14.	The College has a detailed and robust Safeguarding Policy and Procedure that was last updated in April 2022, and is next due to be reviewed in March 2023.

1 EXECUTIVE SUMMARY

The following is a list of areas where the College is operating effectively and following good practice.

15.	The College is committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the College's contribution to the PREVENT duty. Specifically the College's Safeguarding Policy has effective coverage of PREVENT, also including as an appendix a flowchart identifying how PREVENT concerns are managed and the general guide note for staff surrounding their PREVENT duty.
16.	We were able to confirm that the College have strong protocols in place with regard to staff checking and vetting. This includes the completion of the appropriate PVG checks prior to their employment commencing and referee checks.
17.	The College has a section on their website called Report and Support. This section allows students and staff at the College to submit a report, anonymously if necessary, about something that has happened to them or someone they know. The Safeguarding Policy and Procedure is also available in this section of the website.
18.	The College has a detailed and robust Student Services Procedure, which outlines the process that staff should follow in the event of a safeguarding issue.

2 BENCHMARKING

We include for your reference comparative benchmarking data of the number and ranking of recommendations made for audits of a similar nature in the most recently finished internal audit year. This covered 18 education clients across the UK.

Safeguarding & Child Protection

Benchmarking				
	High	Medium	Low	Total
Average number of recommendations in similar audits	0	0	1	1
Number of recommendations at Ayrshire College	0	0	0	0

From the table above it can be seen that the College has a lower number of recommendations compared to those colleges it has been benchmarked against.

3 AUDIT ARRANGEMENTS

The table below details the actual dates for our fieldwork and the reporting on the audit area under review. The timescales set out below will enable us to present our final report at the next Audit Committee meeting.

Audit stage	Date
Fieldwork start	30 January 2023
Closing meeting	6 February 2023
Draft report issued	15 February 2023
Receipt of management responses	28 February 2023
Final report issued	1 March 2023
Audit Committee	14 March 2023
Number of audit days	5

4 KEY PERSONNEL

We detail below our staff who undertook the review together with the College staff we spoke to during our review.

Wylie & Bisset LLP			
Partner	Graham Gillespie	Partner	graham.gillespie@wyliebisset.com
Director	Stephen Pringle	Director of Internal Audit	stephen.pringle@wyliebisset.com
Senior	Neil Hamilton	Internal Audit Senior	neil.hamilton@wyliebisset.com

Ayrshire College			
Key Contacts:	Doreen Wales	Head of Student Experience	doreen.wales@ayrshire.ac.uk
	Wendy McColl	Student Experience Co-Ordinator	wendy.mccoll@ayrshire.ac.uk
Wylie & Bisset appreciates the time provided by all the individuals involved in this review and would like to thank them for their assistance and co-operation.			

APPENDICES

A GRADING STRUCTURE

For each area of review, we assign a level of assurance in accordance with the following classification:

Assurance	Classification
Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified.
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made.
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately.
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately.

A GRADING STRUCTURE

For each recommendation, we assign a grading either as High, Medium or Low priority depending on the degree of risk assessed as outlined below:

Grading	Classification
High	Major weakness that we consider needs to be brought to the attention of the Audit Committee and addressed by Senior Management of the College as a matter of urgency.
Medium	Significant issue or weakness which should be addressed by the organisation as soon as possible.
Low	Minor issue or weakness reported where management may wish to consider our recommendation.

Purpose of review

The purpose of the review is to assess whether the College's systems and procedures for safeguarding and child protection are fully compliant with legislation and the College are taking all necessary steps to protect its students. This review will seek to provide assurance to the Audit Committee, that the safeguarding arrangements are adequate.

This Assignment forms part of our 2022/2023 Internal Audit Annual Plan.

Scope of review

Our objectives for this review are to ensure:

- The College keeps up to date with legal requirements and ensures that policies and procedures are revised accordingly, including regular updates of the Single Central Record.
- There are clear responsibilities and accountabilities for safeguarding arrangements at senior level.
- The College self-assessment processes ensure that the impact of safeguarding provision is measured effectively.
- Quality training results in a workforce that is confident and well equipped to promote safeguarding in a sensible and proportionate way.

Our approach to this assignment took the form of discussion with relevant staff, review of documentation and where appropriate sample testing.

Limitation of scope

There is no limitation of scope.

Audit approach

Our approach to the review will be:

- Discussion with the College staff responsible for safeguarding to establish the current arrangements.
- Establishing the process by which the College ensures that it keeps up to date with changes to legal requirements and ensures policies and procedures are appropriately revised. We shall test this to ensure that this is operating as expected in practice.
- Obtaining the roles and responsibilities of those involved with the safeguarding arrangements. This will include considering whether these are appropriate and also that there is sufficient involvement by those at a senior level.
- Obtaining any self-assessments undertaken by the College. We shall consider whether safeguarding is included within the self-assessment process. We shall assess whether this is sufficient and is reflective of what is happening in practice.
- Establishing the training which is undertaken by staff in respect of safeguarding. This will include those who are directly involved with the safeguarding arrangements and the wider staff base. We shall use data analytics to confirm whether staff training is up to date. We shall investigate with the College any safeguarding and prevent training which is not up to date.
- Establishing and assessing the information provide to management and the Board in respect of the College's safeguarding. We shall consider the quality and frequency of this information.
- Establishing what internal quality reviews are undertaking by the College in respect of its safeguarding arrangements. We shall obtain copies of these to establish the frequency of these and also to evaluate the content and actions arising from these. We shall also consider who is informed of the outcome of these reviews and how the implementation of any action points raised is monitored.
- We shall use data analytics to ensure that the information recorded in the single central record is complete and up to date. We shall also use data analytics to ensure that the appropriate DBS checks have been undertaken on existing staff. We shall also use data analytics on new starts to ensure that the appropriate DBS check is in place prior to them commencing employment with the College. We shall investigate any discrepancies with the College.
- We shall consider how staff, students and visitors to the College are made aware of its safeguarding arrangements.
- We shall sample test the arrangements in place to ensure that learners are provided with appropriate safeguarding training at induction and throughout their time at the College.
- Establishing the process for dealing with any safeguarding issues reported to the College. We shall sample test this process to ensure this is

operating as expected in practice.

Potential key risks

The potential key risks associated with the area under review are:

- There is a risk that the College may be subject to litigation due to non compliance with the legal requirements. This could lead to reputational damage as well as financial loss.
- There may not be clear responsibilities and accountabilities for safeguarding arrangements at senior level.
- The College's self assessment process does not include safeguarding as part of its process.
- If staff are not sufficiently trained, with refresher training being given periodically, there is a risk that the College safeguarding arrangements are not as effective as they are expected to be.

Strategic Objective Reference:	SO1 - An inspirational college experience	Choose an item.
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	Choose an item.	
Subject:	AY 2022-23 Credit Report (position at 10 May 2023)	
Purpose:	To advise committee members of the current AY 2022-23 credit activity target position and projection to the end of the academic year.	
Prepared by:	Anne Campbell, Vice Principal - Curriculum	
Action Required:	To Note	
Appendices:	Yes	

1. Executive Summary

As of 18 May 2023:

- The SFC Core credit target is currently under target by 3732 credits.
- The projection is that the final credit activity claim will be approximately 700 credits below the 2% tolerance level.
- The Foundation Apprenticeship target has been exceeded by 422 credits.

2. Proposals and Recommendations

N/A

3. Link to Strategic Risk Register

As well as a financial risk to the College, the failure to meet the SFC credit activity target also presents a reputational risk to the College and may affect future activity levels. These risks are included in the corporate risk register.

LTQ1

4. Resource Implications (finance, HR, Estates, ICT, etc)

Members should be aware that the SFC reserves the right to clawback funding should the College not meet the agreed activity target.

The College Principals' Group, The Vice Principal Curriculum Group and the Finance Directors continue to meet and lobby on behalf of the sector.

5. Equality and Diversity Impact Assessment

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

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6. Previous Committee Approval

SLT

7. Publication Status

This paper will be published on the College website

AY 2022-23 Credit Report (position at 18 May 2023)

Background

A key strategic aim, of the College, is to meet the annual credit activity target agreed with the Scottish Funding Council (SFC) as part of the Regional Outcome Agreement process.

The SFC Core credit activity target, agreed for AY 2022-23, is **123,867**. Table 1 provides a breakdown of credits.

Table 1

	2022-23
SFC Core credit target	123,867

For AY 2022-23, SFC has also allocated additional places to colleges to manage the transition for Foundation Apprenticeships. Table 2 provides a breakdown of these credits.

Table 2

	2022-23
Foundation apprenticeship credit target	1,344

Assessment

SFC Core credit target

Appendix 1 provides the summary and detail of the current position and the anticipated final position for AY 2022-23. Currently, the College is predicting an outturn of **120,735 credits**.

For AY 2022-23, SFC has introduced a number of flexibilities aimed at addressing some of the current and future challenges affecting colleges. This includes introducing a 2% leeway against core activity targets.

The team are contingency planning for Spring start programmes and one-plus to minimise the shortfall and to try to ensure that the College SFC core credit target is

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as close to the 2% tolerance level as is possible. The projection is that the final credit activity claim will be approximately 700 credits below the 2% tolerance level. Provision has been made in the budget for potential clawback.

Foundation Apprenticeship credits

The Foundation Apprenticeship programmes have recruited to the planned target of 1,344 and 1,766 credits will be claimed for this activity. The surplus can be claimed against the SFC core credit target.

2022-23 Credit Summary*(Paper 5 - Appendix 1)*

Core Target	Current position as at 18 May 2023	Remaining Provision	Total Projection	Over/under
123,867	118,369	600	118,969	-4,898

FA Target	Current position as at 18 May 2023	Remaining Provision	Total Projection	Over/under
1,344	1,766	0	1,766	422

Curriculum Area	2022-23 Baseline	Current position as at 18 May 2023	Remaining Provision	Total Projection
ACES, Computing, Games Development, Business including Travel & Tourism - Total	43,189	40,642	0	40,642
<i>ACES, Computing, Games Development, Business including Travel & Tourism</i>	42,115	39,712	0	39,712
<i>ACES, Computing, Games Development, Business including Travel & Tourism - Foundation Apprenticeships</i>	1,074	930	0	930
Creative, Social Science, Sport and Hospitality - Total	34,560	32,238	0	32,238
Care, Essential Skills, Supported Learning and ESOL - Total	33,882	33,018	0	33,018
<i>Care, Essential Skills, Supported Learning and ESOL</i>	33,610	32,699	0	32,699
<i>Care, Essential Skills, Supported Learning and ESOL - Foundation Apprenticeships</i>	272	319	0	319
Schools, Engagement and Widening Access - Total	4,588	5,628	0	5,628
<i>Schools, Engagement and Widening Access</i>	4,044	5,111	0	5,111
<i>Schools, Engagement and Widening Access - Foundation Apprenticeships</i>	544	517	0	517
Apprenticeships and Work Based Learning	3,600	6,432	0	6,432
Community	2,000	2,177	0	2,177
May/June school-college partnership activity	600	0	600	600
One-plus total	3,000	0	0	0
<i>One-plus - ACES</i>	1,000	0	0	0
<i>One-plus - Creative</i>	1,000	0	0	0
<i>One-plus - Care</i>	1,000	0	0	0
Sub-Total	125,419	120,135	600	120,735
Less UWS Articulation Agreement	-150			
Total	125,269	120,135	600	120,735

Summary	Total
Current Position	120,135
Remaining	600
Total	120,735

Total Projected Delivery	120,735
Less UWS Credits	-150
Credit target	123,867
Over/Under Target	-3,282

Strategic Objective Reference:	SO1 - An inspirational college experience	SO2 - Embedding diversity and inclusion
	Choose an item.	Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	2022-23 Student Support Funds Position as at 9 May 2023	
Purpose:	2022-23 Student Support Funds Position as at 9 May 2023	
Prepared by:	James Thomson, Interim Vice Principal – Finance	
Action Required:	To Note	
Appendices:	No	

1. Executive Summary

The sections of this paper provide details of the position of each student support fund as at the date shown. The current annual projected forecast and spend highlights an overall underspend position for FE student support funds and that HE Discretionary funds are fully committed.

2. Proposals and Recommendations

Members are asked to note the paper.

3. Link to Strategic Risk Register

There is a risk that the College is unable to process student support fund payments to students/third party service providers as per published payment schedules because of system/server failure, processing error, shortage of staff with expert system and processing knowledge, or mismanagement of funds. This would cause financial hardship for both students and service providers, negative impact on attendance and retention, and reputational damage.

4. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

5. Equality and Diversity Impact Assessment

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

6. Previous Committee Approval

This paper is a standing item for the SLT and presented for information.

7. Publication Status

This paper will be published on the College website

2022-23 Student Support Funds Position as at 9 May 2023

Background

A key task for the Finance Team is to consider the cash commitments required in any given period against the income which the College receives. The Finance Team manages trading cashflow and restricted cash balances held separately. Separate cashflow projections are completed for student funding.

Members are asked to note that the cashflow projections contained in this paper are based on the College's 2022-23 budget which the Board approved on 16 June 2022.

Current Situation

SFC Funds Provided for Student Support 2022-23

Total 2022-23 SFC Student Support Funds are **£10,838,562**. This includes an additional in-year reallocation of **£461,215** for FE Discretionary Funding to support students through the ongoing cost of living crisis. Table 1, on the following page, details the student support funds provided by SFC for 2022-23 together with projected expenditure figures as at 9 May 2023.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£8,890,118	£7,201,512	£1,688,606
FE Childcare	£403,157	£244,078	£159,079
HE Childcare	£217,084	£149,556	£67,528
FE Discretionary	£1,328,203	£2,735,651	£(1,407,448)
Total	£10,838,562	£10,330,797	£507,765

The above figures are based on the most up to date information on student applicants based on all students continuing with the College.

Student Funding will continue to review and revise the numbers to take account of student withdrawals, once these have been confirmed by the curriculum areas. The figures also include projections for current students on courses, who have yet to complete the funding process.

The figures set out in Table 1 include **£2,762,742** relating to **435** care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. Therefore, the level of support and the number of identified care experienced students may continue to increase during the remainder of AY2022-23.

In the current climate, the ability to accurately forecast student withdrawals and levels of engagement has been significantly compromised. Student Funding will continue to monitor student numbers and projected bursary support closely. Any

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significant changes or anomalies to withdrawals or engagement levels will be reported to members as part of the regular reporting arrangements.

Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 and 17 year-old students. The College’s allocation for AY2022-23 is £800,000. The College is currently projecting EMA spent of **£534,000** at this time. Members are asked to note that this figure now includes January 2023 courses.

There is no financial risk in this area as actual amounts paid out are reimbursed in full to the College a month in arrears.

SAAS Funds Provided for Higher Education Discretionary Support

The College is also allocated funding from SAAS for eligible students completing HE programmes. This budget is administered in line with SAAS guidance.

Table 2 details the HE Discretionary Fund Budget made available by SAAS for 2022-23 together with expenditure as at 9 May 2023. In addition to the core allocation SAAS have recently announced that colleges can now transfer from the FE and HE International 2021-22 allocations that were unspent, into our HE Discretionary fund 2022-23.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Allocation	£199,873	£199,873	£0
FE/HE International Discretionary Allocation	£7,678	£7,678	£0
Total	£207,551	£207,551	£0

At this stage we cannot allocate more than the budget of £207,551. SAAS has not confirmed any additional funding in 2023 for redistribution and this was not guaranteed. The College can however submit a request for additional funding support if funds do become available and if additional funding is required. Application to the HE Discretionary fund is being closely monitored and the funding team are working closely with students and other support teams to ensure all avenues of support are explored.

The level of additional funding requested will be based on the level of student demand at that time. Members are asked to note that the College can however also provide financial support to our most vulnerable students for essential costs, for example travel costs, from other budgets.

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Learning, Teaching & Quality Committee

25/05/2023

Strategic Objective Reference:	SO1 - An inspirational college experience	SO2 - Embedding diversity and inclusion
	Choose an item.	SO4 - Working with partners and businesses
	Choose an item.	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	Apprenticeships and Work Based Learning Report	
Purpose:	To advise Members of the in-year position of Apprenticeship and Work-Based Learning provision.	
Prepared by:	Gavin Murray - Assistant Principal, Curriculum <i>Stuart Millar – Head of Apprenticeships and Work-based Learning</i>	
Action Required:	To Note	
Appendices:	No	

1. Executive Summary

2. Proposals and Recommendations

N/A

3. Link to Strategic Risk Register

L7Q4

4. Resource Implications (finance, HR, Estates, ICT, etc)

N/A

5. Equality and Diversity Impact Assessment

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

6. Previous Committee Approval

N/A

7. Publication Status

This paper will be published on the College website

Apprenticeships and Work Based Learning Report

Background

Apprenticeships are a significant part of Scottish Government's work to address youth employment and develop Scotland's workforce.

Scotland's Apprenticeship Family consists of three strands, Modern Apprenticeships, Foundation Apprenticeships and Graduate Level Apprenticeships. Ayrshire College delivers the Modern and Foundation elements of this family.

In a Modern Apprenticeship, a paid employee, usually a young person, learns on the job and works towards a recognised qualification. The College supports and assesses this in-work learning and, in many industries, provides off-the-job courses to underpin this development.

Foundation Apprenticeships are designed to help young people in S5 and S6 gain valuable, real work experience and a recognised qualification while accessing work-based learning as part of the senior phase at school.

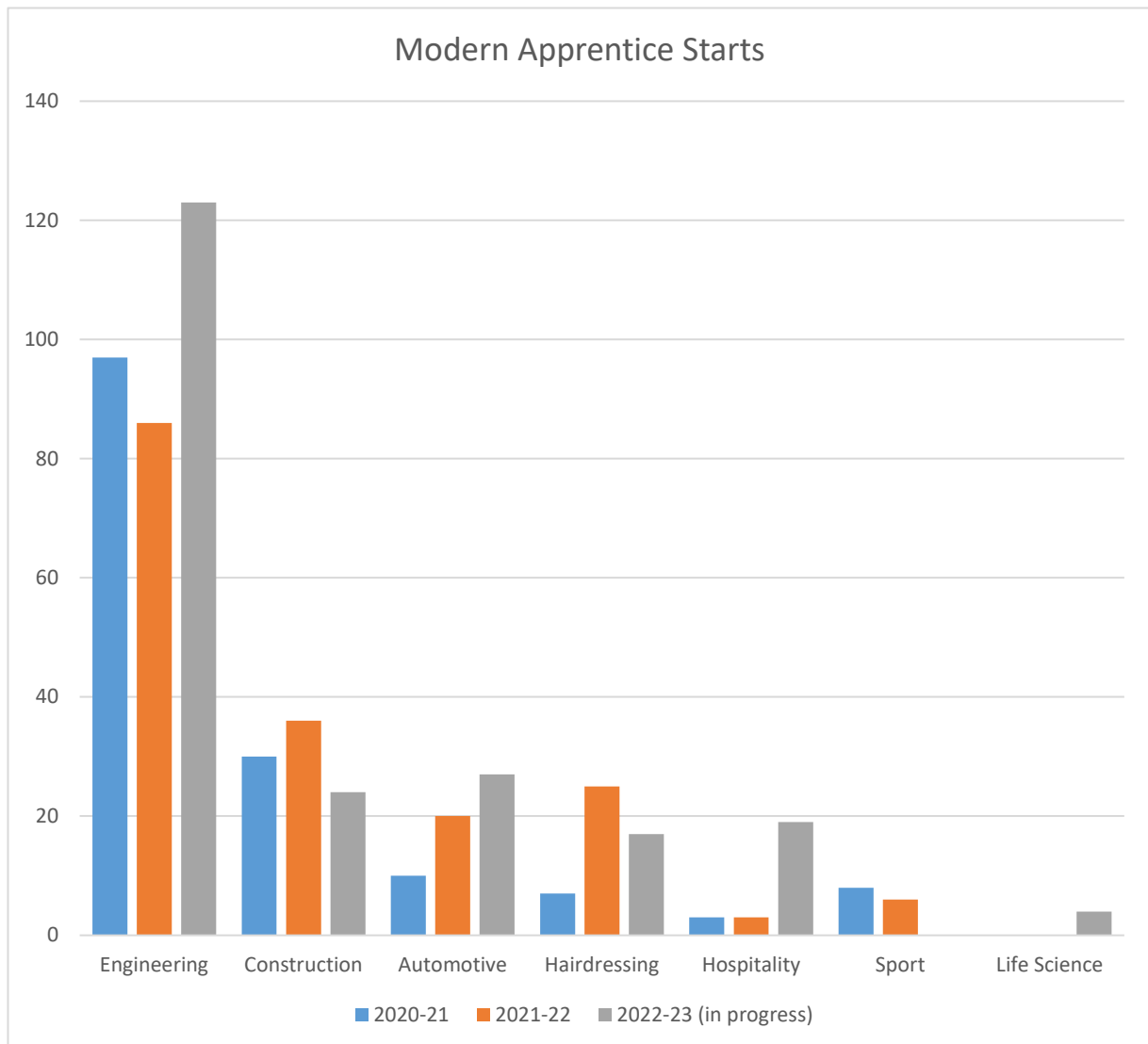
Alongside the apprenticeship programmes, the College also supports work-based learning for a significant number of Ayrshire's current and future workforce each year. These courses support registration for regulated industry sectors and help provide in-work skills and career development opportunities.

Ayrshire College Apprenticeships Provision

Modern Apprenticeships (MAs)

The Modern Apprenticeship contract year runs from April to March each year. The volume of starts presented is in relation to the Skills Development Scotland contract year, while the financial targets and claim values are presented in relation to the College's academic year.

Recruitment



2020-21 Total Modern Apprentice Starts	- 155
2021-22 Total Modern Apprentice Starts	- 176
2022-23 Total Modern Apprentice Starts	- 214

Apprentice starts in grew in total in 2022-23 compared to previous years, though this varied by sector.

Engineering recruitment was very strong this year with growth seen in Aerospace and the wider engineering sector.

Construction recruitment was generally in line with previous years with the exception of plumbing where numbers were low. This appears to be a result of a phase in the recruitment cycle of our employer partners. Automotive saw a positive year of recruitment.

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Hospitality saw strong recruitment in Q1 of 2023 and it is hoped that this increase in demand will be sustained.

Hairdressing saw a positive year of demand, though reduced from the levels seen in 2021-22.

We have seen demand in Life Science this year which we will look to build on for future growth.

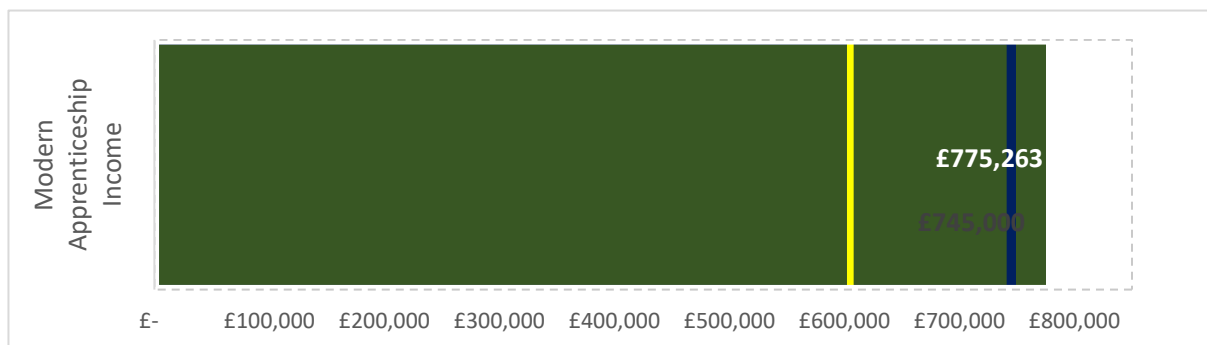
East Ayrshire Young Persons Guarantee Apprentice Employer Grant

In partnership with East Ayrshire Council, and funded by the Young Persons Guarantee, the College has been administering a £5000 grant to employers to incentivise them to recruit East Ayrshire young people into apprenticeship positions. This grant has been used to incentivise twenty apprenticeships for East Ayrshire residents.

All twenty grants have been allocated and distributed. The industry sectors of grant recipients are summarised below:

Hair & Beauty	-	9
Engineering	-	6
Construction	-	2
Motor Vehicle	-	2
Hospitality	-	1

Income and Credit Position as of 30 Apr 2023



The 2022-23 target is £745,000 compared to £726,000 in 2021-22. Income levels are ahead of the original rolling target established at the start of the academic year and the annual target has been achieved.

Qlikview is currently reporting 6324 work-based credits in 2022-23. This exceeds the original projection of 5500 credits.

2023-24 Modern Apprenticeship Contract

The College has recently received its Modern Apprenticeship 2023-24 contract from Skills Development Scotland. SDS exercised the option of a second +1 year extension

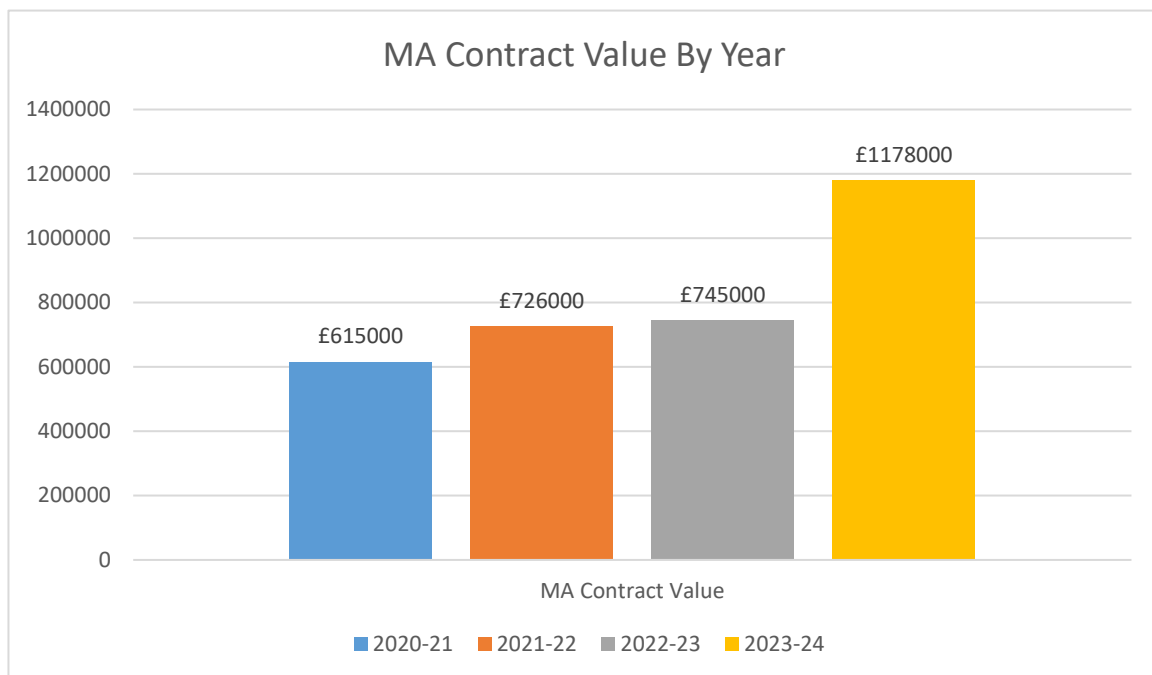
Paper 8

of the contract originally awarded for the 2021-22 contract year. The contract is split into two components – Value and Volume of new Starts.

Value

Despite pressures on public finances, the College has seen a significant increase in the value of its Modern Apprenticeship contract from £745,000 in 2022-23 to £1,178,000 in 2023-24.

This increase in value is primarily due to a sustained increase in the number of high-value, multi-year apprentices, such as engineering and construction, recruited by the College’s industry partners over the last few years.



Volume

Due to the pressures on public finances, Skills Development Scotland have issued 2023-24 contract volumes to all training providers in stages.

During the initial contract issue, the College saw its overall new start allocation reduced by 13%, pro-rata across all industry sectors, in line with all training providers in Scotland.

This reduced the number of Modern Apprenticeship opportunities across Scotland to 25,500 in 2023-24, reduced from over 28,000.

After a period where SDS asked providers who had been issued too many places or no longer offered apprenticeships to hand places back, a second stage of contract volume has been issued to the College.

SDS have prioritised additional places in line with Scottish Government priority areas. As Ayrshire College has a strong apprenticeship programme in Engineering, we have seen our volume award increase significantly in this second stage.

The College has now been awarded 252 Modern Apprenticeship places, enabling the potential for growth in 2023-24.

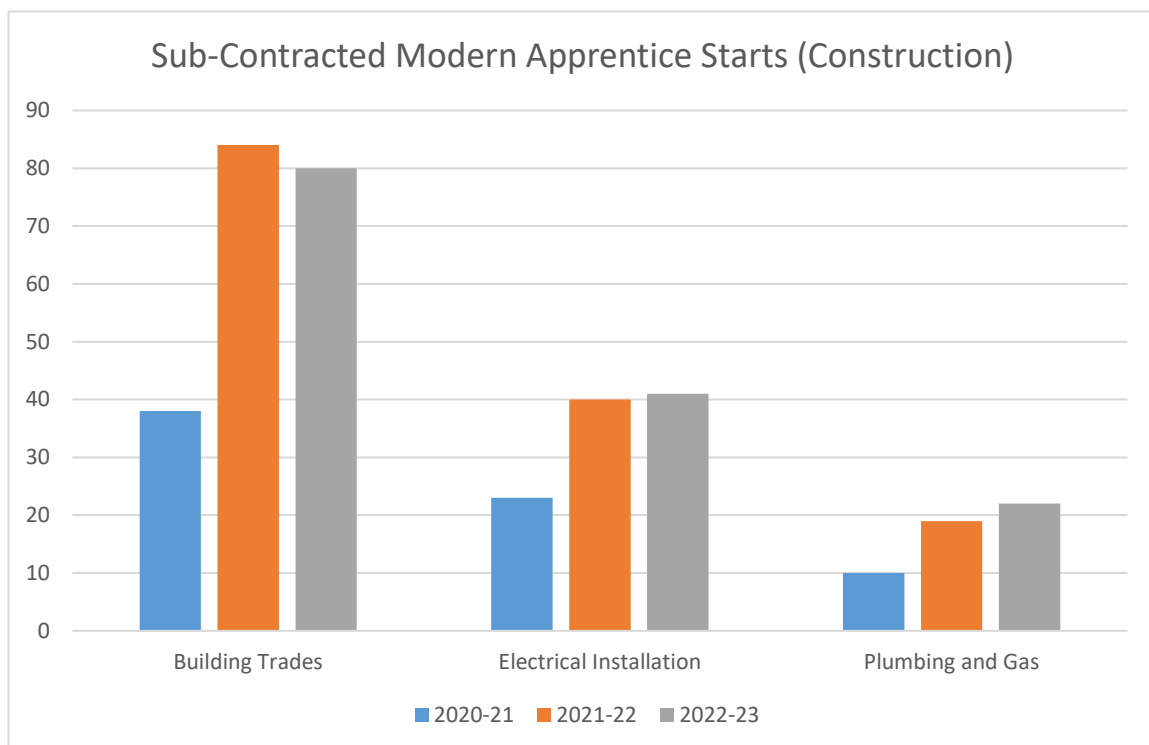
The College is represented on the sector’s Modern Apprenticeship Working Group. The group will continue to lobby SDS and Scottish Government to maximise the number of new start places available to colleges and ensure contract flexibility allows for the maximum economic benefit to be realised.

Sub Contracted Modern Apprenticeships

Alongside the contract held directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Recent growth has seen this provision increase to over 500 apprentices being supported by these contracts, with the majority being employed in construction trades.

2022-23 Recruitment

The construction sector saw a significant increase in apprentice recruitment in 2021-22. This was reflected in our own Modern Apprentice contract as well as new starts recruited to trade body and local authority contracts. This increased level of recruitment has been seen in 2022-23 also.



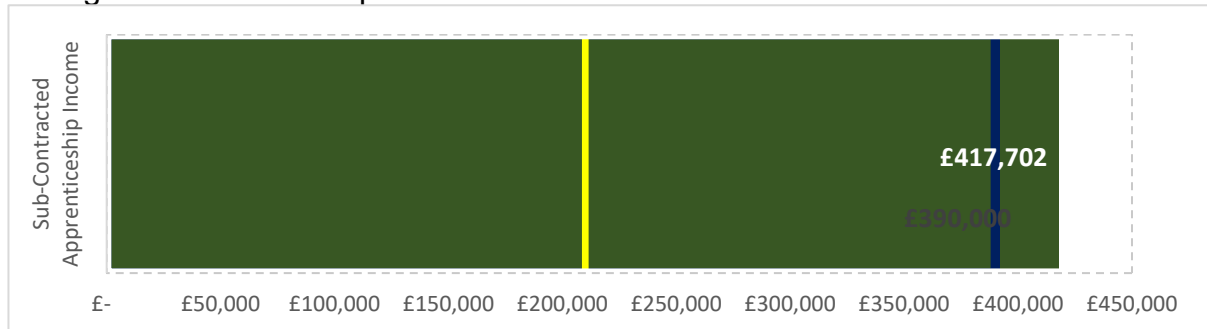
The slight increase in Plumbing & Gas recruitment compared to 2021-22 is driven primarily by strong recruitment by Local Authorities to this trade in 2022-23.

Overall, 166 sub-contracted Modern Apprentices started in 2022-23.

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Income as of 30 Apr 2023

Sub-contract Modern Apprenticeship income is drawn down in line with specific contractual arrangements with each partner.



The Sub Contracted MA target is £390,000 in 2022-23 compared with £295,000 in 2021-22. Current income levels are ahead of the original rolling target and the annual target has been achieved.

Sub-Contracted MA Provision 2023-24

Organisations traditionally sub-contracting Modern Apprenticeship provision to the College will also have experienced a 13% reduction in new-start allocations for 2023-24 in the first stage of contract award.

These contracting organisations operate national contracts with SDS. Similar to the College’s main provision, these sub-contract arrangements also support Scottish Government priority sectors. It is expected that these will have seen a positive second stage of contract award, but at the time of writing this remains to be confirmed.

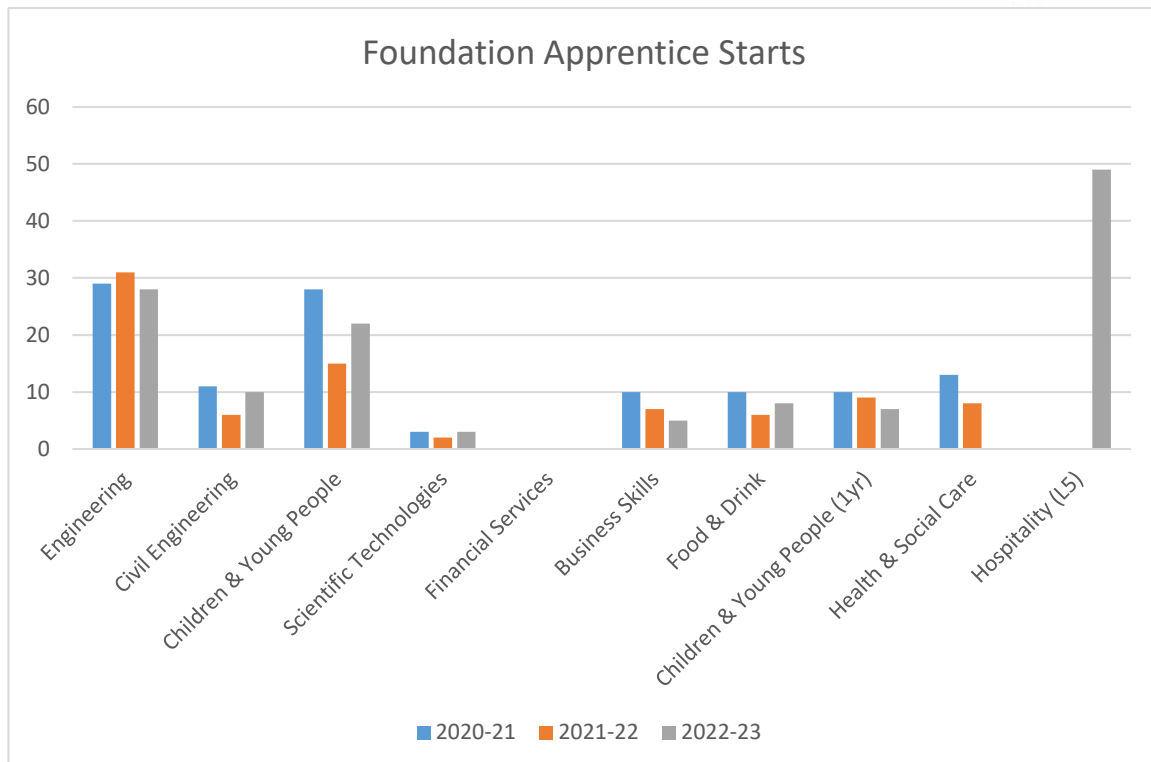
This will be monitored and reported as the situation becomes clearer.

Foundation Apprenticeships (FAs)

Foundation apprenticeships for 2022-23 are funded via a combination of additional, enhanced, credits from SFC and further income from SDS to cover travel costs. SFC credits are drawn down in line with mainstream course funding, while SDS funding is claimed using their traditional milestone model.

Recruitment

Recruitment for the Foundation Apprenticeship Cohort is summarised in the graph below compared to the previous years:



2020-21 Foundation Apprentice Starts	- 110
2021-22 Foundation Apprentice Starts	- 91
2022-23 Foundation Apprentice Starts	- 132

East Ayrshire Council has introduced the Hospitality L5 FA in 2022-23 and this has proved to be popular, seeing high levels of recruitment.

Income and Credit Position as of 30 Apr 2023

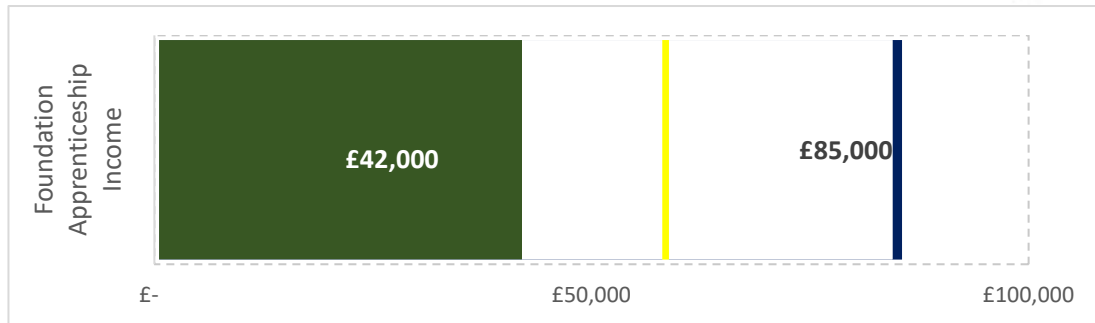
Due to a change in how Foundation Apprentice funds are distributed, the majority of funds associated will be through credits from SFC.

Qlikview is currently reporting 1739 Foundation Apprenticeship credits in 2022-23. This exceeds the original projection of 1344 credits.

Additional income will be received from SDS reflecting other costs such as student travel. This will be drawn down in phases throughout the academic year. The forecast income from SDS is £85,000. This is a significant reduction from 2021-22 as all Foundation Apprenticeships are now following the credit model in 2022-23.

SDS income for the 2022-23 starts has been delayed due to a delay between SDS and SFC agreeing a data sharing agreement and the late issue of guidance. The DSA has now been signed and communication is ongoing with both organisations to free up payment for these cohorts. Payment for those cohorts in their second year of learning is in line with expectations.

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2023-24 Update

Recent communication from SFC and SDS has confirmed that the split funding model will continue in 2023-24

Scottish Government is aiming to see the same number of FA starts achieved in 2023-24 as seen in 2022-23.

Credits associated with the Foundation Apprenticeship programme have been incorporated into the College's main grant from SFC and are no longer ring-fenced

Discussions are ongoing with SFC with a view to finding a solution for funding the portion of Foundation Apprenticeships delivered fully by local authorities.

Commercial SVQs

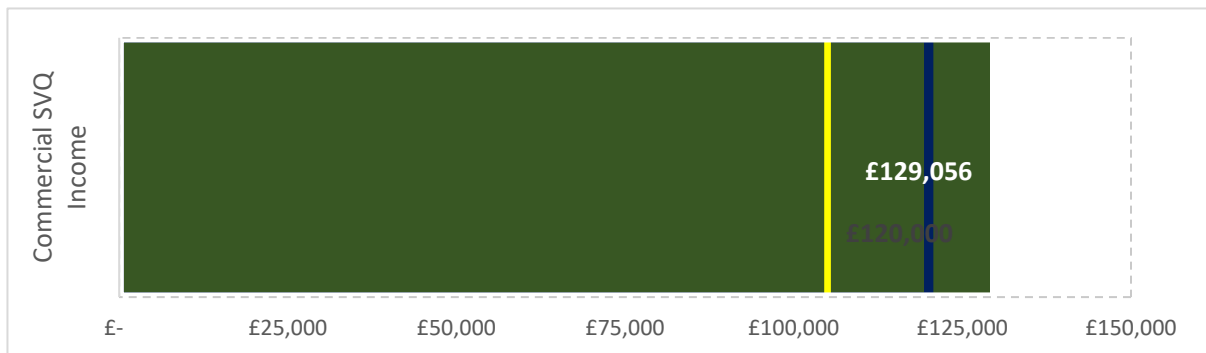
Recruitment for commercial SVQ continues through the academic year. Current projections suggest the target of £120,000 income will be achieved and income is ahead of the rolling target.

As well as ongoing individual recruitment, a contract has been finalised with South Ayrshire Council to deliver Health & Social Care SVQs to home care staff. Demand is also being experienced for aeronautical engineering SVQs from Spirit, Collins and Ryanair.

The College also secured funding from North Ayrshire Council through their Parental Employment Support Funding (PESF) to support a cohort of parents returning from maternity / paternity leave back into employment. After undertaking a PC Passport qualification, the learners are undertaking a flexible paid work placement, while being assessed for an SVQ 2 in Business Administration.

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Income as of 30 Apr 2023



The Commercial SVQ target is £120,000 in 2022-23, comparable with the 2021-22 target. Current income levels are ahead of the original rolling target and the annual target has been achieved.