

Board of Management - Action and Decision Log
Meeting No 42 – 15 June 2023

(Paper 1a)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action / Decision	Open / Complete / Approved / Declined
22/09/2022	People Strategy (2022-25)	BOM39: A01	Following receipt of the final liP report, updated measures of success will be reviewed at a future BRIC meeting.	D Davidson	March-23	Action	Complete
08/12/2022	Student Association Report	BOM40: A01	Student President will provide updated statistics for the Rockpool Podcast to the Chair of the LTQC in the new year.	E Jamieson	Jan-23	Action	Complete
28/03/2023	Board Performance and Improvement Plan	BOM41: D01	The Board approved the Board Performance and Improvement Plan 2023-24 for submission to SFC.	NA	NA	Decision	Approved
28/03/2023	Board Member Recruitment Process 2023	BOM41: D02	The Board approved the recommendation from the Search and Nominations Committee to seek Ministerial approval for the individual identified.	NA	NA	Decision	Approved
28/03/2023	Draft Committee Structure 2023-24	BOM41: D03	The Board approved the Draft Committee Structure for implementation in AY2023-24.	NA	NA	Decision	Approved
28/03/2023	Draft Board & Committee Meeting Dates 2023-24	BOM41: D04	The Board approved the Draft Board & Committee Meeting Dates for implementation in AY2023-24.	NA	NA	Decision	Approved
28/03/2023	Key Performance Indicator Dashboard	BOM41: A01	Alternative options to analysing student progression to be explored in advance of AY2023-24, plus national benchmarking data on retention.	A Campbell	Sep-23	Action	
28/03/2023	Mainstreaming Equality and Equality Outcomes Progress Report (2022-25)	BOM41: D05	The Board approved the Mainstreaming Equality & Equality Outcomes Progress Report (2022-25).	NA	NA	Decision	Approved
28/03/2023	College Strategic Transformation Projects	BOM41: A02	D Davidson to provide Board members with further information, including Project Scope, via email.	D Davidson	29/03/2023	Action	Complete
28/03/2023	2022-23 Ayrshire College Risk Register as at March 2023	BOM41: D06	The Board approved the 2022-23 Ayrshire College Risk Register as at March 2023.	NA	NA	Decision	Approved

Paper 2

Board of Management Meeting

15/06/2023

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

Paper 2

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 successfully concluded the Student President elections on the 12 May. The current officers will continue to lead the Student Association activity up until the 30 June 2023.

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 the Academic Year and then revisited

Paper 2

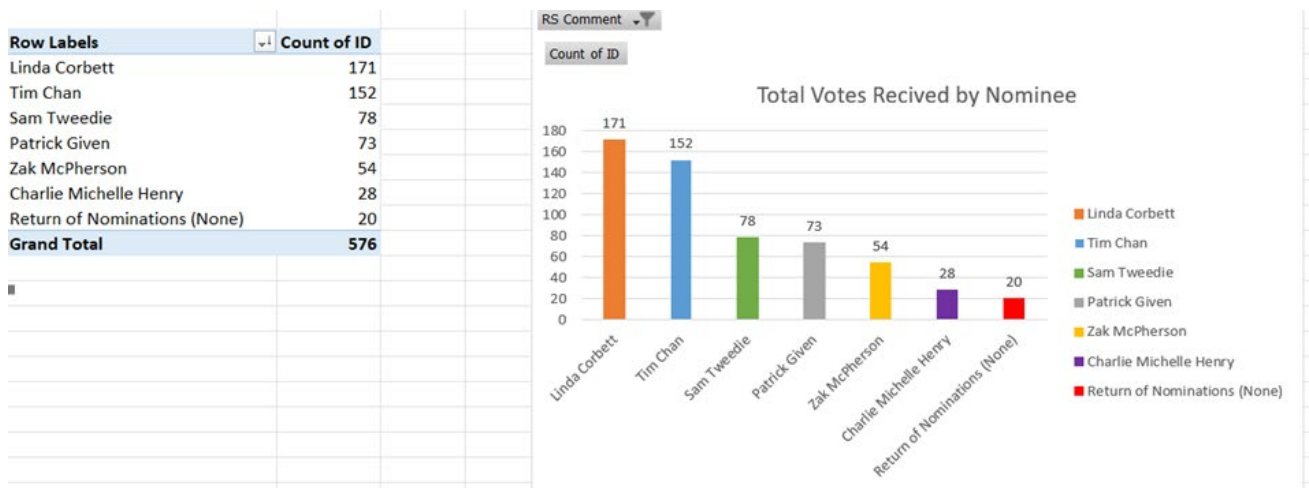
at the end of the Academic year, to both set the scene and ground team members in the core purpose of the Student Association and also to provide a baseline to measure improvement. The Student Association Advisor will incorporate this exercise into the induction and planning activity which takes place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

Student President Elections

The Student Association elections took place from Monday 8 May to Friday 12 May following a week of campaigning from the candidates. There were six candidates standing in the election for two sabbatical positions, Student President and Student Vice President. Upon close of coting on Friday 12 May, the Student Association announced that candidate Linda Corbett is the Student President Elect and Tim Chan is the Student Vice President Elect. 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. The election statistics are detailed below:



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

Board of Management Meeting

15/06/2022

Strategic Objective Reference:	SO1 - An inspirational college experience	Choose an item.
	Choose an item.	SO4 - Working with partners and businesses
	Choose an item.	Choose an item.
	SO7 - Developing staff and students to enable excellence	
Subject:	Principal's Report	
Purpose:	Update board members of key activities and developments not covered elsewhere in the papers	
Prepared by:	Angela Cox, Principal and Chief Executive	
Action Required:	To note	
Appendices:	No	

1. Executive Summary

N/A

2. Proposals and Recommendations

N/A

3. Link to Strategic Risk Register

N/A

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.

7. Previous Committee Approval

N/A

8. Publication Status

This paper will be published on the College website

Principal's Report

Strategic Development

Our ambition to be a **Centre of Excellence for Aerospace** training continues to develop. Our application to become a 147-accreditation centre is making good progress. Through a realignment of curriculum leadership, we have freed up Alastair Heron to lead this project.

At the same time, Anne Campbell and Gavin Murray have been in conversation with Centennial College in Canada and Truro Penwith College re our Aerospace training offer and opportunities for student and staff learning exchanges. Dialogue continues with Dudley College about their Institute of Technology.

Harlow and Stansted Airport College have also been in touch and are keen to learn from us because of our reputation in aircraft maintenance training. This will be followed up over the summer.

We have reengaged with the **Prague School of Gastronomy** to establish an exchange programme. The programme will allow students to gain work experience in an international culinary school and in one of the finest food destinations in Europe. The school have extended an invitation to the College to visit the school and further scope the programme.

This project is directly aligned with the Visitor Economy project and the region's economic recovery and growth of this sector. We will be applying for Turing Funding, the replacement for Erasmus Funding, when the applications open later this year.

The College continues to be heavily involved in the **Regional Economic Strategy, Ayrshire Growth Deal (AGD)** and **Regional Skills Investment plan**. Anne Campbell and I have attended a range of meetings to ensure the College is able to respond to the economic priorities emerging from the strategy and deal. These include Ayrshire Skills Investment Fund, Ayrshire Skills Group, Directors of Education, RES Advisory and Board. We are also hosting The Ayrshire Regional Economic Strategy Gathering, scheduled for 5 June, which is a session facilitated by the Economic Recovery Group and funded by College Development Network.

As a result of discussions with East Ayrshire Council regarding the **AGD CORE project** in Cumnock and our inability to commit to revenue funding to manage the project, Anne Campbell met with the 9CC group (made up of the 9 Community Councils) to explore how the College may be able to access the Windfarm Community Funding that is going into 9CC over the next 10 years.

Ayrshire College will be the regional partner in the **Digital Dairy Chain Project**, led by Scotland's Rural University College (SRUC). The project establishes the South-West of Scotland and Cumbria as the "go-to" region for future investment in high-tech dairy processing.

Digital Dairy Chain 'Maker Spaces' in Cumbria and Ayrshire will give producers of dairy products and dairy-based food and drink the chance to develop new products or move from small-scale 'kitchen creations' into commercially viable production.

Paper 3

A potential 'maker space' has been identified at the Ayr Campus. With capital investment of £100k to create the facility, and working in partnership with SRUC, we will provide education and skills opportunities in Food and Drink Foundation Apprenticeship courses to SCQF 6, Hospitality courses at SCQF 4 to 7, Science laboratories to support provision up to HND level, Mechatronics and Robotics courses, REHIS food safety and food hygiene.

The proposal would see the work started on the facility in early July, with the space in production in August and available to support placements and work experience for learners in the academic year 2023/24, with commercial opportunities to follow.

Despite Scottish Government clawing back the £24m transformation funding for colleges, the sector has agreed to progress with the **Think the Unthinkable** (TtU) development activity. This covers areas such as a move towards sector wide digital infrastructure, systems and learning resources, alternative funding approaches around apprenticeships, skills rather than qualifications and how funding is distributed and looking at alternative work force models in response to changing expectations from industry and students. The new Minister for Higher and Further Education has indicated that funding for some, or all, TtU projects may be made available at a later date. A meeting with chairs and principals is scheduled for 6th June where the final report will be shared.

We have appointed Lion and Gazelle Ltd to conduct a baseline evaluation for our **Digital Transformation Project**. The findings and recommendations will be reported back by 26 June 23. The scope includes IT infrastructure, software development and customisation, training and support for staff, cybersecurity and data protection, and managed services including cloud solutions. A range of staff across the College are being consulted with.

Stakeholder Engagement

On 3 and 4 May, I attended the Four Nations College Alliance in Belfast. The theme for the conference was 'The role of colleges in regional economic development'. The four nations college leaders and policy makers learned about models that were developing and working well and debated the future system changes that are required to take account of economic priorities, changing demographics and advances in technology.

The Chair and Principal met with our new Cabinet Secretary, Jenny Gilruth and Minister for Higher & Further Education, Graeme Dey on 9 May with other college principals. I followed up with an email on my statement on Aerospace and inviting the minister to visit the College.

Since the last board meeting, Anne Campbell and I have visited the following businesses or visits are scheduled: The Way Forward, a sustainability organisation in Cumnock, Wallace McDowall, Woodward, McEvoy Engineering, J&D Pierce, HIE Ltd and Collins.

I attended the Inaugural Lecture of the Vice Chancellor of UWS in Paisley on 18 May and met with the Principal of West College Scotland afterwards. I am also scheduled to have a follow up meeting with James Miller, Vice Chancellor on 9 June.

Paper 3

The new Vice Chancellor at **Glasgow Caledonian University**, Professor Steve Decent, is visiting on 8 June at our Kilmarnock Campus.

Staff Engagement

Anne Campbell and I joined staff at the **Bridge 2 Business Awards** at Clyde College on 11 May. Ayrshire College won Enterprise College of the Year and John McBlain won College Enterprise Champion for the third consecutive year.

Throughout June, we have three staff **Long Service Awards** and end of year **Student Award** celebrations which provide a great opportunity to bring staff together.

As well as regular Principal's briefing sessions and follow up open forums, I continue to join team meetings, although I haven't managed as many as originally planned.

The College launched a **Voluntary Severance** Scheme on 9 May and closed on 22 May. This understandably causes a level of anxiety whilst applications are considered for affordability and if we can manage without the post.

Both lecturing and support staff unions have a mandate for **strike action** due to the sector not yet being able to settle on an acceptable cost of living pay increase. No dates for strike have been confirmed but EIS-FELA members are currently undertaking action short of strike action. This has the potential to disrupt students being certificated as some lecturers will refuse to input assessment results or conduct any duties which aren't explicit in their role description.

A revised two year pay deal has been put forward by the staff side to both unions. This will benefit more those at the lower end of the salary scale. To date, there has been no feedback from the staff side.

Key Performance Indicators	End of year actual or average 2021-22	End of year actual or average 2022-23	September Board			December Board			March Board			June Board			End of academic year target
			Target	Actual	2% < Green Within 2% Above or Below Amber 2%> Red	Target	Actual	2% < Green Within 2% Above or Below Amber 2%> Red	Target	Actual	2% < Green Within 2% Above or Below Amber 2%> Red	Target	Actual	2% < Green Within 2% Above or Below Amber 2%> Red	
1. Credits															
Core	125,197					103,000	99,864		123,000	115,300		123,867	118,920		123,867
Foundation Apprenticeships	1,081					1,000	790		1,344	1,344		1,344	1,764		1,344
2. Apprenticeship Starts															
Contracted	176			188		190	194		208	210		208	210		208
3. Budget performance (against plan)			-£267,747	-£290,508		-£267,747	-£290,508		£815,800	£828,264		£824,501	£814,582		-£278,200.00
4. Trading cash levels held			£3,452,000	£3,452,000		£3,452,000	£3,452,000		£4,669,428	£4,669,428		£3,983,000	£3,983,000		£1,480,000.00
5. Student Retention															
FE FT	66.1%					90%	89.8%		72%	77.90%		69%	74.30%		69%
FE PT	91.8%					95%	95.6%		94%	91.50%		92%	90.80%		92%
HE FT	73.6%					92%	92.2%		78%	79.80%		76%	75.70%		76%
HE PT	90.8%					95%	96.9%		93%	93.80%		92%	93.70%		92%
6. Student Progression (NB figures from 2020/21)	2019-20														
FE Qualifiers	94.6%								96%	95.70%					96%
HE Qualifiers	92.9%								94%	95.40%					94%
7. Student Satisfaction	94.0%											95%	96%		95%
8. Staff consistently rate the College as a good place to work	55%											65%	77%		65%
9. Employer/Stakeholder Satisfaction	N/A											95%	69%		95%

Board of Management Meeting

15/06/2023

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	SO6 - Being environmentally sustainable
	SO7 - Developing staff and students to enable excellence	
Subject:	Digital Strategy Progress Report 2022-23	
Purpose:	To present the annual Digital Strategy Progress Report for the Academic Year 2022 – 2023.	
Prepared by:	Russell Wilson, Head of Digital Learning Support and Brad Johnstone, Head of ICT Services David Davidson, Vice Principal, People, Performance and Transformation	
Action Required:	Approve	
Appendices:	No	

1. Executive Summary

The Digital Strategy (2022 - 2025) was approved by the Board of Management in March 2022. This is the first annual report which sets out progress achieved in relation to the Digital Strategy implementation and highlights key action areas moving into 2023-2024.

2. Proposals and Recommendations

The report was presented to the Business, Resources and Infrastructure Committee on 30 May 2023, and was supported by a short presentation with questions from Committee members. The report was recommended to the Board of Management for approval.

3. Link to Strategic Risk Register

The Digital Strategy objectives are linked to BOM2, BOM4, LTQ3, BRIC1, BRIC3 and BRIC9 on the College's Risk Register.

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

Ongoing investment in the College digital infrastructure, is planned in accordance with the College's budgetary management processes and the requirements of the Digital Strategy. In addition, as part of the College's transformational programme, further investment in the digital infrastructure has been committed over the next two year period.

5. Equality and Diversity Impact Assessment

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

6. Previous Committee Approval

The report was presented, reviewed and approved by the Senior Leadership Team and the Business, Resources and Infrastructure Committee in May 2023.

7. Publication Status

This paper will be published on the College website

www.ayrshire.ac.uk

Board of Management Meeting, 15 June 2023 (Paper 9)

Ayrshire
College 

Digital Strategy Progress

2022 - 2023



Digital Strategy Progress Report 2022/2023

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Digital Strategy Progress Report 2022/2023

1 Introduction

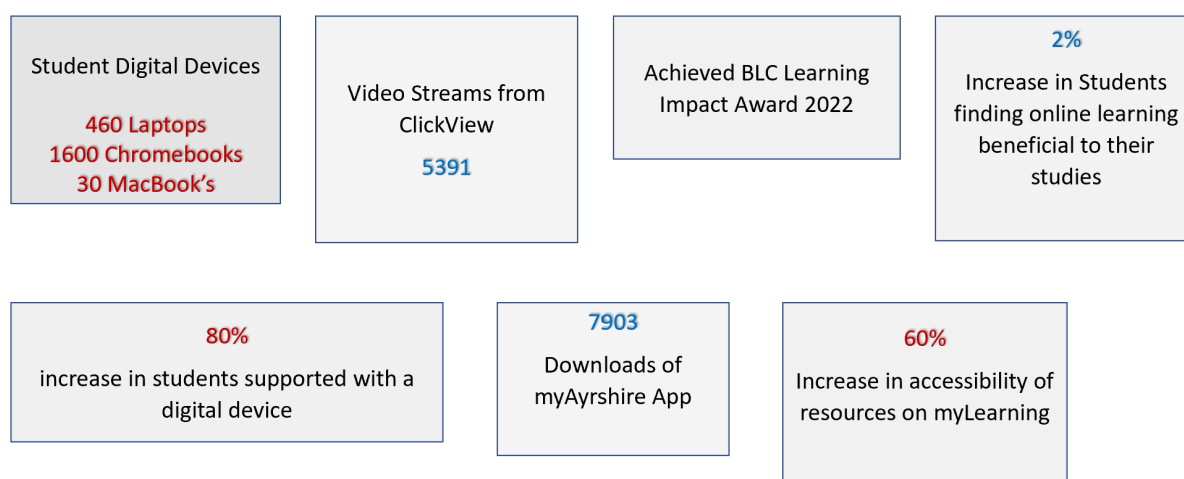
The College is committed to providing its students and staff with a high-quality digital experience to enhance learning and teaching, skills development and delivery of support services in a rapidly changing environment. This commitment also includes improving our systems and processes to embrace digital transformation. To support these ambitions, the College developed a Digital Strategy for the period 2022-2025. The strategy outlines the aims and objectives in leveraging digital technology to enhance student and staff experiences, improve organisational effectiveness, and contribute to organisational sustainability.

[The Digital Strategy](#) enables a planned approach, focusing on the integration of digital tools, resources, and practices to support student success and foster a culture of digital innovation across the College, emphasising the importance of data-driven decision-making. The strategy is guided by key commitments including accessibility, safety, security, and ease of use of digital systems and resources, and ensures that digital skills, technology use, and digital wellbeing are considered in all policies and business decisions.

This report provides a summary of progress achieved in relation to the Digital Strategy during academic year 2022/2023 and focuses on the three aims of the Strategy:

- Enable Digital Transformation
- Develop Digital Confidence
- Support Digital Learning

2 Key Highlights



3 Enable Digital Transformation

This aim focuses on infrastructure, systems, and software/hardware.

3.1 ICT

3.1.1 Digital Devices

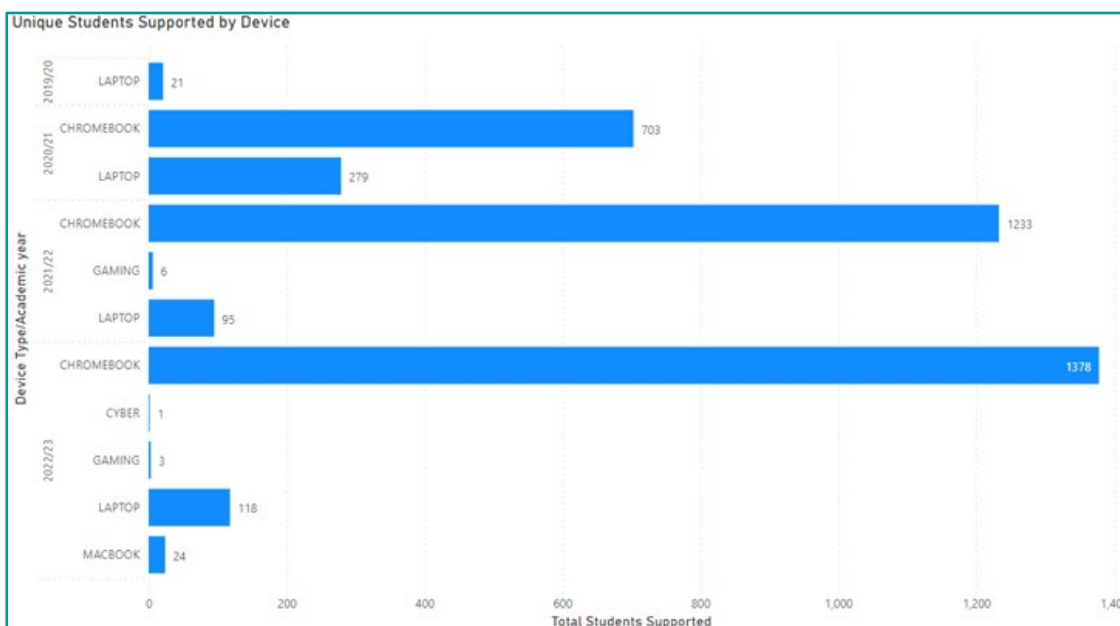
The College received £207,000 digital poverty funding during the current academic year. This funding supported the purchase of:

- 258 high specification Laptops bringing the total available to 458
- 32 MacBooks for specialist areas of study

In addition, students also have access to 1600 Chromebooks, and 1400 peripheral Digital Kits were also purchased for bursary eligible students, which include a laptop case, mouse, USB port and headset.

The chart below sets out the increase in use and availability of devices over the period 2019/2020 to 2022/2023. During 2020/2021, and the initial pandemic period, laptops were repurposed from College IT classrooms, to be available for student use.

Increased Usage and Availability of Devices 2019/20 – 2022/23



Moving into 2023/24 SFC (Scottish Funding Council) has confirmed a digital poverty allocation within the indicative budget settlement.

3.1.2 Video Conferencing

Video conferencing tools such as MS Teams and Zoom are now a core platform to support learning and teaching as well as communication and collaboration across the College. Investing in 6 classrooms across the 3 main campuses, the College now has video conferencing enabled facilities. The setup includes class and lecturer cameras, 70" screen, speakers and microphones, covering the whole classroom, as well as an intuitive touch

control panel. These classrooms allow students to collaborate cross campus, participate in hybrid model delivery and enable, for example, guest speakers to present at one campus and be viewed across all campuses and remotely.

In addition, the partnership rooms in Kilmarnock and Kilwinning campuses have also been installed with a video wall, camera and microphones speakers, to cover the whole room.

3.1.3 Print Solution

A new print solution was introduced to the College which reduced the number of printers from 222 to 69 and a centralised print room service was established on Kilmarnock campus.

3.1.4 Networking

The network infrastructure on Ayr campus was out of date and required to be upgraded. During the year the wireless access points were updated to bring the campus in line with Kilmarnock and Kilwinning. The upgrade provides a foundation for any future upgrades, which will be necessary as the digital footprint increases or compresses.

3.1.5 Security

Cyber security is a major risk to all organisations with a significant increase in the number of attempts on educational establishments. With the investment and configuration in place at the College, 760,544 attempts to access college systems outside of the UK were successfully blocked, with 2,691,896 malicious emails also blocked. The firewall also blocked 5,992,394 attempts to infiltrate College systems.

Work was also carried out to upgrade settings on individual user accounts, which is the main entry points for hackers. Multi Factor Authentication was implemented for staff and students with password requirements extending to 16 characters, to meet industry standards and further protect College systems and data.

3.1.6 Service Desk

A new integrated service desk solution was introduced during the current academic year, which provides students and staff with one access point to raise digital issues or requests. The service desk solution supports the work of ICT, BIIS, Digital Learning Support and the LRCs.

For the period under review there were 6526 tickets raised with 92% successfully completed within the SLA, which exceeded the KPI of 90% success.

3.2 Business Intelligence and Information Systems (BIIS)

3.2.1 Systems Development

The development of all BIIS systems and services continues to be conducted in a planned and collaborative basis with involvement of key staff. Recently a

cross representative group of users of the current timetabling system have been involved in a retendering process for a new system.

The BIIS team also continue to collaborate with members of the CLT (College Leadership Team) to identify strategic systems development projects that will improve the overall effectiveness of the College. The most recent development includes a replacement student services/inclusive learning Personal Learning Support Plan (PLSP) system that is integrated with the student record system. This will help to streamline business processes and provide greater support to staff and students who require support.

During the current academic year, BIIS have developed a range of first-generation management information reports across key areas of the business, including, applications, enrolments, and credits. These reports will continue to be developed and formally introduced to members of the CLT in preparation for the 2023-2024 academic year.

3.2.2 myAyrshire App

The use of the myAyrshire App continues to grow and is quickly forming an essential part of students' digital toolkit whilst studying at the College. There was an increase of 15% in the use of the App from 2021/2022 to 2022/2023. The use of the App is forecast to increase by a further 10% in 2023/2024.

3.2.3 App Downloads

Platform	April 2022 - April 2023	April 2021 – April 2022
Android	1,897	1,572
Apple	6,006	5,311
Totals	7,903	6,883

Improvements to the App functionality were implemented during the year, and students can now view their student funding information using the My Ayrshire App. In addition, student applicants can now self-select a course interview date and time, suitable to their own circumstances and student interviews are now supported through use of Microsoft Teams, with invites automatically sent and configured from within the student record information system.

3.2.4 On-line Learning Content Development

The DLS (Digital Learning Support) team undertook CPD in the use of the Articulate on-line content development package. This training has transformed the quality of on-line learning resources and a new Self-Directed Study course was developed and introduced during the academic year. To date, this course has achieved 11,089 module completions.

The course also achieved an award through the Blended Learning Consortium. The award was based on the outcome of a vote by digital learning peers across the United Kingdom.

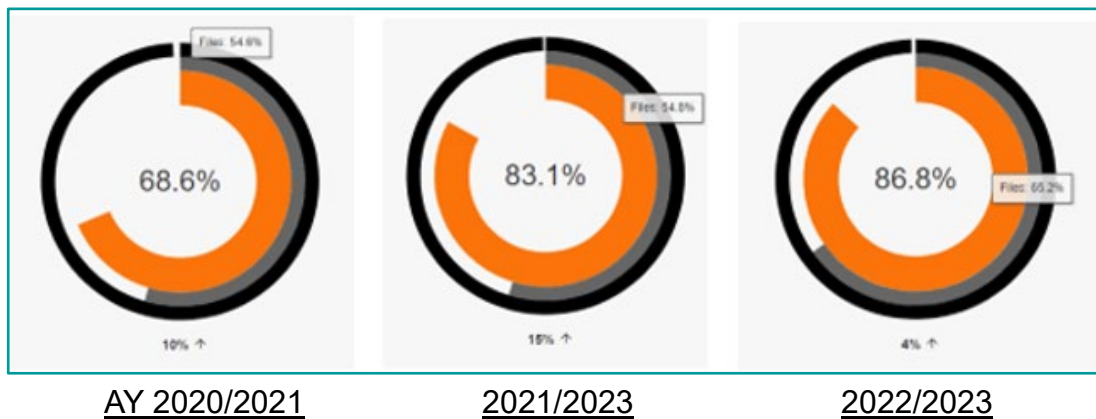


3.2.5 Blackboard Ally

Accessibility of online learning has been significantly enhanced through the addition of [Blackboard Ally](#) which was integrated into myLearning. Blackboard Ally is a software tool which enables learning facilitators to make digital course materials more accessible to students with diverse needs, such as those who are visually or hearing impaired, by automatically generating alternative formats and providing guidance on how to improve the original content.

There has been an increase of 29% in the overall accessibility of the learning resources available within the myLearning platform, improving the position to 86%. A minimum target of 90% accessibility has been set for 2023/2024.

Overall Improvement in Accessibility to myLearning Resources

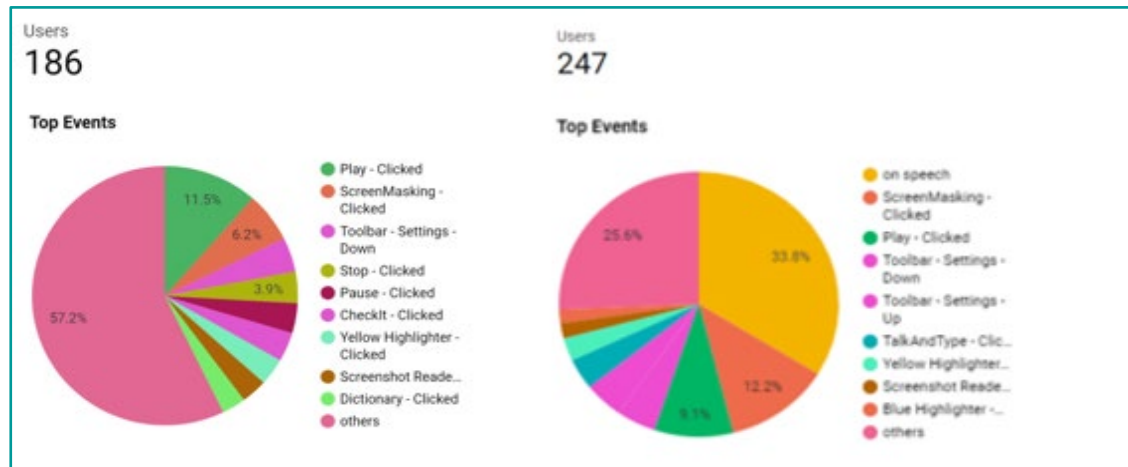


3.2.6 Read & Write Gold

The College offers Read & Write Gold for students and staff which is a literacy software tool, providing support for reading, writing, and language learning. This includes features such as text-to-speech and word prediction, in order to support individuals with dyslexia, literacy difficulties, and other learning challenges.

The Inclusive Learning team promote the use of Read & Write Gold to all students and the LRC (Learning Resource Centre) Team provide support to students in using and accessing this digital resource. Read & Write Gold has seen an increase in use of 32.8% from 2021/2022 to 2022/2023.

Unique User and Statistics



3.3 Future Focus

Key developments and areas of focus during academic year 2023-2024 include:

- Planned investment in the infrastructure to underpin the digital vision of the College through the Digital Transformation project, which launched in 2022/2023.
- Further development of high-quality online autonomous short courses and pre-entry online courses.
- Continue to increase knowledge and awareness of the importance of accessibility within learning and teaching and further embed the tools that can support staff and students.
- Further develop the myLearning platform to continue to enhance online learning and the student experience.

4 Develop Digital Confidence

This aim focuses on Digital Skills, Training & Development.

4.1 LRC Workshops & Student Digital Skills

The Learning Resource Centre (LRC) focused their efforts on developing students' digital skills via information sessions and workshops. The team also provide first line support for students who require digital assistance. An insight into LRC activity during academic year 2022-2023 is set out below:

LRC Activity A/Y 2022-23

Digital Support Sessions		Enquiries	
		1st February 2023-23rd February 2023	
Total	108	Total	453
Digital Support Sessions by Campus			
Ayr	20		
Kilwinning	48		
Kilmarnock	36		
Online	4		
Total	108		
Topics Covered		Common Enquiries	
Chromebook/Digital		Chromebook Assistance	
Word		Wifi	
Getting Logged On		Printing	
NHS Knowledge Network		Email	
Online Resources		Logging in	
Sway		Office	
Powerpoint		ICT	
Library Searching		VLE	
Research		Digital Device Loan	
Basic ICT		Emails	
Publisher		Online Resources	
Citrix			
Teams			
Onedrive			
My Learning			
Printing			
Emails			

An introduction to digital skills programme was developed for students who joined the College during academic year 2022-2023. Students completed 7369 modules within the programme.

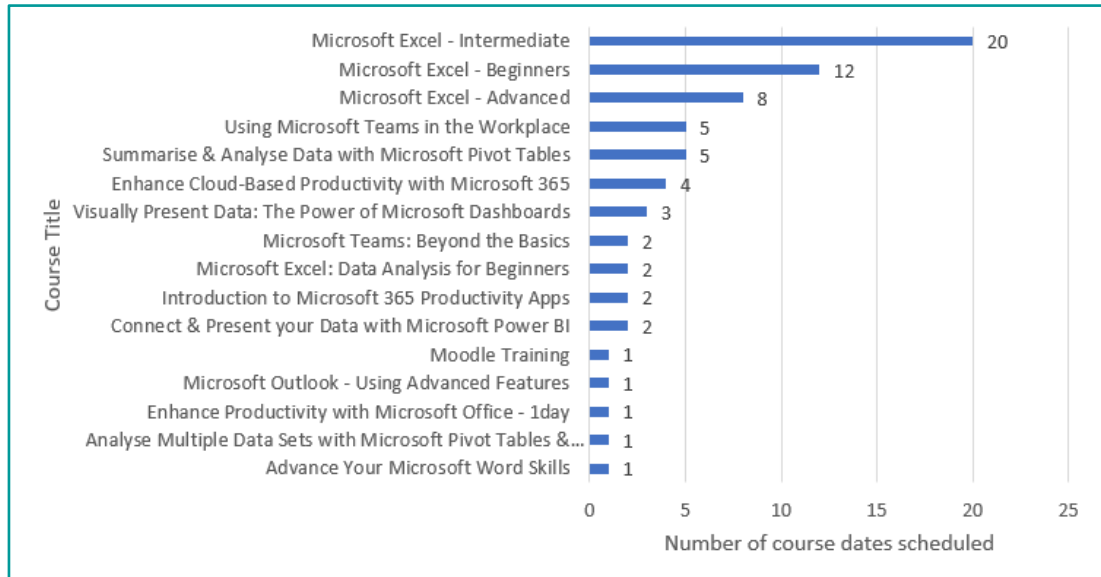
4.2 Staff Digital Skills

All staff have access to the Staff Learning Portal and LinkedIn Learning, which provides a suite of e-learning modules focusing on digital skills. A total of 362 lecturing staff completed a digital learning skills survey and staff were then directed to complete modules on a bespoke LinkedIn Learning pathway, created by the Staff Learning and Development team. Lecturing staff completed 538 modules, covering subjects including guides to online assessment, using online breakout rooms and how to collaborate on documents via MS Teams.

Digital Learning Support have provided updates to staff on Microsoft Educator materials and resources, delivered webinars and shared information on digital skills, particularly in relation to learning and teaching pedagogy.

4.3 Digital Skills for External Partners

The Business Growth team have this year delivered a range of courses through the Flexible Workforce Development Fund, which are detailed in the chart below.



4.4 Future Focus

Key developments and areas of focus during academic year 2023-2024 include:

- Further development and delivery of digital skills workshops for students through the LRC team.
- Increase in the use of IRIS Connect (Digital Tool for lecturer self-reflection and evaluation)
- Delivery of digital skills development for staff through the Workforce Skills project introduced in 2022-2023

5 **Support Digital Learning**

This aim focuses on enabling and supporting digital learning

5.1 myLearning

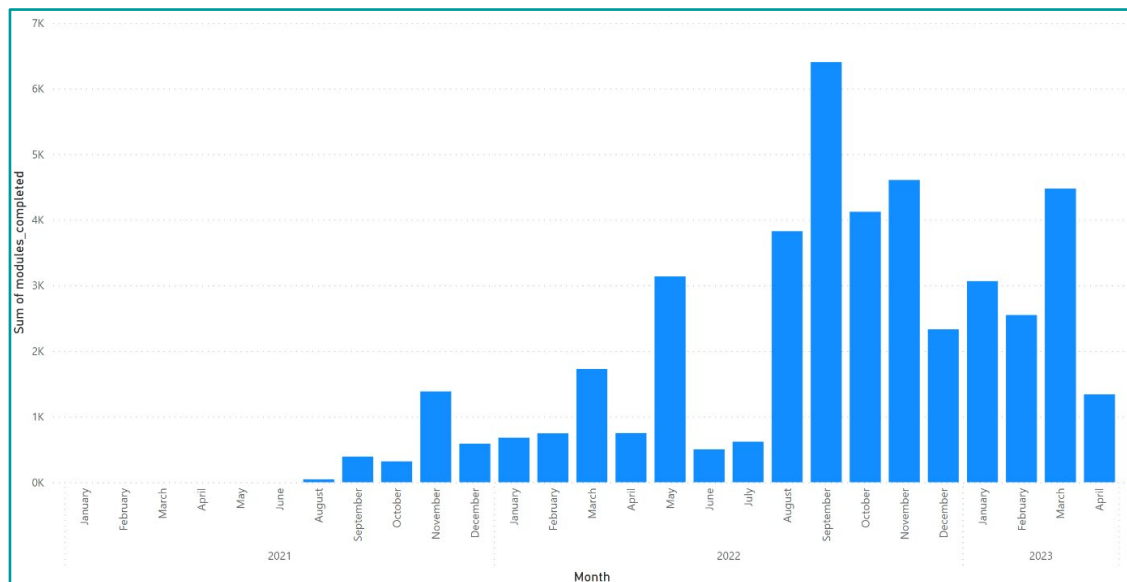
The Digital Learning Support team have continued to invest in and promote software to enable higher quality and more engaging online Learning. MyLearning, which is the College's virtual learning environment (VLE), is continually updated to provide the most current and secure version of the platform. This provides a number of benefits to the College including enhanced security, as the system is equipped with the latest security patches, bug fixes, and updates. This helps protect against known vulnerabilities and minimises the risk of data breaches, ensuring that staff and student information is secure.

The VLE (MyLearning) is the primary source of on-line learning for students to access online delivery . During the post-pandemic period and throughout the current academic year there has been a significant increase in the use of the VLE.

Improved performance of the VLE, through additional features, has resulted in a smoother and more efficient experience for both staff and students, allowing for seamless navigation and interactions within the system.

The chart below sets out how student engagement with the platform has increased from 2021/2022 to 2022/2023 with 9835 modules completed in 2021/2022 and 22,484 in 2022/2023 which represents an increase of 127%. Based on planned work for 2023/2024 and ongoing strategic developments, a further increase of 25% in module completion is estimated.

Increased Student Engagement with myLearning



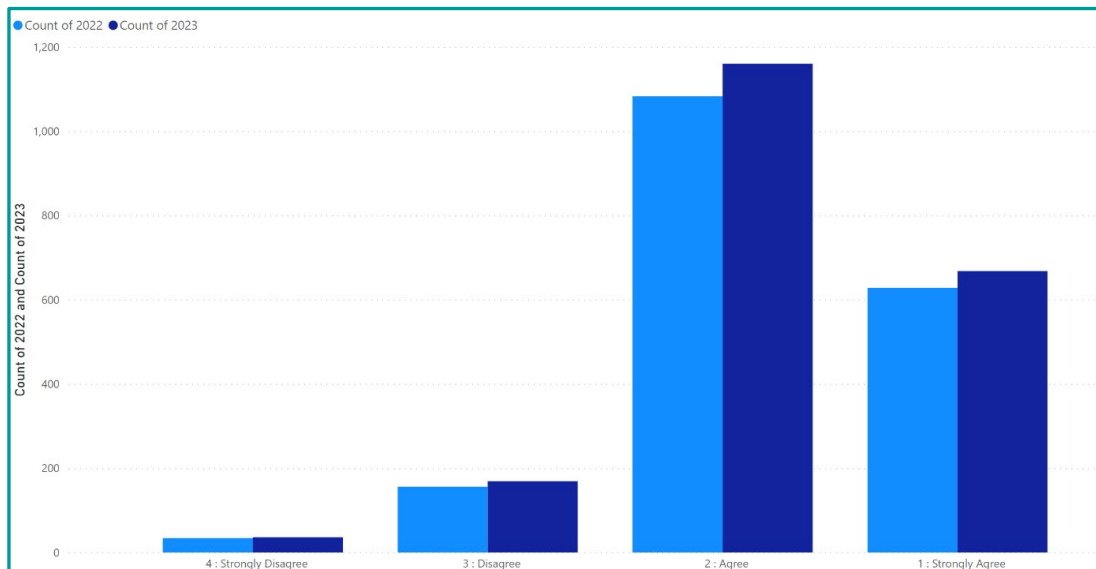
5.2 Student Feedback

As part of the annual survey, students are invited to respond to the following question:

“Does having access to digital online learning material help your learning at college?”

The responses to the survey in both 2021-2022 and 2022-2023 are strongly positive, with a 2% increase in the trend across the two academic years, as shown in the chart below.

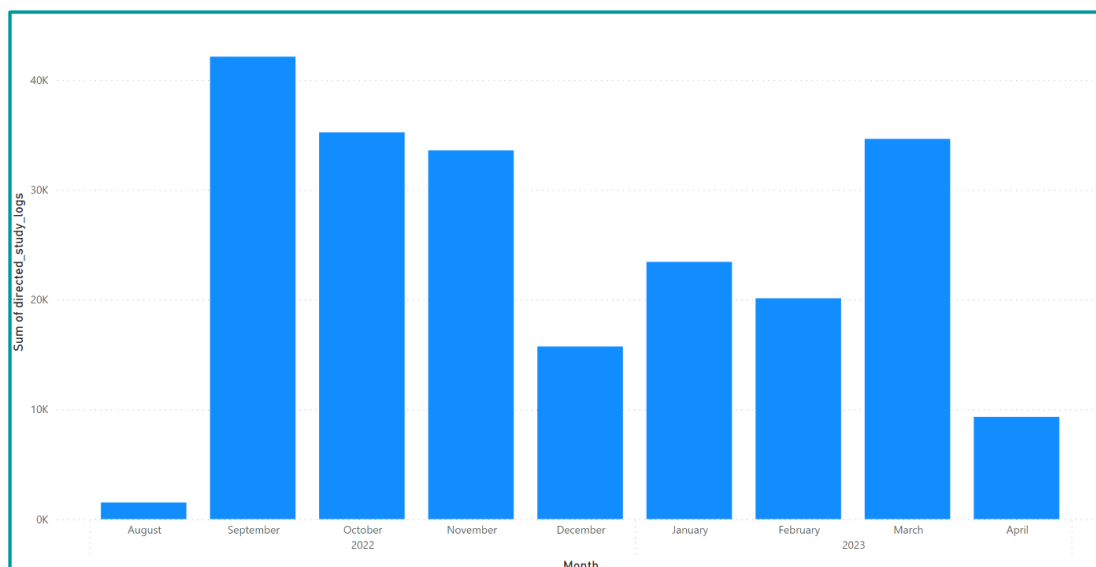
Survey results: 'Did Access to Digital Learning help Learning?'



The College sources a range of digital learning resources through the Blended Learning Consortium (BLC), which has been instrumental in increasing the use of the VLE, highlighted above. The BLC resources can be embedded within the VLE. Alongside this work, subject matter experts within curriculum areas have worked with the Learning Technologists to develop a range of content:

The self-directed study model was accessed most regularly in the early part of the academic year, however, despite seasonal dips the courses were used consistently across the year, as shown below.

Self-Directed Study Log



5.3 Online Pre-Entry Courses

Online Pre-Entry Courses were introduced this year, initially within the Engineering curriculum area, focusing on maths. A similar course will also be introduced within the business and computing curriculum area.

The pre-entry maths course was fully completed by 161 students (214 students completed one or more modules). Student feedback on this resource has been positive, for example:

"As someone who hasn't done mathematics since S4 which was 2017, I found this course very useful as it refreshed my memory on these certain aspects of mathematics."

"My experience was top notch! Would recommend to any college students looking to improve their mathematic ability."

"The pre-entry mathematics course was extremely useful and a great tool for refreshing my memory."

Through continuing to work with curriculum colleagues, the aspiration would be to introduce pre-entry courses across all areas.

5.4 ClickView

ClickView has become increasingly popular in complementing other learning resources which students can access through myLearning. ClickView content has been particularly popular within the area of Early Years Education:

"ClickView use within the team has increased since the pandemic, with 80% of the videos being viewed by students in their own time." – Angela Gilzean (Head of Early Education).

ClickView Usage



5.6 Future Focus

Key developments and areas of focus during academic year 2023-2024 include:

- Focus on contextualising the learning and teaching experience through digital skills requirements across industries and embedding within curriculum areas.
- Increase staff's knowledge and awareness of what 'good online learning looks like' and the importance of course design to enhance student engagement and learning experiences.
- Further developing curriculum staff on digital pedagogy
- Developing the use of AI and VR in the learning and teaching experience

6 Case Study 1 – Digital Transformation

6.1 Student Funding – Digital Evolution

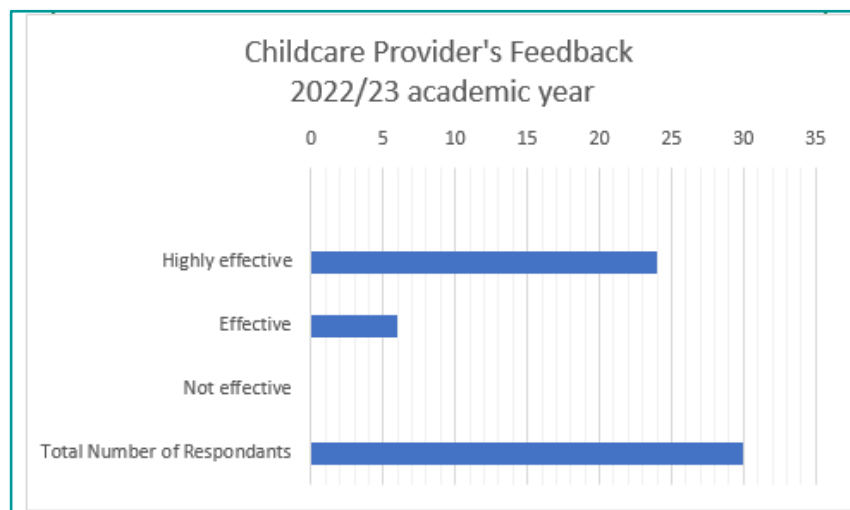
Our Student Funding digital office environment is proving to offer many advantages over our traditional paper-based offices. The team are now fully utilising and embracing digital technology and our systems have been developed and integrated with other digital systems to allow us to be more efficient, cost effective, secure, transparent, and fully supportive of a paperless environment.

Prior to the development of our digital funding systems, the team processed and held circa: 8,000 paper files each year. As you can imagine the volume of paperwork and information that was being processed in this way was labour intensive which had a negative impact on staff. Processes were inefficient which impacted on productivity and output meaning it was a constant struggle to deliver a high standard of service consistently and meet students' expectations. Additionally, the annual cost of creating these files through printing, photocopying, paper, and envelopes, as well as postage when issuing letters and awards was significant.

The Funding Team are still in their infancy as a paperless digital office and service provider; however, many benefits are already evident for both staff and our students. For staff, this includes increased productivity, quicker processing times and output. For students, there is more transparency in what we do, why we do it, and when we do it. Furthermore, students are empowered as they can now access their own files and data, and our improved communication methods now helps to keep students better informed through automated emails and text messages.

Additionally, our paperless office environment has improved security and data protection, as digital files and data is now backed up and stored in a secure virtual space. The physical space for filing was significant at each campus, however, space is no longer required and by August 2023, there will no longer be a requirement for the storage space to accommodate archived files.

Some feedback was carried out with childcare providers by the student funding team relating to the question: *“Overall how do you find working with us in a digital paperless environment?”* As can be seen in the chart below, the results were overwhelmingly positive:



Sixty-eight providers were asked with a 44% response rate. Some examples of the responses received, as shown below:

Electronic invoice process – *“Can I say it is so much easier for me now to remember to complete invoices because you email me at the relevant time. Is this something you will continue to do, and it is not just for the Covid situation? It keeps me so organised and I can control my finances so much better.” Best Wishes, Marina*

Digital process overall – *“Following on from our telephone conversation the other day we discussed the new ways of working at our weekly team meeting. The main consensus - the digital processes put in place are highly effective and have simplified the invoice and payment process for us. We are well informed and find we continue to work successfully in conjunction with the Funding Team. I hope this assists with your evaluation of moving into the future being paperless.” Kind regards, HR & Office Manager Rainbow Nursery*

Positive student feedback was also received, for example:

“REALLY!! That has made my day!! Course is intense, questioned myself for returning a few times but getting there :) so much so I was overseeing Student Services about going to UWS! (I must be nuts!) Look forward to it. Anytime someone mentions Student Funding I sing your praises! Both me and Rachelle (My daughter) would have been lost without you, and your team of course! My application form for Uni is going to be so easy to deal with now I have had all this assistance in using technology and completing online applications with documents attached – and with my crazy life being able to complete them at silly o'clock at night is so useful!”

7 Case Study 2 – Support Digital Learning

7.1 Hair, Beauty, Complementary Therapy & Make-up Artistry – Going Paperless

Over the past few years, Caroline Sloan lecturer for HBCMU has been working closely with Lorna Davidson (Learning Technologist) from the Digital Learning Support team to enhance Digital Technology within our department.

Lorna and Caroline have created online forms to replicate client consultation cards using the Database activity on myLearning. This will reduce the amount of paper consultation cards that the area use.

The databases are hosted on myLearning where the student can access and complete by ticking boxes, clicking from dropdown menus, submitting photos and voice notes as well as typing freely.

Previously the pilot was used on Kilmarnock Campus for the current level 5 Beauty Specialist Course. This year we have extended the pilot of using the databases to the Level 5 and 6 Nails courses (Kilmarnock Campus) as well as the short specialist courses (Kilwinning Campus) that were created at the beginning of this academic year.

Due to the technical difficulty of the higher-level courses having larger case study client consultation cards, databases were unfortunately not suitable at this present time. However, these case study documents were placed on the student's private channels within their team's page, where both student and

lecturer have access to complete them, thus, improving the use of paper within the curriculum area.

Benefits of using online database

- Lecturer can mark and provide instant feedback which will be directly available to the student.
- The databases are easy to access for our students having been embedded into the courses on myLearning tiles, so can be accessed from any mobile device.
- The task to complete allows for both multiple choice and text input, if the student does not have time to complete, the database will save the inputted information allowing the student to return and finish.
- If any remediation is required, this information can be shared with the student and an easy amendment to the database can be done.
- It has been a valuable tool for our students to use and for the lecturers marking their evidence.
- The reduction in the cost of paper-based consultation cards.
- Storage has been reduced with the amount of consultation cards lecturers need to handle. These are online and can be downloaded for internal and external verifications. They can also be granted log in details to access.
- Increasing the technology within our area.
- Boosting students' confidence with using digital technologies getting them ready for jobs in the industry.
- Photographic evidence can also be recorded on the databases saving the cost of photographic paper and ink.
- Digital skills improved.

Student feedback (Nail Services)

- Easy to work with
- No issues – use on laptop and mostly on phone
- Like how it is laid out – labelled correctly (light/dark nail polish)
- Students enjoy using tick boxes
- Cleaner to type rather than write
- Easier to add extra information when amending for further information – cleaner
- Not always instantly filled in on the client consultation card, students might go home and then add in some parts or fully complete it.
- Lecturers can see clearly who has completed and who has not
- The students chose to go paperless
- More confident going digital
- Prefer it – 5 mins to complete rather than 20 mins

Currently there are 18 Database modules across 5 courses within HBCMU. A total of 281 online consultation cards have been created so far.

Sample Online Consultation Card

The screenshot shows a web-based form titled "Acrylic Nail Enhancement" within a "My Learning" interface. The form is divided into several sections:

- Student Name:** A text input field.
- Client Name:** A text input field.
- Date:** A date picker set to 30 March 2023.
- General Information:** A section containing two sub-sections:
 - Contra-indication:** A text area with a note: "If a contra-indication that will stop treatment from going ahead is present, state condition and advice given." To the right are four checkboxes: "Exposed nail bed", "Infectious disease", "Thinning/shell nails", and "Bacterial infection".
 - Common Nail Conditions Check:** A list of conditions with checkboxes: "Onychophagy", "Hangnails", "Pterygium", "Furrows", "Bruised nail", "Split/brittle nails", "Conjunctivitis", and "Epidermal hemorrhages".

8 Concluding Remarks

The first year of implementing the College's Digital Strategy has seen progress in a number of areas, including digital skills development, operational improvements, and integration of digital technologies in learning and teaching. However, there are still some challenges that need to be addressed, particularly around engaging all staff in online learning, low levels of student digital skills and also the rapidly changing digital technology landscape, which will require significant and ongoing investment.

Despite the challenges, the College remains committed to its digital strategy and acknowledges that there is still work to be done to realise fully the future vision. The new Digital Transformation project will be central to delivering the strategy and addressing the ongoing digital challenges.

The College will continue to prioritise the development of digital skills among staff and students and seek innovative solutions to overcome challenges and ensure the successful implementation of the digital strategy, over the next two years.

The College is fully committed to digital transformation across learning, teaching and support services. The success of the Digital Strategy is dependent on strong and effective leadership across all aspects of the College in order to provide a modern and effective digital learning environment for students and staff.

Russell Wilson, Head of Digital Learning Support
Brad Johnstone, Head of ICT Services

19 May 2023



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Paper 11.1

Board of Management Meeting

15/06/2023

Strategic Objective Reference:	Choose an item.	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:	Committee Chair's Report - Learning Teaching and Quality Committee Meeting, 25 May 2023.	
Purpose:	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.	
Action Required:	To Note	
Appendices:	No	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

The Committee considered, noted or approved the following:

1. Education Scotland – Thematic Review Update

The Committee received an informative presentation from Joe Mulholland, HMle, Lead Inspector (Education Scotland) on the key findings from the Thematic Review carried out at the College in February 2023. The participation of Curriculum Teams across the College was noted, and the Committee commended the College in its voluntary participation in the Review to gain information on where improvements and enhancements were necessary.

2. Ayrshire College Student Association Report

The Committee received an update on the activities undertaken in the period by the Student Association.

The Student Association also updated the Committee on the Student Election process, which closed on 12 May 2023 and successfully resulted in the election of two new elected officers: Student President, Linda Corbett, and Student Vice-President, Tim Chan. The new elected officers will commence in their roles from 1 July, with the outgoing Student President, Ellie Jamieson, and Student Vice President, Robert Kean, leaving their roles on 30 June 2023.

3. W&B Internal Audit Report 2022-23 – Safeguarding and Child Protection

The Wyllie & Bisset Internal Audit Report 2022-23 on Safeguarding and Child Protection was presented to the Committee, following presentation to the Audit & Risk Committee at their meeting in March 2023.

The Committee noted:

- A strong level of assurance had been provided.
- There were no identified areas for improvement.
- A number of areas of good practice had been identified.

4. 2023-24 Curriculum Delivery Plan (CDP) and Student Recruitment

The Committee received an update on the 2023-24 Curriculum Delivery Plan (CDP) and Student Recruitment position.

The Committee noted:

- The draft AY 2023-24 CDP was approved by LTQ Committee at its meeting on 10 November 2022.
- SFC rebased credit allocations for all colleges, lowering them by 10%.
- Curriculum teams have worked to remove 10% of activity from the draft CDP.
- A number of considerations were applied when identifying which curriculum activity to remove from the final plan.
- An overview of Student Recruitment was provided in Appendix 3 to the Paper.

5. 2022-23 Apprenticeships and Work Based Learning Report

The Committee noted:

- Income targets are projected to be achieved.
- Recruitment of Modern Apprentices has increased on the previous academic year and varied by sector.
- Engineering recruitment remained strong with growth seen in Aerospace and the wider engineering sector.
- Skills Development Scotland issued 2023-24 contract volumes to all training providers in stages and the College saw its overall new start allocation reduced by 13%, which was in line with all training providers in Scotland. This meant an allocation of 209 new starts for AY23-24. After another review of allocations, the College were given extra Engineering places increasing our allocation to 252 new starts for AY23-24.

The Committee welcomed the very positive report and acknowledged the hard work in achieving this.

Mike Stewart
Acting Chair, Learning, Teaching and Quality Committee
25 May 2023

This paper will be published on the College website

Paper 11.2

Board of Management Meeting

15/06/2023

Strategic Objective Reference:	Choose an item.	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:	Committee Chair's Report - Business, Resources and Infrastructure Committee Meeting, 30 May 2023.	
Purpose:	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.	
Action Required:	To Note	
Appendices:	No	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

The Committee considered, noted or approved the following:

1. 2022-23 Digital Strategy Annual Report (and Presentation)

The Committee received a comprehensive presentation from Brad Johnstone, Head of ICT Services, and Russell Wilson, Digital Integration Team Leader on the progress made to date in the period and the three main aims of the Strategy. Brad and Russell also outlined the next steps and key actions to the Committee going forward.

Following consideration, the Committee was content to recommend the 2022-23 Digital Strategy Annual Report to the Board for approval.

2. 2023-24 Budgets for Academic Year ending 31 July 2024

The Colleges Budgets for Academic Year ending 31 July 2024 were provided to the Committee and were accompanied by a summary presentation.

The below points were further explored by the Committee with assurance provided as follows:

- The budget as presented has been considered by ELT and SLT and was not individually drafted by J Thomson, Interim Vice Principal – Finance.
- The draft budget as presented is directly aligned to support delivery to the College Strategic priorities and is sufficient to meet operational requirements during 2023-24.

- The budget includes include a 5% consolidated pay award for 2022-23 and 3.5% uplift for 2023-24.
- The budget also includes transformational funding allocations for 2023-24 as agreed by ELT and estimated costs of £1.040m for 2023-24 Voluntary Severance
- J Thomson highlighted a number of risks to the delivery of the budget and his concerns with the ability for the College to achieve the figures presented. The Committee noted these risks but still approved the budget.

D Davidson then provided the Committee with details of the proposed Voluntary Severance Scheme 2023-24, advising that, due to the restricted timelines, the proposal would require to be circulated to the Board for approval out with the normal meeting cycle.

The Committee commended the significant consultation and transparent approach taken to develop the budget which provided assurance of a comprehensive financial strategy.

The Committee recommended the budgets for the 12 months ending 31 July 2024 to the Board for approval and the Voluntary Severance Scheme 2023-24 was recommended to the Board for approval via circulation.

3. 2022-23 SFC Funded Final Capital Expenditure Position

The Committee received an update on the final position of the SFC funded capital expenditure for the financial year April 2022 to March 2023. The Committee noted that two projects identified in the period did not meet the criteria for capital classification. J Thomson advised therefore that the College would use the underspend on the Willie Mackie Skills Hub to ensure the College fully spent the total capital budget of £198,150.

4. 2022-23 Management Accounts as at April 2023

The Committee commended the overall position and effective financial management, whilst also recognising the on-going challenges to the College and the sector.

The Committee noted the future risks to the College set out within the management accounts, including the projected trading cash deficit due to the shortfall in credits and removal of the assumption of additional funding for pay awards above 2%.

5. Sustainability Strategy 2023-25

The Colleges Sustainability Strategy was provided to the Committee, which set-out the key objectives that the College wants to achieve between now and July 2025.

The Committee was content to commend the Sustainability Strategy 2023-25 to the Board for approval.

6. Willie Mackie Future Skills Hub Update as at March 2023

The Committee received an update on the development of the Willie Mackie Future Skills Hub at Kilwinning campus.

J Thomson advised that that the project is forecast to overrun on costs for both construction and fit-out works and that additional funding will be required to take the project to completion. The Committee noted that issues and delays with connecting utilities to the Skills Hub would impact on the timeline for staff training and familiarisation prior to the Summer break and there is a risk that the project timeline would over run. The Project Team were working with curriculum staff to mitigate this.

The Committee discussed the paper and welcomed the full and transparent update. The Committee was also content to approve the additional funding requested to fund work overspends on the construction and fit out of the Willie Mackie Skills Hub project.

7. Health, Safety and Wellbeing & Equality and Inclusion Report

The Committee received a report on key areas of focus, including accidents and incidents across the campuses, fire safety, wellbeing initiatives and programmes, equality and inclusion activity and ongoing work to support the College during the 2022-23 academic year.

Mike Stewart
Chair, Business, Resources and Infrastructure Committee
30 May 2023

This paper will be published on the College website

Paper 11.3

Board of Management Meeting

15/06/2023

Strategic Objective Reference:	Choose an item.	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:	Committee Chair's Report - Audit and Risk Committee Meeting, 6 June 2023.	
Purpose:	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.	
Action Required:	To Note	
Appendices:	No	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

The Committee considered, noted or approved the following:

1. Internal Audit Reports 2022-23 – Risk Management, Fraud Awareness

The Committee commended the management team on receiving outstanding reports on the above internal audits, both of which provided a strong level of assurance and evidence of due diligence. The Committee noted that no audit recommendations were made in the risk management report and only one low level recommendation had been returned in the fraud report. Both reports identified a number of areas of good practice. The Committee specifically commended J Thomson and the Finance Team as this was the third internal audit firm in a row to make no recommendations for improvement.

2. 2022-23 Internal Audit Progress Report as at June 2023

The Committee noted that work is progressing and was in line for reporting to the Committee at their meeting in October 2023. All audits had been completed to date and the remaining audits will progress as scheduled.

The Management Team confirmed that they were content with progress and that there were no issues of concern to note.

3. Internal Audit Plan 2023-24

The Committee approved the Internal Audit Plan for AY 2023-24, which sets out the responsibilities of the internal Auditors to the College as well as the scope

of works in the planned Audit Reports. The areas identified for audit were outlined and J Thomson confirmed that the College worked with the auditors to identify the targeted areas that would be most beneficial for the College.

4. External Audit Strategy Review and Plan for 12 Months Ending July 2024

The External Audit Strategy Review and Plan for 12 Months Ending July 2024 was outlined to the Committee following the Azets Introduction and External Audit Strategy from the previous meeting in March 2023.

The Audit scope, general approach, timetable and fees were highlighted to the Committee. The Committee noted the significant increase in fees from previous years, recognising it was in the tender set by Audit Scotland. The Committee voiced their concern on the potential monetary impact this may have on the wider college sector.

5. 2022-23 Corporate Risk Register (V4) as at June 2023

The Committee reviewed V4 of the 2022-23 Corporate Risk Register, noting the increase of five risks in the period (BOM3, LTQ1, BRIC4, BRIC6 and BRIC8). The Committee also noted that seven risks were assessed out with the risk appetite zone set by the Board (BOM3, LTQ1, BRIC2, BRIC4, BRIC6, BRIC7 and BRIC8).

The Committee was assured that 2022-23 Corporate Risk Register reflects the College's position in the current economic climate and that all mitigating actions and activities were being taken to ensure the future sustainability of the College.

Steve Graham
Acting Chair, Audit and Risk Committee
06 June 2023

This paper will be published on the College website

Board of Management Meeting

15/06/2022

Strategic Objective Reference:	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	
Subject:	Skills Delivery Landscape Review – Wither’s Report	
Purpose:	To provide members with a summary of the recommendations noted within the report	
Prepared by:	Angela Cox, Principal and Chief Executive	
Action Required:	To note	
Appendices:	No	

1. Executive Summary

The long-awaited Wither’s Review was published on the Scottish Government website on 7 June 2023. The College submitted an individual response to the review as well as contributing to the college sector submission. A copy of the full report can be accessed via the following link:

[Skills Delivery Landscape Review - Wither's Report](#)

The College will continue to engage with Scottish Government directly and through Colleges Scotland to support the recommendations noted within the report.

2. Proposals and Recommendations

A summary of the recommendations noted in the report are covered in the following pages.

3. Link to Strategic Risk Register

N/A

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.

7. Previous Committee Approval

N/A

8. Publication Status

This paper will be published on the College website

Skills Delivery Landscape Review – Wither’s Report

A summary of the recommendations noted within the report are provided below. Further details on each recommendation (which start from page 26) can be found within the report.

Recommendation 1

The Scottish Government must take a **clearer leadership role in post-school learning** policy and stronger oversight of delivery and performance.

Recommendation 2

Through its Purpose and Principles, the Scottish Government should **establish a single, coherent narrative for what a successful post-school learning system looks like** and how progress towards it will be measured.

Recommendation 3

The **Scottish Government should be responsible for national skills planning and oversight of sector and regional needs**, including the collation and dissemination of relevant labour market intelligence and data.

Recommendation 4

Linked to Recommendation 3 above, in recognition of the need for a genuinely place-based approach to regional and local skills planning, the Scottish Government’s new skills planning function should **establish a clear template for regional skills planning**, working with providers, employers and regional economic partners and using insights from the Scottish Funding Council Regional Pathfinder projects.

Recommendation 5

Scottish Ministers should identify and **establish a single national funding body** to have responsibility for administering and overseeing the delivery of all publicly funded post-school learning and training provision. This would bring together the responsibility for funding of apprenticeships and training currently remaining in Skills Development Scotland with the functions for dispensing funding to colleges and universities currently carried out by the Scottish Funding Council. Ministers should consider whether this new body should also include responsibilities currently undertaken by the Students Awards Agency for Scotland, which sat outside the remit of this Review.

Recommendation 6

Simply transferring all existing funding mechanisms to one body is unlikely to deliver enhanced efficiencies or streamlined reporting and application requirements. As part of the process for establishing the new body, the Scottish Government should **redesign the process for how funding for all learning and training provision, including apprenticeships, is allocated** to ensure it is prioritised to deliver strategic outcomes and best value for public investment, defined in terms of preventative spend as well as economic return on investment.

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Recommendation 7

As part of the redesigned funding process in Recommendation 6, the Scottish Government should ensure that there is provision in the system for those undertaking part-time learning or pursuing certain approved accelerated retraining programmes to receive the same pro-rata level of funding support for living costs as those in full-time education.

Recommendation 8

Scottish Ministers should ensure that **the new qualifications body, currently being established, has a clear remit for national oversight of the post-school qualifications landscape** and for the development of all publicly funded post-school qualifications and awards, including Scottish Vocational Qualifications, apprenticeship frameworks and the underpinning National Occupational Standards.

Recommendation 9

The Scottish Government should carry out a **comprehensive audit of post-school qualifications and pathways** with a view to rationalising and refining publicly funded qualifications to produce clearer articulation between qualifications and awards, and greater clarity about the purpose and opportunities of different options.

Recommendation 10

Following on from the direction of Professor Hayward's interim report, the Scottish Government, with relevant partners, should **scope and commission the design of a digital training record** which learners can use throughout their lives to build and evidence their development of different skills, competences and qualifications gained through learning. In time, with digital capability increasingly expanding, this record could directly link to careers services and highlight career pathways opened by the skills, competencies and qualifications held in the digital record. Developments in this area beyond Scotland, such as the European Digital Credentials for Learning, should be considered in terms of alignment to support labour mobility.

Recommendation 11

Skills Development Scotland should be substantively reformed and recast as the national body for careers education and promotion with a focus on providing impartial advice, guidance and information to people in Scotland of all ages about careers, jobs and learning and training pathways and available support.

Recommendation 12

Having paved the way for wider employer leadership in the system, the existing Scottish Apprenticeship Advisory Board should be wound down in its current form, and a **network of regional employer boards and a national employers forum should be established** building on the employer-led infrastructure of the Developing the Young Workforce Network, with a refreshed and expanded remit.

Recommendation 13

Responsibility for supporting businesses with skills and workforce planning should clearly sit with the three enterprise agencies as an embedded and integrated part of business and economic development support.

Recommendation 14

The Scottish Government's new national skills planning function should work with the enterprise agencies and other relevant partners to ensure that public sector

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growth investment for priority sectors (e.g. through seed investment or licensing and consenting regimes) becomes conditional on business investment in their current and future workforce. This should include a focus on business providing opportunities to embed work-based learning into school, college and university subject courses as well as direct investment back into the system.

Recommendation 15

Having set out its plans for reform, the Scottish Government must clearly map, communicate and promote the entry points for different system users.