

**Business, Resources & Infrastructure Committee - Action and Decision Log**  
**Meeting No 25 – 3 October 2023**

(Paper 1a)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
07/03/2023	Willie Mackie Future Skills Hub Update as at March 2023	BRIC23: A01	Site photographs from the Willie Mackie Future Skills Hub to be presented to the Committee at their meeting in May 2023.	J Thomson / A Campbell	30.05.23	Action	Complete
07/03/2023	Health, Safety and Wellbeing & Equality and Inclusion Report	BRIC23: A02	Target information for actions and incidents to be included in future reports.	D Davidson	30.05.23	Action	Complete
30/05/2023	2022-23 Digital Strategy Annual Report (and Presentation)	BRIC24: D01	The 2022-23 Digital Strategy Annual Report was recommended for approval to the Board on 15 June 2023.	NA	NA	Decision	Approved
30/05/2023	2023-24 SFC Funded Capital- & Revenue Expenditure Programme	BRIC24: D02	The Committee confirmed Principal approval for 2023-24 capital works, in line with the College's Financial Regulations.	NA	NA	Decision	Approved
30/05/2023	2022-23 Management Accounts as at April 2023	BRIC24: D03	The Committee approved the 2022-23 Management Accounts as at April 2023.	NA	NA	Decision	Approved
30/05/2023	2022-23 SFC Funded Capital Final Expenditure Position	BRIC24: D04	The Committee approved use of the remaining capital balance to fund work overspends of the Willie Mackie Skills Hub project.	NA	NA	Decision	Approved
30/05/2023	Sustainability Strategy 2023-25	BRIC24: D05	The Committee approved the Sustainability Strategy 2023-24 and commended it to the Board for approval.	NA	NA	Decision	Approved
30/05/2023	2023-24 Budgets for Academic Year ending 31 July 2024	BRIC24: D06	The Committee recommended the budgets for the 12 months ending 31 July 2024 to the Board for approval.	NA	NA	Decision	Approved
30/05/2023		BRIC24: D07	The Voluntary Severance Scheme 2023-24 was recommended to the Board for approval via circulation.	NA	NA	Decision	Approved
30/05/2023	Willie Mackie Skills Hub – update	BRIC24: D08	The Committee approved the additional funding identified to fund work overspends of the Willie Mackie Skills Hub project.	NA	NA	Decision	Approved

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
30/05/2023	2022-23 Corporate Risk Register (V4) – BRIC Extract	BRIC24: D09	The Committee approved the Risk Register – BRIC Extract at May 2023 for submission to ARC.	NA	NA	Decision	Approved

**Business, Resources and Infrastructure Committee****3 October 2023**

<b>Strategic Objective Reference:</b>	SO2 Embedding diversity and inclusion
	SO3 Embedding a culture of open leadership and empowerment
	SO5 High performing college underpinned by excellence in stewardship and governance
	SO7 Developing staff and students to enable excellence
<b>Subject:</b>	Human Resource and Staff Learning & Development Report
<b>Purpose:</b>	To provide members with an update for the reporting period May to July 2023.
<b>Action Required:</b>	To Note
<b>Appendices:</b>	No

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**1 Human Resources Update****1.1 Recruitment and Selection**

A total of eighteen internal and twenty-five external adverts were placed during the reporting period. Five internal candidates were appointed to new roles within the College, with four being to promoted roles. Thirteen new members of staff commenced employment with the College across a range of posts.

In the period June to July, the College engaged with an executive search agency, Aspen People, to undertake a recruitment project to identify suitable candidates for the role of Vice Principal, Finance and Infrastructure. This led to the successful appointment of Alan Ritchie, who will commence employment with the College on 16 October 2023.

In late July, the College subsequently engaged Aspen People to undertake a recruitment search for the role of Director of Enterprise Development. Interviews are scheduled to take place in early October.

**1.2 Sickness Absence**

Sickness absence levels for the reporting period are as follows:

Term	May 2023	June 2023	July 2023
Long Term	2.72%	2.01%	1.87%
Short Term	1.06%	1.41%	0.41%
Total Absence	3.78%	3.42%	2.28%

In comparison, the College sickness absence levels for the same period in 2021-22 were as follows:

Term	May 2022	June 2022	July 2022
Long Term	2.77%	2.15%	2.30%
Short Term	1.42%	1.10%	0.85%
Total Absence	4.19%	3.25%	3.15%

### 1.2.1 Sickness Absence Reasons

Absence Reason	May 2023		June 2023		July 2023	
	Days Lost	Staff Affected	Days Lost	Staff Affected	Days Lost	Staff Affected
Stress non-work related	98	5	69	5	17	3
Back pain/sprain/strain/ musculoskeletal	76	9	42	7	23	3
Headache/migraine/ neurological	69.7	4	38	4	23	3
Cancer/malignancy	65	3	61	3	39	3
Stomach/bowel/gastric /intestinal	47	15	18.4	5	16	2
Depression/anxiety/ psychological	46	2	67	5	36	3
Post operative recovery	33	2	51	4	55	4
Asthma/bronchitis/ respiratory	35	3	47	4	34	3

The overall absence rate for the College continued to reduce during the reporting period, which was a trend that commenced from April 2023. The absence rates recorded were also lower than for the same periods in May 2022 (0.41% reduction) and July 2022 (0.87% reduction), although slightly higher in June 2023 when compared to June 2022.

The prevalence of short-term absences across the reporting period, continued to remain above 1% and was reflective of the same period in May and June 2022. In comparison, short term absences in July 2023, were almost half of the number recorded in July 2022, with an overall reduction of 0.44%.

Long term absences throughout the period May to July 2023, continued to be of significant concern to the College, with a proportion of staff continuing to experience a range of long-term health conditions including mental health concerns such as stress, as well as musculoskeletal concerns, cancer treatments and the requirement for surgical or medical interventions. The HR Team continue to support managers and staff to enable access to appropriate services through Occupational Health and the Employee Assistance Programme, as necessary and appropriate.

### 1.3 Maternity, Paternity and Adoption Leave

During the reporting period May 2023 to June 2023, two members of staff were on maternity leave, one of whom returned to work in June 2023.

### 1.4 Employment Relations

In the period May 2023 to July 2023, one disciplinary investigation took place, which concluded with no further formal disciplinary action.

### 1.5 Flexible Working Requests

During the reporting period, three members of staff submitted flexible working requests. One request was linked to an application for phased retirement under the STSS lecturing pension scheme. The other two requests were to support a reduction in contractual hours for childcare and wellbeing concerns. All of the applications were approved.

### 1.6 Employee Assistance Provision

In May 2023, the College Employee Assistance provider transferred from PAM Assist to a new provider, MCL Medics. The service offered by MCL Medics, enables staff to access employee counselling, cognitive behavioural therapy and a wide range of health, wellbeing and lifestyle support guidance. The provision is easily accessible to staff via a mobile app, website and 24-hour helpline. Service utilisation data will be provided by MCL Medics throughout the contract period.

### 1.7 Industrial Action

In April 2023, the College was notified by the EIS that affected members would be called upon to take part in industrial action, which would involve action short of strike (ASOS). The EIS advised that this would take the form of:

1. 'working to rule', where members perform their duties strictly to the letter of their contract i.e. refusing to take on any additional duties or attending voluntary or extracurricular meetings or events;
2. a resulting boycott, involving members withholding students' results.

Reporting results is part of the College's contract for lecturing staff and, therefore, this action constitutes a breach of contract. To date, the College has taken a decision not to withhold pay from lecturing staff, which is consistent with the approach taken across the majority of colleges. The position continues to be monitored closely, both internally and across the Sector.

It is also important to note, that following the ASOS prior to the summer break, EIS-FELA, Unison and Unite have balloted their individual members and notified College's and College Employers Scotland of their intention to take discontinuous strike action during September and October, as part of their ongoing dispute over pay. This is the first time that the curriculum and support unions have undertaken coordinated strike action since the regionalisation of the college sector.

## **2 Staff Learning and Development Update**

### **2.1 May 2023 to July 2023 CPD Events**

During the reporting period, the following Staff Learning and Development activities were shared with staff to support their continuing development.

#### *Suicide Prevention – Ask Tell, Save a Life:*

NHS Ayrshire & Arran Choose Life Team are continuing to support the College by delivering training throughout the year with a mixture of in-person and online sessions, in which, to date, 57 staff have participated.

#### *Pre-Retirement Training:*

Following the success of the initial pre-retirement training courses for staff, Affinity Connect have provided further dates to enable the continued delivery of online training sessions for staff. A total of 32 staff attended the dates in May and June and there are additional sessions booked throughout the year with 76 staff currently booked to attend.

#### *Scottish Mental Health First Aid Training:*

CDN delivered two-day Scottish Mental Health First Aid training courses in June and August which were attended by 31 staff. They also delivered refresher training to 21 staff. A further two-day course is being arranged for those staff who were unable to attend on the earlier scheduled dates.

#### *Student Induction Staff Sessions:*

The Staff Learning and Development team, worked closely with the Director of Student Experience and Quality Enhancement and the Head of Learning and Skills for Essential Skills to develop and deliver student induction staff sessions. These sessions were particularly valuable with 166 staff attending.

### **2.2 LinkedIn Learning**

During the reporting period May to July 2023, 519 courses and 1437 videos were viewed, with 18 courses and 943 videos completed. The most popular content during this period related to computer security and internet safety, as well as the Microsoft suite of packages.

### **2.3 GTCS – College Lecturer Registration**

At the beginning of academic year 2023-2024, the College will progress the new Provisional (conditional) Registration process, taking guidance from GTCS on implementation for this group of staff. A communication plan will be developed and agreed with EIS-FELA, to ensure staff are supported to join the register and work to achieve full registration status.

### **2.4 Aspire Growing Leaders Programme – Cohort 2**

Following the success of the Aspire Growing Leaders Programme in academic year 2022-2023, the programme was launched for the second time in June 2023, with applications sought from staff across the College, aspiring to be leaders of the future.

A total of 21 applications were received from across the College and following a robust selection process, taking into consideration strategic workforce planning activity to identify skills gaps over the next five years, 10 candidates were selected to participate in the programme. The cohort of candidates is comprised of five curriculum staff and five support staff to ensure an equitable balance across the organisation.

As part of the continued development of the Aspire programme, a number of recommendations from the evaluation process, undertaken at the end of cohort one, have been incorporated. This has led to the inclusion of additional workshops on resilience and project support, as well as additional support for mentors.

## 2.5 Trauma Informed Responsive Practice

The Staff Learning and Development team have been working with members of the SLT, Curriculum and Support areas to identify a framework which would implement Trauma Informed Practices and contribute to the College receiving Trauma Informed & Responsive recognition.

The overall ambition is to raise awareness, across all staff, of the wide impact of trauma and prevent the re-traumatisation of students and staff in settings that are intended to support and assist healing.

### *Phase 1:*

Leaders and managers from across the College participated in training sessions to develop the knowledge and skills necessary, to support the ambition.

A total of 94 delegates participated with equal distribution across Support and Curriculum areas.

### *Phase 2:*

The second phase of the project will focus on enabling responsive environments, policies, systems, and organisations, and planning is underway for this work.

## 2.6 Behaviour Management Techniques

In the last reporting period, it was noted that a Managing Behaviours Learning Pathway had been developed by the College, in conjunction with Dr Anna James, of March Training. This was developed in response to the increase in challenging behaviours reported across the College, and was a pattern reported by other Colleges in the sector.

The Managing Behaviours Learning Pathway was rolled out during May and June with staff offered a range of learning interventions to provide a toolkit of strategies and the confidence to put them into practice. This aim is to ensure that from the classroom, to around campus, staff feel confident, supported, and safe when addressing incidents of behaviours that are not consistent with College values and the Student Agreement.

The staff development pathway consisted of eLearning, one-hour virtual sessions, and for those who felt they needed to go deeper into the topic, a range of in-person half day workshops.

A total of 65 members of staff attended the one-hour virtual sessions with additional staff downloading the recording at the start of the new term.

The half day workshop on Creating a Positive Culture was attended by 58 members of staff.

## 2.7 Staff Celebration – Ayrshire College 10 Year Celebration

On Friday 18 August 2023, all staff were invited to the Kilmarnock campus to celebrate the 10<sup>th</sup> anniversary of Ayrshire College. The event commenced with a message from the Chair and staff updates from the Executive Leadership Team (ELT). The ELT focused on the successes and highlights of the academic year 2022-2023, followed by clear actions and priorities for the year ahead, as well as setting out the transformation journey planned to take the College into the future.

A programme of celebration followed which included reflections and anecdotes from the past 10 years, lunch which was prepared and served by the catering team, and a musical performance by a student from the Creative Curriculum area.

Following feedback received from staff, an annual staff conference will now take place in August of each year.

## 2.8 Mandatory Training Completion Rates

The current position on completion of mandatory training is noted below:

Course	Completion (%)
An Introduction to Working Safely	66%
Equality & Diversity in the Workplace	66%
Fire Detection & Response	63%
GDPR	71%
Safeguarding the College Community	70%
Understanding Cyber Security at Ayrshire College	70%

**David Davidson**  
**Vice Principal People,**  
**Performance and Transformation**  
**20 September 2023**

*(Gillian Brown, Head of HR Services)*

\*This paper will be published on the College website



**Business, Resources and Infrastructure Committee****3 October 2023**

**Strategic Objective Reference:** SO2 Embedding diversity and inclusion  
 SO4 Working with partners and businesses  
 SO5 High performing college underpinned by excellence in stewardship and governance

**Subject:** Health, Safety & Wellbeing and Equality & Inclusion Report

**Purpose:** To provide members with an update for the reporting period May to July 2023.

**Action Required:** To Note

**Appendices:** No

**Health, Safety and Wellbeing Update**Mandatory and Online Training

Mandatory training completions during the reporting period:

Course	Completions
Introduction to Working Safely	55
Fire Detection & Response	53

Accidents and Incidents

There were twenty incidents recorded during the reporting period, detailed as follows:

Campus	RIDDOR	>3 days <7 days	Minor Injury	No Injury	Near Miss	Ill Health	Other	Total
Ayr	1	0	4	1	2	1	0	9
Kilmarnock	0	0	4	0	2	0	0	6
Kilwinning	0	0	1	0	2	0	1	4
Dean Park	0	0	0	0	0	0	0	0
Irvine	0	0	0	0	0	0	0	0
Nethermains	0	0	1	0	0	0	0	1
<b>Total</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>20</b>

Rolling Accident/Incident Rate Total (figure based on 830 staff 11,794 students)

<b>Accidents/Incidents May 2023 - July 2023</b>	<b>Total</b>
Staff accidents involving injury + total dangerous occurrences + occupational diseases	5
Staff accidents/incidents per 1000 at risk	6.02
Student accidents involving injury + total dangerous occurrences + occupational diseases	4
Student accidents/incidents per 1000 at risk	0.34

<b>Accidents/Incidents August 2022 – July 2023</b>	<b>Total</b>
Staff accidents involving injury + total dangerous occurrences + occupational diseases	19
Staff accidents/incidents per 1000 at risk	22.89
KPI on rate of accidents and incidents staff (2025 position)	20
Student accidents involving injury + total dangerous occurrences + occupational diseases	57
Student accidents/incidents per 1000 at risk	4.83
KPI on rate of accidents and incidents for students (2025 position)	6

RIDDOR incident

<b>Ayr Campus – Dam Park</b>	<b>May 2023</b>	<b>Hospitality</b>	<b>Non-fatal accidents to non-workers</b>
A student cut their hand whilst cleaning the pasta machine in the hospitality kitchen. The operator’s hand should not be inserted inside the machine where the sharp edge was located. Estates have been requested to file down the sharp edges. The student received glue and stitches in hospital and has returned to College.			

Notable Incidents

<b>Ayr Campus – Dam Park</b>	<b>May 2023</b>	<b>Hospitality</b>	<b>Other - allergy</b>
A member of the public reported feeling unwell after dining at the Westerly Restaurant. They appear to have been given a gluten full meal after asking for a gluten free option. The order was not marked as gluten free (GF) when sent to the kitchen. The Curriculum Manager undertook a full investigation of the incident. Actions identified included additional training for students relating to allergens and a review of the ordering and booking system to make GF options more easily selected and ordered.			

Kilwinning Campus	May 2023	Welfare facilities	No injury – verbal abuse / challenging behaviour
Two members of the public asked if they could use the toilet when the campus was open for evening classes. After five minutes a janitor went in to check if they were still inside and found them smoking what was believed to be cannabis. They were both asked to leave, which they did. Consideration is being given to securing the revolving door during evening classes with access only available through the accessible door. This position continues to be monitored.			

A separate reporting mechanism is in place for ill health / out of College injuries. Eighteen incidents, broken down to eight ill health and four out of College injuries, were reported with the main reasons being faint / panic attack and ill-health.

### Fire Safety

As of 1st July 2023, changes were made to how the Scottish Fire and Rescue Service respond to automatic fire alarm signals. They will no longer respond to an activation from a single smoke detector without a confirmation that there is fire or signs of fire present. They will continue to attend for any call point, heat/multi detector, multiple detector heads or sprinkler system activations.

### Fire Evacuations (included as near miss in incident statistics)

Date	Campus	Details
24/05/2023	Ayr (Dam Park)	During the weekly fire test, the campus assistant inserted the key to the manual call point in G39, joinery workshop. Due to the call point being boxed in, the campus assistant struggled to release the test key to reset the call point resulting in the alarm sounding for longer and an evacuation taking place. The space around the call point is being made larger to allow for testing, maintenance, and servicing purposes.  Scottish Fire and Rescue did not attend.
26/05/2023	Kilmarnock	Contractor working in sprinkler pump house caused the alarm to activate for a short period. No evacuation took place and Scottish Fire and Rescue did not attend.
13/07/2023	Kilwinning	The cause of the alarm was identified as an aerosol being used by a contractor as part of the refectory kitchen cleaning programme. All building occupants evacuated.  Fire and Rescue did not attend as it was a single smoke detector activation.  The detector head was covered for the remainder of the task.

Date	Campus	Details
18/07/2023	Kilmarnock	Smoke from the panini machine in the Still Room activated the detector. Evacuation took place. Scottish Fire and Rescue did not attend as it was a single smoke detector activation.
27/07/2023	Ayr – Riverside	Smoke detector activated in supported learning kitchen due to cooking activities. All evacuated safely.  The Scottish Fire and Rescue did not attend as it was a single smoke detector activation.

### Claims

The College currently has two outstanding liability claims.

### Risk Assessment

An external occupational hygienist undertook dust monitoring in the bricklaying area in Ayr Campus. The findings from this work are being reviewed and will be taken forward in conjunction with the curriculum area.

An external occupational hygienist undertook noise monitoring in the wood machine workshop in Ayr Campus. All current control measures were found to be appropriate and no additional recommendations were made.

### Health Protection

Health surveillance was completed within the reporting period with 240 members of staff attending their scheduled appointment. Additional sessions were organised for August for those staff that were unable to attend.

The Head of Health, Safety & Wellbeing attends a quarterly meeting with local Health Protection and Education bodies to discuss all health protection matters.

The Head of Health, Safety and Wellbeing attended the NHS Ayrshire & Arran Tobacco Free Alliance steering group meeting to continue to promote and enable safe and healthy environments. A podcast on smoking cessation was recorded with members of NHS Ayrshire & Arran quit your way team in May.

### Health and Wellbeing

A range of health and wellbeing themes were also promoted during the review period:

- The Promoting Wellbeing Group action plan is being progressed by the group.
- The HSW team arranged a step count challenge for the month of May to coincide with national walking month. Over forty staff participated.
- The walk 4 Lionheart event took place on Friday 19 May. Over 230 participants walked from the Kilwinning to Kilmarnock campus.
- Staff and students participated in the Kilmarnock 'Roon the Toon'.

- The Staff Wellbeing day took place on 23 June. A coffee morning was held on each campus and teams and individuals took part in a variety of wellbeing activities both on and off campus.
- The HSW team continue to promote wellbeing activities organised by external organisations to staff and students, e.g., Active Travel Hub.

### Legislative Update

The HSE updated their guidance on Managing Health and Safety and Controlling Risks for Businesses. There were no changes to legal requirements following this update.

### **Equality and Inclusion Update**

#### Equality and Diversity Performance Lead

In July 2023, Sara Turkington, the College's Equality and Diversity Lead, left the College to take up a promoted role with Scotrail. This led to an internal recruitment process taking place with Charlotte Mitchell, being appointed to the role of Equality and Diversity Performance Lead. Charlotte commenced her new role on 4 September 2023.

#### National Equality Outcomes (NEOs)

A priority area for the College during the academic year 2023/24 will be to support the College to align the 15 NEOs, published by the Scottish Funding Council, to ensure that these can be reported through the appropriate College governance mechanisms. The NEOs will also form part of the review of the College's existing equality outcomes, which will reach the end of their current four-year cycle in April 2024.

#### Gender Leadership Group

In June, the Gender Leadership Group supported the introduction of a schools' event for S2 pupils across Ayrshire, to raise awareness amongst all genders of courses and careers available to them. The event took place across two weeks in June and provided pupils with taster sessions across eight different vocational areas, over two days. The subject areas varied by campus and included Care, Computing, Creative, Early Years, Hairdressing and Beauty, Hospitality, Science and Engineering, Sport and Trades.

Secondary schools across Ayrshire were each offered 60 spaces, with a maximum of 120 school pupils on each campus per day. The event was a huge success with 1152 school pupils attending across the campuses over the two-week period. The feedback from the secondary schools and the pupils was overwhelmingly positive, with a general consensus that there was a greater understanding of the courses and career paths available through Ayrshire College and beyond.

#### Equality Impact Assessment

The College will undertake a review of its existing Equality Impact Assessment (EqIA) process during the academic year and consider best practice examples from other public sector organisations, to ensure our processes continue to meet current and future requirements. This will be supported by training and development for staff who are involved in the EqIA process to ensure consistency across all areas.

## LGBT Youth Scotland Charter Mark

During academic year 2022-2023 the College embarked on a joint project with the Student Association to work towards achieving the LGBT Youth Scotland Charter Mark. Significant progress has been made on the project through staff training, LGBT+ events and campaigns, which most recently included LGBT+ conversation cafes in June 2023. The deadline for submission of the final portfolio of evidence towards achieving the charter mark is November 2023, and work is currently underway to finalise the portfolio for submission and assessment.

### Accessibility

The College's Accessibility Group are working in partnership with JISC to develop a 'Vision for Accessibility' workshop. The aim of the workshop is to support the College to develop a cross-organisational, strategic approach to implementing digital accessibility. The session will be attended by curriculum managers and lecturers, as well as staff from support areas, including Digital Learning Support, HR, Marketing, Learning Resources and Inclusive Learning. The outcomes from the session will enable the development of a three-to-five-year action plan, which will link to existing projects, for example the Online Learning Framework.

**David Davidson**  
**Vice Principal - People,**  
**Performance and Transformation**

**20 September 2023**

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

\*This paper will be published on the College website

**Quarterly Complaints Report  
2022/2023  
Quarter 3 (February – April 2023)**

# Total Issues Received

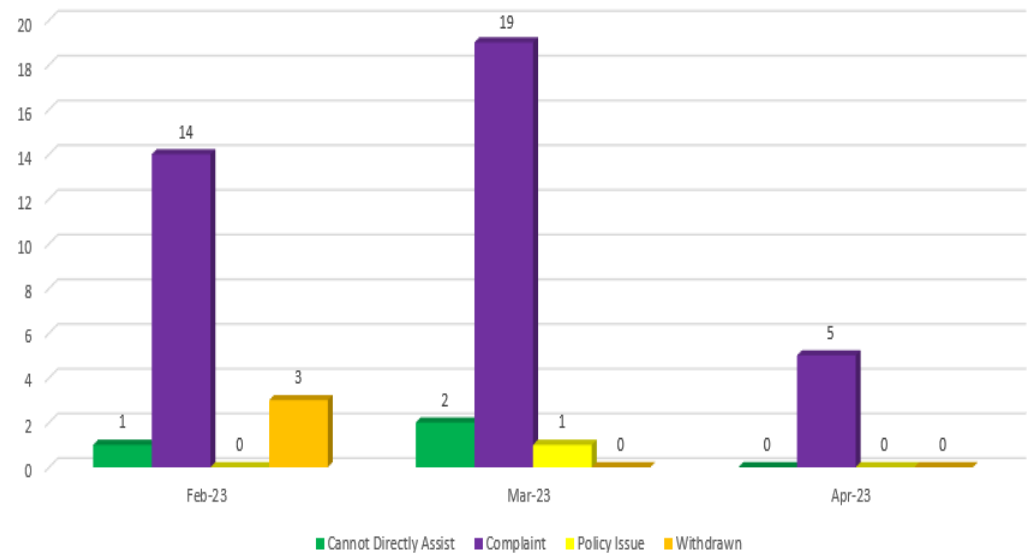
45 issues were received. The chart on the right shows the number of issues received each month, split by the type of issue.

41 complaints were received, 3 of these were withdrawn. 3 issues were recorded as cannot directly assist and 1 as a policy issue.

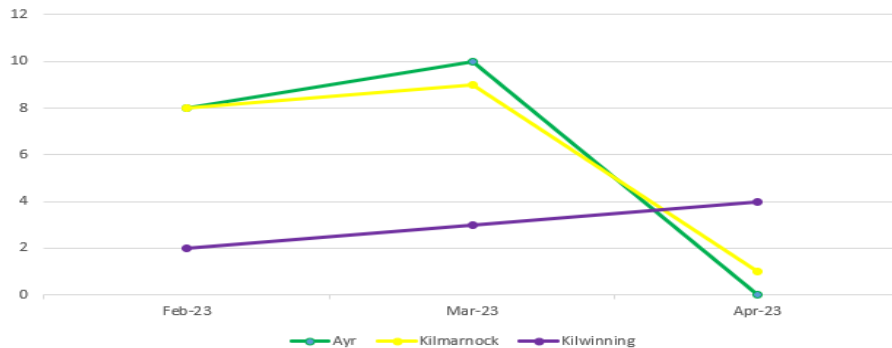
The issues recorded as cannot directly assist were a complaint about students making inappropriate comments to a visitor that we were unable to identify and 2 anonymous complaints from students, but not enough information was provided to enable us to investigate. The issue recorded as a policy issue was a concern about a member of staff and this was referred to HR to deal with.

The charts below show the total issues received each month by campus and the total issues received split by campus and type of issue.

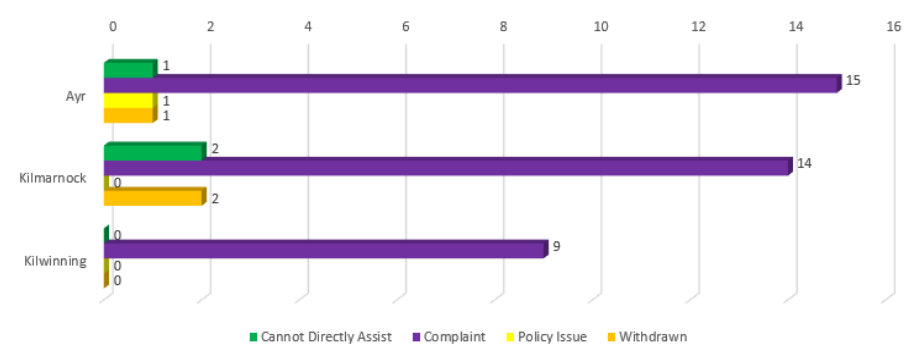
Issues received, split by month and type of issue



Issues received, split by month and campus



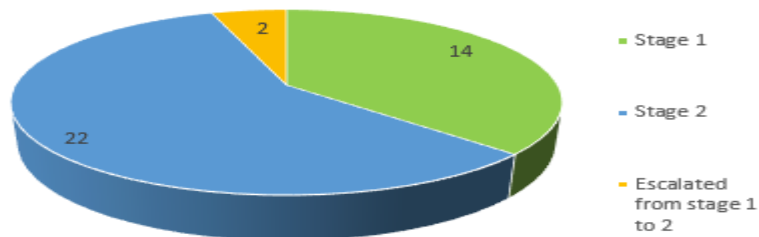
Issues received, split by campus and type of issue





# Complaints Received

Complaints received, split by stage



41 complaints were received, 3 of these were withdrawn.

The chart on the left shows the remaining 38 complaints received, split by stage.

14 out of 38 complaints received were dealt with at stage 1, which equates to 37% of complaints.

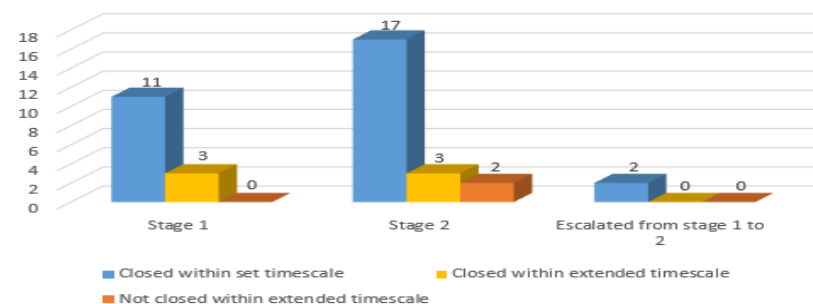
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

Stage 2 – SPSO set timescale is 20 working days and extended timescale is 40 working days

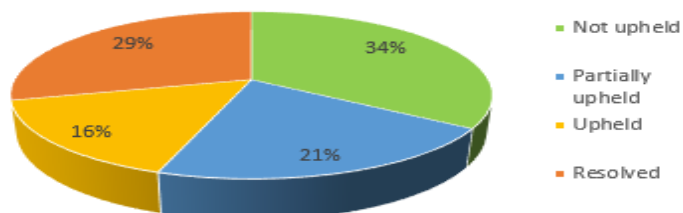
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

79% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in



Complaints received, split by outcome as a percentage



Of the 38 complaints received, 16% of complaints were upheld, with a further 21% partially upheld. This combines to 14 out of 38 complaints. 11 complaints were resolved.

# Complaints Comparison

Quarterly Complaints Report – Q3, 2022/2023

COMPLAINTS HANDLING PROCEDURE INDICATORS		Q3 2022/2023		Q3 2021/2022		YTD 2022/2023		YTD 2021/2022	
1.0	<b>Total number of complaints received &amp; complaints received per 100 population</b>								
1.1	Number of complaints Received	38		21		101		88	
1.2/1a	College Population and Number of Complaints received per 100 population	9840	0.4	9386	0.2	9840	1.0	9644	0.9
2.0	<b>Number of complaints closed at each stage and as a % of all complaints closed</b>								
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	14	36.8%	11	52.4%	47	46.5%	60	68.2%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	22	57.9%	7	33.3%	42	41.6%	23	26.1%
2.3/2c	Number of complaints closed after Escalation and % of total closed	2	5.3%	3	14.3%	12	11.9%	5	5.7%
2.4	Open	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.0	<b>Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage</b>								
3.0	<b>Stage 1</b>								
3.1/3a	Number and % of complaints upheld at Stage 1	0	0.0%	3	27.3%	4	8.5%	13	21.7%
3.3/3b	Number and % of complaints not upheld at Stage 1	5	35.7%	3	27.3%	10	21.3%	20	33.3%
3.5/3c	Number and % of complaints resolved at Stage 1	9	64.3%	5	45.5%	33	70.2%	27	45.0%
3.0	<b>Stage 2</b>								
3.4/3d	Number and % of complaints upheld at Stage 2	14	63.6%	5	71.4%	22	52.4%	15	65.2%
3.6/3e	Number and % of complaints not upheld at Stage 2	6	27.3%	2	28.6%	18	42.9%	8	34.8%
3.8/3f	Number and % of complaints resolved at Stage 2	2	9.1%	0	0.0%	2	4.7%	0	0.0%
3.0	<b>Escalated</b>								
3.7/3g	Number and % of complaints upheld after Escalation	0	0.0%	0	0.0%	5	41.7%	1	20.0%
3.9/3h	Number and % of complaints not upheld after Escalation	2	100.0%	3	100.0%	7	58.3%	4	80.0%
3.11/3i	Number and % of complaints resolved after Escalation	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4.0	<b>Total working days and average time in working days to close complaints at each stage</b>								
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	70	5.0	61	5.5	214	4.6	266	4.4
4.2	Total working days and average time in working days to close complaints at Stage 2	527	24.0	178	25.4	1051	25.0	684	29.7
4b	Escalation	34	17.0	48	16.0	173	14.4	88	17.6
5.0	<b>Number and % of complaints closed within set timescales (S1=5 working days; S2=20 working days; Escalated = 20 working days)</b>								
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	11	78.6%	7	63.6%	39	83.0%	45	75.0%
5.2/5b	Number and % of Stage 1 complaints not closed within 5 working days	3	21.4%	4	36.4%	8	17.0%	15	25.0%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	17	77.3%	4	57.1%	26	61.9%	13	56.5%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	5	22.7%	3	42.9%	16	38.1%	10	43.5%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	2	100.0%	3	100.0%	11	91.7%	5	100.0%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	1	8.3%	0	0.0%
6.0	<b>Number and % of complaints closed at each stage where extensions have been</b>								
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days ( extension)	3	100.0%	4	100.0%	8	100.0%	15	100.0%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days ( extension)	3	60.0%	3	100.0%	12	75.0%	9	90.0%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days ( extension)	2	40.0%	0	0.0%	4	25.0%	1	10.0%
6.5/6e	Number and % of Escalated complaints closed within 40 working days ( extension)	0	0.0%	0	0.0%	1	100.0%	0	0.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%

- 38 complaints received, an increase of 81% from Q3 2021/2022.
- 37% of complaints were handled at stage 1 in Q3 2022/2023, compared to 52% for the same period in 2021/2022.
- 79% of complaints were closed within the target timescale, compared to 67% in Q3 2021/2022.
- 95% of complaints were closed within the extended timescale in Q3 2022/2023, compared to 100% closed within the extended timescale in the same period in 2021/2022.

# Complaints – Sub-category

The chart below shows the complaints received, split by sub-category and outcome. Noted below are the reasons for complaint in each of the top 4 sub-categories:

## Staff Conduct

- Treatment of students by staff member, unhappy with the way they are spoken to
- Unhappy with topics staff member was discussing with class
- Unhappy with questions asked during an interview
- Lack of support when this was requested
- Unhappy with explanations given by staff member, instructions unclear and unavailable to provide help and support
- Unhappy made to do dishes with a skin condition, talking to other students about them
- Feels misguided by staff member, lack of effort to teach the class and belittles students
- Member of staff does not understand or meet learning needs, treatment by member of staff, conversations made them feel uncomfortable

## Assessment & Exams, Certification

- Unhappy need to come back to College to complete exam for gas certificate as believes already done the exam and passed
- Unhappy would not accept screenshot as evidence and with lack of practical work

## Learning & Teaching

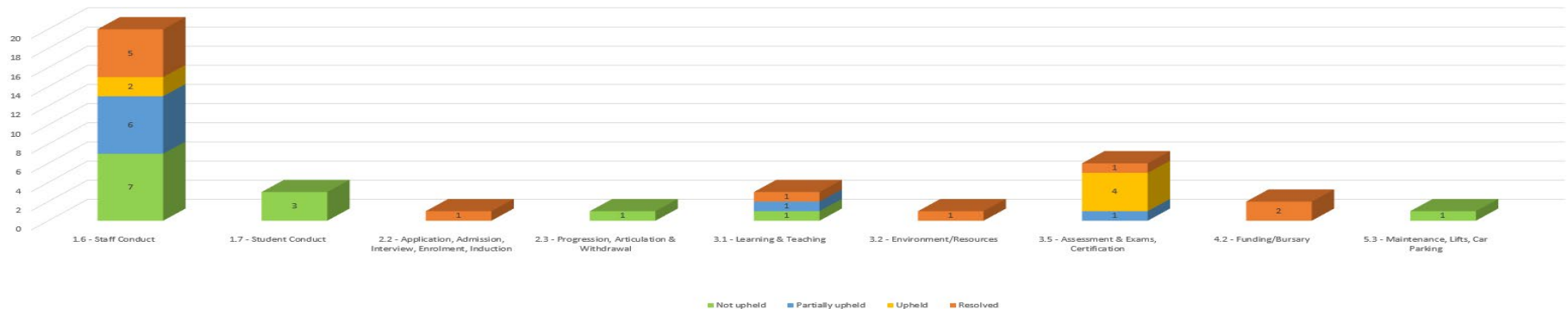
- Unhappy teaching style of lecturer, unhappy conduct of another lecturer, only in campus 2 days a week, module not relevant to course, course not as advertised
- Lack of teaching and classes cut short or not running
- Unhappy with the course, classes cancelled and no replacements. Lecturers missing and not receiving any learning

## Student Conduct

- Unhappy previously reported student behaviour and no action taken
- Unhappy with the way treated by students running sports sessions, lecturers too far away to observe
- Reported student for taking drugs but student allowed back into College

\*Pages 13-15 show all the categories and sub-categories available

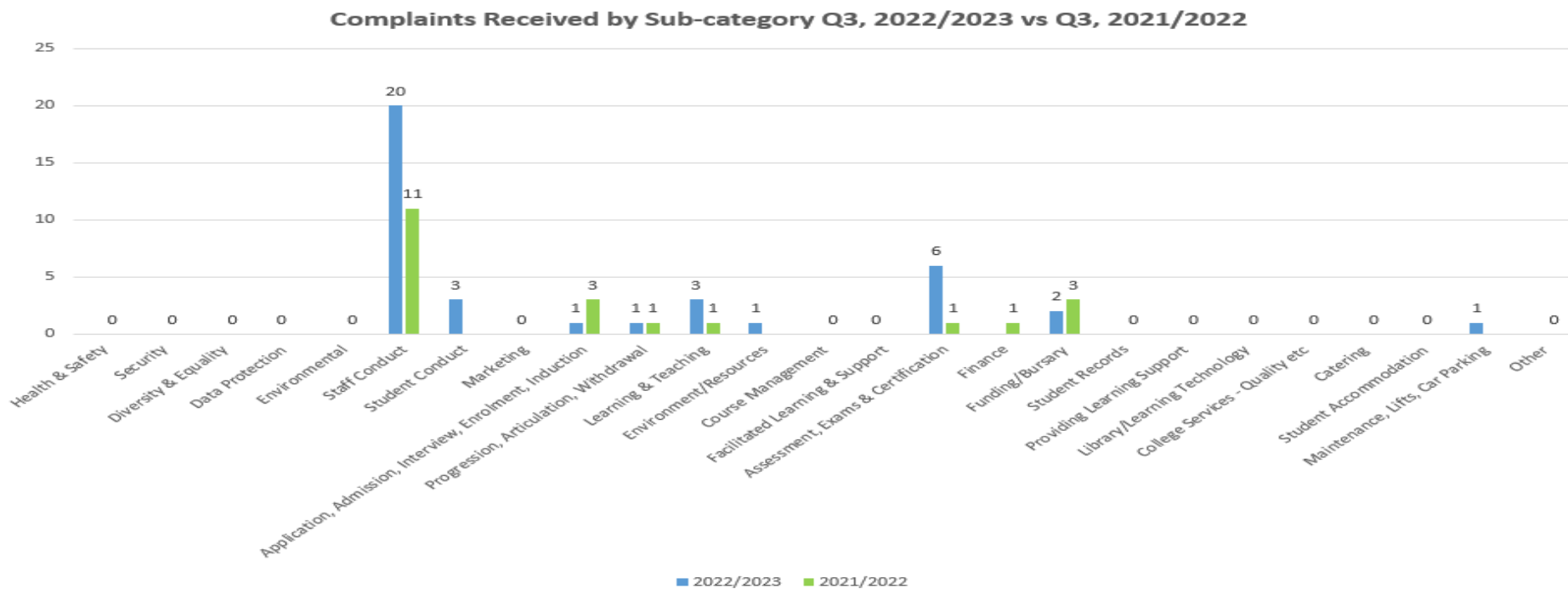
Complaints received, split by sub-category and outcome



# Complaints – Sub-category Comparison

Quarterly Complaints Report – Q3, 2022/2023

The chart below shows the complaints received, split by sub-category, compared to complaints received, split by sub-category, in Q3 2021/2022.



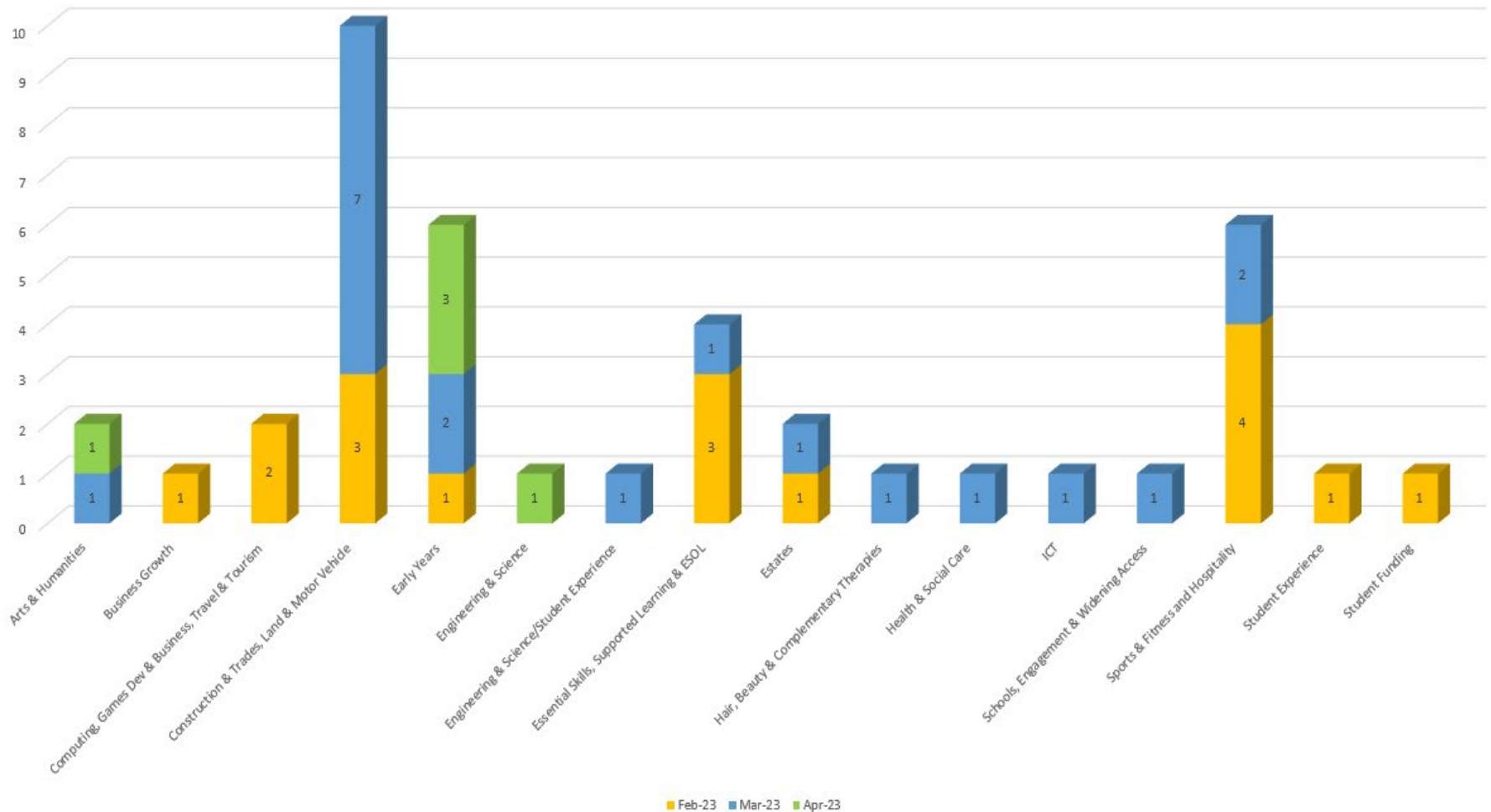
- Increase in complaints received in the staff conduct sub-category from 11 in Q3, 2021/2022 to 20 in Q3, 2022/2023. This is due to an increase in complaints about the treatment of students by staff members.
- Increase in complaints received in the assessment, exams & certification sub-category from 1 in Q3, 2021/2022 to 6 in the same period of 2022/2023. Volumes in this area were higher due to complaints that students needed to come back to College to complete an exam for their gas certificate.
- Increase in complaints received in the student conduct sub-category from 0 in Q3, 2021/2022 to 3 in Q3, 2022/2023. This is due to an increase in complaints about student behaviour and complainants felt no action had been taken.
- Complaints in the progression, articulation, withdrawal sub-category remain the same from Q3 2021/2022 to Q3 2022/2023.

# Complaints – Curriculum/Service Area

Quarterly Complaints Report – Q3, 2022/2023

The chart below shows issues received each month, split by curriculum/service area.

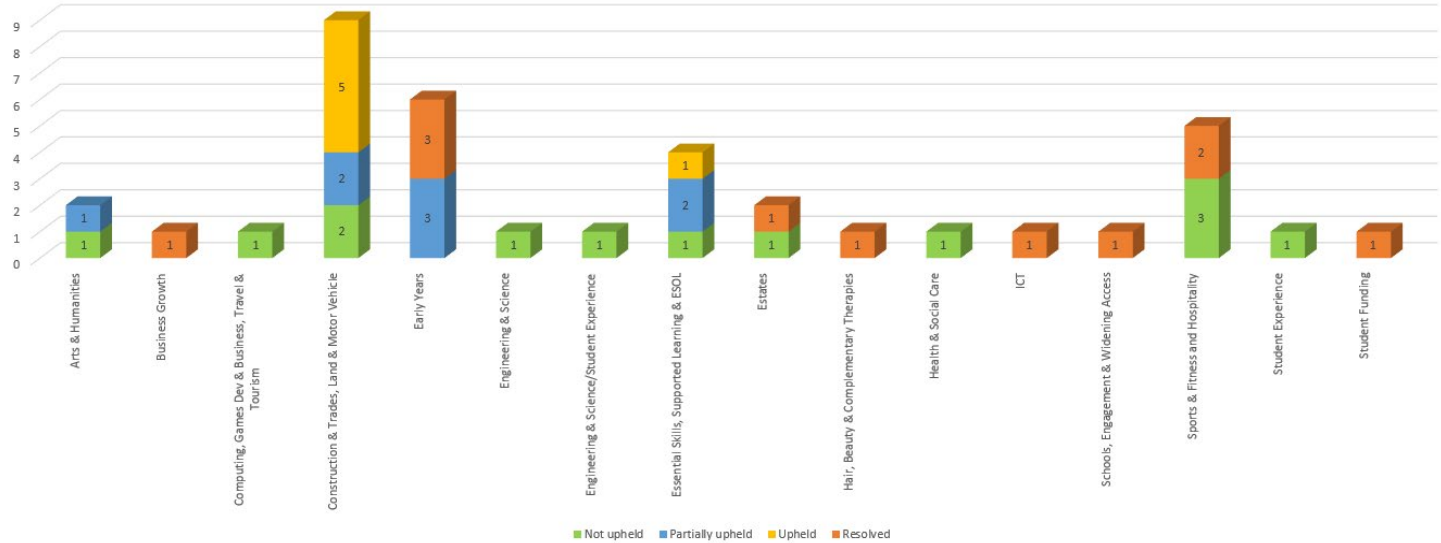
Monthly complaints (inc withdrawn) received, split by curriculum/service area



# Complaints – Curriculum/Service Area

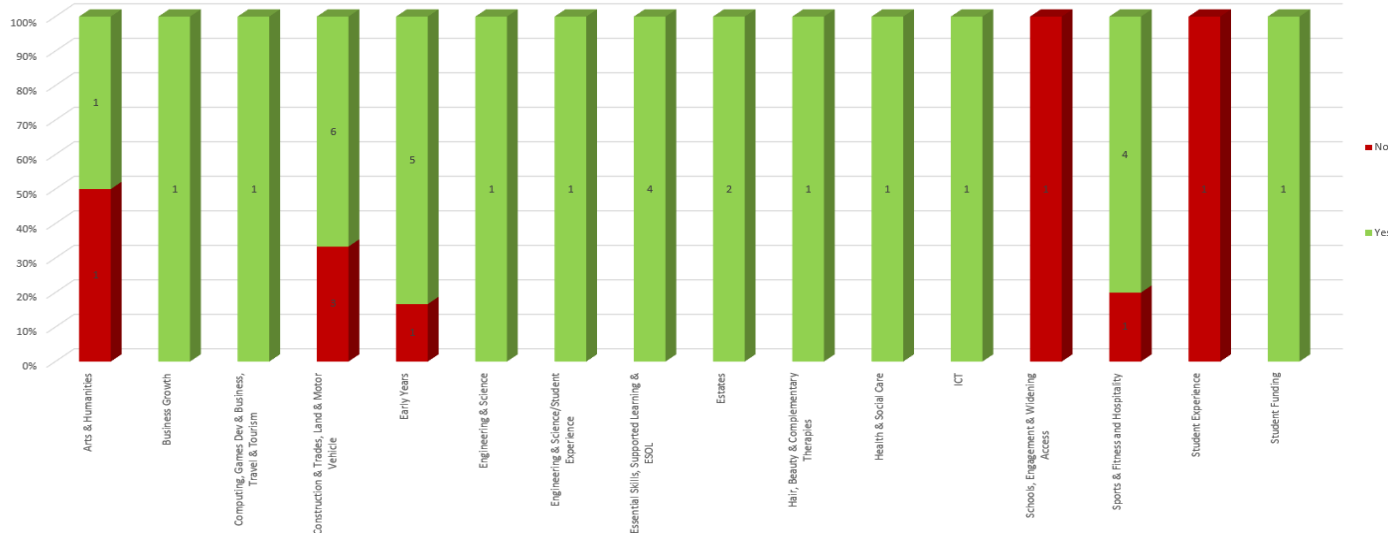
Quarterly Complaints Report – Q3, 2022/2023

Complaints received, split by outcome and curriculum/service area



The chart on the right shows the complaints received, split by outcome and curriculum/service area

Percentage of complaints received, closed within timescale split by curriculum/service area



The chart on the left shows the percentage of complaints received, that were closed within the SPSO set timescale (5 or 20 working days), split by curriculum/service area.

# Actions

Quarterly Complaints Report – Q3, 2022/2023

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	13	9	4
2. Applications, Admissions & Progression	1	1	0
3. Course Related	2	1	1
4. Services	1	1	0
5. Facilities	0	0	0
6. Others	0	0	0
<b>Total</b>	<b>17</b>	<b>12</b>	<b>5</b>

# Service Improvements

Quarterly Complaints Report – Q3, 2022/2023

Issue	Actions
Parent unhappy lecturer keeps shouting at their son for being late for College.	A questionnaire was issued to all hospitality students about course design and also satisfaction. Anything highlighted through this process will then be revisited.
Student unhappy with the way they were treated by students running the sports sessions, also feels lecturer was too far away to observe the students.	<p>Both lecturers will be present during the class.</p> <p>Lecturing team made the students aware why they were undertaking the unit and ensured students could identify the relevance.</p> <p>Students were made aware that while the unit is not optional if a student has a short term health/medical issue and cannot take part medical evidence can be accepted.</p>
Student unhappy with the topics the lecturer was discussing during the evening class.	Decision made to cancel the course.
Parent unhappy with the lack of teaching and classes being cut short or not running.	<p>Timetable was adjusted and one lecturer now teaching the class to ensure that this class has a consistent learning and teaching experience going forward.</p> <p>Carried out a class audit and supported the completion of outstanding work.</p> <p>Additional teaching and support given to the students who needed this.</p>
Parent unhappy with the interview process and that not enough information about the format was provided, documents requested were not reviewed.	Interview letter reviewed and more details of what will be involved added to this.
Student unhappy course was full time but only in campus two days, course not as advertised around rehearsing, where they will rehearse and number of gigs. Completed feedback forms but no changes made, one of the modules not relevant to the course, unhappy with the teaching style of lecturer and unhappy with conduct of another lecturer as feels they are immature and unprofessional.	<p>Website to be updated to make it clear that activities mentioned may be offered and not a guarantee.</p> <p>Feedback to lecturer to have more structured lessons, less talking at the start of the lesson and clear links in lessons as to what has been done and what is next.</p>
Students unhappy with teaching from their lecturer and they don't explain what is required or give clear instructions, unavailable to provide help and support and unhappy with some comments made.	A different lecturer now teaches the class.



# Service Improvements

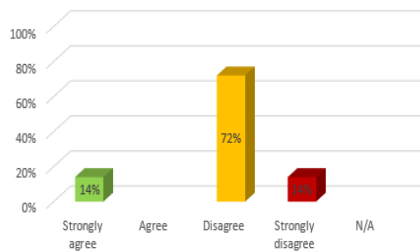
Quarterly Complaints Report – Q3, 2022/2023

Issue	Actions
<p>Parent unhappy with the treatment of their son by lecturers, not received any support, we asked for feedback and this was omitted from progression report.</p>	<p>Reviewed the process for notifying Inclusive Learning when someone has selected on their application form that they need additional support in College. A new Student Experience and Personal Learning Support Plan app has been developed so information will now be pulled directly from the Student Records database.</p>
<p>Students feel misguided by lecturer, given incorrect information and that there is a lack of effort to teach the class.</p>	<p>Placement allocation letter and placement folio updated to make it explicit the number of days students need to attend their placement.</p> <p>Review of the course and teaching materials to be carried out.</p> <p>Feedback given to the member of staff to try to be more approachable and respond to emails in a reasonable timescale.</p>

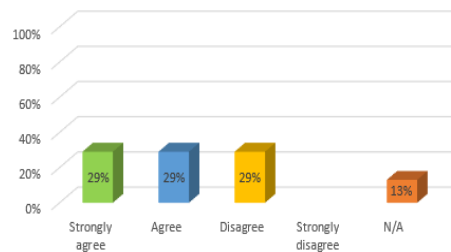
# Customer Satisfaction

A total of 34 surveys have been sent, with 7 responses received, this equates to a 21% response rate. The results from the responses received are shown in the charts below.

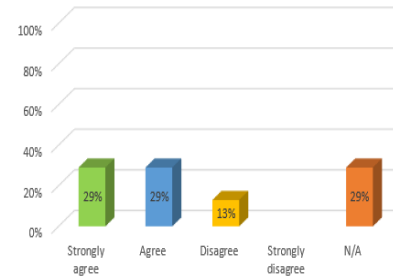
Q2 - I was aware of the complaints procedure before I needed to make a complaint



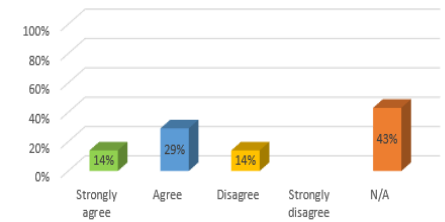
Q3 - I found the complaints process easy to access



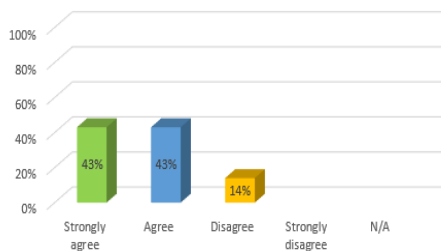
Q4 - I found the complaints form easy to use



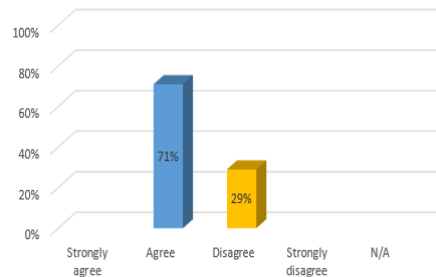
Q5 - I was able to access information and assistance in making my complaint where this was required



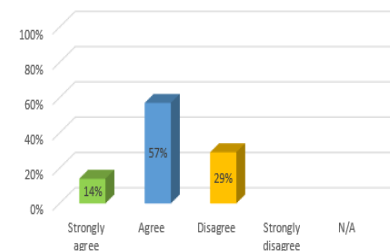
Q6 - I received a prompt acknowledgment of my complaint



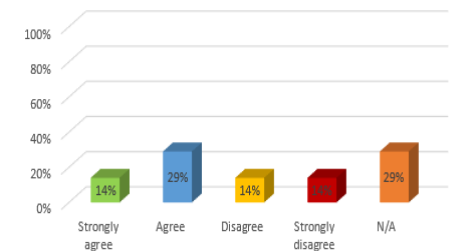
Q7 - I felt my complaint was taken seriously



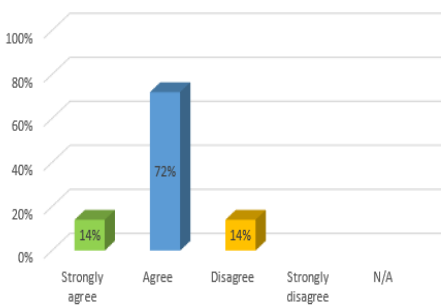
Q8 - I felt my complaint was thoroughly investigated



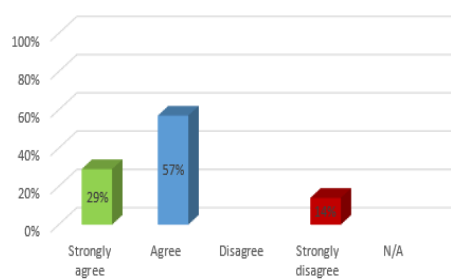
Q9 - I received a fair and objective response to my complaint



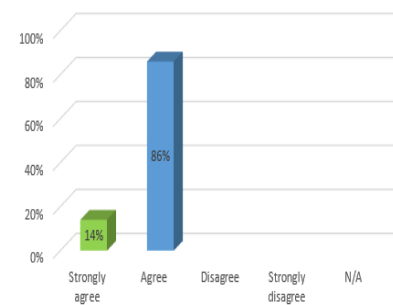
Q10 - I received a clear response to my complaint



Q11 - I received a response to my complaint within an appropriate timescale



Q12 - I was dealt with courteously at all times



# Appendix

The tables below show the College Development Network categories and sub-categories, which we have adopted.

1.0	CUSTOMER CARE	
	Sub-Category	Examples
1.1	Health & Safety	<ul style="list-style-type: none"> <li>Alleged misuse of disability car parking spaces</li> <li>Subject to passive smoking in no smoking area</li> <li>Tripping hazards in workshop</li> </ul>
1.2	Security	<ul style="list-style-type: none"> <li>Theft of personal property</li> <li>Padlock on bicycle locker cut by Estates staff</li> </ul>
1.3	Diversity & Equality <i>(Protected Characteristics)</i>	<ul style="list-style-type: none"> <li>Failure to make reasonable adjustments under the terms of Equality Act</li> <li>Visitor complains of poor accessibility to toilets and lifts</li> <li>Student not allowed to progress on course due to additional support not being available to support disability</li> <li>Textbook contains racist material</li> </ul>
1.4	Data Protection	<ul style="list-style-type: none"> <li>E-mail address divulged to other people</li> <li>Staff shared student personal data with others during classroom discussion</li> </ul>
1.5	Environmental	<ul style="list-style-type: none"> <li>Housing Association complains of students littering outside tenants' properties</li> <li>Neighbour complains of noise from construction work at College</li> <li>Residents complain that students and staff used private car-parking spaces</li> </ul>
1.6	Staff Conduct	<ul style="list-style-type: none"> <li>Poor customer service</li> <li>Failure to respond to requests by e-mail/phone etc.</li> <li>Requests handled impolitely, discourteously</li> </ul>
1.7	Student Conduct	<ul style="list-style-type: none"> <li>Student complains that disciplinary procedure was applied unfairly</li> <li>Students damage neighbouring properties</li> </ul>

# Appendix cont...

2.0 APPLICATIONS, ADMISSIONS, PROGRESSION		
	Sub-Category	Examples
2.1	Marketing	<ul style="list-style-type: none"> <li>• Unable to find evening class information on College website</li> <li>• Misleading information in College prospectus</li> </ul>
2.2	Application, Admission, Interview, Enrolment, Induction	<ul style="list-style-type: none"> <li>• No acknowledgement of application</li> <li>• Criteria for rejecting application was unfair</li> <li>• Placed on waiting list despite applying quickly</li> <li>• No information on College website to inform applicant course was already full and only found out weeks later</li> <li>• Applicant travelled long distance for interview only to be told they didn't have the necessary entry requirements</li> <li>• Applicant invited to wrong campus for interview</li> </ul>
2.3	Progression, Articulation & Withdrawal	<ul style="list-style-type: none"> <li>• Student unhappy that they were not allowed to progress to next level having successfully achieved the previous level</li> <li>• Student complains withdrawal process was not followed</li> <li>• University not supplied with student reference as requested</li> </ul>

3.0 COURSE RELATED		
	Sub-Category	Examples
3.1	Learning & Teaching	<ul style="list-style-type: none"> <li>• Quality of teaching not to the standard expected</li> <li>• Teaching from powerpoint for 3 hours without a break</li> <li>• Lecturer unapproachable when requiring support</li> </ul>
3.2	Environment/Resources	<ul style="list-style-type: none"> <li>• Classrooms/desks not fit for purpose</li> <li>• Wifi unreliable</li> <li>• Broken smartboard</li> <li>• Workshops too cold</li> <li>• Not enough computers for size of class</li> </ul>
3.3	Course Management	<ul style="list-style-type: none"> <li>• Class cancelled at short notice</li> <li>• No contingency for staff absence</li> <li>• Lecturer arrives late/finishes class early</li> </ul>
3.4	Facilitated Learning Support	<ul style="list-style-type: none"> <li>• Guidance class not held</li> <li>• Staff do not provide printed materials in format stipulated in PLSP</li> <li>• Staff unaware of changes to PLSP</li> </ul>
3.5	Assessment & Exams, Certification	<ul style="list-style-type: none"> <li>• Assessments crammed into end of block</li> <li>• Student not provided with opportunity for re-sit</li> <li>• Delay in providing results/certificates</li> <li>• Not receiving certificate due to College failing to attach student to group award</li> <li>• Noise disruption during exam</li> </ul>

# Appendix cont...

4.0 SERVICES		
	Sub-Category	Examples
4.1	Finance	<ul style="list-style-type: none"> <li>Former student unhappy to be threatened with legal proceedings for unpaid fees</li> <li>Student unhappy not to have course fees refunded after withdrawing from course</li> </ul>
4.2	Funding/Bursary	<ul style="list-style-type: none"> <li>Delay in processing bursary application</li> <li>Application for hardship fund handled unfairly</li> </ul>
4.3	Student Records	<ul style="list-style-type: none"> <li>Student personnel data is incorrect/not updated</li> </ul>
4.4	Provided Learning Support	<ul style="list-style-type: none"> <li>Delay in arranging DSA assessment</li> <li>Student unhappy that they could not have the same support worker for every class</li> <li>Student unhappy that additional support requirements have not been put in place</li> </ul>
4.5	Library/Learning Technology	<ul style="list-style-type: none"> <li>Student complained that library overdue book notification system was unfair</li> <li>Lack of support provided by the College with regards to provision of IT on evening class</li> <li>Library opening hours</li> </ul>
4.6	College Services – Quality etc	<ul style="list-style-type: none"> <li>Delay in handling complaint</li> </ul>

5.0 FACILITIES		
	Sub-Category	Examples
5.1	Catering	<ul style="list-style-type: none"> <li>Coffee shop frequently runs out of soya milk</li> <li>Choice on offer</li> </ul>
5.2	Student Accommodation	<ul style="list-style-type: none"> <li>Poor wifi service</li> <li>Cleanliness of accommodation</li> </ul>
5.3	Maintenance, Lifts, Car Parking	<ul style="list-style-type: none"> <li>Lifts out of order</li> <li>College does not provide sufficient car parking space</li> <li>College signage is misleading</li> </ul>

6.0 OTHERS		
	Sub-Category	Examples
6.1		<ul style="list-style-type: none"> <li>No College wide 2 minute silence on Remembrance Day</li> </ul>

**Business, Resources and Infrastructure Committee**

**3 October 2023**

<b>Strategic Objective Reference:</b>	SO5	High performing college underpinned by excellence in stewardship and governance.
<b>Subject:</b>		2022-23 Student Support Funds Position as at 31 July 2023
<b>Purpose:</b>		The paper provides the 2022-23 Student Support Funds Position as at 31 July 2023
<b>Action Required:</b>		Members are asked to note the contents of this paper.
<b>Appendices:</b>		No

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**1. Summary/Key Points**

The College is responsible for administering student support funds on behalf of the Scottish Funding Council (SFC), the Scottish Government and Student Awards Agency for Scotland (SAAS).

**2. Proposals and Recommendations**

No further proposals are noted in this paper.

**3. Associated Risks**

The disbursement of student support funds and financial monitoring arrangements are key areas of financial risk for the College. In addition, issues arising from the management of the student support funds can impact significantly on the reputation of the College.

**4. Equality and Diversity Impact Assessment (if applicable)**

An impact assessment was completed in respect of the 2022-23 Student Funding Policy and Procedures.

## SFC Funds provided for Bursary, FE/HE Childcare and FE Discretionary Support

The initial 2022-23 SFC Student Support Funds allocation was £10,377,347 with an additional £461,215 FE Discretionary funding allocated in November 2022, through the in-year redistribution process. This resulted in a total SFC Student Support Funds allocation of £10,838,562. Table 1 below details the breakdown of student support funds provided by SFC for 2022-23 together with actual expenditure figures as at 31 July 2023.

**Table 1**

<b>Student Support Fund</b>	<b>Budget</b>	<b>Actual Expenditure</b>	<b>Difference</b>
SFC Bursary	£8,890,118	£7,229,539	£1,660,579
FE Childcare	£403,157	£244,162	£158,995
HE Childcare	£217,084	£147,711	£69,373
FE Discretionary	£1,328,203	£2,616,578	£(1,288,375)
<b>Total</b>	<b>£10,838,562</b>	<b>£10,237,991</b>	<b>£600,571</b>

The Bursary figures set out in Table 1 include circa £2,588,627 which relates to 435 care experienced students.

Members are asked to note that the College can amend these budgets within the year to reflect actual spend for audit purposes. The underspend in SFC Bursary was therefore used to offset the overspend in FE Discretionary.

### **Educational Maintenance Allowance (EMA)**

EMA funding is provided by the Scottish Government to support eligible 16 to 17 year-old students. The College does not receive an allocated amount but are reimbursed through a reclaim system each month. Total EMA spend during 2022-23 was **£433,740**.

### **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 below details the HE Discretionary Fund Budget made available by SAAS for 2022-23 together with funding received for FE/HE International Discretionary funds received 2021-22 that were unspent and carried forward to 2022-23, together with expenditure as at 31 July 2023.

**Table 2**

<b>Student Support Fund</b>	<b>Budget</b>	<b>Actual Expenditure</b>	<b>Difference</b>
HE Discretionary	£199,873	£199,873	£0
FE/HE International Discretionary	£7,678	£7,678	£0
<b>Total</b>	<b>£207,551</b>	<b>£207,551</b>	<b>£0</b>

**Louise Park**  
**Head of Student Funding**

**21 September 2023**

\*This paper will be published on the College website



**Business, Resources and Infrastructure Committee**

**3 October 2023**

<b>Strategic Objective Reference:</b>	SO1 An inspirational college experience SO5 High performing college underpinned by excellence in stewardship and governance
<b>Subject:</b>	Lion and Gazelle Report
<b>Purpose:</b>	To present members with consultants, Lion and Gazelle, report following review of the College's digital infrastructure.
<b>Action Required:</b>	For information
<b>Appendices:</b>	Yes

---

**1. Summary/Key Points**

The College appointed a consultancy company called Lion and Gazelle Ltd recently to undertake a review of the College's digital infrastructure and provided feedback to the Senior Leadership Team on 29 August 2023.

**2. Proposals and Recommendations**

Following the review, it has been proposed that the three main areas to progress as part of the transformation programme are as follows:

- Connectivity
- Cloud storage
- Governance

Over the summer, the college committed to £400k spend from the transformation fund to invest in sufficient cabling and WIFI coverage across all campuses. This work will be complete by mid-October.

We also have a follow up meeting arranged with Lion & Gazelle and our new Vice Principal Finance and Infrastructure to complete a detailed informatic of the interdependencies of all our different systems and data flow.

This will lead into a move to a cloud storage solution for all of most of our current data.

Our Project Office will progress with the set up and Terms of Reference of a governance/advisory group which will sign off on all future IT investments.

### **3. Associated Risks**

The cost of implementation of the full range of recommendations will exceed the available budget. The project will progress stage by stage to ensure costs are kept within budget.

There is a need to manage the expectations of staff and what is achievable by when and within the current funding envelope.

### **4. Equality and Diversity Impact Assessment (if applicable)**

N/A

**Angela Cox**  
**Principal and Chief Executive**  
**12 September 2023**

This paper will be published on the College website



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Digital Transformation

Strategy, Analysis and Recommendations

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## Version Control

Date	Author	Version	Change Reference
7th June 2023	Simon Haddow	0.1	1 <sup>st</sup> Draft
14th June 2023	Darren Morgan	0.2	2nd Draft
20 <sup>th</sup> June 2023	Keith Rogers	0.3	Adding additional content
22 <sup>nd</sup> June 2023	Simon Haddow	0.4	Amendments
26 <sup>th</sup> June 2023	Keith Rogers	0.5	Inclusion of Plan and Management Summary
27 <sup>th</sup> June 2023	Keith Rogers / Simon Haddow / Darren Morgan	0.6	Final review and edits
27 <sup>th</sup> June 2023	Keith Rogers	1.0	Document Published

# Executive Summary

Ayrshire College has outlined its ambitions to transform its Digital landscape and put in place the building blocks to enable it to deliver on its published objectives contained in its 'Statement of Ambition 2030'.

The college has developed 'Digital Outcomes' which provides the vision which will shape Ayrshires Digital Future for both Staff and Students. The three core themes are outlined below:

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

This document sets out the first phase of the Digital Transformation Strategy and defines the scope of Programme, and sets the objectives to be delivered over the short to medium term, based on our view of the priorities over the next 18 months to 2 years.

### Requirement:

The Digital Transformation Strategy was commissioned by Ayrshire College to ensure that the Strategy and Programme Definition is developed based on best practice, prior experience and industry knowledge and meets the needs and objectives set out in the 'Statement of Ambition 2030'.

The outputs include recommendations covering the core infrastructure and applications, along with a definition of a programme that will support the delivery of their priorities.

### Approach

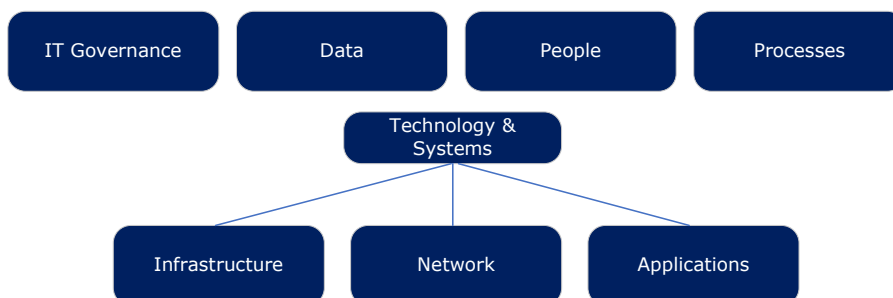
The process used to create the Digital Transformation Strategy followed a structured approach to establish the current status of the Digital landscape, reviewing documentation, holding stakeholder workshops and benchmarking against best practice to develop Options and Recommendations, to be included in to a Programme Definition and Plan.



As part of the Discovery phase, we also completed a User Journey Mapping exercise to understand, by function, the applications and services used. This activity was an input to the Stakeholder workshops where a cross section of users from each of the functions provided a view of their day-to-day experience using the Digital services available.

We refer to these sessions as the Voice of the Customer (VoC), and they provide an opportunity for the participants to give their honest feedback on their experiences and expectations covering all IT applications & services and identifying any gaps or pain points that exist.

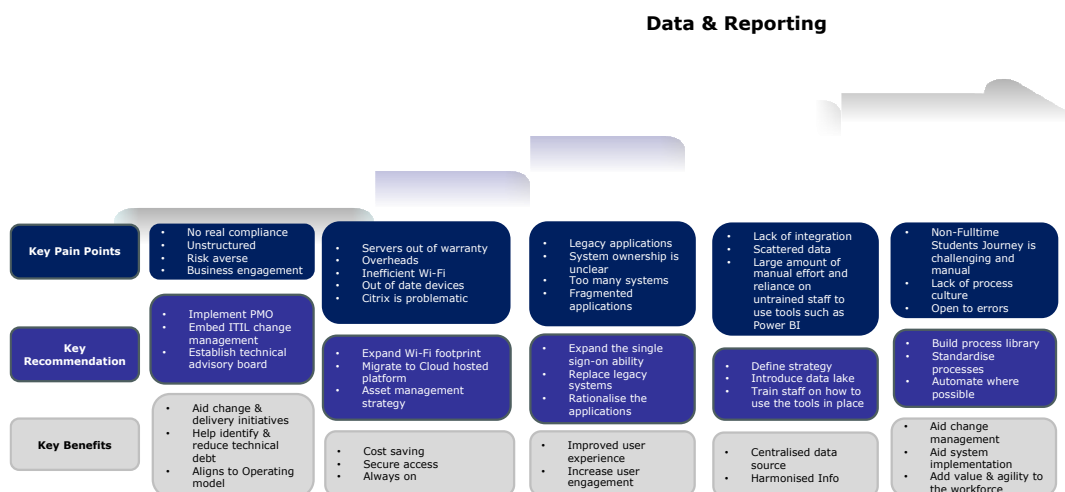
The workshops covered the key elements of the technology, but also the frameworks that form part of the IT Services as outlined below:



### Key Themes & Recommendations

The diagram below summarises the outputs of the analysis including key 'Pain Points', 'Recommendations' and 'Benefits'.

For each area of the framework we have captured and documented our findings, observations and made the following recommendations:



### Governance Recommendations:

Introduce a Centralised Programme Office to aid change and delivery initiatives within the college estate, within a single and central support structure. Embed ITIL aligned processes that supports the operating model, including service strategy, change assessment, release & deployment management.

Apply a structured approach to project pipeline management that takes account of Risk / Reward and the focus on risk mitigation

If and when suppliers are involved, a stronger governance model will be needed to adhere to this technical strategy by the creation of a technical advisory forum or similar to govern and institute coherent technology implementations and reduce technical debt, facilitate review, and bind the suppliers to the colleges technical strategy

### Data & Reporting Recommendations:

Create a data & reporting strategy using Power BI as the single front-end view of your data. Identify & create specific metrics and KPIs that align with your business objectives. There should be a mapping exercise of the source data to your business measures. This should help identify gaps and reduce the number of siloed systems holding information. A single, quality, data warehouse or data lake should drive the course planning, resourcing, and funding decisions throughout the business. Dynamic modelling would allow the business to change as the IT horizon changes.

The strategy should include training to the business, so the teams are able to provide comprehensive analysis & dashboards back to the SLT for strategic decision making. Automation of reports should be a value-add proposition for the business and reduce manual reporting.

Making the decision to use Power BI in Azure would utilise the Azure Active Directory for authentication to allow the correct users or groups access the correct datasets.

Consideration should be made around GDPR constraints with student records information being passed to the cloud.

#### **People Recommendations:**

Expedite existing plans for collaborative working groups/forums. Explore upskilling within the working day to empower the users and create system confidence within their functions. Have accountability within the functions of the systems they use. This will introduce responsibility amongst the teams by having clear roles & tasks.

Having the forums/working groups will allow the business to share expertise, all functions who are involved with course development should have a shared understanding of what content is relevant & real to the user/student. This mechanism will drive digital innovation and intelligence within the teams and creates a culture of continuous improvement. Share these practices around the business and embed collaboration. These should be regular and structured.

The creation of system administrators & migrating systems to the cloud will reduce the ICT workload and improve system performance by empowering user to drive improvements within the tools they manage. Too many times the business identify a problem and then call ICT until it's fixed, the user should be empowered & confident enough to troubleshoot in the first instance.

Create career progression paths for the information technology professionals and align them to a given set of job families, this will enable and drive team retention. A technology centre of excellence and communities of practice should also be established. Analysis would be required to understand which job families exist already and how the centre of excellence should be populated with SME - Subject Matter Experts.

#### **Process Recommendations:**

Identify the key processes that are essential for the efficient running of your business. This will include curriculum/course development, student enrolment, digital teaching and learning approaches, assessments, and grading & student support services.

Identify the purpose behind each process and create an 'As-is' landscape. Map out the process flows which will allow you to understand how the process works, which functions are involved and where the gaps in the process exist. Once you have identified the gaps, you will be able to identify improvements to streamline and reduce the waste in the process. Standardise the processes and create standardised process documents that the business can use to ensure that processes are followed correctly, this will drive consistency and reduce errors.

There may be key metrics associated with these processes. Introduce quality control and continuous improvement methodologies to continuously review and align to the operating model.

Have a process library. This should be part of the Azure Storage platform which would be scalable, secure & accessible at all times. Communicate the standardised processes in a clear and accessible way to students, staff & wider businesses.

#### **Hosting Recommendation:**

Our long-term recommendation is to move all IT Services to the Public Cloud, as this will provide a number of benefits to the business. Industry wide development, innovation investment and effort is now focused on cloud technology, therefore it is important for Ayrshire College to adopt a "cloud first approach and begin the journey of migrating services to the cloud in a phased manner. There are however, a number of factors to consider in planning this journey.

Based on the amount of physical server infrastructure within the college, the skill sets to manage the IT estate, combined with the number of legacy applications in use across the campuses, we are recommending a phased migration, initially moving to a **Hybrid Public model**.

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The approach should consider migrating to cloud based infrastructure where possible when the on-premise infrastructure becomes end of life or out of support. This will phase the investment needed to complete the migrations and allow the college to fully depreciate their assets.

A detailed analysis of the current infrastructure and applications (including integration) will be required to fully define the sequence of the migration.

#### **Citrix / VDI Recommendation:**

Building on from the infrastructure recommendation to a Microsoft standard (Azure), it is logical to extend this further and adopt the **Azure Virtual Desktop, (AVD)** into the suite of native products.

The college is in the early stages of planning a small implementation of AVD to test and measure the outcome before considering a wider migration. We recommend that this pilot is completed.

The college already has an Active Directory tenancy within Azure, which will make migration simpler

#### **College Devices Recommendation:**

We recommend the college put in place an Asset Refresh Cycle based on an updated User Device Policy, which should include a 3-5-year asset refresh cycle.

Given that the Chromebooks were procured at the same time, and to avoid having to replace them all at once, we would recommend completing an audit of the assets to identify which ones are in the best condition and refresh them on a longer cycle to spread the cost.

We recommend completing a tender process based on the type and number of assets to be replaced over the cycle, this will secure better pricing, consolidating on to a single manufacturer's product (where possible). This will improve supportability and reduce the number of different assets to maintain builds for.

A pre-requisite to the tender is that use cases and requirements are fully defined

#### **Network - Wi-Fi Recommendation:**

We recommend, adopting the recommendations from the survey completed by Node1 and the end of 2022, as this will mitigate the current issues with the coverage, highlighted during the VOC sessions.

In addition to this, we recommend the development of a set of Wi-Fi requirements to support the future needs of the Staff and Students.

- **Expand WIFI footprint:** Implement the Node1 action plan, additional AP's & relocation of corridor AP's.
- **Improved management of SSID Segregation:** Look into better SSID management, we appreciate as a college there is a desire to keep the Wi-Fi open and accessible to everyone, however, we recommend ring fencing and protecting the learning areas. This would mitigate the issue of students accessing social media and streaming video content which is impacting the throughput and performance within the classrooms and learning areas.
- **Requirements:** Define additional requirements to support coverage. The Node1 report didn't take into account of usage in the areas that were assessed. Capacity needs to be evaluated with the business to ensure future needs are captured and included within the roadmap to ensure that the capacity and coverage scale with the increasing demands of the students and staff.



## Applications – Recommendations:

We've summarised the list of applications provide by Ayrshire College. We captured the specific details of each application and took into consideration many of the comments provided to develop our recommendations. We have taken the specific VoC comments and consolidated where possible.

Using the user feedback and assessing it against the strategic principles (defined later in this document), we have grouped the applications in to 4 discreet options, Transform, Replace, Retain or Retire, these are based on a set of measures including application lifecycle and functionality. The recommendations are supported with a rationale.

On reviewing the list, we have identified a requirement to rationalise the applications. We have recommended common platforms for key areas but there is scope to further review and identify where other systems can carry out the same function or activity.

Summary of the activity is below:

Systems & Applications	Action
Accessplanit, Attendance grid, Blackboard Ally, CAMS, CDP, College App, EBIS, Estates request, iTrent, LMS - Learning Portal, LMS - MyLearning, Mailchimp, Open Accounts, Reporting, Retention Tool, Simplisys, Text Anywhere, Turnitin, Unit-e inc. all modules	Transform
Ayrshire College Safety Hub, Card Exchange, Chatbot, Formstack, Heritage, Read & Write Gold, Termtime, Website	Replace
BrowseAloud, Clickview, Inclusive Learning Database	Retain
MiM, Support Systems	Transform / Replace
Intranet/SharePoint	Retire

## Programme Priority / Effort / Complexity Matrix

As part of the programme definition process, we have defined a number of workstreams and categorised each based on Priority and Complexity measure. This has been used to inform the planning.

The applications workstream is not reflected in this table as these have been covered in the table above.

Workstream	Recommendation	Complexity	Priority	Cost Indicator
IT Governance	Transform	Medium	High	Low
Data & reporting	Transform	Med/High	Medium	Medium
People	Transform	Low	Medium	Low
Processes	Transform	Medium	High	Low
Server Infrastructure	Replace	High	Med/High	High
Citrix (VDI)	Replace	High	High	High
College Devices	Transform & Replace	Medium	Medium	High
Network Wi-Fi	Transform	Low	High	Medium

The table summarises the recommendations and includes the estimated complexity of change, its priority and an indication of cost as outlined below:

- Less than and equal to 100k (Low),
- Greater than £100k up to £250k (Medium)
- Above £250k (High).

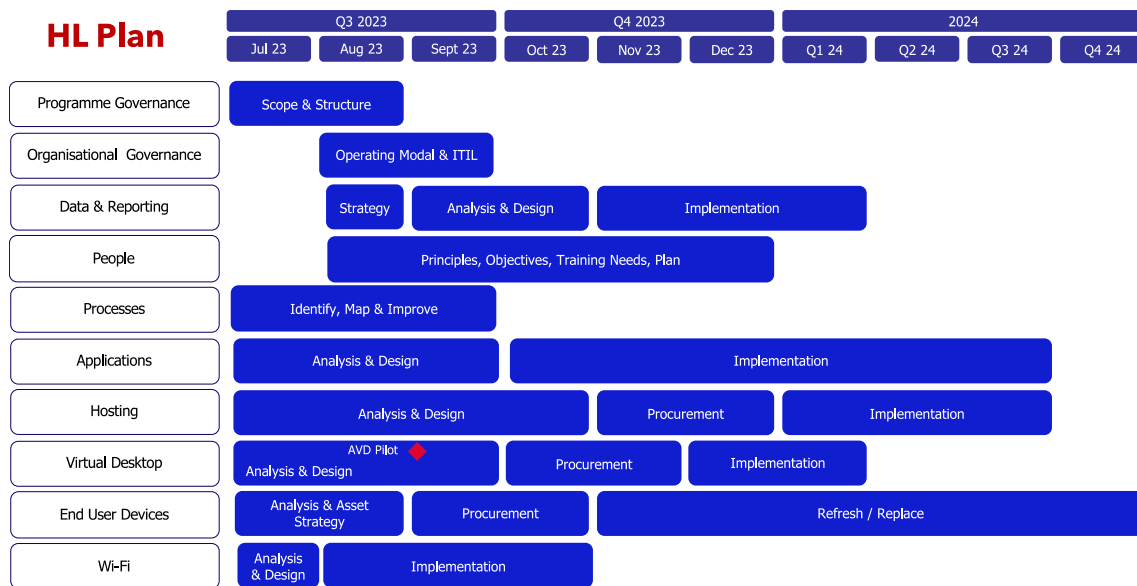
The Recommendation and Rationale is detailed later in the document including the results of our analysis including, considerations, findings, options, benefits and drawbacks.

The indicative costs are based on complexity, estimated effort and time.

### Programme Definition / Planning

Based on the outputs of this review we have made a number of recommendations that form the scope of the Digital Transformation Programme. These recommendations have been prioritised taking in to account the effort, cost, and impact of the initiative and this is the basis of the high-level plan.

We are proposing a phased implementation plan focusing on the changes that will provide the biggest impact in the shortest timescales whilst mobilising the more complex changes in parallel to build momentum and deliver the benefits in the shortest timeframe.



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## 1 Background & Overview

Ayrshire College has three campuses in Ayr, Kilmarnock and Kilwinning teaching a wide range of courses to over 12,000 students.

The college's Statement of Ambition 2030 acknowledges that 'The College will play a critical role in supporting Ayrshire's digital future by ensuring that all students develop the skills to take advantage of opportunities.'

**"Ayrshire College will be an inspirational place of learning where individuals can excel and realise their full potential. A place where businesses and communities can access skills, expertise and innovation that supports local and national economic development and inclusive growth.**

**We will achieve this through strong collaboration and partnership working and by investing in and valuing our staff and students. An inspirational place of learning where individuals can excel and realise their full potential."**

As a result, the college has developed a high level Digital Outcomes Strategy to transform the IT landscape for both Staff and Students which will shape the Ayshire's Digital Future. The three core themes are outlined below:

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

This document sets out the first phase of the Digital Transformation Strategy and covers the building blocks of the Transformation Programme, including defining the scope and objectives and sets the short and medium term plan based on our view of the priorities over the next 18 months to 2 years.

Through the Discovery and Analysis phase of this exercise, we have established the current As-Is view of the IT infrastructure, Applications, Data & Reporting capabilities and through Voice of the Customer workshops we have captured the business view of the IT services provided, including pain points and expectations from the Digital Transformation Programme. With the combination of these two elements we have a clear view on where the IT Services are performing well, and where there are gaps or improvements needed.

To support the development of the To-Be recommendations, we have taken in to account industry trends and best practice to form a view of the strategic direction we believe the college should follow to deliver on its digital aspirations and objectives.

Having captured the As-Is IT landscape and and incorporated the VoC feedback, we have developed a prioritised plan that should maximise improvements to the end users over the next 18 months, and set a roadmap to meet the To-Be end state.

## 2 Approach

In developing the Ayrshire College Digital Transformation Programme, we have followed a structured process that allowed us to develop a detailed understanding of the current technical landscape, identify options and to develop the Digital Transformation Strategy including recommendations.



### Discovery

The initial focus was to develop an understanding of the current “As Is” IT landscape and capture the key requirements that inform the key decisions to support the delivery of the Digital Transformation Strategy and achieve the outcomes.

This was achieved by completing a review of the available documents and holding stakeholder interviews with the technical teams.

In addition to the IT / Technology focused sessions, we engaged with the business users covering majority of the different departments to develop an understanding of their day-to-day experience using the technology services available. We refer to these sessions as the Voice of the Customer (VoC), and they provide an opportunity for the participants to give their honest feedback on their experiences and expectations covering all IT applications & services and identifying any gaps or pain points that exist.

### Analysis (see appendix I)

The VoC sessions were structured workshops, and the outputs were collated under five core headings outlined below:



**People** - Issues pertaining to capability, capacity and collaboration across teams. Also understanding their needs and expectations from a user perspective, their level of engagement in decisions relating to digital, and ultimately what good looks like for them.

**Process** - Understanding the operational processes and the inter-functional touch points provides a platform that enables automation, improves efficiency and enables better cross department collaboration.

**Technology** - Capturing information on the core IT infrastructure and Applications in use within the college and what works well and what could be improved.

**Policy & Governance** - Establishing what level of Governance is in place and its effectiveness.

**Data / Reporting** – Understanding the availability of data and reporting needs of the business and how they are being met by the Digital Estate.

The VoC analysis was further supplemented by offline data collected by the IT teams on the infrastructure, systems and applications.

Additionally, the team used Industry knowledge especially around Infrastructure elements to evaluate the current Ayrshire Digital footprint.

### **Options & Recommendations**

The Digital footprint and its component parts were individually analysed further to develop options for consideration in terms of Retire, Replace, Transform or Keep- it- as- it- is.

The team then brainstormed the options and have arrived at a consensus recommendation for the business.

However, recommendations have had to be further harmonised from a top-down and bottom-up perspective and considering the macro and micro picture.

### **3 Principles and Guidelines**

#### **3.1 Digital Confidence**

Confidence in the systems, (they are reliable and accurate) and the confidence in the use of the systems (training and how to guides) must coexist to allow users to feel empowered in the day-to-day use of the IT estate and applications. This should boost productivity and minimise workarounds.

#### **3.2 IT as an Enabler to Business Strategy**

The strategy and its direction are primary, and all IT decisions should be in service of the business strategy and enable users to achieve the strategic outcomes set by the leaders.

#### **3.3 Business Engaged in IT Decision Making**

Governance forums making key IT decisions should include the business and must actively support the IT change. It is important to ensure that the business feel involved and have a voice in decision making as this will help in an adoption and the associated business change.

#### **3.4 IT Resilience**

The IT estate should be robust to the number of users, time of day and the day of the week. Any instances of non-availability should be planned and short. Unplanned outages should lead to minimal losses of data and transactions.

#### **3.5 Future Proof**

As the IT estate is designed to enable the medium-term strategy of the business, it should have a line-of-sight to the long term and evolve incrementally as opposed to requiring a significant overhaul every 3-5 years.

#### **3.6 Risk Tolerance**

While the IT estate should be designed to not create risk for the business and its continuity, it should also incorporate 'out-of-the-box thinking' with a clear risk-reward understanding so the business delivers its growth objectives.

#### **3.7 Robust Governance & IT Change**

Tiered Governance should be in place, so the right decisions are taken at the right level in the organisation with clear cascade from the top for effective operation of the IT estate.

#### **3.8 IT Change Management (asset management plan)**

All elements of the IT estate should have a management plan and changes must be effectively managed to minimise business disruption and to benefit from any opportunities presented.

#### **3.9 Value for Money**

While a range of IT options might exist in specific areas, decisions should be made based on value to the business including long-term value.

#### **3.10 Single Source of the Truth**

The application layer should as much as possible and where relevant, integrate at the data level to present a single source of truth of organisational data.

### **3.11 Operating Model - Remote Learning**

All IT transformational change should align with the business operating model, and meet the following tests:

A user should be able to access technology services:

'From Any Device',

'Any Time' - Always available,

'Anywhere' - Access from any location



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## 4 Assumptions & Constraints

### 4.1 Assumptions:

- **The data provided on the current infrastructure and systems is accurate and complete.**  
The data contained within the systems is the most up-to-date and accurate data available
- **Availability of necessary technology infrastructure and resources.**  
The technical resources that can help with supporting the transformation will be available and any infrastructure will be readily available when required.
- **Willingness of staff and faculty to adapt to new technologies and processes.**  
There is an openness from all staff to embrace the change that is delivered.
- **Adequate budget and funding for implementation and maintenance.**  
Funding agreed & available for the proposed plan.
- **Access to skilled IT professionals to support the transformation.**  
There is or will be enough technical support for the transformation.
- **Effective communication and collaboration across departments and stakeholders.**  
Cross functional engagement will be part of this transformation plan

### 4.2 Constraints:

- **Limited budget and resources.**  
We understand there are no 'unlimited funds' available for this project
- **Resistance to change from staff and faculty.**  
We understand that staff can be concerned around change & resist
- **Regulatory compliance and security concerns.**  
We understand that there a compliance and regulatory considerations to data and processes
- **Legacy systems and processes that may not be easily replaced.**  
We understand that there are some older systems that may be challenging in terms of replacement
- **Lack of technical expertise among staff and faculty.**  
We recognise that there may be gaps within the current skill set within the college
- **Risk appetite of the business to try evolving technology**  
We recognise that there is a current culture of risk aversion
- **Engagement with students during VoC**  
We were unable to engage with the student body due to it being end of term along with other commitments they might have had at such short notice.

## 5 Analysis, Observations and Recommendations

We facilitated several workshops over a 2-week period that covered many aspects of the business, these included:

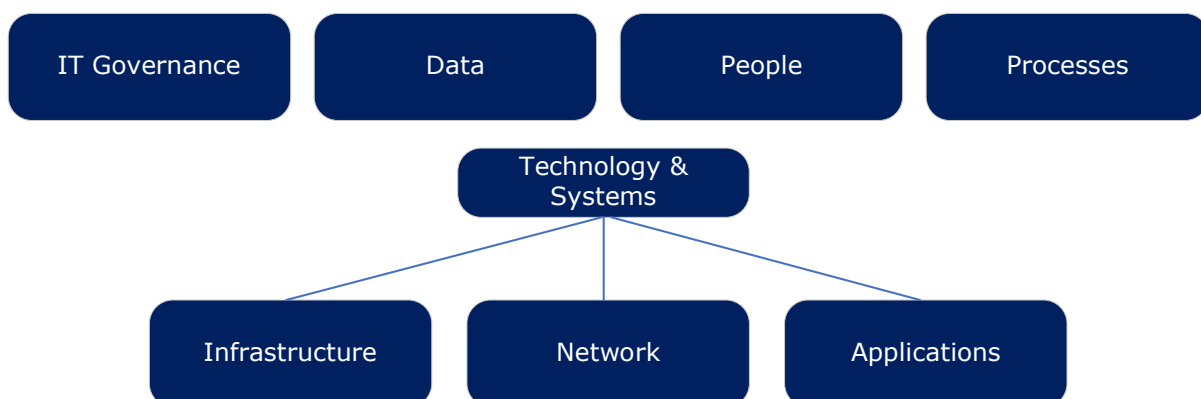
- BIIS – Student Records
- Business Growth
- Curriculum Heads
- Curriculum Managers
- Digital Learning Support
- ICT
- IT Leadership
- Senior Leadership Team
- Quality
- Student Funding
- HR & Finance
- Wider Estate (drop-in sessions)

Please note that due to the timescales involved and the approaching end of term, we were unable to gather feedback from the student representatives.

We structured the workshops focusing on the digital pain points & business process challenges that they have throughout their working life. We wanted to make sure that both, from a student interaction and a staff experience perspective, that we understood the end-to-end process journey. We collected this feedback and created a Voice of the Customer that was provided to the teams to validate the accuracy of the gathered comments. We also wanted to understand, what Digital Transformation meant to them with the output also captured.

There were some common themes captured during the workshops, most prominent were Wi-Fi (including trying to connect and the poor performance even when connected), Citrix, college devices and business change.

We've structured the output into 7 categories and provide feedback and recommendations based on the principles defined earlier in the document, our experience from various sectors in industry and from the feedback gathered.



## 5.1 IT Governance

**Observations** - There is general compliance to process and governance, however it's not consistently followed or adhered to in a structured manner. There is recognition amongst the college community that it could be improved. IT Governance at Ayrshire College is 'One College' approach which allows for an easier change management process to be embedded.

Change control is in place but it's not efficient enough to meet the business needs. There are examples within the business where IT carry out system changes when the business requires the system to be available, this creates downtime for the end users and impacts to service. We observed the business sometimes feel that IT decide when system changes are going to occur, without due consideration to the business impact, which shouldn't always be the case.

There is effective management of risk towards Cybersecurity but in some cases the risks are not balanced against benefit and the organisation is risk averse towards open-source technology that could provide benefit to the colleges. Communication could also be better delivered to the business, examples of IT systems being inaccessible and IT knowing but not the end users.

**Recommendations** - Introduce a Centralised Programme Office to aid change and delivery initiatives within the college estate, within a single and central support structure. Embed ITIL aligned processes that supports the operating model, including service strategy, change assessment, release & deployment management.

Apply a structured approach to project pipeline management that takes account of Risk / Reward and the focus on risk mitigation.

When suppliers are involved, a stronger governance model will be needed to adhere to this technical strategy by the creation of a technical advisory forum or similar to govern and institute coherent technology implementations and reduce technical debt, facilitate review, and bind the suppliers to the colleges technical strategy.

## 5.2 Data & Reporting

**Observations** - There is a wealth of data being generated and made available in the majority of the systems used by the college and several industry standard tools have been introduced namely PowerBI, QlikView and Business Objects. There are several fragmented systems that have data and the business are aware there is information out there that they just don't utilise. There are no mechanisms in place to formally request & then prioritise reports for development.

**Recommendations** - Create a data & reporting strategy using Power BI as the single front-end view of your data. Identify & create specific metrics and KPIs that align with your business objectives. There should be a mapping exercise of the source data to your business measures. This should help identify gaps and reduce the number of siloed systems holding information. A single, quality, data warehouse or data lake should drive the course planning, resourcing, and funding decisions throughout the business. Dynamic modelling would allow the business to change as the IT horizon changes.

The strategy should include training to the business, so the teams are able to provide comprehensive analysis & dashboards back to the SLT for strategic decision making. Automation of reports should be a value-add proposition for the business and reduce manual reporting.

Making the decision to use Power BI in Azure would utilise the Azure Active Directory for authentication to allow the correct users or groups access the correct datasets.

Consideration should be made around GDPR constraints with student records information being passed to the cloud.

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### 5.3 People

**Observations** – There is a great teamwork ethos at the colleges with a willingness to automate and improve. Training awareness is prevalent, and the business users have an appetite for change but have little time to carry out the tasks. There are some functions within the college that really could drive change within the business. Business Growth are constantly striving for change and identifying trends that businesses are looking for within course/content development.

**Recommendations** – Expedite existing plans for collaborative working groups/forums. Explore upskilling within the working day to empower the users and create system confidence within their functions. Have accountability within the functions of the systems they use. This will introduce responsibility amongst the teams by having clear roles & tasks.

Having the forums/working groups will allow the business to share expertise, all functions who are involved with course development should have a shared understanding of what content is relevant & real to the user/student. This mechanism will drive digital innovation and intelligence within the teams and creates a culture of continuous improvement. Share these practices around the business and embed collaboration. These should be regular and structured.

The creation of system administrators & migrating systems to the cloud will reduce the ICT workload and improve system performance by empowering user to drive improvements within the tools they manage. Too many times the business identify a problem and then call ICT until it's fixed, the user should be empowered & confident enough to troubleshoot in the first instance.

Create career progression paths for the information technology professionals and align them to a given set of job families, this will enable and drive team retention. A technology centre of excellence and communities of practice should also be established. Analysis would be required to understand which job families exist already and how the centre of excellence should be populated with SME – Subject Matter Experts.

### 5.4 Processes

**Observations** – The enrolment process isn't optimal for all the student models the business currently engage with. This is the usually the first engagement a student or business shall receive from the college, and it isn't a great experience. Policy publication works well but the location and ability find these easily is either not clear or is clear but not maintained well enough.

There are multiple examples of suboptimal processes through the functions, payment processes (refunds & course payment), reporting process, complaints process & self-certification process. These processes invariably develop workarounds that become the normal which leads to poor processes.

**Recommendations** – Identify the key processes that are essential for the efficient running of your business. This will include curriculum/course development, student enrolment, digital teaching and learning approaches, assessments, and grading & student support services.

Identify the purpose behind each process and create an 'As-is' landscape. Map out the process flows which will allow you to understand how the process works, which functions are involved and where the gaps in the process exist. Once you have identified the gaps, you will be able to identify improvements to streamline and reduce the waste in the process. Standardise the processes and create standardised process documents that the business can use to ensure that processes are followed correctly, this will drive consistency and reduce errors.

There may be key metrics associated with these processes. Introduce quality control and continuous improvement methodologies to continuously review and align to the operating model.

Have a process library. This should be part of the Azure Storage platform which would be scalable, secure & accessible at all times. Communicate the standardised processes in a clear and accessible way to students, staff & wider businesses.

### 5.5 User Journey Mapping (see appendix II)

As part of the Discovery phase, we completed a User Journey Mapping exercise to understand, by function, the applications and services used.

Foundations of Business			Student Journey					
Stages	ICT Applications/Infrastructure	Enterprise Systems	Marketing & Business Development	Planning	Enrolment	Campus Life	Learning Journey	Assessment & Awards
<b>Key Touchpoints</b>	- Core applications - Core Infrastructure	- Enterprise systems across whole of business	- Candidate attraction - School Liaison - Marketing & Social media	- Funding Planning - Resource Planning - Course Planning	- Application - Scan for Courses - Advice & Guidance - Funding/Grants - IT Enablement	- Timetable - Curriculum - Attendance - Funding/Grants - Student Records - Safeguarding - Apprenticeships	- Library - Accessibility - Curriculum - Disability	- Grading - Examination - Funding Withdrawal - IT Disablement
<b>Technology Systems Used</b>	Support Systems, VPN, Citrix, Hypervisor, Network, Azure, O365	MM, Reporting, Open Accounts, EBIS, iTrent, Simplysis, Unit-e, Estates Request, H&S	Social Media, Website, Chatbot, Mailchimp, Intranet	CDP	CAMS, CDP, Internet, Intranet, Card, Exchange, Myday	CDP, Intranet, Terntime, Text Anywhere, Chatbot, Formstack, myLearning, Retention Tool, Attendance Grid, Myday	myLearning, Heritage, Card Exchange, Blackboard Ally, Turnitin, Accesspanel, Read & Write Gold, ClickView, Browsealoud, Learning Portal,	Myday
<b>ICT</b>								
<b>Business Growth</b>								
<b>Quality</b>								
<b>BIS/Student Records</b>								
<b>Student Funding</b>								
<b>Finance</b>								
<b>Wider Teams</b>								
<b>SLT</b>								
<b>Curriculum Heads</b>								
<b>Curriculum Managers</b>								
<b>Digital Learning Support</b>								
<b>Apprenticeships &amp; WB</b>								
<b>HR</b>								
<b>Pain Points</b>	<ul style="list-style-type: none"> <li>- Infrastructure is old</li> <li>- Under-funded</li> <li>- Operating model not clear enough for infrastructure to match the model</li> <li>- Blame ICT culture</li> <li>- No asset management plan</li> <li>- Process not always followed</li> <li>- Wi-Fi is not performing well</li> <li>- Citrix appears to be problematic</li> <li>- Intranet is not fit for purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting content is limited</li> <li>- Application/System expertise isn't in function</li> <li>- System ownership isn't clear</li> <li>- Need for more system integrations</li> <li>- Lots of manual processes</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of campus wide CRM isn't efficient</li> <li>- Unable to find course easy on Website</li> </ul>	<ul style="list-style-type: none"> <li>- No strategic forecasting carried out due to lack of quality data</li> <li>- Lots of manually steps within the CDP</li> <li>- Unable to model in real-time</li> <li>- Need for more system integrations</li> </ul>	<ul style="list-style-type: none"> <li>- Enrolment for anyone outside of full-time student is a poor experience</li> <li>- Need for more system integrations</li> <li>- SLT performance impacts student learning</li> <li>- Course application process is cumbersome</li> <li>- Website isn't engaging, difficult to find correct course or course at all</li> </ul>	<ul style="list-style-type: none"> <li>- Self certification process is problematic</li> <li>- Attendance tracking in general is difficult</li> <li>- Need for more system integrations</li> <li>- Too many systems to log in and out of</li> <li>- Timetabling is not good</li> <li>- Lots of manual processes</li> </ul>	<ul style="list-style-type: none"> <li>- Staff training engagement could be better</li> <li>- Need for more system integrations</li> <li>- Business doesn't take management of content seriously</li> <li>- Some systems are not modern &amp; engaging</li> </ul>	<ul style="list-style-type: none"> <li>- IT disablement process could be better, impact to grading &amp; IT security</li> <li>- Need for more system integrations</li> </ul>
<b>Improvement Opportunities</b>	<ul style="list-style-type: none"> <li>- Migration to the cloud where possible for applications</li> <li>- Move IoT offering to the cloud</li> <li>- Introduce improved change control process</li> <li>- Create asset plan</li> <li>- Increase performance of Wi-Fi (nodes assessment)</li> <li>- Document &amp; policy repository would improve following of standardised processes</li> <li>- Leverage single vendor (MS) products</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce modules to complete modern tasks</li> <li>- Create a data &amp; reporting strategy</li> <li>- Migrate to cloud where possible to improve system management processes</li> <li>- Create formal processes to investigate where integration opportunities exist</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction of campus wide CRM will enable better customer engagement. All touchpoints with customers &amp; business would be tracked.</li> <li>- Improve Website general functionality, make it easy to find courses</li> </ul>	<ul style="list-style-type: none"> <li>- Provide more data through a centralised repository to enable modelling &amp; forecasting</li> <li>- Increase quality of data by introducing more data sources into a data warehouse/data lake.</li> </ul>	<ul style="list-style-type: none"> <li>- Website is being replaced but should be in conjunction with business to make sure requirements are captured</li> <li>- Re-engineer automated enrolment process to include all students types</li> </ul>	<ul style="list-style-type: none"> <li>- Replace timetabling system to track timetable for students &amp; staff</li> <li>- Transform the current attendance tool to reduce impact to student funding</li> <li>- Increase Single Sign On ability across systems</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate whether mandatory training could be effectively used</li> <li>- Enhance accessibility amendments to content are made by Curriculum</li> <li>- Replace Heritage with modern system</li> <li>- Look to see where changing of tools could improve the student 'life after college' i.e. Read &amp; Write Gold &gt; Immersive Reader from MS</li> </ul>	<ul style="list-style-type: none"> <li>- Redefine the extension/leavers process as it leaves gaps in the ability for students to submit work to complete course</li> </ul>

## 5.6 Server Infrastructure Summary

The Server landscape at Ayrshire College is a mixture of physical servers (located across each of the main sites, (Ayr, Kilmarnock and Kilwinning) coupled together with a large number of virtual servers.

Management is provided by the internal ICT team including, licensing, updates, patching, backups and break fixes as required.

The server infrastructure hosts Citrix, as well as other systems within the Hyper V (virtualised) solution.

- 36 x Physical Servers
- 116 x Virtual Servers
- 15x Storage Nodes
- 157 x Switches
- 4 x Moonshot HPE Chassis
- 136 x Moonshot Cartridges
- 4 x NetScaler's

### 5.6.1 Findings

Ayrshire College Server Infrastructure is now dated and requires significant upgrades either through physical equipment or the Operating Systems they run on.

- 36 x Physical Servers
  - 8 x Out of Warranty NOW
  - 20 x Warranty Ends Feb 2024
  - 2 x Warranty Ends May 2024
- 15x Storage Nodes - Warranty Ends Feb 2024 (1 being out of warranty now)
- 4 x Moonshot HPE Chassis - Warranty Ends Feb 2024
  - 136 x Moonshot Cartridges - Warranty Ends Feb 2024
  - 4 x NetScaler's - Warranty Ends Oct 2024

### 5.6.2 Considerations

**Scalability:** The infrastructure should be scalable enough to accommodate the growing needs of the college as it expands and evolves.

**Security:** The infrastructure should be secure enough to protect sensitive data and information from cyber threats and attacks. This is extremely Important due to student record Information.

**Integration:** The infrastructure should be able to integrate with other systems and technologies used by the college, such as learning management systems and student information

**Accessibility:** The infrastructure should be accessible to all students, faculty, and staff, regardless of their location or device and should always be reliable and available, with minimal downtime or disruptions.

**Budget:** The infrastructure should be cost-effective and fit within the budget constraints.

**User experience:** The infrastructure should provide a seamless and user-friendly experience for students and staff, with easy access to resources and tools.

### 5.6.3 Options

#### 5.6.3.1 *Maintain the current infrastructure On-Premise and put in place an asset replacement process.*

**Benefits:**

**Control:** Keeping with the existing infrastructure would allow the college to remain in complete control over their hardware, software, and data. This further allows customisation and optimisation of the environment to meet any specific needs and requirements.

**Security:** An on-premise infrastructure provides the college with greater management over their security protocols. This enables the organisation with the ability to implement stricter security measures as required.

**Compliance:** On-premise infrastructure easily allows the ability to maintain compliance with regulatory requirements by ensuring that the data is stored and managed in accordance with industry standards and best practices.

**Performance:** On-premise infrastructure can provide better performance and faster data processing speeds, as it allows optimisation of the hardware and software configurations to meet specific needs.

**Cost:** On-premise infrastructure can be more cost-effective in the long run, as it eliminates the need for ongoing cloud subscription fees and can provide a better return on investment over an amount time.

**Integration:** On-premise infrastructure allows flexibility to integrate systems and applications more easily, which can improve collaboration and productivity.

#### **Drawbacks**

**Costs:** Demand can impact costs. For example, if an organisation requires additional hardware because they need to accommodate a demand increase of 5-10% and it doesn't get fully utilised it becomes inefficient and not cost effective.

**Maintenance & Management:** Organisations are responsible for all upgrades and patches of hardware & software. It will only be as reliable as the maintenance applied to it.

**Skills:** On-premises infrastructure requires in house IT skills, including hardware and software systems administration, networking, database management and security. Resourcing these can be a challenging process.

**Security:** Whilst you have more control over on-premise security, the burden of responsibility is greater and can sometimes be counter-productive to the operating model

#### 5.6.3.2 *Hybrid (Partial public cloud and on prem) – Retain some infrastructure On-Premise and migrate specific server infrastructure and applications to the cloud based on a case-by-case basis.*

**Benefits:**

**Scalability:** A hybrid infrastructure would allow the college to scale the ICT infrastructure up or down quickly and easily as per demand by leveraging the scalability of a public cloud but also utilising the control over any critical data you have by making the decision to have this on-premise

**Cost savings:** A hybrid infrastructure can provide cost saving opportunities. On demand computing with flexible pricing for the public cloud services compared to fully on-premise. Long term costs potentially would be reduced as you migrate towards a full public cloud offering.

**Flexibility:** A hybrid infrastructure provides greater flexibility in terms of where and how their data and applications are stored and accessed. Pay per use gives the ability of flexibility and elasticity of the infrastructure

**Improved performance:** A hybrid infrastructure can help improve performance and reduce latency by optimising the location of data and applications based on usage patterns and network conditions.

**Disaster recovery:** A hybrid infrastructure can provide better disaster recovery capabilities by allowing storage of critical data and applications in multiple locations, both on-premise and in the public cloud.

**Security:** A hybrid infrastructure can provide enhanced security by choosing the most appropriate security measures for each application and data set, based on its sensitivity and value.

**Compliance:** A hybrid infrastructure can help organisations meet regulatory compliance requirements by providing greater control over data storage and access.

#### **Drawbacks:**

**Complexity:** A Hybrid model does introduce more complexity. The migration approach required must be well-planned and strategically developed.

**Security:** Whilst the security can be tailored granularly for each application depending on location, it introduces complexity for integrations and potential risk

**Management & Maintenance:** It requires an additional layer of efficiency for the split estate to work. WAN management & authentication is more complex compared to a single cloud offering.

**Data Transfer:** In the short term, as you start to migrate towards a full cloud offering, performance may suffer as you manage your dataset or sets when reporting

#### **5.6.3.3 Hybrid (Partial private cloud and on prem) – Retain some infrastructure On-Premise and migrate specific server infrastructure and applications to the cloud based on a case-by-case basis.**

##### **Benefits:**

**Cost savings:** A hybrid infrastructure can help save money on hardware and software costs by leveraging the cloud for fluctuating workloads and carefully planning where workload consistency exists and not over-provisioning hardware on-premise.

**Flexibility:** Similar to the public cloud, a hybrid infrastructure provides greater flexibility in terms of where and how their data and applications are stored and accessed.

**Improved performance:** A hybrid infrastructure can help improve performance and reduce latency by optimising the location of data and applications based on usage patterns and network conditions.

**Disaster recovery:** A hybrid infrastructure can provide better disaster recovery capabilities by allowing storage of critical data and applications in multiple locations, both on-premise and in the cloud.

**Security:** A hybrid infrastructure can provide more granular & tailored security by choosing the most appropriate security measures for each application and data set, based on its sensitivity and value.



**Compliance:** A hybrid infrastructure can help organisations meet regulatory compliance requirements by providing greater control over data storage and access.

**Drawbacks:**

**Complexity:** As previously mentioned, a Hybrid model does introduce more complexity. The migration approach needs to be well-planned and strategically developed.

**Security:** As with a public hybrid, whilst the security can be tailored granularly for each application depending on location, it introduces complexity for integrations and potential risk

**Management & Maintenance:** There requires an additional layer of efficiency for the split estate to work. WAN management & authentication is more complex rather than a single cloud offering. You may need to rely on expertise provide by the private cloud partner.

**Data Transfer:** Similar to the public hybrid, In the short term, as you start to migrate towards a full cloud offering, performance may suffer as you manage your dataset or sets when reporting.

#### **5.6.3.4 *Migrate to fully public cloud-based hosting platform. All Services migrated to the cloud.***

**Benefits:**

**Scalability:** Public clouds infrastructure solutions can be easily scaled up or down based on changing business needs, allowing to quickly adjust the ICT resources as required

**Cost savings:** Public clouds infrastructure solutions requires not upfront investments to deploy. Costs can be predictable and with flexible pricing, you will only ever pay for what the organisation consume (pay per use)

**Flexibility:** Public clouds infrastructure solutions provide flexibility in terms of where and how data is stored and accessed, allowing employees to work from anywhere and on any device. Global availability is achieved using data centres around the world

**Disaster recovery:** Public clouds infrastructure solutions can provide disaster recovery capabilities, as data is stored in multiple locations and can be easily accessed in the event of a disaster or outage

**Security:** Public clouds infrastructure solutions provide enhanced security measures, including encryption, firewalls, intrusion detection and prevention systems, to further protect data from the threat of a cyber attack

**Collaboration:** Public clouds infrastructure solutions can improve collaboration and productivity among staff and students, as they all can access and share data and applications from anywhere and on any device

**Maintenance:** Public clouds infrastructure solutions require less maintenance and updates, as these are managed by the cloud provider, freeing up IT staff to focus on other tasks

**Future-Proofing:** Public cloud infrastructure solutions often introduce new services and features at a rapid pace, allowing organisations to leverage the latest technologies without the need for in-house development. Innovative options are associated with public cloud providers like 'No-Code' solutions

**Drawbacks:**

**Compliance:** Public clouds may raise security concerns due to data being stored and processed on a shared infrastructure. Strict security or compliance requirements may face challenges in meeting the specific needs.

**Limited Control:** There is limited control over the underlying infrastructure and may need to rely on the provider's capabilities and policies.

**Selecting the right Provider:** There is a reliance on the availability and performance of the public cloud provider. Downtime or service disruptions on the provider's end can impact business operations.

**Data Transfer Costs:** Public clouds may charge for data ingress and egress, which can increase costs for organisations with significant data transfer requirements

**Vendor Lock-in:** Migrating between public cloud providers can be complex and costly, potentially resulting in vendor lock-in and limited flexibility

#### *5.6.3.5 Migrate to fully managed private cloud-based hosting platform. All Services migrated to the cloud.*

##### **Benefits:**

**Scalability:** Private cloud infrastructure solutions can be scaled up or down based on changing business needs, allowing to adjust the ICT resources when planned.

**Cost savings:** Private cloud infrastructure solutions can help save money by reducing overheads such as hardware and software costs, as well as eliminating the need for dedicated IT staff to manage on-premise servers thus freeing up time for a more valued and pro-active workforce

**Flexibility:** Private cloud infrastructure solutions provide greater flexibility in terms of where and how data is stored and accessed, allowing employees to work from anywhere and on any device.

**Disaster recovery:** Private cloud infrastructure solutions can provide better disaster recovery capabilities, as data is stored in multiple locations and can be easily accessed in the event of a disaster or outage.

**Security:** Private cloud infrastructure solutions provide tailored security measures, including encryption, firewalls, intrusion detection and prevention systems, to further protect data from the threat of a cyber attack

**Collaboration:** Private cloud infrastructure solutions can improve collaboration and productivity among staff and students, as they all can access and share data and applications from anywhere and on any device.

**Maintenance & Management:** Private cloud infrastructure solutions require less maintenance and updates, as these are managed by the cloud provider, freeing up IT staff to focus on other tasks. SLA's can be customised to meet the business needs

##### **Drawbacks:**

**Cost:** Initial upfront costs for infrastructure, software & hardware can be expensive compared to public cloud. This requires careful planning of infrastructure requirements.

**Scalability:** Scaling private cloud resources can be more challenging compared to public clouds, as it involves deploying additional hardware through a planned process, which may take time.

**Availability:** To meet the needs of an 'Anywhere' model, geographical location may provide challenges to always being available to students

**Future-Proofing:** There may not be the same level of development & innovation as the responsibility rests with the organisation

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#### 5.6.4 Recommendation & Rationale

Our long-term recommendation is to move all IT Services to the Public Cloud, as this will provide a number of benefits to the business. Industry wide development, innovation investment and effort is now focused on cloud technology, therefore it is important for Ayrshire College to adopt a “cloud first” approach and begin the journey of migrating services to the cloud in a phased manner. There are however, a number of factors to consider in planning this journey.

Based on the amount of physical server infrastructure within the college, the skill sets to manage the IT estate, combined with the number of legacy applications in use across the campuses, we are recommending a phased migration, initially moving to a **Hybrid Public model**.

The approach should consider migrating to cloud based infrastructure where possible when the on-premise infrastructure becomes end of life or out of support. This will phase the investment needed to complete the migrations and allow the college to fully depreciate their assets.

A detailed analysis of the current infrastructure and applications (including integration) will be required to fully define the sequence of the migration.

Before we can adopt any move to cloud the college needs to conduct the following pre-requisites.

- Analyse the current network infrastructure, produce corresponding network diagrams, map IP address ranges on prem and on Azure so that future VPN and other network level dependencies are easy to identify.
- Plan a secure To-Be network diagram that can be created as a hybrid between on-premise and the Azure cloud subscriptions.
- Involve Cyber function to recommend replacement or new security controls, follow cyber strategy for making sure the controls have been implemented correctly, are good value for money and are adequate to mitigate any existing or future risk.
- Rationalisation of all applications for suitability and functional purpose

#### 5.7 Citrix Summary

Citrix is Ayrshire Colleges Virtual Desktop Solution. It is on-premise solution, which was designed and installed around 8 years ago, with a theoretical capacity of 1360 concurrent users and present user numbers are in the region of 600-700 users with peak numbers hitting circa 900 concurrent users.

Everyday management, including managing profiles, packaging applications and the underlying server infrastructure is provided by the internal ICT team and where more complex support is required, this is provided by a third party, IKonic.

Additional servers have been recently deployed to alleviate the load balancing of user profiles as this was identified as a possible reason for poor performance, particular with complex applications where there is a high level of processing, video streaming and 3D rendering which impacted overall performance.

There is widespread dissatisfaction from both staff and students using Citrix to access IT services and Applications, driving the demand to replace it with a faster, more stable, and robust solution.

##### 5.7.1 Findings

The devices currently used to access services via Citrix (thin clients) are no longer supported, which is limiting options to upgrade and accommodate the latest applications.

The business needs have changed over the past 2 – 3 years driving the widespread adoption of video conferencing applications including MS Teams, and these applications have now become business

critical. The current Citrix configuration does not adequately support this demand and there is now a need to redesign the solution and add additional hardware or replace Citrix with an alternative solution.

The requirement to deliver courses which demand more complex applications is growing, which is putting further pressure on the Citrix environment as these applications require higher resource usage and bandwidth. This is impacting user confidence and potentially limiting the applications that can be used.

The current Citrix platform has not been scaled or improved to mirror the types of courses now being offered by the college. Therefore, a more robust and scalable Virtual Desktop Infrastructure (VDI) solution is required.

The infrastructure that powers the Citrix environment (Moonshot) is out of support with warranties due to expire at the end February 2024

## 5.7.2 Considerations

**Business Requirements:** Map the specific business needs and requirements including the number of users, types of applications and data accessed, scalability requirements, and remote access needs.

**Functionality and Features:** Features and capabilities must meet the colleges requirements for virtual application and desktop delivery, i.e., secure remote access, performance, collaboration tools, support for different devices and operating systems, and integration with existing systems.

**Deployment Options:** Based on the Digital Principles ensure that the VDI solution can be deployed in the cloud, with hybrid deployment options to support a migration path.

**Security:** Must include security features such as authentication mechanisms, data encryption, secure access controls, vulnerability management, and compliance with industry regulations.

**Cost:** Assess the total cost of ownership (TCO) for the alternative solutions. This needs to include licensing fees, infrastructure requirements, maintenance costs, and ongoing support expenses.

**Integration:** The solution must integrate with the existing IT infrastructure and applications, ensuring compatibility and performance.

**Migration Strategy:** The migration approach must include any data migration, application compatibility, user training, and potential disruptions during the migration process.

**Future Scalability and Flexibility:** The solution must accommodate increasing user demands, additional locations, and emerging technologies.

## 5.7.3 Options

### 5.7.3.1 *Transform - Upgrade the existing Citrix Platform requirements.*

#### **Benefits:**

**Improved performance:** Moving to the latest version of Citrix can result in improved performance and faster load times, resulting in a better user experience.

**Better security:** Upgrading can also result in better security features and compliance certifications, ensuring that data and applications are kept secure.

**Access to new features:** The latest version of Citrix provides access to new features and functionality, allowing organisation to take advantage of the latest technology and capabilities.

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**Easier management:** The latest version of Citrix can result in easier management and administration, with a simplified management interface and centralized control.

**Compatibility:** Upgrading to the latest version of Citrix ensures compatibility with the latest operating systems and applications, reducing the risk of compatibility issues.

**Better support:** Upgrading to the latest version of Citrix ensures that organisations have access to the latest support and maintenance options, reducing the risk of downtime and ensuring that issues are resolved quickly.

#### 5.7.3.2 *Transform - Upgrade to Citrix Cloud*

**Benefits:**

**Scalability:** Citrix Cloud is a cloud-based solution that can easily scale up or down based on the needs of the organization, without the need for additional hardware or software.

**Flexibility:** Citrix Cloud offers more flexible deployment options, such as hybrid or multi-cloud deployments, allowing organisations to choose the most suitable option for their needs.

**Cost savings:** Citrix Cloud eliminates the need for on-premises hardware and software, resulting in cost savings for organisations.

**Security:** Citrix Cloud offers advanced security features and compliance certifications, ensuring that data and applications are kept secure.

**Better user experience:** Citrix Cloud offers a more user-friendly interface and better customization options, resulting in a better user experience.

**Easier management:** Citrix Cloud simplifies management and administration, with a centralized control plane and simplified management interface.

**Quicker updates and upgrades:** Citrix Cloud provides faster updates and upgrades, ensuring that organisations always have access to the latest features and functionality.

#### 5.7.3.3 *Replace Migrate to an alternative VDI solution.*

**Benefits:**

**Cost savings:** Alternative virtual desktop providers may offer more affordable pricing and licensing options, resulting in cost savings for the college.

**Flexibility:** Alternative virtual desktop providers may offer more flexible deployment options, such as hybrid or multi-cloud deployments, allowing the college to choose the most suitable option for their needs.

**Scalability:** Alternative virtual desktop providers may offer more scalable solutions, allowing the college to easily scale up or down based on their needs.

**Performance:** Alternative virtual desktop providers may offer better performance and faster load times, resulting in a better user experience.

**Security:** Alternative virtual desktop providers may offer better security features and compliance certifications, ensuring that data and applications are kept secure.

**User experience:** Alternative virtual desktop providers may offer a more user-friendly interface and better customisation options, resulting in a better user experience.

**Management:** Alternative virtual desktop providers may offer easier management and administration options, resulting in less time and resources spent on maintenance and support.

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## 5.7.4 Recommendations & Rationale

Building on from the infrastructure recommendation to a Microsoft standard (Azure), it is logical to extend this further and adopt the **Azure Virtual Desktop, (AVD)** into the suite of native products.

The college is in the early stages of planning a small implementation of AVD to test and measure the outcome before considering a wider migration. We recommend that this pilot is completed.

The college already has an Active Directory tenancy within Azure, which will make migration simpler.

**Cost savings:** Azure Virtual Desktop is typically less expensive than Citrix, as it does not require additional licensing fees or hardware investments.

**Scalability:** Azure Virtual Desktop can easily scale up or down based on the needs of the organisation, without the need for additional hardware or software.

**Integration with Azure:** Azure Virtual Desktop integrates seamlessly with other Azure services, allowing for a more cohesive and efficient cloud-based environment. Specifically, when using other M365 products and services, such as MS Teams and MS Office.

**Security:** Azure Virtual Desktop is highly secure, with multiple layers of security features and compliance certifications.

**Improved performance:** Azure Virtual Desktop is optimised for performance, with fast load times and minimal latency.

**User experience:** Azure Virtual Desktop provides a familiar desktop experience for users making it easier to navigate and use.

**Management:** Azure Virtual Desktop has a simplified management interface which provides centralised control.

The recommendation is to progress the pilot implementation of AVD to understand integration points between the Azure virtual desktop and existing software applications (including the M365 suite of products) and how this would affect those integrations. In addition, the commercial structure will require some additional analysis to develop the business case.

## 5.8 College Devices Summary

There are approximately 6,000 devices across the campuses.

- Classroom Devices – 650 PC's & Apple Mac
- Classroom Devices – 2400 thin clients
- College owned student devices - Approximately 1800
- College owned Staff devices – Approximately 900

There will also be an unknown quantity of students with their own devices but at this point we are unable to quantify this number.

### 5.8.1. Findings

- The Chromebooks were procured during lock down and are low performance machines but are suitable for accessing college services through Citrix.
- Chromebooks have limited capability to install local software, so can only realistically be used with Citrix / VDI solutions.
- The Chromebooks are now reaching end of life with limited options to upgrade.
- Investment in Classroom devices has been limited and have been maintained on a reasonable endeavour basis.
- The end user devices are managed by the ICT team. Intune is used to managed Windows devices, and Jamf for Apple devices.
- The college offer a number of courses which require high specification devices to run the necessary software, such as 3D modelling software.
- There is no existing asset management strategy or an apparent plan to replace devices which are no longer practical for student and staff.

### 5.8.2. Considerations

- **Devices:** The devices must be fit for purpose to support the use cases of the college and course requirements. Where devices are provided to students, they should be robust and reliable.
- **Use Cases:** Need to define the different use cases to support the end-to-end college requirements. This includes classroom-based equipment, back-office functions, and remote access / learning for both Staff and Students
- **Support:** To ensure the supportability of the devices, there should be a consistent manufacturer(s), and a set of standard builds. Industry standard device management tools should be used, and an appropriate asset refresh cycle defined.
- **Policies:** Updated policies for acceptable device use and BYOD should be developed and published.

### 5.8.3. Options

#### 5.8.3.1. *Replace all devices through various 'big bang' approach*

- Replace all devices which are EoL through purchasing agreement based on VDI solution being used.
- Replace all devices which are EoL through leasing agreement based on VDI solution being used.
- Replace all devices which are EoL through purchasing agreement based on VDI solution not being used.
- Replace all devices which are EoL through leasing agreement based on VDI solution not being used.

#### 5.8.3.2. *Replace all devices in structured, phased refresh*

Replace devices through Asset Management Refresh Cycle In structured way to enable Incremental replacement. There is a dependency on VDI solution decision being made prior to refreshment.

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#### 5.8.4. Recommendations & Rationale

We recommend the college put in place an Asset Refresh Cycle based on an updated User Device Policy, which should include a 3–5-year asset refresh cycle.

Given that the Chromebooks were procured at the same time, and to avoid having to replace them all at once, we would recommend completing an audit of the assets to identify which ones are in the best condition and refresh them on a longer cycle to spread the cost.

We recommend completing a tender process based on the type and number of assets to be replaced over the cycle, this will secure better pricing, consolidating on to a single manufacturer's product (where possible). This will improve supportability and reduce the number of different assets to maintain builds for.

A pre-requisite to the tender is that use cases and requirements are fully defined.

#### 5.9. Network

The overall network design across the campus landscape is well designed and delivers excellent resilience.

However, feedback suggests that the Wi-Fi design is no longer fit for purpose. This could be due to several factors including the college changing its teaching areas, higher demand than when it was first implemented and more Internet of Things (IoT) being introduced into everyday life.

##### 5.9.1. Wi-Fi Summary

The Wi-Fi hardware is largely up-to-date and consists of a mixture of leased and owned Aruba Access Points (approx. 220) with 2x Aruba Controllers with an HA solution.

The college has adopted a BYOD policy, along with supplying devices which rely on a wireless connection. Classes are planned on the presumption Wi-Fi will be available. So, it is an acceptable expectation from the staff and student that WI-FI is available and robust in all areas.

##### 5.9.2. Findings

The main areas of concern identified during the workshops were the lack of coverage across the estate and latency in performance.

There is no apparent Wi-Fi strategy linked to an operating model or based on an updated set of requirements.

A survey was complete at the campus recently and confirmed that whilst it has a good WI-FI solution it does fall short specifically relating to throughput and college wide coverage.

The survey didn't capture any data around actual capacity or throughput

##### 5.9.3. Considerations

**Coverage:** The Wi-Fi network should cover all areas of the campus, including teaching areas, libraries, common areas and possibly outdoor spaces.

**Bandwidth:** The Wi-Fi network should have sufficient bandwidth to support the needs of all users, including students and staff, who may be using multiple devices simultaneously.

**Security:** The Wi-Fi network should be secure, with encryption and authentication measures in place to protect against unauthorised access and cyber threats.



**Management:** The Wi-Fi network should be centrally managed, with tools and resources in place to monitor usage, troubleshoot issues, and optimise performance.

**Guest access:** The Wi-Fi network should provide guest access for visitors to the campus, with appropriate authentication and security measures in place to protect against unauthorised access.

**Device compatibility:** The Wi-Fi network should be compatible with a wide range of devices, including laptops, smartphones, tablets, and other wireless devices.

**Capacity planning:** The Wi-Fi network should be designed with capacity planning in mind, with the ability to scale up or down based on changing needs and demands.

**Redundancy:** The Wi-Fi network should have redundancy measures in place to ensure that it remains operational, especially in teaching and studying areas in the event of a failure or outage.

**User experience:** The Wi-Fi network should provide a seamless and reliable user experience, with fast speeds, low latency with minimal downtime or disruptions.

#### 5.9.4. Options

##### 5.9.4.1. *Transform - Adopt and implement the recommendations from the survey completed by Node1 and create Wi-Fi requirements based on current & future need*

###### **Benefit:**

**Known Entity:** The college already has the equipment with a leased contract solution in place for new or replacement equipment. A large percentage of the estate is already in reach so to expand the footprint should be low in complexity and timescale.

**Improved Coverage:** Upscaling the Wi-Fi network can improve coverage, ensuring that all areas of the campus are covered, and that students and staff can access the network from anywhere.

**Increased Bandwidth:** Upscaling the Wi-Fi network can increase bandwidth, providing faster speeds and better performance for users, even during peak usage periods.

**Enhanced Security:** Upscaling the Wi-Fi network can enhance security, with the ability to implement stronger encryption and authentication measures to protect against cyber threats and unauthorised access.

**Better User Experience:** Upscaling the Wi-Fi network can provide a better user experience, with faster speeds, lower latency, and fewer interruptions or disruptions. This would increase the digital confidence across the campus and immensely improve the reputation of the college. Lecturers would also feel the benefit of planning their classes knowing that what is being delivered will work.

**Improved Collaboration:** Upscaling the Wi-Fi network can improve collaboration among students and staff, with the ability to share data and resources more easily and efficiently.

**Mobile Learning:** Upscaling the Wi-Fi network can enable mobile learning, allowing students to access course materials and resources from anywhere on campus, using their own devices.

**Reduced Maintenance:** Upscaling the Wi-Fi network can help to reduce maintenance requirements, with the ability to manage the network more efficiently and effectively, using automated tools and resources.

**Cost Savings:** Upscaling the Wi-Fi network can provide cost savings, with the ability to optimize network resources and reduce the need for additional hardware or software elsewhere.

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#### 5.9.4.2. *Replace - Outsource Wi-Fi infrastructure and service.*

**Benefit:**

**Expertise:** 3rd party suppliers typically have specialised expertise and experience in designing, implementing, and managing Wi-Fi networks, which can result in better performance, reliability and security.

**Scalability:** Wi-Fi suppliers can provide scalable solutions that can be easily scaled up or down based on changing business needs, without the need for additional hardware or software.

**Cost Savings:** Outsourcing to a Wi-Fi supplier can provide cost savings, as it eliminates the need for dedicated IT staff to manage on-premise Wi-Fi solutions and reduces the need for hardware and software upgrades.

**Maintenance:** Wi-Fi suppliers can provide ongoing maintenance and support for Wi-Fi networks, including monitoring, troubleshooting, and updates, freeing up IT staff to focus on other tasks.  
Reduced downtime: Wi-Fi suppliers can provide reliable and redundant Wi-Fi networks, which can reduce downtime and ensure that users can always access the network when they need it  
Outsourcing would have to follow procurement policy, would be time consuming and render existing equipment redundant with no guarantee to reduce costs.

#### 5.9.5. Recommendation

We recommend, adopting the recommendations from the survey completed by Node1 and the end of 2022, as this will mitigate the current issues with the coverage, highlighted during the VoC sessions.

In addition to this, we recommend the development of a set of Wi-Fi requirements to support the future needs of the Staff and Students.

- **Expand WIFI footprint:** Implement the Node1 action plan, additional AP's & relocation of corridor AP's.
- **Improved management of SSID Segregation:** Look into better SSID management, we appreciate as a college there is a desire to keep the Wi-Fi open and accessible to everyone, however, we recommend ring fencing and protecting the learning areas. This would mitigate the issue of students accessing social media and streaming video content which is impacting the throughput and performance within the classrooms and learning areas.
- **Requirements:** Define additional requirements to support coverage. The Node1 report didn't take into account of usage in the areas that were assessed. Capacity needs to be evaluated with the business to ensure future needs are captured and included within the roadmap to ensure that the capacity and coverage scale with the increasing demands of the students and staff.

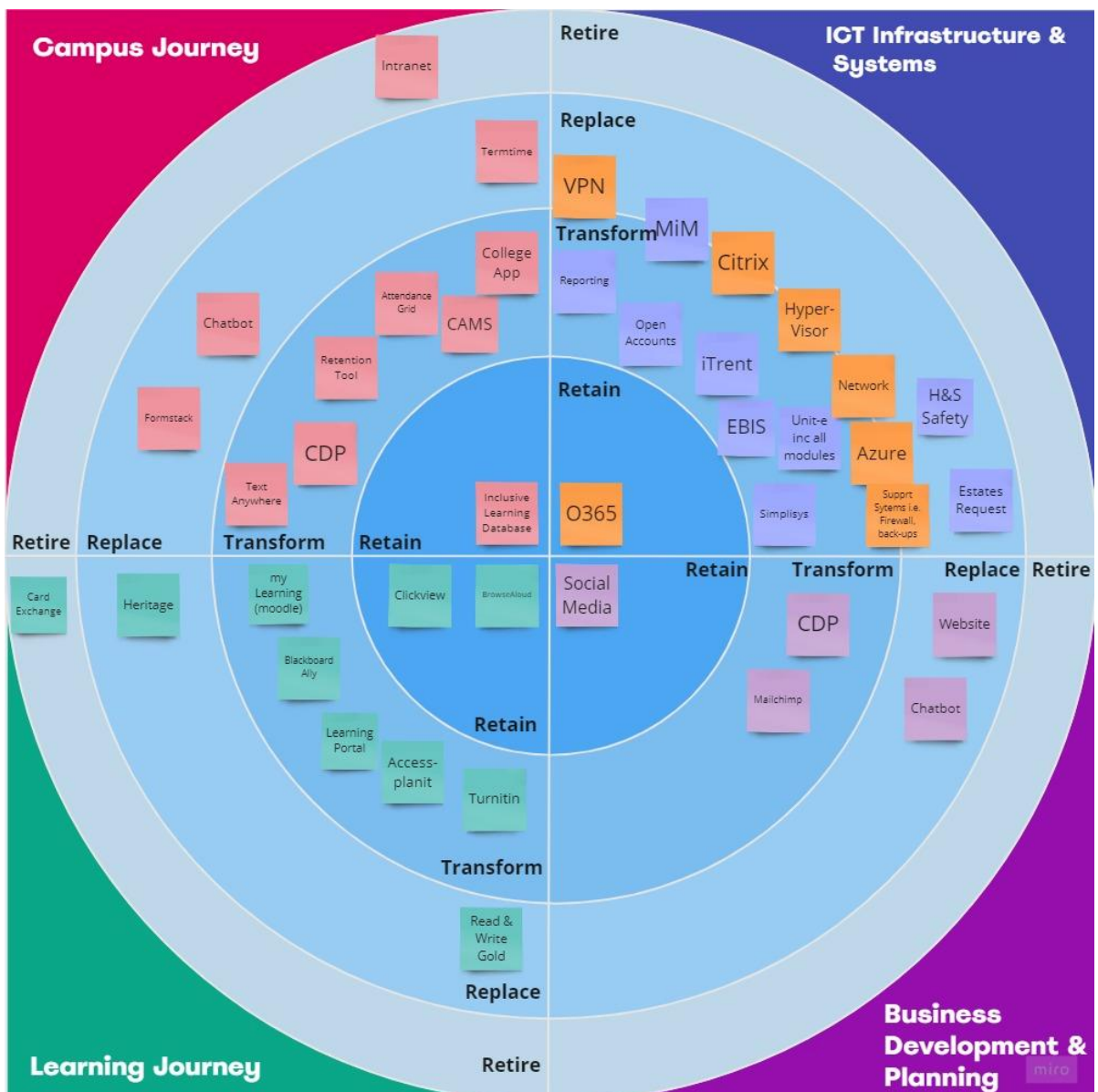
### 5.10. Applications

During the analysis stage of the process, we were provided a list of applications & tools that the business interacts with.

We discussed the pain points, issues, and possible solutions. There are key applications & systems that are core to the business.

We have collated the list of applications in the form a table and radar map that highlight the recommended solution for each of the applications or systems. These recommendations are from viewpoint of the 'as-is'. Once rationalisation and reviews of all the applications has been carried out then these viewpoints would change based upon cloud compatibility & functionality and the plan would capture the steps required to re-evaluate.

#### 5.10.1. Tech Radar Mapping



### 5.10.2. Application Recommendations Summary (see Appendix III)

We have summarised the list of applications provide by Ayrshire College. We captured the specific details of each application and took into consideration many of the comments provided to develop our recommendations. We have taken the specific VoC comments and consolidated where possible.

Using the user feedback and assessing it against the strategic principles (defined later in this document), we have grouped the applications in to 4 discreet options, Transform, Replace, Retain or Retire, these are based on a set of measures including application lifecycle and functionality. The recommendations are supported with a rationale.

On reviewing the list, we have identified a requirement to rationalise the applications. We have recommended common platforms for key areas but there is scope to further review and identify where other systems can carry out the same function or activity.

Summary of the activity is below:

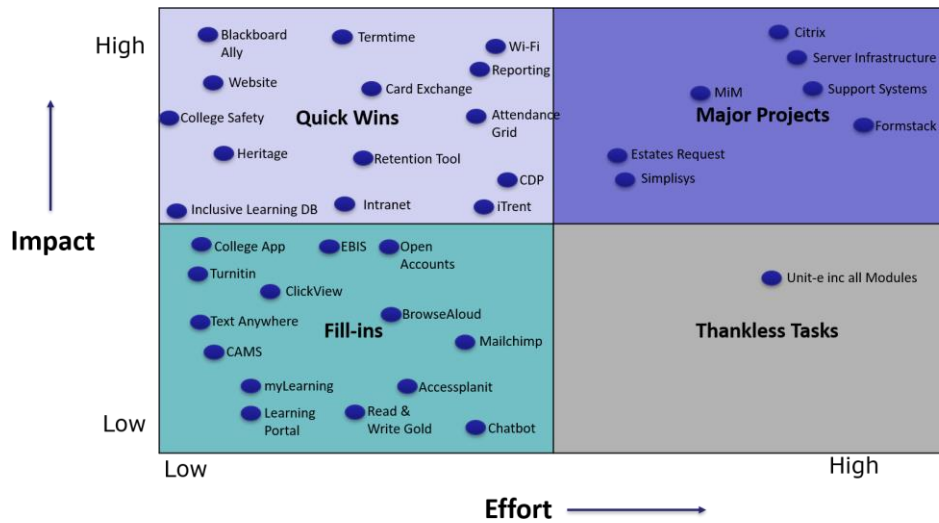
Systems & Applications	Action
Accessplanit, Attendance grid, Blackboard Ally, CAMS, CDP, College App, EBIS, Estates request, iTrent, LMS - Learning Portal, LMS - MyLearning, Mailchimp, Open Accounts, Reporting, Retention Tool, Simplisys, Text Anywhere, Turnitin, Unit-e inc. all modules	Transform
Ayrshire College Safety Hub, Card Exchange, Chatbot, Formstack, Heritage, Read & Write Gold, Termtime, Website	Replace
BrowseAloud, Clickview, Inclusive Learning Database	Retain
MiM, Support Systems	Transform / Replace
Intranet/SharePoint	Retire

Action	Number
Transform	19
Replace	8
Retain	3
Transform / Replace	2
Retire	1

As the analysis isn't 2 dimensional, we have collated the application Information and categorised It by Impact & Effort and Cost v Effort. Costs are completely Indicative.

Until a full analysis is carried out, we would be unable to provide more accurate costings.

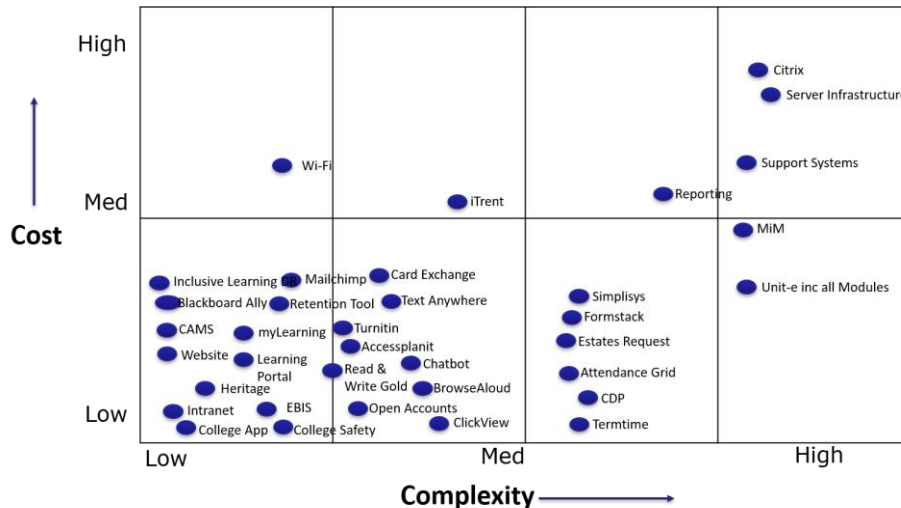
5.10.3. Action Priority Matrix



- **Quick Wins** – They are the most attractive activities/projects that give good returns for relatively little effort.
- **Major Projects** - They give good returns for the college, but they take a long time to complete.
- **Fill-ins** - These are low-priority activities that can be dealt with at a later time.
- **Thankless Tasks** - The Hard Slogs or “thankless tasks” have a low Impact but require a high Effort.

There are several options that create little effort but would make a low but not insignificant Impact. Most of the low impact items are around additional integration to other systems. There are also core applications that are a high effort but would yield a high impact to the business. These items are cross functional tools and systems and are complex currently. For example, In the short to medium-term, Unit-e isn’t a priority to completely replace as there is a supply of support from BIIS and many modules are using Unit-e currently.

5.10.4. Cost v Complexity Matrix



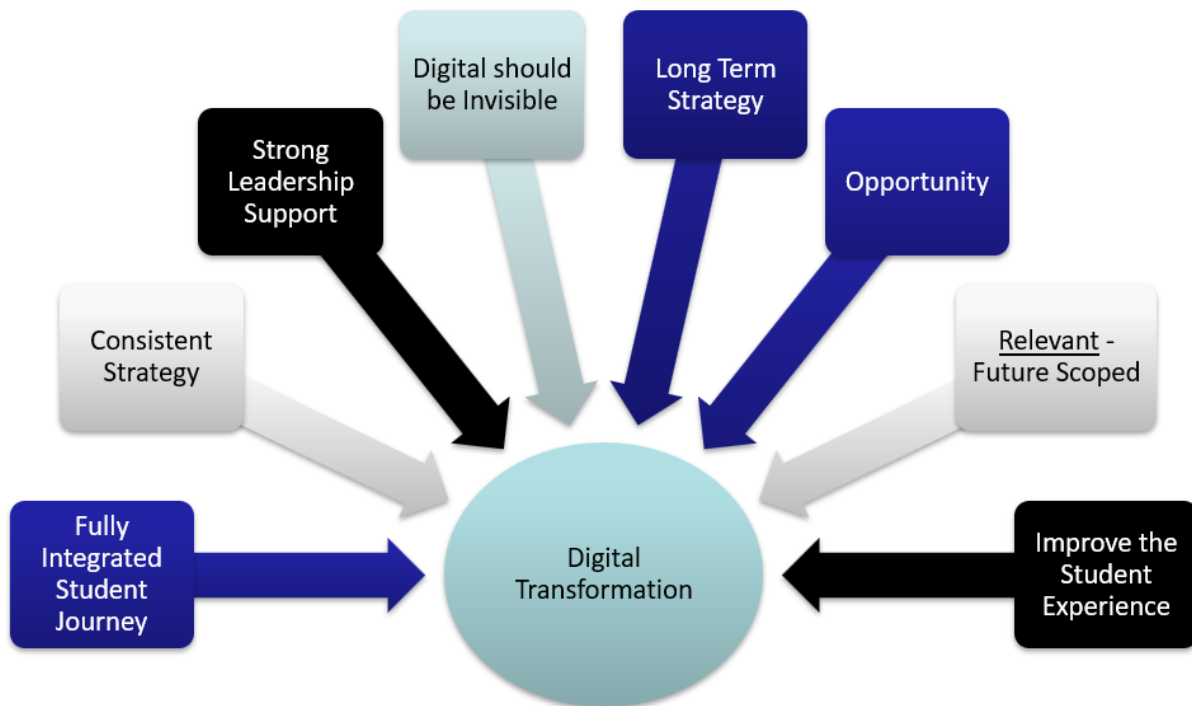
- **Low** - Equal to or less than £100K
- **Med** - Greater than £100K less than £250k
- **High** - Greater than £250k

There are many low cost and low effort applications that could provide ‘Quick Wins’ if implemented. There is high complexity and high-cost applications that are mainly associated with core systems/infrastructure. All these application/systems should be re-evaluated and re-prioritised once rationalisation, hosting platform and server estate has been defined and agreed.

#### 5.10.4.1. Transformation understanding by the business.

During the VoC workshops, we asked the business to provide their view of what Digital Transformation would mean to them in their working day.

Below are some key themes and an example mind map but overall, it created a level of engagement that they may not have had before and a window for the Leadership Team to see what tools and processes the operational teams require to provide the best service they can.



#### Key Themes:

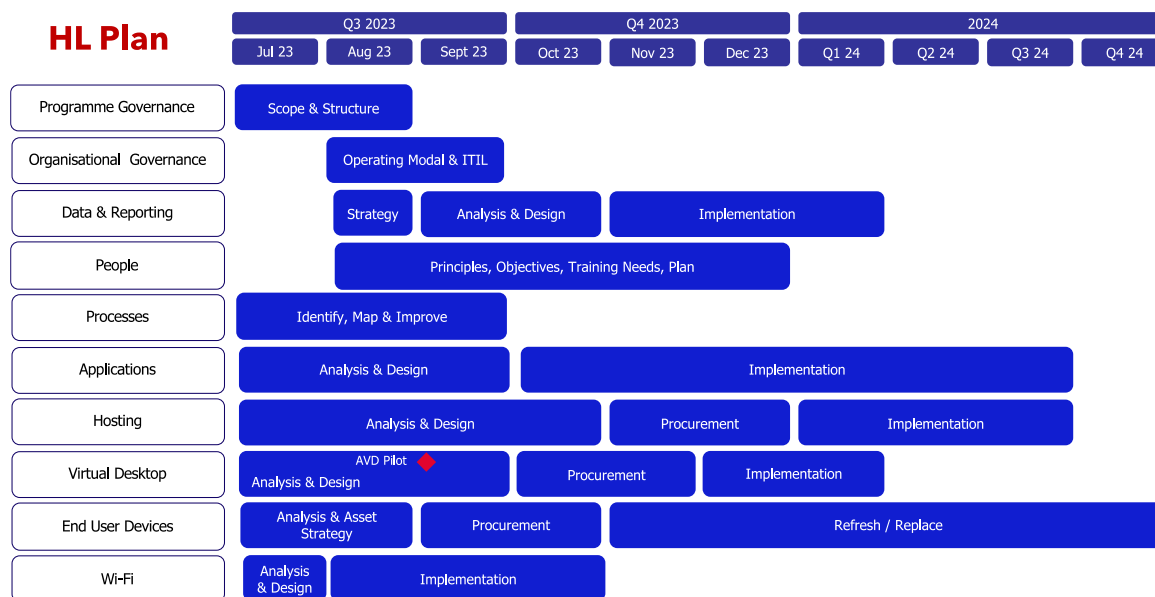
1. Automation
2. Integration
3. User Experience
4. Right Tools
5. Innovation
6. Efficiency
7. Streamlining
8. Simplification

## 6. Implementation Plan

Based on the outputs of this review we have made a number of recommendations that form the scope of the Digital Transformation Programme. These recommendations have been prioritised taking in to account the effort, cost and impact of the initiative and this is the basis of the high-level plan.

We are proposing a phased implementation focusing on the changes that will provide the biggest impact in the shortest timescales whilst mobilising the more complex changes in parallel to build momentum and deliver the benefits in the shortest timeframe.

Each of these workstreams will require detailed planning and costings with a business case being developed.



- **Phase 1:**
  - Mobilise the programme and put in place appropriate governance.
  - Immediate “Quick Wins” such as:
    - Governance – Organisational / ITIL Framework
    - Wi-Fi – Coverage and Throughput
    - Virtual Desktop Pilot
    - Initiate Process mapping activity for key processes – Feed into Development plan
    - Develop Digital Operating Model
    - Detailed analysis into infrastructure to confirm decision on target hosting option.
    - Complete analysis of the applications to ensure compatibility with cloud-based hosting.
    - Establish Asset Management Strategy & initiate procurement exercise for a phased asset refresh.
    - Establish collaboration principles.
- **Phase 2:**
  - Implement Digital Operating Model
  - Migrate Infrastructure Services to the cloud (or chosen hosting option)
  - Phased migration of applications on to cloud based infrastructure.
  - Virtual Desktop migration based on outcome of the pilot.
  - Asset Refresh – Ongoing based on strategy
  - Embedding collaboration into the organisation, including training for staff.
  - Implement Data warehouse and reporting.
- **Phase 3:**
  - Embed process change and establish continuous improvement.
  - Business Case & ROI analysis



## 7. Roadmap

The growth in automation, artificial intelligence and virtual/augmented reality in today's world brings additional opportunities but it also brings added risk. The digital landscape will change, and the focus will be much more on blended learning and big data, this data will help to drive learning patterns, personalisation and grow the reach for colleges from local to across the world.

Education 4.0's Impact on education will fundamentally change the way educators will prepare the students for a modern world. STEM subjects will play a crucial role as It will equip students with the skills & knowledge they need for a rapidly changing landscape. Colleges will need to provide access to all the tools and systems they would need for a first-class education.

The strategic program plan is a first step in enabling the business to embrace the new digital technologies and setting the foundations to deliver a quality education to the students.

### Key innovations & technologies:




- AI
- Blockchain
- Augmented Reality
- Big Data
- Virtual Reality
- Automation
- IoT





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## 8. Appendices

Number	Description	File
Appendix I	Voice of the Customer	 VoC
Appendix II	Student Journey Map	 Journey Template
Appendix III	Application Recommendations	 Application Recommendations



For further information please email:  
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# **Ayrshire College**

## **Business, Resources and Infrastructure Committee Terms of Reference 2023-24**

### **Introduction**

The Business, Resources and Infrastructure Committee is identified as a Committee of the Ayrshire College Board of Management. The approved Terms of Reference and information on the composition and frequency of the Committee will be considered as an integral part of the College Standing Orders.

The Committee is a Standing Committee of the Board of Management. For the purposes of the Terms of Reference, unless otherwise indicated, 'The Board' means the Ayrshire College Board of Management.

### **Remit**

The Committee will be responsible for:

- overseeing all matters related to the College Estate including land, buildings, moveable assets, and equipment and/or regulations and ensure that any guidance published by the Scottish Funding Council is observed.
- overseeing all matters related to the College's continuing organisational development including oversight of the development, planning, and delivery of the overarching People Strategy, promoting a positive and inclusive culture, and reviewing and monitoring the quality and performance of associated programs of work.
- overseeing all matters related to strategic and operational financial planning of the College, how this reflects upon the strategic resource management of the College and provide assurance to the Board on the ongoing financial management and performance of the College.

### **Committee Membership**

The Committee membership shall consist of a minimum of six members from the Board, including the Principal of the College and Chair of the Board who will be standing members of the Committee. The Board will seek to ensure that an appropriate range of expertise and knowledge related to the remit of the Committee is included within the committee membership.

The Committee Chair and remaining members will be appointed by the Board. Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members.

### **Quorum**

50% of the total membership of the Committee will constitute a quorum.

## **Attendance**

The Committee may co-opt individuals as appropriate. Details of proposed co-opted individuals will be notified to the Chair of the Board in advance. The role, remit and term of membership of co-opted individuals will be determined by the Committee.

Attendance is open to all Vice Principals, and, where appropriate, other staff may be invited to attend meetings of the Committee to provide information and reports as appropriate.

## **Meetings**

The Committee shall normally meet on a quarterly basis but shall meet on a minimum of three occasions per annum.

Any Member of the Committee may request to convene additional meetings of the Committee as and when required by giving a minimum of ten working days' notice to the Board Governance Professional to call a meeting.

The Committee Chair will instruct the Board Governance Professional to call meetings of the Committee. The agenda and supporting papers will normally be sent made available to members at least five working days before the day of the meeting.

## **Duties**

- Provide guidance and direction to College Management as appropriate.
- Consider and propose strategies within the Committee's overall remit and recommend for approval by the Board of Management.
- Consider and report on any other relevant functions of the college that are out with the Learning, Teaching and Quality Committee remit.

## **Human Resources**

- Ensure that a positive and inclusive culture is embedded across the College.
- Ensure that there is strong and effective leadership which supports and encourages personal and professional development and the empowerment of teams.
- Review and monitor progress against delivery of key strategic objectives and scrutinize related key performance indicator (KPI) reports to ensure that the College delivers to the People Strategy.
- Ensure that the College meets all aspects of the Public Sector Equality Duty and Equality Act 2010, through publishing equality outcomes and reporting on mainstreaming activity to embed equality across all College activities.
- Ensure that the College maintains the highest standards in health and safety and meets all legislative requirements.

- Ensure that the College actively supports all staff in maintaining positive wellbeing through delivering evidence-based initiatives and programmes consistent with the People Strategy.
- Ensure that the College is managing and developing effective, open, and transparent internal communications and dialogue with staff and the trade unions recognised by the College.

### **Estates and infrastructure**

- Regularly review all property assets.
- Discuss and make recommendations to the Board on the annual capital expenditure programme and proposed estates **and digital infrastructure** projects, and to consider the strategic robustness and financial viability of the proposals.
- Oversee the major estates projects to ensure that projects are developed within the parameters specified by the Board of Management.
- Consider the College's property portfolio making recommendations to the Board for the disposal of and acquisition of land and buildings, including their financial liability.
- Ensure compliance with the Scottish Funding Council's Financial Memorandum with regard to the College's estate and all strategic financial decisions and actions.
- Ensure the principles of sustainability in managing the College's estate.

### **Finance**

- Consider and make recommendations to the Board on the annual financial budget for the College.
- Monitor the receipt of funds in the form of financial allocations, together with supplementary income, ensuring all funds are applied for the purposes specified in the allocation.
- Monitor in-year expenditure against budget and advise the Board including any requirement for remedial action.
- Consider financial benchmarking and performance information on a variance reporting basis
- Recommend for Board approval, the College's borrowing requirement and all borrowing/loan agreements, granting security and/or giving guarantees as appropriate within the regulations as set out in the Financial Memorandum with the Scottish Funding Council.
- Oversee and recommend for Board approval all requests for Estates related project funding prepared for submission to the Ayrshire College Foundation.

- Oversee the agreement and implementation of the Financial Regulations of the College and systems of delegated authority to ensure a robust financial control environment is in place.
- Consider the Statutory Annual Accounts of the College and report on them to the Board.

### **Risk Management**

- Receive and consider the Committee's extract from the current version of the Corporate Risk Register and to advise the Audit and Risk Committee accordingly.

### **Authority**

The Committee is authorised to investigate any matters which fall within its Terms of Reference.

The Committee is authorised to seek and obtain any information it requires from any senior manager or employee of the College, its advisors or member of the Ayrshire College Board of Management whilst taking account of policy and legal rights and responsibilities.

### **Reporting Arrangements**

At the end of each meeting, the Committee may further decide on the business of the meeting that will be fully published on the College website, should this differ from that recorded on the meeting agenda. Unless otherwise recorded, it would be expected that complete minutes and papers will be published: except where the exclusions listed in paragraph 2.8 of these Standing Orders apply.

Minutes will be kept of the proceedings of the Committee by the Board Governance Professional. These will be circulated, in draft form normally within ten working days to the appropriate senior management representatives for checking and then to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously, and any amendments advised to the Board Governance Professional.

The Chair of the Committee shall report on the work and recommendations of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

## Business, Resources, and Infrastructure Committee Work Plan 2023-24

September	November	March	June
<b>Reports to this meeting</b>			
2023-24 Terms of Reference & Work Plan	Statutory Accounts to July 2023 (Before Audit Finalisation)	2023-24 SFC Indicative Funding: Revenue & Capital	2023-24 Budgets for Academic Year ending 31 July 2024
SFC 5 Year Financial Forecast Return (FFR)	2022-23 Annual Procurement Report	2023-24 First Draft SFC Funded Capital & Revenue Expenditure Programme	2023-24 SFC Funded Capital & Revenue Expenditure Programme
2022-23 Student Support Funds Final Position at July 2023		2023-24 Student Support Funds Position Update	FY 2023-24 SFC Resource Returns
			2023-24 Student Resource Funds Allocation
		2023-24 SFC Funded Capital Expenditure Position	2023-24 SFC Funded Capital Final Expenditure Position
	ICT - 6-month Report		ICT, Annual Report
2022-23 Business Growth – Annual Review	Health, Safety and Wellbeing Annual Report	Business Growth, 6-month Report	Digital Strategy, Annual Report
	Freedom of Information Annual Report	Mainstreaming Equality and Diversity - Annual Report	
<b>Reports to each meeting</b>			
2023-24 Management Accounts	2023-24 Management Accounts	2023-24 Management Accounts	2023-24 Management Accounts
HR & Staff Learning and Development report	HR & Staff Learning and Development report	HR & Staff Learning and Development report	HR & Staff Learning and Development report
Health, Safety and Wellbeing & Equality Inclusion report	Health, Safety and Wellbeing & Equality Inclusion report	Health, Safety and Wellbeing & Equality Inclusion report	Health, Safety and Wellbeing & Equality Inclusion report
2022-23 Quarterly complaints report Q3	2022-23 Annual complaints report	2023-24 Quarterly complaints report Q1	2023-24 Quarterly complaints report Q2
2023-24 Corporate Risk Register (V1): BRIC Extract	2023-24 Corporate Risk Register (V2): BRIC Extract	2023-24 Corporate Risk Register (V3): BRIC Extract	2023-24 Corporate Risk Register (V4): BRIC Extract