

Business, Resources & Infrastructure Committee - Action and Decision Log
Meeting No 26 – 21 November 2023

(Paper 1a)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
03.10.23	2023-24 Committee Terms of Reference and Workplan	BRIC25: D01	The 2023-24 Committee Terms of Reference and Workplan was recommended for approval to the Board on 31 October 2023.	N/A	31.10.23	Decision	Approved
03.10.23	2022-23 Management Accounts as at July 2023	BRIC25: D02	The 2022-23 Management Accounts as at 31 July 2023 was recommended for approval to the Board on 31 October 2023.	N/A	31.10.23	Decision	Approved
03.10.23	2022-23 Business Growth Annual Review	BRIC25: D03	The 2022-23 Business Growth Annual Review was recommended for approval to the Board on 31 October 2023.	N/A	31.10.23	Decision	Approved
03.10.23	Willie Mackie Skills Hub Update	BRIC25: A01	Schedule a future meeting at Kilwinning Campus so that members can tour the Willie Mackie Skills Hub.	H Denholm	28.03.24	Action	Complete
03.10.23	Health, Safety and Wellbeing & Equality and Inclusion Report	BRIC25: A02	Committee members requested the rolling accident/incident table present a comparison over a 12-month period, to better convey improvement.	M Hammond	21.11.23	Action	Complete
03.10.23	2023-24 Corporate Risk Register (V1) – BRIC Extract	BRIC25: D04	The Committee approved the Risk Register – BRIC Extract at August 2023 for submission to ARC.	N/A	10.10.23	Decision	Approved

Business Resources and Infrastructure Committee

21 November 2023

Strategic Objective Reference:	SO4 Working with partners and businesses SO5 High performing college underpinned by excellence in stewardship and governance SO6 Being environmentally sustainable
Subject:	Ayrshire College Annual Procurement Report 2022-23
Purpose:	To summarise the Colleges performance, in relation to procurement for the period 1 August 2022 to 31 July 2023.
Action Required:	Members are asked to consider the report for approval
Appendices:	Yes

1. Background

The Procurement Reform (Scotland) Act 2014 (PRA) requires public organisations, that have an estimated annual regulated spend of £5 million or more, to develop and implement a Procurement Strategy, which is reviewed annually. Organisations (including HE and FE Colleges) must also publish an Annual Procurement Report, describing procurement activities conducted during the same period as the Procurement Strategy Update.

2. Current Situation/Assessment

The Annual Procurement Report (included as Appendix 1) summarises how the College has performed in its procurement activities and on delivery of its Procurement Strategy during the period 1 August 2022 to 31 July 2023.

3. Proposals and Recommendations

The annual report is presented to members, for consideration and approval.

4. Risks

The report advises of adjustments to the Procurement Strategy, which are necessary to secure future performance improvements and to enable the College to respond to local, national and global economic, political, social, and financial risks.

5. Equality and Diversity Impact Assessment

An EqIA is not required.

6. Sustainability

The College requires current and potential suppliers to acknowledge their compliance with the principles of the APUC Sustain Supply Chain Code of Conduct with respect to their organisation and their supply chain.

Alan Ritchie
Vice Principal Finance & Infrastructure
2 November 2023

* This paper will be published on the College website

Business Resource and Infrastructure Committee

21 November 2023

Strategic Objective Reference:	SO3 Embedding a culture of open leadership and empowerment SO4 Working with partners and businesses SO5 High performing college underpinned by excellence in stewardship and governance SO7 Developing staff and students to enable excellence
Subject:	Annual Health, Safety and Wellbeing Report (2022-2023)
Purpose:	To provide an annual report on the College's performance in relation to health, safety and wellbeing for the period 1 August 2022 to 31 July 2023.
Action Required:	Members are asked to consider the report and recommend to the Board of Management for approval.
Appendices:	Yes

1. Background

The report is a key element of the College's governance processes in enabling and supporting a positive culture, focussed on maintaining the highest possible standards of health, safety and wellbeing.

The report was prepared by the Health, Safety and Wellbeing team and provides a summary of the performance monitoring data and information received by BRIC during academic year 2022-2023.

2. Current Situation/Assessment

The Annual Report (included as Appendix 1) provides members with a summary of the College's performance in relation to Health, Safety and Wellbeing for the academic year 2022-2023.

3. Proposals and Recommendations

The Annual Report is submitted for members to consider and to recommend to the Board of Management for approval.

4. Risks

Supporting and enabling a positive culture which gives the highest priority to health, safety and wellbeing is essential for the ongoing success and sustainability of the College.

5. Equality and Diversity Impact Assessment

N/A

David Davidson
Vice Principal
People, Performance and Transformation
13 November 2023

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

*This paper will be published on the College website



Paper 6

Health, Safety & Wellbeing

Annual Report
August 2022 – July 2023



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1 Introduction

The Annual Health, Safety and Wellbeing Report provides a summary of the College's health and safety performance for the academic year 2022-2023.

The College continued to raise awareness of a range of health, safety, and wellbeing issues during the year, through regular communication, training, and update sessions. Wherever possible, the College collaborated with other agencies working in health and safety and engaged in joint projects that supported the College.

The report also summarises the work that is currently planned for the future. To meet these aims, the College will continue to align its health and safety activities to changes taking place within the Sector and nationally.

2 Executive Summary

The Annual Report covers the period 1 August 2022 to 31 July 2023.

This report provides an overview for Board Members, the Senior Leadership team, managers, and all staff, of the actions taken to protect our staff, students, contractors, clients, and members of the public during the academic year.

The approach to health, safety and wellbeing management within Ayrshire College is documented in the College Health, Safety and Wellbeing Policy.

This annual report also provides an opportunity to review the progress of the College regarding health, safety, and wellbeing. The data contained within the report also provides a benchmark for ongoing trend analysis to enable year-on-year comparison.

During the year, two new Health, Safety and Wellbeing Advisers joined the Health, Safety and Wellbeing team to replace colleagues who had left to take up promoted positions.

3 Health and Safety Reporting and Monitoring

3.1 Regulation Action and Visits

During the reporting period, the College consulted with representatives from Local Authorities, the Health and Safety Executive, NHS Ayrshire and Arran, and Scottish Fire and Rescue on a range of statutory and reporting matters.

In accordance with the requirements of The Fire (Scotland) Act 2005 and the associated Fire Safety (Scotland) Regulations 2006, the following evacuations were recorded as fire drills.

3.2 Fire Alarm Activations

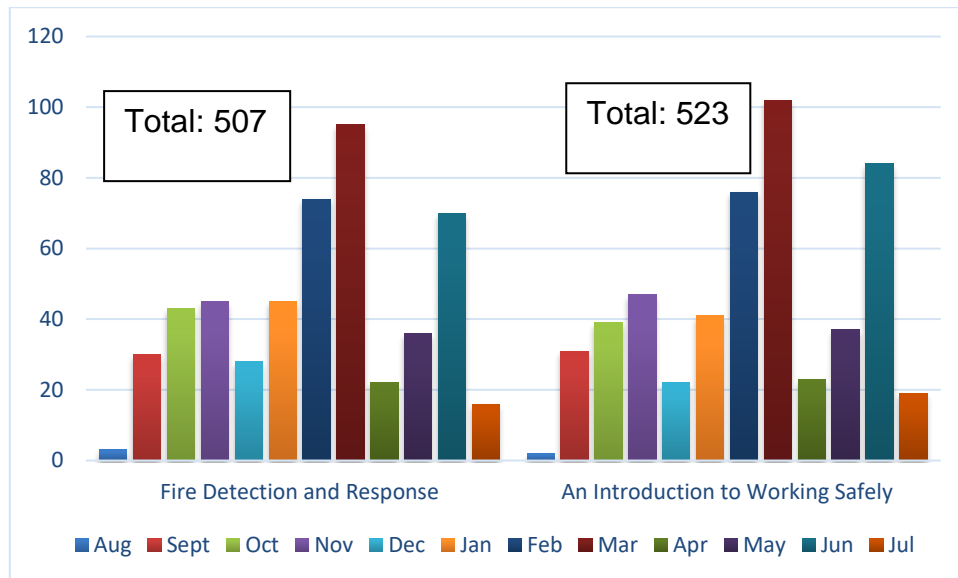
Date	Campus
12/08/2022	Ayr (Riverside)
29/08/2022	Kilmarnock
13/09/2022	Nethermains
13/09/2022	Ayr (Dam Park – evening class)
13/09/2022	Kilwinning (evening class)
14/09/2022	Kilwinning
15/09/2022	Ayr (Riverside – evening class)
21/09/2022	Ayr (Riverside)
29/09/2022	Kilmarnock
04/10/2022	Kilmarnock
11/10/2022	Kilmarnock
31/10/2022	Kilmarnock
02/11/2022	Kilwinning
07/11/2022	Ayr (Riverside)
06/02/2023	Ayr (Dam Park)
14/02/2023	Ayr (Dam Park)
08/03/2023	Kilmarnock
24/04/2023	Ayr (Aeronautical)
24/05/2023	Ayr (Dam Park)
26/05/2023	Kilmarnock
13/07/2023	Kilwinning
18/07/2023	Kilmarnock
27/07/2023	Ayr (Riverside)

4 Health and Safety Training

4.1 Online Training

Details of mandatory health and safety course completions: Fire Detection and Response and an Introduction to Working Safely, during the reporting period are shown below in Table 1.

Table 1



In addition to the mandatory courses, a comprehensive suite of health and safety eLearning courses is also available to staff.

4.2 Bespoke Training

Staff with line management responsibility are enrolled on the IOSH Managing Safely eLearning rolling course programme and a total of 19 completed the qualification during the reporting period.

In preparation for the Scottish Fire & Rescue response changes, 14 staff attended fire investigation training.

Staff also took the opportunity to complete a range of health, safety, and wellbeing modules, available from the College's Staff Learning Portal.

5 Audits

Within the reporting period, three audits were completed in Estates (Kilmarnock) and Catering Services (Kilmarnock and Kilwinning). The audit programme and schedule was impacted by the recruitment process for the two new Health, Safety and Wellbeing Advisers.

Audit Type	No. Completed	No. of Actions	Completed Actions	Actions in Progress
Department	3	26	26 (100%)	0

6 Health, Safety and Wellbeing Committee

The Health, Safety and Wellbeing Committee is formed under statute and is the principal consultation forum on health and safety within the College. The Committee meets on a regular basis and is chaired by the Vice Principal – People, Performance and Transformation or nominated deputy. Membership represents all work groups, including trade unions and student representation. Meetings of the Committee took place as follows:

- 11 October 2022
- 28 February 2023
- 08 June 2023

7 Campus Safety Groups

The College has an extensive consultation framework in respect of Health, Safety and Wellbeing.

In addition to the Health, Safety and Wellbeing Committee, all main campuses have a dedicated Campus Safety Group which meet on a regular basis. Representatives from these groups attend the Health, Safety and Wellbeing Committee. The Campus Safety Groups are led by a member of the College Leadership Team, based on the respective campus.

8 Policies and Procedures

Health, Safety and Wellbeing procedures and guidance documents are reviewed and updated on a regular basis. The policy and procedures reviewed within session 2022-23 included:

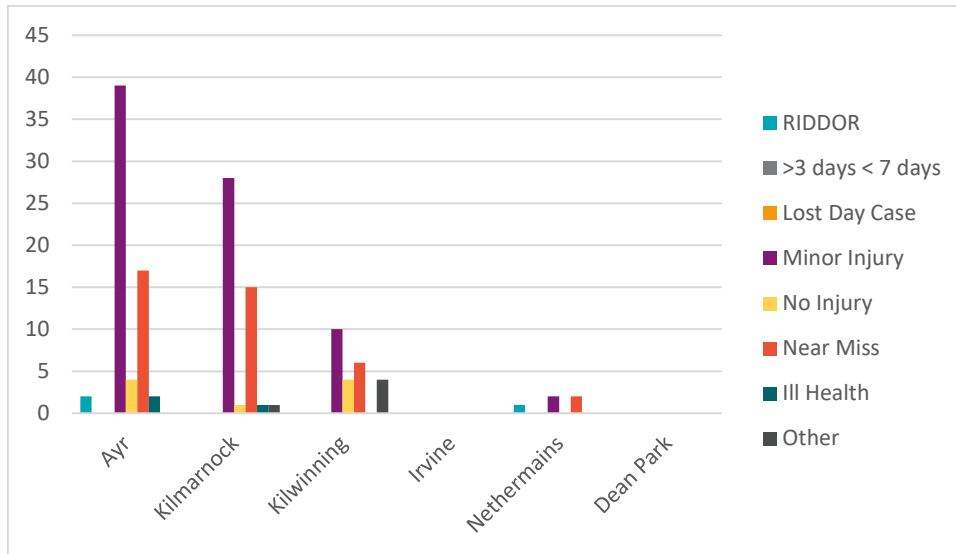
Procedure	Review date	Issue number
Management of Noise Procedure	October 2022	2
Health & Safety Legislation Tracker	October 2022	4
Infectious and Reportable Diseases	October 2022	3
Audit and Inspection Procedure	October 2022	3
Pregnant Person Risk Assessment	January 2023	1

9 Accident and Incidents

The College is required by statute to record and maintain records of accidents that occur in connection with its work and activities. The regular reports on Health, Safety and Wellbeing received by the Senior Leadership Team, Business, Resources and Infrastructure Committee and Health, Safety and Wellbeing Committee also include quarterly accident and incident data for consideration and review.

During the reporting period, there were 139 accidents and incidents reported to the Health, Safety and Wellbeing team, details are set out in the following tables.

Table 2: Incidents by Type and Campus August 2022 – July 2023



	Ayr	Kilmarnock	Kilwinning	Irvine	Nethermains	Dean Park
RIDDOR	2	0	0	0	1	0
>3 days < 7 days	0	0	0	0	0	0
Lost Day Case	0	0	0	0	0	0
Minor Injury	39	28	10	0	2	0
No Injury	4	1	4	0	0	0
Near Miss	17	15	6	0	2	0
Ill Health	2	1	0	0	0	0
Other	0	1	4	0	0	0
Total	64	46	24	0	5	0

The total number of incidents increased by 23% from academic year 2021-22. This increase can be attributed to a full return to on campus learning. Of the above statistics, 19 staff members, 51 students, and 5 school pupils were involved in a RIDDOR incident or sustained a minor injury.

The Health, Safety and Wellbeing team continue to support areas by attending staff team meetings to promote good practice, raise awareness and ensure that the necessary learning takes place following incidents.

Incident classification statistics by campus are provided at Appendix 1.

The definitions of accident, near miss, dangerous occurrence and incident are set out at Appendix 2.

9.1 Sector Benchmarking

During the year, a revised Sector benchmarking approach was adopted and as part of this process, the College has submitted its reporting period figures to the Association of Colleges (AoC) benchmarking exercise, which now includes colleges from England, Scotland, and Wales. It is anticipated that the results from this will be shared late 2023 or early 2024 and reported in subsequent Committee papers.

The health, safety and wellbeing benchmarking process that was in place across the FE Sector in Scotland was not well supported and, therefore, provided limited comparative data.

The HSW team measure the College's accident / incident rate, based on 830 staff 11,794 students and tracks against the KPI set out within the People Strategy 2022-2025.

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

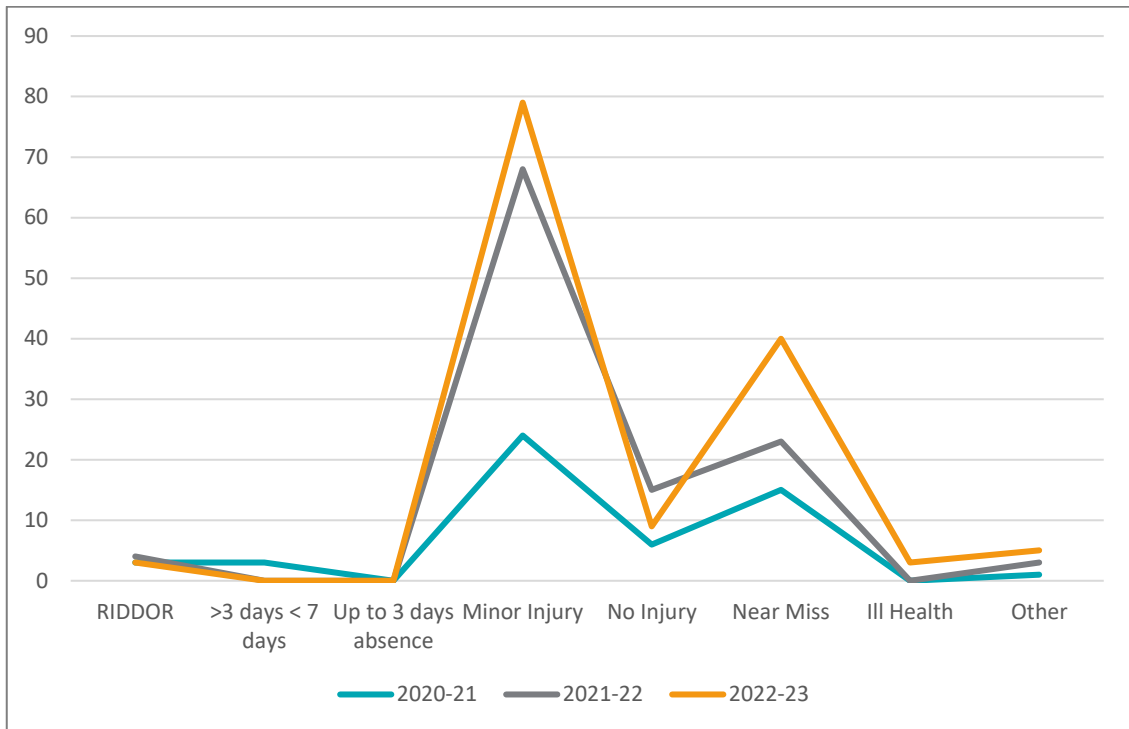
9.2 RIDDOR Reporting

There were 3 incidents reported to the Health and Safety Executive under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences) detailed in the following table.

Campus	Date	Location	Details
Ayr Campus	November 2022	College campus	Hit by moving, flying, or falling object.
Nethermains Campus	January 2023	College campus	Contact with moving machinery or material being machined.
Ayr Campus	May 2023	College campus	Handling glass or sharps.

Trend Analysis

Table 3: Incident trend by Type August 2020 – July 2023



Incidents by Type	2020-21	2021-22	2022-23
RIDDOR	3	4	3
>3 days < 7 days	3	0	0
Up to 3 days absence	0	0	0
Minor Injury	24	68	79
No Injury	6	15	9
Near Miss	15	23	40
Ill Health	0	0	3
Other	1	3	5
Total	52	113	139

Due to staff and students returning to campus as the pandemic restrictions eased, the number of accident and incidents more than doubled from 52 to 113 when compared with 2020-2021.

10 Civil Action Claims

There was one new liability claim received and one open during the review period.

Person Involved	Injury	Current Position
Staff	Injury to shoulder	Open
Student (new)	Injury to ankle	Open

11 Health and Wellbeing

11.1 Occupational Hygiene

During the review period, occupational hygiene assessments were undertaken by an external occupational hygienist as set out below.

- Dust monitoring of the bricklaying area in Ayr Campus. The findings of the monitoring are being reviewed and will be discussed with the curriculum area.
- Noise monitoring of the wood machine workshop in Ayr Campus. All current control measures are appropriate, and no additional recommendations were made.

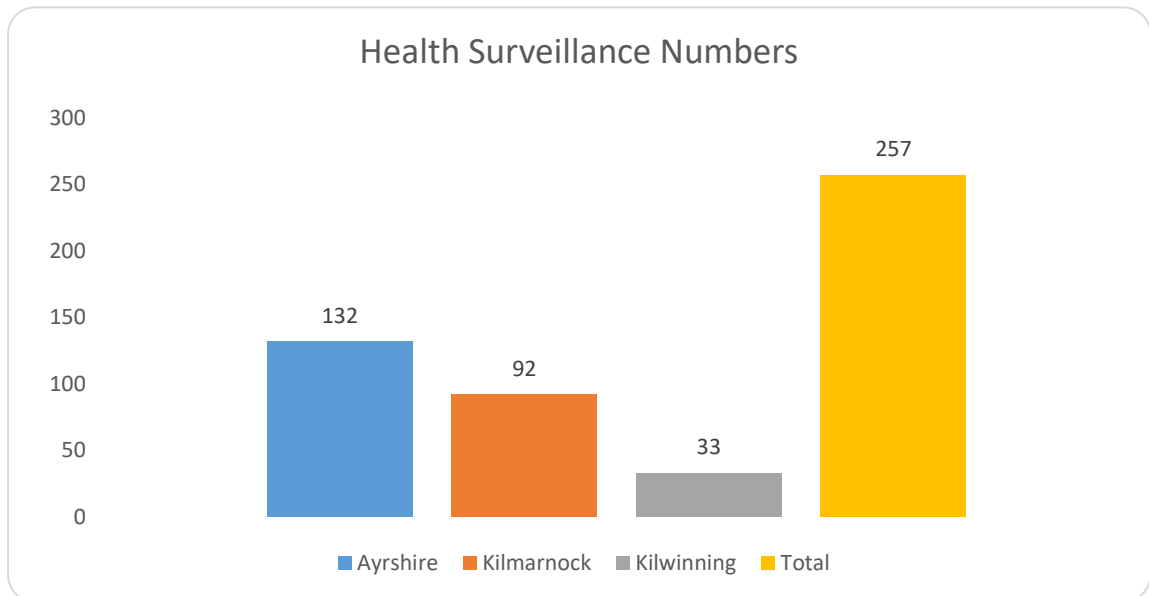
11.2 Occupational Health

Occupational Health is a specialist branch of medicine which focuses on health in the workplace and is concerned with the physical and mental wellbeing of staff.

The College's external occupational health provider offers support on work-related illnesses and accidents, conducts medical health checks for new and existing staff and monitors the health of staff. They also assist in the management of short and long-term absences. A total of forty-seven occupational health referrals were supported during the period.

11.3 Health Surveillance

The health surveillance programme was carried out between the middle of May and the end of June 2023, with some follow up appointments carried forward to August 2023. The total number of staff assessed across the 3 campuses is noted in the graph below.



The total number of health surveillance activities carried out totalled 497 with 15 (3%) cancellations and 18 (3.6%) did not attend (DNAs) noted at first appointment given. An individual appointment may consist of one or multiple interventions. Multiple interventions include a variety of health surveillance activities including audiometry, spirometry, skin surveillance and HAVs.

The data demonstrates an excellent programme of health surveillance in relation to attendees with very few appointments requiring to be re-appointed due to cancellation or DNA. This supports and demonstrates that close and effective working relationships are pivotal to ensure maximum attendance at appointments. The table below displays the numbers and percentages of interventions. As seen, respiratory and skin surveillance account for 30% and 48% of overall health surveillance.

Surveillance Activity	Appts. Attended	Percentage
Audio 1st	1	0.2%
Audio Review	72	14%
HAVS Paper Screen T2	30	6%
HAVS Nurse T3	3	0.6%
HAVS OHP T4	2	0.4%
Respiratory 1st	2	0.4%
Respiratory Review	147	29.5%
Skin 1st	14	3%
Skin Review	226	45.4%
Total	497	

To date all Ayrshire College staff who have attended health surveillance have been passed fit to continue their roles. This indicates that the current control measures in place would appear to be suitable and sufficient.

11.4 Employee Assistance Programme

Staff counselling services provide confidential advice and support via telephone or through private consultation with staff. Following a procurement process during the reporting period, the College engaged with a new provider: MCL Medics who also provide employee assistance to other colleges in the sector.

11.5 Staff Support Programme and Wellbeing Activities

A programme of cross campus wellbeing events and campaigns was delivered:

Wellbeing Event / Activity	Date
Staff Wellbeing Festival	August 2022
My Mental Health Matters	September/October 2022
12 Days of Christmas	December 2021
New Year, Happy You!	January 2023
Time to Talk day	February 2023
Cycle to Work scheme	March – April 2023
National Walking month	May 2023
Staff and students participated in Kilmarnock's 'Roon the Toon' 10K race	June 2023
Staff Wellbeing Day	June 2023
Feel good Friday	Throughout reporting period
A range of digital promotional materials focussing on wellbeing topics	Throughout reporting period

On-campus flu vaccination clinics were organised for staff to attend in November 2022 and 168 staff took this opportunity.

The Cycle to Work scheme was made available to staff, which led to eight members of staff purchasing bicycles.

Four secure bike units were installed at the Kilwinning campus.

As part of the May national walking month, the HND Sport & Fitness students organised a walk from Kilwinning campus to Kilmarnock campus in memory of former student and professional wrestler Adrian 'Lionheart' McCallum.

Over 25 staff and students represented the College in the Kilmarnock 'Roon the Toon' 10K run.

The College maintained "feel good Friday" which included no regularly recurring internal meetings during Friday afternoons and the College day coming to an end at 4pm on Fridays. This was well received and has continued into academic year 2022-2023

12 Future Direction

12.1 Objectives for Health and Safety Performance

- 1 H&S Policy - Review and revise H&S Policy. This is the cornerstone document for Health, Safety & Wellbeing (HSW) Management with objectives set for continued improvements to enhance the HSW culture. The policy will be available for all staff to access via the College intranet portal.
- 2 H&S Management Support Software – Towards the end of the reporting period the College procured a new safety management system, at significantly reduced cost, and the HSW team will embed this within the organisation during 2023-24.
- 3 H&S Training – Deliver specific H&S training to Senior Leadership Team, College managers and staff.
- 4 Occupational Health - Ensure continued or enhanced provision of Occupational Health support to staff for the purpose of statutory health surveillance, health monitoring, counselling, and general support. Deliver appropriate health and wellbeing events across the campuses. Maintain and enhance, as necessary, the College's health surveillance program for staff. Explore the Investors in People (IIP) Wellbeing at Work award and achieve this in 2023-24.
- 5 Maintain support to staff and students - HSW Team continue to provide support, training and advice to all staff and students to enhance the Health and Safety Culture. Maintain the intranet portal content for all staff materials and resources including procedures, reporting forms, information, and guidance.
- 6 Monitoring and Review – Monitor all aspects of the H&S Management system of the College via proactive and reactive approaches including accident/incident reporting and investigation and inspections, surveys, and audits. The allocation of responsibilities for health and safety matters and the arrangements in place with which to carry out the policy are reviewed on a regular basis.

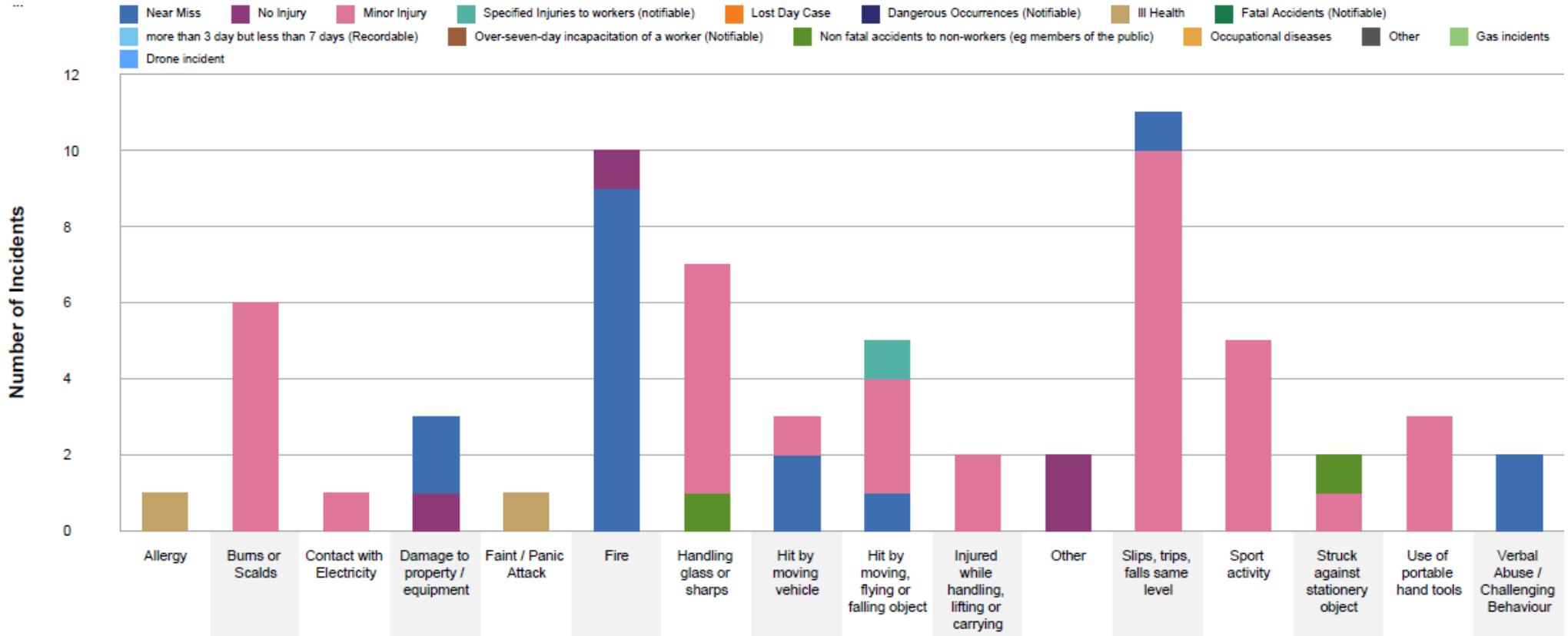
David Davidson
Vice Principal People, Performance and Transformation
14 November 2023

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

Appendix 1

Ayr Campus

Incident Groups: Accident / Incident Report Form
 Dashboards: Ayr Campus, Aerospace, Engineering & Science (Ayr), Arts, Fashion, Music & Sound Production (Ayr), Business & I.T. (Ayr), Care & Early Years (Ayr), Construction (Ayr), Finance (Ayr), Hair ...
 Selected Incident Types: Near Miss, No Injury, Minor Injury, Specified Injuries to workers (notifiable), Lost Day Case, Dangerous Occurrences (Notifiable), Ill Health, Fatal Accidents (Notifiable), more than 3 day but ...
 Report Period: 01-Aug-2022 to 31-Jul-2023 (inclusive)



Kilmarnock Campus including Dean Park

Incident Groups:

Accident / Incident Report Form

Dashboards:

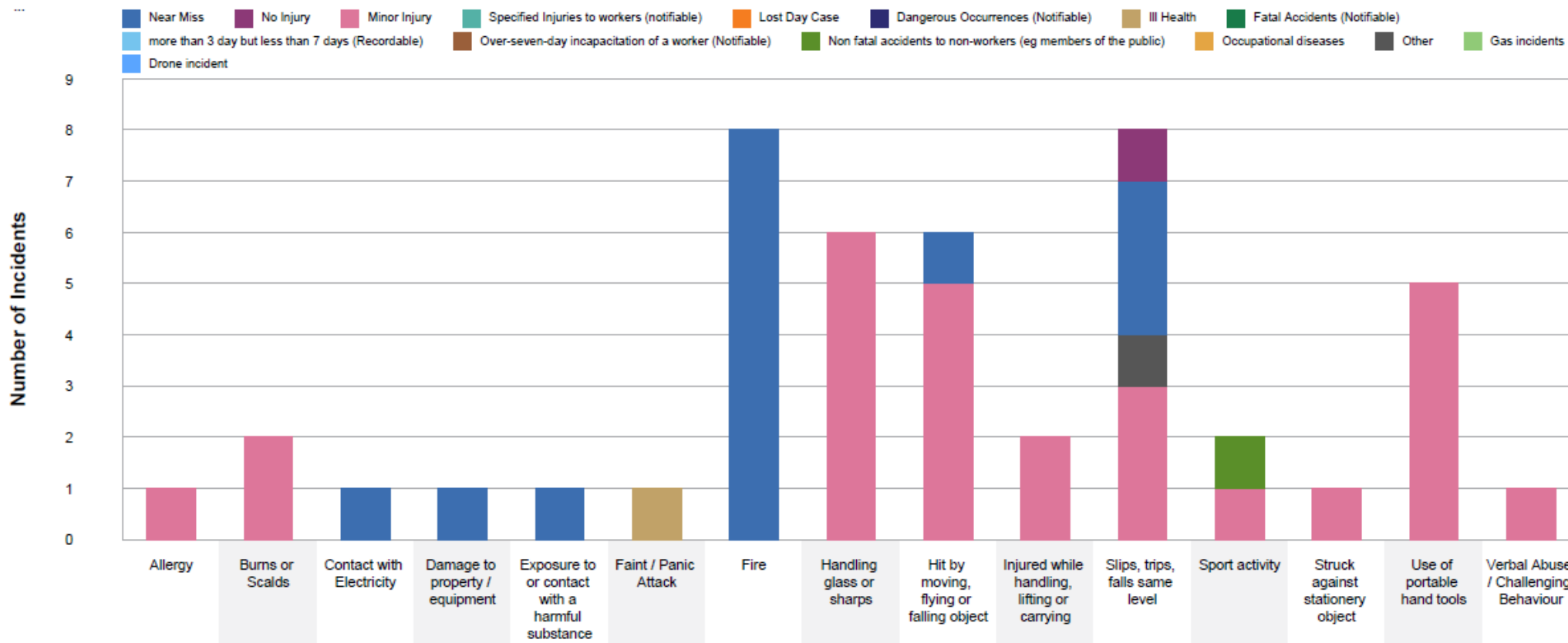
Kilmarnock Campus, Aerospace, Engineering & Science (kmk), Business & I.T. (kmk), Care & Early Years (kmk), Construction (kmk), Finance (kmk), Hair Beauty Comp Therapy & Make-Up ...

Selected Incident Types:

Near Miss, No Injury, Minor Injury, Specified Injuries to workers (notifiable), Lost Day Case, Dangerous Occurrences (Notifiable), Ill Health, Fatal Accidents (Notifiable), more than 3 day but ...

Report Period:

01-Aug-2022 to 31-Jul-2023 (inclusive)



Kilwinning Campus

Incident Groups:

Dashboards:

Selected Incident Types:

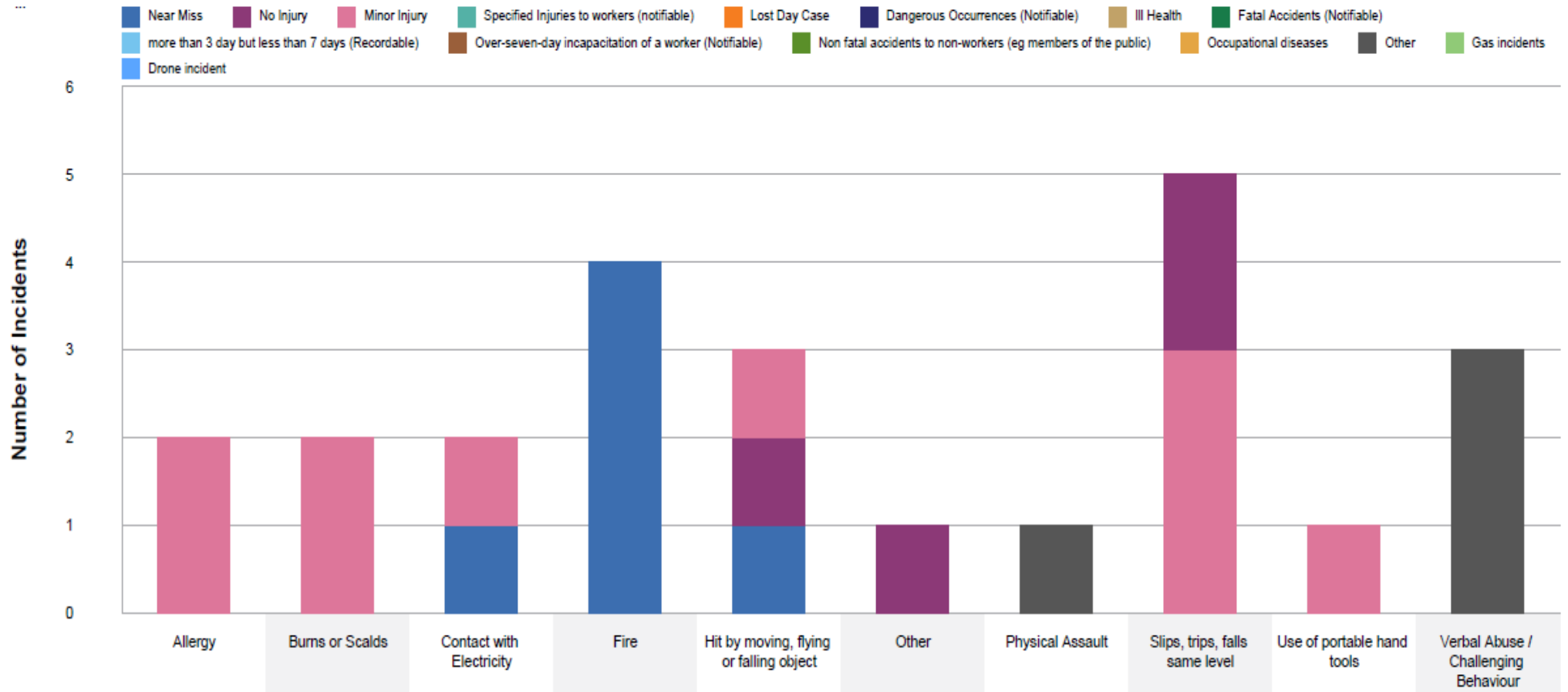
Report Period:

Accident / Incident Report Form

Kilwinning Campus, Aerospace, Engineering & Science (Kwg), Arts, Fashion, Music & Sound Production (kgw), Business & I.T. (kgw), Care & Early Years (kgw), Finance (kgw), Hair Beauty ...

Near Miss, No Injury, Minor Injury, Specified Injuries to workers (notifiable), Lost Day Case, Dangerous Occurrences (Notifiable), Ill Health, Fatal Accidents (Notifiable), more than 3 day but ...

01-Aug-2022 to 31-Jul-2023 (inclusive)



Nethermains

Incident Groups:

Accident / Incident Report Form

Dashboards:

Nethermains Campus, Construction (Neth)

Selected Incident Types:

Near Miss, No Injury, Minor Injury, Specified Injuries to workers (notifiable), Lost Day Case, Dangerous Occurrences (Notifiable), Ill Health, Fatal Accidents (Notifiable), more than 3 day but ...

Report Period:

01-Aug-2022 to 31-Jul-2023 (inclusive)



Appendix 2

Definition of Accident, Near Miss, Dangerous Occurrence, and Incident

Under the terms of Ayrshire College Health, Safety and Wellbeing Policy an Accident, Near Miss, Dangerous Occurrence and Incident is defined below:

An accident

The Health and Safety Executive define an accident as “any unplanned event that resulted in injury or ill health of people, or damage or loss to property, plant, materials or the environment or a loss of business opportunity”.

Example: A builder dropping a brick from a height, which caused injury to a person underneath, would be classed as an accident.

Near miss

A near miss can be defined as, “any event, which under slightly different circumstances, may have resulted in injury or ill health of people, or damage or loss to property, plant, materials or the environment or a loss of business opportunity”.

Example: A builder dropping a brick from a height, which just missed a person standing underneath, would be classed as a “near-miss” incident. This incident did not cause an injury to a person but, under slightly different circumstances (the person standing nearer to the contact point) the person may have been injured.

Dangerous occurrence

A dangerous occurrence can be defined as, “any incident that has a high potential to cause death or serious injury” and is specified by the Reporting of Incidents, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). There are 27 categories of dangerous occurrences that are relevant to most workplaces.

Example: The collapse, overturning or failure of load-bearing parts of lifts and lifting equipment; plant or equipment coming into contact with overhead power lines; the accidental release of any substance which could cause injury to any person.

Environmental incidents and miscellaneous incidents

Anything untoward such as threatening behaviour, physical violence, work related road traffic accident, leaks, odours etc. These may have underlying implications that impact on Health, Safety, Health, and Wellbeing.

Further guidance is available from the Health and Safety Executive [RIDDOR guide reference INDG453](#).



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Business Resources and Infrastructure**21 November 2023**

Strategic Objective Reference:	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
Subject/Purpose:	Human Resource and Health, Safety and Wellbeing Update Report (August – October 2023)
Action Required:	To Note
Appendices:	No

1. Summary/Key Points

The report provides members with an overview of Human Resources and Health, Safety and Wellbeing activities during the reporting period, August to October 2023.

This includes an update on recruitment and selection, sickness absence, staff learning and development, equality and inclusion and health, safety and wellbeing.

2. Proposals and Recommendations

Committee members are asked to note the content of this update report.

3. Associated Risks

N/A

4. Equality and Diversity Impact Assessment (if applicable)

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

1 Human Resources Update

1.1 Recruitment and Selection

A total of 14 internal and 26 external adverts were placed during the reporting period. Eleven internal candidates were appointed to new roles within the College, with four being to promoted roles. Nineteen new members of staff commenced employment with the College across a range of posts.

1.2 Sickness Absence

Sickness absence levels for the reporting period are as follows:

Term	August 2023	September 2023	October 2023
Long Term	2.10%	2.70%	3.28%
Short Term	1.31%	1.60%	2.40%
Total absence	3.41%	4.30%	5.68%

In comparison, the College sickness absence levels for the same period in 2022-23 were as follows:

Term	August 2022	September 2022	October 2022
Long Term	2.39%	3.08%	3.22%
Short Term	1.09%	1.34%	1.33%
Total absence	3.48%	4.42%	4.55%

1.2.1 Sickness Absence Reasons

Absence Reason	August 2023		September 2023		October 2023	
	Days Lost	Staff Affected	Days Lost	Staff Affected	Days Lost	Staff Affected
Back pain/sprain/strain/ musculoskeletal	73	8	91.6	10	123.3	11
Cold/Flu	56	6	65	18	72	25
Debility/Fatigue	47	3	2	2	0	0
Heart/cardiovascular	46	2	43	3	22	1
Asthma/bronchitis/ respiratory	45	4	29	2	40	5
Stomach/bowel/gastric /intestinal	39.3	9	53.5	10	86.8	19
Covid -19	3	1	52	14	76	14
Post Operative Recovery	41	3	49	3	26	2
Depression/anxiety/ psychological	19	1	45	3	133	10
Headache/migraine/ neurological	26	3	35.6	7	84	6

The overall absence rate for the College, at the start of academic term 2023/24, showed a marked increase in absence levels across the three-month period August to October 2023. In considering the data, it was notable that the overall absence percentage increased by 0.89% between August and September, and then by a further 1.38% between September and October. When comparing this data with the same period in 2022, it was evident that August and September were broadly comparable, however, the percentage absence rate in October 2022, was 1.13% lower than that reported in October 2023.

The prevalence of short-term absences across the reporting period, gradually increased. In August the short-term absence rate was 1.31%, which then increased by 0.29% to 1.60% in September, followed by a larger increase of 0.8% in October to 2.6%. In comparison with the same period in 2022, it was evident that during the months of August and September, short term absences had increased by 0.22% and 0.26% respectively, however for October the difference was 1.07%. The increase in short term absence across the reporting period was attributable to the prevalence of cold/flu viruses, stomach viruses and covid-19.

Long term absences continue to be of concern, with a proportion of staff continuing to experience a range of long-term health conditions including mental health concerns, musculoskeletal concerns, cancer treatments and the requirement for surgical or medical interventions. During the reporting period, long term absences increased from 2.10% in August, to 2.7% in September, followed by a further increase of 0.58% to 3.28% in October. With the exception of September 2023, the absence rates in comparison with the same period in 2022, were largely comparable. However, September 2023, tracked 0.38% lower than in 2022.

The HR Team continue to support managers and staff to enable access to appropriate services through Occupational Health and Employee Counselling, as necessary and appropriate.

1.2 Maternity, Paternity and Adoption Leave

During the reporting period August 2023 to October 2023, four members of staff were on maternity leave, one of whom returned to work in September 2023. There was also one member of staff on paternity leave.

1.3 Employment Relations

In the period August to October 2023, there were three grievances submitted, with hearings scheduled late October/early November. One of the grievances relates to a staff member's contractual status and the other two relate to issues concerning timetabled hours, with a particular focus on one of the legacy College's teaching commitment.

1.4 Flexible Working Requests

During the reporting period, one member of staff submitted a flexible working request to enable an application for phased retirement under the STSS lecturing pension scheme. The request was approved.

2 Staff Learning and Development and Organisational Development Update

2.1 August 2023 to October 2023 CPD Events

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

Online Learning Framework

In October, staff were invited to attend information sessions on the development of an Online Learning Framework for the College. The sessions were delivered by Doreen Wales, Assistant Principal Student Experience and Quality Enhancement and Russell Wilson, Head of Digital Learning Support. Three sessions were delivered to curriculum staff, with 94 staff booked to attend.

Iris Connect

Information and training sessions on Iris Connect were requested by curriculum staff, with two sessions being delivered by Russell Wilson, Head of Digital Learning Support. IRIS connect is a digital tool which supports staff in their reflective practice and professional development.

Menopause in the workplace training

The College, in conjunction with NHS Ayrshire and Arran, provided Menopause in the workplace training, as an action from the Menopause Group, which is a sub-group of the Promoting Wellbeing Group. The College menopause champions attended this training, and three additional sessions were booked for all staff to attend.

2.2 LinkedIn Learning

During the reporting period August to October 2023, 377 courses and 1369 videos were viewed, with 17 courses and 856 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 Aspire Growing Leaders Programme – Cohort 2

The Aspire cohort 2 are continuing to progress through the programme, initially focusing on Growing Self and Growing Others. To support these areas of development, the cohort have participated in the following workshops:

- Emotional Intelligence in the workplace
- Building Personal and Team Resilience
- Employee Relations
- Equality and Inclusion

The next steps in the programme include DISC profile analysis and the launch of the project phase, which will support the Growing Organisation phase of the development programme. The projects will be launched at a session in late November and will be supported by the cohort 1 alumni, as well as key stakeholders.

Mentoring is also a key component of the programme and this year additional training and support has been provided for the Mentors, to strengthen their role and enhance the support they provide to the delegates. The mentors completed a one day workshop, where they developed supporting documentation, including a mentor/mentee contract and a timetable of activity to support the mentor journey throughout the programme duration. They have also established a peer network, which includes face to face support and input from an external practitioner. This will continue throughout the programme and will be evaluated to inform ongoing developments.

2.4 Evolve – Leadership and Management Development Programme

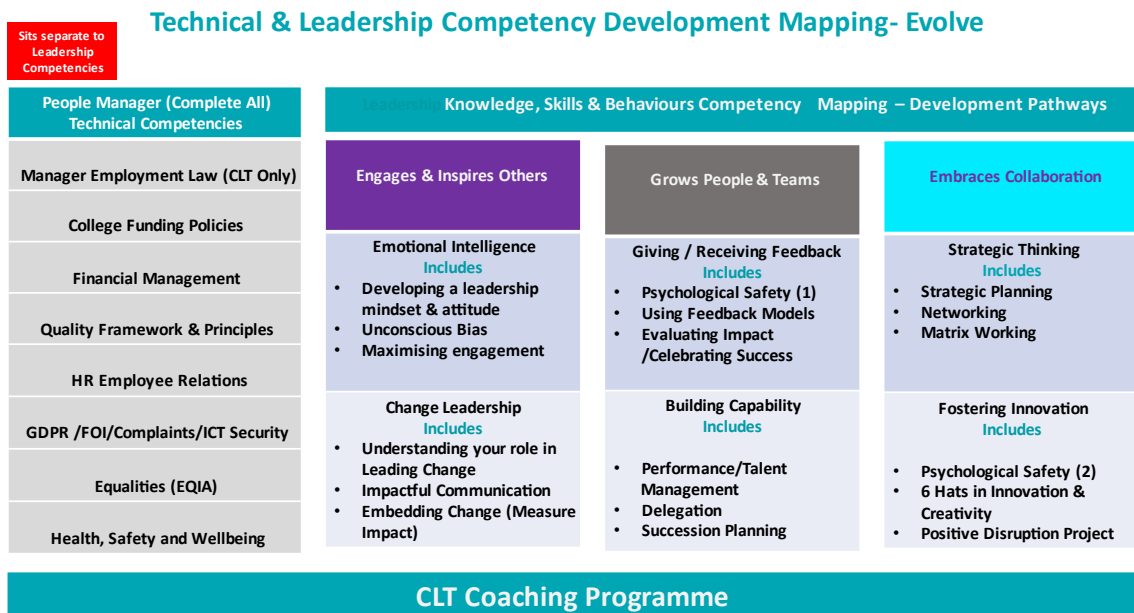
Leadership and Management development, was highlighted as a key priority for the College, following the achievement of Investors in People Gold accreditation in September 2022, and further highlighted in our annual IIP engagement visit in September 2023.

Leadership and management development has been led as part of the workforce skills transformation project. The overall aim of this work is to ensure that the College can establish a high-performance organisational culture. An Ayrshire College Leadership Competency Framework has been developed, and a leadership and management development programme, entitled Evolve has been developed. This programme has been designed for established leaders and managers, with the initial focus on the College Leadership Team, quickly followed by the Curriculum Manager and Team Leader cohorts.

The Evolve Leadership and Management Development programme, has been designed around three new leadership competencies as follows:

- Engages and Inspires Others
- Grows People and Teams
- Embraces Collaboration

The Evolve programme has two key components. The first includes the internal technical competencies that all leaders and managers in the College should have a clear understanding of, and the second relates to the behavioural skills required of leaders. The technical workshops will be delivered by internal subject matter experts, whilst the behavioural pathway elements will be procured through an external tendering process.



2.5 Workforce Skills Transformation Project

In addition to the Evolve programme, the workforce skills transformation project is also focusing on profiling the existing workforce, to establish the current position and to identify gaps and areas of challenge. This process will lead to the development of an annual workforce information report, that will provide key information on staffing trends.

The Workforce Skills Project group have also met during the reporting period, to commence the development of a staff skills matrix. This matrix will be established to map the existing skills of staff, as well as reflecting future skills required. The initial focus will be on lecturing staff, with the development of skills profiles extending to all groups of staff.

3. **Equality and Inclusion Update**

3.1 Mainstreaming Equality and National Equality Outcomes Update

A mapping exercise is currently being undertaken to identify areas of strength and further development against the four College Equality Outcomes to enable focused work, where required. With the support of the Head of Quality Enhancement and the Equality & Diversity Performance Lead, moving forward, curriculum areas will report on their performance against the equality outcomes as part of their ongoing team evaluation processes. Equality, diversity and inclusion will have an ongoing focus during curriculum team meetings where there will be facilitated conversations based on the equality data provided by the team, with actions agreed and support offered.

3.2 LGBT Youth Scotland Charter Mark Update

Following on from a positive review meeting on the 31 October with the LGBT Youth Scotland Charter Mark Manager, a completion date of 10 November has been agreed in preparation for the deadline of 30 November 2023. Feedback from LGBT Youth regarding the evidence submitted so far confirmed that the College is on track to attain

the award and will be used as an example of best practice by LGBT Youth Scotland when supporting future Charter Mark applicants. Final confirmation of the award will be received in December 2023, with a view to officially launching the Charter Mark during LGBT History Month in February 2024.

3.3 Report & Support Reporting Tool

The current three-year contract with Culture-Shift who provide Ayrshire College with the Report & Support reporting tool, as part of the Fearless Glasgow consortium, comes to an end in May 2024. The tool enables students and staff to report incidents experienced or witnessed in relation to bullying, discrimination, harassment, racism, hate crime and gender-based violence. The tool sits alongside the College's safeguarding and complaints processes and is administrated by the HR Services and Student Experience teams. Over the coming months the Equality & Diversity Performance Lead will undertake consultation activities with both students and staff to evaluate the tool based on impact and return on investment and will also explore options regarding a reporting platform for the future.

3.4 Equality Impact Assessment Review (EqIA)

The Equality & Diversity Performance Lead is currently undertaking a scoping exercise with regard to EqIA processes, with particular focus on best practice examples, digital platforms utilised and staff training. Information from the scoping exercise will be used to review and further develop the existing framework to improve accessibility and to deliver face-to-face and online training. The new framework model will be introduced, alongside the rollout of staff training in the first half of 2024.

3.5 Hate Crime Awareness Week

The Police Liaison Officer, supported by the Equality & Diversity Performance Lead, delivered the National Hate Crime Awareness week campaign on campus from 9 – 13 October 2023. The focus for this year's campaign was disability hate crime awareness with the delivery of I AM ME workshops to 44 students. The I AM ME campaign is a joint awareness raising project by Police Scotland and the I AM ME charity which aims to change attitudes and behaviours to support disabled and vulnerable people to feel safe in their communities.

The campaign was also used to launch the new suite of Report & Support promotional materials and to promote Ayrshire College's status as a registered Keep Safe provider. Being a Keep Safe provider means that anyone contacting a police call-center to report that they are at immediate risk of harm due to disability hate crime or harassment, will be directed to their nearest Keep Safe organisation to receive support from staff. There is a national network of over 900 Keep Safe spaces.

In addition to this, the Police Liaison Officer delivered a total of 28 Hate Crime workshops to a total of 365 students with further sessions planned.

3.6 16 Days of Action

16 Days of Action is a key campaign period in the Equality, Diversity and Inclusion calendar. This is an annual campaign which takes place between 25 November (International Day Against Violence Against Women) and 10 December (World Human Rights Day). It is a global call from organisations and individuals for an end to gender-based violence, and for the prevention and elimination of violence against women and girls.

This campaign allows the College and Student Association to raise student and staff awareness of gender-based violence and the support available both internally and externally, for those experiencing GBV or the threat of GBV. The Equality & Diversity Performance Lead is working with the Police Liaison Officer and the Student Association, as well as the wider EDI networks in Ayrshire, to produce a calendar of 16 Days of Action events.

4 Health, Safety and Wellbeing Update

4.1 Health and Safety Training

Evacuation chair training was delivered during the reporting period, with 22 members of the College leadership team and curriculum managers attending.

4.2 Accidents and Incidents

There were thirty-eight 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	1	8	2	3	0	0	15
Kilmarnock	1	0	8	5	1	0	0	15
Kilwinning	1	0	5	0	2	0	0	8
Total	3	1	21	7	6	0	0	38

4.3 Rolling Accident/Incident Rate Total (figure based on 808 staff 11,794 students)

Accidents/Incidents 01 October 2022 – 31 October 2023	Total
Staff accidents involving injury + total dangerous occurrences + occupational diseases	23
Staff accidents/incidents per 1000 at risk	28.47
KPI on rate of accidents and incidents staff (2025 position)	20
Student accidents involving injury + total dangerous occurrences + occupational diseases	53
Student accidents/incidents per 1000 at risk	4.49
KPI on rate of accidents and incidents for students (2025 position)	6

4.4 RIDDOR incident

Kilwinning Campus	Aug 2023	Hair, Beauty, Complementary Therapy & Make-up Artistry	Slip/Trip/Fall on same level
Staff member fell over on her right ankle at the exit to stockroom. There were no hazard presents on the floor. Staff member attended A&E and a small fracture on her ankle was confirmed. The Curriculum Manager advised that the incident was due to the style of shoe the staff member was wearing (flat platform trainer shoe) and has advised staff not to wear shoes with height in future.			

Ayr Campus – Dam Park	Oct 2023	Catering Services	Burn / Scald
<p>Staff member dropped a container of soup that had been reheating in the rationale oven. The container was double wrapped in cling film in accordance with the protocol for reheating soup in the rationale oven, however, the force of the container hitting the floor broke the film, allowing the soup to splash upwards towards the staff member resulting in burns to her face. The injuries were treated immediately by the staff member and College first aiders before attending A&E. A full investigation was undertaken and actions and recommendations shared with the Catering Services Team Leaders.</p>			
Kilmarnock Campus	Oct 2023	Employability and Engagement	Contact with sharp object e.g. glass / metal / tools
<p>A student was carving a pumpkin in class, as part of the learning experience, and the carving tool slipped cutting his hand. First aid was provided and the student attended A&E where he received paper stitches. A safety briefing had been provided at the start of the class and students reminded to cut in a sawing action and away from themselves.</p>			

4.5 Notable Incidents

Kilmarnock Campus	Aug 2023	Toilet block ground floor	–Contact with biological / chemical agent
<p>Blocked wastewater pipework caused biological waste to spill out of the south side ground floor toilets and into the open area. All toilets in the block from ground to 3rd floor were secured. Signage was placed on doors informing of other facilities that were available. Dalkia arranged for a specialist contractor to carry out an inspection of the blockage. The drain blockage was cleared later on the same day and all toilet facilities returned to use the following day. Deep cleaning was carried out by a specialist cleaning company. It would appear that the blockage was caused due to a larger pipe connecting to a smaller pipe creating a small lip. Dalkia are following up with IML and McLaughlin and Harvey as a building defect.</p>			
Ayr campus	Sept 2023	Ramp outside Riverside building	Slip/trip/fall on same level
<p>A member of staff who offered to assist a student by pushing his wheelchair, fell on the incline outside the Riverside building. No defects were identified on the ramp and the staff member was unsure how the fall occurred. The staff member attended A&E two days after the accident, however, no injuries were sustained. The staff member remained absent from work for over 7 days. The incident was not RIDDOR reportable.</p>			
Ayr – Dam Park	Sept 2023	Hospitality male changing room	Fire
<p>A pair of rubber shoes inside a shoebox box were set on fire in the male changing rooms on the second floor of the Dam Park building. A student notified the Curriculum Manager of the fire, who went to the changing rooms and extinguished the fire by placing the shoe box in the sink and running water over it. The fire alarm was activated by the smoke and there was a full evacuation of the Dam Park building. The Curriculum Manager spoke with all classes who were on campus on the day of the fire, however, he was unable to identify those responsible. There was no CCTV footage available due to an error in the system. There was slight damage to the windowsill in the changing rooms.</p>			
Kilmarnock	Oct 2023	Motor vehicle workshop	Fire
<p>A lecturer was giving a demonstration on testing fuel pressure on a vehicle (VW Bora). This involves the removal of fuel lines and the attachment of a pressure gauge. The vehicle is turned on to test the running fuel pressure. There was some residual fuel on the engine cover, although the engine cover had been cleaned after the fuel lines were removed.</p>			

A spark from one of the HT leads on the vehicle ignited the fuel. Note – there was no active fuel leak that caused this incident, only residual material which had begun to vaporise. HT leads are prone to sparking due to their age and design, it is an older technology that is not used in modern cars because of this possibility and has been replaced by the use of coil packs (which are entirely enclosed). The lecturer immediately used a CO2 extinguisher, and the fire was extinguished within 5-6 seconds. For all fuel work, there is a fire extinguisher placed nearby as per the risk assessment. As the fire was extinguished quickly, there was no activation of the high-level detectors.

4.6 Fire Safety – Fire Drills and Evacuations

Date	Campus	Details
10/08/23	Kilwinning	Fire alarm activated within the external water plant room. It is understood that a gust of wind whipped up dust, which activated the detector head. Bellrock FM arranged for the detector head to be replaced. Scottish Fire & Rescue did not attend.
29/09/23	Ayr – Dam Park	Shoe box set on fire. Extinguished by Curriculum Manager. Further details provided above in notable incidents section.
03/10/23	Kilwinning – Skills hub	Unannounced fire drill of Willie Mackie Skills Hub.
03/10/23	Kilwinning	Evening class fire drill.
12/10/203	Kilmarnock	Fire drill during daytime classes.

4.7 Claims

The College currently has two outstanding liability claims.

4.8 Risk Assessment

A fire risk assessment was undertaken by an external consultant for the Willie Mackie Skills Hub. The report has still to be received.

4.9 Health Protection

Health surveillance sessions were completed within the reporting period for staff who could not attend their appointment in June or required a follow-up check.

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 also attended the NHS Ayrshire & Arran Tobacco Free Alliance steering group meeting, to continue to promote and enable safe and healthy environments.

4.10 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.
- Flu vaccination vouchers were made available to staff. A total of 75 staff took the opportunity to receive a voucher.
- A travel survey organised by Active Travel at North Ayrshire Council was shared with staff and students. The findings from the survey have still to be received.
- Menopause cafes were organised across the main campuses in October in order to raise awareness and promote support available.
- An application for funding to establish two new shower room facilities in Kilwinning campus was submitted to Cycling Scotland. The applications are being reviewed in November.
- The College is represented on the British Inspiration Trust (BRIT) Challenge regional steering group for the Sector. The BRIT supports mental health and fitness in the UK through the delivery of their annual challenge.
- The HSW team continue to promote wellbeing activities organised by external organisations to staff and students

4.11 Legislative Update

There were no legal changes in the reporting period that impact on the college.

David Davidson
Vice Principal People, Performance and Transformation
14 November 2023

*(Gillian Brown, Head of HR Services and
Martin Hammond, Head of Health, Safety and Wellbeing)*

Complaints – Key Facts 2022/2023

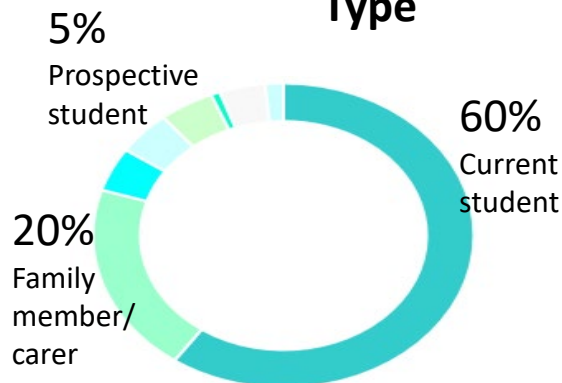
(Paper 9)

151 issues (138

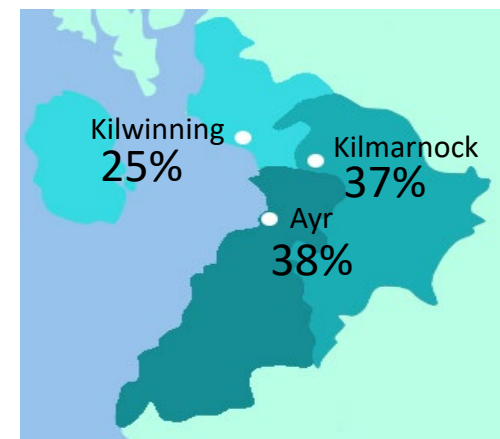
complaints, 9 cannot directly assist, 4 policy issue)



Complainant Type



Campus Split



73% closed in timescale

1

46% stage 1

Top 3 Complaint Categories

- Staff Conduct
- Assessment, Exams & Certification
- Application, Admission, Interview, Enrolment, Induction

Complainant Satisfaction

48%

Thought their complaint was taken seriously.

67%

Thought the response they received was clear.

76%

Thought they received a response with an appropriate timescale.

76%

Thought they were dealt with courteously at all time.

UPHELD
12%

PARTIALLY UPHELD
15%

RESOLVED
34%



68 actions logged

(Paper 9)

Annual Complaints Report 2022/2023

Ayrshire
College 

Total Issues Received

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

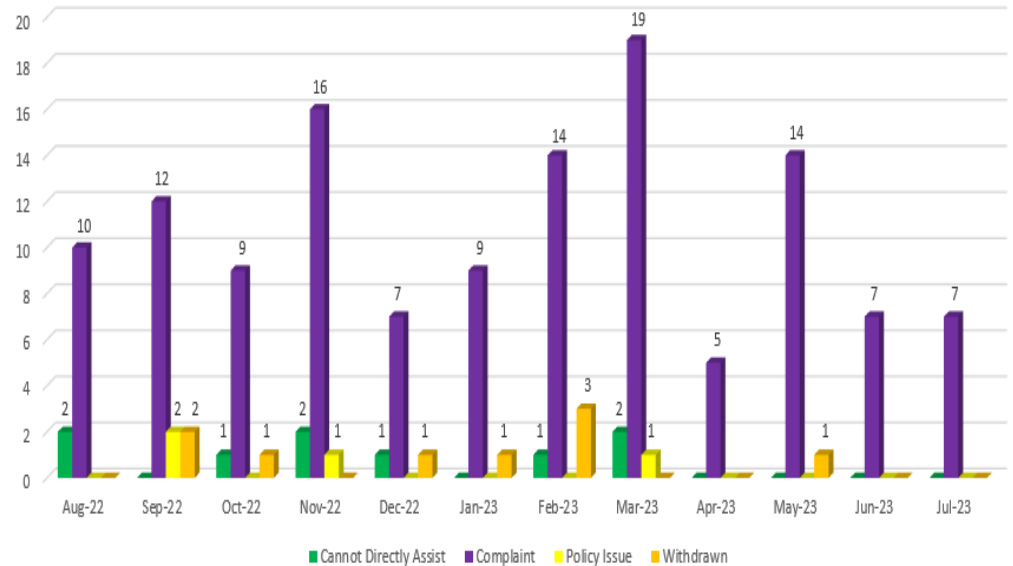
138 complaints were received, 9 of these were withdrawn. 9 issues were recorded as cannot directly assist and 4 as policy issue.

Of the 9 recorded as cannot directly assist, 2 were complaints about inappropriate comments made on social media they thought was a member of staff. 2 were anonymous complaints from students, but no details were given to investigate. 2 were about students making inappropriate comments to a student/visitor, that we were unable to identify. 1 was about videos shared to a group chat by a student. 1 about comments made by a student on social media and 1 about a student being charged with a criminal offence, which was passed to the Head of Student Experience.

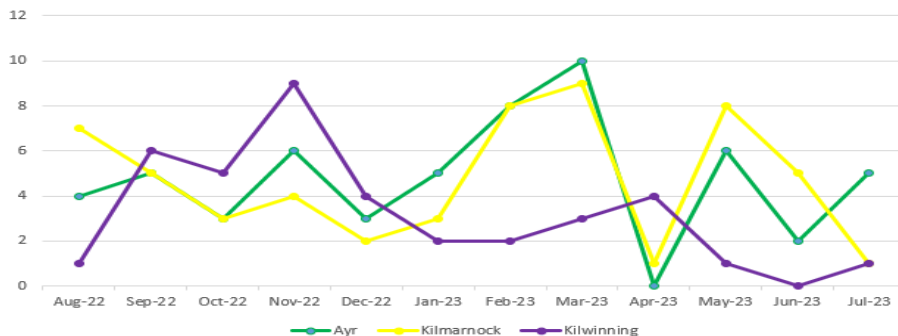
Of the 4 issues recorded as policy issue, 2 were allegations of students smoking cannabis/selling illegal substances, which were passed to the Police Campus Liaison Officer. 1 about the behaviour of a student, which was dealt with through the Student Conduct policy and 1 was a concern about a staff member that was referred to HR.

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

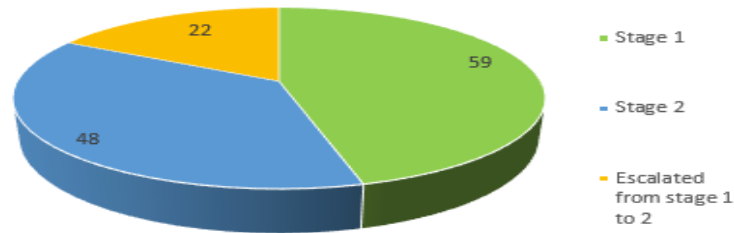


Issues received, split by campus and type of issue



Complaints Received

Complaints received, split by stage



138 complaints were received, 9 of these were withdrawn.

The chart on the left shows the remaining 129 complaints received, split by stage.

59 out of 129 complaints received were dealt with at stage 1, which equates to 46% of complaints.

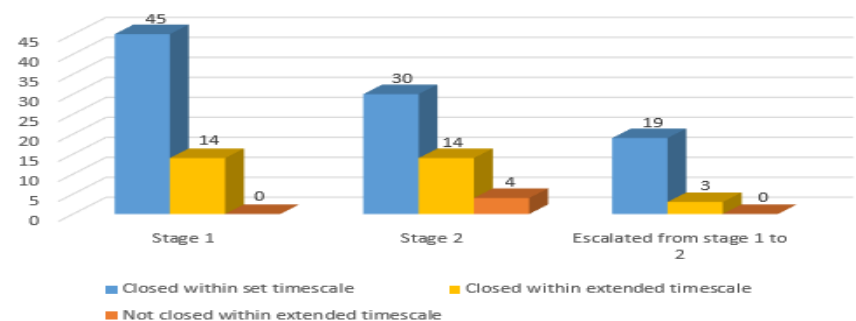
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

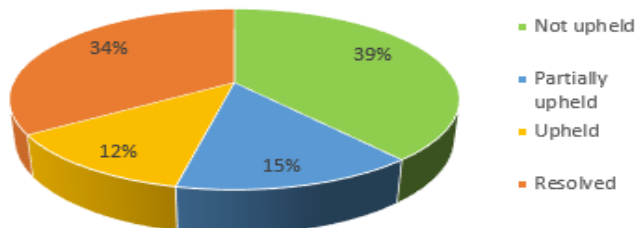
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

73% 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 129 complaints received, 12% of complaints were upheld, with a further 15% partially upheld. This combines to 35 out of 129 complaints. 44 complaints were resolved.

Complaints Comparison

Annual Complaints Report - 2022/2023

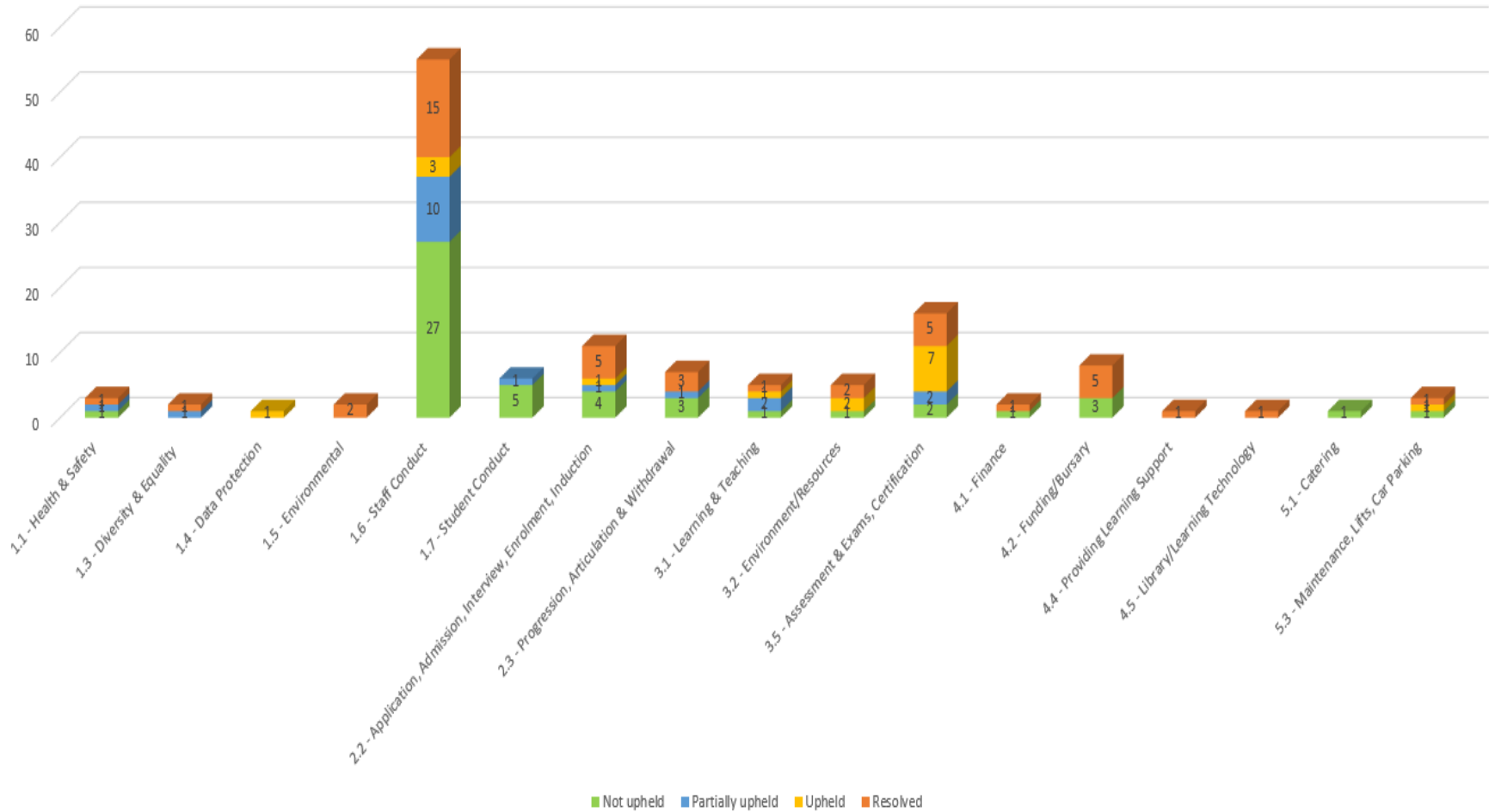
COMPLAINTS HANDLING PROCEDURE INDICATORS		Q1		Q2		Q3		Q4		YTD		2021/2022	
1.0	Total number of complaints received & complaints received per 100 population												
1.1	Number of complaints Received	31		32		38		28		129		109	
1.2/1a	College Population and Number of Complaints received per 100 population	9015	0.3	9527	0.3	9840	0.4	9840	0.3	9840	1.3	9644	1.1
2.0	Number of complaints closed at each stage and as a % of all complaints closed												
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	17	54.8%	16	50.0%	14	36.8%	12	42.9%	59	45.7%	75	68.8%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	7	22.6%	13	40.6%	22	57.9%	6	21.4%	48	37.2%	25	22.9%
2.3/2c	Number of complaints closed after Escalation and % of total closed	7	22.6%	3	9.4%	2	5.3%	10	35.7%	22	17.1%	9	8.3%
2.4	Open	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.0	Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage												
3.0	Stage 1												
3.1/3a	Number and % of complaints upheld at Stage 1	1	5.9%	2	12.5%	0	0.0%	1	8.3%	4	6.8%	14	18.7%
3.2/3b	Number and % of complaints partially upheld at Stage 1	1	5.9%	0	0.0%	0	0.0%	0	0.0%	1	1.7%	n/a	n/a
3.3/3c	Number and % of complaints not upheld at Stage 1	1	5.9%	4	25.0%	5	35.7%	5	41.7%	15	25.4%	23	30.7%
3.4/3d	Number and % of complaints resolved at Stage 1	14	82.3%	10	62.5%	9	64.3%	6	50.0%	39	66.1%	38	50.6%
3.0	Stage 2												
3.5/3e	Number and % of complaints upheld at Stage 2	2	28.6%	3	23.1%	6	27.2%	0	0.0%	11	22.9%	16	64.0%
3.6/3f	Number and % of complaints partially upheld at Stage 2	0	0.0%	3	23.1%	8	36.5%	2	33.3%	13	27.1%	n/a	n/a
3.7/3g	Number and % of complaints not upheld at Stage 2	5	71.4%	7	53.8%	6	27.2%	4	66.7%	22	45.8%	9	36.0%
3.8/3h	Number and % of complaints resolved at Stage 2	0	0.0%	0	0.0%	2	9.1%	0	0.0%	2	4.2%	0	0.0%
3.0	Escalated												
3.9/3i	Number and % of complaints upheld after Escalation	1	14.3%	0	0.0%	0	0.0%	0	0.0%	1	4.6%	1	11.1%
3.10/3j	Number and % of complaints partially upheld after Escalation	1	14.3%	3	100.0%	0	0.0%	1	10.0%	5	22.7%	n/a	n/a
3.11/3k	Number and % of complaints not upheld after Escalation	5	71.4%	0	0.0%	2	100.0%	6	60.0%	13	59.1%	8	88.9%
3.12/3l	Number and % of complaints resolved after Escalation	0	0.0%	0	0.0%	0	0.0%	3	30.0%	3	13.6%	0	0.0%
4.0	Total working days and average time in working days to close complaints at each stage												
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	70	4.1	74	4.6	70	5.0	72	6.0	286	4.8	331	4.4
4.2	Total working days and average time in working days to close complaints at Stage 2	163	23.3	361	27.8	527	24.0	131	21.8	1182	24.6	764	30.6
4b	Escalation	107	15.3	32	10.7	34	17.0	195	19.5	368	16.7	141	15.7
5.0	Number and % of complaints closed within set timescales (S1=5 working days; S2=20 working days ; escalated = 20 working days)												
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	15	88.2%	13	81.2%	11	78.6%	6	50.0%	45	76.3%	57	76.0%
5.2/5b	Number and % of Stage 1 complaints not closed within 5 working days	2	11.8%	3	18.7%	3	21.4%	6	50.0%	14	23.7%	18	24.0%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	4	57.1%	5	38.5%	17	77.3%	4	66.7%	30	62.5%	14	56.0%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	3	42.9%	8	61.5%	5	22.7%	2	33.3%	18	37.5%	11	44.0%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	6	85.7%	3	100.0%	2	100.0%	8	80.0%	19	86.4%	9	100.0%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	1	14.3%	0	0.0%	0	0.0%	2	20.0%	3	13.6%	0	0.0%
6.0	Number and % of complaints closed at each stage where extensions have been authorised												
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	2	100.0%	3	100.0%	3	100.0%	6	100.0%	14	100.0%	18	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%	0	0.0%	0	0.0%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	3	100.0%	6	75.0%	3	60.0%	2	100.0%	14	77.8%	9	81.8%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	2	25.0%	2	40.0%	0	0.0%	4	22.2%	2	18.2%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	1	100.0%	0	0.0%	0	0.0%	2	100.0%	3	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%	0	0.0%	0	0.0%

- 129 complaints received, an increase of 18% from 2021/2022.
- 46% of complaints were handled at stage 1 in 2022/2023, compared to 69% for 2021/2022.
- 73% of complaints were closed within the target timescale in 2022/2023, the same as in 2021/2022.
- 97% of complaints were closed within the extended timescale in 2022/2023, 98% of complaints were closed within the extended timescale in the same period⁴ in 2021/2022.

Complaints – Sub-category

The chart below shows the complaints received, split by sub-category and outcome.

Complaints received, split by sub-category and outcome



Complaints – Sub-category

Annual Complaints Report - 2022/2023

Noted below are the reasons for complaint in each of the top 5 sub-categories:

Staff Conduct

- Unhappy staff told potential employer incorrect information
- Treatment of students by staff member, unhappy with the way they are spoken to, allegations of bullying, treated unfairly
- Advised could redo course but no places available, feels discriminated against
- Lack of response to calls/emails
- Lack of support, not listened to or respected, treated differently
- Staff member unable to work technology, goes off on tangent, raises voice unnecessarily, unapproachable
- Unsupportive with assessment, shared confidential information
- Not allowed to leave room for water/ the toilet
- Unhappy with the way concerns dealt with and contact made not clear
- Work submitted not marked or misplaced
- Unhappy with topics staff member was discussing with class
- Unhappy with questions asked during an interview
- Unhappy with explanations given by staff member, instructions unclear and unavailable to provide help and support
- Made to do dishes with a skin condition, talking about them to other students
- Misguided by staff member, lack of effort to teach the class/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

- Applied for level 7 course, which was changed to level 6 and not told
- Delay to get portfolio checked and passed, delaying skills test
- Unhappy asked to return to College to resit exam/assessment believed to have already sat and passed
- Unhappy wouldn't accept screenshot as evidence/lack of practical work
- Observations not completed, lost and stopped during lockdown, unable to contact assessor
- Not given the chance to complete course and hand in outstanding work
- Missing unit from HNC certificate and not received food hygiene certificate
- Assessor on leave, had they been told would have submitted outstanding work
- Unhappy with result for graded unit and believes due a higher grade

Application, Admission, Interview, Enrolment, Induction

- Unhappy did not secure a place on chosen course due to application and interview process
- Length of time of the induction, not shown around or advised some classes in different location
- Unhappy didn't receive student email or card and unable to register as a student
- Unhappy student who had been charged with sexual offences allowed to study at College
- Unhappy interview process, not enough information about format provided, documents requested not reviewed
- Unhappy received email about their child but had not supplied their details to us
- Not offered a place on course
- Unhappy receiving text messages about their application but had not applied
- Unhappy with feedback received following an interview, no response to emails

Funding/Bursary

- Unhappy cannot be in receipt of carers allowance and bursary
- Delay to receive funding, cannot get through to the Student Funding team, no response to emails
- Not received bursary but supplied all information requested
- Not received bursary and told to claim Universal Credit but DWP advised differently
- Unhappy transport for schools-link course not provided
- Unauthorised absence not updated and payment withheld

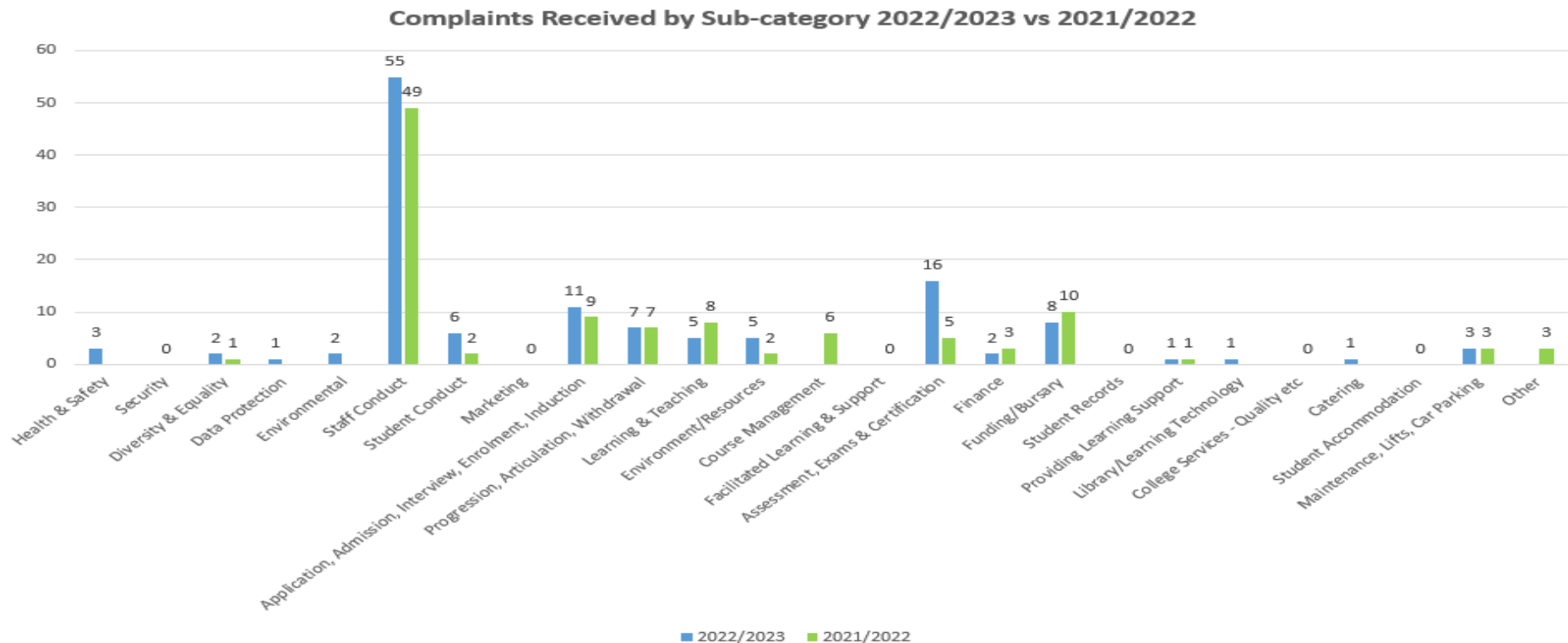
Progression, Articulation & Withdrawal

- Unhappy given conditional offer on next level course but did not secure a place
- Unhappy withdrawn from the course
- Offered a waiting list place but this did not become an offered place
- Unhappy not allowed to progress to next level and other students are, attendance not amended, lack of support

Complaints – Sub-category Comparison

Annual Complaints Report - 2022/2023

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



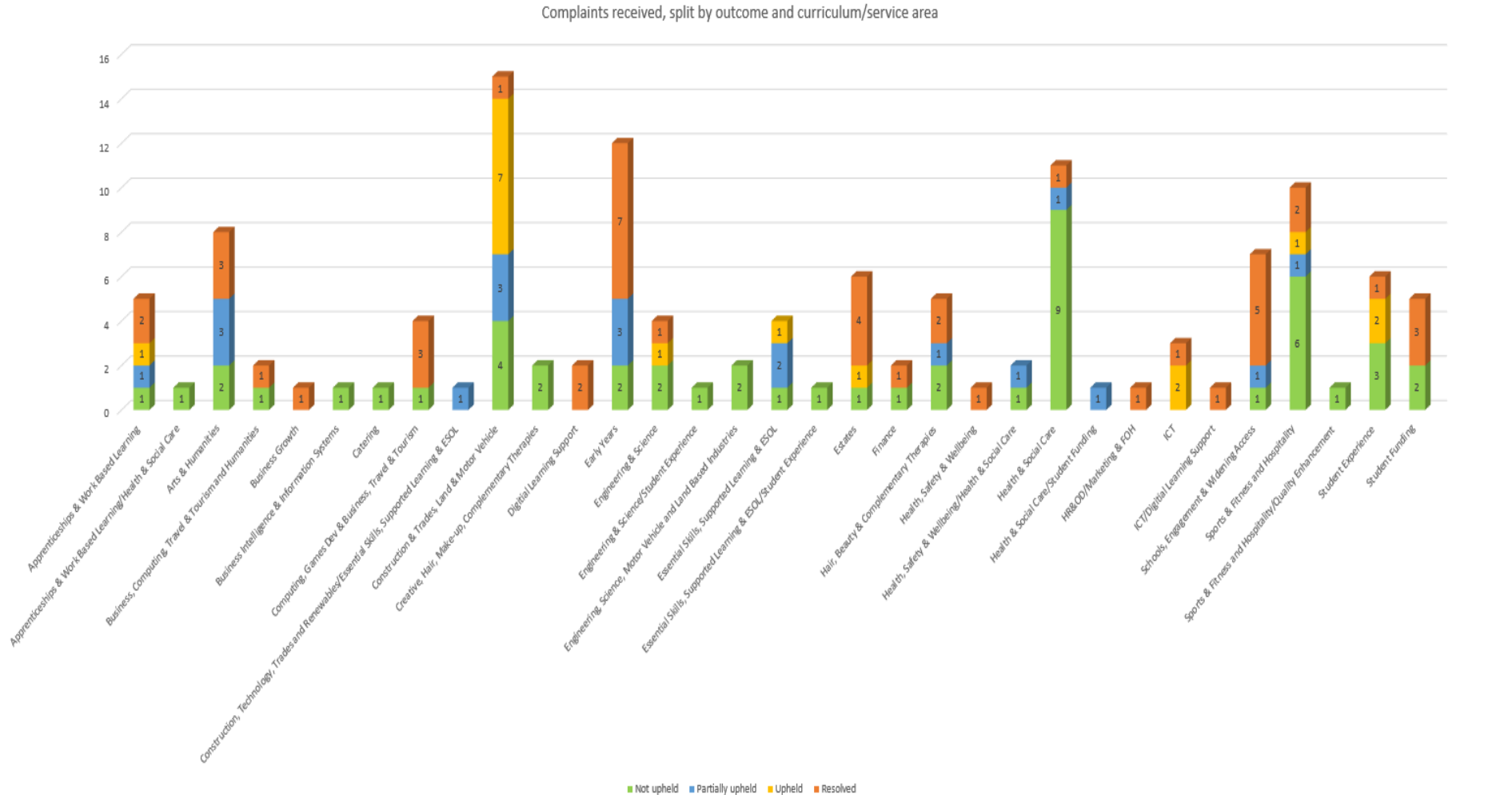
- Increase in complaints received in the assessment, exams & certification sub-category from 5 in 2021/2022 to 16 in 2022/2023. This is mainly due to complaints received about students being asked to return to College to resit an exam/assessment believed to have already been sat and passed.
- Increase in complaints received in the staff conduct sub-category from 49 in 2021/2022 to 55 in 2022/2023. This is due to an increase in complaints about the way students have been treated by a member of staff.
- Decrease in the complaints received in the course management sub-category from 6 in 2021/2022 to 0 in 2022/2023. This is mainly due to a reduction in the number of complaints about courses being delivered online.
- Complaints received in the progression, articulation, withdrawal, providing learning support and maintenance, lifts, car parking categories have remained the same from 2021/2022 to 2022/2023.

Complaints – Curriculum/Service Area

Annual Complaints Report - 2022/2023

The chart below shows the complaints received, split by outcome and curriculum/service area.

*curriculum areas were realigned in Q4 of 2022/2023



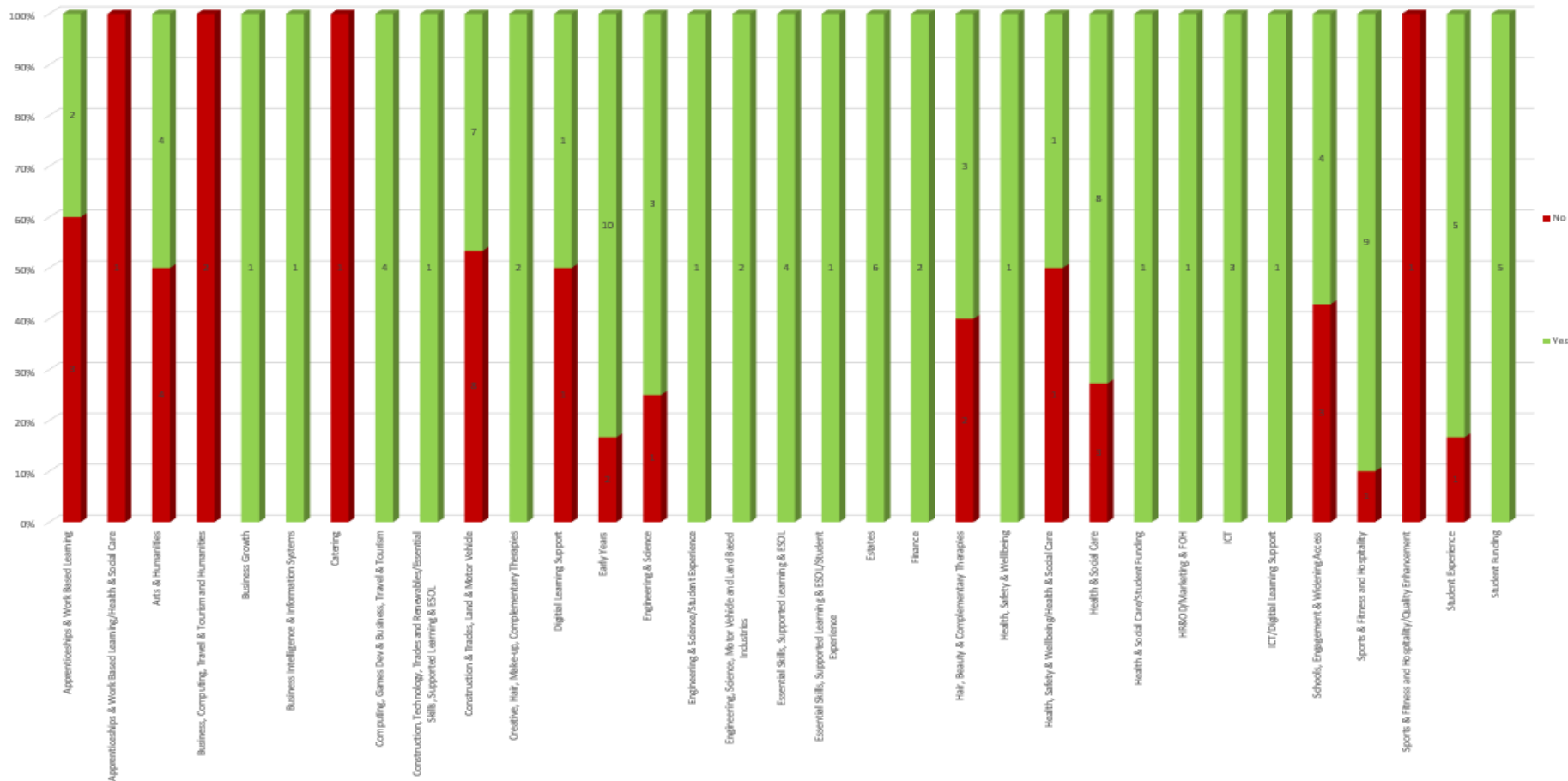
Complaints – Curriculum/Service Area

Annual Complaints Report - 2022/2023

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

*curriculum areas were realigned in Q4 of 2022/2023

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



Actions

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	34	32	2
2. Applications, Admissions & Progression	13	13	0
3. Course Related	11	8	3
4. Services	8	8	0
5. Facilities	2	2	0
6. Others	0	0	0
Total	68	63	5

Service Improvements

Annual Complaints Report - 2022/2023

Issue	Actions
<p>Parent unhappy their son had not been successful in securing a place due on their chosen course, due to the application and interview process</p>	<p>Process for notifying school pupils of interview format and support available for interview amended so that this information will now be sent directly to applicants rather to the schools to be passed onto pupils.</p>
<p>Student unhappy they applied for a level 7 course but now told they were doing a level 6 course, which is not on the SQA qualifications. This will affect further education.</p>	<p>All changes to courses will be communicated to students in writing in future, by text message and email.</p>
<p>Parent unhappy son was given a conditional place for progression to HND, met the conditions, but has not secured a place.</p>	<p>Student did not meet all of the conditions but the conditional offer letters will now be specific to each department, which will be dependent on space/places available.</p>
<p>Parent unhappy a member of staff told an employer that his son had not passed his College course, when he had passed this.</p>	<p>Develop guidance or a policy about the provision of references for students/former students.</p> <p>Privacy notice for students to be updated to reflect that information will be shared (via references) with potential employers/apprenticeship providers.</p> <p>Curriculum Heads to review the third party request for information guidance to ensure that all staff are clear about the process.</p>
<p>Resident of Content Avenue in Ayr unhappy students are dropping litter in the street and when they spoke with the students they were abusive. Students also driving too fast up the street and parking in Content Avenue.</p>	<p>Estates doubled staff resources at the Content Avenue side of the campus to try to deter students from dropping litter.</p>
<p>Relative of student unhappy with the length of time of the induction and that the student was not shown around or made aware that one of their classes on the first day was in Irvine.</p>	<p>Feedback given to staff member to ensure in future the induction presentation prepared is discussed with the students, they are given a tour of the campus and clear instructions are given on how to get to facilities outwith campus.</p>

Service Improvements

Annual Complaints Report - 2022/2023

Issue	Actions
<p>Unhappy with the learning and teaching from their lecturer. Lack of support and not providing examples.</p>	<p>Another lecturer allocated to the class and adjustments made to ensure students given the best opportunity to succeed.</p> <p>Curriculum Manager regularly reviewing the learning and teaching approach for the module until the end of the module.</p> <p>Review the teaching material and unit specification for the module as there is a large volume of teaching materials.</p>
<p>Student unhappy with their lecturer and that they are unable to work technology and putting resources on different platforms. Lecturer goes off on tangent, which drags out the lesson. Lecturer raises voice unnecessarily and comes across as unapproachable.</p>	<p>Lecturer to upskill in technical and digital resources for learning & teaching.</p>
<p>Applicant unhappy they were offered a waiting list place but this did not turn into an actual place on the course and that we did not contact them to confirm they had not been successful in securing a place.</p>	<p>Reviewed the process for notifying applicants when they are on the waiting list but a place does not come available. Letter updated to confirm we will be in touch if a place becomes available but not if a place does not become available.</p>
<p>Parent unhappy with delay for their son to receive funding, that they had called 25 times and cannot get through to Funding and no response to emails.</p>	<p>Staff reminded not to provide individual work email addresses for information to be sent to and to always give group email box.</p>
<p>Parent of student unhappy that there was not a banister available at the stairs at graduation and their daughter tripped. Unhappy with the way they were dealt with on the night.</p>	<p>Reviewed graduation processes and venues in response to banister being needed. Accessibility will be given the highest priority when considering suitable venues.</p>
<p>Student unhappy with the way the lecturer spoke to them in front of the class and spoke about them not completing a piece of work. When asked what they had missed the lecturer told them to speak with their classmates.</p>	<p>Lecturer will be mindful of their tone when speaking to students.</p> <p>Lecturer will provide guidance to students who need to catch up on missing classes and not refer them to other students in class.</p>
<p>Students unhappy they did not receive any support when fire alarm activated.</p>	<p>Three staff now provide fire warden support for the area the students study in.</p>
<p>Student unhappy with one of the lifts in Kilwinning, the lift keeps dropping to the bottom floor. Sometimes the doors do not open and sometimes when they do the lift is not aligned with the floor and cannot get out of the lift due to their wheelchair.</p>	<p>Lift contractor inspected the lift and found a defect. Contractor installed a new wiring loom to the lift car, which has the lift working properly.</p>

Service Improvements

Annual Complaints Report - 2022/2023

Issue	Actions
<p>Students unhappy with the way they are spoken to by a member of staff, feel they are disrespectful and discouraging. Confusion caused when answering questions, treats them like children. Unhappy class did not want to learn online and told not to come if they have a cold because of covid-19.</p>	<p>Lecturer will be clearer when answers given by students and with feedback provided.</p> <p>Lecturer will not regularly raise attendance with the class group but speak with individual students if there is an issue with their attendance.</p> <p>Lecturer will reiterate expectations of what a student should do to catch up when they have missed a class.</p>
<p>Student unhappy with the conduct and treatment by member of staff, ignored and pushed down queue for technology and ID card, asked to attend student conduct hearing without knowing the allegation.</p>	<p>Wording of the letter sent to student as part of student conduct policy being reviewed.</p>
<p>Student unhappy with the way they were dealt with by staff and not allowed to go to the toilet during closed book assessment.</p>	<p>Exam procedure updated to include the general class exam guidance given prior to closed book exam, and guidance pertaining to emergency situations arising during exams i.e. feeling sick or urgently needing the toilet.</p> <p>Pregnancy risk assessment updated and first risk assessment date brought forward so additional support can be in place sooner.</p>
<p>Applicant unhappy they applied for a course and tried to make payment online and by phone but by time they spoke to someone the course was closed.</p>	<p>Reception advised of correct number to transfer calls to for Finance.</p> <p>Finance out of use mobile checked for messages and updated to remove the option to leave a voicemail and only refers to an email address.</p>
<p>Students unhappy with connectivity/IT issues in Ayr campus. Recently caused issues with an assessment that had to be extended.</p>	<p>Desktops being used by class had maintenance restart at 10pm every night and this has been changed to 3am now.</p> <p>Issue with thin client, removed and tested by ICT and established not student account. Issue investigated and all classrooms checked to see if a wider issue.</p> <p>When providing support remotely ICT technicians will ensure students are given the chance to save their work before restart.</p> <p>ICT implemented a process to work with lecturers to get timetable of assessments and ensure technician is available to support.</p>

Service Improvements

Annual Complaints Report - 2022/2023

Issue	Actions
Parent of a student and another student unhappy a student charged with sexual offences being allowed to study at College.	Independent audit review of our procedures carried out.
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 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

Annual Complaints Report - 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 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>
<p>Student unhappy with the Mac computers in the Ayr campus, unable to get logged on, screen cracked, photoshop doesn't work and problems with Wi-Fi.</p>	<p>Head of ICT is carrying out a process to identify all ICT needs for the next academic year. This information will be collated and presented to SLT to allow them to agree on any future investment.</p>
<p>Parent of a student unhappy with the way their daughter is being treated by a member of staff.</p>	<p>Met with the teaching team and third party to find a solution for lunchtime supervision.</p>
<p>Student unhappy a member of staff released personal information about them to other students and believes a lecturer changed answers on another student's exam so they would pass.</p>	<p>Digital Learning corrected the software error on the assessment so answers now do not need to be upper/lower case specific.</p>
<p>Students unhappy a unit was missing from their HNC certificate, also not received their certificate for the REHIS food hygiene course and have been contacting a staff member but have been ignored and not received a reply.</p>	<p>Emergency Paediatric First Aid unit result submitted to SQA for all students in the class.</p> <p>REHIS results reinput into their system. Certificates received and sent out to all students.</p> <p>Feedback to staff member to ensure they respond to messages.</p> <p>REHIS requested a Teams call with us to be clear about the administration, co-ordination and quality assurance of all REHIS courses.</p>

Service Improvements

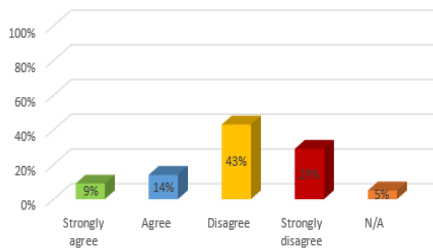
Annual Complaints Report - 2022/2023

Issue	Actions
<p>Parent unhappy their son applied for the course on the understanding there would be a recruitment process at the end or support to apply for the HNC course, lack of learning about windfarms, course framework was general and course title not representative of the course content.</p>	<p>Head of met with the teaching team to ensure that course content is contextualised where possible and that at least one visit to a windfarm under construction and to Whitlee takes place in Session 2023-24.</p>
<p>Applicant unhappy with the feedback they received following an interview. Advised they had many missed opportunities and wants examples of those, found it offensive they were advised they were overfamiliar.</p>	<p>Staff members in that curriculum area will now respond to emails within 3 working days.</p> <p>Feedback will no longer be sent unsolicited to new unsuccessful applicants. Requested feedback will be given verbally to ensure clarity of response and support for the applicants.</p> <p>Staff training on providing interview feedback on group selection processes taken place.</p>

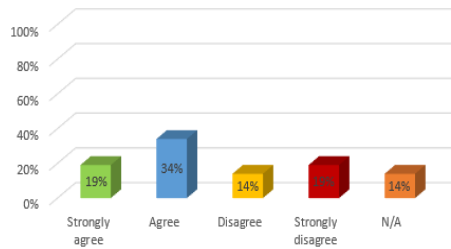
Customer Satisfaction

A total of 118 surveys have been sent, with 21 responses received, this equates to a 18% response rate. The results from the responses received are shown in the charts below.

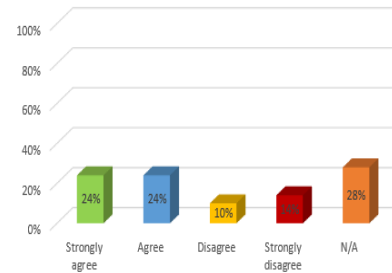
Q2 - I was aware of the complaints procedure before I needed to make a complaint



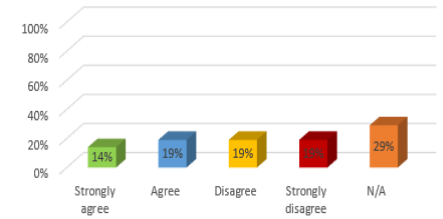
Q3 - I found the complaints process easy to access



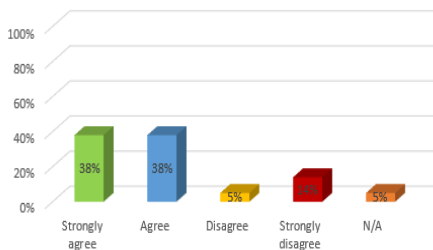
Q4 - I found the complaints form easy to use



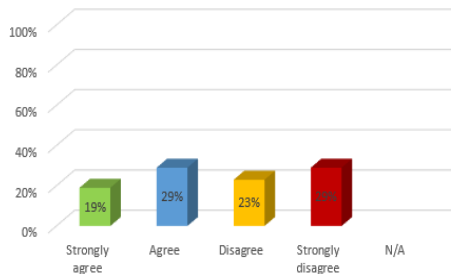
Q5 - I was able to access information and assistance in making my complaint where this was required



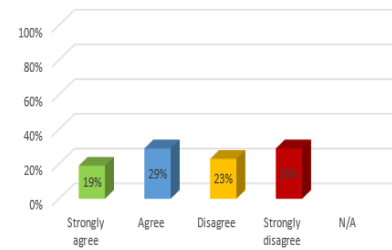
Q6 - I received a prompt acknowledgment of my complaint



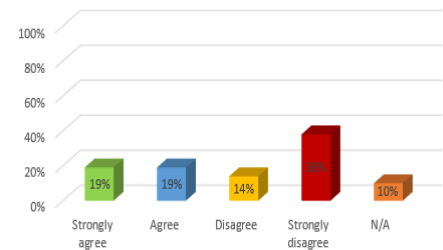
Q7 - I felt my complaint was taken seriously



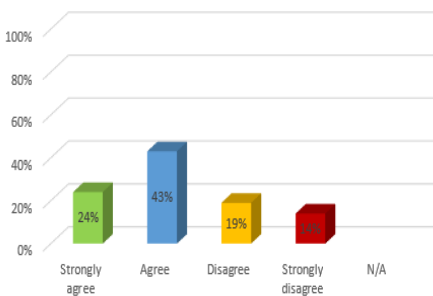
Q8 - I felt my complaint was thoroughly investigated



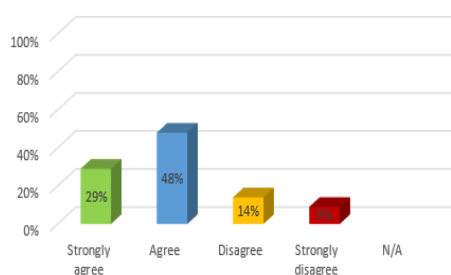
Q9 - I received a fair and objective response to my complaint



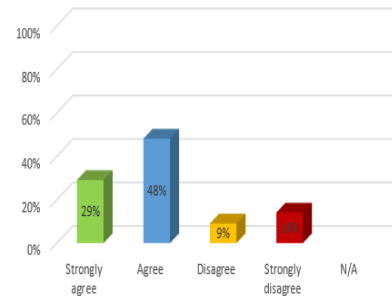
Q10 - I received a clear response to my complaint



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

Appendix cont...

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

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

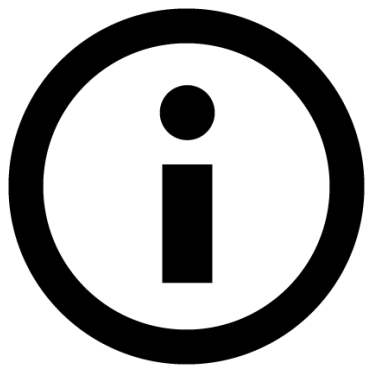
Appendix cont...

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

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

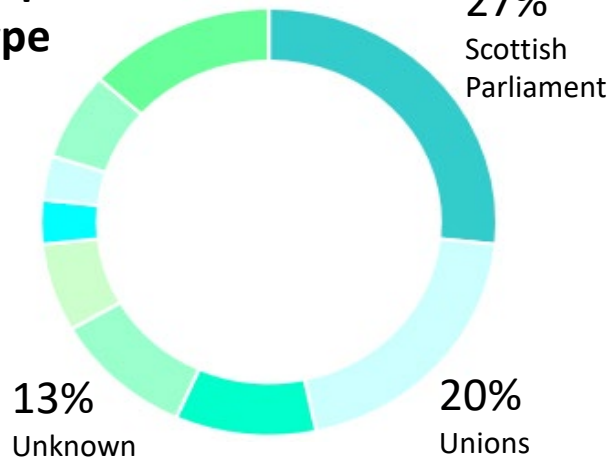
6.0 OTHERS		
	Sub-Category	Examples
6.1		<ul style="list-style-type: none"> No College wide 2 minute silence on Remembrance Day

Freedom of Information – Key Facts 2022/2023 (Paper 10)



30 requests for information

Requestor Type



93% responded to in timescale



0 requests for an internal review

Top 3 Request Types

- Staff Information
- Student Information
- Systems/IT Information



11 subject access requests and **1** right to erasure request

(Paper 10)

Freedom of Information Report August 2022 – July 2023

FOI Requests Received

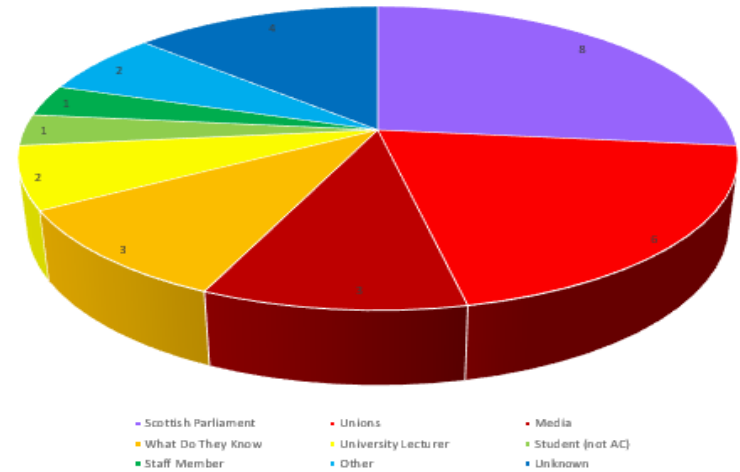
2022/2023

30 Freedom of information requests were received.

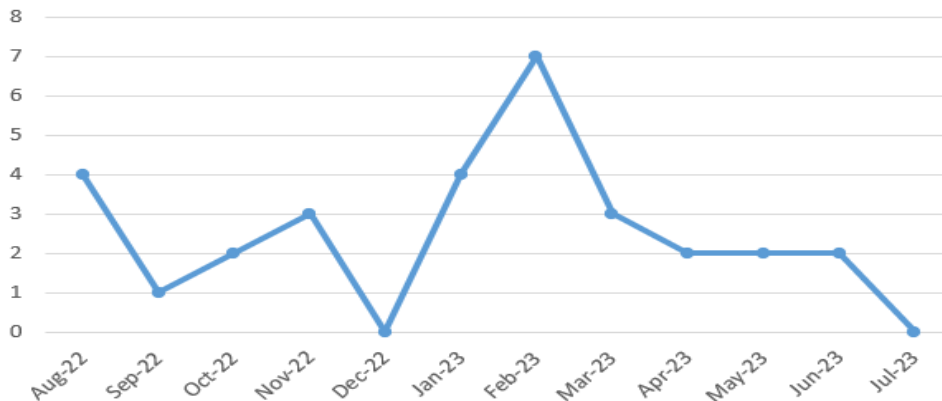
The chart on the right shows the number of FOI requests received by requestor type. 27% of requests were received from the Scottish Parliament and 20% received from the Unions.

The charts below show the number of FOI requests received split by month and the number of requests where an internal review was received.

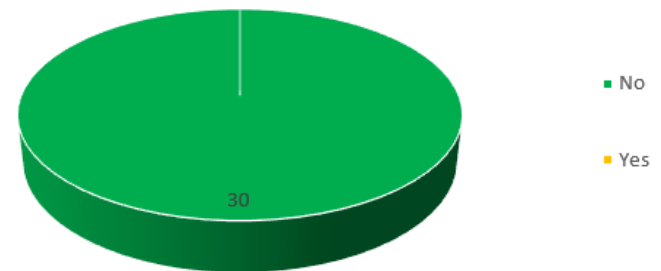
FOI requests received, split by requestor type



FOI requests received, split by month

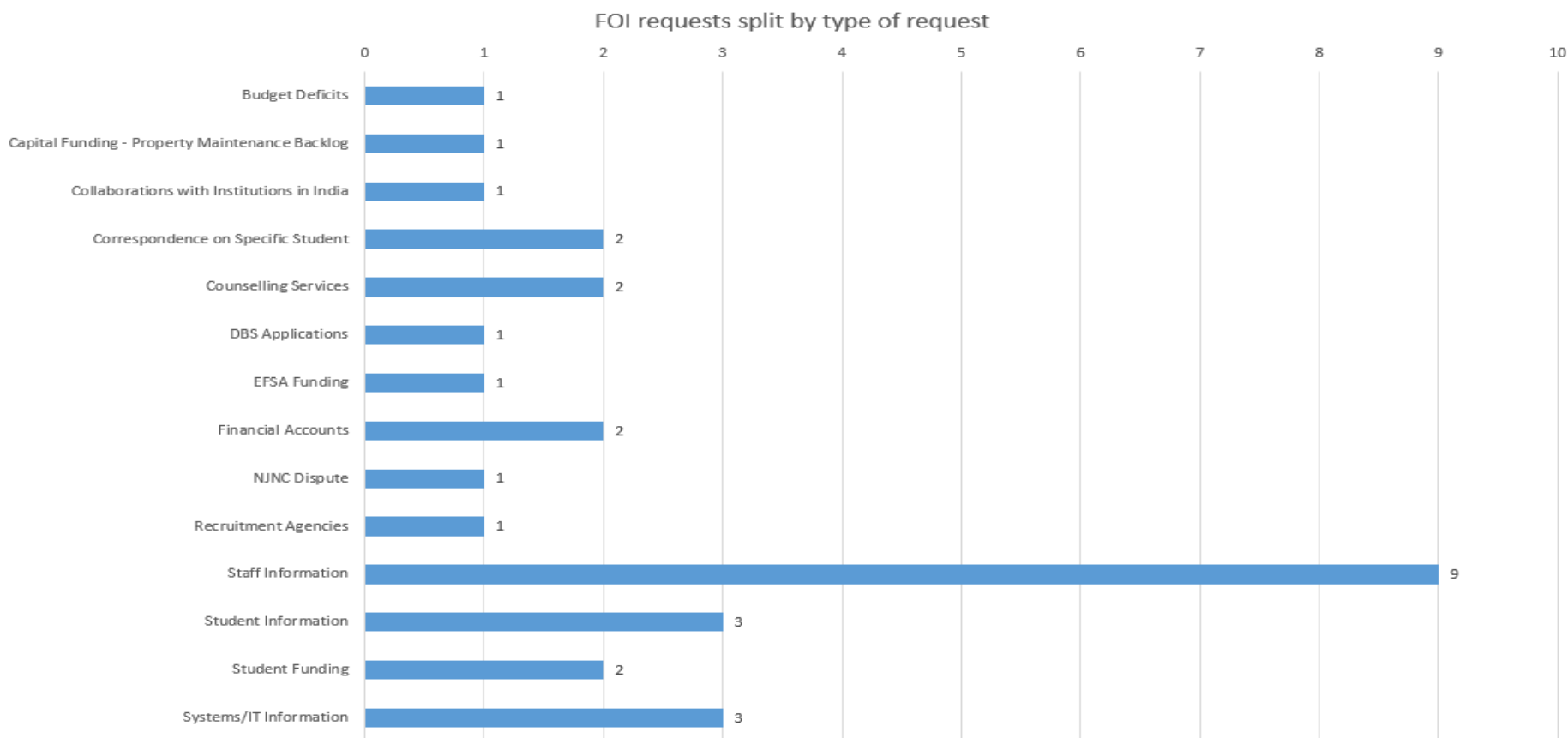


FOI requests received, split by internal review requested



FOI Request Type

2022/2023



The Staff Information category had requests for senior staff pay increase and bonuses, budget deficits and the implication on staff numbers, managers organisation charts, minutes from a meeting around reduction in staff, number of staff employed and those on zero-hour contracts, staff absence due to stress or poor mental health, the Principal's salary, the Principal's business trips and violent incidents on staff.

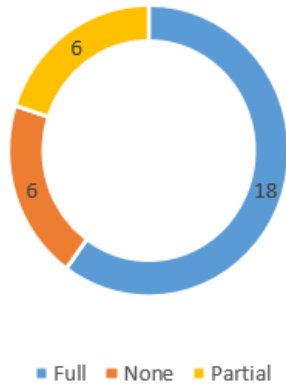
In the Student Information category requests were received for the number of students studying at the Ayr campus, documents or correspondence on the average reading age of our students and information on criminal conviction checks carried out on students.

We received three requests in relation to systems or IT information. One request asked if we adopted artificial intelligence systems and the other two requested information on the systems and IT we use, the provider and when our contracts were due for renewal.

Information Provided

2022/2023

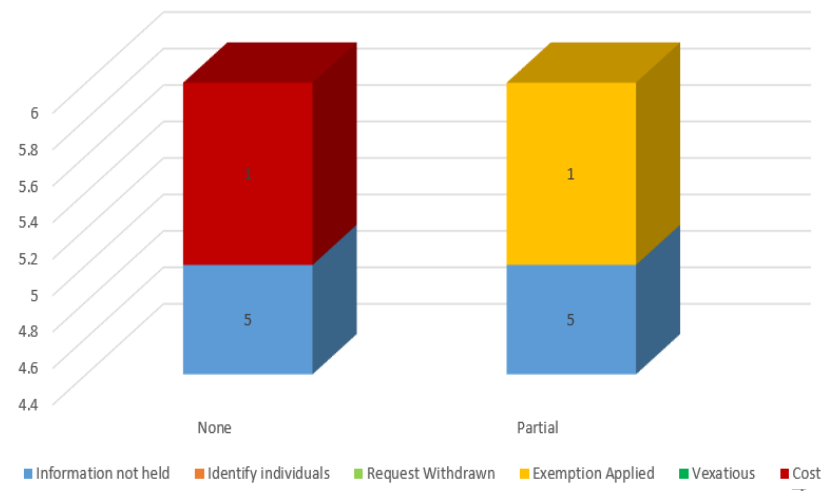
FOI requests received, split by information provided



The chart to the left shows the number of FOI requests where the information requested was provided in full, some of the information requested was provided or none of the information was provided.

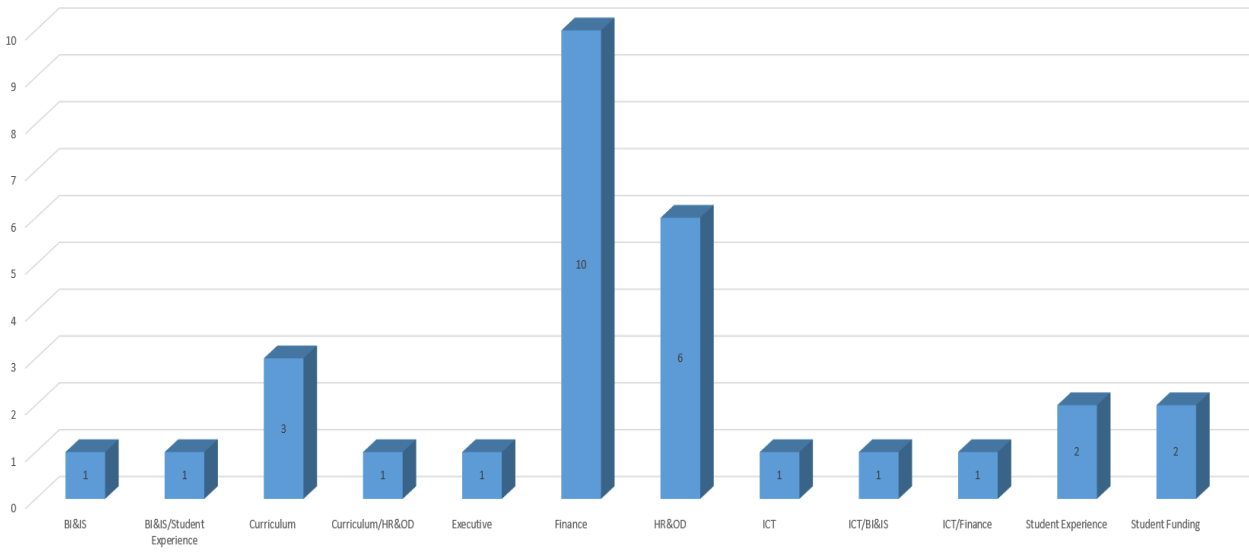
The chart on the right shows the reason information was not provided, where only some of the information or none of the information requested was provided.

Partial/no information provided, split by reason information not provided



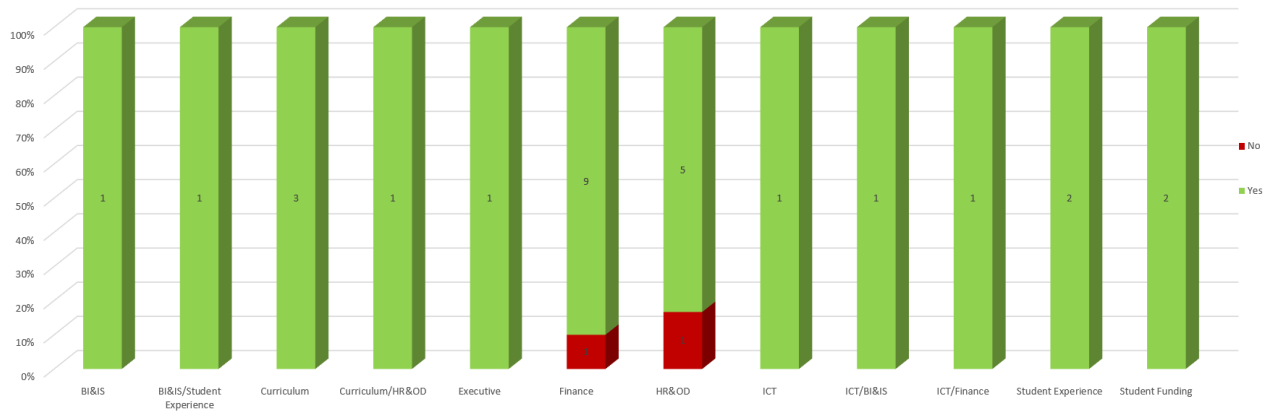
FOI Requests – Curriculum/Service Area

FOI requests received, split by curriculum/service area



The chart on the left shows the FOI requests received, split by curriculum/service area. 13% of requests received asked for information from more than one area.

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



The chart on the right shows the percentage of FOI requests issued within the 20 working day timescale.