

**AYRSHIRE COLLEGE BOARD OF MANAGEMENT MEETING  
TO BE HELD ON THURSDAY 13 JUNE 2024 AT 4.00 PM  
BY HYBRID ATTENDANCE AT KILMARNOCK CAMPUS AND VIA MICROSOFT TEAMS**

## AGENDA

### Part A – Welcome, Report and Minutes

- |   |   |   |
|---|---|---|
| 1 | Welcome and Declarations of Interest  |   |
| 2 | Apologies   |   |
| 3 | Minute of the meeting held on 28 March 2024 <ul style="list-style-type: none"> <li>• Board of Management Action &amp; Decision Log</li> </ul> | Paper 1 (FMcQ) (C/P)<br>Paper 1a (FMcQ) (P) |
| 4 | Matters Arising   |   |
| 5 | Student Association Report Q4   | Paper 2 (TC/AW) (P)                         |
| 6 | Chair's Report  | Paper 3 (FMcQ) (P)                          |
| 7 | Principal's Progress & Priorities Update  | Presentation (ACo) (P)                      |

### Part B – For Discussion, Decision or Approval

- |    |  |                                   |
|----|--|-----------------------------------|
| 8  | Strategic Ambition Update                              | Presentation (DD) (P)             |
| 9  | Board Recruitment                                      | Paper 4 (FM) (R)                  |
| 10 | 2024-25 Budget   | Paper 5 (AR) (R)                  |
| 11 | Key Performance Indicator Dashboard Update (AC/DD) (P) | <a href="#">Link to Dashboard</a> |
| 12 | Education Scotland Report                              | Paper 6 (AC) (P)                  |
| 13 | College Transformation Projects Update                 | Presentation (AR/DD/AC) (R)       |
| 14 | Strategic Risk Register                                | Paper 7 (AR) (R)                  |

### Part C – Standing Committee Business: Report from Committee Chair

- |    |   |   |
|----|---|---|
| 15 | Committee Chairs Reports on 4 <sup>th</sup> Quarter Committee Meetings <ul style="list-style-type: none"> <li>• Learning, Teaching &amp; Quality Committee 23 May 2024</li> <li>• BRIC Committee 28 May 2024</li> <li>• Audit &amp; Risk Committee 4 June 2024</li> </ul> | Paper 8 (AS)<br>Paper 9 (MS)<br>Paper 10 (SW) |
|----|---|---|

### Part D – For Information

- |    |  |  |
|----|--|--|
| 16 | Confirmed Standing Committee Minutes <ul style="list-style-type: none"> <li>• Learning, Teaching &amp; Quality Committee 7 March 2024</li> <li>• Business, Resources &amp; Infrastructure Committee 12 March 2024</li> <li>• Audit &amp; Risk Committee 19 March 2024</li> </ul> | Paper 11 (P)<br>Paper 12 (P)<br>Paper 13 (P) |
|----|--|--|

### Part E – Closing Business

- 17 AOCB

**Date of Next Meeting:** Thursday 03 October 2024 at 4.00pm

*(C/P) Confirmed minutes will be published on the College website; (P) Papers will be published on the College website  
(R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality*

**Minute of the Board of Management Meeting  
Held by Hybrid Attendance at Kilwinning Campus and  
via Video Conference Using Microsoft Teams  
on Tuesday 28 March 2024**

**Present:**

Fiona McQueen	Chair
Steven Wallace	Vice Chair
Norman Bone	Non-Executive Board Member
Faroque Hussain	Non-Executive Board Member
Sharon Morrow	Non-Executive Board Member
Gordon Neil	Non-Executive Board Member
Mike Stewart	Non-Executive Board Member
Alison Sutherland	Non-Executive Board Member
Matthew Wilson	Non-Executive Board Member
Lisa Keggans	Elected Member, Service/Support Staff
Janette Moore	Elected Member, Curriculum Staff
Tim Chan	Elected Student Vice President
Angela Cox	Principal, Ex-Officio

**In attendance:**

Chris Boyce	Trade union nominee, EIS- FELA
Anne Campbell	Vice Principal – Skills and Enterprise
David Davidson	Vice Principal – People, Performance and Transformation
Hilary Denholm	Board Governance Adviser
Alan Ritchie	Vice Principal – Finance & Infrastructure
Angela Scoular	Executive Assistant to the Principal and Chief Executive (Minutes)

**1. Welcome and Declarations of Interest**

The Chair welcomed all present to the meeting.

There was one declaration of interest received from Matthew Wilson, Non-Executive Board Member, regarding Agenda item 12 (Paper 8) due to his employment with Glasgow Airport.

**2. Apologies**

Apologies were received from Gillian Murray, Non-Executive Board Member and Amanda-Louise Woods, Elected Student Executive Member.

The meeting was confirmed as quorate.

**3. Minutes of the Previous Meeting held on 14 December 2023 (Paper 1) (P)**

The minutes were approved as a correct record.

**Proposed:** Matthew Wilson

**Seconded:** Mike Stewart

## **Board of Management Action & Decision Log (Paper 1a) (P)**

### **4. Matters Arising**

There were no outstanding matters arising from the minutes.

### **5. Student Association Report (Paper 2) (P)**

The Board noted:

- The resignation of Linda Corbett as the Student President upon her successful appointment to the role of Student Association Advisor.
- A Student Officer from the Student Association Executive Committee, Amanda-Louise Woods, has taken up duties as a Member of the Board to ensure continued representation of the student voice.
- Executive Committee activities have continued following the report submission including supporting campaigns (LGBT+ History Month, 16 Days of Action, Mental Health and International Women's Day), with a very successful second Drag Show in Ayr.
- The Men's Group activity is being re-evaluated following a low turnout.
- The College had been awarded the LGBT Charter Mark at Foundation level.
- 8 students have signed up to participate in the Education Scotland visit.
- As part of the BRIT Challenge, free copies of cookbooks had been handed out to students.

Updates were provided regarding actions taken following the Class Ambassador network feedback:

- Delay in the implementation of Personal Learning and Support Plans (PLSPs) for those with additional learning support needs, and staff training has now been discussed with SLT.
- SLT have helped explain the rationale for the removal of some HND courses giving the Student Association more confidence in providing reasons to students affected.
- Discussions have taken place with the Catering Manager regarding students having more say on food choices available in the refectories.
- Advice has been given to report all IT issues via the IT Helpdesk, as they were going unreported.
- There will be a focus in March around timetabling issues and assessment scheduling, with dialogue encouraged between the Class Ambassadors and the Curriculum Managers.
- Work has begun with the Promoting Positive Behaviour Group to help influence student behaviour regarding amount of vaping/smoking taking place in inappropriate areas of the College.

The Chair thanked T Chan for his update and wished him well in the Student Association future activities.

**The Board noted the report as presented.**

### **6. Chair's Report (Paper 3) (P)**

The Chair provided an update on activities conducted since the previous Board Meeting on 14 December 2023, and highlighted some key points to the Board.

The Board noted:

- The range and volume of stakeholder and other engagement.
- Future activities planned, including the Board External Effectiveness Review, Board Strategy Day and Board recruitment and development.

The Chair took the opportunity to highlight that a dinner meeting had also taken place with the Chief Executives of the three LAs, the Chair of NHS Ayrshire and Arran, the Chief Executive and Chair of the Ayrshire Chamber and the Chair of the Regional Economic Strategy Working Group on the evening of 19 March at the Ayr Campus.

The Chair stressed that this was a very important and challenging time for the Board to show leadership and stewardship of the College.

The Chair requested that all members share the recruitment advertisement due to be circulated on 3 April for the two Non-Executive vacancies.

**The Board noted the report as presented.**

## **7. Principal's Report (Paper 4) (P)**

The Principal updated the Board on activities conducted since the previous Board Meeting on 14 December 2023, and highlighted some key points to the Board.

The Board noted:

- Success measures, updated report to be brought to June Board meeting.
- Strategic developments.
- Stakeholder engagement.
- Staff engagement.
- Local dispute raised with EIS-FELA, with discussion around impact of strike action.

**The Board noted the report as presented.**

## **8. 2024-25 Board & Committee Dates (Paper 5) (P)**

H Denholm presented the proposed dates and venues for the AY 2024-25, with discussion around increasing the rotation of venues across all three campuses.

**Decision - BOM45-D01: The Board approved the Board and Committee meetings programme for AY 24-25.**

## **11. Performance Balanced Scorecard Dashboard (Live update)**

D Davidson referred to the Performance Dashboard which had been updated and adapted following previous discussions.

A Campbell and D Davidson gave a verbal update on specific target results, and following questions, examples of actions being taken and discussion on other solutions took place.

**The Board received the above live update for noting.**

## **15. Mainstreaming Equality & Diversity Annual Report (Paper 11) (P)**

D Davidson introduced Paper 11 giving an annual update on how the College continues to build on its many strengths and achievements as highlighted in the April 2023 Mainstreaming Equality 2021 – 2023 and Equality Outcomes 2021-2025 Report.

**Decision - BOM45-D05: The Board approved the Mainstreaming Equality and Diversity Annual Report**

## **16. Committee Chairs' Reports on 3rd Quarter Committee Meetings (Papers 12, 13, 14) (P)**

The Board received a written report from each Committee Chair outlining a summary of key issues considered by the Standing Committees since the last meeting of the Board.

The confirmed minutes of these meetings will be received by the Board at its next meeting.

**The Board noted the report from each Committee Chair.**

## **17. Confirmed Minutes: Standing Committees (Papers 15, 16, 17) (P)**

The following confirmed Standing Committee Minutes were received by the Board:

- Learning, Teaching & Quality Committee 16 November 2023
- Business, Resources & Infrastructure Committee 21 November 2023
- Audit & Risk Committee 30 November 2023

**The Board received the above minutes for noting.**

## **18. Financial Regulations Annual Review (Paper 18) (P)**

This paper had been provided for information.

## **19. AOCB**

No further items were discussed.

## **20. Date of Next Meeting: Thursday 13 June at 4pm.**

*(C/P) Confirmed minutes will be published on College Website; (P) – Paper will be published on the College Website; (R) – Paper is reserved, because it contains data or information of a personal nature, which is restricted by legislation, or because it contains commercially sensitive information, and will not be published on the College Website*

**Reserved items on next page**

**Board of Management - Action and Decision Log**  
**Meeting No 46 – 13 June 2024**

*(Paper 1a)*

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action / Decision	Open / Complete / Approved / Declined
28.3.24	2024-25 Board & Committee Dates	BOM45: D01	The Board approved the Board and Committee meetings programme for AY 24-25.	NA	NA	Decision	Approved
28.3.24	Board Recruitment	BOM45: D02	The Board approved the Recruitment proposals: <ul style="list-style-type: none"> <li>re-appointment of Matthew Wilson, Non-Executive Board Member.</li> <li>ratification of the Trade Union Nominated Teaching Staff Board Member appointment for Chris Boyce.</li> <li>ratification of elections for Board Vice Chair &amp; Senior Independent Member.</li> </ul>	NA	NA	Decision	Approved
28.3.24	College Strategic Risk Register	BOM45: D03	The Board approved the Ayrshire College Strategic Risk Register	NA	NA	Decision	Approved
28.3.24	College Estate Update	BOM45: D04	The Board approved the Ayrshire College Estate Updates	NA	NA	Decision	Approved
28.3.24	Mainstreaming Equality & Diversity Annual Report	BOM45: D05	The Board approved the Mainstreaming Equality & Diversity Annual Report	NA	NA	Decision	Approved

**Ayrshire College**

**Board of Management Meeting**

**13 June 2024**

**Strategic Objective Reference:** SO1 An inspirational college experience  
SO2 Embedding diversity and inclusion  
SO5 High performing college underpinned by excellence in stewardship and governance  
SO7 Developing staff and students to enable excellence  
*(delete as appropriate)*

**Subject/Purpose:** Student Association Report

**Action Required:** To note

**Appendices:** Yes – Class Ambassador Mid-Year Review  
*(yes/no)*

**1. Summary/Key Points**

The Student Association team ordinarily consists of two elected officers. The Student President (position vacant), and Student Vice President, Tim Chan. The Student Association is governed by a Student Executive Committee within which students hold various volunteer officer roles. The work of the Student Association is supported by a Student Association Advisor, and is overseen by the Head of Quality Enhancement, Ann Heron.

**2. Proposals and Recommendations**

The Student Association proposes to run nominations and elections for the selection of two Sabbatical Officers with a view to them commencing their duties on the 1<sup>st</sup> of July 2024 as per the Student Association Constitution.

The Student Association proposes to launch the Student Mental Health Agreement alongside the new Ayrshire College “Mind Thy Self” Mental Health App in May 2024.

**3. Associated Risks**

None

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

None

**5. Current Situation**

Student Association Representation at Board of Management and Sub-Committees

The Student Association notes the completion of a closed vote for a member of the Student Association Executive Committee to go forward as a full member of The Board of Management considering the vacant Student President position.

The vote was completed and verified, and we note the appointment of Amanda Louise Woods to the Board of Management as an elected representative for the student body.

The Student Association would like to note their thanks and appreciation to the Board of Management and it's Sub-Committees for their support and guidance during this transition period.

### Student Association Governance

#### *Executive Committee Activities*

The current Executive Committee remains engaged and active across all three campuses with continued works relating to lunch clubs, campaigns and projects which most recently includes continued participation in the Promoting Positive Behaviour Working Group, The S-Word Campaign and attendance at the recent Education Scotland Visit.

#### *Executive Committee Meeting(s)*

The next meeting of the Student Association Executive Committee is scheduled for early May.

#### *Executive Committee Updates*

We note the resignation of Nicola Smith as Women's Officer and would like to thank her for her hard work, dedication and support of the Student Association and for her work on recent campaigns. We wish Nicola all the best for the next stage of her journey.

The Student Association also notes that some of our Executive Officers will be moving on to pastures new for the next academic year and so would like to take this opportunity to express our gratitude for their continued support this year and in years past. The Student Association will commence it's annual recruitment for Executive Officers in the new academic year.

## **6. Student Voice and Engagement, and Activities**

### Class Ambassadors

#### *Meetings*

The Student Association continues with the monthly Class Ambassador meetings. The themes set for February and March were timetabling and assessments and the theme for the April and May meetings will be progression routes and next steps for students.

#### *Feedback*

The Student Association collects feedback from the Class Ambassadors network covering two main areas which are campus wide issues and in-class feedback. During the meetings information, guidance and support is given



where required to encourage Class Ambassadors to take appropriate actions that would support their class.

The feedback continues to be collated in a monthly Summary Note which is then shared with the Class Ambassadors, Curriculum Managers, Heads of Service and other key departments as part of the feedback loop.

Regarding progression routes and support feedback from the Class Ambassadors, this has largely been positive. A small number of Class Ambassadors felt that support to explore alternative options following the removal of an HND progression route could be more substantial and notification of the removal of the courses could be timelier. This has been fed back to Curriculum Managers through the monthly Summary Notes. We note action already having been taken in some areas regarding this and Class Ambassadors extended their thanks for the swift response from different college areas.

### *POSITIVES*

The feedback about support to progress either at Ayrshire College or to another pathway was largely positive. We noted, specifically, that there was a lot of support for students to explore whether their chosen progression route was the right one with lots of students being supported to move into different courses. The Class Ambassadors said they were well supported, the guidance and advice was excellent and being quickly and appropriately linked to different Curriculum Departments for support was incredibly helpful.

#### *Class Ambassador – Mid Year Review*

The Student Association reported on some key findings from their Class Ambassador Mid-Year review in the last paper. We can now advise that the review is complete and the Report is now available for your perusal as an appendix to this paper. The Student Association will use the review and its recommendations for development areas to support the implementation of the Class Ambassador Programme for the next academic year.

### Student Association Events, Campaigns and Activities

#### *Student Clubs, Societies and Drop Ins*

The Student Association clubs, groups and societies are all largely active however we do note that some activities are winding down with many of our students being busy with college work including assessments and graded units.

We have supported students to start a new Warhammer 40k group in Kilmarnock, and this has been going well.

The Battle for Scotland Online Gaming Tournament has now concluded and whilst none of the Ayrshire College teams placed, everyone enjoyed taking part. All our players will receive a certificate of appreciation for representing Ayrshire College with professionalism.

### *Draggity Act 2*

The Student Association hosted its second Drag Show at the beginning of March to celebrate the end LGBT+ History Month. This was led by LGBT+ Officer, Kieran Quinn. The uptake was very high and the feedback was excellent with one student saying “having events like this makes me feel proud to be an Ayrshire College student”.

### *Brit Challenge*

The Student Association took part in the BRIT Challenge in March, the nationwide initiative to support students to improve their mental health and wellbeing. We provided healthy recipe cookbooks for students. The uptake was high, and we have given away approximately 100 cookbooks. Additionally, within the Ayrshire College Photographic Society student group, students were challenged to take 24 outdoor photos to encourage physical activity. We supported other key colleagues in the college to offer challenges to students including the use of gym equipment for fun mini challenges.

### *Turn Up Campaign*

The Student Association took part in the NUS Turn Up Campaign which aims to encourage students to register to vote and subsequently use their vote in the upcoming General Elections. Support to register and help to receive free ID were also given to students. The event was received extremely positively by students.

### *S-Word Campaign*

The Student Association supported and participated in the new S-Word Campaign, which aims to reduce the stigma around suicide and talking about Mental Health. There were three marketplace events across the campuses, special workshops and talks and the events were well received by the students and staff alike. The Student Association will support this campaign on an annual basis going forward.

### *Transpride March*

Ayrshire College hosted this year's Transpride March and the Student Association supported this by offering LGBT+ and trans themed goody bags which included pens, trans themed fun stickers, wristbands, pronoun badges and mini TransPride Flags. We took this opportunity to also promote the College's newly achieved LGBT Charter Mark.

### *AEV Education Scotland Visit*

The Student Association, plus 7 students, attended an Education Scotland Visit to provide information and feedback on the work of the Student Association and it's impact. Our thanks go to the students who took the time to attend and for their excellent contributions. We noted the feedback from students to the AEV facilitator were largely positive including that they felt the Student Association was approachable, more present and very active across all three campuses. We also noted that feedback given from the facilitator on

the day would corroborate an increase in the visibility of the Student Association.

## 7. Future Activity

### *Student Association Volunteer Awards*

The Student Association will be giving our Class Ambassadors, Executive Committee Officers, Wellbeing Ambassadors and Student helpers a Volunteering Award which will be endorsed by Tim Chan and Angela Cox. These will be graded from bronze through to platinum and will be the Student Association's way of giving Recognition and Reward for the efforts and commitment given by our students. We hope to give out these awards at the end of May.

### *Mental Health Awareness Week*

The 13<sup>th</sup> to the 19<sup>th</sup> of May is Mental Health Awareness Week and the Student Association are working in collaboration with key colleagues across the college to provide a programme of activities in line with this year's theme of Movement for Mental Health. We will offer a series of mini challenges, including walking for wellness and give up your phone for a day. We will also be offering stress balls, links to websites and information leaflets for students. The Campaign week will also be supported by a Podcast mini series in collaboration with Rockpool Podcasts.

As part of the weeklong campaign, we will also launch two new Ayrshire College Resources. They are:

- The Student Mental Health Agreement. This is the pledge from Ayrshire College and the Student Association, created in collaboration with NUS Think Positive, that we will continue to make Student Mental Health a key priority and provide continued support for students.
- Mind Thyself Mental Health App. This app has been created in collaboration with the colleges NHS Mental Health Nurse, Michelle Morton and John McBlain, Music and Sound Production Lecturer. This app is a one stop shop for all things Mental Health including a variety of topics, links to external websites and can even initiate phone calls to Mental Health support phone lines at the click of a button.

### *Essential Radio Relaunch*

The Student Association in partnership with Essential Radio are making an application to the Ayrshire College Foundation for funds to fit PA and sound systems into the Kilwinning and Ayr Refectories (similar to what is already in place at Kilmarnock) and to cover the cost of the Radio licences to allow playing of Essential Radio in all three Campus Refectories. The aim of this project is to widen the reach of Essential Radio and therefore increase the number of students who will be able to hear the important student messages that go out on the radio. It will also boost the ambience in the refectories, promote the radio station and the college and encourage student engagement. If we are successful, we hope to have our plans implemented for the new academic year.

### *Student Association Extra Curricular Fund*

In the 2023-2024 Academic Year, the Student Association assigned £6000 of it's budget specifically to an Extra Curricular Fund. This fund supported activities, projects and resources for 17 classes and benefited over 250 students. Due to the popularity of the fund, the Student Association will be making an application to the Ayrshire College Foundation for monies to create a larger Extra Curricular Fund with a view to supporting a greater number of classes and students.

### *Current Sabbatical Officer Exit Activity*

The Student Association notes that Tim Chan will be moving on from Ayrshire College after the summer to continue with his studies. We'd like to express our thanks and appreciation for the stellar work of Tim over the last academic year. His inputs and commitment to the student body, to raising aspirations and desire to build a community amongst student will leave a legacy to be proud of. The Student Association Advisor will work with Tim to undertake a variety of exit strategy activities and wishes Tim well for the future.

### *New Sabbatical Officer Inductions*

The Student Association Advisor has created a programme of induction activities for the new incoming Sabbatical Officers including a variety of shadowing sessions with key college departments. These sessions will upskill the new officers, increase their knowledge of different college provisions and provide opportunity for them to begin building their networks.

## **8. Conclusion**

The Student Association will be working towards the election of two Sabbatical Officers for the next academic year. The Student Association will undertake future planning activities in order to ensure the smooth and effective running of it's core duties for the next academic session. Legacy projects to be carried forward will be included in the Student Association TOEP for the next academic year.

**Tim Chan**  
**Student Vice President**  
**May 2024**

\*This paper will be published on the College website



# Student association

## Class Ambassador

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### Mid-Year Review 2023 -2024

This short report provides the results and details of the 2023-2024 Mid-Year Review for the Ayrshire College Class Ambassador Programme.

# **CONTENTS**

- 1. Introduction**
- 2. Training**
- 3. Working with Curriculum**
- 4. Programme Delivery**
  - Communications**
  - Meetings**
- 5. Conclusion**

# 1. Introduction

The Student Association at Ayrshire College facilitates the Class Ambassador Programme in collaboration with all Curriculum areas.

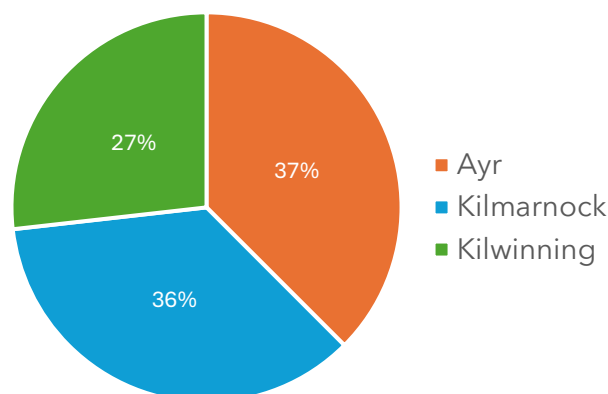
Students are offered the opportunity to be a Class Ambassador, where they can receive training, engage in regular feedback meetings, work on collecting feedback from their class and support the feedback loop process at the College.

As part of this process, the Student Association undertakes a mid-year review of the programme and goes out to the Class Ambassadors themselves to canvas their opinions and to ensure the programme meets the needs of the Ambassadors and seeks opinion on areas of improvement.

The review focusses on several key areas including delivery of the training programme, engagement with Curriculum areas, the programme delivery and suitability of meetings as well as asking for general feedback about the programme.

This report will cover the key areas mentioned and will also provide some information on potential areas for development.

There were 56 responses to the survey, which is an 18.5% response rate. The Chart shows the spread of which campuses the responding Ambassadors study at. We feel this is a representative sample of Ambassadors from across the 3 campuses.



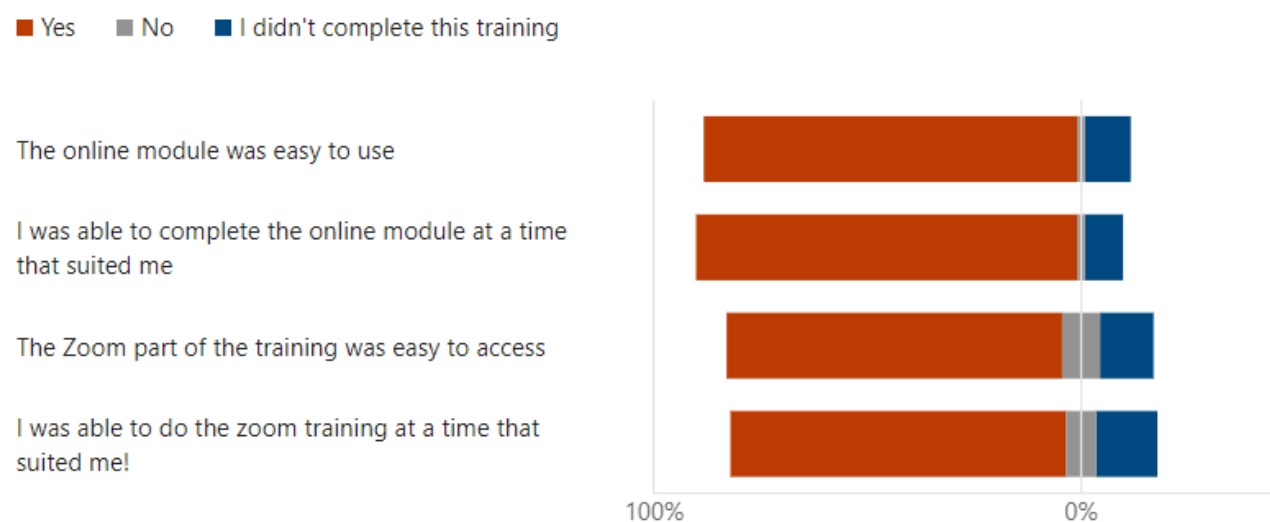
## 2. Training

For the 2023-2024 delivery of Class Ambassador Training, the Student Association worked closely with Student Partnerships in Quality Scotland (SPARQS) to offer their in-house Class Ambassador Training Programme.

This consisted of an online module that would take no more than 2 hours to complete (part 1), followed by a Zoom Training session with the SPARQS Associate Trainers (part 2).

The online module was made available through MyLearning (Moodle) with the support of the Digital Learning and Development Team.

Here are the results from the questions we asked about the Training:



The online module was easy to use: **Yes = 87.5%** **No = 1.8%** **Didn't complete = 10.7%**

I was able to complete the online module at a time that suited me:  
**Yes = 89.3%** **No = 1.8%** **Didn't complete = 8.9%**

The zoom part of the training was easy to access:  
**Yes = 78.6%** **No = 8.9%** **Didn't complete = 12.5%**

I was able to do the zoom training at a time that suited me:  
**Yes = 78.6%** **No = 7.1%** **Didn't complete = 14.3%**

We have noted the slightly lower scores regarding part 2 of the training and can advise this is likely due to the availability of the training and short space of time for scheduling.

*DEVELOPMENT AREA:* Plan ahead for part 2 and give more time for training dates.



WHAT THE CLASS AMBASSADORS SAID ABOUT  
THE ONLINE TRAINING MODULE

A word cloud representing feedback on the online training module. The most prominent word is 'good'. Other significant words include 'informative', 'easy', 'lots of information', 'useful', 'interesting information', 'context was good', 'modules were very good', 'point which was good', 'class ambassador', 'suitable', 'course', 'informative and lots', 'online modules', 'module was informative', 'content was very good', and 'easy'.

WHAT THE CLASS AMBASSADORS SAID ABOUT  
THE ZOOM TRAINING SESSIONS

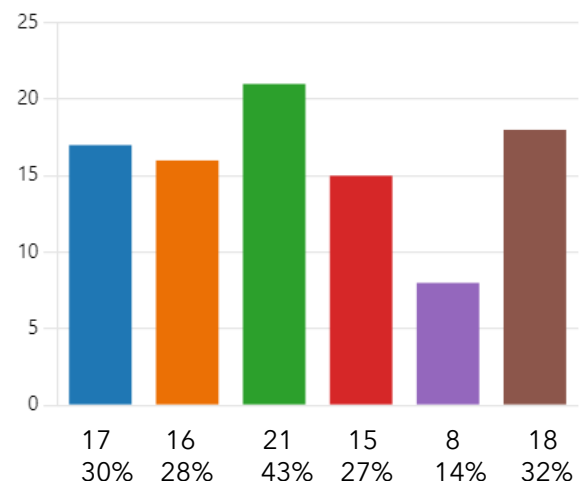
A word cloud representing feedback on the Zoom training sessions. The most prominent word is 'good'. Other significant words include 'helpful', 'lots of information', 'good and relevant', 'pace was good', 'Good and understanding', 'session was quite good', 'times available', 'zoom training', 'questions', 'online training', 'easy', 'online module', 'trainer was very Good', 'good Information', 'Not so good', 'class ambassador', and 'trainers were very friendly'.

Overall, we are satisfied that the training programme and delivery for 2023-2024 was suitable and fit for purpose and we will likely use the same programme for the 2024-2025 academic year.

### 3. Working with Curriculum Areas

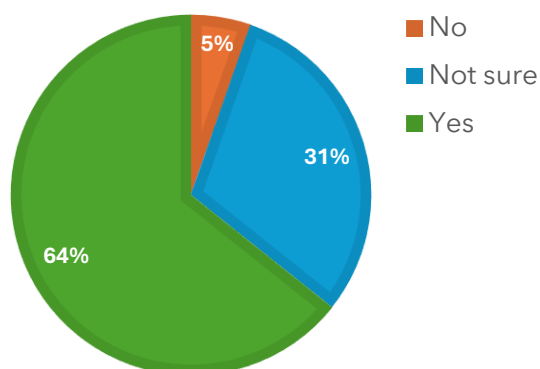
A large part of the integration of the Class Ambassador Programme, and ensuring it's effectiveness, relies on the relationship between the students and their respective Curriculum Areas. So, we asked whether Class Ambassadors had any engagement from their Curriculum Areas and what kind. The results table is below, and we would note that Ambassadors were able to pick all of the choices that applied to them.

- They have spoken to me 1-to-1
- They have emailed me
- I've been added to a Teams page
- I attended a meeting
- I was invited but unable to attend a meeting
- I haven't heard anything from them



We note the higher result of Ambassadors who hadn't heard anything from their Curriculum Area. This is an area of concern as it may indicate reduced interaction with the Class Ambassadors which can therefore reduce the strength of the student voice and effectiveness of the feedback loop.

We then asked "Do you feel you can help influence decisions made in your curriculum area?"



We are pleased to note that despite lower levels of engagements in the Curriculum Areas, that most Ambassadors still felt they could help to influence decisions. We would like to see this number higher though!

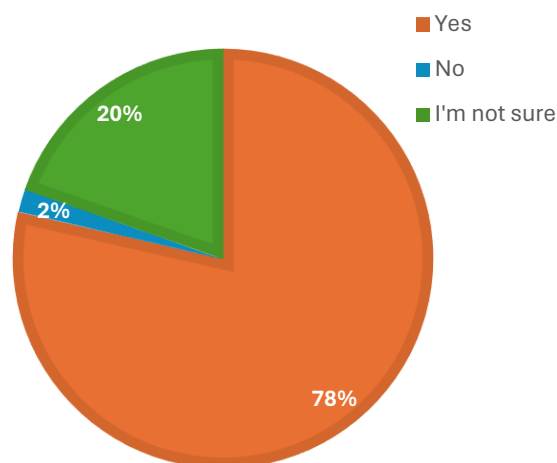
**DEVELOPMENT AREA:** higher amounts of engagement from the Curriculum Areas would boost the efficacy of the feedback loop, support a stronger student voice and allow Ambassadors to feel more confident to influence decision making.

## 4. Programme Delivery - Communications

The next key area we reviewed was the Student Association delivery and facilitation of the programme. This largely focusses on the methods of communication and the cycle of monthly meetings. We also asked for ideas and suggestions for improvement.

Our main method of communication is through a Teams page, this allows us to post information, meeting reminders, calls to actions and provides a central place for essential documents such as training materials, meeting schedules and our monthly summaries.

We asked if the Ambassador's found the Teams Page useful.



We are pleased with the high response of 78% that said yes, and it's a strong indicator towards continuing with the use of a Teams Page.

However, for the next review, we feel it may be helpful to have a "more information" box in the survey to understand the reason behind the responses for No and Unsure!

We then asked if there was anyway we could make the Teams Page better. We used a free text box for this question. The responses were largely that they were happy with the Teams Page in its current format. There was one small suggestion of having Campus specific channels and we may consider this as an addition to the main page. There was also a suggestion of "pinning" important documents and we've adopted that idea.

Here are some other comments made:

*"Everything that is put up seems easy to access and is very informative"*

*"I think the teams page is fantastic."*

*"I'm happy with the way it is"*

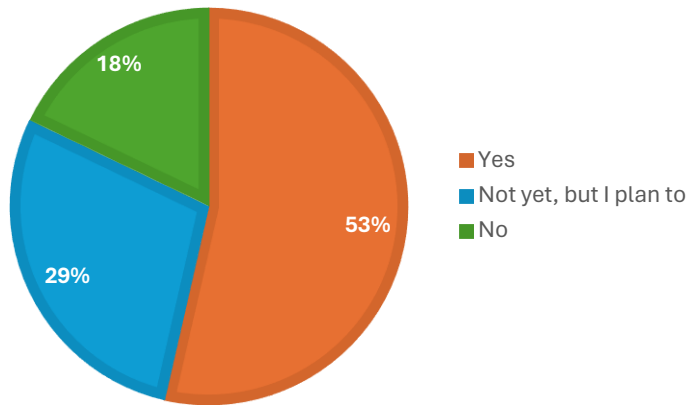
*"I think that the group is very good for what we need and I can't think of anything to make it better"*

*"The Teams Group acts as an invaluable bulletin board and the Student Association updates the page regularly."*

# Meetings

The Student Association schedules monthly meetings on each campus and an additional online meeting which provides opportunities for Class Ambassadors to provide feedback, ask questions and receive information and updates.

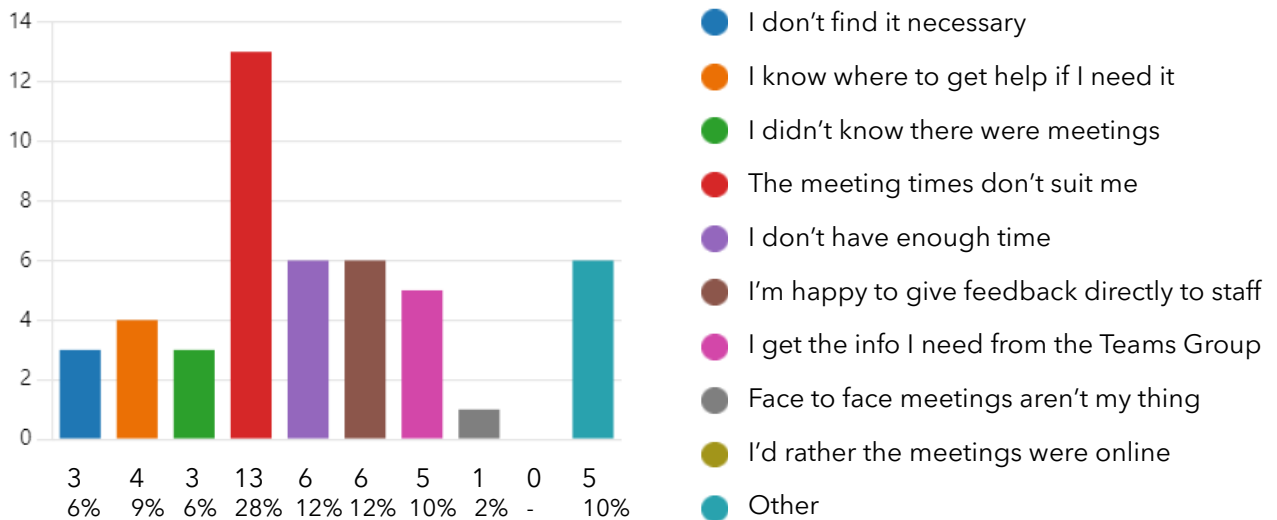
We asked if Ambassadors had been able to attend any of the meetings.



Attendance at the meetings fluctuates and we've noted typically higher attendance at the start of the Semesters.

We may review the format of meetings for the end of semester when attendance is lower. This could be that we hold an extra online meeting.

Following this, Ambassadors were asked about the reasons they hadn't been able to attend meetings! Ambassadors could chose all options that applied. There were 47 collective responses for this question.



We note the highest response being for "the meeting times don't suit me". We are aware that this is an annual challenge in relation to the scheduling of meetings. The Student Association makes efforts to alter the days and times of each campus meeting every month to give Ambassadors the opportunity to attend some of the meetings. However, we anticipate this remaining a challenge due to the variety of timetables that the Ambassadors will have but will continue to consult with the Ambassadors on meeting times.

## 5. Conclusion

The Class Ambassadors are largely reporting that the programme for 2023-2024 is suitable, that the communications are appropriate, and that the delivery of the programme is fit for purpose.

We recognise that there are some areas for improvement and development, and as a Student Association, we commit to the following development areas:

### *Training*

We will endeavour to look at the scheduling of the training (part 2) and consider a longer delivery phase. We will balance this with having the Class Ambassadors active and able to begin their role at a reasonable point at the start of the academic year.

### *Curriculum Engagement*

We will endeavour to engage with Curriculum areas to encourage the uptake of Ambassador communications inside their own Curriculum departments throughout the academic year. We will do this in collaboration with a variety of key stakeholders across the college.

### *Communications*

We will include a free form text box in the next review to better understand why some Ambassadors either don't find the Teams page helpful or are not sure about the Teams page being helpful.

### *Meetings*

We will continue to communicate with our Class Ambassadors about the suitability of meetings times and consider any suggestions made on how to make the meetings more accessible.

The Student Association would like to take this opportunity to give their thanks to the Class Ambassadors for their engagement with the programme and the mid-year review of the programme.

Tim Chan  
Student Vice President  
Ayrshire College Student Association

**Board Of Management meeting**

**13 June 2024**

**Strategic Objective Reference:** SO1 An inspirational college experience  
SO4 Working with partners and businesses.  
SO7 Developing staff and students to enable excellence.

**Subject/Purpose:** The purpose of this report is to update Board Members on activities carried out by the Chair since the 28 March College Board meeting.

**Action Required:** To Note

**Appendices:** No

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**1. Summary/Key Points**

Whilst it is generally recognised that Colleges are the powerhouses of Scotland's economy, there is no doubt that the educational reforms needed to deliver this in the future partnered with financial constraints present a very challenging context for Ayrshire College to meet its objectives.

**2. Strategic Issues**

The context of delivering high quality education to our students means that the Board must take cognisance of the changing environment for the College and be responsive to the requirements of the Ayrshire economy as well as the needs of our students.

**3. Stakeholder Engagement**

I continue to meet with our stakeholders and partners, by way of ongoing dialogue. Whilst there are opportunities for improved working relationships, the feedback I am receiving is very positive with regards to Ayrshire College provision and relationships.

**4. Other Engagements/Future activities**

I was delighted to be able to attend the following events, the internal College meetings showcased the significant achievements of our students and our staff.

- a. MP & MSP meetings; the annual programme of meetings ongoing.
- b. Board External Review Meeting with CDN 15 April
- c. Board Strategy Day 16 April
- d. Internal Audit Questionnaire & Meeting with Auditor – Corporate Governance
- e. External Effectiveness Review
- f. College Chairs Group
- g. Excellence Awards

## Future activities

- Annual Reviews – July & August
- Induction meetings with new Student President & Vice President
- RemCo Meeting – end June
  
- **Our Governance**
  - **Board and Committee Membership and Recruitment**
    - Board Member Recruitment commenced in April to replace two expected leavers in July, with recommendations from the Search & Nomination Committee in the Recruitment paper.
    - Many thanks to Search & Nomination Committee members for participating in Microsoft Teams Recruitment Q&A sessions which were well received.
    - Many thanks to the Search & Nomination Committee members, plus our External Independent Member, Jane McKie, for their assistance with the latest recruitment campaign.
  
    - The new Vice Chair & Senior Independent Member are announced following the Non-Executive Board Member nominations process. Congratulations to Matthew Wilson who will take up the Vice Chair role & Alison Sutherland who will take up Senior Independent Member role, both from 01 August 2024.
  
    - Committees interim structure update issued, revision will take place again to incorporate the new Non-Executive Board members due to start August 2024.
  
  - **Board Member Development**
    - Board members participated in a Strategy Day in April.
    - Annual Appraisals will take place July/August.
    - Board Members are reminded to ensure that they have completed mandatory CDN induction.
    - Opportunities for further development are also published on the CDN website [CDN Governance Hub](#).
    - Please advise the Board Management Office of your attendance at any learning that you complete as a representative of the Ayrshire College Board – this information can then be included in your development record.
    - This includes learning via the Staff Learning Portal, and the LinkedIn Learning Account Licences.
    - New information continues to be shared in the “Board members Knowledge & Development Bank” Teams page.

## **5. Trade Union Nominees on Boards**

We are hopeful that a local Unison representative will be appointed in the College soon, allowing for the possibility of inviting them onto the Board.

## **6. Our Communications**

Board members continue to receive Ayrshire College All Staff Emails, with the Board Governance Adviser issuing any additional specific communications regarding development opportunities and meetings as required.

The Student President/Vice President will also forward to the Board Governance Adviser selected specific communications for sharing with Board members.

## **9. Current Situation/Assessment**

N/A

## **10. Proposals and Recommendations**

No further proposals are included within this paper

## **11. Risks**

N/A

## **12. Resource Implications**

No further resource implications require to be noted.

## **13. Equality and Diversity Impact Assessment**

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

## **14. Sustainability**

N/A

## **15. Consultation/Input**

No formal consultation is required given the subject of this paper.

**Fiona McQueen**  
**Chair, Board of Management**  
**28 May 2024**

This paper will be published on the College website.



# Annual Engagement Visit Report

Ayrshire college

21/05/2024

*Board of Management Meeting, 13 June 2024*

<b>College Principal</b>	<b>Angela Cox</b>
<b>Annual Engagement Visit Date</b>	<b>16th April 2024</b>
<b>College Nominee</b>	<b>Anne Campbell</b>
<b>Lead HMI</b>	<b>Sarah Halliwell</b>

## 1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners, and other stakeholders. This report outlines the findings from the visit, and includes aspects of positive practice, aspects for improvement, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body. An accompanying short report will be published on Education Scotland’s website.

During the AEV the team explored the following overarching themes: learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement.

The team also reviewed progress against actions identified during our engagement in AY 2022-23.

## 2. The college and its context

Ayrshire College is a large regional college providing education, skills development, and training from three main campuses in Ayr, Kilmarnock and Kilwinning. Programmes are offered at Scottish Credit and Qualifications Framework (SCQF) levels 1-8 and include a range of Foundation Apprenticeships (FA), Modern Apprenticeships (MA), and bespoke training for businesses. The range of programmes includes aerospace and broader engineering specialisms, sport and leisure, hospitality and tourism, healthcare, social care, and early years education. Approximately 11,000 learners enrol on college programmes each year.

The region includes multiple areas of significant deprivation and the highest rates of children living in poverty outside Glasgow. The college works with the three Ayrshire local authorities: East Ayrshire, North Ayrshire, and South Ayrshire to contribute to community planning and provide part-time provision for school age young people in mainstream secondary schools and special schools across Ayrshire.

Performance indicator information used throughout this report are from SFC published data for academic year (AY) 2021-2022. Reference to unconfirmed data provided by the college for AY 2022-2023 is included in this report.

### 3. Summary of findings

#### 3.1 Learner progress and outcomes

##### Summary of key performance indicator information

- In AY 2021-2022, the overall rate of successful completion for learners on full-time further education (FE) programmes was 58.5% which was 0.5% below the sector norm. Unpublished college data for AY 2022-2023 indicates this rate has increased by over 10% and is now 68.6%.
- Most full-time FE subject areas had successful completion rates above sector norms in AY 2021-2022. Programmes in performing arts, media, art and design, and sports and leisure had successful completion rates at least 10% above the sector norms.
- In AY 2021-22, the overall successful completion rate for learners on part-time FE programmes was 70.9%. This was 5.4% lower than the sector norm of 76.3%. Unpublished college data for 2022-2023 indicates that the number of learners on part-time FE programmes who completed their programme successfully increased by 4% and is now 74.7%.
- The overall successful completion rate for learners on full-time higher education (HE) programmes was 62.1% in AY 2021-2022, which was just below the sector norm. Programmes in computing and ICT, sport and leisure, construction and engineering were above sector norms. However, programmes in care and media were below the sector norm. Unpublished college data for 2022-2023 indicates that the number of learners on full-time HE programmes who completed their programme successfully, increased by 3.7% and is now 65.8%.
- The overall successful completion rate for learners on part-time HE programmes was 69.6% in AY 2021-2022. This was a decrease of 15.2% from the previous year. Unpublished college data for 2022-2023 indicates that 83.4% of learners successfully completed their part-time HE programmes, which is an increase of 13.8%.
- The overall successful completion rate for care experienced learners in AY 2021-2022 was 59.2%, which is 6.7% higher than sector norm. Unpublished college data for 2022-2023 indicates that 66.9% of care experienced learners on full-time FE programmes and 57.9% of care experienced learners on full-time HE programmes completed their programmes successfully.
- In 2021-2022, the overall withdrawal rate for learners on full-time FE programmes was 34.1%. This was 4.8% higher than the sector norm and an increase of 3.2% from the previous year. Unpublished college data for 2022-2023 indicates that this has improved by 9.1% and is now 25%.
- The overall withdrawal rate for learners on full-time HE programmes was 26.9% in AY 2021-2022, which was 3.3% higher than the sector norm and an increase of 7.5% from the previous year. Unpublished college data for 2022-2023 indicates that the withdrawal rate for learners on full-time HE programmes has improved and is now 24.1%.

- In AY 2021-2022, the successful completion rate for learners who identify as female on FE level programmes was 58.1% and the successful completion rate for learners who identify as male on FE level programmes was 73.3%.

## Equity, attainment and achievement for all learners (QI 3.2)

### Areas of positive progress

- The Corporate Parenting, Student Carers and Estranged Students steering group works productively to improve retention and attainment of learners who face additional challenges. The group sets targets and reviews and monitors college action plans to ensure that specific groups of learners are supported to overcome barriers to learning. This includes learners who are care experienced or have a disability.
- College managers and support team leaders have completed trauma informed and responsive practice (TIRP) training to embed a trauma informed approach to support learners. Staff use this training and collaborate well to support learners to complete their programme successfully.
- Arrangements to support new learners to make the transition to college are effective. Staff encourage learners to identify support needs and address funding queries during the application arrangements and preparing for college activities. Families of learners who have additional support needs are invited to participate in preparatory activities which assists new vulnerable learners to settle more confidently into the college environment.
- Managers and staff use coherent data to identify learners who require additional support and to initiate interventions to help learners at risk of withdrawal to remain on their programme.
- The virtual portal MyAyrshire provides useful information to learners on funding, programme content, and provides easy access to online resources and support services. The helps learners to remain on programmes.
- Curriculum managers and support team leaders collaborate well to improve retention and attainment. Almost all staff engage well with college systems to record and monitor learner attendance and progression. Weekly attendance meetings with curriculum and support staff are effective in implementing actions to improve and enhance learner motivation, engagement and attendance.
- Diversity and inclusion are promoted proactively by the students' association (SA) office bearers who host a wide range of events and campaigns that reinforce a college-wide culture and commitment to supporting learners. These include The White Ribbon campaign, 16 Days of Action and the S-Word campaign.

### Areas for development

- None identified.

## 3.2 3.2 Approaches to assuring and enhancing the quality of learning and teaching including professional updating.

### Leadership for improvement of learning and teaching (QI 1.2)

#### Areas of positive progress

- The college provides good opportunities for teaching staff to engage in professional development and updating. Trauma-informed approaches to curriculum planning, building future pathways and the Aspire programme are offered as professional development opportunities to all teaching staff. Most teaching staff hold the Teaching Qualification in Further Education (TQFE) and many make good use professional learning opportunities to gain full professional registration with the General Teaching Council for Scotland (GTCS).
- Most managers draw productively on the college's well-established industry links to plan provision that supports economic growth in the region. This is particularly strong in the fields of aeronautical engineering, sustainability and tourism. This provides learners with access to useful and relevant progression pathways and opportunities for employment.
- Senior managers implement well, a range of transformational projects to address the skills needs and enterprise priorities for the region. Projects prioritise curriculum design, digital transformation and sustainability. Curriculum teams are supported well by managers to amend and redesign programmes to enable shorter and more flexible modes of delivery.
- All staff access comprehensive and reliable information to support monitoring, evaluation and planning activities. Managers record, share and analyse performance indicator (PI) data. They draw effectively on these facilities within formal programme review meetings to evaluate the impact of the curriculum and plan for improvement.
- The digital transformation project is enhancing learning and teaching approaches. Digital technologists are supporting teaching staff well to produce online learning materials for learners to access through the college's virtual learning environment (VLE).
- Recently appointed guidance tutors are providing good support to learners on FE level programmes. However, this facility is not in place for learners on HE level programmes.

#### Areas for development

- None identified.

### Learning, teaching, and assessment (QI 2.3)

#### Areas of positive progress

- Staff use a range of effective mechanisms to capture the views of learners. Most learners contribute productively to end-of-unit evaluations, learner focus groups and informal feedback initiatives. Feedback from learners is used well by managers to inform improvements to learning and teaching approaches and services to support learning.
- Curriculum and support managers collaborate well to support learners. Teaching and support staff regularly update learners' individual Personal Learning and Support Plans (PLSPs) and

share them through an online portal. This assists staff to integrate approaches to support learners to achieve and progress.

- In a few programme areas learners have completed an online self-assessment tool to identify meta skills. This is helping these learners to recognise and track the development of meta skills over time.
- Learner feedback is used well by most staff to reflect on their professional practice and learning and teaching approaches. This is supporting improvements to curriculum design and influencing approaches to help learners to achieve their qualification.
- Effective practice is shared well with staff using an online learning framework to access resources from the digital support team that enhances learning and teaching approaches.
- Useful workshops and training have been delivered that support staff well to develop and extend their professional practice.

### **Areas for development**

- In some curriculum areas the delivery of core skills is not sufficiently contextualised to ensure it is relevant and engaging for learners.
- Most curriculum teams have not yet fully embedded the development of meta skills within their programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and promote them to prospective employers.

## **3.3 Learner Engagement**

### **Learners leading learning (QI 1.2)**

#### **Areas of positive progress**

- The SA is represented well at college board meetings and across all strategic committees. The post of Student President is currently vacant and executive officers meet regularly with senior managers and contribute positively to discussions. Almost all learners have a high awareness of the SA and can identify its impact.
- Learner representatives participate well at programme team meeting reviews to convey the views of their classmates and contribute to planning of activities to support their peers. They value the opportunity to suggest improvements to learning and teaching.
- The majority of learner representatives completed training to perform their roles effectively. Most learners are confident that they are listened to and their suggestions for improvement are acted upon.
- Learners value events organised by staff and the SA to raise awareness of health and wellbeing. These include training on the impact of misuse of drugs, alcohol and gambling, stress management, and the effect of caffeine on sleep.

### Areas for development

- None identified.

### Evaluation leading to improvement (QI 1.4)

#### Areas of positive progress

- Learner feedback from college surveys is used effectively by staff to inform future planning. This has resulted in improvements to curriculum design, adaptations to learning and teaching approaches and enhancement of support services.
- Learners feel their voice is strong and is used well by staff to implement positive change.
- A comprehensive review of admission arrangements, which included extensive consultation with new learners, has resulted in the introduction of preparing for college activities that are helping to ease transition.

#### Areas for development

- Learner participation rates in the Student Engagement and Satisfaction Survey (SESS) are low.

### Learning teaching and assessment (QI 2.3)

#### Areas of positive progress

- Curriculum staff draw constructively on their partnerships with employers to arrange industrial placements and promote employment pathways. Learners' value the vocational skills they gain from work-based experiences to plan and prepare for entering employment.
- Project-based assessment approaches are used effectively by many curriculum staff to ensure contextualisation to industry standards and practices. This increases the motivation for learners to succeed.

#### Areas for development

- None identified.

### 3.4 Update on previous Education Scotland evaluative activities AY 2022-23

The college has made appropriate progress since our last visit. Staff have acted on the areas for development identified in the previous report in relation to; improving rates of successful completion; addressing the number of learners leaving their programme early; ensuring staff have access to comprehensive and reliable information to support systematic evaluation and secure improvement. The college has developed clear actions and support mechanisms to improve the success rates for learners on FE programmes. All safeguarding areas for development have also been addressed.

#### 4. Main Points for Action

- None identified.

#### 5. What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Sarah Halliwell  
HM Inspector



## Annexe 1 Evaluative Terms

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Annexe 2

**Full-time FE**

<b>College</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>	25.2%	8.6%	66.2%
<b>2019-20</b>	22.1%	13.10%	64.7%
<b>2020-21</b>	30.9%	10.8%	58.2%
<b>2021-22</b>	34.1%	7.4%	58.5%
<b>2022-23</b>	25.00%	6.4%	68.6%
<b>National sector performance</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>	24.70%	10.10%	65.20%
<b>2019-20</b>	20.80%	13.20%	66.00%
<b>2020-21</b>	27.30%	11.70%	60.90%
<b>2021-22</b>	29.30%	11.70%	59.00%

**Part-time FE**

<b>College</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>			
<b>2019-20</b>	18%	13.5%	68.5%
<b>2020-21</b>	13.5%	15.8%	70.7%
<b>2021-22</b>	15.4%	13.7%	70.9%
<b>2022-23</b>	14.1%	11.2%	74.7%
<b>National sector performance</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>	9.30%	11.00%	79.70%
<b>2019-20</b>	9.50%	12.50%	78.00%
<b>2020-21</b>	10.10%	13.70%	76.20%
<b>2021-22</b>	10.70%	13.00%	76.30%

**Full-time HE**

<b>College</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>	21.2%	12%	66.8%
<b>2019-20</b>	19.1%	12.2%	68.7%
<b>2020-21</b>	19.4%	10.1%	70.60%
<b>2021-22</b>	26.9%	11%	62.10%
<b>2022-23</b>	24.1%	10.1%	65.8%
<b>National sector performance</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>	18.50%	11.70%	69.80%

<b>2019-20</b>	14.90%	11.70%	73.40%
<b>2020-21</b>	17.60%	10.90%	71.60%
<b>2021-22</b>	23.60%	13.90%	62.50%

### Part-time HE

<b>College</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>			
<b>2019-20</b>	12.3%	12.7%	75%
<b>2020-21</b>	6.1%	9.2%	84.8%
<b>2021-22</b>	9.2%	21.3%	69.6%
<b>2022-23</b>	6.8%	9.8%	83.4%
<b>National sector performance</b>			
	<b>Withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2018-19</b>	9.00%	12.10%	78.90%
<b>2019-20</b>	8.20%	13.70%	78.10%
<b>2020-21</b>	9.20%	9.90%	80.90%
<b>2021-22</b>	9.50%	11.70%	78.80%

28 May 2024

Angela Cox  
Principal  
Ayrshire College

Dear Ms Cox

A team of HM Inspectors from Education Scotland visited Ayrshire College in April 2024 to undertake an Annual Engagement Visit. During our visit, we talked to learners, staff and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work:

### **Learner progress and outcomes**

The rates of successful completion for learners on all modes of study were below the sector norm in AY 2021-2022. According to unconfirmed data provided by the college rates of successful completion have significantly increased in AY 2022-2023 with corresponding improvements in rates of learner withdrawal. In most subject areas learner successful completion rates were higher than sector norm in 2021-2022. Rates of successful completion for learners who are from a care experienced background and for learners who declare a disability were above sector norm in AY 2021-2022 and according to unconfirmed college data successful completion rates for these learners continue to increase in 2022-2023.

The use of a trauma-informed approach to curriculum design and arrangements to support new learners to make the transition to college are effective in supporting learners to remain on college programmes. Specific groups of learners are supported to overcome barriers to learning through a collaborative approach between curriculum and support staff. This includes learners who are care experienced or have a disability.

Diversity and inclusion are promoted proactively by the students' association (SA) office bearers who host a wide range of events and campaigns that reinforce a college-wide culture and commitment to supporting all learners.

### **Approaches to assuring and enhancing the quality of learning and teaching including professional updating.**

The college provides good opportunities for teaching staff to engage in professional development and updating. All staff are offered professional development in trauma-informed approaches to curriculum planning, building future pathways and the Aspire programme. Most teaching staff hold the Teaching Qualification in Further Education (TQFE) and many make good use of professional learning opportunities to gain full professional registration with the General Teaching Council for Scotland (GTCS). Effective practice is shared with staff using an online learning framework to access resources from the digital support team and this enhances learning and teaching

approaches. Useful workshops and training have been delivered that support staff well to develop and extend their professional practice.

Curriculum staff are supported well by managers to amend and redesign programmes. A range of transformational projects prioritise curriculum design, digital transformation and sustainability to address the skills needs and enterprise priorities for the region. Managers draw productively on the college's well-established industry links to plan provision that supports economic growth in the region. This is particularly strong in the fields of aeronautical engineering, sustainability and tourism. This provides learners with access to useful and relevant progression pathways and opportunities for employment.

Staff engage well with college self-evaluation arrangements and demonstrate a good understanding of how to plan for improvement. All staff access comprehensive and reliable information to support monitoring, evaluation and planning activities. Managers record, share and analyse performance indicator (PI) data. They draw effectively on these facilities within formal programme review meetings to evaluate the impact of the curriculum and plan for improvement.

Learner feedback is used well by most staff to reflect on their professional practice and learning and teaching approaches. This is supporting improvements to curriculum design and influencing approaches to help learners to achieve their qualification.

## Learner Engagement

The Ayrshire College Student's Association (SA) is represented well at college board meetings and across all strategic committees. Executive officers meet regularly with senior managers and contribute positively to discussions. Learner feedback from college surveys is used effectively by staff to inform future planning. This has resulted in improvements to curriculum design, adaptations to learning and teaching approaches and enhancement of support services.

Almost all learners have a high awareness of the SA and can identify its impact. Learner representatives participate well at programme team meeting reviews to convey the views of their classmates and contribute to planning of activities to support their peers. They value the opportunity to suggest improvements to learning and teaching. Learners value events organised by staff and the SA to raise awareness of health and wellbeing. These include training on the impact of misuse of drugs, alcohol and gambling, stress management, and the effect of caffeine on sleep.

### **The following areas for improvement were identified and discussed with the senior managers:**

- In some curriculum areas the delivery of core skills is not sufficiently contextualised to ensure it is relevant and engaging for learners.
- Most curriculum teams have not yet fully embedded the development of meta skills within their programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and promote them to prospective employers.

- Learner participation rates in the Student Engagement and Satisfaction Survey (SESS) are low.

### **Main points for action**

None identified.

### **What happens next?**

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Sarah Halliwell  
HM Inspector

**Board of Management**

**13 June 2024**

**Strategic Objective Reference:** SO5 High performing college underpinned by excellence in stewardship and governance

**Subject/Purpose:** Committee Chair's Report - Learning Teaching and Quality Committee Meeting, 23 May 2024.

**Action Required:** The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

**Appendices:** No

**1. Summary/Key Points**

To provide the Board with a summary of significant items considered by the Learning Teaching and Quality Committee Meeting in advance of the approved minutes being submitted to the next Board meeting in October 2024.

**2. Proposals and Recommendations**

The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

**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.

**5. Current Situation/Assessment**

The Committee reviewed, noted or approved the following:

• **Education Scotland Presentation**

Sarah Halliwell, HMle from Education Scotland delivered a presentation on the Ayrshire College Education Scotland Annual Engagement Visit. The themes highlighted were Learner Progress and Outcomes, Approaches to Assuring and Enhancing the Quality of Learning and Teaching and Learner Engagement. Significant improvement was noted across Learner Progress and Outcomes. Good practice under Approaches to Assuring and Enhancing the Quality of Learning and Teaching were highlighted, including Trauma-informed approaches to curriculum planning, building future pathways and the Aspire programme. Also highlighted that many teaching staff make effective use of professional learning opportunities to gain full professional registration with GTCS. The report positively demonstrated the impact of the Student Association and the learner awareness of its impact. The overall outcome of the Annual Engagement Visit highlighted no main points for action, and three areas for development: Delivery of Core Skills and recognition of Core Skills;

Embedding and development of Meta Skills, and Learner participation rates in the Student Engagement and Satisfaction Survey.

- **Student Association Report Q4**

The Committee noted:

- the positive feedback received from the Education Scotland Annual Engagement Visit
- Student Association considering possibility of continuing Student Clubs throughout Summer Break
- a communication will be issued to support students to vote following announcement of upcoming General Election
- Student Association are awarding volunteering awards for the first time
- Student Mental Health Agreement launched and will be uploaded to Ayrshire College's website
- The Mind Myself App launched which includes mental health resources for staff and students
- Student Association meeting with Ayrshire College Foundation for two bids, one in collaboration with Essential Radio
- Student President elections taken place with Darcie Hamilton elected as Student President and Connor Skipsey elected as Student Vice President.

- **2023-24 SFC Student Satisfaction and Engagement Survey**

The Committee noted an increase in completion rate in comparison to 2022-23, with 406 additional participants; Statistics show a 1% increase in the overall rate of satisfaction; Students reported the positive influence of the Student Association and this figure has increased by 11%.

- **Wyllie & Bisset Internal Audit Report Student Retention**

The Committee noted the overall Assurance of Strong, several good practice points & 2 low grade recommendations highlighted have been rectified. Chair and Committee Members agreed to include the Performance Dashboard as a standard agenda item.

- **2023-24 Credit Report Position as at May 2024**

Anticipated final position for AY 2023-24 is 111,626 credits, estimated College will exceed its core credit target.

- **2023-24 Student Support Funds position as at May 2024**

College operating within allocated budget subject to the caveats & risks highlighted within paper. significant increase in level of care experienced students requiring support. 497 as at April 2024 compared to 435 in 2022-23 (14% increase).

- **2023-24 Apprenticeships and Work Based Learning Report**

Current performance & projections suggest 23-24 income target of £1,686,000 will be achieved. Other sources of income from employability provision identified & provision underway. Credit target for Work Based Learning on track to be exceeded.



- **2023-24 Strategic Risk Register**

Members considered the outcome of the recent Board risk appetite review and comment upon the Risk Appetite Statement; considered the proposed amendments to the Strategic Risk Register; considered in depth the controls and mitigating actions of one or two of the strategic risks faced by the College, for those risks within the remit of the Committee, and approved the Strategic Risk Register.

- **Thanks were noted** to the outgoing Non-Executive Board members, Steven Wallace and Mike Stewart, for their contributions to the Learning Teaching and Quality Committee.

## **6. Proposals and Recommendations**

The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

## **7. Resource Implications**

No further resource implications require to be noted.

## **8. Consultation/Input**

Chair & Vice Chair LTQC, Board Governance Adviser.

**Alison Sutherland**  
**Chair, Learning, Teaching and Quality Committee**  
**30 May 2024**

This paper will be published on the College website.

**Board of Management**

**13 June 2024**

**Strategic Objective Reference:** SO5 High performing college underpinned by excellence in stewardship and governance

**Subject/Purpose:** Committee Chair's Report - Business, Resources and Infrastructure Committee Meeting, 28 May 2024.

**Action Required:** The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

**Appendices:** No

**1. Summary/Key Points**

To provide the Board with a summary of significant items considered by the Business, Resource and Infrastructure Committee meeting in advance of the approved minutes being submitted to the next Board meeting in October 2024.

**2. Proposals and Recommendations**

The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

**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. Current Situation/Assessment

The Committee considered, noted or approved the following:

- **2023-24 Management Accounts as at 30 April 2024**  
Members noted the detailed presentation and the highlighted variances, then reviewed and approved the Management Accounts for the period ended 30 April 2024 to the Board of Management.
- **2024-25 Budget Update**  
Members noted the detailed presentation, then considered and discussed the budget and overall financial approach taken, with any key risks being well discussed. Members then approved the 2024-25 budget to the Board of Management.
- **Transformational Projects Update**  
Members noted the project updates for the Aerospace Part 147, Workforce Skills and Digital Transformation projects.
- **2023-24 Financial Compliance Report**  
Members considered and noted this report which provided assurance that the College is operating in compliance with the Scottish Funding Council Financial Memorandum & the Scottish Public Finance Manual.
- **2023-24 Financial Matters Update Report**  
Members considered and noted this report which provided an update of several key matters including: Key Stakeholder Engagement; External / Internal Audit; Procurement; Taxation; Banking and Loans. This report will be provided annually to the Committee.
- **Estate Update Report including Future Skills Hub Project Review**  
Members noted the update on the Kilwinning campus hand back project; the update on the Kilmarnock Campus; the finalisation of the Nethermain campus lease termination project; the lessons learned from the Future Skills Hub project, and approved the proposed estate performance measures.
- **Internal Audit Report – Estate Management**  
Members noted the overview of recently conducted internal audit review into Estate Management at the College.
- **HR & HSW Update Report (Feb 2024 – April 2024)**  
Members noted the update, with some discussion on recruitment levels, learning & development, and also previous trends in accidents/incidents.
- **HSW benchmark data to be presented**  
Members noted the presentation, with some discussion on mitigating actions, and updates to practice/procedures.

- **2023 -24 Quarterly Complaints Report (Q2)**

Members noted the update.

- **2023-24 Strategic Risk Register**

Members considered the outcome of the recent Board risk appetite review and comment upon the Risk Appetite Statement; considered the proposed amendments to the Strategic Risk Register; and approved the Strategic Risk Register. At the next BRIC meeting members will consider in depth the controls and mitigating actions of one or two of the strategic risks faced by the College, for those risks within the remit of the Committee,

### **3. Proposals and Recommendations**

The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

### **4. Resource Implications**

No further resource implications require to be noted.

### **5. Sustainability**

N/A

### **6. Consultation/Input**

Chair & Vice Chair BRIC, Board Governance Adviser.

**Mike Stewart**  
**Chair, Business, Resources and Infrastructure Committee**  
**03 June 2024**

This paper will be published on the College website.

**Board of Management**

**13 June 2024**

**Strategic Objective Reference:** SO5 High performing college underpinned by excellence in stewardship and governance.

**Subject/Purpose:** Committee Chair's Report - Audit and Risk Committee Meeting, 04 June 2024.

**Action Required:** The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

**Appendices:** No

**1. Summary/Key Points**

To provide the Board with a summary of significant items considered by the Audit and Risk Committee meeting in advance of the approved minutes being submitted to the next Board meeting in October 2024.

**2. Proposals and Recommendations**

The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

**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.

**5 Current Situation/Assessment**

**The Committee considered, noted or approved the following:**

- **Members Meeting with External Auditors**

No College Staff were present for this discussion around the list of regulatory questions that External Auditors need to ask members of ARC in advance of the audit starting. To assist in the process, questions were circulated before the meeting to the Non-Executive Board members within the ARC Committee.

- **2024-25 SFC Funding Implications**

The Committee were provided with a report on the implications for the College following the announcement of the 2024-25 SFC indicative funding, and were requested to consider and approve the College approach to the treatment of estate maintenance funding. The Committee noted the report and gave their approval on the basis of the current understanding that the SFC/Scottish Government were still discussing the final outcomes of the funding allocation. The Committee requested that they be kept apprised as the situation develops, and will revisit the accounting treatment at the time of account signing.

- **Internal Audit Report 2023-24 – IT Security**

The Committee noted this audit was to review the College's cyber security arrangements, to ensure appropriate controls were in place to mitigate loss of business-critical information due to cyber-attack, or failure of key systems or suppliers. The Overall Assurance was Substantial, and the College accepted the three medium & one low grade recommendations which were added to the Rolling Audit Action Plan. The Committee noted the report and gave their approval.

- **Internal Audit Report 2023-24 – Corporate Governance**

The Committee noted this audit was to ensure the College has appropriate governance arrangements in place and that these are embedded throughout the whole College. The review looked to provide assurance that the College's Corporate Governance arrangements were appropriate and represent good practice. The Overall Assurance was Strong, with several areas of good practice identified. Three observations were raised which the College accepts the content of, and in two cases has already taken remedial action. The Committee noted the report and gave their approval.

- **Internal Audit Report 2023-24 – Overall Financial Controls**

The purpose of the audit was to perform high-level review of key financial controls in place at the College, to provide assurance that key financial controls were suitably designed and operated effectively. The review sought to assess processes relating to purchasing, income, cash and banking, payroll, and fixed assets. The Overall Assurance was Strong. The College accepted 3 low grade recommendations which will be added to the Rolling Audit Action Plan. The Committee noted the report and gave their approval.

- **2023-24 Internal Audit Progress Report as at June 2024**

This report summarised the audits already completed, and those still planned, key dates agreed. The Committee noted the detailed assignment plans are prepared for each audit undertaken, setting out the scope and objectives of the work, allocating resources and establishing target dates for the completion the work. Each assignment plan is agreed and signed off by an appropriate sponsor from the College.

- **2024-25 Internal Audit Plan**

The Committee were presented with the final 2024-25 Internal Audit Plan for approval, following the draft plan discussed at the March ARC meeting. The areas of high (red) risk will now be subject to either an internal audit assignment during the 5-year planning cycle or alternative assurance will be provided to the Committee. The Committee noted the plan and gave their approval.

- **External Audit Annual Plan 2023-24**

The committee received an overview of the external auditor's preliminary audit planning and approach in relation to the financial statements of the College for year ended 31 July 2024, and provided an overview of significant risks and key judgement areas.

- **Audit and Risk Committee 2023-24 Report (Draft)**

This report covers the activities of the Audit and Risk Committee for the year to 31 July 2024. The Committee was requested to review the content of the report, ensure that it covers the required areas, and make any suggested amendments in advance of the final report being presented to the next Committee meeting. The Committee noted that despite the operational challenges faced by the College, the 2023-24 schedule of Committee business was completed within the year. Further changes can be suggested up to end November 2024, prior to the December Committee meeting.

- **Rolling Audit Action Plan**

The Committee were given an update on the recommendations made by both internal and external auditors. The College has eight outstanding audit recommendations, with one having been completed and the remainder progressing. One of the progressing recommendations requires a further extension of time due to factors out with the control of the College.

- **2023-24 Financial Compliance Report**

This report provided assurance to the Committee that the College is operating compliance with The Scottish Funding Council Financial Memorandum & The Scottish Public Finance Manual. Based on this assurance, and subject to the funding allocation question referenced above, the Board of Management can therefore sign off the year end governance statement as part of the annual Financial Statements.

- **2023-24 Strategic Risk Register**

Members considered the outcome of the recent Board risk appetite review and comment upon the Risk Appetite Statement; considered the proposed amendments to the Strategic Risk Register; and approved the Strategic Risk Register to the Board. At a future Committee meeting members will consider in depth the controls and mitigating actions of one or two of the strategic risks faced by the College, for those risks within the remit of this Committee.

- **Thanks were noted** to the outgoing Chair of the Committee, Steven Wallace, for his valuable contributions to this Committee.

**6. Proposals and Recommendations**

The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

**7. Resource Implications**

No further resource implications require to be noted.

**8. Consultation/Input**

Chair & Vice Chair ARC, Board Governance Adviser.

**Steven Wallace**  
**Chair, Audit and Risk Committee**  
**05 June 2024**

This paper will be published on the College website.



**Minute of the Learning, Teaching and Quality Committee Meeting  
Held by Hybrid Attendance at Kilmarnock campus and via Microsoft Teams  
Thursday 07 March 2024**

**Present:**

Alison Sutherland	Chair LTQC
Sharon Morrow	Vice Chair LTQC
Mike Stewart	Senior Independent Board Member
Norman Bone	Non-Executive Board Member
Gillian Murray	Non-Executive Board Member
Lisa Keggans	Elected Member, Support Staff
Janette Moore	Elected Member, Curriculum Staff
Tim Chan	Elected Member, Student Vice President
Amanda-Louise Woods	Elected Member, Student Executive
Angela Cox	Principal, Ex-officio

**In attendance:**

Anne Campbell	Vice Principal, Skills and Enterprise
David Davidson	Vice Principal, People, Performance & Transformation
Hilary Denholm	Board Governance Advisor (Minutes)
Elaine Hutton	Assistant Principal, Learning and Skills
Katelyn Kilbride	Executive Assistant (Shadowing)
Gavin Murray	Assistant Principal, Learning and Skills
Alan Ritchie	Vice Principal, Finance & Infrastructure
Alistair Rodgers	Director of Enterprise Development
Doreen Wales	Assistant Principal, Student Experience & Quality Enhancement

**1. Welcome and Declarations of Interest**

Alison Sutherland, Chair of the LTQC, welcomed everyone to the meeting, including new Director of Enterprise Development, Alistair Rodgers, elected Student Executive Member, Amanda-Louise Woods, and new Executive Assistant, Katelyn Kilbride, who will be supporting the administration of this Committee going forward.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

**2. Apologies**

Apologies were received from Steven Wallace, Non-Executive Board Member.

**3. Minutes of the previous meeting held on 16 November 2023 (Paper 1) (C/P)**

The minutes of the meeting held on 16 November 2023 were approved as a correct record.

**Proposed:** Mike Stewart

**Seconded:** Angela Cox

### 3.1 Action Tracker (*Paper 1a*)

The Committee noted the updates provided and that there were no outstanding actions.

## 4. Student Association Report Q3 (Paper 2) (P)

T Chan highlighted the main activities from the report, and verbally updated the committee on activities since the report submission.

### **The Committee noted:**

- The resignation of Linda Corbett as the Student President upon her successful appointment to the role of Student Association Advisor.
- A Student Officer from the Student Association Executive Committee, Amanda-Louise Woods, has taken up duties as a Member of the Board to ensure continued representation of the student voice, and was introduced to the Committee.
- Executive Committee activities have continued following the report submission including supporting campaigns (LGBT+ History Month, 16 Days of Action, Mental Health and International Women's Day), with a very successful second Drag show in Ayr.
- The Men's Group activity is being re-evaluated following a low turnout.
- Amanda-Louise Woods announced that the College had been awarded the LGBT Charter Mark at foundation level.

Updates were provided regarding actions taken following the Class Ambassador network feedback:

- Delay in implementation of Personal Learning and Support Plans for those with additional learning support needs, and staff training has now been discussed with SLT.
- SLT have helped explain the rationale for the removal of some HND courses giving the Student Association more confidence in providing reasons to students affected.
- Liaison is taking place with the Catering Manager regarding students having more say on food choices available at refectories.
- Advice has been given to report all IT issues via the IT Helpdesk, as they were going unreported.
- There will be a focus in March around timetabling issues and assessment scheduling, with dialogue encouraged between the Class Ambassadors and the Curriculum staff leads.
- Work has begun with the Promoting Positive Behaviour Group to help influence student behaviour regarding amount of vaping/smoking taking place in inappropriate areas of the college.

Following questions around the Class Ambassador Feedback actions being relayed back, it was clarified that individual areas can discuss further if the specific Curriculum areas are included in the report. Also, information has already been passed onto the Student Engagement Officer, and via the network of meetings held, and quality sessions were planned. Discussion took place around increasing survey response rates, with a recognition that this was the first survey of this type giving a first baseline.

**The Committee welcomed the detailed report, informative updates, and acknowledged the volume of activity, noting the report as presented.**

**5. 2022-23 Interim Ayrshire College Performance Indicator Report (Paper 3) (P)**

A Campbell provided committee members with background information and technical guidance on learning and teaching performance indicators, explaining reasons for the delay in reporting to the Committee due to ASOS.

**The Committee noted:**

- Indicative Ayrshire College AY 2022-23 KPIs show significant improvements in terms of both retention and attainment across all four modes of delivery.
- As of February 2024, college sector KPIs for AY 2022-23 have not been formally signed off and published by the SFC, therefore, the figures presented are interim.
- College sector benchmarking information will be brought to the Committee following publication of the college sector KPIs by the SFC in May 2024.

**The Committee welcomed the positive report, acknowledged the hard work to produce such positive results, noting the report as presented.**

**6. 2022-23 SFC Student Satisfaction and Engagement College Sector Benchmarking Report (Paper 4) (P)**

D Wales provided committee members with an analysis of Ayrshire College's responses benchmarked to the sector average for HE Full-Time (HEFT) and FE Full-Time (FEFT) respondents and, for some questions, against similar Colleges

**The Committee noted:**

- Ayrshire College's response rate for HEFT was 46.9% (a 17.3% increase from the previous year) against a sector average of 48.8%.
- For FEFT, the response rate was 47% (a 9.1% increase from the previous year) against the sector average of 58.9%.
- Ayrshire College's satisfaction rate for HEFT was 95.1% against a sector average of 89.1%.
- For FEFT, the satisfaction rate was 95% against the sector average of 94.6%.

Discussion took place around response rates in comparison to other Colleges, and it was acknowledged that there may be some survey fatigue.

D Wales added that the SFC survey has opened and is being posted via the My Ayrshire App. Regular push notifications and wider communication and promotion should encourage completion.

**The Committee welcomed the positive report and noted the report as presented.**

## **7. 2021-22 SFC College Leaver Destination Survey College Sector Benchmarking Report (Paper 5) (P)**

D Wales provided the survey report which focuses on students who studied a course in academic year 2021-22 and completed their course in June 2022 with a successful outcome. The data reports on their position as at 31 December 2022.

### **The Committee noted:**

- The College achieved a return rate of 88.5% (up 3% from the previous year) confirming the destinations of 2,920 college leavers out of a total of 3,298. This exceeded the SFC completion target of 80% and was marginally higher than the sector average completion rate of 88.3%.
- The return rate for FE learners was 91% (up 1% from the previous year) while the return rate for HE learners was 84% (up 5% from the previous year).
- 93.8% of Ayrshire College confirmed HE leavers and 92.6% of Ayrshire College confirmed FE leavers are in a positive destination six months after completing their course of study.
- The majority of students (74.7%) were undertaking further study six months after successful completion of their full-time course (67% of HE confirmed leavers and 78.5% of FE confirmed leavers). 18.3% of confirmed leavers had moved into employment - 26.8% of confirmed HE leavers and 14.1% of FE confirmed leavers.

Discussion took place around destinations of those that were not positive, and that Careers Advisors do follow up depending on age.

**The Committee welcomed the positive report and noted the report as presented.**

## **8. 2022-23 Early Withdrawals as at 1 November 2023 (Paper 6) (P)**

A Campbell provided an update to committee members on full-time student retention in AY 2023-24, explaining why this information is important to help ensure we have the right learners on the right courses, as well as for financial reasons.

### **The Committee noted:**

- Early withdrawal rates, for FE full-time courses, have improved by 3.43% and are at their lowest for six academic years.
- Early withdrawal rates, for HE full-time courses, have improved by 0.4% and are at their lowest for six academic years.
- During the first week in February of 2024, internal auditors Wylie and Bissett conducted a review of student retention. Auditors gave the college substantial assurance. The report will be presented to the March meeting of the audit committee and will be presented to LTQ committee at its May meeting.

Discussion took place around the key issues that cause students to withdraw early, being mostly for personal reasons including physical and mental health issues. Discussion also took place on the extensive support in place.

**The Committee welcomed the very positive report, acknowledging the high level and range of support offered to students, noting the report as presented.**

## 10.2023-24 Student Support Funds position update (Paper 8) (P)

D Wales updated the Committee on how the College has expended, and plans to expend, the £11m of student support funding. A five-year analysis was provided to help gauge the impact of Covid and to understand the trend in applications and spend, comparing to pre-covid AY 2019-20.

### The Committee noted:

- The College has seen a significant increase (107% from 2019/20) in the level of care experienced students requiring support during 2023-24.
- The College is supporting 460 care experienced students as at February 2024 compared to 435 in 2022-23 (*typo page 3 Paper 8*).
- This has resulted in a £100k reduction in projected amount which will be available for the intended April and June cost of living / transition payments.
- The overall position remains that the College is operating within its allocated budget subject to the caveats and risks highlighted within the paper.
- There are no current risks that require to be drawn to members attention.
- Financial projections will continue to be refined throughout the year for reporting to both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee.
- These projections will also be refined to reflect the information reported by curriculum on student numbers.

Discussion took place around the good system in place, acknowledging the efficient teamwork and speedy processing of applications, and that we were awaiting SFA guidance, with attention drawn to a required focus next year on the increased care experienced payments and need for additional grants.

**The Committee welcomed the detailed report, acknowledged the high volume of support in place for all students, noting the report as presented.**

## 13. AOB

The Committee thanked Elaine Hutton, Assistant Principal, Learning and Skills, for her contributions to the Committee, as this would be her last attendance due to her retirement, and wished her all the best for the future.

## 14. Date of Next Meeting: Thursday 23 May 2024 at 4.00pm

*(C/P) Confirmed minutes will be published on College Website; (P) – Paper will be published on the College Website; (R) – Paper is reserved, because it contains data or information of a personal nature, which is restricted by legislation, or because it contains commercially sensitive information, and will not be published on the College Website*

**RESERVED ITEMS ON THE NEXT PAGE**

**Minute of the Business, Resources and Infrastructure Committee  
Held by Hybrid Attendance at Kilmarnock Campus and  
via Video Conference using Microsoft Teams  
on Tuesday 12 March 2024**

**Present:**

Mike Stewart	Chair
Matthew Wilson	Vice Chair
Norman Bone	Non-Executive Board Member
Lisa Keggans	Elected Member, Service/Support Staff
Tim Chan	Elected Student Vice President
Angela Cox	Principal, Ex-Officio
Janette Moore	Elected Member, Curriculum

**In attendance:**

Anne Campbell	Vice Principal – Skills and Enterprise
David Davidson	Vice Principal – People, Performance and Transformation
Alan Ritchie	Vice Principal – Finance and Infrastructure
Gillian Brown	Head of HR Services
Martin Hammond	Head of Health, Safety and Wellbeing
Alistair Rodgers	Director of Enterprise Development
Liz Walker	Head of Financial Services
Hilary Denholm	Board Governance Advisor
June Northcote	Executive Assistant (Minutes)

**1. Welcome and Declarations of Interest**

The Chair welcomed everyone to the meeting, particularly Alistair Rodgers, Director of Enterprise Development, and Tim Chan, Elected Student Vice President, who joined BRIC for the first time.

The meeting was confirmed as quorate.

No declarations of interest were presented.

**2. Apologies**

Apologies were received from Non-Executive Board member Gordon Neil.

**3. Minutes of the Previous Meeting held on 21 November 2023 (Paper 1) (P)**

The minute was approved as an accurate account.

**Proposed: Norman Bone**

**Seconded: Lisa Keggans**

**Action & Decision Log (Paper 1a) (P)**

The Committee noted that all previous decisions and no outstanding actions.

#### **4. Matters Arising**

There were no matters arising outwith those detailed on the meeting agenda.

#### **5. Staff survey feedback and considerations (Presentation) (P)**

Gillian Brown presented detailed results from the staff engagement survey, which was carried out earlier in the year, going on to report a staff response rate of 45% and the staff satisfaction rating down to 56% this year, from 78% the previous year. Those present acknowledged the challenging backdrop across the sector.

**The Committee noted the following positive actions being taken by the College:**

- The Evolve Leadership and Management development programme
- A Culture Study (values and behaviours)
- Introduction of the Staff Voice Group
- Review of the PPDR process
- Review of internal communication systems and processes
- An 'Investors in Wellbeing' Award

**The Committee noted results and actions arising from the staff engagement survey as presented.**

#### **8. Financial Regulations Annual Review (Paper 4) (P)**

Alan Ritchie introduced Paper 4 as presented, summarising the annual review and update of the Financial Regulations.

**The Committee noted:**

- The Financial Regulations were last updated in December 2022 and have been reviewed and updated as follows:
  - Update of post titles to reflect the current structure throughout the document.
  - Hyperlinks have been made to material documents referred to in the Financial Regulations to allow easy access to reference materials.
  - Board of Management financial responsibilities updated to reflect current wording in relation to financial sustainability.
  - Inclusion of financial responsibilities of the Executive Management Team.
  - The conditions regarding virement of budgets has been simplified.
  - Fraud and corruption section has been removed as now subject to separate policy.
  - Addition of table detailing approval levels for payments.
  - Update of procurement section to include Scottish Government requirements and requisition levels.
  - Addition of section on Intellectual Property Rights.

The relevance of the UK Procurement Legislation, in light of new Scottish Procurement Regulations and Official Journal of European Union (OJEU) process was also discussed.

A minor typographical error was noted and amended at page 38, point 10.13.

**The Committee reviewed and approved the report as amended.**

**Decision BRIC27-D02:** The Committee approved the Financial Regulations Annual Review.

**11. Mainstreaming Equality and Diversity Annual Report (Paper 7) (P)**

Gillian Brown introduced Paper 7, giving an annual update on how the College continues to build on its many strengths and achievements, as highlighted in the April 2023 [Mainstreaming Equality 2021 – 2023 and Equality Outcomes 2021-2025 Report](#).

**The Committee noted:**

- The ongoing good efforts of the College towards achieving Equality Outcomes 2021-25 and mainstreaming equality across the College.
- Achieving LGBT Youth Charter at foundation level.

**The Committee welcomed and noted the detailed report as presented.**

**Decision BRIC27-D05:** The Committee recommended the Mainstreaming Equality and Diversity Annual Report to the Board of Management for approval.

**13. 2023-24 Student Support Funds as at 31 January 2024 (Paper 10) (P)**

Alan Ritchie introduced Paper 10 as presented, providing an update on how the College has expended and plans to expend the £11m of student support funding.

A five-year analysis was provided to help gauge the impact of Covid and to understand the trend in applications and spend, comparing to pre-covid A/Y 2019-20.

**The Committee noted:**

- The College has seen a significant increase in the level of care experienced students requiring support during 2023-24.
- The College is supporting 460 care experienced students as at February 2024 compared to 435 in 2023-24. This has resulted in a £100k reduction in projected amount which will be available for the intended April and June cost of living / transition payments.
- The overall position remains that the College is operating within its allocated budget subject to the caveats and risks highlighted within the paper.
- There are no current risks that require to be drawn to members attention.
- Financial projections will continue to be refined throughout the year for reporting to both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee. These projections will also be refined to reflect the information reported by curriculum on student numbers.

**The Committee welcomed the detailed report and noted the report as presented.**



#### **14. HR & HSW Update Report (Nov 2023 – Jan 24) (Paper 11) (P)**

Gillian Brown and Martin Hammond introduced Paper 11, as presented.

##### **Committee members noted:**

- The report provides members with an update on Human Resources and Health, Safety and Wellbeing activities during the reporting period, November 2023 to January 2024.
- This includes key data on recruitment and selection, sickness absence, staff learning and development, equality and inclusion and health, safety and wellbeing.
- HSW benchmark data to be presented at a future meeting.

**The Committee noted the report as presented.**

#### **15. Quarterly Complaints Report Q1 (Paper 12) (P)**

Anne Campbell introduced Paper 12, as presented.

Committee members noted:

- The report covers the period August – October 2023.
- 37 issues were received.
- 31 complaints were received, 1 of these was withdrawn. 6 issues were recorded as cannot directly assist.
- 20 out of 30 complaints received were dealt with at stage 1, which equates to 67% of complaints.
- Of the 30 complaints received, 37% of complaints were upheld, with a further 3% partially upheld. This combines to 12 out of 30 complaints. 5 complaints were resolved.

**The Committee noted the report as presented.**

#### **17. AOB**

No other items of business were noted.

#### **18. Date of Next Meeting:** Tuesday 28 May 2024 at 4pm.

*(C/P) Confirmed minutes will be published on College Website; (P) – Paper will be published on the College Website; (R) – Paper is reserved, because it contains data or information of a personal nature, which is restricted by legislation, or because it contains commercially sensitive information, and will not be published on the College Website.*

***RESERVED ITEMS ON THE NEXT PAGE***

**Minute of the Audit and Risk Committee  
Held by Hybrid Attendance at Kilmarnock Campus  
Thursday 19 March 2024**

**Present:**

Steven Wallace	Chair
Sharon Morrow	Vice – Chair
Alison Sutherland	Non-Executive Board Member
Matthew Wilson	Non-Executive Board Member

**In attendance:**

Anne Campbell	Vice Principal, Skills and Enterprise
David Davidson	Vice Principal, People, Performance and Transformation
Hilary Denholm	Board Governance Advisor & Minutes
Alan Ritchie	Vice Principal, Finance & Infrastructure
Stephen Pringle	Wylie & Bisset – Internal Auditors (with exception of Item 9)

**1. Welcome and Declarations of Interest**

The Chair, Steven Wallace, welcomed all present to the meeting.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

**2. Apologies**

Apologies were recorded from Angela Cox, Principal & Chief Executive.

**3. Minutes of the Previous Meeting held on 30<sup>th</sup> November 2023 (Paper 1) C/P**

The minutes were approved as a correct record.

**Proposed:** Sharon Morrow                      **Seconded:** Matthew Wilson

**ARC Action & Decision Tracker (Paper 1A) (P)**

The Committee noted the updates regarding the actions which are all now completed.

**4. Matters Arising**

There were no other outstanding matters arising from the minutes.

**5. Internal Audit Report – Estates Management (Paper 2) (P)**

S Pringle introduced Paper 2 as presented.

**The Committee noted:**

- The purpose of this assignment was to review the strategic and operational arrangements in place in respect of estates management at the College.

- The Auditors reviewed the maintenance of the assets, the safety of the estates and the processes to ensure compliance with safety legislation.
- The objectives were to ensure:
  - The College's Estates Strategy supports the College objectives.
  - The College has appropriate arrangements in place to ensure that its estates are managed effectively.
  - There are robust procedures in place for ongoing maintenance and repair within the College.
  - Estates planning takes due consideration of the College's future plans for the curriculum.
  - The College is meeting its statutory obligations in relation to Estates Management.
- Areas of good practice identified included:
  - Processes in place across the Ayr Campus to ensure the safety of its buildings in accordance with the Health and Safety at Work Act 1974, with external assurances that the Kilmarnock and Kilwinning campuses are meeting their statutory obligations through monthly meetings with service providers.
  - Maintenance of Planned Preventative Maintenance (PPM) Schedules ensuring all planned works are conducted timely across the three campuses.
  - Estates team structure clearly documented with the roles and responsibilities outlined within active job descriptions, and awareness of these responsibilities.
  - Budget holder input effectively considered regarding capital budget allocation.
  - Management Accounts effectively outline any variances against the budget for both the year to date and annual forecast.
- Overall conclusion was a weak level of assurance surrounding the controls in place for Estates Management, with two recommendations:
  - High grade recommendation for improvement regarding the Infrastructure Strategy to provide a strategic plan for managing and developing its estates in line with its corporate objectives.
  - Medium grade recommendation that the College use its Estates Helpdesk for the monitoring of requests made, alongside introduction of reactive KPIs where performance can be measured on an ongoing basis.

Discussion took place regarding the weak grading, with an acknowledgment that the one high grade recommendation automatically results in a weak level of assurance. It was noted that the high-grade recommendation was partially influenced by several external factors including the lack of an SFC Infrastructure Strategy, Investment Plan and clear guidance on future levels of investment. These factors are out with the College's control with it being noted that the Estates Team have managed operations safely despite the lack of strategic lead.

It was also noted that the other 4 out of the 5 objectives were all achieved with a strong assurance.

**The Committee noted the report and the two recommendations.**

## **6. Internal Audit Report – Student Achievement (Paper 3) (P)**

S Pringle introduced Paper 3 as presented.

### **The Committee noted:**

- The purpose of this assignment was to review the level of student retention at the College.
- The Auditors assessed the processes in place at the College to highlight problem areas and where retention is low.
- The Auditors also assessed the steps taken by the College to address areas of poor student retention.
- The objectives for this review were to ensure:
  - Responsibilities for student retention are clearly defined throughout the College.
  - The College has robust quality data for quality monitoring and student retention which is reported on a timely basis.
  - The College actively monitors its student retention in a clear & defined manner.
  - The College has plans in place to address areas of poor retention in a timely manner.
  - Where poor levels of retention are highlighted, the College's procedures have been adhered to and are fit for purpose.
- Overall conclusion is a strong level of assurance surrounding the controls in place to manage student retention. Several good practice points were raised including strong plans in place to improve the retention rates through Team Operating and Enhancement Plans and weekly retention meetings; the Education Scotland inspection report where retention was identified as one of the major strengths in the College's work and several surveys are run on a regular basis to gauge student experience and improve retention.
- There were 2 low grade recommendations for improvement:
  - the Head of Business Intelligence and Information System reviews the policy in compliance with its regular review date.
  - the College in its ongoing meetings with the Curriculum Team gather feedback from the users of the systems, particularly from curriculum managers and administrators.

**The Committee noted the report and acknowledged the good work being done by staff in this area.**

## **7. Internal Audit Update (Paper 4) (P)**

S Pringle introduced Paper 4 as presented which summarises the audits already completed, and those still planned, with key dates agreed.

### **The Committee noted:**

- Detailed assignment plans are prepared for each audit undertaken, setting out the scope and objectives of the work, allocating resources and establishing target dates for the completion of the work.
- Each assignment plan is agreed and signed off by an appropriate sponsor from the College.

### **The Committee noted the report.**

## **8. Draft 2024-25 Internal Audit Plan (Paper 5) (P)**

A Ritchie introduced Paper 5 which presents to the Audit and Risk Committee the draft 2024-25 Internal Audit Plan for review.

### **The Committee noted:**

- The College engaged with Wylie & Bisset to review the 2024-25 draft plan and consider what amendments could be made to it following the completion of the 2023-24 plan & wider assurance / compliance work undertaken by the College.
- The Audit Needs Assessment which reviewed the audit assignments undertaken over the last three years against other areas where the College might undertake future audit assignments.
- The College and internal auditors will look to develop the high-level remit and timing for the implementation of the 2024-25 plan.
- The College will also look to develop a plan that takes the College to the end of the potential internal audit contract in 2026-27.

Discussion took place around the suggested areas for future audits and their alignment with the strategic risk register, alongside offering best value for money, with prioritisation to allocation of audit days to areas that were required by legislation, were not being covered by ongoing development or other planned review work, and mapped to the College's strategic risks. It was agreed that it was not best value to audit areas which were undergoing transformation, and that the draft audit plan should be in some way aligned with the strategic risk register.

### **The Committee requested that the College review the strategic risks and align the draft 2024-25 Internal Audit Plan to those risks.**

The final 2024-25 Internal Audit Plan will be brought back to the June 2024 Committee meeting for approval.

## **9. Annual review of effectiveness of External Auditors (Paper 6) (P)**

**This item was deferred to after Item 12, at which point S Pringle left the meeting.**

A Ritchie introduced Paper 6 which presents the findings of the 2022-23 evaluation of the external auditors, Azets Audit Services.

### **The Committee noted:**

- The College was content with the first year of the audit process and the approach and effectiveness of Azets Audit Services.
- There are several lessons to be learned and taken forward to 2023-24 which both the College and Azets recognise.
- It is anticipated that the 2023-24 audit will be more effective than the 2022-23 audit.

The Committee was requested to:

- a) Confirm it is content with the outcome of the College 2022-23 effectiveness review.
- b) Note that for future years the College will look to engage further with the Committee members using a questionnaire to assess the effectiveness of the external auditors.

Discussion took place around the IT controls, with acknowledgment that further information was being sought from the IT Team at Azets to clarify their recommendations, and that this information would be brought back to the Committee once received.

**The Committee agreed they were content with the review outcomes and noted the report, and the planned future Committee engagement.**

## **10. Rolling Audit Action Plan as at 31 Jan 2024 (Paper 7) (P)**

A Ritchie introduced Paper 7 as presented updating on recommendations made by both the internal and external auditors.

### **The Committee noted:**

- The College has six outstanding audit lower grade recommendations, of which two have been completed, with actions progressing on all recommendations.
- Timescales for items 3 and 4 would be extended from 31 March to 31 May.
- The review of College evidence and closure of completed recommendations will be undertaken by the internal auditors in April 2024 and reported to the June 2024 Committee.

**The Committee noted the report.**

## **12. 2022-23 National Fraud Initiative (Paper 9) (P)**

A Ritchie introduced Paper 9 as presented which provides an update for the Committee on the NFI process along with a review of the Audit Scotland Self-Assessment Checklist (Appendix A). This work was completed as part of year end audit, and a report will be submitted to Audit Scotland.

### **The Committee noted:**

- The NFI review is undertaken every two years and the 2022-23 exercise was the fourth such request from Audit Scotland for the College to participate.
- The required data was limited to payroll / purchase ledger transaction / standing data. In the case of payroll data, this consisted of current employee standing data including national insurance (NI) numbers along with year to date (YTD) earnings.
- For purchase ledger information, the College supplied current address and standing data for trade creditors, and transaction histories for the period October 2019 to 30 September 2022. In line with the Audit Scotland timetable the required data was submitted by the 18 November 2022 deadline.
- The auditors raised no issues with the College approach to the 2022-23 NFI exercise.

**The Committee noted the report, and the assurance and positive outcomes provided.**

## **13.AOB**

**Date of Next Meeting – Tuesday 4 June 2024 at 4pm**

*P - Papers will be published on the College Website; R - Papers will not be published for reasons of commercial confidentiality or for reasons associated with data protection legislation; C/P - Confirmed minutes will be published on the College Website*

***RESERVED ITEMS ON THE NEXT PAGE***