

Board of Management Meeting

22 June 2017

- Subject:** Student Association Report
- Purpose:** To update Board Members on Student Association activity since the last meeting
- Recommendation:** That Board Members note the content of the report and feedback any recommendations they may have

1. Background

The Student Association continues to work to improve student engagement and raise its profile. This has been a busy period for the Student Association with the Student President and Vice President elections taking place in the last week in March. The Association has continued to operate without the Student President who has been absent due to ill health.

2. Current Situation

The focus for the Student Association during this semester has been to help mitigate the effects of the industrial action on students. The Student Association has taken a neutral stance with regards to the strikes, supporting and reassuring students who are worried that the strike action may have a negative impact on their ability to complete their course or progress. The Association worked closely with college management to ensure that students were not alarmed unnecessarily as a result of the strike action and could continue to focus on their work and self-study.

3. Association Activity

Student President and Vice President Elections

The Sabbatical Officer elections, which took place from 27 to 31 March, returned two officers for the 2017-18 Academic Year. The Student President Elect is Lainey McKinlay, the current Student Vice President. The Student Vice President Elect is Lora Miller who is currently in a voluntary role with the Student Association as the Sports and Physical Activities Executive Officer.

There were a total of 662 votes cast in the Student Elections, 117 for Vice President and 545 for Student President. This is a reduction from last year's elections in which 732 votes were cast in total. The Student Association will undergo an evaluation to look at ways in which it can increase student engagement in the elections. Plans include a review of the election process, improvements to the class representative system, delivering the programme of class rep training and developing an Active Citizenship workshop.

You Said We Did Together.... E-Newsletter

The Student Association issues the 'You Said, We Did Together....' e-newsletter, which is sent to all students via student email, at the end of each month. Staff also receive a copy for their information. The newsletter is another platform through which the Student Association can close the feedback loop, as well as provide news on events and initiatives happening across the college. The newsletter will continue through the summer as a means of keeping in touch with returning students.

Class Representatives

The Student Association recently hosted the last round of class rep meetings on each campus. Feedback from class reps on the structured system in place has been positive and the Student Association will be looking to use the feedback from the meetings, and via an online evaluation form, to improve on this for next year.

Executive Committee

The Student Association Executive Committee welcomed the College's Education Scotland Inspector, Ian Beach, to its final meeting on 10 May. He fed back that he was impressed by the professional manner in which the meeting was conducted and mentioned the effectiveness of the dynamic between the college member of staff (Student Association Advisor), the sabbatical officers and the volunteer executive officers.

Learning and Teaching Support

The Student Association continues to work closely with the ICT Team across the college to ensure that ICT issues are fed back and can be addressed. In addition to this, recent learning and teaching issues include:

- Tree surgery students had scheduled interviews last month that were cancelled due to the lecturer being absent. These had not been rescheduled and the students were worried about the impact late interviews would have on their funding applications and progression. The Student Vice President met the curriculum manager to raise the students' concerns and new interview dates were set.
- Level 1 Mechanics students at Kilmarnock Campus were worried that a Level 2 Mechanics class had been dropped to make way for another Access class, leaving fewer spaces next year for progressing. The Student Vice President met the Curriculum Manager and received reassurance that there were no changes in provision from previous years on Level 2 Mechanics. The Vice President then fed this back to allay the students' fears.

Executive Committee Thank You

As a thank you to our volunteers in the Executive Committee for their contributions this year, the Student Association team sent each officer a voucher for Costa Coffee. This was in place of a social event which was difficult to arrange due to everyone having other commitments. The role of executive runs from the executive elections in October to the opening of nominations in October the following year, however several executive officers will be leaving in June to take up places at university.

Future Activity

Lead and Change Residential

The new sabbatical officers will be attending a two day residential at Lothian College on 10 and 11 July, hosted by NUS Scotland, which prepares them for their new roles.

Conference Attendance and Awards

ACSA Student Vice President (Student President Elect) Lainey McKinlay secured position of NUS Scotland's Disabled Students Officer at the recent NUS Scotland Disabled Students Conference. This is a voluntary position which runs concurrently with her sabbatical position with Ayrshire College.

ACSA LGBT+ Students Officer, Chloe-Lynette Winning, secured positions on the NUS Scotland LGBT+ Students' Committee and the NUS Scotland Disabled Students' Committee.

ACSA Sports and Physical Activities Officer and Student Vice President Elect, Lora Miller, was awarded runner up in the category of Best Course Rep at the recent Sparqs Student Engagement Awards for her work in securing improved resources for sports students at Ayrshire College.

4. Proposals

N/A

5. Risks

Due to the challenging issues dealt with within the Student Association there is a risk of reputational damage.

6. Equality Impact Assessment

Due to the nature of this paper an equality impact assessment has not been undertaken.

7. Conclusion

The Student Association has had a hugely successful year despite many challenges. The new structures put into place to support the class rep system has resulted in high levels of student engagement and feedback and we intend to improve and build on this for the next academic year. We will be undertaking planning and preparation over the summer to ensure that the 2017/18 session is even more enjoyable and successful for students.

Lainey McKinlay
Student Vice President
12 June 2017

Publication

This paper will be published on the College website.

Present: Willie Mackie (Chair)
Nicki Beveridge
Margarette Bryan
Heather Dunk
Fiona Fawdry
Barbara Graham
Gordon James
Alan McGregor
Lainey McKinlay
Douglas Mclvor
Alan Walker
Marri Welsh

(Paper 2)

In attendance: Brendan Ferguson (Board Secretary)
Michael Breen
Jackie Galbraith
Jane McKie
Alistair Gordon
James Thomson (Scott-Moncrieff)

1 Welcome

The Chair welcomed everyone to the meeting and in particular James Thomson of Scott-Moncrieff. The Chair explained that Mr Thomson was attending as an observer in his capacity as External Facilitator of the Board Governance Effectiveness Review.

2 Apologies

Apologies were received from Board Members Holly Bates, Julie Bradley, Bill Costley and Tom Wallace, and from EMT member Donna Vallance.

3 Declarations of Interest

There were no declarations of interest.

4 Student Association Report *(Paper 2)*

L McKinley took the Board through the above report and added some additional pieces of information which had occurred since the report had been drafted. The Board was impressed by the high quality of the reports being produced by ACSA and commended this report for its construction, layout and easy-reading content. The Board also commended Student Vice-President Lainey McKinlay for her performance over the previous months during which, as a result of illness, most of the Sabbatical Officer burden had fallen to her.

The Board noted and welcomed the above Report. The Board congratulated ACSA and the Student Officers for their ongoing excellent work and progress. This was also reflected in the continuation of their success in the nomination for and receipt of external awards.

5 Chairs Report

The Chair noted that since the last Board meeting he had spent significant time involved in workshops related to the ongoing Enterprise & Skills Agencies Review. An announcement would be made in the Scottish Parliament that afternoon in relation to the progress that had been made by the Review.

Other matters mentioned included:

- Visiting Ayrshire Businesses on behalf of Scottish Enterprise during which the partnership model with Ayrshire College had received universal praise.
- Arranging and accompanying the entrepreneur Phyllis McLeish on a visit to the HIVE. The Chair noted that he would seek to arrange more such visits.
- Attendance at the Data Conference hosted by Ayrshire College at the Kilmarnock Campus. The Chair added that this had been an excellent event which demonstrated how Ayrshire College was taking the lead in this area of technology.

6 Minutes of the Ayrshire College Board Meeting held on 15 December 2016 (Paper 1)

The minutes of the meeting held on 15 December 2016 were approved as a correct record.

Proposed: **B Graham**, Seconded: **A Walker**

7 Matters Arising

Page 11, Item 20: H Dunk reported that no further progress had been made on the proposals re Kilwinning Academy. Dialogue would continue with North Ayrshire Council.

8 2016/17 Budget Update (Papers 3)

M Breen took the Board through the above Paper as written, noting that it had been approved by the Finance Committee.

The Board noted and approved the Budget Update.

9 SFC Indicative Funding Notification 2017/18

H Dunk provided a verbal report on the 2017/18 indicative funding notification received from SFC. H Dunk noted that the “Simplified Funding Model” (SFM), currently under consideration by SFC, had the potential to significantly decrease the funding that was made available to Ayrshire College. The Board discussed at the length the SFM and its implications and were strongly of the opinion that the premise under which the SFM was being prepared was wrongly predicated and took little account of the serious implications the model held for the delivery of the Scottish Government’s priorities in some colleges, including Ayrshire College.

The Board noted the indicative funding notification as outlined by the Principal. The Board noted with concern that once again the sector is entering the fourth quarter of the academic year with no confirmation of the funding to be made available in the forthcoming academic year, and the implications this held for the strategic planning of resource deployment by the College. The Board further noted with concern the impact of a SFM on any future funding allocations.

10 Updated Procurement Strategy (*Paper 4*)

M Breen introduced Paper 4, explaining that it represented an update of the document approved in 2014, taking account of changes that had taken place.

The Board approved the Procurement Strategy 2017-20 for implementation.

11 Presentation on Progress Being Made in the Preparation of the 2017-20 Outcome Agreement

The Board noted an interesting and thought provoking presentation from J Galbraith on the consultations taking place and the preparation of the 2017-20 Outcome Agreement. Board Members were invited to make their own individual contributions as part of the consultative process.

The Board noted the above presentation with interest and agreed that the document could not be finalised until the funding settlement for 2017/18 had been confirmed and the College was aware of the funding parameters within which it would be working.

12 Verbal Report on the Progress of National Bargaining

H Dunk reported that EIS/FELA were again balloting their membership seeking a mandate for calling further strike action. The main areas of contention were working hours, annual leave entitlement and salary conservation. It was hoped that the meetings currently ongoing would lead to progress being made between the Union and the Employers.

The Board noted the update from the Principal on the position in relation to National Bargaining. The Board noted with disappointment that, despite the progress that had previously been made, EIS/FELA was in the process of balloting its members on a resumption of industrial action.

The Board re-emphasised its previously recorded position that pay negotiation and harmonisation must be inextricably linked with negotiations on and the harmonisation of employee terms and conditions in providing a sector wide workforce for the future. The Board strongly emphasised that its position remained that there could be no national harmonisation of salaries without coincident agreement on a national harmonised set of terms and conditions.

13 Estates Rationalisation (Paper 5)

G James took the Board through Paper 5 as approved by the Estates & New Campus Development Committee.

The Board Noted and Approved the Estates Rationalisation as set out in Paper 5.

14 Organisational Review: Verbal Update from the Principal

H Dunk reported on the progress of the Organisational Review since the previous meeting of the Board.

The report made by the Principal was noted and welcomed.

15 Equality Duties (Paper 6)

N Beveridge introduced Paper 6, reporting that the paper had been given detailed consideration by the Human Resources and Organisational Wellbeing Committee which had recommended that the paper, as presented to the Board, be approved.

The Board approved the following:

- **The Ayrshire College Equality Outcome Action Plan 2017-21 for implementation.**
- **The Ayrshire College Equal Pay Statement.**

16 Board Development Plan 2015/16: Progress Report (Paper 7)

N Beveridge took members through the progress made on the rolling Board Development Plan, introducing to the Board some new proposals with regard to the mentoring of new board members. Members were reminded that this progress report would be forwarded to the SFC alongside the Report of the externally led Board Governance Review.

The Board welcomed the progress being made and approved the following:

- **The Board Development Progress Report.**
- **The proposals contained within the Board Development Plan in relation to Mentoring were approved for implementation.**

17 Appointment of Senior Independent Member (Paper 8)

W Mackie introduced the above Paper and took the Board through it as written.

The Board noted the content of Paper 8 and approved the continuation of Mr Alan Walker as the Board's Senior Independent Member (SIM) until the end of his current period of appointment.

18 Risk Registers:

- **Corporate Risk Register (V3) at February 2016 (Paper 9)**
- **New Campus Risk Register (V19) at February 2017 (Paper 10)**

A Walker introduced Paper 9, noting that the Corporate Risk Register extracts had been considered and approved by all of their host Committees before being approved by the Audit Committee. There was nothing that the Audit Committee felt needed to be escalated to the Board.

A Walker reported that the New Campus Risk Register (Paper 10) had been approved by the Estates and New Campus Development Committee and received by the Audit Committee. A Walker added that this Risk Register was nearing the end of its operational life and any residual risks remaining when it is closed will be carried over to the Corporate Risk Register.

The Board noted and approved the Risk Registers as contained in Papers 9 and 10.

19 Committee Chairs' Reports

The Committee Chairs provided verbal reports on the matters considered by the Committees since the last meeting of the Board and not already dealt with under the agenda for this meeting. The confirmed minutes of these meetings would be received by the Board at its next meeting.

All of the Chairs' reports were noted by the Board.

20 Standing Committee Minutes

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

- **Audit Committee:**
 - 8 December 2016 (*Paper 11*)
- **Estates and New Campus Development Committee:**
 - 3 November 2016 (*Paper 12*)
- **Finance Committee:**
 - 16 November 2016 (*Paper 13*)
- **Human Resources and Organisational Wellbeing Committee**
 - 1 December 2016 (*Paper 14*)
- **Learning and Teaching Committee**
 - 24 November 2016 (*Paper 15*)

21 Homologation of Item Approved by Circulation into the Board Minutes of 30 March 2017

Royal Bank of Scotland (RBS) (*Paper 17*)

Following consideration and recommendation for approval by the Finance Committee on 8 March 2017, Board Members were asked to consider the following by circulation following the instruction received from SFC:

“Ayrshire College is now in the process of making the move from the Bank of Scotland to RBS. As part of this move the College is required to set up a BACS service, not least to effect payroll payments to staff. RBS require the BACS arrangement to be approved by the Board of Management and an appropriate signed minute provided to it as part of the record of approval. This was considered by the Finance Committee on Wednesday and the Finance Committee has recommended approval of the arrangement and the suggested minute to the Board of Management.

Because there are time constraints attached to this, in order that the Finance Office may progress the payroll arrangement, and the Board does not meet for another three weeks, the Board is being asked by circulation to approve the minute as set out on page 10 of the attached document. If approved, the minute will be incorporated into the next Board meeting minutes on the recommendation of the Finance Committee.”

The majority of Board Members indicated by return their approval of the recommendation. No negative responses were received. Consequently, the following was approved by the Board for homologation into the Board Minutes.

Having considered:

- (a) the BACS/BACSTEL-IP Services Application Form;**
- (b) BACS/BACSTEL-IP Services Customer Terms and Conditions; and**
- (c) the Business Customer Agreement for the Trust Assured Service, together with the "Terms and Conditions", it was resolved:**

- 1 That the Terms and Conditions be hereby approved and adopted by Ayrshire College as the terms on which the College shall use the BACS/BACSTELIP services.**

- 2 That the individuals signing Section 6 of the application form, the Customer Agreement, be and are hereby authorised (1) to sign on behalf of the College (the College) the BACS/BACSTEL-IP Services Application Form(s) for the BACS/BACSTEL-IP Services ("the Agreement"), a copy of which was seen by the Ayrshire College Board of Management; and (2) to deliver the Agreement to the Bank together with this Excerpt Board Minute; and (3) from time to time at their discretion to add to or remove from the arrangements covered by the Agreement such accounts of the College as they shall determine; and (4) from time to time to appoint such persons as they shall determine as Primary Security Contacts in addition to or in substitution for the persons referred to in resolution 3 below and also at their discretion to terminate any appointment as a Primary Security Contact; and (5) from time to time and in accordance with and subject to such directions as the College may from time to time stipulate and on behalf of the College to enter into and to bind the College to such variations of the Agreement or the terms of the BACS/BACSTEL-IP Services or other contracts or documents relating to the BACS/BACSTEL-IP Services as they shall consider appropriate and in the interests of the College provided that the Bank shall be entitled to assume that any such act performed by the persons hereby authorised complies with all the requirements of the members/Committee and this paragraph; and**

- 3 That the College permits those signing Section 5 of the application form, Primary Security Contacts, to operate on the College's Account(s) kept with the Bank to access and to use the BACS/BACSTEL-IP Services; and**

- 4 That the persons named as Primary Security Contacts under or pursuant to these resolutions are each authorised to receive on behalf of the Organisation the security devices referred to in the Terms and Conditions, and**

- 5 That these resolutions do not in any way limit or affect the existing authorities to the Bank for operations on the College's account(s).**

22 Date of Next Meeting: Thursday 22 June 2017 at 4.00 pm, Ayr Campus.



Strategic Plan 2017-2020

Raising Aspirations
Inspiring Achievement
Increasing Opportunities



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Foreword

Our strategic plan 2017-20 signals the next stage in the development of Ayrshire College.

Over the last four years, the collective talent and commitment of our students, staff and partners has enabled us to grow and improve our performance and student outcomes.

The implementation and delivery of our ambitious Strategic Plan and Outcome Agreement for 2014-17 provided the foundation to build upon our successes, and gain a strong reputation inspired by our vision of Raising Aspirations, Inspiring Achievement, Increasing Opportunities.

The dedication, passion and professionalism of our staff, and the enthusiasm and commitment of our students is evident in all aspects of college life. This, combined with the engagement and support of our employers and stakeholders, is the cornerstone of our ambitious plans for 2017-20.

The college is recognised locally, regionally and nationally as an organisation which makes a positive difference to the lives of our students, to our community, to Ayrshire's economy and to Scotland.

This plan presents the basis of our future ambitions as we continue to drive forward, pushing boundaries and embracing opportunities.

We will continue to be proactive to changes in the external environment and flexible in our approach to the delivery of learning and services to support our students.



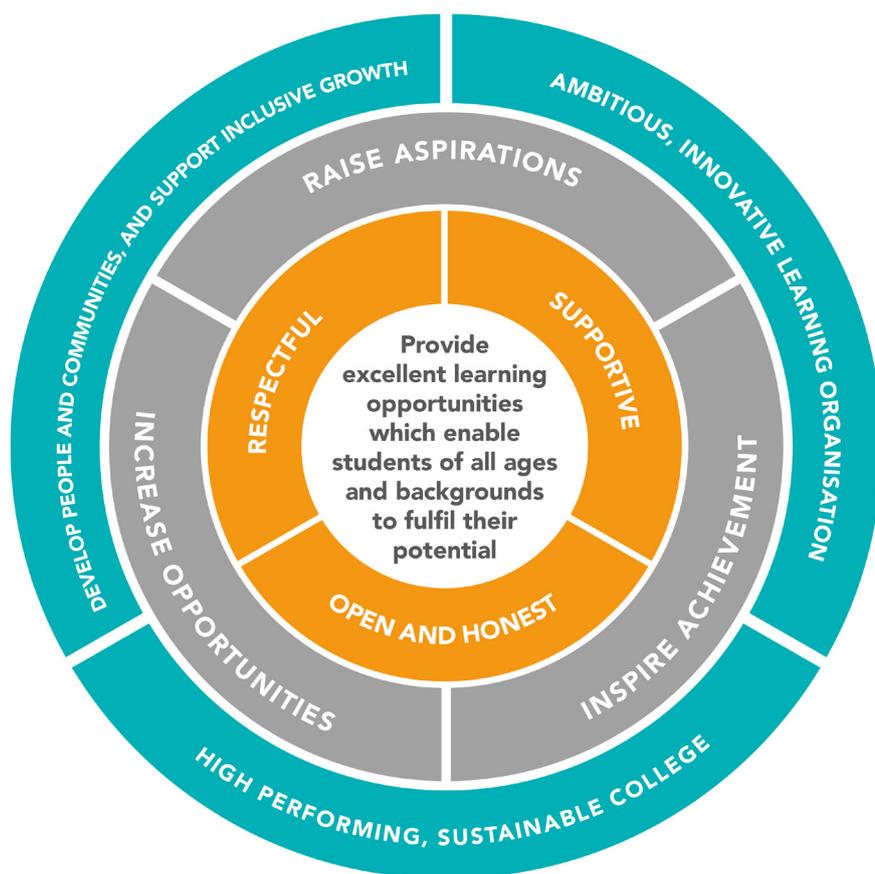
Willie Mackie
Chair of the Board of Management



Heather Dunk
Principal and Chief Executive

Our Strategic Wheel

Our Strategic Wheel demonstrates that our values, vision and strategic goals are all centred around our mission **to provide excellent learning opportunities which enable students of all ages and backgrounds to fulfil their potential.**



MISSION



VALUES



VISION



STRATEGIC GOALS

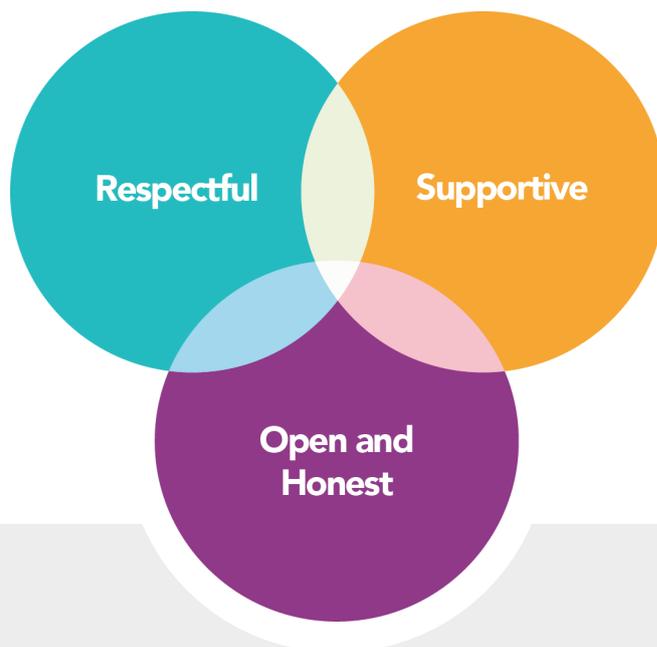
Our Vision

Our vision is to **raise aspirations, inspire achievement and increase opportunities**. We will work with partners to fulfil this vision for individuals, communities and the regional economy.

Our Culture and Our Values

Our students and staff have identified the values which will drive the college over the next three years. They want everyone in the college to be **respectful, supportive, and open and honest**.

Each of our strategic goals is underpinned by three cross-cutting themes which will influence how we implement the objectives set out in this Strategic Plan. These cross-cutting themes are:



CROSS-CUTTING THEMES

Continuous improvement in everything we do

Advancing equality of opportunity and promoting diversity

Developing and empowering our people

Our values and cross-cutting themes underpin everything we do. They provide the foundations which will be instrumental in achieving our mission, vision and strategic goals.



Strategic Goals

Our strategic goals for 2017-20 are:

- 1** To be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive
- 2** To develop people and communities, and support inclusive growth, through high quality learning and skills
- 3** To be a high-performing, sustainable college recognised for excellence and integrity



Scottish Funding Council Outcomes

This strategic plan provides the overarching framework for the College's Outcome Agreement for 2017-20, agreed with the Scottish Funding Council, which focuses on the following outcomes:

Learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

An outstanding system of learning, where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities

Well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference to the economy

High-performing, sustainable institutions with modern, transparent and accountable governance arrangements

This Strategic Plan will provide the context for ambitions set out in other College strategies such as learning and teaching.



Our External Environment

.....

BY BEING BOLD IN OUR AMBITIONS FOR THE REGION'S PEOPLE, COMMUNITIES AND ECONOMY, AND INNOVATIVE IN THE SOLUTIONS WE PROVIDE, THE COLLEGE WILL PLAY A CENTRAL ROLE IN BUILDING A STRONG, VIBRANT AND INCLUSIVE AYRSHIRE.

.....

The Ayrshire Growth Deal, which will be considered by the Scottish and UK governments in 2017, has the potential to be a game changer for inclusive growth in Ayrshire's economy. If approved, it presents an exciting future for our students and the employers we work with.

We will continue to meet the skills requirements of existing, new and growing companies in Ayrshire. Our work with schools, local authorities, employers, universities and national agencies will help to achieve the Scottish Government's ambitions on youth employment, attainment and access to higher education; improved productivity of the workforce; and the creation of more sustainable businesses.

Developments in digital technology will affect all sectors of the economy, requiring employers, as well as current and future employees, to adapt how they work. The college will play a critical role in supporting Ayrshire's digital future by ensuring that all students develop the skills to take advantage of opportunities.

Regionalisation is likely to remain high on the political agenda, in particular in relation to economic development and education. The outcomes of consultations on governance arrangements in schools and the review of enterprise and skills agencies could have far-reaching consequences for schools, local authorities and national agencies. These changes will require the college to be agile as we work with national and local partners to ensure that people, communities and the economy in Ayrshire grow and develop through skills.

The wider political situation in Scotland, the UK and Europe over the next three years will create uncertainty for the college and our partners, for example as the impact of BREXIT becomes clearer and new arrangements for welfare are implemented. Such changes will present challenges for the individuals, communities and employers we serve. It is vital that our ability to provide the best possible support is not hindered by financial constraints facing the wider public sector in Scotland.

.....

THE NEXT THREE YEARS WILL PRESENT SIGNIFICANT ECONOMIC, POLITICAL AND FINANCIAL UNCERTAINTY IN THE EXTERNAL ENVIRONMENT FACING THE COLLEGES AND OUR PARTNERS. THERE IS ALSO TREMENDOUS POTENTIAL FOR THE REGION IF THE PROPOSALS CONTAINED WITHIN THE AYRSHIRE GROWTH DEAL ARE SUPPORTED BY GOVERNMENT.

.....

Goal 1: To be an ambitious, innovative and inclusive learning organisation in which students and staff thrive

The period leading to and following regionalisation in the college sector was one of seismic change. The next three years will allow the college to consolidate the progress we have made since regionalisation to further enhance the experience of our students and staff. We will deliver innovation and excellence by being an ambitious and innovative learning organisation.

To achieve this goal, we will:

- 1 Invest in staff development to attract, recruit and retain high quality people to ensure high quality student experiences
- 2 Ensure that students access the right course at the right level so that they progress successfully to further learning or employment
- 3 Enable our students to achieve the qualifications necessary for their chosen career, as well as core skills for succeeding and coping with inevitable changes in life and work
- 4 Maintain a supportive culture in which innovation thrives, business intelligence informs decisions and ideas turn into action
- 5 Ensure that our students, the workforce of the present and the future, are proficient in current and emerging digital technologies
- 6 Inspire enterprise in our students through effective engagement with entrepreneurial initiatives at school, college and university, and those led by external partners
- 7 Increase our agility, flexibility and resilience to be able to adapt to external political, economic and social changes
- 8 Recognise and celebrate the successes of our students and staff, sharing these achievements with the wider community to raise aspirations and inspire achievement

We will know we have been successful when:

- Increasing numbers of staff take part in professional development
- A higher proportion of students select the right course for them, achieve their qualifications and develop core skills for success
- More students participate in enterprise activities
- Innovation is embraced by staff and students across the college, and recognised by partners and employers
- More students are able to continue on their learning journey with advanced standing on entry to higher education
- Staff are recognised widely as industry experts within their specialist field
- Our opinions are sought and actioned by those leading and influencing the college sector

Goal 2: To develop people and communities, and support inclusive growth through learning and skills

There has been good progress in Ayrshire's labour market over the past four years with reduced unemployment, improved positive school leaver destinations and signs of improvement in the economy. However, some industry sectors continue to face uncertainty and long-term unemployment persists in some communities across the region.

Working in partnership with community planning partners and employers, we will raise the aspirations of people and communities by helping them to realise their potential through high quality learning and skills.

To achieve this goal, we will:

- 1 Invest in staff development to attract, recruit and retain the best quality people to ensure high quality student experiences
- 2 Ensure that students access the right course at the right level so that they progress successfully to further learning or employment
- 3 Enable our students to achieve the qualifications necessary for their chosen career, as well as the essential skills for succeeding and coping with inevitable changes in life and work
- 4 Create a supportive culture in which innovation thrives, business intelligence informs decisions and ideas turn into action
- 5 Ensure that our students, the workforce of the present and the future, are proficient in current and emerging digital technologies
- 6 Inspire enterprise in our students by the most effective use of entrepreneurial initiatives at school, college and university, and those led by external partners
- 7 Increase our agility, flexibility and resilience to be able to adjust to external political, economic and social changes
- 8 Recognise and celebrate the successes of our students and staff, sharing their successes with the wider community to raise aspirations and inspire achievement

We will know we have been successful when:

- Decisions about education and skills provision in Ayrshire are influenced by our skills plans for industry sectors
- The number of students with a work experience opportunity increases
- The proportion of students from SIMD10 areas across Ayrshire increases
- A higher number of our students initiate new business enterprises
- Employer feedback tells us that our students add value to their business and services



Goal 3: To be a high-performing, sustainable college recognised for excellence and integrity

In the most challenging of circumstances facing the college sector over the past four years we achieved robust governance, sound financial performance, and implemented significant developments in our infrastructure.

We will build on this progress to be a high-performing, sustainable college recognised for excellence, integrity and high quality learning.

To achieve this goal, we will:

- 1** Build upon improving levels of student success to be the most improved college in relation to student retention, attainment and positive destinations
- 2** Maintain a safe and healthy learning and working environment which supports wellbeing of staff and students
- 3** Invest in modern, inspiring learning spaces to enhance the student experience and contribute to their success
- 4** Deliver an information infrastructure to meet the developing needs of an innovative, collaborative, intelligence-led organisation
- 5** Implement an ambitious and sustainable technology investment plan which supports staff and student needs
- 6** Deliver continued financial security and long-term sustainability through effective management of our resources
- 7** Operate best practice in governance
- 8** Embed environmental sustainability in the curriculum and across the college, and fulfil our corporate responsibilities by contributing to sustainable development

We will know we have been successful when:

- A higher proportion of students complete their course successfully and fewer withdraw from courses
- Our carbon footprint is reduced
- We have embedded continuous improvement techniques across the college
- Our good governance practices are widely acknowledged as amongst the best in the public sector



Policy drivers

National policy drivers

Government Economic Strategy
 A Blueprint for Fairness
 Developing the Young Workforce
 Putting Learners at the Centre - Delivering our Ambitions for Post-16 Education
 Empowering Teachers, Parents and Communities to Deliver Excellence and Equity for our Children
 Realising Scotland's full potential in a digital world: a digital strategy for Scotland

Local policy drivers

East Ayrshire Community Planning Partnership
 East Ayrshire invests
 North Ayrshire Community Planning Partnership
 North Ayrshire economic strategy
 South Ayrshire Community Planning Partnership

Regional policy drivers

Ayrshire Growth Deal
 Regional Skills Assessment 2016
 Ayrshire College Outcome Agreement 2017-20
 Ayrshire College Gender Action Plan
 Ayrshire College HR Strategy
 Ayrshire College Staff Governance Standard
 Ayrshire College Equality Outcomes

Skill Investment Plans

Chemical sciences sector
 Construction sector
 Creative industries sector
 Early learning and childcare sector
 Energy sector
 Engineering and advanced manufacturing sector
 Financial sector
 Food and drink sector
 ICT and digital technologies sector
 Life sciences sector
 Tourism sector



Ayrshire
College





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www.ayrshire.ac.uk

Board of Management Meeting

22 June 2017

- Subject:** Strategic Plan 2017-20
- Purpose:** To seek approval for the Strategic Plan for 2017-20
- Recommendation:** The Board of Management is invited to approve the Strategic Plan for 2017-20
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1. Background

Members discussed the strategic plan at a Board Development Day on 26 January 2017. Following this, a draft document was circulated for consultation and feedback was provided on by 17 February. The draft plan was amended in response to this feedback.

2. Current Situation

The Strategic Plan will be launched at the staff conference on 16 August at which staff will have an opportunity to discuss with their teams how they plan to achieve the goals in the plan. The latest version of the Strategic Plan is available as Appendix 1.

3. Consultation

External stakeholders were consulted from 13 to 31 March. Consultation with all staff and the Student Association took place from 25 April to 12 May.

4. Resource Implications

There are no specific resource implications associated with the Strategic Plan.

5. Risks

There are reputational risks in not achieving the goals and objectives outlined in the Strategic Plan. Progress will be monitored.

6. Equality Impact Assessment

The College is in the process of preparing an impact assessment for the 2017-20 Outcome Agreement which will take account of the Strategic Plan.

7. Conclusion

The Board of Management is invited to consider and approve the Strategic Plan for 2017-20.

Jackie Galbraith
Vice Principal – Strategy, Planning and Performance
14 June 2017

Publication

This paper will be published on the College website.



Outcome Agreement 2017-20

[To be approved by the Ayrshire
College Board of Management on 22
June 2017]

INTRODUCTION

The implementation and delivery of our Strategic Plan and Outcome Agreement for 2014-17 provided the foundation for making significant progress in achieving our vision of *Raising Aspirations, Inspiring Achievement, Increasing Opportunities*. By being bold in our ambitions for the region's people, communities and economy, and innovative in the solutions we provide, the college has played an important role in building a strong, vibrant and inclusive Ayrshire.

The investment we have made over the past four years in building strategic partnerships with local authority education and economic development leads, national agencies, community planning partners, business organisations and employers has been recognised at a regional and national level.

Our work with schools, local authorities, employers, universities and national agencies is helping to achieve the Scottish Government's ambitions on youth employment, attainment and access to higher education.

Working with employers and industry organisations, we helped to improve the productivity of the workforce through skills and the creation of more sustainable businesses.

Uncertainties

The next three years will present significant economic, political and financial uncertainty in the external environment facing the college and our partners. While these are outwith our control, it is critical that we continue to make a positive impact on the region.

The wider political situation in Scotland, the UK and Europe over the next three years is already creating uncertainty. Although the impact, for example, of BREXIT and new arrangements for welfare reform and national bargaining are still largely unknown, such changes will present challenges for the college, our students, communities and employers. Therefore, to deliver this ambitious outcome agreement requires a significant increase in core funding.

Financial challenges such as the introduction of a simplified funding model and changes to funding for extended learning support have the potential to put at risk support for students who need it most. For example, in 2015-16 a fifth of the college's credit activity supported students with a declared disability and 20.5% supported students who lived in SIMD10 areas.

Regionalisation is likely to remain high on the political agenda, in particular in relation to economic development and education. The outcomes of the consultation on governance arrangements in schools, as well as the review of enterprise and skills agencies, could have far-reaching consequences for schools, local authorities and national agencies. Changes arising from these reviews will require the college to be agile in how we work with national and local partners to ensure that people, communities and the economy in Ayrshire grow and develop through skills.

Strategic Plan 2017-20

We will continue to be proactive to changes in the external environment and flexible in our approach to the delivery of learning and services to support our students. By working in collaboration with partners we will maximise the potential outcomes for our students. Our strategic goals for 2017-20 reflect this approach, and support Scottish Funding Council outcomes. These goals are:

1. To be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive
2. To develop people and communities, and support inclusive growth through high quality learning and skills
3. To be a high-performing, sustainable college recognised for excellence and integrity

Figure 1: Ayrshire College Strategic Wheel



Our mission - to provide excellent high quality learning opportunities that enable students of all ages and from all backgrounds to fulfil their potential – will drive our activity over the next three years.

Underpinning the achievement of our mission will be the cross-cutting themes of:

- Tackling inequalities, promoting diversity and supporting inclusive growth
- Developing and empowering our people
- Continually improving everything we do.

REGIONAL CONTEXT

Ayrshire College aims to raise the aspirations of individuals, communities and employers across the region, helping them to achieve the goals essential for their success. As well as increasing opportunities for our students and staff, we work with partners and employers to increase opportunities which support the growth of Ayrshire's economy and the wellbeing of local communities.

The college is an important partner working with others across Ayrshire to meet the skills needs of the region by helping people to enter, remain and flourish in work. We will continue to support businesses to develop their existing and future workforce. Ambitious for Ayrshire, we will contribute to an enterprising, innovative region by helping our students to adopt entrepreneurial approaches that contribute to them being the most successful learners, employees or business owners they can be.

Population

The *Regional Skills Assessment for Ayrshire*, published in December 2016, shows that the region's population is declining - against national trends - particularly in the 0-19 and 35-44 age groups. The population is ageing and this is expected to continue.

The college will continue to meet the skills needs of people across Ayrshire. In 2013-14, 39% of our students lived in East Ayrshire, 25% in North Ayrshire and 29% in South Ayrshire. In 2015-16, this had changed to 36% living in East Ayrshire, 32% in North Ayrshire (up by 25 percent) and 29% in South Ayrshire.

The overall residence profile of the college's student population has been fairly stable over the past three years with 96% of our students living in the region. However, there have been significant changes over time related to the residence of students attending our three main campuses. Over the past three years there was a ten percentage points increase in each of the Kilmarnock and Kilwinning campuses of students residing in the local authority area in which those campuses are located. Over the same period, there was a slight decrease in the proportion of students at the Ayr Campus who live in South Ayrshire.

At merger, we offered FE courses (up to and including SCQF Level 6) on each campus to support equality of access. HE courses (at SCQF Level 7 and above) were offered on campuses with specialism in particular areas, such as computing at the Kilwinning Campus. The predicted movement across campuses at HE level has not taken place as we had hoped and we will look into the reasons for this as we enter the period covered by the 2017-20 Outcome Agreement.

Areas of deprivation (SIMD10)

Since merger, the college has made significant progress in supporting students in areas of deprivation, with the proportion of credits delivered in SIMD10 areas increasing from 18.8% in 2013-14 to 20.5% in 2015-16 (SFC target for colleges is 20% by 2020-21).

The concentration of SIMD10 students in our campuses reflects the proportionate number of SIMD10 datazones in that particular local authority area. For example, in 2015-16 22.5% of students attending the Kilwinning Campus lived in SIMD10 areas, compared with 18.5% attending the Kilmarnock Campus and 14.5% attending Ayr. The situation at the satellite campuses in North Ayrshire further

demonstrates the concentration of SIMD10 students, for example in 26.9% of students attending our Nethermain Campus live in a SIMD10 area.

In our 2014-17 Outcome Agreement we committed to supporting areas with the highest deprivation, particularly in North Ayrshire. It is evident from the figures that the college has made significant progress in North Ayrshire, an area we targeted in our previous three-year Outcome Agreement. Looking at the proportion of credits in 2015-16 by home local authority of SIMD10 students, 43% lived in North Ayrshire, 37% in East Ayrshire and 16% in South Ayrshire. Over the next three years, the College will build on this excellent progress and continue to work with local authority partners to target resources where need is greatest, particularly in localities identified by the three community planning partnerships (CPPs).

Economic profile

There has been strong business base growth in Ayrshire since 2010, although it is still below the national average. The region continues to lag far behind Scotland on business expenditure on research and development (BERD). Resident employment has fallen in the last decade and 22% of people commute outside the region. Job concentration continues to be in the health and care, manufacturing and retail sectors.

Figure 2: Summary economic indicators for Ayrshire

Indicator	Ayrshire	Scotland
Population (2005-15)	0%	+5%
Business base (2010-16)	+15%	+19%
Employment (2009-15)	-2%	1%
Employment rate (2015/16)	68.6%	72.9%
Unemployment rate (2015/16)	8.4%	5.5%
GVA (Gross Value Add) (2004-14)	+2%	+13%
GVA per head (2014)	£40,600	£43,100
Business Expenditure on Research and Development per head (2015)	£32	£162
Business survival (2010-14)	45%	48%

In relation to the industry sectors in which Ayrshire residents are employed, the *Regional Skills Assessment* shows that the main sectors are health, retail, production, and accommodation and food services. The percentage of the working population employed in the health sector (22%) is significantly higher than the Scottish average of 16%. The proportion of the population working in production is 11% compared with 10% in Scotland, and 12% work in retail compared with a Scottish average of 10%. Accommodation and food services employs 9% of Ayrshire's working population compared to 8% nationally.

The college will continue to support the economic sectors of particular relevance to Ayrshire identified by the *Regional Skills Assessment* and by partners. Of particular importance for 2017-20 are those sectors identified as having high growth potential in the proposed Ayrshire Growth Deal such as aerospace, life sciences and manufacturing, and as being essential for inclusive growth such as health and social care, hospitality and tourism. The college has prioritised engineering, digital, health and social care, and hospitality and tourism curriculum provision for 2017-20 will continue to support the skills requirements of these sectors.

Skills and qualifications

The *2016 Regional Skills Assessment* showed that an increasing proportion of school leavers are entering further and higher education, fewer school leavers are moving directly into unemployment, and there are fewer young people aged 16-24 in Ayrshire with higher level qualifications compared to Scotland.

The highest level qualifications of the resident working age population is a useful barometer of skills attainment levels. Ayrshire has a less qualified working age population, with only 37% qualified to SCQF Level 7-12 compared with 43% for Scotland. There is also a higher proportion of Ayrshire residents with no qualifications, 13% compared to the Scotland average of 9%. Jobs increasingly require higher levels of qualification, including entry level jobs. Over the period 2016-24, the *Regional Skills Assessment* estimates that there will be 51,700 job openings in Ayrshire, mainly replacement jobs as people retire from the workforce. Over half of these jobs (51%) require skills at SCQF level 7 and above.

Although less stark, the proportion of young people with low or no qualifications is higher than the Scotland average, as is the proportion with qualifications at SCQF level 7 and above. The increase in school leavers in Ayrshire moving into HE courses is a positive indication of widening access to HE. Typically, thirty percent do so through HNC/D courses at college. Given the significantly higher proportion of school leavers who move onto FE courses in East and North Ayrshire, FE will remain an essential route to HE for many young people.

School leaver destinations

The Scottish Government's Participation Measure reports information on activity for 16-19 year olds rather than just school leavers. School leaver destinations are an important subset of participation, in particular to track the destinations of young people. Table 1 outlines the overall positive destinations of school leavers by local authority.

Table 1: Positive initial and follow-up destinations of school leavers, 2013-14 to 2015-16

	2013-14	2014-15	2015-16
East Ayrshire	93.3%	94.2%	91.8%
North Ayrshire	94.3%	95.9%	94.8%
South Ayrshire	92.4%	94.5%	94.3%
Scotland	92.5%	93.0%	93.3%

Table 2 demonstrates that there were 193 fewer school leavers in Ayrshire in 2015-16 compared to the previous year, down most notably by 203 in North Ayrshire. The number of school leavers who moved onto FE decreased by 180, which impacted on recruitment to our full-time FE courses in 2016-17. This was further exacerbated by a

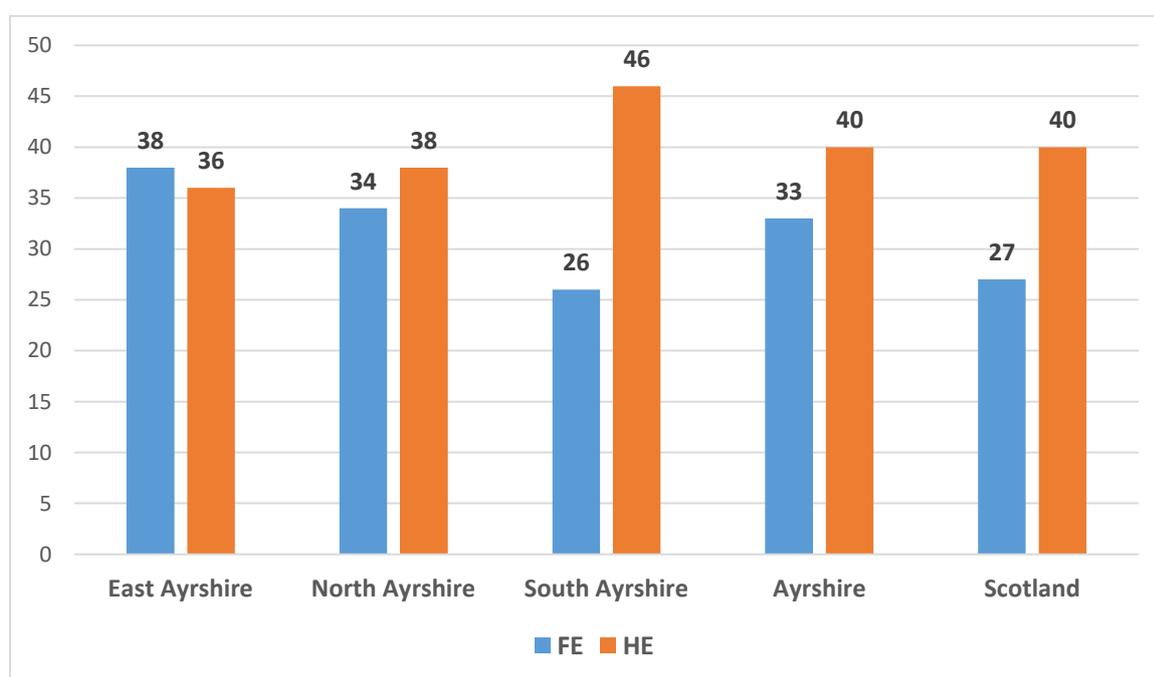
significant shift in destination choices of South Ayrshire school leavers from FE to HE.

Table 2: Changes in school leaver destinations 2014-15 to 2015-16

Local Authority	2015-16			2014-15		
	Number of Leavers	HE	FE	Number of Leavers	HE	FE
East Ayrshire	1,278	36% 460	38% 485	1,290	36% 464	37% 477
North Ayrshire	1,317	38% 500	34% 448	1,520	36% 546	36% 547
South Ayrshire	1,204	46% 554	26% 313	1,182	42% 496	34% 402
Ayrshire	3,799	1,514 40%	1,246 33%	3,992	1,506 38%	1,426 36%
Scotland		40%	27%		38%	28%

The difference in percentages of school leavers moving onto FE and HE courses in the three local authorities is shown in Figure 3, along with the figures for Ayrshire as a region and Scotland.

Figure 3: Percentage of 2015-16 school leavers moving onto study FE and HE qualifications



The most significant shift in the destinations of school leavers took place in South Ayrshire which experienced a four percentage point increase in HE and an eight percentage point decrease in FE. East Ayrshire continued to be the local authority in Scotland with the highest proportion of school leavers moving onto FE, eleven percentage points higher than the Scotland average.

When the 2015-16 figures for the three local authorities are aggregated, they demonstrate that seven out of every ten school leavers in Ayrshire (2,761 out of 3,799) moved onto FE (45% compared to 51% for 2014-15) or HE (55% compared to 49% for 2014-15). Across Ayrshire, there was therefore a considerable shift in school leavers opting to move onto HE over FE, driven largely by significant change in South Ayrshire.

School leaver destination data is captured at a local authority level and there were significant differences across the three Ayrshire councils. For leavers entering HE, East Ayrshire was four percentage points below the national average of 40% and sixth lowest in Scotland; North Ayrshire was two percentage points below the national average; and South Ayrshire was six percentage points higher than the national average.

For leavers entering FE, Ayrshire overall has a higher proportion than the national average (33% compared with 27%). At a local authority level, East Ayrshire was eleven percentage points higher than the Scotland average, and North Ayrshire seven percentage points higher. South Ayrshire was one percentage point lower than the national FE average and dropped by eight percentage points on the previous year.

Proportionately, apart from Dundee and Angus, more school leavers in Ayrshire moved onto FE study after leaving school than any other college region. Ayrshire had the second highest number of full-time FE enrolments in 2015-16, second only to Edinburgh College. FE courses will therefore continue to be instrumental in achieving the Scottish Government's *Opportunities for All* targets for 16-19 year olds. The high number of enrolments at FE courses at the college has an impact on the level of extended learning support required to help these students achieve a successful outcome. Any reduction in the funding allocation provided to the college for Extended Learning Support (now Access and Inclusion Fund) would impact negatively on these students.

Unemployment

Youth unemployment was an area of great concern in the period covered by our previous 3-year Outcome Agreement. It remains an important priority for community planning partnerships and over the next three years the college will work with partners to support long-term unemployed people of all ages.

The rate of youth unemployment, as reported using the limited measure of 18-24 year olds claiming unemployment benefit, has reduced significantly since 2013. For example, in December 2013 there were 2,780 young people claiming Jobseekers Allowance (JSA) - in December 2016 this had reduced to 595. The number of 18-24 year olds claiming JSA for over six months decreased in the same period from 955 to 350, and the number claiming for over two years dropped from 235 to 55.

Summary

Over the past four years, the region's economy has improved but not at the rate of Scotland. Youth unemployment is not as challenging as it was in 2013, but there is still a need to focus collective partnership efforts on people who have been unemployed for over a year. Further education vocational pathways will remain a critically important route for school leavers although this varies across the region.

OUTCOME 1 – ACCESS AND INCLUSION

Context

The key policy drivers over the next three years will be implementing the ambitions of Developing the Young Workforce and making progress on the recommendations of the Commission on Widening Access. Adapting to the outcomes of the *Equity and Excellence in Education* consultation, and the review of enterprise and skills agencies will also influence the work of the college.

Supporting students to fulfil their potential

Our vision is to provide seamless support for students which removes barriers to learning and assists them to fulfil their potential. It is essential that support is tailored to the individual and that our universal services support access and inclusion for all students. Student Services staff are the first point of contact for students providing information, advice and guidance throughout their time at college. Feedback on the services and personal support provided by advisors is very positive, and we will continue to review our services for students.

We will continue to support the wellbeing of our students through education and interventions on drugs, alcohol, mental health, and other behavioural and social difficulties. Our three innovative shared posts - created in partnership with Police Scotland, NHS Ayrshire and Arran, and the Ayrshire Health and Social Care Partnerships - have enabled us to offer a unique range of services and interventions for our students. This has had a significant positive impact on student retention. Over the next three years we will build on this resource to support our students to be resilient and maintain their mental wellbeing.

Over the last year Student Services, curriculum and performance and planning teams, have improved early student retention, and reducing student withdrawals will continue to be a priority for the next three years. We will continue to develop our practice and ensure that there is consistent support for students across the college. The college will work with partners to understand how to better support younger students and other vulnerable groups, to select a course that is right for them, to sustain their learning and achieve positive outcomes.

Reengaging young people who have disengaged from education

The college's unique HIVE (Hope and Inspiration in Vocational Education) model provides young people, who have previously disengaged from education, the chance to re-engage in learning in a safe and nurturing environment. Here, they develop skills which prepare them for further learning in their chosen vocational area.

Short courses are delivered by college employability and engagement officers in dedicated HIVE centres in our three main campuses. Young people can study in the HIVE for one semester or up to two years before progressing to employment, training or further learning, depending on their individual needs.

We will continue to embed innovative approaches to support these young people, for example, introducing a reflective journal for each student to record their learning journey and outline the skills they have developed and the projects they have completed.

To support the most disengaged young people, we will aim to continue to run the Prince's Trust Team programme, which includes a residence-based activity to build confidence and enhance team building activities. The residential component of this programme requires considerable financial commitment which the Prince's Trust has agreed to fund this in 2017-18. We will work with Prince's Trust to identify sustainable funding to retain this essential part of the programme.

Working with young people in school to prevent disengagement

Over the course of the school year, employability and engagement officers deliver personal development programmes such as ASDAN qualifications and the Prince's Trust Achieve programme in school for pupils at risk of not progressing to a positive destination. Pupils build relationships with these specialist staff who help them with their transitions to further learning opportunities. The number of schools across the three local authority areas taking advantage of this offer from the College is increasing and in 2017-20 we expect all secondary schools in Ayrshire to take advantage of this.

Following the successful roll-out of our summer school programme in each of the three local authority areas in 2016, the college will run these each year for school pupils identified as being at risk of a negative destination. The summer school takes place over four weeks during the summer break, with young people participating in a range of learning activities each day. The outcomes of these summer schools have been significant with most young people moving onto positive destinations.

Winter leavers and exceptional entries

Each year, over one hundred 15-year-old pupils in Ayrshire embark on full-time college courses before their official school leaving date. These young people have typically disengaged from education in school and many have no desire to continue in education beyond their official leaving date. In 2016-17, we focused our efforts to help these young people remain on their course beyond their school-leaving date which resulted in good improvement in retention. We established a working group and secured commitment from local authorities and Skills Development Scotland to work even better together to ensure that these young students have the best possible transition from school and support in college. With support channelled effectively from all partners, we are confident of further improvements in retention and success in the period covered by this outcome agreement.

Care experienced students

In 2017-20 we will continue to improve our support for care experienced students, young carers and other young people at risk. We will continue to work closely with schools, local authorities and Skills Development Scotland to engage with these young people before they enrol at college to improve transitions and help them to sustain positive destinations.

We have made significant progress with the three local authorities in Ayrshire to share information at the earliest possible opportunity about young people moving onto a college course who are care experienced, received additional support needs at school or are registered as a young carer. In 2016-17 this resulted in 211 students declaring that they are care experienced, a significant increase from previous years

(SFC's national ambition for care experience is for the sector to achieve an intake of 800 care experienced students in 2018-19). We expect this figure to increase as our data sharing arrangements with partners improve and we will continue to meet local authorities and SDS regularly to ensure we use this data appropriately and effectively.

Throughout 2017-20, we will continue to develop and deliver our Corporate Parenting Plan, building on considerable success in the number of care experienced young people choosing to share their status with us. The Student Association appointed a care experienced officer in 2016-17 who works with Inclusive Learning and Student Services to improve support for care experienced young people in the college. In partnership with the Student Association we will establish and support a Care Experienced Forum. We will build on our success in developing relationships with, and establishing a pan-Ayrshire network of, other corporate parents by hosting an annual partnership event. Importantly, we will continue to develop further corporate parenting training for staff.

Supporting students with disabilities and additional support needs

Developing the independence and employability of young people with disabilities is a high priority and, in 2016-17, the college made significant improvements on the retention and attainment of students with learning disabilities. This was achieved by adopting a project-based approach to learning which developed confidence and independence in our students. We will continue to use this approach, as well as sourcing additional volunteering and work placement opportunities to further develop students' confidence and independence. We will also continue to use technology to help students prepare for life beyond their course.

Our success stems from regular engagement with staff in special schools and supported learning centres, which is critical to the success of young people with learning disabilities in making successful transitions to full-time courses at college. By building relationships with staff and pupils while they are at school, we ensure that the right young person is on the right course. We will continue to develop new relationships and sustain existing ones, ensuring that each new student and their family have confidence that college is the right next step on their learning journey.

Our focus on helping students to feel comfortable about declaring a support need has been very successful with a 59% increase in referrals over the last two years. This increase in activity, combined with the SFC review of extended learning support (now the Access and Inclusion Fund) will make it necessary to develop revised delivery models for the services offered.

Students on any course who need additional support receive this from our Inclusive Learning team. Help is available for specific learning difficulties like dyslexia and dyspraxia, visual and hearing impairment, physical disability, medical conditions, unseen disabilities like Asperger's Syndrome and epilepsy, mental health problems, social, emotional and behavioural difficulties such as ADHD. In 2017-20, we will enhance our support, for example by further developing our services for autistic students and those with a hearing impairment.

Anything that may impact on learning and participation will be assessed for support. For example, we will continue to deliver a summer transition programme for students with Asperger's or an Autistic Spectrum Disorder. This programme is designed for

new students and aims to support more effective transitions for this specific group of vulnerable young people.

We will support access and inclusion by making learning technologies universally available, aided by the knowledge and expertise of our Learning Resource Centre staff of assistive technology to provide support to students on a drop-in basis. Our learning technologists will continue to develop technology solutions for students with an additional support need, enabling them to be as independent as possible.

We will contribute to the development of the British Sign Language (BSL) National Plan in 2017 by developing our own plan. Through this plan, we will seek to increase awareness of BSL and improve access to services for Ayrshire's deaf and deafblind population over the next three years, working closely with partners to advance this work. However, as it is not known if there will be funding to support this, we will need to consider carefully how to deal with the likely significant cost implications of implementing this strategy.

Helping students develop essential skills for success

Good essential skills are critical to being successful in learning, work and life. Our model of essential skills delivery aims to ensure that all students on full-time courses, up to and including SCQF level 6, study the three core skills of Numeracy, Communication and ICT at the same SCQF level as their vocational course.

Innovative approaches include all essential skills being taught by the same lecturer using a project-based approach, where projects are contextualised to the vocational area and through the development of collaboration grids by essential skills and vocational lecturers to maximise opportunities to enhance learning. Essential skills are not used in isolation. Therefore, the continued development and application of our project approach of contextualised, overlapping skills demonstrating real-life application and examples to an employer will ensure that our students are successful in securing and sustaining employment. The implementation of an essential skills log in 2017-18 will enable students to maintain a record of the projects they have been involved in, along with a summary of the skills they have used and developed through these.

Committed to high quality learning and student experiences, we will continue to develop materials and video clips for Moodle, allowing students to access revision materials at a time and in a place that suits them. These materials will also be used at essential skills drop-in sessions and pre-course summer schools.

Tackling gender imbalance

Addressing gender imbalance is a priority for the college and strategic leadership for this is demonstrated at the highest level in the organisation. Since it was created, the Board of Management has consistently had 50:50 female/male representation, something which few public sector boards have managed to achieve. At all management levels in the college, there is equal representation of men and women.

Tackling inequalities underpins all of the college's strategic documents, improvement plans and activities, and our work to address gender imbalance in careers and learning choices takes many forms and is sector-leading. In 2017-18, the college will

formalise its Gender Leadership Group, led by a vice principal and comprising student representatives, and gender champions in service and curriculum areas.

The college has secured commitment from partners across Ayrshire, including the three local authorities, the employer-led Developing the Young Workforce Ayrshire regional group and the Ayrshire Chamber of Commerce to adopt a pan-Ayrshire leadership approach to tackling gender imbalance. We will work with partners, young people and employers to address the many significant and persistent systemic and cultural challenges that need to be overcome. This will include addressing gender imbalances in engineering, technology, care, hair and beauty through initiatives like *This Ayrshire Girl Can*, *This Man Cares* and *Man in the Mirror*.

Awareness raising of opportunities in gender segregated occupations and sectors will be an ongoing thread of activity. Central to this approach are campaigns such as *This Ayrshire Girl Can* to encourage women to aspire to careers which are traditionally dominated by men in areas like engineering, technology and construction, and *This Man Cares* which encourages men to choose careers in care and childcare. An important aspect of this awareness-raising work will be working with partners like SmartSTEMs and Equate Scotland to secure as much employer commitment as possible to planned activities.

To influence the influencers of young people, we will continue to promote interactive case studies demonstrating the success of young women and men in non-traditional occupations. We will make these resources available to schools, parents and employers.

In relation to encouraging applications to gender-dominated courses, we will implement our Equality Challenge Unit project by focusing on cohorts of the Foundation Apprenticeships we are offering (ie Engineering, Software Development, and Children and Young People) each of which is typically dominated by a particular gender. These subject areas mirror the full-time courses which we will pay particular attention to over the next three years, ie engineering, computing, and early education and childcare. However, our broader activity on tackling gender imbalance will impact on all curriculum areas, for example our sports curriculum will continue to work with schools to challenge gender stereotyping in sport.

For students who choose to take part in a college course which is dominated by the opposite gender, we will continue to support their success in non-traditional subjects through peer networks like Ayrshire Connects. Ayrshire Connects was established in 2016 to link female STEM students on all courses across all of our campuses with each other, with students in other colleges and universities, and with employers.

ESOL

The college will continue to deliver a range of ESOL qualifications at SCQF levels 3 to 6 across our three main campuses using core grant funding. Opportunities to study during the day and in the evening will be available to meet individual student needs. We will also continue to work very closely with community planning partnerships in East, North and South Ayrshire to support ESOL learners start their learning in the community and progress onto courses at college.

We facilitate a pan-Ayrshire forum which brings all ESOL practitioners together for training and to share good practice. We will continue to organise regular celebration

of success events, international markets, ceilidhs and Burns' suppers to provide our ESOL learners with the opportunity to feel part of our community and meet other students. Drop-in support sessions for students with any language challenges on full-time vocational courses will continue to be available on each campus to help them succeed.

As the number of Syrians adults and children increases in Ayrshire the college will continue to offer bespoke intensive courses to help families integrate into their new lives. We plan to offer ESOL classes as part of the school-college partnership programme and summer schools to help new arrivals improve their English and make new friends.

Gaelic

While we have not had and do not anticipate demand from stakeholders related to support for the Gaelic language over the next three years, we will keep this under review.

Supporting unemployed people

In partnership with local Department of Work and Pension offices, local authorities and a wide range of third sector organisations, we will continue to develop and deliver a range of short courses to support unemployed people based on community and employer need. It will be critical that such courses are not impacted negatively by the introduction of Universal Credit in our communities. We will expand the provision of short courses to meet the needs of those on benefits who cannot afford to commence a full-time course.

Although unemployment has decreased in recent years, East and North Ayrshire continue to experience amongst the highest rates of youth and all-age unemployment in Scotland. The college will work closely with the CPPs and local employability partnerships to design provision that supports the needs of unemployed in their communities. For example, we will continue to deliver the *Learning for Life* course in our Ayr, Irvine and Kilmarnock campuses in partnership with Diageo, local employers and the Department for Work and Pensions.

Working with North Ayrshire Council and the Department of Work and Pensions, we will continue to run the *Skills for Life* programme to support unemployed people into work by providing them with the confidence and necessary skills for the workplace. The 2016-17 programme was very successful with twenty of the first cohort of 24 students progressing into positive destinations. The second cohort provided 27 single parents with six weeks of intensive training at the college before moving into paid placements within North Ayrshire Council.

Building on our successful partnership with Cumnock Academy and Jobcentre Plus we will continue to support the innovative *Me2You* programme, where unemployed people have the opportunity to volunteer in schools for two days per week and attend a training programme at the college for two days per week.

Senior Phase Vocational Pathways

Building on significant progress over the past three years in developing standardised procedures and processes to underpin school-college partnerships with the three local authorities, we will negotiate a pan-Ayrshire partnership agreement, built

around a shared vision for school-college courses and highlighting roles and responsibilities. The partnership agreement will endorse agreed engagement activities, promote college courses and monitor the delivery of these. This will help to meet the needs of all pupils by sharing information about those most at risk of not achieving a positive destination, those whose progression pathways cannot be supported by a vocational course, and those with a pathway that could be enhanced by a vocational course. This will help to ensure that pupils in the senior phase are matched to the right course.

Building on good progress already made, we will continue to develop a coherent, strategic approach to promote school-college courses with different audiences. Support materials will include progression pathways for the industry sectors important to Ayrshire - specifically care, childcare, engineering and digital.

An important component of these industry sector pathways will be our foundation apprenticeships offer. In 2017-18 we will offer three foundation apprenticeships in Engineering, IT: Software Development, and Social Services (Children and Young People). Over the period 2017-20, we will aim to increase the number of foundation apprenticeships we offer, introducing new programmes in Construction and Civil Engineering.

It is important to acknowledge the challenges faced by the college in offering these new frameworks. First, because they are so new and unknown, there is a major job to be done in persuading teachers, parents and pupils of their value. Secondly, qualifications delivered over two years at secondary school are unusual and untested, and we have yet to see if school pupils will sustain these beyond the first year. These challenges are compounded by a bureaucratic contractual model which does not adequately cover the costs of promoting the frameworks, and a funding methodology which does not fully cover the costs associated with delivering the frameworks. Despite these challenges, we will continue to promote foundation apprenticeships to young people and their influencers, and support partners such as local authorities, schools and Developing the Young Workforce Ayrshire to do likewise.

In addition to traditional year-long and group award programmes for senior phase pupils, we will investigate other delivery models such as introductory or shorter courses in broad vocational areas for senior phase pupils. To ensure that senior phase pupils have the opportunity to evaluate their experience at college from application through to completion, we will continue with our approach for all school-college courses to elect class representatives.

Close collaborative working with individual schools in 2016-17 led to innovative approaches to course delivery. In East Ayrshire, pupils at Loudoun Academy are undertaking a full *National Certificate (NC) in Professional Cookery at SCQF level 5* over two years. They study in college, using industry standard professional kitchens, while theoretical aspects of the course are delivered by school staff to support underpinning knowledge. Also at Loudoun, a three-way delivery partnership between the school, college and industry means that pupils have the opportunity to compete a full *Scottish Vocational Qualification in Performing Engineering Operations at SCQF level 5*, with built-in industry placement and experience. Both pathways are enabling young people to move seamlessly to full time courses, employment or a modern

apprenticeship. We will build on these innovative developments with other schools across Ayrshire over the next three years.

Importantly, we will continue to play a lead role in the strategic and operational groups of Developing Young Workforce Ayrshire, in particular to enhance the college's engagement with employers to support the work experience requirements of school-college programmes like foundation apprenticeships as well as full-time courses.

Student Support Funding

Student funding payments made by the college to sustain students in their courses are a key element of our retention and achievement strategies. The college sector funding announcement for 2017-18 published on 5 May 2017 outlines £10.37 million for the college, inclusive of ESF funds. In the period covered by this Outcome Agreement we will expect student funding financial allocations made available by SFC and SAAS to meet fully the actual requirements of our students.

The current national review of student funding will have implications for the college and the wider sector. At this time, we are not able to comment further on any implications this will have in the period covered by this outcome agreement.

OUTCOME 2 - MORE SUCCESSFUL ECONOMY AND SOCIETY

Context

We will continue to meet the skills requirements of companies which expand, are created in, or attracted to Ayrshire. In particular, the college will work with employers to ensure that our course provision addresses current and emerging needs in the key sectors of engineering, social care, childcare and hospitality.

The Ayrshire Growth Deal bid, submitted to the Scottish and UK governments in 2017, has the potential to be a game changer for inclusive growth in Ayrshire's economy. If approved, it presents an exciting future for our students and the employers we work with.

STEM

After achieving the rigorous STEM Assured accreditation in 2017 and achieving the prestigious SEMTA UK Training Provider of the Year Award, we will ensure that the college retains that certification over the next three years and continues to be recognised as a provider of consistently high quality training aligned with current and future industry demand. We will seek to gain EngTech approval for our engineering apprenticeships which will enable our apprentices to be professionally registered with the Institute of Mechanical Engineers for all relevant courses.

Aerospace plays a major part in the Ayrshire economy and is a regional niche sector. The local cluster currently has a combined turnover of around £575 million, with ambitions to increase this to £1.6 billion. As a partner of the Prestwick Aerospace Strategic Partnership, we will continue to support employers in the industry to ensure there is an adequate pool of skilled people to meet their business needs. Following the creation of our industry standard composites laboratory on our Ayr Campus, we will continue to be the recognised partner of choice for composite repair and testing for the aerospace and renewables sectors. This will include increasing the number of full-time students trained in composites, as well as bespoke courses for industry partners. The college will also work with industry to monitor and respond to changes in technology and practices, ensuring our provision remains current and relevant. We will work with the Prestwick Spaceport team to develop and plan for the skills requirement for this venture and provide the support required to maximise the opportunity for success.

Low Carbon Scotland: Meeting our Emissions Reduction Targets 2013-2027 sets out a target of 100% of Scotland's gross energy consumption be provided by renewable sources by 2020. Part of this energy mix will be delivered by wind power generation. Although this is sometimes an emotive subject for communities, the college will work to ensure that local job opportunities in this sector are filled by local people. Building on our relationships with manufacturers like Gamesa, we will continue to support the upskilling of the wind turbine industry and the provision of new entrants to the sector.

We will continue to work in partnership with the Energy Skills Partnership to ensure we meet the skills demands of employers in sectors like macro and micro renewables, construction and transport. This partnership ensures a consistency in approach, as well as providing access to industry-standard resources, staff CDP and industrial influencers. Taking advantage of these partnerships, curriculum staff will

engage in vital industry-led CPD, and we will secure positive destinations within the industry for students.

In line with *A Manufacturing Future for Scotland Strategy*, which seeks to 'address anticipated skill demand by promoting STEM subjects throughout the school curriculum and improving engagement between industry and education' we will work with local authorities to develop a collaborative approach to delivery through specialist hubs in schools or on our campuses. These will be focused on specific sectors or disciplines and will be driven by local industry partners who will shape the content based on their needs.

Fabrication and Welding pathways account for around 22% of the engineering Modern Apprenticeships offered by the college in response to a significant and stable demand for this skillset. The Welding Institute is the leading professional engineering institution for the professional registration and certification of welding personnel worldwide. In partnership with the Institute, we will seek to create a training academy which will provide recognised accreditation and qualifications for the sector including non-destructive testing.

Building on successful school-college courses in traditional trades skills, we will seek to introduce the Civil Engineering Foundation Apprenticeship with progression to HNC Construction Management or Quantity Surveying. We will continue to offer courses in partnership with employers to provide work experience placements for industry endorsed courses and increase opportunities for HE course provision in quantity surveying in part-time and evening provision for employed students. During 2017-20, we will consolidate our main provision for vehicle maintenance at our Kilmarnock Campus with the establishment of a Motor Vehicle Centre of Excellence. Introductory courses will continue to be offered in North Ayrshire.

Life Science is identified as one of the Scottish Government's growth sectors. Although the number of businesses operating in science and pharmaceuticals is relatively small in Ayrshire, with companies such as GSK the sector is a significant regional employer. Advances in digital technology serving the STEM sectors is likely to see significant changes in skills requirements in the coming years. Although it is unlikely that a major shift will take place in the 2017-2020 period, the college will work closely with industry, identifying and planning for future skills demand and supporting early adoption of new technology where possible.

To support our activity in raising the aspirations of school pupils to pursue STEM careers, all college STEM staff and HN students will be encouraged to become STEM ambassadors with training provided by the college.

Digital

Developments in digital technology will affect all sectors of the economy, requiring employers, as well as current and future employees, to adapt how they work. The college will play a critical role in supporting Ayrshire's digital future by ensuring that all students develop the skills to take advantage of opportunities.

Underpinning the strategic direction of our computing curriculum will be *Achieving Scotland's Full Potential in a Digital World: A Digital Strategy for Scotland* published by the Scottish Government in March 2017. Industry estimates that an additional 12,800 digital skills roles are needed each year in Scotland. These roles

will not be limited to the traditional digital industry. Increasingly, jobs in sectors of the economy like finance, manufacturing, retail, health and tourism will rely on digital skills and the future success of these industries is likely to depend on this.

These roles can only be filled if increasing numbers of people choose to develop the skills required yet, despite the many high-value job opportunities and careers available in the digital sector in Scotland, there is a significant need to raise awareness of these amongst young people and their influencers. The college will continue to work with schools to build a pipeline of young people into our full-time computing courses.

Our hugely successful Coderdojo Ayrshire computing coding clubs have introduced hundreds of primary and secondary age young people to programming and developing apps.

We will work in partnership with SmartSTEMs to take our *This Ayrshire Girl Can* campaign to a new level with a rolling programme of large-scale technology workouts for first and second year secondary school girls across Ayrshire. As well as hearing from inspirational female speakers, pupils take part in a wide range of interactive workshops led by industry.

Supported by funding from the Developing the Young Workforce Ayrshire regional group the college has partnered with *Apps for Good*, an open source technology education movement, to equip third year pupils to research, design and make digital products and take them to market. For fifth and sixth year pupils, we will offer the *IT: Software Development Foundation Apprenticeship* from August 2017.

The college will continue to play an important role in the development of *Ayrshire's Connected Classroom*, a key component of the Ayrshire Growth Deal proposal, which seeks to build the region's digital capacity starting at the earliest opportunity in education. We will be a driver for change in the classroom by the upskilling of teachers which is as crucial to the development of the future workforce as the upskilling of students. We will also work with community planning partnerships in helping unemployed people develop digital skills by delivering relevant short courses.

Health, Social and Child Care

Care is identified in the *Regional Skills Assessment for Ayrshire* as the only area of employment growth for the region and we will continue to work positively with partners on workforce planning for the health and social care sector, as well as on the expansion of childcare provision.

We will develop a recruitment strategy to attract a range of individuals – including school pupils, men, adult returners and career changers - to early years and health and social care courses. Working with partners, we will continue to provide courses that meet Scottish Social Services Council (SSSC) registration requirements and embed the critical skills and knowledge required to develop a flexible integrated health and social care workforce. The relevant strategic objectives from the NHS Ayrshire and Arran Health Improvement Strategy will be embedded in our curriculum provision.

The Scottish Government's commitment to increase the early learning and childcare free entitlement to 1,140 hours by 2020 will require a substantial increase in the size of the workforce. To support this expansion, we will increase provision of early years courses in schools, evening classes, full and part-time courses. This includes addressing the actions set out in the *Skills Investment Plan for Scotland's early learning and childcare sector* published in March 2017, in which Ayrshire College was identified as one of the three largest college providers for the sector.

In 2017, in partnership with the three local authorities, we mapped out a comprehensive pathway of qualifications to meet the sector's needs starting with the Foundation Apprenticeship in Social Services (Children and Young People) and other school-college courses. An important aspect of our support for the early years, health and social care sectors will be working with key partners to expand opportunities for training and development of existing and new staff within the sector. This will form the basis of our activity over the next three years.

Where capacity in these sectors limits opportunities for all students to gain a work placement, we will expand the use of simulated workplace teaching environments to develop essential practical skills for employment, for example, early years student placements at SCQF levels 4 and 5.

Over the next three years, the college will continue to innovate with technology and embed digital healthcare into the curriculum in recognition of significant digital and data developments in the industry.

Hospitality and Tourism

Our hospitality curriculum for 2017-20 will be influenced by the *Regional Skills Assessment*, the recently published *Food and Drink skills investment plan*, the refreshed *Tourism skills investment plan* and primary research with employers – all of which identify continued employment opportunities in service employment in restaurants and hotels.

Over the last three years, however, we have experienced reduced demand for hospitality courses which runs contrary to the employment opportunities that are available in Ayrshire. Despite hospitality remaining a key sector of Ayrshire's economy, fewer young people are choosing to develop careers in the industry. We are working with industry partners in the region to understand this and we will form an action plan to raise the attractiveness of hospitality and tourism in schools and in the wider community.

We will evaluate our two-year NC Professional Cookery course delivered in partnership with Loudoun Academy with a view to extending it to other schools. This will take into account the award structures which have been recognised by People 1st as meeting the needs of industry, feedback from industry representatives and from students about course content.

Hospitality courses at HNC/D level will address the need for future managers and graduate management trainees identified by skills investment plans, the sector skills council and employers. The *Skills Investment Plan for Tourism* describes a range of skills needs in the areas of management and customer service that also highlights a requirement for courses of shorter duration, developing specific skills.

Creative

The *Regional Skills Assessment* illustrates that there is a higher proportion of businesses in the creative industries in Ayrshire compared to Scotland, with a corresponding contribution to the growth of the region's economy.

Recognising that this sector is formed primarily of self-employed people and micro businesses we will integrate business and entrepreneurship skills into our courses in partnership with Bridge to Business to ensure our graduates are equipped for business start-up in the sector. In partnership with South Ayrshire Arts Partnership we will deliver short courses to those already in the creative sector to support business growth through social media channels. Over the next three years, we aim to develop and implement new access provision that will lead onto existing full-time college courses. This will open up creative industries to school pupils from senior phase portfolio preparation to new National Progression Awards delivered with schools and in partnership with industry.

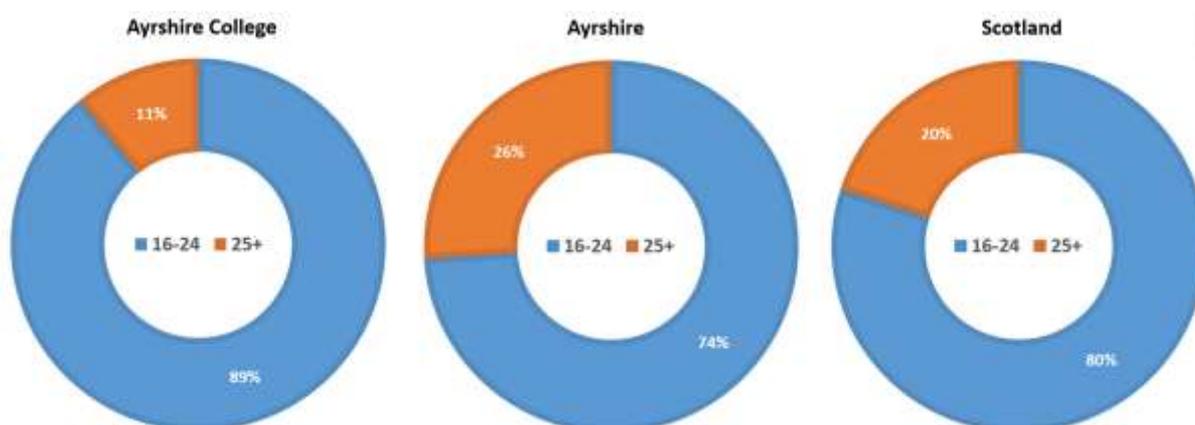
Supporting the apprenticeship family

The college works well with employers across the region to support a range of models to deliver Modern Apprenticeships (MAs). Figures from Skills Development Scotland show that there were 2,065 MA starts across the region in 2015-16, a modest increase on the previous year. The college delivered 261 of these, in partnership with trade bodies, representing 13% of the regional total.

Typically, we deliver a larger percentage of apprenticeships at higher SCQF levels than the regional and national average. For example, in 2015-16, 89% of our apprentices in training and 76% of new starts were studying at SCQF Level 6 or above. Although the vast majority of apprenticeships delivered by the College support 16-24 year olds and are higher level apprenticeships, this is not consistent across Ayrshire.

While the Scottish Government prioritises Modern Apprenticeships for 16-24 year-olds, the 2016 *Regional Skills Assessment for Ayrshire* showed that 26% of apprenticeship starts in 2015-16 were aged 25 or over, significantly higher than the Scotland figure of 20%. This compares to 9% of Ayrshire College starts in the same time period.

Figure 4: Modern Apprenticeships delivered by age, 2015-16



In the period 2017-20, we will continue to encourage an increasing number of businesses to recruit modern apprentices. The focus of our apprenticeship activity will continue to reflect the main economic sectors we support in Ayrshire - primarily engineering, construction, hospitality and care. We will engage with large public sector employers such as NHS Ayrshire and Arran to identify how we can support their apprenticeship needs. We will also work in partnership with university partners on the development of graduate level apprenticeships.

As well as contracting directly with SDS to deliver MAs, the college will continue to deliver the educational components of apprenticeships for a range of trade sector bodies such as CITB, SNIPEF and SECTT.

Responding to current workforce skills needs

According to the *Regional Skills Assessment*, Ayrshire performs better than the Scottish average in relation to the ease of filling vacancies. However, higher than average numbers of businesses report skills gaps in their workforce. This suggests a need for targeted provision to develop the skills of current employees and help boost the productivity of businesses. Feedback from businesses and stakeholders has reported a need for skills development in management and business improvement techniques. The college will develop its portfolio of products in these areas, ensuring the provision is widely accessible by industry. We will also work alongside partners such as local authorities, Scottish Enterprise and the Scottish Manufacturing Advisory Service to align our products and ensure maximum benefits for businesses.

We will continue to work with local industry and stakeholders to refine our industry training provision to meet the needs of businesses, job seekers, and the regional and national economy. Although details are unknown at the time of writing, it is envisaged that the new Flexible Workforce Development Fund will be a useful mechanism to support skills development in these areas.

In response to demand, we will continue to deliver commercial courses to meet the workforce development needs of local employers. Examples of the short courses we will offer include Domestic Gas Installation, Personal Licence Holder, Elementary Food Hygiene, Portable Appliance Testing and First Aid at Work. In addition to short courses and apprenticeship support, the college will continue to deliver a range of work-based Scottish Vocational Qualifications (SVQs) on a commercial basis, aimed at employees, predominantly in social care and early education, where the SVQ is required to carry out their jobs.

A significant skills gap highlighted in the *Regional Skills Assessment* is for machine operatives in the manufacturing industry. The college will undertake further research in this area to understand the specifics of this need, and develop appropriate provision.

We will continue to offer bespoke training courses for our business partners, delivered flexibly and accessing a range of support mechanisms and funding streams to meet the needs of industry. For example, we anticipate running our sheet metal ten-week course which we designed to meet the recruitment needs of Ryanair's Prestwick Aircraft Maintenance plant. Unemployed engineers will be retrained in sheet metal work skills to meet a growing requirement within the

industry. The course was developed in partnership with Ryanair and is delivered to Boeing repair manual standards. An end of course work-piece is assessed by Ryanair. This highly successful course has run on multiple occasions and has resulted in 40 unemployed engineers securing high value, sustainable employment.

OUTCOME 3 - OUTSTANDING SYSTEM OF LEARNING

Student engagement and influence

The roles and responsibilities of the Ayrshire College Student Association (ACSA) are set out within its constitution. A Student Partnership Agreement between ACSA and the college sets out joint objectives and operational responsibilities for collecting student feedback for the purpose of effectively representing students across the college.

ACSA has an established Executive Committee and Executive Team. Executive Team Members have delegated responsibility for promoting and supporting a particular group of students (mature students, LGBT students, care experienced and disabled students) or for undertaking generic roles, such as Welfare Officers.

The Student Association is a key partner in decision making in the life and work of the college. As well as representing the student voice in college structures such as the Board of Management, it participates in working groups across the college such as the Values, Inclusion, Equalities and Wellbeing Group, the Safeguarding Steering Group, and the Mentally Healthy Colleges Group.

The college has a range of mechanisms for obtaining student feedback. Students can raise feedback and concerns directly with lecturers and curriculum managers, as well as their class representatives. SPARQS (Student Partnerships in Quality Scotland) training is delivered to all class representatives to ensure they are equipped to deal with their responsibilities and have a clear understanding of their role in collecting student feedback. Class representative roles and responsibilities are formally documented in the *Class Representative Handbook*.

The Student Association President and Vice President hold class drop-ins at the start of the semester to raise awareness of ACSA and the support it can provide to students to take forward feedback and/or concerns. Class representatives are in place for all classes, including school-college groups, and plans are in place to enable flexible learners such as evening class students and apprentices to raise feedback and concerns with the college, demonstrating our commitment to enhancing the experience of all students.

Impact Reports are maintained by the President and Vice President and are used to record all feedback and issues raised by students through various communication systems, including direct communication with ACSA, class representative meetings and issues raised directly with lecturers and curriculum managers which have been escalated to ACSA. Impact Reports are presented to class representatives and the Executive Committee, providing them with oversight and awareness of current student issues and the actions being taken by the college to resolve these.

The college will continue to adopt a proactive approach to obtaining feedback from students, for example through our *Have Your Say* events initiated in 2016-17 and held at each campus. At these, student experience feedback is obtained from students who pass by and informs course team evaluation reports and action logs,

ensuring that the student voice is considered during the curriculum development process.

Focus groups held by Internal Auditors in 2017 with students from all curriculum areas identified that there is a good awareness amongst students of the college's feedback mechanisms and complaint processes. In addition, students advised they were represented fairly by class representatives and the Student Association.

The Quality Enhancement team will continue to support the Student Association in taking responsibility for the recruitment and training of class representatives and will evaluate the effectiveness of this. This will enable bespoke training to be delivered on an ongoing basis and better support class representatives to be effective to evaluate and improve the quality of learning and teaching.

Articulation

Over the next three years the college will work hard to make progress on the recommendations of the Commission on Widening Access. Through benchmarking with other colleges, we know that we have delivered consistently well in enabling our HN students to articulate directly to second and third year of undergraduate degrees with advanced standing. Half of our HN students who progress to university go directly into second or third year of a degree programme. However, the other half start in year one and duplicate much of their learning. Achieving the SFC target that 60% of HN entrants to university should articulate with advanced standing per year by 2019-20, rising to 75% by 2025-26, requires commitment from universities to extend and formalise arrangements to enable more HN students to progress to degree study with advanced standing. It is essential that the Scottish Credit and Qualifications Framework (SCQF) is applied effectively to eliminate unnecessary, costly and demotivating duplication of learning.

Over the next three years, we will seek to secure agreements with universities to expand opportunities for students seeking to articulate to degree programmes. For example, we will build on our excellent progression arrangements with the Open University, seek to increase articulation to the campus-based level 3 Social Science (Hons) degree, widen access to degree provision by introducing a campus-based level 2 Social Science OU course for HNC students to gain direct entry, and develop credit transfer arrangements for HNCs like Working with Communities and Counselling to meet entry requirements for the OU campus-based programme which is currently restricted to HNC/D Social Science.

We will aim to increase articulation opportunities for students to midwifery and other competitive university degrees by providing bespoke student placements within these specialised sectors, building on our success in securing placements within NHS Ayrshire Maternity Services in 2017. To widen access to university further, we will continue to work in partnerships with SWAP (Scottish Widening Access Programme), secure additional student places and expand provision.

Learning and Teaching strategy

In 2017, following consultation with stakeholders, employers and staff, we will publish our Strategic Plan for 2017-20. We will refresh our Learning and Teaching

strategy to reflect our new strategic plan and outcome agreement, and the new national improvement framework, *How Good is our College*.

In parallel, we will develop a review model encompassing the themes of self, peer, team and student reflection to enhance and improve the quality of learning and teaching. To support our ongoing evaluation of the quality of learning and teaching, we will continue to work in partnership with Education Scotland to increase our capacity and expertise to improve. We will look to establish partnerships with other colleges in order to share associate assessor experience, identify and share good practice and improve the student experience.

How Good is our College

The principles of quality enhancement and continuous improvement will underpin everything that the college aims to achieve in the period covered by the 2017-20 Outcome Agreement. We played an important role in the 2014-16 action learning pilot with the Scottish Funding Council and Education Scotland to develop a new national framework for the college sector. The resulting new national improvement framework, *How Good Is Our College*, will be introduced across the sector in 2017-18 and our continuous improvement activity for 2017-20 will be driven by the principles of leadership and quality culture; delivery of learning and services to support learning; and outcomes and impact.

As we now have access to robust information on our key performance indicators in July each year, we will adapt our quality enhancement cycle to start the team evaluation process in August. This will enable us to complete the curriculum development planning cycle earlier.

A critical success factor will be the continued professional development of our staff and we will ensure that opportunities for development reflect the priorities set out in our Strategic Plan and Outcome Agreement for 2017-20.

Schools use a tool called Insight to track and monitor the attainment of pupils which is used to stimulate evaluation and to close the attainment gap. Partnership working between the College, local authorities, the Insight team and individual schools is enabling a more strategic approach to joint evaluation of school-college courses. This sector-leading work has been recognised through invitations to contribute to national projects and we will embed it in our quality enhancement cycle over 2017-20.

Demand-led curriculum

We will continue to review our curriculum provision on an annual basis, ensuring that it meets the needs of the regional economy and local communities. To support this, we will refresh and formalise our industry sector employer skills forums in 2017-18. These will continue to be the main formal vehicle to secure feedback from employers on the relevance of college provision and to validate our provision by industry.

In addition, we will continue to provide opportunities for employers to influence the curriculum at events such as our annual business dinner, our Scottish Apprenticeship Week activities each year, and other opportunities throughout the year targeted at businesses in specific sectors.

The college's leadership team, directors, heads and managers will continue to engage regularly with employers through forums, one-to-one meetings and external industry groups, ensuring that intelligence gathered is captured, shared and acted on. The Director of Business Development will introduce a formal system for recording and sharing engagement and validation activities with employers.

In November 2017, in partnership with SDS and Team North Ayrshire, we will hold a *Making Skills Work for Employers* conference at our Kilwinning Campus. *Making Your Business Our Business*, the college's strategy for engaging with our industry partners, will be refreshed to ensure it reflects the up to date external environment and our new Strategic Plan.

Encouraging and supporting innovation in learning

The aim of Scotland's Innovation Centres, which are funded by the Scottish Funding Council, is to help businesses increase the pace of innovation and, in turn, help Scotland's economy and people to flourish and prosper. Following productive partnership activity in 2016-17 with Innovation Centres such as The Data Lab and the Industrial Biotechnology Innovation Centre, we will build relationships with others, in particular the Digital Health and Care Institute, the Construction Scotland Innovation Centre and the Centre for Sensor and Imaging Systems. We will take advantage of CPD opportunities for staff, as well as providing opportunities for students to engage with relevant centres to understand innovation in their chosen sectors.

We will build on the success of our inaugural Ayrshire Bytes digital conference, designed in partnership with The Data Lab, to host an annual digital conference with the dual purpose of equipping businesses and our computing students and staff with knowledge on emerging technologies that are impacting on the wider economy.

The Ayrshire College Foundation has approved an *Innovation for Learning Fund* of £250,000 over 3 years (2017-20) to support creativity and improvement in curriculum and service design, content and/or delivery. Grants will be available to teams to assist with implementing projects which will focus on innovation in curriculum design, content or delivery; innovation in service design and delivery; and new approaches to learning, teaching and assessment.

Using Technology to Enhance Learning

In 2016-17 the College initiated Ayrshire TeachMeet, organised but informal events for teachers and lecturers to share good practice, practical innovations and personal insights in teaching. We held three events at which participants demonstrated good practice they had delivered or demonstrated a product that enhances classroom practice. Since we hosted the first Ayrshire Teachmeet in November 2016 other colleges have followed our lead.

In partnership with curriculum and quality enhancement teams, we will develop a minimum standard for learning and teaching materials and interactions on Moodle which will align with, and be further developed through, the digital professional standards work planned by College Development Network. Following feedback from students we will further develop our online college induction to provide bespoke versions for new, returning, evening and other specific groups of students.

Enterprise

Small and micro-sized business form the majority of Ayrshire's business base. The *Regional Skills Assessment for Ayrshire* shows that 88% of businesses in the region have fewer than ten employees, and that 98% have under 50 staff. Business start-up rates in Ayrshire are significantly below the Scottish figure - in 2014 there were 32 business start-ups per 10,000 residents compared with 40 in Scotland. Business survival rates in Ayrshire in the same period were also below the Scotland average.

In 2017 the college benefited from a Bridge to Business adviser who worked with staff and students in a range of curriculum areas to encourage enterprise and entrepreneurship. Over the next three years, with a range of partners, we will offer a coherent, coordinated programme of enterprise support to students. *Enterprising Ayrshire* will be the college's strategy to inspire greater numbers of business births from our student population and support these businesses to achieve sustainability and growth. To achieve that, we will:

- Work with Bridge 2 Business to introduce our students to enterprise and entrepreneurship. One to one coaching and mentoring support will be provided to develop business ideas.
- Coordinate and align our activity with the wider Ayrshire enterprise support ecosystem including Business Gateway, The Prince's Trust, Entrepreneurial Spark, local authorities, Developing the Young Workforce Ayrshire, UWS and national partners like Young Enterprise Scotland.
- Invest in appropriate resources to support the development of business ideas and start-ups such as access to hot-desk facilities, college facilities and rapid prototype support.

Intelligent, evidence-led organisation

We will build on our business intelligence approach to support participation from those furthest from employment and education, and to improve student satisfaction, outcomes and sustained positive destinations. We will develop and implement a business intelligence plan, which will outline and coordinate the development of all external and internally developed applications and resources building on improvements to key systems such as our student records system, timetabling and HR systems.

Our new timetabling system will be implemented for academic year 2017-18, supporting faster and more efficient creation of timetables, as well as providing greater visibility and access for students on devices such as smartphones. This will provide the college with greater oversight of staff and room utilisation, contributing to delivering on our ambition to be a high-performing, sustainable organisation.

Our innovative, sector-leading and impactful work on using predictive analytics to improve student retention has attracted interest across the sector. College Development Network (CDN) has invited us to work collaboratively with other colleges and The Data Lab (the SFC-funded Innovation Centre for data analytics) to further develop the retention tool for wider use in the sector.

Continuous Improvement

In 2016-17, the college piloted the use of business improvement techniques, bringing together cross-functional groups of staff to review and improve existing systems and processes. Enhancing the student experience was the driving force behind this approach and work is already underway to improve our application and enrolment processes. This approach will be maintained over the next three years, identifying and acting on areas of change or potential improvement, benefitting organisational efficiency and productivity, while improving the student and stakeholder experience.

Over the next three years, we will seek to deliver financial savings as we improve and integrate systems, streamline processes and increase our use of electronic communication with students throughout the application and enrolment processes. As part of this software integration and business improvement process, we will update and refresh our student portal, providing students with access to their personal information, course information, timetable and attendance information.

OUTCOME 4 - HIGH-PERFORMING, SUSTAINABLE INSTITUTION

High Quality Learning Spaces

The new campus in Kilmarnock has been a tremendous success, generating unprecedented interest in the college. In just a few months, it has acted as a catalyst for an enhanced level of employer engagement, community activity and student campaigns. It has enabled us to host large-scale events of relevance to our stakeholders, such as *Making Skills Work for Employers* run in partnership with SDS and the DYW Ayrshire regional group, the SDS *Connect to Community* supported learning event, and our *Data Changes Everything* conference in partnership with The Data Lab, the innovation centre for data analytics.

It will be a priority to ensure that students on all campuses benefit from high quality learning spaces and over the next three years we will continue to improve campus facilities in Ayr, Kilwinning and Irvine. The Ayrshire College Foundation has approved funding of £1.7 million for further refurbishment of the Ayr and Kilwinning campuses. In Ayr, this will result in new hospitality kitchens, a new training restaurant, staff workrooms and classrooms. In Kilwinning, the Learning Resource Centre (LRC) will be extended and upgraded to a standard on a par with LRCs in Kilmarnock and Ayr. Additional informal learning resource areas will be created on each floor and the Student Association office will be relocated to a more visible location in the main entrance foyer. In 2017-20, we will seek to relocate our trades provision in Nethermain to a more suitable location. Discussions are ongoing with North Ayrshire Council on how we might achieve this.

Our rolling programme of estates developments will include the re-roofing of the Dam Park building on the Ayr Campus. Two large roofs were replaced in 2016-17 but a further eight remain in varying states of repair and a phased replacement programme is in place. The age and condition of this building presents challenges which are unlikely to be addressed by existing funding which poses particular problems on the scale of works which can be carried out working with an annual budget. For instance, a window replacement programme for the Dam Park building is having to be carried out in phases, in separate financial years, in order for the works to be funded.

Where possible, works will be phased to facilitate affordability. However, some essential works do not lend themselves to phasing and, where this is the case, we are unable to proceed with the appropriate estates solution. For example, insulated rain screen cladding would considerably improve the thermal insulation of the Dam Park building, but significant funding is required to achieve this. In 2016-17 the Ayrshire College Foundation funded an upgrade to our Advanced Composites Materials Laboratory in the Aeronautical Building on our Ayr Campus. However, the main learning and teaching spaces in STEM workshops and science labs require substantial upgrading.

Climate Change - Mitigation, Adaptation, Acting Sustainably

The college is committed to being a sustainable institution and has signed the Universities and Colleges Climate Change Commitment for Scotland. We are committed to satisfying our Climate Change Duties as detailed in the Climate Change (Duties of Public Bodies) Order 2015 in the following areas:

- Water - reduction in consumption and waste
- Waste - reduction, recycling and reuse and responsible disposal
- Energy - reduction in consumption and sustainably sourced
- Sustainable estate development
- Responsible procurement of goods and services
- Sustainable travel.

A number of measures on waste water reduction have been implemented across the college. All food waste is segregated by the college and sent for recycling into energy. All wood, waste oil, glass, aluminium, paper and dry recyclables are separated and our target is that 100% of waste will be recycled by 2025.

On energy consumption we are rolling out an LED lighting replacement programme on Ayr and Kilwinning. Motion and timed lighting are in place in the new Kilmarnock Campus and our supplier uses sustainable energy sources. The introduction of increased insulation in the two new roofs at Dam Park is an attempt to retain heat in the building and reduce consumption of gas for heating which in turn will reduce emissions.

Sustainability is embedded into every aspect of estates developments and maintenance. During the recent roof replacement programme a decision was taken that to reduce waste the older roofing system was encapsulated within the new roof design meaning that much of it was left in situ. The Estates team lead on sustainability across the college and continually scope planned and preventative maintenance to incorporate sustainable efficiencies utilising the Climate Change Assessment Tool. Where possible food miles are kept to minimum and these are mostly procured through TUCO. Local suppliers are used whenever possible in order to keep supply chains sustainable.

Sustainable travel is heavily promoted by the college as we try to embed sustainability into our culture. The college has a Green Travel Plan and we will continue to encourage staff and students to embed this into their travel choices. Car charging points are available on each campus, staff are encouraged to car share and changing facilities are available for cyclists.

Equality Outcomes

A set of four regional Equality Outcomes and associated shared actions have now been developed following a period of both public and college consultation. We have worked with community planning partners to agree pan-Ayrshire equality outcomes which are effective from April 2017. These are that:

1. People experience safe and inclusive communities
2. People have equal opportunity to access and shape public services
3. People have opportunities to fulfil their potential through life
4. Public bodies will be inclusive and diverse employers.

The consultation consisted of focus groups with student groups and Student Association representatives. Staff were consulted via the Values, Inclusion, Equality and Wellbeing Steering Group which will continue to support the ongoing development of the college's equality outcomes which details actions to be taken in 2017-21.

The college is committed to the principle of equal opportunities in employment and specifically that pay should be awarded fairly and equitably regardless of age, disability, ethnicity, gender identity, marital status, pregnancy and maternity, religion or belief, sex, and sexual orientation.

The College is one of six colleges in Scotland selected to participate in an 18-month action research project with the Equality Challenge Unit (ECU). We are fully committed to supporting all staff to progress successfully within the college and recognise that, to better enable this a particular focus should be given to staff disability disclosure. Like many other colleges, we have a low rate of staff disability disclosure, which means it is difficult to identify accurately the total number of staff who have a disability or disabilities. It is acknowledged a range of factors may be impacting upon this and, through the development of the ECU Supporting workforce diversity project, the College seeks to improve this position over the next three years.

Governance and Financial Management

Good and effective corporate governance led by the Board of Management is embedded in everything we do. In 2017, the Board of Management reviewed the updated requirements of the Code of Good Governance for Scotland's Colleges and recently undertook an externally led review of Board governance effectiveness. The conclusion of the review was that the college complies with the Code of Good Governance for Scotland's Colleges.

Institutional financial health and stability remains a key strategic priority. The college and the overall sector require additional funding to ensure that we can provide excellent student-led services while being able to provide fit for purpose and industry relevant learning environments. The continuation of annual financial allocations from SFC restricts our ability to plan on a meaningful basis.

The college continues to explore opportunities to increase efficiencies across curriculum and service areas. Innovation and creativity will be key cross-cutting themes in our operations over the period of this Outcome Agreement.

Over the next three years, a number of material funding factors will affect the college and the sector. SFC will move to the full implementation of the 'simplified funding model' and current levels of ELS funding will be changed as SFC moves to an Access and Inclusion Fund. Based on information currently available, both changes will result in a material reduction in the SFC recurrent funding required by the College. We will need to fully understand transition arrangements and the support that SFC will provide.

Staffing costs remain the single largest part of our cost base. The cost of national bargaining implementation remains a serious concern. Moving to a national pay scale and changes to existing terms and conditions will have a material effect on future financial sustainability, and new funding requires to be made available to fully cover the costs resulting from national bargaining.

The college is disappointed that, despite protracted discussions over a number of years, no specific level playing field is being provided by SFC to support the costs of the Private Finance Initiative contract in our Kilwinning campus. Ayrshire College is

the only college in the sector that is entirely funding the capital and interest costs of a campus building.

ANNEX A – SFC MEASURES

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
1(a)* The volume of Credits delivered					
The volume of Credits delivered (core)	131,415	124,252	124,252	124,252	
info. Core Credits target (region)	See Note 1	-	-	-	
info. % towards core Credits target (region)	See Note 1	-	-	-	
The volume of Credits delivered (ESF)	TBC	1,255	1,255	1,255	
The volume of Credits delivered (core + ESF)	TBC	125,507	125,507	125,507	
info. The volume of wSUMs delivered	181,035	-	-	-	
info. % towards core wSUMs target	98.80%	-	-	-	
1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24					
Volume of Credits delivered to learners aged 16-19	66,829	62,753	61,498	60,243	
Proportion of Credits delivered to learners aged 16-19	50.90%	50%	49%	48%	
Volume of Credits delivered to learners aged 20-24	30,710	27,611	28,867	30,122	
Proportion of Credits delivered to learners aged 20-24	23.40%	22%	23%	24%	
info. Volume of Credits delivered to full-time learners	105,781	-	-	-	Estimate 100,000 credits
Volume of Credits delivered to full-time learners aged 16-19	54,956	51,000	51,000	51,000	Calculated on an estimated total of 100,000 FT credits
Proportion of Credits delivered to full-time learners aged 16-19	52.00%	51%	51%	51%	
Volume of Credits delivered to full-time learners aged 20-24	24,694	23,000	23,000	23,000	
Proportion of Credits delivered to full-time learners aged 20-24	23.30%	23%	23%	23%	
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Volume of Credits delivered to learners in the most deprived 10% postcode areas	26,705	25,101	25,101	25,101	
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	20.30%	20%	20%	20%	

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers					
Gender -					
Volume of Credits delivered to Male learners	61,881	59,616	60,243	60,243	
Proportion of Credits delivered to Male learners	47.10%	47.5%	48%	48%	
Volume of Credits delivered to Female learners	69,535	65,891	65,264	65,264	
Proportion of Credits delivered to Female learners	52.90%	52.5%	52%	52%	
Volume of Credits delivered to Other learners	0	-	-	-	
Proportion of Credits delivered to Other learners	0.00%	-	-	-	
Ethnicity -					
Volume of Credits delivered to BME learners	1,812	1,506	1,506	1,506	
Proportion of Credits delivered to BME learners	1.40%	1.2%	1.2%	1.2%	
Disability -					
Volume of Credits delivered to students with a known disability	25,380	25,101	25,101	25,101	
Proportion of Credits delivered to students with a known disability	19.30%	20%	20%	20%	
Care Experience -					
Volume of Credits delivered to students with Care Experience	66	2,700	2,850	3,000	
Proportion of Credits delivered to students with Care Experience	0.05%	2.15%	2.27%	2.39%	
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	318	390	420	460	
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1,010	1,480	1,680	1,840	
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.80%	1.18%	1.34%	1.47%	

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	4,236	3,400	3,500	3,600	
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.20%	2.71%	2.79%	2.87%	
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)					
Volume of Credits delivered at HE level	See Note 2	37,700	38,000	38,500	
Volume of Credits delivered at HE level to learners from SHEP schools	See Note 2	3,800	3,900	4,000	
Proportion of Credits delivered at HE level to learners from SHEP schools	See Note 2	10.06%	10.26%	10.39%	
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses	30,318	29,000			
Proportion of Credits delivered to learners enrolled on STEM courses	23.10%	23.11%	23.5%	23.75%	
4(a)* Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE enrolled students achieving a recognised qualification	2,890				
The total number of FT FE enrolled students	4,932				
The percentage of FT FE enrolled students achieving a recognised qualification	58.60%	66%	68%	71%	
The number of PT FE enrolled students achieving a recognised qualification	5,069				
The total number of PT FE enrolled students	6,525				
The percentage of PT FE enrolled students achieving a recognised qualification	77.70%				
The number of FT HE enrolled students achieving a recognised qualification	1,502				
The total number of FT HE enrolled students	2,412				
The percentage of FT HE enrolled students achieving a recognised qualification	62.30%	66%	68%	71%	
The number of PT HE enrolled students achieving a recognised qualification	447				
The total number of PT HE enrolled students	613				
The percentage of PT HE enrolled students achieving a recognised qualification	72.90%				

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification					
The number of MD10 FT FE enrolled students achieving a recognised qualification	577				
The total number of MD10 FT FE enrolled students	1,098				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	52.60%	62%	64%	66%	
The number of MD10 PT FE enrolled students achieving a recognised qualification	1,085				
The total number of MD10 PT FE enrolled students	1,403				
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	77.30%	75%	76%	77%	
The number of MD10 FT HE enrolled students achieving a recognised qualification	241				
The total number of MD10 FT HE enrolled students	434				
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	55.50%	62%	64%	66%	
The number of MD10 PT HE enrolled students achieving a recognised qualification	55				
The total number of MD10 PT HE enrolled students	86				
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	64.00%	83%	84%	85%	
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges					
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	1				Clarifying with SFC – it's not clear from technical guidance how this data can be extracted and/or how a senior phase pupil could be enrolled on a full-time course
The total number of Senior Phase FT FE enrolled students	1				
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	100.00%				
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	128	247	284	330	
The total number of Senior Phase PT FE enrolled students	241	380	405	440	
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	53.10%	65%	70%	75%	

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	8				Clarifying with SFC – it's not clear from technical guidance how this data can be extracted and/or how a senior phase pupil could be enrolled on a full-time course
The total number of Senior Phase FT HE enrolled students	12				
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	66.70%				
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	0	8	12	17	
The total number of Senior Phase PT HE enrolled students	0	10	15	20	
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	-	80%	83%	85%	
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	See Note 3	250	275	300	
6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study	See Note 4	2,100	2,200	2,300	
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	736				Unable to specify the actual number of students progressing to degrees
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	366	390	400	420	
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	49.70%				Unable to calculate the proportion without knowing the total number of students progressing to degrees
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
The total number of full-time FE college qualifiers (confirmed destinations)	2,936				
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,861				

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.40%				We will specify targets once we have 2015-16 data
The total number of full-time HE college qualifiers (confirmed destinations)	1,084				
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,052				
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.00%				We will specify targets once we have 2015-16 data
9. The percentage of students overall, satisfied with their college experience (SSES survey)	See Note 5	94%	95%	96%	
10 Gross carbon footprint	See Note 6				

Board of Management Meeting

22 June 2017

- Subject:** Outcome Agreement 2017-20
- Purpose:** To seek approval for the Outcome Agreement for 2017-20
- Recommendation:** The Board of Management is invited to consider and approve the Outcome Agreement for 2017-20
-

1. Background

Every college and university produces an Outcome Agreement (OA) which outlines how they intend to meet objectives set out by the Scottish Funding Council (SFC). They cover a three-year period and we are approaching the end of the period covered by our 2014-17 OA. The SFC also requires colleges to update their OAs on an annual basis.

2. Current Situation

The SFC requires colleges to set out how they intend to achieve the outcomes identified for 2017-20 which are:

- Learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds
- An outstanding system of learning, where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities
- Well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference to the economy
- High-performing, sustainable institutions with modern, transparent and accountable governance arrangements.

The draft OA available as Appendix 1 illustrates how the College plans to fulfil these objectives. Included in the OA is a table of targets and measures requested by SFC. Information about these national performance measures is included in Appendix 2.

The vehicle for reporting on progress in achieving the targets and plans set out in our OA is our annual quality report.

3. Consultation

In drafting the 2017-20 Outcome Agreement there has been full consultation with all members of the executive and senior management teams. Six campus workshops took place in February to seek input from staff on the OA. The Student

Association was also consulted and provided input to the process. Drafts of the OA have been shared with SFC for feedback.

4. Resource Implications

The resource implications associated with the Outcome Agreement are that the funding provided by SFC is insufficient to fulfil our aspirations. The College's concerns about a number of financial implications are articulated in the OA.

5. Risks

The Outcome Agreement illustrates how the College plans to meet SFC objectives for the period 2017-20. The risks associated with delivering our core business, as outlined in the Curriculum Delivery Plan which has already been approved by the Learning and Teaching Committee, are captured in the Risk Register.

A dashboard for monitoring progress on the targets outlined in the Outcome Agreement is available to all managers in the College and enables us to identify and address potential challenges as they arise at any point throughout the year.

6. Equality Impact Assessment

The College is in the process of preparing an impact assessment for the Outcome Agreement.

7. Conclusion

The Board of Management is invited to consider and approve the Outcome Agreement for 2017-20.

Jackie Galbraith
Vice Principal – Strategy, Planning and Performance
14 June 2017

Publication

This paper will be published on the College website.

APPENDIX 1 – AYRSHIRE COLLEGE OUTCOME AGREEMENT 2017-20 (attached separately)

APPENDIX 2 – SFC NATIONAL PERFORMANCE MEASURES FOR 2017-18

	Measure
Measure 1 (a)	Credits delivered (Core / ESF / Core + ESF)
Measure 1 (b)	Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24
Measure 1 (c)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas
Measure 1 (d)	The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers
Measure 2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by colleges
Measure 2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
Measure 2 (c)	Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision
Measure 2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP (Scottish Higher Education Partnership) secondary schools with consistently low rates of progression to higher education
Measure 3	Volume and proportion of Credits delivered to learners enrolled on STEM courses
Measure 4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT and PT)
Measure 4 (b)	Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT and PT)
Measure 4 (c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges
Measure 5	The number of starts for direct contracted apprenticeships (including with industry bodies such CITB and SECTT)
Measure 6	Number of full-time learners with high quality work placement or work place “experience” as part of their programme of study
Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Measure 8	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
Measure 9	Student Satisfaction and Engagement Survey - the percentage of students overall satisfied with their college experience
Measure 10	Gross carbon footprint (3 year period)

Board of Management Meeting**22 June 2017****Subject:** 2017-18 Capital Expenditure Programme**Purpose:** To provide the Board of Management with details of the capital expenditure programme approved by the Estates and New Campus Development Committee and the Finance Committee for the period April 2017 to March 2018**Recommendation:** The Board of Management, in line with their terms of reference, approve the capital programme of £795,000 to be funded entirely by SFC capital grant**1 Background**

The College receives from SFC a separate capital/maintenance grant to fund capital expenditure as well as maintenance revenue expenditure. This grant is made in line with SFC's April to March financial year and not the College's August to July academic year.

The final capital/maintenance grant announced by SFC for FY 2017-18 on 5 May 2017 is £1,545,324 with £795,000 of this proposed to be allocated to capital and the remainder to maintenance.

2 Current Situation

The proposed capital expenditure programme for FY 2017-18 is as follows:

Proposal	Cost
<i>Ayr Campus</i>	
Phase 2 windows Dam Park	£190,000
Room reconfigurations/refresh	£100,000
LED Lighting replacement	£12,000
Health and Safety works	
Replacement fire escape and air conditioning unit	£13,000
FF&E Rolling Replacement	£70,000
Sub-Total	£385,000
<i>Cross Campus</i>	
Curriculum capex requests	£30,000
Sub-Total	£415,000
<i>Kilwinning Campus</i>	
Room reconfigurations + FF&E	£100,000
New coffee shop	£30,000
ICT	£250,000
TOTAL	£795,000

Window Replacements

The windows in the Dam Park building are ill fitting, whistle when windy, are incapable of being safely opened and closed without leaning out of the window (often at height) and have broken down units.

Room reconfiguration/refresh

This is an annual process which optimises room layouts to the requirements of the curriculum, usually comprising redecoration, new carpeting and occasionally altering room sizes.

FF&E

FF&E replacement is a rolling replacement programme for all college FF&E.

Kilwinning Coffee Shop

It is proposed to create a coffee shop within the existing refectory in Kilwinning. This would create parity with both Ayr and Kilmarnock and would provide a welcome service to both staff and students not wishing to partake in a full refectory service. The investment would enable further opportunities to increase catering income.

3 Proposals

The Board of Management is asked to approve the capital programmes as approved by the Estates and New Campus Development Committee and the Finance Committee.

4 Consultation

Consultation on the capital expenditure proposals contained within this paper have taken place with both service and curriculum staff and this paper has been approved by the EMT.

5 Resource Implications

The above proposals would result in SFC funded capital expenditure by March 2018 of £795,000.

6 Risks

A number of risks exist in relation to capital work programmes especially in older buildings. Cost and time overruns are key risks particularly given limited funding. In addition, any major capital works over the winter period will have to be carefully managed to ensure, for example, that they are not delayed beyond March 2018 due to adverse weather and that they do not impact on the student experience.

7 Equality Impact Assessment

At this stage an Equality Impact Assessment is not applicable but would be required before finalising any plans. Provision for disabled access will be considered at all stages during the planning process.

8 Conclusion

The Board of Management, in line with their terms of reference, approve the capital programme of £795,000 to be funded entirely by SFC capital grant.

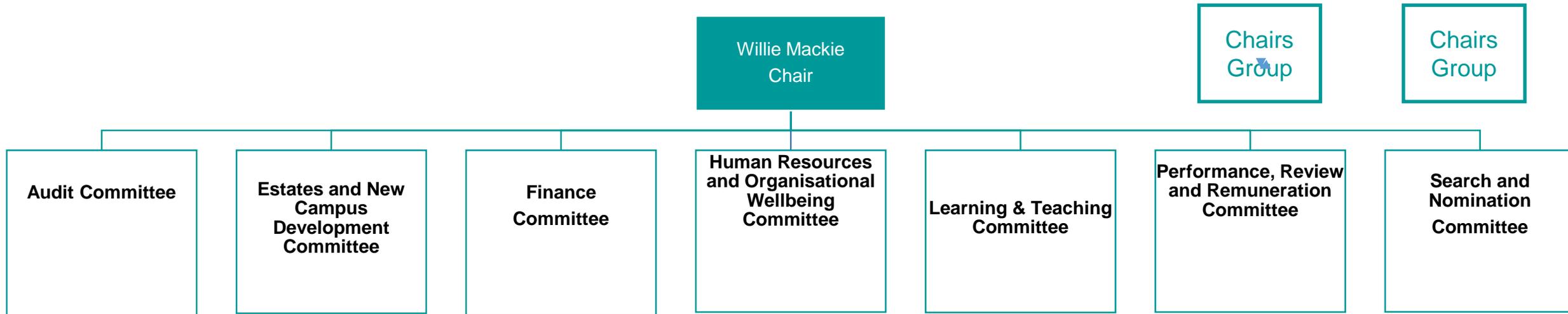
Donna Vallance
Vice Principal, College Estate and Facilities

Michael Breen
Vice Principal, Finance and ICT
12 June 2017

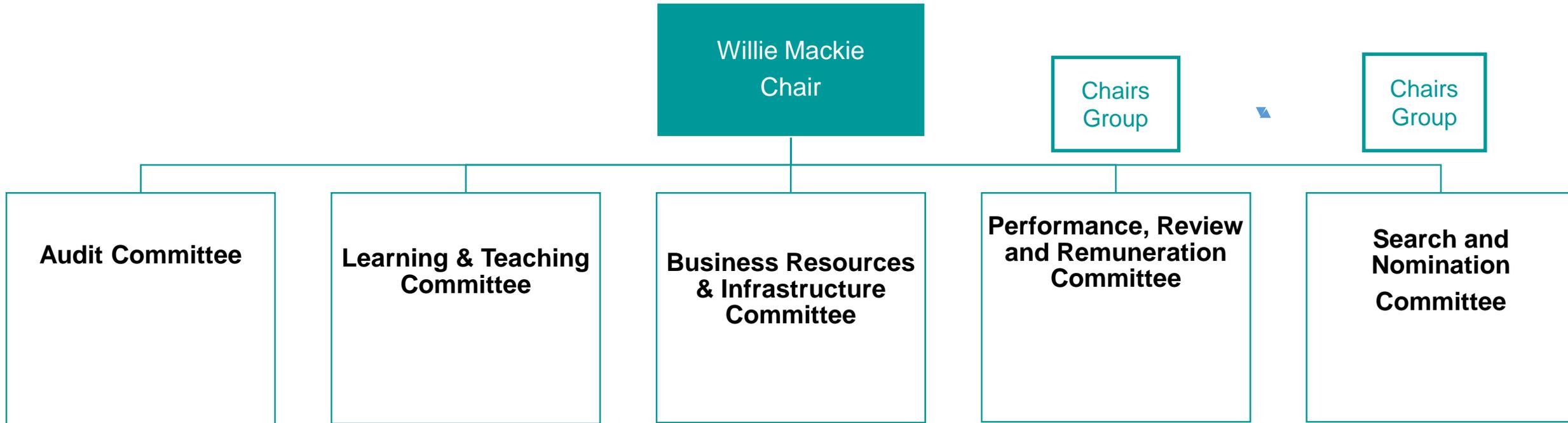
Publication

This paper will be published on the College website.

Appendix 1



Appendix 2



DRAFT COMMITTEE WORKPLANS 2017/18

Proposed Audit Committee work plan 2017-18

September	November	March	June
Internal Audit Reports	Internal Audit Reports	Internal Audit Reports	Internal Audit Reports
Risk Register 2017-18	Risk Register 2017-18	Risk Register 2017-18	Risk Register 2017-18
Internal Audit Rolling Action Plan	Internal Audit Rolling Action Plan	Internal Audit Rolling Action Plan	Internal Audit Rolling Action Plan
	AY 2016-17 Student Support Funding and EMA Audit Report		Audit Scotland – Report on Colleges
	AY 2016-17 Credit data Return		External Audit Reports
	Board of Management Report and Financial Statements 2016-17		
	2016-17 External Audit Reports: Annual report to the BOM and Auditor General Letter of Representation		
	2016-17 Audit Committee Report		

Proposed Learning and Teaching Committee work plan 2017-18

September	November	March	June
Student Association Report	Student Association Report	Student Association Report	Student Association Report
2016-17: Performance Indicators Credit Report* Student Funding Report* Student Services Report	2017-18: Credit Report* Student Funding report*	Outcome Agreement 2017-20 addendum (draft)	Outcome Agreement 2017-20 addendum
2017-18: Enrolment Report	2018-19: Draft CDP	2017-18: Credit Report* Student Funding Report*	2017-18: Credit Report* Student Funding Report* Applications – schools 2018-19
Quality Report 2016-17	Student Survey Report* (enrolment/induction)	Student Survey Semester 1 Report*	Student Services Report
Risk Register 2017-18	Retention Report*	Student Services Report	Risk Register
	Risk Register	2016-17 Sector KPI's	
Equity and Excellence Report Phase 1		Risk Register	Nethermains Provision
Nethermains Provision	Nethermains Provision	Nethermains Provision	Business Development Report
Business Development Report	Business Development Report	Business Development Report	

For information:

Directorate Report (each meeting)

Student Survey reports

Enrolment report

CDP 2018-19

*Board require material events only to be reported – variance reporting to be adopted

Proposed Business, Resources and Infrastructure Committee work plan 2017-18

September	November	March	June
Management Accounts* Summary (including cash flow)	Management Accounts* Summary (including cash flow)	Management Accounts* Summary (including cash flow)	Management Accounts* Summary (including cash flow)
Risk Register	Risk Register	Risk Register	Risk Register
Infrastructure report 2017-18*	Infrastructure report 2017-18*	Infrastructure Report* and Capital Expenditure Proposals 2018-19	Infrastructure Report* and Capital Expenditure Programme 2018-19
Student Support Funds Report*	Student Support Funds Report*	Student Support Funds Report*	Student Support Funds Report*
SFC Resource Return FY 2017-18	Statutory Accounts –July 2017	Certificate of Assurance for SFC at 31 March 2017	Budget 2018-19
	Organisation Review 2017-18	Budget Update 2017-18*	
	Health, Safety and Wellbeing Annual Report	Draft Budget 2018-19	
	Organisational Review 2017-18	Capital Proposals 2018-19	Capital Programme 2018-19
		Equality Outcomes Report	

Reports for information: HR report, Employers Association report, Management Accounts and Cash Flow

*Board require material events only to be reported – variance reporting to be adopted

Proposed Board of Management Committee work plan 2017-18

September	November	March	June
Student Association Report	Student Association Report	Student Association Report	Student Association Report
Chair's report	Chair's report	Chair's report	Chair's report
Risk Register	Risk Register	Risk Register	Risk Register
Quality Report 2016-17	Health, Safety and Wellbeing Report 2016-17	Budget Update 2017-18	Budget 2018-19
	Statutory Financial Statements: 2016-17 AFS Annual report by External Auditors Letter of Representation	SFC Indicative Funding 2018-19	Capital Programme 2018-19
	Annual Audit Report 2016-17	Equality Outcomes report	Board Committee Schedule 2018-19
	Annual Audit Committee Report 2016-17		Outcome Agreement 2017-20 addendum
	Organisational review 2017-18		Certificate of Assurance to SFC

For information:

Employers Association report

DRAFT – NOT FOR CIRCULATION

Business, Resources and Infrastructure Committee Terms of Reference

Introduction

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

The Committee will be known as the Business Resources and Infrastructure Committee of the College Board and will be a Standing Committee of the Board of Management. For the purposes of the Terms of Reference, unless otherwise indicated, 'The Board' means the Ayrshire College Board of Management.

Remit

The Committee will be responsible for:

- overseeing all matters related to the existing College Estate including land, buildings, moveable assets and equipment and/or regulations and also ensure that any guidance published by the Scottish Funding Council is observed.
- overseeing all matters related to the strategic and operational planning relating to the College's continuing organisational development, its human resource strategies and will consider and monitor the College wide strategies for the continuing development of an inclusive culture where the College mission, aims and values underpin everyday work and learning.
- overseeing all matters related to strategic and operational financial planning of the College, how this reflects upon the strategic resource management of the College, and provide assurance to the Board on the ongoing financial management and performance of the College.

Committee Membership

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

The Committee Chair and remaining members will be appointed by the Board.

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

Quorum

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

Attendance

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

Members of the EMT and, where appropriate, other staff should attend meetings of the Committee to provide information and reports as appropriate.

Meetings

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

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

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Duties

- Provide guidance and direction to College Management as appropriate.
- To agree Strategies within the Committee's overall remit subject to Board of Management Approval.
- To ensure that the mission, aims and values of the College promote a positive and inclusive culture for staff and learners and to monitor staff feedback to ensure open and transparent communication.
- To ensure that the College supports strong and effective leadership, personal and professional development and the empowerment of teams.
- To monitor the reports with regard to systems and processes to ensure that the College is managing and developing the organisation professionally and appropriately, with a focus on legislative requirements.
- To ensure that the College maintains its Organisational Development and Human Resources Strategy including arrangements for staff/management development and Continuous Professional Development to ensure alignment with organisational priorities and stakeholder needs.

- To ensure that the College reviews key performance indicators in relation to Human Resources and Organisational Wellbeing to ensure they reflect key elements of policy and strategy for staff and stakeholders and to monitor outcomes on a variance reporting basis for the purposes of continuous improvement.
- To ensure that the College embeds the principles of Equality & Diversity.
- To ensure that the College embeds the principles of Health, safety and wellbeing.
- To ensure that the College is managing and developing effective, open and transparent internal communications and dialogue with staff.
- To regularly review all property assets.
- To discuss and make recommendations to the Board on the annual capital expenditure programme and proposed estates projects, and to consider the strategic robustness and financial viability of the proposals.
- To oversee the major estates projects to ensure that projects are developed within the parameters specified by the Board of Management.
- To consider the College's property portfolio making recommendations to the Board for the disposal of and acquisition of land and buildings, including their financial liability.
- Ensure compliance with the Scottish Funding Council's Financial Memorandum with regard to the College's estate and all strategic financial decisions and actions
- Ensure the principles of sustainability in managing the College's estate.
- Consider and make recommendations to the Board on the annual financial budget for the College.
- Monitor the receipt of funds in the form of financial allocations, together with supplementary income, ensuring all funds are applied for the purposes specified in the allocation.
- Monitor in-year expenditure against budget and advise the Board including any requirement for remedial action.
- Consider financial benchmarking and performance information on a variance reporting basis

- Agree the College's borrowing requirement and approve all borrowing/loan agreements, granting security and/or giving guarantees as appropriate within the regulations as set out in the Financial Memorandum with the Scottish Funding Council.
- Oversee and approve all requests for project funding prepared for submission to the Ayrshire College Foundation.
- Oversee the agreement and implementation of the Financial Regulations of the College and systems of delegated authority to ensure a robust financial control environment is in place.
- Consider the Statutory Annual Accounts of the College and report on them to the Board.

Authority

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

The Committee is authorised to seek and obtain any information it requires from any Senior Manager or Employee of the College, its Advisors or Member of the Board of Management whilst taking account of policy and legal rights and responsibilities.

Reporting Arrangements

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the Chair of the Committee and the Committee Executive Management Team representative for checking. It is expected that minutes will be checked timeously and any amendments advised to the Secretary to the Board of Management.

Approved minutes will be published timeously on the College Website

The Chair of the Committee shall report on the work and recommendations of the Committee and submit approved Committee minutes to the Board meeting for information.

Board of Management Meeting

22 June 2016

Subject: Board Committee Structure

Purpose: To Review the Board Standing Committee Structure with a View to Enhancing its Efficiency and Effectiveness

Recommendation: The Board Approve the Recommendations Made

1. Background

The Board Committee Structure was established with the vesting of Ayrshire College in 2013 and since that time has served the Board and the College well. With the completion of the new Kilmarnock Campus Project, and the successful transition from Holehouse Road to Hill Street, it had been agreed that the role of the Estates and New Campus Development Committee (ENCD) had successfully served its purpose. As such it was agreed that a review of the Committee structure at this time would be appropriate. In addition, the Board's own self evaluation process and the annual appraisals of members undertaken by the Board Chair also identified issues which pointed towards a review of the standing committee structure.

2. Current Situation

There are currently seven board standing committees, as set out in Appendix 1. Five of these committees meet in line with the quarterly board cycle. The remaining two, The Performance Review & Remuneration Committee (Remco) and the Search & Nomination Committee, meet at least once per session as and when required. With the inclusion of the Board meetings, this equates to a minimum of 26 meetings over each academic year. A significant amount of paperwork has also been produced to service these meetings as the College has sought to ensure openness and transparency in keeping Board members fully informed, and in support of the decision making process. It is clear from feedback received, however, that attendance at and the volume of paperwork associated with this structure has, at times, proved challenging for some board members.

While it is uncommon for any meeting to be inquorate, attendance at meetings has been gradually declining from its peak average of 85% in 2013/14. Efforts have been made to address this decline, including moving meetings to times which board members had indicated would be more accessible for them and moves to streamline the paperwork provided. In addition, the Board moved to an electronic portal to make paperwork more accessible and easier to manage. Despite these innovations, the structure remains demanding. This

has been apparent in the one to one performance evaluation interviews undertaken by the Chair, the annual Board Self Evaluation of Performance and Effectiveness and via informal feedback received. In particular members have expressed concern at the volume of documentation being produced for meetings, the technical nature of some of these documents and the time taken to read, digest and understand their content.

Another issue commonly raised by members is the amount of time some meetings take to conclude their business. While the Chairs always seek to apply a professional approach to time management, allowing sufficient time for deliberation and decision making, some members have expressed the view that the discussion can descend into a level of unnecessary detail.

Further, member feedback and the conclusions of the externally led review of governance effectiveness carried out in 2016/17 identified a need to ensure that all non-executive board members have the opportunity to serve at least one year as members of the Learning and Teaching Committee, the core business of the College. The existing standing committee structure makes it difficult to achieve that objective.

All of the above has been taken into account as part of the work of producing, maintaining and progressing the Rolling Board Development Plan, as considered and approved by the Board and forwarded, as required, to SFC. The Plan calls for:

“A Review of the Board committee structure to be carried out with a view to streamlining the structure in order to enhance efficiency and effectiveness. Proposals to be considered at the June 2017 meeting of the Board of Management for implementation from the start of the 2017/18 academic year.”

The proposals set out below are a consequence of the Board Chair, the Committee Chairs, the Principal and the Board Secretary discussing draft proposals prepared by the Board Chair in support of the review of the standing committee structure.

3. Proposals

It is proposed to reduce the number of standing committees from seven to five, and the number of quarterly meeting committees from five to three. In so doing the residual responsibilities of the ENCD, the responsibilities of the Finance Committee (FC) and the responsibilities of the Human Resources and Organisational Wellbeing Committee (HROW) would come together into a new committee. The proposed title of the new Committee would be the **Business, Resources and Infrastructure Committee** (Appendix 2).

As previously stated many of the responsibilities of ENCD disappeared once the new Campus was completed and operational. The residual responsibilities were mostly financially related in any event, and were considered by both ENCD and FC, albeit with differing responsibilities. Nevertheless, this was a

duplication of effort, particularly as there was significant cross representation of non-executive members on the two committees. The merging of these remaining ENCD responsibilities with those of the FC into the new Committee would remove the duplication.

The rationale for including the responsibilities of HROW within the proposed new Committee are more complex. The work of HROW represents both the business and its infrastructure, but is more people and culture facing than the business facing focus of the traditional finance committee. However, in both the private and the public sectors there has been a recognition in recent years of the synergies that exist within these two strategically critical operating areas. This has been part of an acknowledgement that it is not always the most effective use of resources to separate into silos financial resource and human resource deliberations as they impinge directly upon each other. Separation does not always encourage a holistic overview.

This synergy has become more apparent in the more recent discussions that have taken place at Ayrshire College Board FC meetings since the advent of national bargaining, allied to the ever tightening unit of resource being made available to the College. Limited resourcing and the strategic consideration of how these resources may be most effectively deployed impact equally on the ongoing trading position of the College and the human resourcing costs required to ensure the best possible experience for learners. In addition, organisational wellbeing reflects equally on the staff and the students of the College and its culture; and strategic fiscal decision making impinges directly upon organisational wellbeing. It has become increasing practice in the wider environment to locate these traditionally separate facets of resourcing within a single forum, often with wider business responsibilities.

Bringing them together, however, is not without risk and it is important that this risk be recognised and managed. The risks include a dilution of governance, a loss of the cultural importance surrounding HR deliberations and a resultant diminution in an institution's emotional intelligence. The Board would have to ensure the mitigation of such risks, particularly during the establishment period of the new structure. One way of doing this would be through the use of strategic committee workplans which would clearly identify the annual workflow of each committee (Appendix 3). Another way would be to recognise the risk in the Corporate Risk Register extract for the new committee and record the mitigations therein.

In particular, the Risk Register would have to recognise the absolute need to ensure that there was no dilution of governance resultant on the combining of the responsibilities of three previously separate committees into a single entity. While the agreed terms of reference and the workplans will obviously play a role in this respect, The Committee Chair and Vice Chair will also play a vital role in monitoring the business flow of the new committee and ensuring that it meets the governance standards required. Monitoring through the Risk Register Cycle will support this process.

The Chair and Vice Chair will also play a key role in establishing what does and does not come to the committee on a regular basis. Clearly were the documentation coming to the new committee to mirror the flow of documents through the legacy committees, with a similar level of scrutiny, then the time taken for the new committee to complete its business could be excessive. Document management will therefore be key to the success of the proposed new structure. Currently a significant number of documents on the agendas of the legacy committees are there for “Regular Reporting/Monitoring” and provide assurance that the College is being managed appropriately. In most cases they provide little information other than progress is as expected/projected. If these “standing” items of business were to revert to exception reporting, i.e. they only come to the Committee when things are not proceeding as expected, then the document flow could be significantly streamlined.

In conclusion board member feedback allied to business progression have pointed towards the need for a review of the board standing committee structure. The above proposal seeks to address board member concerns and business imperatives by reducing the number of standing committees and making better use of natural synergies across strategic and operational business areas. The intent is to achieve this with a full and open recognition of the risks involved in such a transition, while seeking to manage those risks to ensure no diminution in the fulfilment of the Board’s governance responsibilities.

4. Consultation

Board Chair, Board Committee Chairs, Principal and Board Secretary.

5. Resource Implications

The proposal, if implemented, would see a modest decrease in the resource requirements associated with supporting the standing committee structure.

6. Risks

There is a risk that the combination of responsibilities could result in a diminution of the focus in some key areas of business management and culture. This risk would require mitigation, management and careful monitoring by the board.

There is a risk that the implementation of the proposed new standing committee structure could result in a diminution of the governance focus of the new committee and the board.

There is a risk that if no action is taken, the demands of the existing board committee structure could discourage the continuation of existing members and applications from potential future board members.

7. Equality Impact Assessment

No Equality Impact Assessment is required for this change.

8. Conclusion

The Board is asked to approve the following proposals:

- 1) That the Board's standing committee structure be reduced from seven to five committees, three of which will operate on the quarterly board cycle.
- 2) The HR&OW Committee, the Finance Committee and the ENCD Committee be replaced by a new Committee, to be titled the Business, Resources and Infrastructure Committee, with terms of reference as set out in Appendix 4.

Willie Mackie
Chair of the Board of Management

June 2017

Board of Management Meeting

22 June 2017

Subject: Extension of Members Period Of Appointment

Purpose: To consider proposals made by the Search & Nomination Committee

Recommendation: That the Board approve the proposals contained in this paper

1. Background

When the revised membership of Scottish regional college boards was implemented in August 2014, it was agreed that the non-executive membership of the Ayrshire College Board of Management would be split into period of appointment constituencies to ensure that all board members would not demit office at the same time. The Search & Nominations Committee met on Thursday 15 June 2017 to consider extensions to the period of appointment of four non-executive board members appointed in 2014 and whose period of appointment expires on 31 July 2017. The four members concerned had indicated that they wished to be considered for re-appointment under the terms of Paragraph 5 (2B) of Schedule 2 of the Further and Higher Education (Scotland) Act 1992.

2. Current Situation

Paragraph 5 (2B) of Schedule 2 of the 1992 Act states:

“A regional college board may extend the period of appointment of a non-executive board member for a single further period of up to four years; such an extension requires to be approved by the chair of the regional college board and Scottish Ministers”

In considering the extension of board member appointments, the Search & Nomination Committee is required by the “College Sector Board Appointments: 2014 Ministerial Guidance” to consider:

- Whether the needs of the board will be most effectively met by extending an appointment or by making a new appointment.
- The balance of the benefits of continuity provided by an extension with the potential opportunity to increase the range of relevant skills, knowledge, experience and attributes on the Board by making a new appointment through open competition.
- Whether the board member has performed satisfactorily, with evidence of annual assessments of performance to evidence this.
- Whether the board member’s skills, knowledge experience and attributes remain relevant to the anticipated future needs of the board.

In addition, a board is expected to be mindful of the balance of board membership in terms of gender, ethnicity, disability, age and other protected characteristics when appointing or extending a period of appointment to the board.

At its meeting on 15 June, the Search & Nominations Committee considered the case for the extension of each member separately in the knowledge of all of the above. One of the committee members was also one of the board members seeking re-appointment. An interest was declared at the beginning of the meeting and that person left the room while their extension was considered.

Evidence in relation to attendance and performance was considered by the committee and the board chair provided evidence of annual assessments. The committee also took into account diversity within its membership and the skills and attributes required within the board to best address governance and the future needs and challenges facing it.

3. Proposals

On the basis of the deliberations of the Search & Nominations Committee it is proposed that the following individuals be re-appointed as board members for a further four-year period with effect from 1 August 2017 to 31 July 2021:

Mr Bill Costley
Prof. Alan McGregor
Mr Douglas McIvor
Mr Alan Walker

The Board are also asked to note the gender balance of the Board for 2017/18 as follows:

	Female	Male
Total Board Members	10	7
Non-Exec Members	5	6

There is currently one vacancy within the non-executive board membership.

4. Consultation

Search & Nominations Committee

5. Resource Implications

There are no resource implications attached to these proposals.

6. Risks

There is a risk that if the board membership does not demonstrate an appropriate membership in line with the requisite skills matrix and diversity, then the ability of the board to fulfil its strategic decision making and governance requirements could be compromised.

7. Conclusion

The Board is asked to approve the above proposals.

Willie Mackie
Chair of the Board of Management

June 2017

Publication

This paper will be published on the College website.



POLICY AND PROCEDURE	Health, Safety and Wellbeing Policy
POLICY NUMBER	HSW P 001
DATE OF FIRST ISSUE	December 2015
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ISSUE NUMBER	2
APPROVING COMMITTEE	EMT
DATE OF APPROVAL	
RESPONSIBLE PERSON	Vice Principal Human Resources and Organisational Wellbeing
EQUALITY IMPACT ASSESSMENT	29/01/2016
REVIEW DATE	21 April 2017

Other Documents Policy Refers to

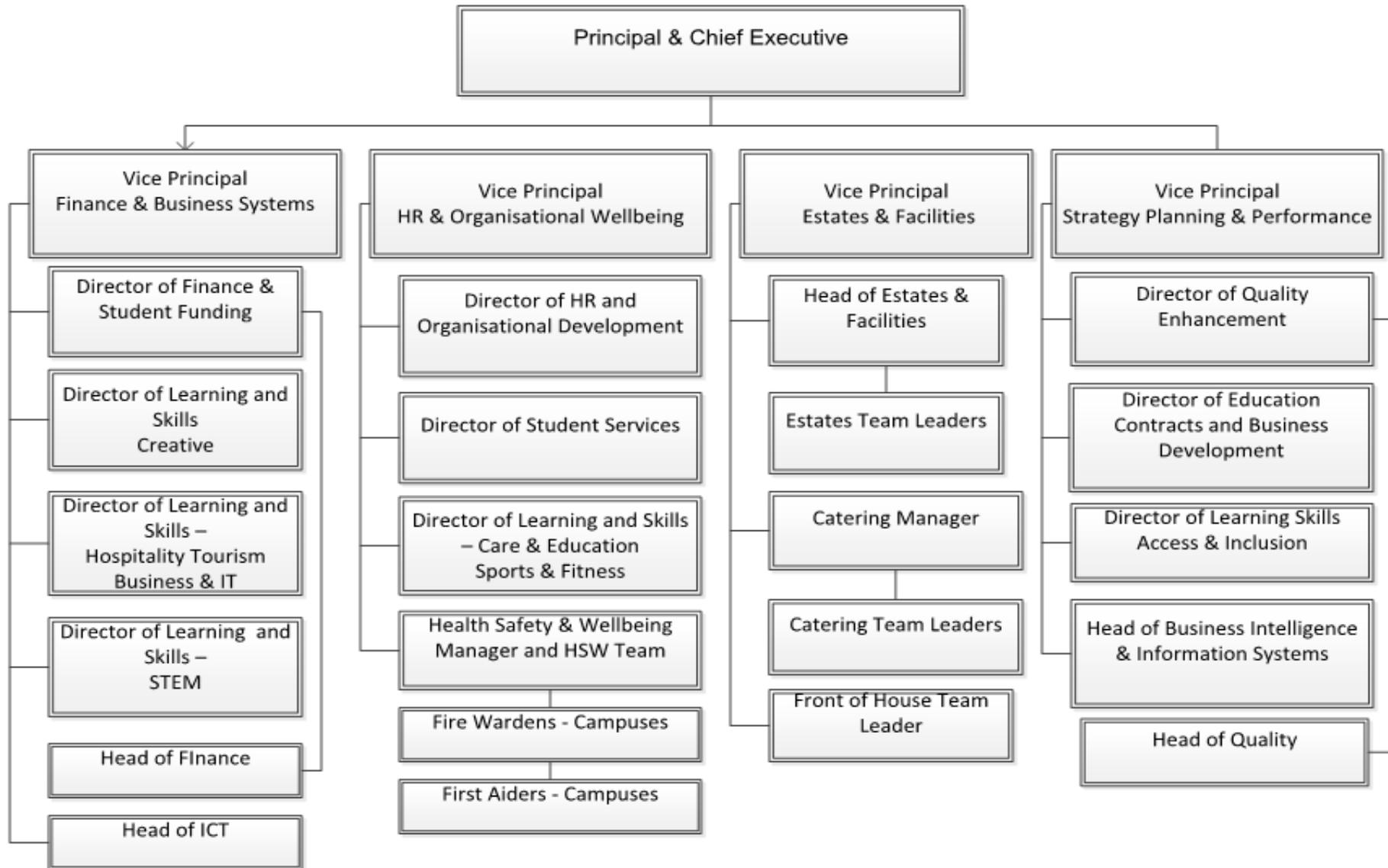
Document Number (if applicable)	Document Title
	Equality Impact Assessment Toolkit

HISTORY OF AMENDMENTS		
DATE	VERSION, PAGES OR SECTIONS AFFECTED	SUMMARY OF CHANGES
	Page 4 Organisational Chart Page 22 Nursery Staff Page 27 Procedure List	New structure instigated change Removed Addition of Health Surveillance and document name change First Aid at Work

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Persons with Health & Safety Responsibilities



Foreword

Ayrshire College is committed to delivering high quality learning and teaching experiences and involving all students in the life and work of the College. These aims are underpinned with equally high standards in Health, Safety and Wellbeing provision to protect staff, students, contractors and visitors from workplace injuries and ill health.

This document sets out the commitment of the College to Health, Safety and Wellbeing. It provides a framework to enable Vice Principals, Directors, Heads of Learning and Skills/Service and others in a supervisory capacity to manage safety and create a safe and healthy environment.

It must be understood that Health, Safety and Wellbeing is everyone's responsibility and members of staff, students, contractors and visitors have a legal and moral obligation to assist the Executive Management Team to achieve its stated aims.

Principal (<i>Heather Dunk</i>) Heather Dunk	Signature: 	Date: 23 May 2017
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Introduction

This Policy is produced in accordance with the requirements of Section 2 (3) of the Health, Safety and Wellbeing at Work etc. Act 1974. Ayrshire College's Policy consists of five sections:

- | | |
|-----------|---|
| Section 1 | The Statement of Intent and Policy objectives; |
| Section 2 | Responsibilities for achieving the objectives set out in Section 1; |
| Section 3 | Related Procedures for implementing the Policy; |
| Section 4 | Measuring, Monitoring and Reviewing the Policy; |
| Section 5 | The Health, Safety and Wellbeing Committee Constitution. |

The College is committed to providing a safe and healthy environment in which our students and staff can study and work. As such we have positioned our statutory Health, Safety and Wellbeing responsibilities within a wider approach to staff and student wellbeing that goes beyond achieving minimum legal compliance.

At the centre of this approach is our Health, Safety and Wellbeing Policy. It is built on the College's strategic values derived from legislation, guidance and recognised good practice.

The values run through our operating structure and are reflected in the responsibilities and duties everyone has for safety.

The College actively consults with all staff groups and students on Health, Safety and Wellbeing matters. At a corporate level this is achieved through the Health, Safety and Wellbeing Committee and local campus Safety Groups.

Everyone at the College has a role in ensuring that we work and study in a safe and healthy environment:

- The Board of Management is responsible for the establishment of a policy for Health, Safety and Wellbeing and maintaining an oversight of its effectiveness;
- The Executive Management Team is responsible for implementing the policy through the HR and Wellbeing Committee and ensuring accountability for the management of Health, Safety and Wellbeing at all levels across the College.
- Line managers at all levels across the College are responsible for managing the Health, Safety and Wellbeing of staff and where relevant that of students, visitors, contractors or members of the public that may be affected by activities.
- Staff have a responsibility for their own Health, Safety and Wellbeing, and to liaise and cooperate with their line manager regarding Health, Safety and Wellbeing.
- Students similarly have a responsibility for their own Health, Safety and Wellbeing, and to cooperate with lecturers and other staff regarding Health, Safety and Wellbeing.

Equality Statement

The College is committed to advancing and promoting equality and diversity in all of its activities and aims to establish an inclusive culture free from discrimination and based upon the values of dignity and respect.

Aims and Objectives

It is the aim of Ayrshire College to:

- a) Provide a safe and healthy environment, for staff, students, visitors, contractors or members of the public and enable them to realise their full potential and take a proactive approach to Health, Safety and Wellbeing.
- b) Further develop, integrate and implement robust and effective Health and Safety management systems which support the College's aims of demonstrating world class learning and teaching standards.
- c) Provide the highest standards of Health, Safety and Wellbeing for our staff, students, visitors, contractors or members of the public which would be expected of a world class college.

Our objectives are to ensure:

- a) Continuing monitoring, assessment and review of the Health, Safety and Wellbeing Policy.
- b) All leaders, managers and staff are trained in their Health and Safety responsibilities to the required level as appropriate for their roles and responsibilities.
- c) A co-ordinated programme of regular Health and Safety training for staff is in place, in order that staff understand the risks associated with their work and the actions that they need to take to manage these risks on an ongoing basis to protect themselves.
- d) In association with external partners, implement new and creative ways of promoting, communicating and advising staff on Health, Safety and Wellbeing.
- e) Ensure suitable Health and Safety co-ordination arrangements across campuses are standardised and managed consistently.
- f) Ensure that Health and Safety risks associated with all College business activities are assessed and a set of clear, user-friendly, regularly reviewed health and safety and occupational health procedures are developed and maintained for managing significant risks
- g) Implement a proactive system of monitoring, auditing, reviewing and reporting on Health and Safety performance.
- h) Undertake a range of monitoring activities to ensure effective Health and Safety arrangements are in place (to include taking part in the college's programme of Health and Safety audits).

- i) Develop and review Health, Safety and Wellbeing on an annual basis. These actions to be taken through the College corporate and local operating plans to meet the aims and objectives of this policy and achieve the desired outcomes.

Review

This policy has been developed in line with best practice and legislative requirements and will be reviewed annually or as deemed necessary.

Policy Agreement

This policy has been agreed in accordance with the College’s procedures for negotiation and consultation.

Signature (EIS)	
Date	
Signature (Unison)	
Date	
Signature (Ayrshire College)	
Date	

Section 1

Policy Statement

1 Policy Statement

- 1.1 The Board of Management, the Principal and the Executive Management Team recognise that the provision of a safe and healthy learning and working environment is essential for the wellbeing of students, staff, visitors and ultimately, the success of Ayrshire College.
- 1.2 It is the policy of Ayrshire College to ensure, so far as is reasonably practicable, the Health, Safety and Wellbeing of all students, staff, visitors, contractors and others who may be affected by the College's activities. The effectiveness of our Health, Safety and Wellbeing Policy will be subject to regular monitoring and review, in consultation with staff, students and their representatives.
- 1.3 Ayrshire College is committed to continuous improvement in the management of health, safety and well-being and the development of a positive and robust Health, Safety and Wellbeing culture. To support this commitment the Executive Management Team will ensure that adequate resources are provided to enable the aims of the Health, Safety and Wellbeing Policy to be achieved.
- 1.4 The College will:
 - Aim to prevent accidents and cases of work-related ill health.
 - Provide adequate control of Health, Safety and Wellbeing risks arising from work activities including systematically identifying hazards in order to assess and control risks.
 - Implement and maintain an effective Health, Safety and Wellbeing management system.
 - Define and delegate specific health, safety and well-being responsibilities.
 - On an annual basis, set Health, Safety and Wellbeing actions, which will be subject to governance scrutiny.
 - Provide appropriate health, safety and well-being information, training and supervision.
 - Consult with students, staff and their representatives on Health, Safety and Wellbeing matters.
 - Comply with legal requirements, approved codes of practices, guidance and recognised Sector best practice.
- 1.5 Health, Safety and Wellbeing responsibilities are detailed within all Job Descriptions, as appropriate and relevant to each post. In addition all students, staff, visitors, contractors and others on College premises have a duty to take reasonable care of themselves and all other persons who may be affected by what they do, or fail to do.
- 1.6 The Principal and the Executive Management Team have overall responsibility for effective Health, Safety and Wellbeing. All staff have a duty to support the College in fulfilling its statutory duties and the aims of the Health, Safety and Wellbeing Policy.
- 1.7 To enable the College to meet its statutory duties and commitments as set out above, a comprehensive management system will be operated, which will include this policy, written procedures and arrangements for all relevant areas of Health, Safety and Wellbeing management.
- 1.8 The Board of Management will formally review the Health, Safety and Wellbeing Policy and its implementation annually or more frequently if necessary.

1.9 Regular reports will also be provided for the attention of the Executive Management Team to ensure that account is taken of any applicable legislative changes, new guidance or best practice and to identify and support performance improvement.

1.10 The policy will be highlighted as required for the attention of all staff, students, visitors, contractors or members of the public at all campuses.

Chair of the Board of Management (<i>Willie Mackie</i>)	Signature:	Date:
Principal (<i>Heather Dunk</i>)	Signature:	Date:

Section 2

Organisation and Responsibilities

2 General Responsibilities

- 2.1 This Policy sets out general and overarching responsibilities. Details of specific actions staff, managers and supervisors and others need to take to meet their responsibilities are set out in the supporting Procedures. Further information on these can be found in Section 3 of this Policy.
- 2.2 It is important that all staff understand their responsibilities and what they have to do to meet them.
- 2.3 The College considers Health, Safety and Wellbeing to be an integral part of the management function and has assigned Health, Safety and Wellbeing responsibilities which are detailed in this section of the policy.
- 2.4 The aims set out in this Policy Statement can only be successfully achieved by the collective efforts of everyone at the College. As well as management responsibilities for providing a safe and healthy environment for learning and work, we all have responsibilities for the Health, Safety and Wellbeing of ourselves and others affected by what we do or fail to do.

2.5 The Board of Management

2.5.1 Duties:

- Fulfil their individual roles in providing leadership to the College in Health, Safety and Wellbeing.
- Ensure where appropriate that all papers submitted for approval include Health, Safety and Wellbeing implications and that these are considered in the Board's decision making processes.
- Ensure that the Principal takes all necessary action and implements effective procedures to satisfy all requirements set out in this policy.

2.6 The Principal

2.6.1 Duties:

- Ensure, so far as is reasonably practicable, the Health, Safety and Wellbeing at work of all staff, students, visitors, contractors or members of the public and any other person who may be affected by the College activities.
- Ensure that there is an effective Policy for Health, Safety and Wellbeing which complies with current UK legislation, and that it is understood at all levels.
- Ensure that once a year the effectiveness of the Policy is reviewed and that any necessary changes are made.
- Appoint competent persons to support Health, Safety and Wellbeing measures including the assessment of risks.

- Allocate sufficient resources to ensure that regulations, policies and procedures can be complied with, and ensure that appropriate priority is given to Health, Safety and Wellbeing matters, including new projects, plant and equipment.
- Ensure that effective arrangements as are appropriate are established and maintained for the co-operation and co-ordination of other employers who share workplaces.
- Review the Health, Safety and Wellbeing Manager's summary reports which will include accident statistics, investigation reports and internal and external developments, and take action to reduce unsatisfactory trends and ensure that corrective action is taken.
- Accompany Vice Principals on safety tours to ensure that safety measures are being implemented effectively and to demonstrate effective leadership.

2.7 Vice Principals

2.7.1 Duties:

- Ensure full awareness of duties and responsibilities under Health, Safety and Wellbeing Legislation with the Policy and its associated Procedures.
- Enable a culture of zero tolerance to non-compliance of Health, Safety and Wellbeing issues by managing performance where necessary.
- Ensure that a planned and prioritised approach to risk assessment is carried out in areas of responsibility and that local operating plans reflect health and safety requirements.
- Ensure that Directors, Heads of Learning and Skills/Service, Managers and Team Leaders are aware of their responsibilities for Health, Safety and Wellbeing and that the necessary training, information and resources are made available to ensure they can fulfil these requirements.
- Ensure that staff are provided with adequate information, guidance, training and supervision in relation to Health, Safety and Wellbeing and activities.
- Review Health, Safety and Wellbeing reports which will include accident statistics, investigation reports, and internal and external developments, and ensure action to reduce unsatisfactory trends.
- Accompany Directors and Heads of Learning and Skills/Service on inspections to ensure that safety reviews are being implemented effectively, demonstrating effective leadership.

- As required attend Corporate Health, Safety and Wellbeing Committee meetings to demonstrate effective leadership and ensure that appropriate actions are being taken.
- Ensure that relevant legislative requirements e.g. COSHH, DSE requirements are implemented effectively within their area of responsibility.
- Ensure that work areas are maintained in a safe, clean, tidy and in an environmentally friendly condition.
- Ensure that day-to-day maintenance and safety checks of equipment are carried out by competent staff and that maintenance records are kept for these checks.
- Ensure that Health, Safety and Wellbeing is a standing item on all meeting agendas for discussion and action as appropriate.

2.8 Vice Principal, Human Resources and Organisational Wellbeing

2.8.1 In addition to the above duties:

- Chair the Health, Safety and Wellbeing Committee and arrange for secretariat support services.
- Ensure that Continuing Professional Development addresses Health, Safety and Wellbeing requirements of staff as identified in the PPDR process and through risk assessment.
- To ensure robust governance arrangements and that health and safety is maintained and reviewed on a regular basis.
- Provide the Health, Safety and Wellbeing Manager with leadership support in the implementation of new initiatives.
- Monitor and review contracts with external occupational health and counselling service providers.
- Ensure that individual Health, Safety and Wellbeing duties are included within all job descriptions.

2.9 Directors, Heads of Learning and Skills/Service

2.9.1 Duties:

- Lead the development of and implement and monitor a prioritised risk assessment management action plan within areas of responsibility area and ensure that action is taken to rectify issues raised.

- Ensure compliance with the Health, Safety and Wellbeing Policy and Procedures such as contractors, risk assessment etc. and relevant legislation.
- Monitor that staff are provided with comprehensive and relevant information on;
 - the risks to their Health and Safety as identified through risk assessment
 - i. the preventative and protective measures to minimise risk
 - ii. procedures relating to matters of serious and imminent danger.
- Ensure that line managers and staff who are given specific Health, Safety and Wellbeing roles are provided with appropriate training.
- Take prompt action to correct any condition, practice or system which is considered to be unsafe and gives cause for concern.
- Ensure that personal protective equipment (PPE) is worn, maintained and kept in good condition and used where appropriate. PPE must be signed for by staff on receipt.
- Ensure that equipment is suitable for its purpose and is maintained in good working order, repaired as appropriate and is not misused.
- When alerted, ensure that equipment is adequately isolated and clearly identified when unsafe and not for use.
- Ensure that adequate management and supervision is available as appropriate.
- Ensure a suitable and sufficient induction for the specific area of work is carried out and recorded for all staff and students.
- Ensure that accident investigations are undertaken with assistance from relevant members of staff and a representative from Health, Safety and Wellbeing, where applicable.
- Carry out Health, Safety and Wellbeing tours and ensure that actions are completed within agreed timescales.
- Ensure that any member of staff, who is responsible for a group of students, adheres to the following:
 - Students are advised of the risks to their Health, Safety and Wellbeing. If necessary the member of staff should liaise with the relevant manager whenever staff, students or others are subjected to unacceptable risks;
 - Effective supervision is maintained when responsible for students and others.

- Ensure that all staff under their responsibility are provided with adequate information, guidance, training and supervision in relation to Health, Safety and Wellbeing and business activities.
- Ensure all lesson plans include any Health, Safety and Wellbeing considerations and any risk associated with the lesson.

2.10 Head of Estates

2.10.1 Duties:

- Ensure adherence to all aspects of the Policy and its associated procedures, in particular that the necessary resources for implementation are available.
- Plan, organise, control, monitor and review the arrangements for safety including the arrangements for any visitors and contractors.
- Ensure that general risk assessments and specific risk assessments are completed as required by legislation.
- Ensure that all work processes and systems within areas of responsibility are safe and do not present risk to health.
- Ensure that training and appropriate guidance have been given in all relevant procedures including emergency procedures.
- Inform the Health, Safety and Wellbeing Team before any significant hazards are introduced or when significant hazards are identified.
- Investigate and keep a record of all cases of ill health, accidents, hazardous incidents and fires, and to report immediately to the Health, Safety and Wellbeing Team any serious or potentially serious accidents, incidents or fires.
- Ensure that Health and Safety provisions are extended to all buildings owned or leased by the College.
- Take the lead role in ensuring that the asbestos policy and actions which arise from this are implemented fully including the maintenance of the asbestos register.
- Ensure that contractors are managed in accordance with College Procedures and relevant legislation.
- Raise issues that may affect the wider College community with the Vice Principal for Estates and new campus.

2.11 Estates Team Leaders

2.11.1 Duties:

- Ensure that all equipment is serviced and maintained as required, in accordance with relevant legislation.
- Comply with the requirements of the Health, Safety and Wellbeing, Asbestos and Contractors Policies.
- Ensure compliance with relevant legislation within areas of responsibility.
- Ensure that the Health, Safety and Wellbeing of all students, staff, visitors and others is controlled in relation to contractors on the site. This will include gathering and holding information and monitoring compliance with Health and Safety legislation while work is carried out.
- Ensure that a planned and prioritised approach to risk assessment is being carried out within areas of responsibility and that this is included in local operating plans.
- Undertake accident investigations when necessary with assistance from relevant members of staff and the Health, Safety and Wellbeing Team, liaising with trade union representatives as appropriate.
- When alerted to it, ensure that unsafe equipment is adequately isolated and clearly identified as unsafe not for use. Ensure that all obsolete equipment is removed from work areas.
- Ensure that all work areas are maintained in a safe, clean, tidy and environmentally friendly condition.
- Ensure that all staff within areas of responsibility are provided with adequate information, guidance, training and supervision in relation to their work activities.
- Ensure that statutory inspections are undertaken as per requirements of Lifting Operations and Provision (LOLER) and Provision and Use of Work Equipment Regulations (PUWER) and other appropriate legislation.

2.12 Health, Safety and Wellbeing Manager

2.12.1 Duties:

- Make recommendations to management for amendments to Health, Safety and Wellbeing Policy and development of procedures as appropriate.
- Develop plans and procedures for the Health, Safety and Wellbeing provision within the College and work with the Vice Principal Human Resources and Organisational Wellbeing in managing their implementation.

- Ensure that the Health, Safety and Wellbeing Policy and associated Procedures are kept up to date and reflect changes in statutory regulations and local working practices/organisation changes.
- Advise management on the implementation of safe working systems.
- Provide leadership to the Corporate Health, Safety and Wellbeing Committee and local corporate Health, Safety and Wellbeing groups.
- Undertake accident investigations with assistance from relevant members of staff as appropriate.
- Lead the development of Health, Safety and Wellbeing KPIs for EMT reports and governance scrutiny by the HR and Organisational Wellbeing Committee.
- Provide reports to the Board of Management, Principal, Vice Principals and Directors on Health, Safety and Wellbeing as required.
- Act as a liaison with Trade Union and Student Association representatives on matters of health, safety and wellbeing.
- Identify legislative changes that may affect the College and ensure the Executive and Senior Management teams are fully aware.
- Co-manage the implementation of the fire evacuation procedure with Head of Estates and identify necessary improvements where required.
- Ensure that appropriate levels of trained Fire Wardens and First Aiders are available.
- Positively promote Health, Safety and Wellbeing at every opportunity
- Ensure that EMT and SMT are made aware of any incident / accident which occurred within the College remit.
- Manage and maintain cross campus Health, Safety and Wellbeing training requirements and records of training.
- Ensure that appropriate arrangements are in place to enable all health, safety and wellbeing related incidents and accidents can be reported efficiently, in order that actions can be identified and trends analysed and reported.

2.13 Health, Safety and Wellbeing Advisors

2.13.1 Duties:

- Monitor the implementation of the College's Health, Safety and Wellbeing Policy and procedures.

- Provide appropriate assistance and advice on all matters of occupational health and safety.
- Investigate accidents, dangerous occurrences or reports of occupational ill health to identify any legal consequences and to identify actions required to prevent re-occurrence.
- Liaise with enforcement agencies (Health and Safety Executive, Fire and Rescue Service, Local Authorities), government, and independent bodies on matters concerning health, safety and wellbeing.
- Maintain appropriate records to help measure the College's Health, Safety and Wellbeing performance and prepare reports for appropriate consideration.
- Assisting managers in identifying health and safety training needs and providing training as appropriate.
- Respond to requests for information from health and safety representatives in accordance with statutory requirements.
- Attend Curriculum, Department and Campus Safety Group meetings to provide advice and guidance.
- Aid the Health, Safety and Wellbeing Manager to develop appropriate Health, Safety and Wellbeing Policies amendments and review Procedures.

2.14 All Managers and Service Leaders

2.14.1 Duties:

- Supervise the day-to-day implementation of safe systems of work and control measures within areas of responsibility.
- Manage the day to day implementation of the Health, Safety and Wellbeing Policy and associated procedures
- Undertake risk assessments as required in conjunction with staff within areas of responsibility and discuss the outcomes with others who may be impacted to identify action that must be taken to reduce risk.
- Nominate appropriate staff who have the relevant knowledge skills and experience within the area or function, to undertake risk assessments.
- The nominated staff will have suitable and sufficient training for the role of risk assessor.
- Allocate sufficient time and resources for their role as assessor.
- Provide staff, either personally or with the support of Health, Safety and Wellbeing team or an external source, with comprehensive and relevant information, training and instruction on:

- the risks to their Health, Safety and Wellbeing as identified by risk assessment;
 - i. the preventative and protective measures to minimise risk;
 - ii. procedures relating to matters of serious and imminent danger.
- Ensure that a culture of effective Health, Safety and Wellbeing is maintained within teams.
- Rectify any unsafe conditions, practices, systems or equipment if possible, otherwise make safe whilst consulting with the appropriate manager.
- Ensure that personal protective equipment (PPE), which also includes respiratory protective equipment (RPE) is maintained in good condition, monitored and used where appropriate. Recipient's signatures are required when providing PPE and RPE.
- Ensure that day to day maintenance/safety checks of equipment are carried out by competent staff and that maintenance records are kept for these checks.
- Ensure adequate supervision is available at all times. If this is not possible, prohibit the activity and consult with the appropriate Director.
- Ensure visitors are not placed at risk and are fully aware of the Health, Safety and Wellbeing Policy.
- Ensure that all obsolete equipment is safely removed from all work areas.
- Ensure that all staff within areas of responsibility are provided with adequate information, guidance, training and supervision on Health, Safety and Wellbeing and in relation to their activities.

2.15 All Staff

2.15.1 Duties:

- Comply, support and adhere to the requirements of the Policy and undertake any training required to meet the College's responsibilities in relation to Health, Safety and Wellbeing.
- Implement the associated Procedures in relating to risk assessments, Health, Safety and Wellbeing legislation and related codes of practice.
- Support their manager/team leader during the risk assessment process. Staff who have the relevant knowledge, skills and experience will be nominated to undertake risk assessments within their department.
- Maintain personal Health, Safety and Wellbeing and that of other persons who may be affected by acts or omissions. Take appropriate actions to maintain personal health,

safety and wellbeing and ensure that health, safety and wellbeing of others is not adversely affected by any actions taken.

- Perform duties in accordance with information and training provided, including the wearing of personal protective equipment, where required.
- Report any defect in plant and equipment or concerns in relation to the existing safety arrangements.
- Where members of staff are supervising a group of students, ensure that:
 - i. Students are advised of the risks to their Health, Safety and Wellbeing and if necessary liaise with the relevant manager whenever staff, students or others are subjected to risks, which are considered to be acceptable.
 - ii. Effective supervision is maintained when responsible for students and others.
- Report to line manager immediately any accident or near miss which caused, or could have led to personal injury.
- Ensure that students and visitors are escorted safely from the building in the event of evacuation.
- Assist with investigations and the implementation of preventative measures in response to accidents and dangerous occurrences.
- Report medical condition which is likely to adversely affect the performance of duties.
- Ensure that all lesson plans include Health, Safety and Wellbeing considerations as appropriate.

2.16 Human Resources and Organisational Wellbeing

2.16.1 Duties:

- The HR team will co-ordinate and manage the occupational health provision within the College.
- HR will ensure that new staff receive a copy of the Health, Safety and Wellbeing Policy and promote awareness with existing staff.
- HR will collate, report and analyse reasons for sickness absence or reasons for leaving College employment and highlight any trends related to Health, Safety and Wellbeing to the relevant line manager.
- The Staff Learning and Development Team will organise training as identified by Directors, Heads of Learning and Skills/Service and Managers through the PPDR process.

2.17 First Aiders

2.17.1 Duties:

- Provide first aid support as required to students, staff or visitors.
- Support the College First Aid at Work Guidelines and Procedure.
- Support the audit of first aid provision as required.

2.18 Fire Wardens

2.18.1 Duties:

- Work with the Estates Team Leader to ensure campuses have sufficient numbers of fire wardens to assist the Emergency Controller, in ensuring that all persons safely evacuate the building when the fire alarm sounds.
- Attend training and carry out refresher training on an annual basis.
- Maintain detailed knowledge of the College's Health and Safety Procedures.
 - When fire alarm is activated:
 - i. Carry out appropriate checks within designated areas of responsibility;
 - ii. Direct persons who may be unsure of fire traffic routes;
 - iii. Report to the Emergency Controller if a person requires assistance to evacuate
 - iv. Remain with persons at appropriate refuge point until emergency services arrive (*only if safe to do so*).
 - v. Report to the Emergency Controller at the local reception point when the designated area is clear.

2.19 Health, Safety and Wellbeing Committee and Campus Safety Groups

2.19.1 Duties:

The Health, Safety and Wellbeing Committee and Campus Safety groups will meet at least quarterly and comprise of:

- Vice Principal Human Resources and Organisational Wellbeing; (Chair)
- Health, Safety and Wellbeing Manager;
- Directors and Management representatives;
- Trade Union representation;
- Staff representation;
- Student representation;

The Health, Safety and Wellbeing Committee shall:

- Establish and maintain high standards of health, safety and wellbeing in accordance with legal requirements and College policy.
- Consider new legislation and its impact on the College.
- Review trends in accidents, incidents and notifiable disease statistics.
- Review safety audit reports.
- Consider reports provided by inspectors of enforcing authorities.

The minutes of the committee meetings will be supplied to each member and brought to the attention of all staff through the College intranet.

2.20 Contractors

2.20.1 Duties:

Contractors are expected to support the implementation of the Health, Safety and Wellbeing Policy and will:

- Ensure that staff observe the Health, Safety and Wellbeing Policy and procedures and are fully aware of their Health, Safety and Wellbeing responsibilities.
- Ensure contractors and sub-contractors are suitably qualified and competent in the activity for which they are employed.
- Provide the College with an up to date Company Health and Safety Policy and any relevant risk assessments relating to the activity being undertaken.
- Ensure all work equipment brought on site is maintained and in safe working order.
- Provide sufficient information, instruction and supervision to ensure their staff are able to carry out their work safely and without risk.
- Establish and enforce good housekeeping.
- Ensure that all accidents and near misses are reported to the College.
- Report any defective plant, equipment or structures to the Estates Team in the first instance.
- Ensure staff are issued with suitable personal protective equipment and that it is used at all times whilst carrying activities.
- Ensure that staff receive suitable guidance and training with regard to the use of PPE and that it is maintained to a suitable standard.

Section 3

Related Procedures for Policy Implementation

3.1 Communication

3.1.1 Directors and Heads of Learning and Skills/Service are responsible for ensuring that the Health, Safety and Wellbeing Policy and Procedures are communicated to staff and students at all levels.

3.2 Local Management of Health, Safety and Wellbeing

3.2.1 Directors and Heads of Learning and Skills/Service are responsible for ensuring that local organisational arrangements are put in place.

3.2.2 Local arrangements must include:

- risk assessments,
- local health and safety procedures (include induction)
- campus safety group representation
- health and safety training records

3.3 Individual Procedures

3.3.1 The Policy is supported by a range of specialist Procedures that relate to specific hazards and activities.

3.3.2 Full details of the Procedures are available from the undernoted website:

<https://intranet.ayrshire.ac.uk/portals/Intranet/HROW/Wellbeing/SitePages/Home.aspx>

3.3.3 Titles are shown below:

- Accident and Incident Reporting and Investigation
- Asbestos Management Plan
- The Management of Contractors on Site (including CDM 2015)
- Control of Substances Hazardous to Health (COSHH)
- Display Screen Equipment
- Driving on College Business
- Electrical Safety
- Events Risk Assessment
- Fire Evacuation for Persons with Impaired Mobility (PEEPS)
- Fire Safety
- First Aid at Work
- Health Surveillance
- Lone Working
- Manual Handling
- Managers Workplace Audit
- New and Expectant Mothers
- Occupational Health
- Off Campus Trips
- Provision and Use of Work Equipment (PUWER)
- Risk Assessment Procedures, including Curriculum Risk Assessments
- Smoke Free Campuses
- Safe use and Disposal of Sharps

- Staff Induction
- Stress Management
- Health, Safety and Wellbeing Training
- Violence Prevention
- Work Placement

Section 4

Measuring, Monitoring and Reviewing Health, Safety and Wellbeing

4.1 Audit

4.1.1 The implementation of this Policy by curriculum and service area will be audited by the Health, Safety and Wellbeing team on an annual basis.

4.1.2 The Audit will be undertaken in accordance with the HSG65 Model for Successful Health, Safety and Wellbeing Management, and will cover a representative range of management and hazard specific activities. This will include but not be limited to the following:

- Health, Safety and Wellbeing Management
- Accident reporting
- Health & Safety Inspection
- Competency Training

4.2 Monitoring

4.2.1 The effectiveness of this policy will be monitored by a programme of monitoring undertaken by the Health, Safety and Wellbeing team.

Appendix 1 – Health, Safety and Wellbeing Committee Constitution

1 Title

The name of the committee will be 'The Corporate Health, Safety and Wellbeing Committee'.

2 Responsibility

The Committee will be responsible to the Executive Management Team who are responsible for the ongoing review, development and implementation of the Health, Safety and Wellbeing Policy

3 Terms of Reference

The aim of the Committee will be to promote involvement between management, students and staff of the College in instigating, developing and carrying out measures to ensure the Health, Safety and Wellbeing at work of staff and others represented by the Committee. Its main functions are listed in the Health, Safety and Wellbeing Policy.

4 Membership of Corporate Health, Safety and Wellbeing Committee**General**

The number of management representatives will not exceed the number of staff representatives. Any changes to the nominated representatives should be agreed by the Committee and notified, in writing, to the Vice Principal Human Resources and Organisational Wellbeing.

4.1 Management Representation will be as follows;

- Chairperson, Vice Principal for Organisational Development and Wellbeing
- Directors (as invited)
- Heads of Learning and Skills/Service

4.2 Campus Sub-Group Representation, chairperson or nominated representative (*one representative per campus*)**4.3 Staff representatives will be nominated by the recognised Trade Unions. Where there are insufficient trade union representatives other members of staff will be able to join.**

The Health and Safety (Consultation with Staff) Regulations 1996 require consultation on health and safety matters with teams or grades not represented by a Trade Union; therefore the staff representative section has been extended to include a representative of the Executive Management Team.

4.4 Learner Representatives will be representatives from the Student Association.**4.5 Ex-officio Representatives**

- Health, Safety and Wellbeing Representative(s)
Occupational Health Provider will provide a written report.

Committee members will be required, as a condition of membership, to undertake training in accordance with the College Health, Safety and Wellbeing Policy.

5 Officials

The Chairperson will be the member of the Executive Management Team with responsibility for Health, Safety and Wellbeing.

The Vice-Chairperson will be elected from members of the Committee.

6 Quorum

The quorum will be three management and three staff/student representatives, excluding Health and Safety Champions.

7 Record of Attendance

The names of members attending will be recorded in the Minutes and every member attending shall sign the Attendance Sheet provided for that purpose.

Attendance at meetings shall be monitored by the Chair and in the event of non-attendance write to the delegate requesting clarification of their reason for non-attendance or failure to arrange a suitable replacement.

8 Attendance of Specialists

Subject to agreement, and provided the Secretary is notified in advance, specialists may be invited to attend meetings to advise on particular matters.

9 Observers

Any member of staff, not being a member of the College Health and Safety Committee, may attend meetings of the Committee.

Such an observer does not have a general right of audience or the right to vote but may address the Committee or its Sub-Groups by consent, and providing that the item has been raised in advance of the meeting.

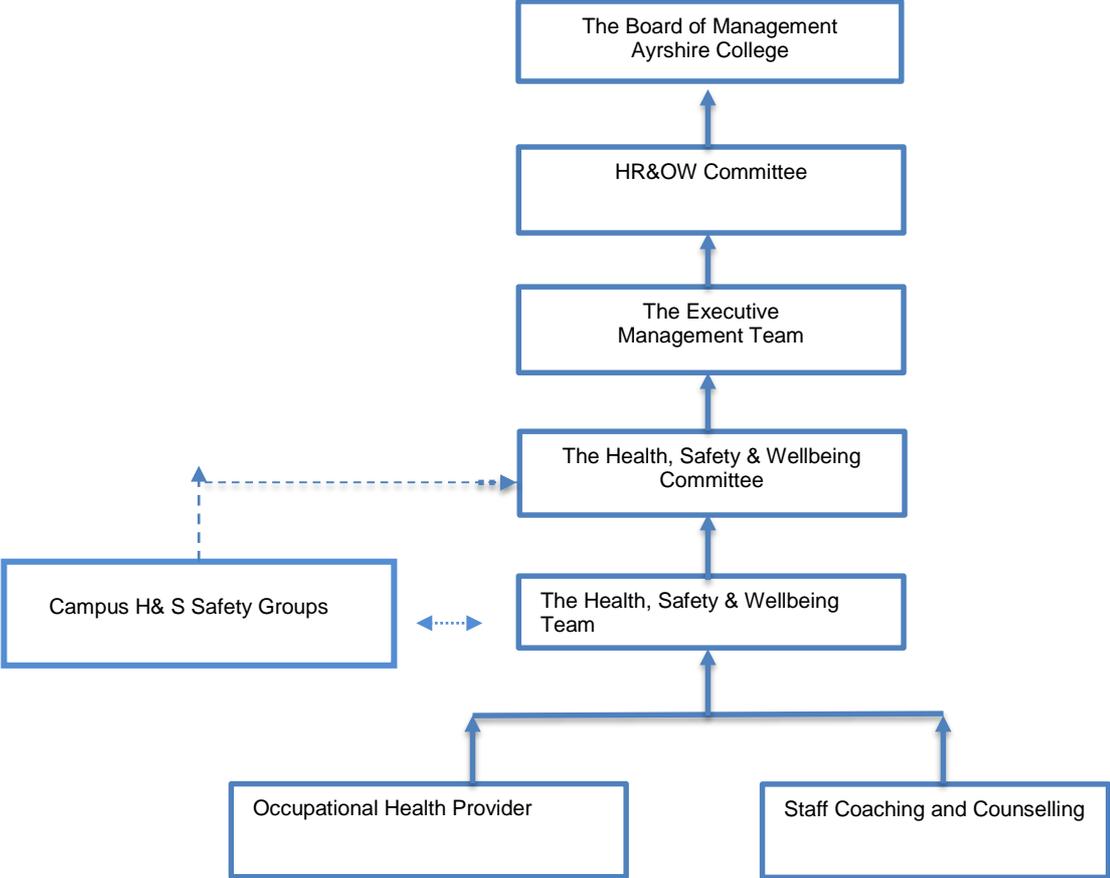
10 Procedures

- The Committee will meet once per quarter or more frequently where necessary annual programme of dates will be prepared, agreed and circulated in advance.
- Agenda items giving adequate written details must be submitted to the Committee Secretary at least ten working days prior to the meeting.
- Agenda and related papers will be sent to members at least five clear working days before each meeting
- Minutes of the proceedings of each meeting will be circulated to all members of the Committee within ten working days after each meeting.
- Copies of the Minutes will be available on the College website: <https://intranet.ayrshire.ac.uk/portals/Intranet/HROW/Wellbeing/SitePages/Home.aspx>

- Matters brought to the attention of the Committee by Safety Representatives will normally already have been taken up with local management.
- The Chair, or any member of the committee may request a special meeting of the Committee, provided the request is in writing and the specific reason for the meeting is given.
- Campus Safety Groups will be established to support the work of the Health, Safety and Wellbeing Committee.
- Campus Safety Groups will submit reports to the Committee Secretary one week before the Committee meet.

11 Reporting

- The Occupational Health Provider will be asked to submit a written report for each meeting.
- Health, Safety and Wellbeing representatives will provide reports on behalf of our external Health, Safety and Wellbeing partners.
- The chairperson's of the Campus Safety Groups will provide a report on behalf of individual campuses.
- Actions arising from reports including additional recommendations agreed by Committee Members will be recorded in papers to be submitted to the following Executive Management Team.
- Where appropriate, reports will be submitted to the Board of Management.
- The reporting procedure is shown on the following page:



12 Campus Safety Groups

12.1 Campus Safety Group Composition

- The composition of the Campus Safety Groups will be determined by local management, but will normally include representatives of management, staff, students and Trade Unions, ensuring that all functional groups are represented. Other persons may be co-opted to attend specific meetings as appropriate.
- Meetings will take place one week prior to the Corporate Health, Safety and Wellbeing Committee. Representatives from each campus will present their papers at this Committee meeting.

12.2 Campus Safety Group Terms of Reference

The group will:

- Review health and safety processes and safeguards in individual campuses, ensuring that they continue to be fit for purpose.
- Monitor relevant data against the benchmarks outlined in the Policy and Procedures.
- Provide Health, Safety and Wellbeing a quarterly report for the Corporate Health, Safety and Wellbeing Committee on the status of Health, Safety and Wellbeing on individual campuses.
- Discuss the status of Health, Safety and Wellbeing within campuses. Noting where areas requiring improvement are found and considering appropriate measures to correct those deficiencies.
- Provide feedback on Health, Safety and Wellbeing training.
- Consider accident statistics at campus level and make recommendations for actions require to be taken where necessary.
- Support the work undertaken by the Corporate Health, Safety and Wellbeing Committee
- Participate and be proactive in supporting Health, Safety and Wellbeing initiatives.
- Provide feedback on the Health, Safety and Wellbeing Policy and Procedures as appropriate.

13 Procedures

- Facilities and resources will be provided for Committee representatives to enable meetings to take place.

- Agenda items will to be submitted to the Campus Safety Group Secretary at least ten working days prior to the scheduled meeting.
- Agenda and related papers will be sent to members at least five clear working days before each meeting.
- The minute of the proceedings of each meeting will be circulated to all members of the Committee within ten working days after each meeting.
- Copies of the minute will be available on the staff intranet site, under the Health and Safety Wellbeing pages.
- Matters will be brought to the attention of the Campus Safety Group by Safety Representatives, following discussion with local management.
- Any changes to the nominated representatives should be agreed by the committee and notified, via email.

14 Frequency of Meetings

- A programme of quarterly meetings will be scheduled in advance of the Health, Safety and Wellbeing Committee to ensure the provision of current information.
- A schedule of dates will be identified to Committee members via email.

Executive Management Team Policy Approval Checklist

To be retained within the meeting records

The approving committee has made the following checks prior to approval of the policy

Policy

Health, Safety and Wellbeing Policy

The standardised template for presentation has been used	<u>YES</u> / NO
Appropriate consultation has taken place	<u>YES</u> / NO
Impact on other college policies and procedures has been considered and consulted upon where appropriate	<u>YES</u> / NO
Equality Impact Assessment has been consulted on and carried out	<u>YES</u> / NO
Agree the date for review	<u>YES</u> / NO

The Executive Management Team endorses the above policy and associated procedure(s).

Vice Principal (<i>Jane McKie</i>)	Signature:	Date:
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(Responsible Person)

Publication

This paper will be published on the College website.

**Minute of the Estates & New Campus
Development Committee Meeting
held at the Kilmarnock Campus on
2 November 2016**



(Paper 11)

Present: Gordon James (Chair)
Julie Bradley
Douglas McIvor
Lainey McKinlay
Juliana Pyper-McFarland
Alan Walker
Tom Wallace

In attendance: Brendan Ferguson (Board Secretary)
Michael Breen
Alistair Gordon
Eileen Mackin
Donna Vallance

The Meeting was preceded by a tour of the recently opened New Kilmarnock Campus which was now fully operational to staff and students.

Committee Members were very impressed by what they considered to be a superb new building, with highly impressive facilities and an excellent learning environment. The Committee congratulated all Ayrshire College Staff involved in the New Campus Development Project on an outstanding achievement.

1. Welcome and Declarations of Interest

The Chair welcomed everyone to the meeting. There were no declarations of interest.

2. Apologies

Apologies were received from committee members Holly Bates, Heather Dunk and Willie Mackie. Apologies were also received from EMT members Jackie Galbraith and Jane McKie.

3. Minute of the meeting held on 18 August 2016 *(Paper 1)*

The minute of the meeting held on 18 August 2016 was approved as a correct record.

Proposed: Gordon James

Seconded: Julie Bradley

4. Matters Arising

There were no matters arising not already on the agenda.

5. New Campus Risk Register at October 2016 (*Paper 3*)

D Vallance took the Committee through the latest iteration New Campus Risk Register which, it was noted, had previously been considered and approved by the Project Board. It was noted that a number of risks had been closed down as a result of the new campus completion. Five risks had been retained and one had been added.

The Committee approved the New Campus Risk Register and agreed that Risk B14 be upgraded.

6. Non NPD Costs Financial Report at September 2016 (*Paper 5*)

M Breen took members through the above paper, stating that all funds in the budget were subject to planned expenditure and that spending was taking place as scheduled.

The Committee noted the content of the above paper and that it was likely to be the penultimate report in relation to these costs. The Committee also noted in response to a question that in relation to Item 7 above, funds had been ring fenced as appropriate.

7. Updated Capital Expenditure Programme April 2016 to March 2017 (*Paper 6*) and FY 2016/17 Capital Expenditure Programme at September 2016 (*Paper 8*)

D Vallance and M Breen took the Committee through Papers 6 and 8, in the process outlining the work which had been completed and that which was currently in process.

M Breen explained that additional funding had subsequently been made available by SFC with an instruction that it had to be committed by 31 March 2017. As a consequence, the CAPEX programme had been updated to take account of the additional funding and this was presented for consideration and approval. A number of questions were asked and satisfactory responses received.

The Committee noted the progress of the previously approved 2016/17 projects. In addition, it was noted that additional funding had subsequently been provided by SFC, for which the tendering process had to be completed and commitments made by 31 March 2017. The Committee recognised that this represented a very tight schedule.

The Committee approved the updated CAPEX proposals and agreed that they should be forwarded to the Finance Committee for its consideration of the proposed expenditure.

On the understanding that the financial proposals received approval by the Finance Committee, it was recommended that the Chair of the Board of Management be consulted with a view to circulating the proposals to all Board Members for consideration and decision prior to the scheduled December meeting of the Board. This to allow sufficient time for the tendering process to be completed and the expenditure committed by the 31 March 2017 deadline.

8. Campus Dilapidations and Provisions (*Paper 7*)

M Breen and D Vallance took members through Paper 7 and explained the figures contained therein. Discussion then took place during which a number of questions were asked and satisfactory answers provided.

The Committee noted and approved the above report.

9. Estates Developments at Ayr Campus, Kilwinning Campus and Dean Castle Country Park (*Papers 9, 10 and 11*)

D Vallance took members through the above reports bringing the Committee up to date with progress.

The Committee noted with pleasure the excellent feedback from all parties in relation to the new Composites Lab and noted the content of the above reports.

10. Estates Rationalisation (*Paper 12*)

D Vallance introduced Paper 12 which the Committee noted. A number of questions were asked and satisfactorily answered.

The Committee noted the content of the above Paper and congratulated the College on the conclusion of the agreement to sell Moffat House.

11. 2016/17 Risk Register – Estates Risks at October 2016

M Breen took the Committee through the above paper and confirmed that the proposed Risk Appetites, as agreed by the Committee Chairs, were approved at the meeting of the Audit Committee held in September 2016. The Estates & NCD Committee risk appetites had now been included in the Estates Risk Extract presented at this meeting.

The Committee noted and approved the Risk Extract and the associated Risk Appetites.

12. Date of Next Meeting

The next meeting of the Committee would be Thursday 16 February 2017.

Publication

This paper will be published on the College website.

**Record of the Inquorate Estates & New
Campus Development Committee Meeting
Held at the Kilwinning Campus at 3.00 pm
on Thursday 16 February 2017**



(Paper 12)

Present: Gordon James (Chair)
Willie Mackie
Alan Walker

In attendance: Brendan Ferguson (Board Secretary)
Michael Breen
Jane McKie
Donna Vallance

The Board Secretary advised that the meeting was inquorate. That being the case no decisions could be taken on any matters of business on the agenda. Those members present agreed to proceed on an advisory basis.

1. Apologies

Apologies were received from Committee Members Holly Bates, Julie Bradley, Heather Dunk, Douglas McIvor, Lainey McKinlay, Juliana Pyper-Mcfarland and Tom Wallace. Apologies were also received from EMT member Jackie Galbraith.

2. Minute of the meeting held on 2 November 2016 *(Paper 1)*

The Board Secretary advised that the minutes could not be approved as the meeting was inquorate.

It was agreed that the minute would be circulated to members, together with the notes of this meeting, and members asked whether they agreed that the draft minute represented an accurate record of the meeting of the Committee held on 2 November 2016. It was noted that there were no matters arising that were not already covered by the agenda.

3. New Campus Risk Register V19 at February 2017 *(Paper 2)*

D Vallance took those present through Paper 2 as presented and explained that the 6 remaining strategic risks sat outwith the normal monitoring of any contracts. With the new campus now open and fully operational, consideration should be given to the transfer of these residual risks to the College Corporate Risk Register.

Those present agreed that it would be appropriate to transfer the remaining 6 strategic risks from the New Campus Risk Register (NCRR) to the Corporate Risk Register, in the process closing down the NCRR. It was agreed that a recommendation to this effect should be circulated to the full Committee

Membership. On the basis of the responses received, a further recommendation should then be made to the Audit Committee.

4. Non NPD Costs Financial Report at December 2016 (Paper 4)

M Breen took those present through the paper as written. It was noted that the Capital Grant and Budgets made available by SFC over the lifetime of the New Campus Project had reached breakeven in terms of the expenditure committed. While it was acknowledged that some minor accounting adjustments may still be made, it was considered that no further financial reporting of the use being made of Non NPD Costs would be required by this Committee.

Those present congratulated all involved in the disbursement of the Non NPD Costs so accurately.

It was agreed that no further reporting of Non NPD Costs Report would be required by this Committee.

5. Proposals to Ayrshire College Foundation (Paper 5)

Those present noted the proposals contained in Paper 5 in relation (i) upgrade of the Ayr Hospitality Provision and (ii) upgrade of the Kilwinning Campus Learning Resource Centre and were supportive of the proposals.

The above proposals for consideration by the Ayrshire College Foundation were noted.

6. FY 2016/17 Capital Expenditure Position as at December 2016 (Paper 6) and a Summary of the Works to be Carried Out at the Ayr Campus January to March 2017 (Paper 7)

M Breen and D Vallance took members through Papers 6 and 7 as written and answered questions from those present.

The Capital Expenditure position at December 2016 (Paper 6) was noted. It was further noted that the budget available for capital expenditure in 2016/17 had been revised in light of the Saltcoats transaction now being scheduled for settlement in the 2017/18 financial year.

The summary of works to be carried out at the Ayr Campus between January and March 2017 was noted and welcomed by those present.

7. Corporate Risk Register (V3): Estates Risks at February 2017 (Paper 9)

D Vallance noted that there had been no material changes to the existing risks.

Those present noted that there had been no change to the current risk cluster and the Committee need take no decision in this respect. It was further noted that the Committee would require to take a decision on the six residual risks transferring from the New Campus Risk Register as noted under Item 3 above.

8. AOB

Future Board Committee Structure

The Board Chair, W Mackie, raised the issue of the continuing existence of this Committee in light of the completion of the New Campus Project. It was suggested that the Committee Structure could be streamlined by merging the residual duties of this Committee with those of the Finance Committee. Those present agreed that this represented an appropriate way forward and agreed that the full Committee should be circulated and their views sought.

The Board Secretary to circulate the members of this Committee to seek their views on the proposal that, in light of the completion of the New Kilmarnock Campus Project, the residual duties of this Committee be merged with those of the Finance Committee to create a single new committee.

9. Date of Next Meeting

The next meeting of the Committee was scheduled to take place on 18 May 2017 at the Ayr Campus.

Publication

This paper will be published on the College website.

**Minute of the Meeting of the Finance Committee
Held at the Kilmarnock Campus
On 8 March 2017**



(Paper 13)

Present: Tom Wallace (Chair)
Margarette Bryan
Heather Dunk
Gordon James
Willie Mackie

In attendance: Brendan Ferguson (Board Secretary)
Michael Breen
Alistair Gordon
Jane McKie
Donna Vallance
Liz Walker

1 Welcome and Declarations of Interest

The Chair welcomed everyone to the meeting. There were no declarations of interest.

2 Apologies

Apologies were received from Board Members Bill Costley and Douglas McIvor, and from EMT member Jackie Galbraith.

3 Minutes of the Meeting held on 16 November 2016 *(Paper 1)*

The minutes were approved as a correct record.

Proposed: W Mackie
Seconded: Heather Dunk

4 Matters Arising

Page 1 Item 4: The matter of the discussion forum on the challenges faced by the Hospitality Industry remains under consideration by the College.

Page 1 Item 4: Discussions with East Ayrshire Council have now concluded and a settlement has been agreed.

Page 4 Item 8: The SFC acting CEO and Director of Finance were invited to attend Board Development Day held on 26 January 2017. The Acting CEO of SFC attended and held discussion and Q/A session with Board Members.

Page 5 Item 11: As a result of the consideration given, the “Agencies Risk” now sits within BOM 3.

5 Management Accounts to December 2016 (Paper 2)

A Gordon took the Committee through the Management Accounts as presented in Paper 2. A number of questions were asked and satisfactory responses received.

The Committee noted and approved Paper 3.

6 Budget Update for AY 2016-17 (Paper 3)

M Breen introduced the budget update and explained the background. The Committee discussed the content of Paper 3 and a number of questions were satisfactorily answered during the process.

The Committee noted and approved Paper 3.

7 Updated Procurement Strategy 2016-20 (Paper 4)

M Breen and A Gordon explained that Paper 4 represented the Procurement Strategy approved by the Board in 2015, now updated by the College’s Procurement Manager in line with the 2016 Procurement Reform (Scotland) Act. The Committee was invited to consider the updated document with a view to recommending its approval to the Board of Management.

The Committee recommended approval of the updated Procurement Strategy to the Board of Management.

8 BACS Agreement with Royal Bank of Scotland (Papers 4.1 and 11)

M Breen introduced the above item, explaining it was a consequence of the college sector being required by SFC to move their bank accounts to the Royal Bank of Scotland. In doing so there was a considerable amount of paperwork involved, including the process of setting up the BACS agreement for the handling of payroll payment runs, which required Board Approval.

The next scheduled meeting of the Board of Management was 30 March 2017, which, if the BACS agreement was signed then, would allow little time for the BACS facility to be put into place in time for the first payment runs expected in April 2017.

After discussion and advice taken from the Board Secretary, the intention was that the Finance Committee would be asked to review the BACS agreement and recommend its approval by the Board of Management. Board approval would then be sought by email circulation of the membership. This would expedite the formal approval of the BACS agreement to permit the April payroll payment run on schedule.

Following consideration of the paper and the proposal for approval by the Board, the Committee agreed to recommend approval of the BACS Agreement with RBS and, given the circumstances and time constraints involved, recommend that it be put to Board Members by circulation for their approval or otherwise.

9 FY 2016/17 Capital Expenditure Programme at December 2016 (Paper 5)

D Vallance introduced the above paper and confirmed that the expenditure noted was within budget and would be fully expended 31 March 2017.

The Committee noted the above paper and welcomed the progress being made.

10 Non NPD Costs Financial Report at December 2016 (Paper 7)

M Breen introduced the above paper as the final report on the use of the non-NPD grant to be presented to the Finance Committee, noting that the bottom line figure represented a virtual breakeven on spend v funds allocated. M Breen confirmed that the paper had previously been received by the Estates and New Campus Development Committee.

The Committee noted the content of Paper 7 and congratulated the College and all involved in the management of the non-NPD grant.

11 SFC Resource Returns for FY 2016-17 (Verbal)

A Gordon reported that as the Scottish Government's financial year-end of 31 March approached, monthly resource returns are now being prepared.

The Committee noted the above report and reflected that it was a further implication of ONS re-classification that the college sector was now required to commit already limited resources to meeting the requirements of two financial year-ends. These are the:

- 1) Scottish Government's FY end of 31 March in accordance with the Public Finance Manual and ONS requirements;
- 2) the Academic Year end of 31 July, which concurs with the college sector requirements of a full academic year for accounting, outcome and planning purposes.

12 2016-17 Student Support Funds Position at 9 February 2017 (Paper 8)

M Breen took the Committee through the above paper noting that projected expenditure against income was within budget; discretionary funding awards had been increased in year, providing much needed targeted financial support which, in turn, supports student retention; a further £50K in year allocation for HE discretionary funding had been received from SAAS, providing some flexibility to meet further applications from HE students.

The Committee noted and welcomed the above report.

13 College Rolling Cash Flow Forecast at January 2017 (Verbal)

A Gordon updated the Committee on the position of the rolling cash flow forecast and confirmed that it remained within agreed parameters.

The Committee noted the above report.

14 2016-17 Credit Report at 9 February 2017 (Paper 9)

M Breen introduced Paper 9, pointing out that the figures presented and the projections made were based on the information currently available. The Committee went on to discuss the information contained in Paper 9 and a number of clarifications were provided.

The Committee noted the information and projections contained in Paper 9.

The Committee asked that future Credit Reports contextualise the information contained in the papers for the Finance Committee and, in particular, seek to set any projected under-delivery within the context of financial clawback.

15 2016-17 Corporate Risk Register (V3): Finance Committee Extract (Paper 10)

M Breen introduced the V3 Finance Committee extract. A number of questions were asked and a discussion ensued.

Following discussion, the Committee agreed the following in relation to the Finance Risks:

- **Fin 1: add the following additional bullet point under “Key Areas of Risk” – *One year financial settlements impact on the ability of the College to plan in the long term.***
- **Fin 2: re-assess in June.**
- **Fin 3: re-assess in June**
- **Fin 4: re-assess when the payroll and curriculum timetabling for 2017-18 are agreed and in place.**
- **Fin 5: agreed**
- **Fin 6: agreed.**

16 AOB

Scotland’s College’s 2017: Audit Scotland (Verbal)

H Dunk reported on the structure and methodology for the annual review of Scotland Colleges to be undertaken in 2017.

The Committee noted the above report.

17 Date of Next Meeting: The next meeting of the Committee would be on Wednesday 7 June 2017.

Publication

This paper will be published on the College website.

**Minute of the meeting of the Human
Resources & Organisational Wellbeing
Committee Meeting held at the Kilwinning
Campus on 2 March 2017**

(Paper 14)

Present: Nicki Beveridge (Chair)
Fiona Fawdry
Barbara Graham
Marri Welsh

In attendance: Brendan Ferguson (Secretary to the Board)
David Davidson
Jane McKie
Donna Vallance

1 Welcome and Declarations of Interest

The Chair welcomed everyone to the meeting. There were no declarations of interest.

2 Apologies

Apologies were received from committee members Heather Dunk and Tom Wallace, and from EMT members Michael Breen and Jackie Galbraith.

3 Minute of the meeting held on 1 December 2016 *(Paper 1)*

The above minute was confirmed as a correct record.

Proposed: Marri Welsh Seconded: Barbara Graham

4 Matters Arising

There were no matters arising that were not contained within the items for discussion.

5 SFC Indicative Funding 2017/18 *(Verbal Report)*

J McKie reported on the indicative funding letter recently provided by SFC. The Committee noted the report and a number of questions were asked and answered. It was emphasised that the funding was indicative at this stage with the confirmed funding letter to be received at a later date.

The Committee noted the above report and asked to be kept informed of progress towards receipt of the confirmed funding letter. The Committee noted the restrictions placed on planning by having no confirmed funding for 2017/18 available at this stage in the current academic year and expressed the view that this was a very unfortunate position for the Sector to again be placed in.

6 National Bargaining (*Verbal Report*)

J McKie reported on the current position in relation to national bargaining. The Committee noted that agreement had not been reached at the current time and that EIS/FELA were in the process of undertaking an indicative ballot on industrial action, the outcome of which was awaited.

The Committee noted the above report with disappointment and regretted any move towards further industrial action as student assessments approached.

7 Organisational Review 2016/17 (*Presentation*)

J McKie provided a presentation on the progress being made in relation to the 2016/17 Organisational Review. Members were reminded of the agreements on the parameters and scope of the review discussed and agreed at the last meeting of this Committee and the Board of Management. J McKie reported that the Review was proceeding well, within the scope agreed.

The Committee noted the above presentation and that a conclusion would be reached in time for a report on outcomes to be made at the forthcoming meeting of the Board of Management.

8 Ayrshire College Equality Outcomes 2017-21 (*Paper 2*)

D Davidson introduced the above paper, reminding members that the College's original Equality Outcomes had been in place for the previous four years, as per statutory requirement. The College was now required to review and publish its updated Equality Outcomes, as set out in Paper 2, in April 2017. D Davidson took the Committee through Paper 2 in detail. A discussion ensued, during which a number of questions were answered.

Subject to some editorial amendment to Page 9 of Paper 2, as noted by the Secretary, Paper 2 was approved and commended to the Board of Management for approval.

9 HR/Payroll Information System Progress (*Presentation*)

D Davidson provided a presentation on the progress that had been made on the implementation of the new HR/Payroll information System. Phase 1 of the new system would go live in April 2017 with the first payroll being run for staff.

The Committee noted and welcomed the progress made and noted that it expected that the new payroll system would go live in April 2017.

10 Human Resources & Organisational Wellbeing Quarterly Report (*Paper 3*)

D Davidson introduced Paper 3 and took the Committee through it, answering questions in the process.

The Committee noted and approved Paper 3.

The draft Equal Pay Statement contained in section 3.3 of Paper 3 was approved and commended to the Board of Management for approval.

11 Corporate Risk Register: HR and OW Committee Extract as at February 2017 (*Paper 4*)

J McKie introduced the HR and OW Risk Extract and a discussion ensued. Several questions were asked and answers provided.

The HR and OW Risk Extract as February 2017 was approved. The Committee noted that HRW1 might require to be revisited and adjusted when further information became available.

12 Date of Next Meeting

The next meeting of the Committee was scheduled to take place on 25 May 2017.

Publication

This paper will be published on the College website.

**Minute of the Learning & Teaching
Committee Meeting
Held at the Kilwinning Campus,
On Thursday 23 February 2017**



Present: Barbara Graham (Committee Chair)
Julie Bradley
Heather Dunk
Alan McGregor
Lainey McKinlay

(Paper 15)

In attendance: Brendan Ferguson (Board Secretary)
Moira Birtwistle (Director - Hospitality, Tourism, Business & IT)
Michael Breen (VP)
Helen Canning (Director - Student Services)
Jackie Galbraith (VP)
Elaine Hutton (Director – Creative)
Michael McHugh (Director - Quality Enhancement)
Stuart Millar (Director - Education Contracts and Business Development)
Gavin Murray (Director - STEM)

By Invitation: Ian Beach (HMI – Colleges)

1 Welcome and Declarations of Interest

The Chair welcomed everyone to the meeting and in particular Mr Ian Beach who was attending the meeting as an observer. There were no declarations of interest.

2 Apologies

Apologies were received from committee members Holly Bates, Margarett Bryan and Bill Costley. Apologies were also received from EMT members Jane McKie and Donna Vallance.

3 Minute of the Previous Meeting held on 24 November 2016 *(Paper 1)*

The minutes were approved as a correct record.

Proposed: Alan McGregor
Seconded: Heather Dunk

4 Matters Arising

There were no matters arising which were not included on the agenda.

5 Student Association Report (*Paper 2*)

L McKinlay took the Committee through the report which members noted with great interest. In particular, the Committee noted activity around Class Representatives; Mental Health First Aid Training; Promoting Democracy; and the LGBT+ Focus Groups. The Committee also noted the wide range of future activity planned and the excellent representation of Ayrshire College students taking part in recent and forthcoming awards ceremonies. The Committee congratulated all those students who had received awards and those who were on shortlists.

The Committee again commended the Student Association for the excellent work being undertaken and congratulated the ACSA Executive and their College support on their achievements.

6 Feedback on Student Engagement Activities in Semester 1 2016/17 (*Paper 3*)

J Galbraith introduced Paper 3, explaining that in the first semester of 2016-17 the Quality Enhancement team and the Student Association undertook a number of student engagement activities. These activities enabled students to engage in the life and work of the College and provide feedback in a variety of ways which inform the planning and evaluation processes. From this feedback, there were a range of improvements identified.

In Semester 1 all students were invited to complete an Initial Experiences Survey on Moodle. The Initial Experience Survey was completed by 2,277 students (an increase of 542 over the response in 2015). 96% of respondents were satisfied overall with their experience of college (up 3% on 2015). There was increased satisfaction with course organisation, funding information and knowledge of the Student Association. Slight decreases in satisfaction with finding course information online and initial induction were being addressed.

A number of questions were asked by the Committee and satisfactory responses received. In addition, several suggestions were offered and EMT members stated that these would be given consideration.

The Committee noted and welcomed the above report and commended the suggestions made for further consideration.

7 2015-16 College Performance Indicators (*Paper 4*)

J Galbraith introduced Paper 4 and took the Committee through it with contributions from M McHugh and G Murray.

The Committee noted that successful completion rates had improved in 2016 for FE and HE full-time students, but remained below the Scottish average rates.

Rates for part-time students were complex, but these showed a broadly similar trend to the figures for full-time students.

Staff had been specifically asked to identify ways in which Ayrshire College could learn from the sector, and useful feedback had been received. All staff were aware that further upward movement could be achieved by retaining students and strenuous efforts were being made to achieve this outcome.

The Committee asked a number of questions to which responses were received. In particular, the Committee queried the continuing disparity between FE and HE performance and were informed that this was an area under scrutiny. The Committee asked to be kept informed of the progress being made.

The Committee noted the content of Paper 4 and requested that they be kept informed of the progress being made.

8 2016-17 Semester 1 Early Withdrawals (*Paper 5*)

J Galbraith introduced Paper 5 which showed an improving picture as a result of the interventions being made by College staff at critical points during the student experience, as discussed at previous meeting of this Committee. A lengthy discussion followed, during which a number of questions were asked and satisfactory responses received. It was suggested that further analysis work be carried out on the under-16 group of early school leavers on full-time college courses.

The Committee noted and welcomed Paper 5. The improving picture was considered to reflect the positive intervention activity being undertaken by College staff and the Committee was encouraged by the progress being made.

The Committee encouraged further analysis of the under-16 group of school leavers with a view to improving the decision making being made both by the young people and the schools they were leaving.

9 2016-17 Credit Report as at 9 February 2017 (*Paper 6*)

M Breen took members through the Paper 6 and noted that current enrolments suggest that there could be a slight shortfall in reaching the SFC activity target, but this would continue to be monitored and reported throughout the academic year.

The Committee noted Paper 6 and its content.

10 Draft Outcome Agreement Evaluation 2017-20 (*Verbal Update*)

J Galbraith updated members on the consultative progress of the draft outcome agreement.

The Committee noted the above verbal update and further noted that the updated draft would be circulated to Committee members in advance of the next Learning and Teaching Committee meeting.

11 Update on Progress in Relation to Nethermain Campus (Verbal Update)

H Dunk provided the Committee with a summary of the progress to date. The Committee noted that further discussions are being held with North Ayrshire Council in this respect.

The Committee noted the above report.

12 Update on SFC Review of Extended Learning Support (Verbal Update)

H Dunk provided an update on the progress of the above review following a visit to the College by SFC representatives. The Committee was concerned to note that SFC's proposals for the new system would disadvantage students with additional support needs.

The Committee noted the above update with serious concern. The College was strongly encouraged to continue making representations to SFC with a view to ensuring that individuals with extended learning support needs are not disadvantaged as a result of the above review.

13 2016-17 Student Support Funds as at 9 February 2017 (Paper 7)

M Breen reported that Student Support Funding remained within the allocated budget. The College had increased the maximum award available from SFC discretionary funds and had also received additional funding from SAAS for discretionary support for HE students.

The Committee noted the above report.

14 Corporate Risk Register: LTC Extract at February 2017 (Paper 8)

M Breen introduced the LTC extract, noting no changes from the previous version.

The Committee noted and approved the LTC Risk Extract for forwarding to the Audit Committee.

15 Directors' Reports (Verbal)

The Curriculum Directors provided verbal reports on matters of development and interest in the curriculum area for which they are responsible.

16 Papers Received for Information

Business Development and Education Contracts (Paper 9)

Directorate Update (Paper 10)

Response to the Scottish Government Consultation:
*Empowering teachers, parents and communities to
achieve excellence and equity in education.* (Paper 11)

17 Date of Next Meeting – The next meeting of the Committee would be 1 June 2017.

Publication

This paper will be published on the College website.