

Board Meeting 21 June 2018

- 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. That Board Members ratify the proposed changes to the Student Association Constitution.

1. Background

ACSA has been continuing to support students across the college and have been invited into many curriculum areas to deliver input which has helped to raise our profile, as well as build positive relationships with staff.

2. Current Situation

The ACSA Student President Elections held in March returned a new Student President and Student Vice President for the 2018/19 academic session. The Student President Elect is Kevin Simpson, currently studying HND Sports and Fitness at Irvine Campus. The Student Vice-President Elect is Jack McCrindle, currently studying NC Sound Production at Ayr campus. The Student Association team look forward to welcoming both Kevin and Jack to their roles on the 1 July 2018 for a one month handover before they officially take up their roles on the 1 August 2018. The current Student President and Student Vice President will remain in post until 31 July 2018.

3. Association Activity

NUS Scotland Student of the Year Award

Following a nomination submission from ACSA, with regards to her work placement with the Student Association, we were delighted to announce that Ayrshire College student Loren Gemmell won the NUS Scotland Student of the Year Award at the NUS Scotland Conference in March. Loren is the first supported learning student ever to receive the award. As Loren was unable to attend the Award Ceremony at the conference, the Student President, along with Shona Howat of supported learning, arranged for Loren to receive her award as part of a special awards event held in Kilmarnock Campus on the 27 March for Loren's class. As well as Loren receiving her trophy, all students in the class were nominated by their classmates to receive a certificate for the unique skills they had brought to the success of the group. The Students received their awards from College Principal, Heather Dunk.

NUS Scotland National Conference

The Student Association sent four delegates to attend the three day NUS Scotland Conference in Dunblane from the 27-29 March. Delegates included the Student President, Student Vice President, the ACSA LGBT+ Students Officer and the ACSA

Young Students Officer. All officers enjoyed taking part in electing the new NUS Scotland Officers for 2018/19 and voting on motions, including debate on a more radical NUS Scotland, status of elected NUS Officers, Student finance, lecturer strikes and climate change.

NUS National Conference

The Student President, Student Vice President and Student Association Advisor attended the NUS National Conference which took place in Glasgow from the 27 – 29 March . As well as officer elections, the conference included the debating topics of mental health, the Abortion Act, decriminalisation of sex workers and the Poverty Commission.

Fairtrade Steering Group

ACSA has been invited to sit on an the Ayrshire College Fair Trade Steering Group, chaired by Elaine Hutton, which has been created to work towards the College achieving Fair Trade status.

Bus Users Scotland Focus Group

The Student Association, in partnership with Bus Users Scotland, facilitated a focus group in the Kilmarnock campus with regards to students' experience of local transport and what improvements to local bus services they would like to see. Grieg Mackay from Bus Users Scotland will use this information to help inform change to bus provision. A further two focus groups, to be help in the Kilwinning and Ayr Campuses will be organised for the new academic session.

Mental Health Awareness Week

ACSA, in partnership with the Mental Health Liaison Officer, Paul Hough, organised a marketplace event on each campus on the 9,10 and 11 May, to mark National Mental Health Awareness week which takes place from May 14-20.

ACSA hosted interactive activities which included a Chill Out Zone, giving students the opportunity to try some of the recommended mental health apps. There was also a Positivitree with students being invited to fill the branches with leaves of positivity in the form of examples of the strategies and activities they use to de-stress. Feedback from students regarding the events has been positive.

Excellence Awards

The Student President delivered the Vote of Thanks at the Excellence Awards which took place on 23 May, 30 May and 6 June.

Awards

Winner of NUS Scotland Student of the Year (Loren Gemmell)
Shortlisted for NUS Scotland Campaign of the Year (#notaluxury.period)
NUS UK Liberation FE Union of the Year Winner
NUS UK Liberation Campaign of the Year Winner (Invisible made VisABLE)
Shortlisted for NUS UK People's category
Shortlisted for NUS UK Participation category
Shortlisted for NUS UK Representation and Campaign category

4. Proposals

That Board Members consider the proposed changes to the ACSA Constitution.
Please see Appendix I.

5. Risks

Due to the challenging issues dealt with within the SA 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 ACSA will continue to work alongside staff in order to best support and encourage students, and make the 2017/18 session both enjoyable and successful for students.

Lainey McKinlay
Student President
21 June 2018

Appendix I

Proposed Changes to ACSA Constitution

ACSA proposes that in Section 1.04 of the ACSA Constitution (page 16), that an additional point (xi) is added which reads:

- (xi) **Members cannot hold the same Executive Committee position for more than two years.**

The rationale for this addition is to create a fairer system where no member is able to hold a specific Executive Committee position for more than two years. This will allow other students the opportunity to experience the role as an Executive Committee member.

Ayrshire College Student Association

Constitution

(Paper 1 – Appendix 1)



The Voice of Students across Ayrshire

This constitution shall take effect from 1st August 2018 and invalidates all former constitutions of this Association.

This constitution shall be subject to review by the Student Association Council and the College at least every five years, in accordance with the Education Act 1994.

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Introduction

Part II of the Education Act 1994 requires institutions to take such steps as are reasonably practicable to secure any students' union, at the establishment, operates in a fair and democratic manner and is accountable for its finances.

Ayrshire College ('the College') recognises Ayrshire College Student Association as a democratically run organisation, committed to serving and representing the students of the College. The College will endeavour to ensure that the activities of the Association do not contravene the College's equal opportunities policy nor bring the College into disrepute.

The Constitution is a legal document that sets out the activities and procedures of the Student Association.

It provides a framework for the operation of the Student Association by:

- Defining what the Association can and cannot do
- Indicating how the Executive can act on behalf of Association members
- Outlining how members can air their concerns.

Articles

Article 1 Name and Status

Section 1.01 There shall be a Student Association in the name of Ayrshire College Student Association (for the rest of the document the organisation will be referred to as aca).

Article 2 Aims and Objectives

Section 2.01 To enhance the educational experience of its members and students of the College as a whole.

Section 2.02 To represent the interests of its members and act as a channel of communication with the College and other bodies.

Section 2.03 To promote and protect the welfare of its members.

Section 2.04 To promote, encourage and co-ordinate student clubs, societies, sports and social activities.

Section 2.05 These aims and objectives shall be practiced without discrimination on the grounds of age, sex, race, religion, creed, sexual orientation, disability or medical condition, except that action may be taken to promote equality of opportunity.

Section 2.06 To provide an advocacy and referral service internally and externally for students wishing support in relation to personal, finance or educational matters.

Section 2.07 The aca shall practice the above aims and objectives independent of any political party, religious organisation or any other activist groups.

Article 3 Sabbatical Officers

Section 3.01 The President and Vice-President will be sabbatical posts. The post holders shall be paid an allowance determined by the College and will be required to sign an agreement of office. No member shall be eligible to stand for and serve more than two sabbatical terms of office in any role.

Section 3.02 Two Sabbatical Officers will be appointed by one secret ballot and will be responsible for leading aca. All candidates will stand for the role of Student President.

The candidate with the highest ranking in the election will be appointed to the position of Student President of aca. The candidate with the second highest ranking will be appointed to the position of Student Vice President of aca.

See Schedule 4 for details of these roles

Section 3.03 The President and Vice-President will cover the three main sites and satellite campuses via a rota system which will be determined by the sabbatical team at the start of the academic year. Both sabbatical officers will be assigned a main campus office for remuneration purposes.

Article 4 Membership of the aca

Section 4.01 All students who are registered at the College, over the age of 16, shall be members of the aca unless they have decided relinquish their membership according to the regulations.

- (i) Every student shall be able to relinquish their right of membership of the aca.
- (ii) A student who opts out of the aca shall not be able to participate in the democratic and decision-making function of the aca. This includes not being able to stand for any Officers or representative position, including club and society committee members, as contained in the aca constitution.
- (iii) A student who opts out of the aca shall continue to have the right to attend aca run events and participate in the activities of clubs and societies.
- (iv) A student wishing to opt out of membership of the aca must indicate this in writing to the Student President.
- (v) A student who has opted out but who subsequently wishes to become a member of the aca shall apply in writing to the Student President. The Sabbatical Officers shall then meet and discuss application. If the application falls within twenty College days of nominations opening for an aca election, the student will not be eligible to take up the full privileges of membership until the nomination process has closed.

Section 4.02 A Sabbatical Officer is a full member of the aca.

Section 4.03 Registered students of the College under the age of 16 shall not be members of the aca, but may participate in certain activities, as agreed by the student Sabbatical Officers, Executive Committee and any forum for students under the age of 16 and approved by the Student Representative Council.

Section 4.04 All members shall be entitled to use the facilities of the aca and take part in its educational, social, sporting and cultural activities.

Members shall be allowed to speak and vote at acsa meetings, to nominate, to stand and to vote in acsa elections, and to hold office in clubs and societies.

Article 5 Student Representative Council (SRC)

Section 5.01 The Student Representative Council shall be the supreme decision making body of the acsa. It shall also raise issues that are of concern to its members to the Senior Management Team of the College. This will be done following the proper acsa structure.

Section 5.02 The membership of the Student Representative Council shall be made up of the following categories:

- (i) The Student Sabbatical Officers
- (ii) The Executive Committee

Section 5.03 The functions of the Student Representative Council shall be to:

- (i) Set the policy of the acsa
- (ii) Amend the constitution and schedules as appropriate, subject to the approval of the College.
- (iii) Instruct and hold accountable the Executive Committee to their work.
- (iv) Monitor and discuss the events and decisions of the formal College decision making bodies.
- (v) Elect delegates to appropriate NUS conferences and councils.
- (vi) Approve reports from committees, working parties and the Executive Committee.
- (vii) Approve financial reports from Sabbatical Officers.

Section 5.04 The first meeting of the Student Representative Council shall be held by November and be chaired by the Student President, or the Student Vice-President. This meeting shall also:

- (i) Discuss appropriate clubs and societies.
- (ii) Discuss Executive Committee Elections
- (iii) Issue members with meeting schedules.

- Section 5.05 An ordinary Student Representative Council meeting shall be held on at least five occasions in each Academic Year.
- Section 5.06 An emergency Student Representative Council meeting may be called by the Student President to discuss a particular issue.
- Section 5.07 All acsa meetings shall be conducted according to the Meeting Regulations contained within this constitution.

Section 5.08 **Who can attend the Student Representative Council?**

- (i) All members of the Student Representative Council will be expected to attend all meetings of the Student Representative Council to which they will have been given ten College days' notice (two weeks). Any member of the Student Representative Council who fails to attend two consecutive meetings without giving prior apologies to the Student President, and does not provide satisfactory reasons acceptable to the Student Representative Council, shall be considered to have resigned.
- (ii) Any individual who is not a member of the acsa who wishes to attend must receive permission from the meeting by submitting a request to the assigned Sabbatical Officer. The assigned Sabbatical Officer shall then take a vote from the Executive Committee on whether the individual/s may attend.

Section 5.09 **Who may speak at the Student Representative Council?**

- (i) Any member of the Sabbatical Team and Executive Committee may speak at the Student Representative Council meeting.
- (ii) Members of the College Senior Executive Management Team may attend and speak at the request of the Student Representative Council. Any other individual may attend and speak as a guest, if invited to do so by the Student Representative Council or the Executive Committee.
- (iii) Any member wishing to speak must raise their hand. The chair of the meeting shall decide the order of speaking.

Section 5.10 **Who may vote at the Student Representative Council?**

- (i) Only members of the Student Representative Council who are present at the meeting may vote.
- (ii) The Chair may not vote unless the vote is tied, in which case they may have the casting vote.

Section 5.11

Who runs the meeting?

- (i) The Student President (or, in their absence, the Student Vice President) shall be responsible for the agenda and publicising the meeting. This involves giving ten college days' notice of the meeting and five days' notice of the final agenda including any documents or papers relating to agenda.
- (ii) The Student President shall take the role of the Chair for all Student Representative Council meetings for the academic year.
- (iii) In the event of any situation arising not being covered by meeting regulations then the Student President shall rule on the procedure to be adopted. Such ruling shall be subject to the approval of the Student Representative Council.
- (iv) In the event of the Sabbatical Officers having or alleged to have a conflict of interest with the item under discussion, the role of Chair should be passed, for the duration of the item under discussion, to a designated Executive Committee Member.
- (v) In the event of the Sabbatical Officers being absent at the meeting for whatever reason, the meeting shall be chaired by the assigned deputy.

Section 5.12

General Rules

- (i) All items and documents discussed at Student Representative Council Meetings will be considered confidential and must not be discussed out with the meeting, without prior approval, until minutes are agreed and published.
- (ii) Subjects for debate should be put forward by a sabbatical officer as a motion. The proposer or seconder will be required to state their case to the committee
- (iii) Every motion shall have a proposer and seconder.
- (iv) Any member of ACSA can put forward a motion to the group which will be taken to the meeting.

- (v) Individuals may only speak with Chair's permission.
- (vi) Anyone who wishes to attend a meeting who is a non-Student Representative Council member must have approval of attendance five College days prior to meeting.
- (vii) The quorum for a Student Representative Council meeting will be 5 members in total. Decisions will be made on the basis of a 50% plus one majority of those present. No decision on any matter of business will be taken without a quorum present. If quorum is not achieved at the meeting a decision may be reached via email on the basis of at least a 50% plus one majority of the whole Student Representative Council.

Article 6

Executive Committee

Section 6.01

The Executive Committee of the aca lead by the Sabbatical Officers shall direct the running of the aca according to the terms of this constitution, relevant legislation and the decisions that have been made by the Student Representative Council.

Section 6.02

The Executive Committee shall be made up of the following aca Officers:

- (i) The Sabbatical Officers
- (ii) The Black and Minority Ethnic Students' Officer (BME)
- (iii) The Disabled Students' Officer
- (iv) The Lesbian, Gay, Bisexual and Transgender + (LGBT+) Students' Officer
- (v) The Mature Students' Officer
- (vi) The Welfare Officer
- (vii) The Women's Officer
- (viii) The Young Students' Officer
- (ix) The Sports & Physical Activities Officer
- (x) The Care Experienced Students' Officer

Section 6.03 The Non Sabbatical Executive Committee officers shall be elected by October of each year according to the regulations of this constitution. They will serve as members of the Executive Committee from date of election of that year to the opening of nominations of the following Executive Election.

Section 6.04 The role of the Executive Committee shall be to:

- (i) Carry out the decisions made by the Student Representative Council.
- (ii) Act as a channel of communication between members of the aca and external agencies.
- (iii) Be responsible for the strategic direction of the aca.
- (iv) Liaise with and offer relevant support to any forum of students under the age of 16.
- (v) Fulfil specific responsibilities laid down in the role descriptions of this constitution.

Article 7 Clubs and Societies

Section 7.01 Clubs and societies may be recognised by the Student Representative Council provided that they meet the requirements set out by the Student Representative Council and do not breach the aca aims and objectives.

Article 8 Affiliations to External Organisations

Section 8.01 Any proposal to affiliate to an external organisation must be approved by the Student Representative Council.

Section 8.02 The College and members of the aca shall be informed of all new affiliations to external organisations via an email or letter. The notice shall include the name of the organisation being affiliated to and any affiliation or subscription fee to be paid.

Section 8.03 Details of all affiliations to external organisations, including the names of the organisations and each affiliation fee paid, shall be included in the aca's financial report which shall be made available to all members of the aca and to the College once ratified by the Student Representative Council.

Section 8.04 In the event of an objection to a current affiliation to any particular external organisation, a petition signed by at least 200

members of the aca must be presented to the Student President. A vote shall be held on the issue at the next Student Representative Council meeting. The vote shall be carried out in accordance with the constitution. A further vote on the same affiliation cannot be called in the same academic year.

Article 9 Complaints Procedure

- Section 9.01 Complaints about an individual Officer or any member of the Student Representative Council shall be dealt with under the complaints procedure contained in this constitution.
- Section 9.02 Any complaint about the aca shall be addressed to the Student President. In any circumstances where the complaint relates to a Sabbatical Officer, it shall be addressed to the Student Association Advisor.
- Section 9.03 The person issued with the complaint, shall make a written reply within ten College days.
- Section 9.04 If complainant is not satisfied with the initial response they may raise the issue with the SRC or follow the college's complaints protocol.

Article 10 aca Finance

- Section 10.01 The aca shall receive appropriate funds from the College to enable it to effectively pursue its aims and objectives.
- Section 10.02 The Student President shall supervise all of aca's finances and ensure that proper accounting records are maintained. These records shall be reviewed annually and certificated as correct by a qualified accountant, who could be an accountant from the College Finance team, independent of the aca.
- Section 10.03 The Student President shall be responsible for ensuring that the annual budget, amendments to the budget, aca accounts and all other short-term financial reports and financial proposals are discussed and approved by the Student Representative Council.
- Section 10.04 A copy of the aca's budget and the annual accounts shall be given promptly to the College each financial year for approval and be made available to all students.
- Section 10.05 The financial year of the aca shall run from 1 August to 31 July.

Section 10.06 The organisation of the acsa's finances and systems of control shall be contained in Schedule three (Finance Regulations) of this constitution.

Article 11 Minutes

Section 11.01 At all meetings of the acsa, draft minutes shall be taken which shall be circulated at the next appropriate meeting or via email to the attendees for approval and any necessary corrections made. Agendas and confirmed minutes shall be filed and made available on ACSA noticeboards and on the ACSA pages of the College VLE.

Section 11.02 A copy of the constitution and a copy of the annual report shall be made available to all students on the College web site at the beginning of the year.

Article 12 Amendments

Section 12.01 The Student Representative Council shall be the only body permitted to amend the constitution and schedules. All amendments will be subject to the approval of the College Board of Management before they can be implemented.

Section 12.02 All amendments to the constitution or schedules shall require the support of a minimum of two thirds of the members present and entitled to a vote at a quorate meeting of the Student Representative Council. From here, the amendments will be taken to the Board of Management for approval.

Section 12.03 The constitution shall be reviewed by the acsa at least every five years from the date of the current document's implementation and approved by the College.

Article 13 Code of Conduct

Section 13.01 The acsa and all of its members shall follow the Colleges Positive Behaviour Policy and may make reference to it when they see fit in any case.

Section 13.02 All members of the acsa shall be required to adhere to this code, particularly when on acsa premises, or attending events organised by the acsa or its clubs or societies.

Section 13.03 The code of conduct may include restrictions up to and including the unlimited suspension of any or all of the rights of the acsa members.

Article 14 Interpretation

Section 14.01 In the event of a challenge to the interpretation of any part of this constitution, the ruling of the Student President shall be sought.

Section 14.02 In the event of a challenge to the Student President's ruling or decision, following legal advice, the decision shall be taken to the Director of Student Services and College Board of Management.

Section 14.03 If a member of the acsa remains dissatisfied with a ruling or decision of the Student Representative Council, they may appeal to the Director of Student Services. The ruling of the Director of Student Services shall be final.

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Schedule One

Election Regulations

This schedule outlines what to do for all elections, for all positions in the aca. It also outlines the procedure to follow if a vacancy occurs in any position.

1.01 Returning Officer

- (i) The Returning Officer shall be an appointed NUS representative. The Returning Officer shall be responsible for the good conduct and administration of all aca elections and shall have the sole interpretation of the election regulations. They shall not be a full member of the aca or aca staff. The Returning Officer may appoint assistants to support them in their duties.

1.02 When elections should happen – Student Sabbatical Officers

- (i) The Returning Officer shall ensure that election of the Sabbatical Officers takes place before the end of May each year. Once elected, the Sabbatical Officers shall take up full office from 1 July of that year. They shall serve for no more than twelve months, before standing for re-election should they wish to do so. However, Sabbatical Officers shall only serve a maximum of two years in the post.
- (ii) The dates of elections for the Sabbatical Officers, a copy of the election timetable and a copy of the election regulations shall be posted on the aca's noticeboards at least ten College days before the elections.

1.03 When elections should happen – Executive Committee

- (i) The Returning Officer shall ensure that election of the Executive Committee takes place before the end of October each year. Once elected, the members of the Executive Committee shall take office upon the return of a satisfactory PVG check and shall serve until the opening of nominations in the following executive elections.
- (ii) The dates of elections for the Executive Committee, a copy of the election timetable and a copy of the election regulations shall be posted on the aca noticeboards at least ten College days before the elections.

1.04 Standing for election

The student Sabbatical Officers are elected to the positions of Student President and Student Vice-President, based upon their ranking through the Single Transferable Voting system.

- (i) The members of the Executive Committee shall be (but are not limited to):
 - (a) The Black and Minority Ethnic Students Officer
 - (b) The Disabled Students Officer
 - (c) The Lesbian, Gay, Bisexual and Transgender Plus (LGBT+) Student's Officer
 - (d) The Mature Students Officer
 - (e) The Welfare Officer
 - (f) The Women's Officer
 - (g) The Young Students' Officer
 - (h) The Care Experienced Officer
 - (i) The Sports & Physical Activities Officer
- (ii) All members of the aca are eligible to stand for any of the following positions:
 - (a) The College Sabbatical Officers
 - (b) The Welfare Officer
 - (c) The Sports & Physical Activities Officer
- (iii) All members of the aca who self-identify with the specifics of the role are eligible to stand for the following positions:
 - (a) The Black and Minority Ethnic Students' Officer
 - (b) The Disabled Students' Officer
 - (c) The Lesbian, Gay and Transgender Plus (LGBT+) Students' Officer
 - (d) The Mature Students' Officer
 - (e) The Women's Officer
 - (f) The Young Students' Officer
 - (g) The Care Experienced Students' Officer
- (iv) Only one executive position may be held by any member at any given time.
- (v) No member who has opted out may stand for any position.
- (vi) Reopen nominations (RON) shall be an option in all aca elections, even when a candidate is uncontested.
- (vii) Nomination packs will be available on Moodle. The nomination pack shall contain a copy of the description of the role of each position in the election.

- (viii) Members of aca may stand for election upon completion of a nomination form signed by the nominee and at least one proposer and one seconder, all of whom are students of Ayrshire College.
- (ix) In completing their nomination form the nominees for sabbatical officers posts and executive officer posts **must** declare anything that could be returned in their PVG which may prevent them from taking up office. Receipt of an appropriate PVG return is a condition of taking up office.
- (x) Nomination forms must be submitted no later than 13.00 pm on the final day for nominations. This will be five College days for Executive Committee elections and ten College days for Presidents Elections, before the date of the commencement of the ballot.
- (xi) **Members cannot hold the same Executive Committee position for more than two years.**

1.05 Publicity about the election

- (i) The Returning Officer shall produce a list of candidates (together with the proposer and one seconder) which shall be displayed on the main campus aca noticeboards within two College days of the close of nominations.
- (ii) Candidates for the sabbatical positions may produce a manifesto and a poster to a specification to be determined by the Returning Officer, which must be emailed to the Student Association Advisor by the deadline for returning the nomination form.
- (iii) On receipt of a valid nomination form, the Returning Officer or a person appointed by him/her shall provide the candidate with an election campaign pack.
- (iv) All candidates who submit a nomination form must attend the candidates briefing. Details of the candidates briefing will be included within the nomination pack. Candidates who do not attend the candidates briefing, and who do not notify the Returning Officer or Student Association Advisor that they will not be attending, will be considered to have withdrawn from the election.
- (v) The contents of the election campaign pack shall be determined by the Returning Officer in conjunction with the Student Association Advisor, but may not include, e.g. anything that is in anyway derogatory towards another person.

1.06 Campaign

- (i) Candidates may commence campaigning once they have attended the candidates briefing.
- (ii) Candidates cannot use any communication materials that are not sanctioned by the Returning Officer.
- (iii) There shall be no campaigning within the Learning Resource Centre during the voting period.
- (iv) The Returning Officer shall publicise the details of the elections, together with a list of candidates and manifestos, five College days before voting.
- (v) Candidates must abide by the rules set by the Returning Officer.

1.07 Voting Procedures

- (i) The Returning Officer shall ensure that all members of the acsa have access to vote, no matter their place or time of study.
- (ii) All members of acsa may cast one vote for the candidates of their choice.
- (iii) All members of the acsa may receive one vote via the online voting system.
- (iv) The online system shall bear the name and photograph of each candidate.
- (v) There will be a facility for reopening nominations as outlined in Article 1.04(vii). This shall be conducted according to the most recently published edition of the rules, for the operation of the single transferable voting (STV) system as set by the Electoral Reform Society.

1.08 Counting and declaring votes

- (i) The Returning Officer shall inform the candidates of the time and venue of the announcement of the online count.
- (ii) The count shall be conducted according to the most recently published edition of the rules for the operation of the single transferable voting (STV) system as set by the Electoral Reform Society).

- (iii) Once the votes have been counted, electronic ballot information must be retained for a period of six weeks in case of appeals against the results.
- (iv) Results of the elections shall be declared by the Returning Officer when the count has been completed.
- (v) A list of successful candidates will normally be posted at all sites within one College day of the declaration of results. The returning officer shall supply a copy of the results to the College and also the elected Sabbatical Officers.
- (vi) The results will become official, 48 hours after they have been posted, provided that no complaint has been lodged with the returning officer regarding how the count was conducted. In the event of a complaint being received by the returning officer, the results shall be suspended until the complaint has been resolved.

1.09 Vacancies for positions on the Executive Committee or Sabbatical Officers

- (i) If the position of Sabbatical Officer falls vacant, then a by-election shall be arranged by the Returning Officer. Nominations shall open, by a date set by the Returning Officer, after confirmation of the vacancy arising. This should be followed if sufficient time is remaining in term to make a by-election viable. All other election regulations apply.
- (ii) If the position of Executive Officer falls vacant, the Student Representative Council can decide to hold a by-election or, if an appropriate candidate has been identified, the Student Representative Council can co-opt a member of aca onto the Executive Committee.
- (iii) Sabbatical officers cannot be appointed without an election.

Schedule Two

Clubs and Societies

2.01 aca will run clubs and societies where they see fit and relevant to its Members.

2.02 **Setting up a club or society**

- (i) No club or society may receive funds from the aca or use aca facilities without recognition in each academic year by the Student Representative Council.
- (ii) To be considered for recognition, the club or society shall lay before the Student Representative Council a plan of activities and a list of prospective members in accordance with the clubs and societies schedule.
- (iii) No club or society will be recognised if its objectives conflict with those of the aca. However, this restriction shall not be interpreted so as to prevent the establishment of political, religious or ethnically based clubs and societies.
- (iv) Any club or society that wishes to be recognised by the aca shall present to the Student President:
 - (a) A list of ten signatures of members
 - (b) Any proposed membership fee (when applicable)

2.03 **Money for Clubs and Societies**

- (i) The Sabbatical Officers shall earmark a sum in the aca budget which shall be for grant aid of recognised clubs and societies.
- (ii) To receive funding, an eligible club/society shall submit a budget proposal to the Student President. This should be submitted at least one month prior to the date the funding is needed.
- (iii) The Sabbatical Officers will meet and allocate the funds. Allocations will be made on the basis of the level of activity in the club/society: the number of members it has and special equipment and travel considerations. A contingency fund shall be set aside, the value of which shall be determined by the Sabbatical Officers.
- (iv) The allocations shall be approved at a meeting of the Student Representative Council.

2.04 Responsibilities of Clubs and Societies

- (i) No member from a club or society may commit either the club or society or the aca to any expenditure without prior authorisation through the aca's budgetary control system.
- (ii) The club or society shall be responsible for promoting itself during the academic term to encourage new membership.
- (iii) All clubs and societies will produce an activities report and submit an income/expenditure sheet to the Executive Committee at the end of each term.
- (iv) The club or society shall not hold its own bank account and all its finances will be administered through the aca.
- (v) The club or society shall hold no funds whatsoever outside the aca accounts.
- (vi) The Club Convenor shall be responsible for ensuring that all expenditure is legitimate and that it does not exceed the club or society allocation for that year. The convenor shall also ensure that an accurate list of all equipment purchased is kept and the aca is supplied with this. The convenor will also ensure all equipment is returned to the aca at the end of the academic year.
- (vii) The Club Convenor shall ensure that all income received by the club or society is paid directly into the aca accounts and that no funds received by the club/acsa are withheld, in accordance with the financial regulations of the College.
- (viii) Failure to abide by these regulations and the aca constitution may result in suspension of the club or society by the Executive Committee.

Schedule Three

Finance Regulations

3.01 The collection of all money due to the aca shall be the responsibility of the Sabbatical Officers, who shall follow the financial regulations of the College to ensure the money is banked appropriately. These regulations can be found at the end of this document.

3.02 aca Funds

The Aca funds will be held within a separately designated Fund within the College's accounting records, including details of all expenditure incurred, which shall be incurred in accordance with the College's Financial Regulations, and all income received, which shall be banked by College Finance Staff into the designated aca Fund.

3.03 Expenditure

- (i) All expenditures within the aca over £50.00 shall be discussed and agreed amongst the Sabbatical Officers.
- (ii) Any reports of expenditure within aca exceeding £250.00 shall be discussed and agreed with the Executive Committee Members.
- (iii) If it is brought to the Executive Committee's attention with regards to excessive expenditure then they have a duty to report this to the Student Association Advisor.
- (iv) All expenditure on student activities shall be signed off by the College Director of Student Services, the College Finance Director or any other signatories approved by the College's Finance Director.

3.04 Security and Insurance

- (i) The aca shall be responsible for maintaining proper security at all times for all stock, stores, furniture, equipment, cash etc. under its control.
- (ii) The Sabbatical Officers shall inform the Executive Committee and College in any case where security is thought to be defective or where it is considered that special security arrangements may be needed.
- (iii) The College shall be responsible for ensuring that proper insurance cover is in place, including fire risks, theft, damage and loss etc. of property and employers' liability.

3.05 Events

- (i) All events undertaken or provided by the aca must be costed and budgets prepared.
- (ii) Annually, the Sabbatical Officers with assistance from the student association staff, shall draw up a proposed events budget, subject to ratification by the Student Representative Council. This shall form the basis of all events expenditure.
- (iii) Records of all expenditure for events shall be kept. The Sabbatical Officers shall advise the Executive Committee if the budget is likely to be exceeded. The Sabbatical Officers are responsible for ensuring that agreed budgets are not exceeded, unless necessary approval has been given before the proposed expenditure is incurred.

3.06 Expenses to aca members

- (i) Any member of the Executive Committee may receive reimbursement of expenses for costs appropriately incurred whilst on aca business, with any expenditure reimbursed in line with the College Financial Regulations (**Appendix 1**) and Travel and Subsistence Policy (**Appendix 2**) which you can find attached at the back of the constitution.
- (ii) Any appropriate costs incurred for childcare, whilst a non-sabbatical member of the Executive Committee is on aca business inside or outside College shall be met by the aca.
- (iii) Expense reimbursement to the Sabbatical Officers will be made by the College through the College payroll system upon authorisation of a College expense form, by the College Director of Student Services or College Finance Director.

3.07 Petty Cash

- (i) The petty cash limit shall be £50.00, under the direction of the Sabbatical Officers, they shall ensure that petty cash stays at or below this limit and that a proper record is kept of all advances and expenditure.
- (ii) The issuing of petty cash shall be the responsibility of the Student Association Advisor.

3.08 Donations

- (i) aca shall not make donations or affiliations to any organisation outside the aims and objectives of the aca. aca may allow for its facilities to be used for special events which may raise money for a

specific charity or cause. Only the net profit from such events may be passed to the charity.

3.09 If any Sabbatical Officer or Executive Committee Member receives a gift on a professional capacity, they must declare this at the next Student Representative Council, as this may be seen as a conflict of interest.

3.10 Any member of the Executive Committee under the age of 18 shall not have budgetary responsibility.

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Schedule Four

Job/Role Descriptions

4.01 President

- (i) Provide a PVG certificate that does not go against acsa aims and objectives or impair their ability to carry out the job description.
- (ii) Represent all members of the acsa across Ayrshire College.
- (iii) Lead on the strategic direction and support the acsa's future development.
- (iv) Deliver on the acsa's strategic and operational plan.
- (v) Lead the acsa with regards to activity, policies, and ethos as directed by the Regional Executive.
- (vi) Participate as a member on the College Board of Management and/or relevant Board Committees as identified by the Board of Management.
- (vii) Ensure that acsa is meeting its set objectives.
- (viii) Chair and support the course representative meetings.
- (ix) Ensure the acsa budget is effectively managed.
- (x) Build and maintain a positive, high profile and partnership ethic within acsa and across the College, encouraging students to become involved.
- (xi) Work in partnership with staff across the College to ensure that the acsa has an active role in enhancing the quality of the student experience at Ayrshire College.
- (xii) Represent Ayrshire College students with organisations at a national level, for example, NUS.
- (xiii) Undertake delegated responsibilities from the other Sabbatical Officers and the Director of Student Services.
- (xiv) Working in partnership with the Quality Enhancement team, the Equality and Inclusion and Health, Safety and Wellbeing in addition to the College Management to ensure there is consistent, high quality Student Support system and quality teaching across the region.

- (xv) Ensure open communication channel between College, Student Representative Council, Executive Committee and acsa members as a whole.

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Vice-President

- (i) Provide a PVG certificate that does not go against acsa aims and objectives or impair their ability to carry out the job description.
- (ii) Represent all members of the acsa across Ayrshire College.
- (iii) Assist the President in leading on the strategic direction and support the acsa's future development.
- (iv) Assist in delivering on the acsa's strategic and operational plan.
- (v) Assist the President in leading the acsa with regards to activity, policies, and ethos as directed by the Regional Executive.
- (vi) Participate as a member on the College Board of Management and/or relevant Board Committees as identified by the Board of Management.
- (vii) Ensure that acsa is meeting its set objectives.
- (viii) Assist in chairing and support the course representative meetings.
- (ix) Assist the President in ensuring the acsa budget is effectively managed.
- (x) Build and maintain a positive, high profile and partnership ethic within acsa and across the College, encouraging students to become involved.
- (xi) Work in partnership with staff across the College to ensure that the acsa has an active role in enhancing the quality of the student experience at Ayrshire College.
- (xii) Represent Ayrshire College students with organisations at a national level, for example, NUS.
- (xiii) Undertake delegated responsibilities from the Student President and the Director of Student Services.
- (xiv) Working in partnership with the Quality Enhancement team, the Equality and Inclusion and Health, Safety and Wellbeing in addition to the College Management to ensure there is consistent, high quality Student Support system and quality teaching across the region.
- (xv) Ensure open communication channel between College, Student Representative Council, Executive Committee and acsa members as a whole.

4.04

The Black and Minority Ethnic Students Officer who self-identifies and shall be a Member of the Executive Committee and shall:

- (i) Ensure black and minority ethnic student's views and opinions are reflected throughout the whole of the acsa's work
- (ii) Represent the perspective of BME students on all matters concerning acsa and the College and ensure there is a regular forum/group where BME students can meet.
- (iii) Raise the awareness of students of the issues that affect BME students through meetings and events.
- (iv) Co-ordinate activities designed to counter racism, ethnocentrism and discrimination.
- (v) Establish and maintain contact with, and provide information for groups and organisations which work on black and anti-racism issues.
- (vi) Liaise with the NUS Black Students campaign.
- (vii) Promote the positive involvement of black students in all areas of the acsa's activities.
- (viii) Present relevant reports to the Executive Committee.
- (ix) Act reasonably and prudently in all matters, and in the best interests of the acsa.

4.05 **The Disabled Students Officer** who self-identifies and be a member of the Executive Committee shall:

- (i) Ensure that the views and opinions of students with disabilities are reflected throughout the whole of the acsa's work.
- (ii) Represent the perspective of students with disabilities on all matters concerning acsa and the College.
- (iii) Ensure there is a regular forum/group where students with disabilities can meet.
- (iv) Liaise with the NUS Students and Disabilities campaign and SKILL (National Bureau for Students with Disabilities).
- (v) Establish and maintain contact with, and provide information for, groups and organisations which work on disability issues.
- (vi) Promote the positive involvement of students with disabilities in all areas of the acsa's activities.
- (vii) Present relevant reports to the Executive Committee.
- (viii) Act reasonably and prudently in all matters, and in the best interests of the acsa.

4.06 The Care Experienced Students Officer who self-identifies and be a member of the Executive Committee shall:

- (i) Ensure that the views and opinions of care experienced students are reflected throughout the whole of the aca's work.
- (ii) Represent the perspective of care experienced students on all matters concerning aca and the College.
- (iii) Ensure there is a regular forum/group where students with care experience can communicate.
- (iv) Establish and maintain contact with, and provide information for, groups and organisations which work on care-experience issues.
- (v) Promote the positive involvement of care experience students in all areas of the aca's activities.
- (vi) Present relevant reports to the Executive Committee.
- (vii) Act reasonably and prudently in all matters, and in the best interests of the aca.

4.07

The Lesbian, Gay, Bisexual and Transgender Plus (LGBT+) Students Officer who self-identifies and who shall be a member of the Executive Committee shall:

- (i) Ensure that LGBT students' views and opinions are reflected throughout the whole of the acsa's work.
- (ii) Represent the perspective of LGBT students on all matters concerning the acsa and the College and ensure there is a regular forum where LGBT students can meet.
- (iii) Assist training events for LGBT students in conjunction with the NUS LGBT campaign.
- (iv) Establish and maintain contact with, and provide information from, groups and organisations which work on LGBT issues.
- (v) Promote the positive involvement of LGBT students in all areas of the acsa's activities.
- (vi) Present relevant reports to the Executive Committee.
- (vii) Act reasonably and prudently in all matters, and in the best interests of the acsa.

4.08 **The Mature Students Officer** who self-identifies shall be a member of the Executive Committee shall:

- (i) Be a student aged 25 or over at the start of the election.
- (ii) Be responsible for organising a mature students group and encouraging mature students to participate within it.
- (iii) Provide a perspective on the issues which affect mature students to the Executive Committee, and ensure that this is recognised in all of the aca's work.
- (iv) Establish and maintain contacts with mature students' groups in other Student Associations and unions throughout the country, NUS Mature Students' Committee and the Mature Students' Union (MSU).
- (v) Attend relevant conferences on behalf of the aca.
- (vi) Establish a number of projects relating to mature students' education, welfare and social needs at the beginning of the year, as agreed by the Executive Committee.
- (vii) Present relevant reports to the Executive Committee.
- (viii) Act reasonably and prudently in all matters, and in the best interests of the aca.

4.09 The Welfare Officer who shall be a member of the Executive Committee shall:

- (i) Establish and maintain contact with and provide information from groups and organisations which work on welfare issues and maintain and order stocks of information as required.
- (ii) Establish an enquiry service, and advertise its availability on each of the sites.
- (iii) Take details of students who have welfare issues and refer cases to the sabbatical officer, respecting confidentiality at all times.
- (iv) Consult Student Services regularly to find out what problems students are having in College and take account of these when planning campaigns.
- (v) Campaign on, and raise awareness of, welfare issues as agreed by the Executive Committee eg debt, safe sex, drug/alcohol abuse, etc. distribute general welfare information.
- (vi) Attend any relevant training/briefing days for Student Association's welfare officers.
- (vii) Present relevant reports to the Executive Committee.
- (viii) Act reasonably and prudently in all matters, and in the best interests of the acsa.

4.10 The Women's Officer who self-identifies shall be a member of the Executive Committee shall:

- (i) Ensure that women's views and opinions are reflected throughout the whole of the aca's work.
- (ii) Represent the perspective of women students on all matters concerning the aca and the College, and a regular forum/group/for women to meet.
- (iii) Organise social, educational and training events specifically for women.
- (iv) Establish and maintain contact with and provide information from groups and organisations which work on women's issues including other unions throughout the country and NUS.
- (v) Promote the positive involvement of women in all areas of the aca's activities.
- (vi) Present relevant reports to the Executive Committee.
- (vii) Act reasonably and prudently in all matters, and in the best interests of the asca

4.11 The Young Students Officer who self-identifies shall be a member of the Executive Committee shall:

- (i) Be a student aged between 16 and 18 at the start of the election.
- (ii) Be responsible for organising a young students group and encouraging young students to participate within it.
- (iii) Provide a perspective on the issues which affect young students to the Executive Committee, and ensure that this is recognised in all of the aca's work.
- (iv) Establish and maintain contacts with young student groups in other aca's and unions throughout the country and NUS.
- (v) Attend relevant conferences on behalf of the aca.
- (vi) Establish a number of projects relating young students' education, welfare and social needs at the beginning of the year, as agreed by the Executive Committee.
- (vii) Present relevant reports to the Executive Committee.
- (viii) Act reasonably and prudently in all matters, and in the best interests of the aca.

4.12

The Sports & Physical Activities Officer who shall be a member of the Executive Committee and Student Representative Council shall:

- (i) Organise and publicise a variety of sports, health and wellbeing events to reflect the interests of all sections of the student body.
- (ii) Assist in the development of new sports clubs and sports societies
- (iii) Maintaining contact with all relevant clubs, societies, companies and organisations to the advantage of students.
- (iv) Liaise with appropriate bodies outside College for promotion and sponsorship of sports clubs and societies.
- (v) Establish and maintain contact with relevant officers at other colleges.
- (vi) Be responsible for the sale and distribution of tickets and the collection of monies for activities under the direction of the Sabbatical Officers.
- (vii) Meet with the Sabbatical Officers and the Events Officer to ensure that all sporting events are well publicised to all students on all sites.
- (viii) Consult with students on a regular basis and assist in the planning and delivery of events, in conjunction with the Sabbatical Officer, on the basis of information received from the student body.
- (ix) Present relevant reports to the Executive Committee.
- (x) Act reasonably and prudently in all matters, and in the best interests of the acsa.
- (xi) Provide a PVG certificate that does not go against acsa aims and objectives or impair their ability to carry out the role description.

Schedule 5

Disciplinary Procedure

The aca shall follow the College Disciplinary Policy.

- 5.01** Clubs, societies and members of the aca shall be expected to abide by the constitution and its schedules at all times, as well as the College's equal opportunities policy and the College's Positive Behaviour Policy.
- 5.02** The aca has authority over any premises managed by the aca, any aca activities, including the activities of any aca club or society, or any misconduct which takes place outside aca premises but is connected with the aca and is likely to affect the reputation of the aca.
- 5.03** This policy applies to attending premises external to Ayrshire College and therefore any behaviour that brings the aca into disrepute can be dealt with in accordance to this policy.
- 5.04** If a student or club or society is deemed to have breached the disciplinary policy, their conduct shall be examined by the Student President and Student Vice-President and the Director of Student Services, known as the disciplinary committee.
- 5.05** The disciplinary committee shall be convened within five college days of the report of the complaint occurring. The student shall be given written notification of the time, date and place of the hearing, together with written notification of the alleged breach, at least three days before the hearing.
- 5.06** In cases involving the misuse of aca facilities or resources or behaviour likely to cause potential danger or offence to students, staff or other persons, or bring ACSA into disrepute, the student or club or society may be suspended from the use of particular aca facilities or resources until the disciplinary committee has reached a decision.
- 5.07** No person shall sit on the aca disciplinary if they are a witness, potential witness, the complainant or directly connected with the student or club or society being charged or the complainant.
- 5.08** The person bringing the charge, shall call witnesses to give evidence as appropriate. They shall ask questions of the witnesses. The student may also ask questions of the witnesses.
- 5.09** The student/club/society may call their own witness to give evidence and present any relevant documents to the panel. They may ask questions of the witnesses. The person bringing the charge may also ask questions of the witnesses.

- 5.10** All persons involved have the right to representation on the basis that the individual is for support on a silent basis and not an active part of the hearing.
- 5.11** The committee may ask questions of any witnesses, the person bringing the charge or the student, club or society.
- 5.12** The disciplinary committee shall then deliberate on the matter and decide on the appropriate action to be taken. The committee shall base its decision on evidence presented and examined in the presence of the person bringing the charge and the student, club or society being charged. Evidence of any earlier misconduct shall not be presented until after the decision has been reached on the facts of the case, but then may be admitted and considered in deciding on any sanction. The ultimate sanction can be expulsion from the aca and removal from office.
- 5.13** The aca disciplinary committee may refer any matter to the College disciplinary committee.
- 5.14** The disciplinary committee must inform the person of their right of appeal and that any appeal should be made in writing to any of the Sabbatical Officers within five College days of the decision being made.
- 5.15** If the student is unhappy, they may appeal to an appeals committee made up of two members of the college management team and one member of aca, as chosen by the Executive Committee. The aca member sitting on the Appeals Committee will have not been involved in the original decision making process.
- 5.16** The appeals committee shall hear the reason for the appeal and the rationale behind the original decision. They shall also hear any new evidence that has emerged since the disciplinary hearing. The matter shall be put to a vote and the decision shall be final.
- 5.17** The Sabbatical Officers may immediately be removed from office by:
- (i) A vote of no confidence procedure by which two-thirds majority vote at a quorate meeting of the Student Representative Council.
 - (ii) A breach of the College Staff Code of Conduct on the grounds of gross misconduct in accordance with the college staff disciplinary procedure.
 - (iii) If any sanction prevents the officer from being able to fully carry out their job description.
- 5.18** The individual being removed has the right to appeal any decisions.

- 5.19 The Executive Committee officers may immediately be removed from office by:
- (i) A vote of no confidence procedure by which two-thirds majority vote at a quorate meeting of the Student Representative Council.
 - (ii) A breach of the College Positive Behaviour Policy on the grounds of gross misconduct resulting in expulsion from the College.
 - (iii) If any sanction prevents the officer from being able to fully carry out their job description.
 - (iv) The individual being removed has the right to appeal any decisions.
- 5.20 Class/course representatives may be removed from office by:
- (i) A two-thirds majority vote by their class.
 - (ii) A breach of the College Positive Behaviour Policy on the grounds of gross misconduct resulting in exclusion from the College.
 - (iii) The individual being removed has the right to appeal any decisions.
- 5.21 Any member of the Student Representative Council or any other Committee who has been absent from at least two successive ordinary Meetings, without submitting apologies to the chair of the meeting, shall automatically be deemed to no longer hold office.
- 5.22 Any resignation must be in writing to the Sabbatical Officer. Resignations shall take effect immediately, and be reported to the Student Representative Council.
- 5.23 In the case of any vacancy arising, a by-election shall be held in accordance with Section 1.09 of the constitution.

Schedule 6

Code of Practice

This code of practice is approved by the College in accordance with the requirements of clause 22(3) of the Education Act 1994, which requires that the College shall take such steps as are reasonably practicable, to secure that the Association operates in a fair and democratic manner and is accountable for its finances. The code of practice should be read in conjunction with the constitution, schedules and appendices.

6.01 Constitution

- (i) The acsa shall have a written constitution, approved by the SRC and College and reviewed by the College at intervals of not more than five years.
- (ii) Any amendments to the constitution shall be approved by the SRC and the College Board of Management.

6.02 Student Partnership Agreement

- (i) The acsa shall have a Student Partnership Agreement with the College, the contents of which shall be agreed and approved by the SRC and the College Board of Management.
- (ii) The Student Partnership Agreement will be subject to annual review by the acsa and the College.

6.03 Membership

- (i) All registered students of the College, over the age of 16, shall be members of the acsa unless they choose to opt-out in accordance with article three of this constitution.
- (ii) The consequences of opting out or expulsion of membership shall be:
 - (a) A student may not participate in any of the democratic processes of the acsa.
 - (b) A student shall not hold office in any club or society in the acsa.
 - (c) A student will not be represented by the acsa

6.04 Freedom of Speech

- (i) The Association and its members are bound to observe the College's code of practice in relation to freedom of speech as required by Section 43 (No 2) Act of 1986.

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BOARD OF MANAGEMENT ACTION TRACKER

COMMITTEE: Board of Management Meeting

Paper 2A

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
28.09.17	1	The Board monitor closely and await the outcome of the Scottish Government's considerations on the provision of funding to meet the capital and interest repayments of the Kilwinning Campus PFI contract. When that outcome is communicated, the Board review Risk BRIC3 with a view to setting it at the appropriate level.	By March 2019	Board Secretary	In Progress	Letter received from Cabinet Secretary in February 2018 acknowledging the "unique" position of Ayrshire College within the sector in having to meet a PFI payment out of its annual funding allocation. The letter indicated a one off allocation, set against the receipts from the sale of the Holehouse Road site, would be provided in support of the PFI payment for 2018-19. Subsequent correspondence has informed the College that no further funding support will be provided and that the College must work closely with SFC in reaching a solution to this challenge.
29.03.18	1 Update	The Board and the College continue to ensure that all relevant stakeholders remain fully briefed on the impact that the PFI payment continues to have on the fiscal health of the College.	Ongoing until a solution has been reached	Board Chair/Principal	In Progress	
Audit 28.09.17	2	Consideration of cross representation between BRIC and Audit Committee ¹	December 2017	Board Chair, Chair of Audit Committee, Board Secretary	In Progress	The review of the operation of the revised committee structure has made a recommendation to the

¹ Traditionally there has been no cross representation between Finance Committee and Audit Committee to ensure that the independence of the Audit Committee was not compromised. With the revision of the Board Committee structure, the sustainability of this position is being revisited alongside the review of the first year of operation of the revised Committee structure.

SCHEDULE OF BOARD AND COMMITTEE MEETINGS 2017-2018

						Board meeting of 21 June 2018 that cross representation of membership between BRIC and Audit Committee commence in 2018-19.
28.09.17	3	Circulation of Proposed Memorandum (MoA) of understanding with HALO	October 2017	Principal/Board Secretary	Completed	The MoA was circulated, approved and signed in October 2017
28.09.17	4	Consideration to be given as to how the College and the Hospitality Industry can co-operate in an effort to increase the number of people being attracted to learn and train for a future career in the industry.	June 2018	Board/EMT/Directors	Not started	
14.12.17	5	The Ayrshire College Constitution and Standing Orders be updated to reflect the discussion at the Board	March 2018	Board Secretary	Completed	
14.12.17	6	The Financial Statements be approved as agreed by the Board, signed and submitted.	December 2017	Board Chair/Principal	Completed	

BOARD OF MANAGEMENT
ACTION TRACKER

14.12.17	7	A high level summary of the draft budget for 2018-19 be prepared and circulated for the information when sufficient information has been provided by SFC	By Board Development Day on February 20 2018	Director of Finance & Student Services	Completed	
29.03.18	8	The Board and the College would continue to ensure that all relevant stakeholders remained fully briefed on the impact that the PFI payment was continuing to have on the fiscal health of the College.	Provision of regular updates at each meeting until resolution is reached	Board Chair and Principal	In progress	Meetings with elected representatives held in April 2018. Questions being raised at the Scottish Parliament by Elected Representatives.

* *Not Started / In Progress / Completed*

Board of Management Meeting

21 June 2018

Subject:	Ayrshire College Outcome Agreement 2018-19
Purpose:	To provide the Board of Management with the College's Outcome Agreement for 2018-19
Recommendation:	The Board of Management is invited to consider the contents of this paper and approve the attached document

1. Background

The Board of Management approved a three-year Outcome Agreement for Ayrshire College which covered the period 2017-20. The Scottish Funding Council (SFC) requires colleges to provide annual updates to the Outcome Agreement which update the context and evidence base underpinning planned activity for the year ahead, and which take account of new priorities identified by SFC.

Outcome Agreements should include targets against national measures outlined by SFC (see Appendix 1).

Outcome Agreements for 2018-19 are required by the Scottish Government to demonstrate how colleges are intensifying their efforts on:

- Developing the Young Workforce
- Widening access
- Apprenticeships
- Articulation to university
- Attainment and retention
- Gender
- Industry partnerships.

2. Current Situation

The SFC requires colleges to set out in their outcome agreements how they intend to achieve the following overarching outcomes for 2018-19.

- A more equal society because 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
- A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference

- High-performing, sustainable institutions with modern, transparent and accountable governance arrangements.
- Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

The outcome on innovation is new for 2018-19.

3. Risks

The main risk for the College is not meeting the activity targets set out in the 2018-19 addendum resulting in reputational damage to the College. The robust, extensive and evidence-based process which the College has gone through to develop the 2018-19 addendum mitigates against this risk.

4. Equality Impact Assessment

Attention is paid in the 2018-19 addendum to key groups identified by the SFC and in *Developing the Young Workforce*, in particular related to gender and care experienced young people. The Equality Impact Assessment to be completed for the 2018-19 Curriculum Delivery Plan will be applicable to the Outcome Agreement 2018-19 addendum.

5. Conclusion

The Board of Management is invited to consider the contents of this paper and approve the attached 2018-19 Outcome Agreement included at Appendix 1.

Jackie Galbraith
Vice Principal, Strategy and Skills
12 June 2018

Publication

This paper will be published on the College website.

APPENDIX 1 – OUTCOME AGREEMENT 2018-19



Outcome Agreement

2017-20

(Revised for 2018-19)

Raising Aspirations
Inspiring Achievement
Increasing Opportunities



INTRODUCTION

SFC Activity Target for 2018-19

Final credit activity targets for colleges were published by SFC on 19 May 2018. They show a reduction of 549 credits allocated to Ayrshire College from 125,507 to 124,958, which includes 871 ESF credits.

Included in the total allocation for 2018-19 are 5,489 ring-fenced credits for delivery of HNC Childcare Practice. In response to strategic discussions with partners, the College has planned for continued growth in childcare provision in 2018-19. However, the ring-fenced amount identified by SFC was not negotiated as part of the College's curriculum planning process and is considerably higher than planned.

SFC requires the College to deliver 5,489 ring-fenced credits for childcare. The implication of this is that we will need to remove a number of full-time courses from other curriculum areas. As well as consequences on staffing if such changes are implemented, this will cause distress to individuals who have already applied for and, in some cases, been offered places.

The College has raised its concerns regarding the 5,489 target with SFC and noted that this will be difficult to achieve.

Supporting national and regional developments

The College's work with schools, local authorities, employers, universities and national agencies is helping to achieve Scottish Government's targets on youth employment and attainment, as well as national aspirations on widening access to higher education. Our mission is to provide excellent high quality learning opportunities that enable all students to fulfil their potential. Our 2018-19 Outcome Agreement summarises how we will fulfil that mission.

Regionalisation continues to remain high on the political agenda, in particular in relation to education and economic development. The new South West Educational Improvement Collaborative, comprising the three local authorities in Ayrshire and Dumfries and Galloway Council, has been established, and the College is working with partners to identify how we can identify shared improvement outcomes. East, North and South Ayrshire councils will be piloting a new shared regional economic development model, and the College will support the skills and employment ambitions of this.

Intensification

In 2018-19, the College will intensify efforts to meet government priorities as follows:

- *Developing the Young Workforce (DYW)* – we will continue to work with partners and employers to offer enhanced senior phase vocational pathways and work placement opportunities for students
- *Widening access* – we will build on our excellent progress in attracting and supporting care experienced young people and other vulnerable groups

- *Apprenticeship family* – we will increase our Foundation and Modern Apprenticeship portfolio and develop partnerships with universities delivering Graduate Apprenticeships
- *Articulation* – we will build on existing and forge new agreements with universities to enable our HE graduates to progress to degree study with advanced standing
- *Attainment and retention* – we will continue to provide targeted interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes
- *Gender* – we will continue our work on breaking down stereotypes in gender-dominated sectors, encourage female take-up of STEM courses, and encourage males into early years and childcare, health and social care careers.
- *Equally Safe* - We will support Equally Safe in Further and Higher Education. Our campuses will be places where students can study and flourish, with no place for sexual harassment or gender based violence.
- *Industry partnerships* – we will continue to enhance our engagement with employers to ensure our curriculum meets their needs and enable our students to gain the skills required for inclusive economic growth in the region.

TO BE INSERTED:
Signed pro-forma

REGIONAL CONTEXT

Ayrshire's economy – challenges and opportunities

Ayrshire College aims to raise the aspirations of individuals, communities and employers across the region, inspiring them to achieve success. We work with partners and employers to increase opportunities that support inclusive economic growth and the wellbeing of local communities.

Critically, the College focuses on ensuring that our students develop the right skills for current and future job opportunities within and outside of Ayrshire. Positive opportunities through the HALO (Kilmarnock) Development and the Ayrshire Growth Deal have the potential to create thousands of jobs in the region over the next five years, and the College is a key partner in these projects, already working on ensuring that the resulting demand for skilled people is met.

However, the Ayrshire region has experienced economic decline over a number of decades, with corresponding societal challenges. Recent evidence-based publications from Skills Development Scotland (SDS), such as *Jobs and Skills in Scotland* and *Regional Skills Assessment*, highlight these challenges very clearly.

Economic profile of Ayrshire

Jobs and Skills in Scotland: The Evidence, published by SDS in November 2017 states that “Ayrshire was the only region to record a decline in public and private sector employment suggesting economic and labour market challenges have been particularly acute in this region.”

The *Regional Skills Assessment*, published in December 2017, categorises Ayrshire as a region “of low output and low productivity.”

A summary of Ayrshire's economic profile, illustrated in more detail in Figures 1 to 6, demonstrates:

- Highest unemployment rate of all the regions
- Employment is yet to return to pre-recession levels and the employment rate is lower than the national average, particularly in North Ayrshire which has the lowest rate of any local authority in Scotland
- Largest decline in private sector employment compared to national growth, and public sector employment has also declined
- Productivity was below the national average although growing at the same rate as Scotland as a whole
- Resident wages varied by local authority with East Ayrshire having the highest wages, growing in line with the national average. Wages in North and South Ayrshire were lower. North Ayrshire had strong growth in wages, whereas South Ayrshire was one of only two local authorities to have a decline

Figure 1: Percentage change in employment by region, 2008-16

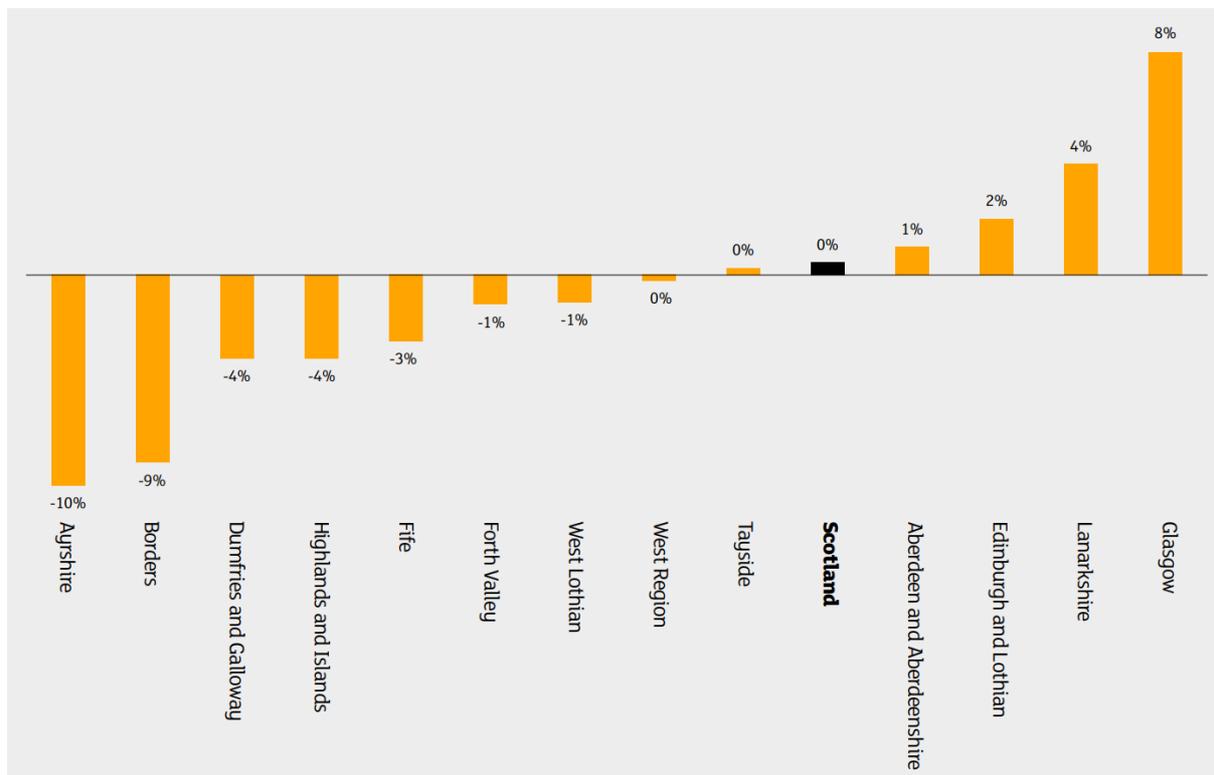


Figure 2: Percentage change in private sector employment by region, 2008-16

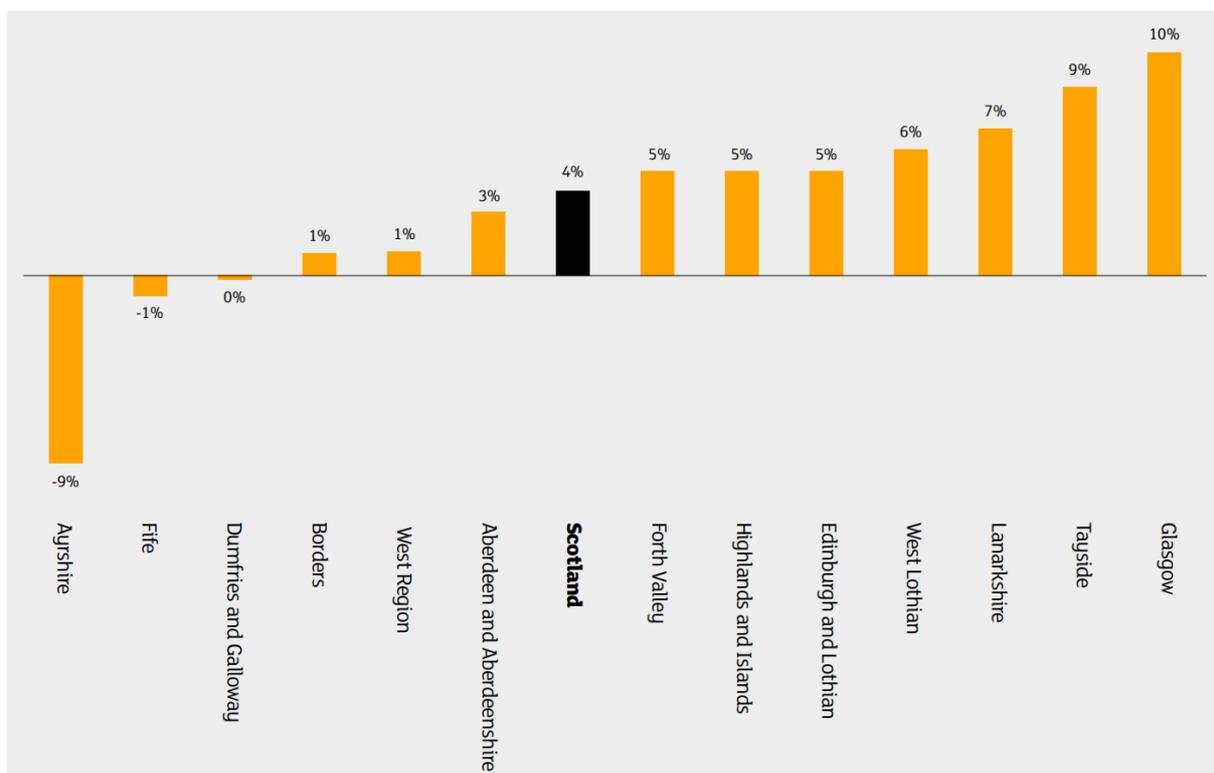


Figure 3: Change in unemployment rate (percentage points) by region, 2008-16

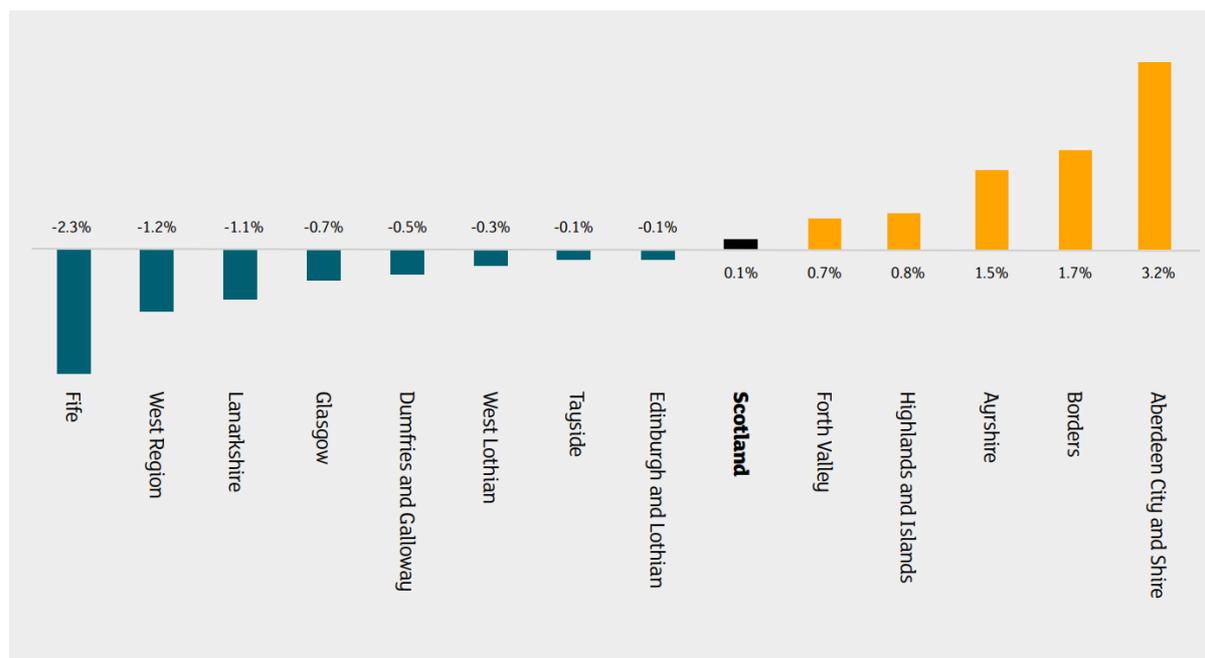


Figure 4: Net forecast change in employment by region, 2017-27

Region	2017	2027	Change	% Change
Aberdeen City and Shire	310,000	310,600	600	0.2%
Ayrshire	142,800	141,500	-1,300	-0.9%
Borders	50,700	50,300	-400	-1%
Dumfries and Galloway	69,700	67,600	-2,100	-3%
Edinburgh and Lothians	424,300	463,800	39,600	9%
Fife	150,300	152,200	1,900	1%
Forth Valley	140,800	145,200	4,300	3%
Glasgow	488,200	520,600	32,400	7%
Highlands and Islands	261,400	260,900	-500	-0.2%
Lanarkshire	307,100	312,400	5,300	2%
Tayside	200,000	201,800	1,800	1%
West	174,800	176,000	1,200	1%
West Lothian	84,900	89,000	4,100	5%

Figure 5: Unemployment (ILO) and Economic Inactivity by RSA Region, January to December 2016

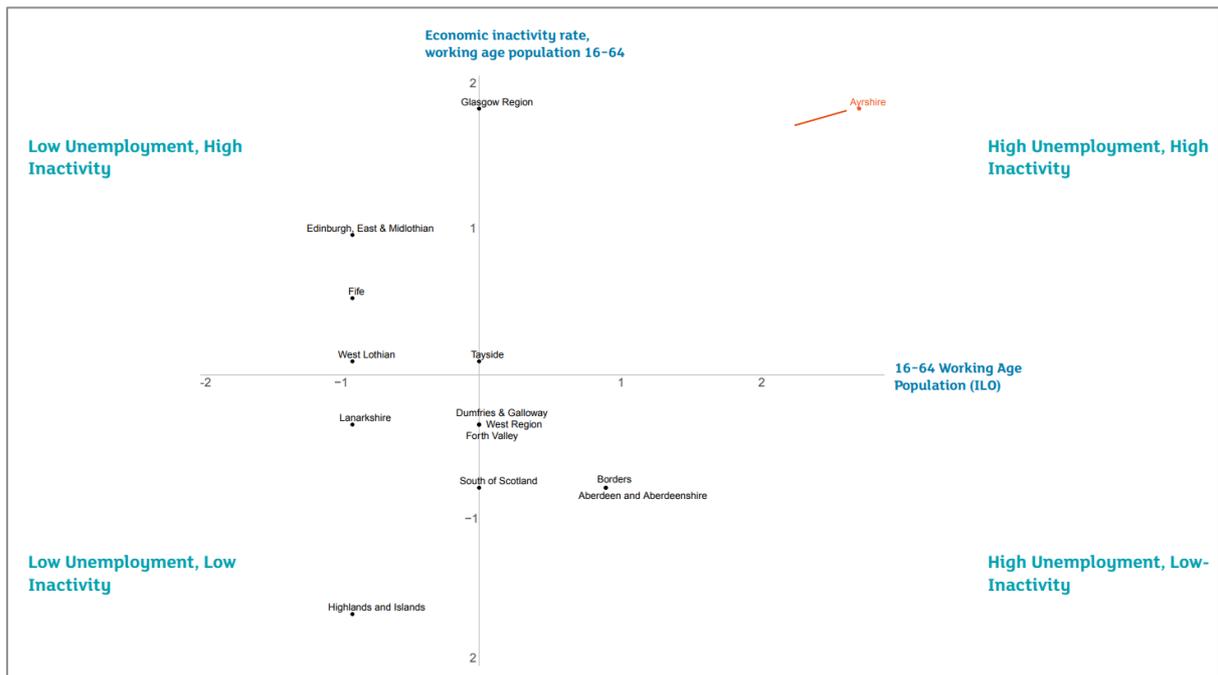
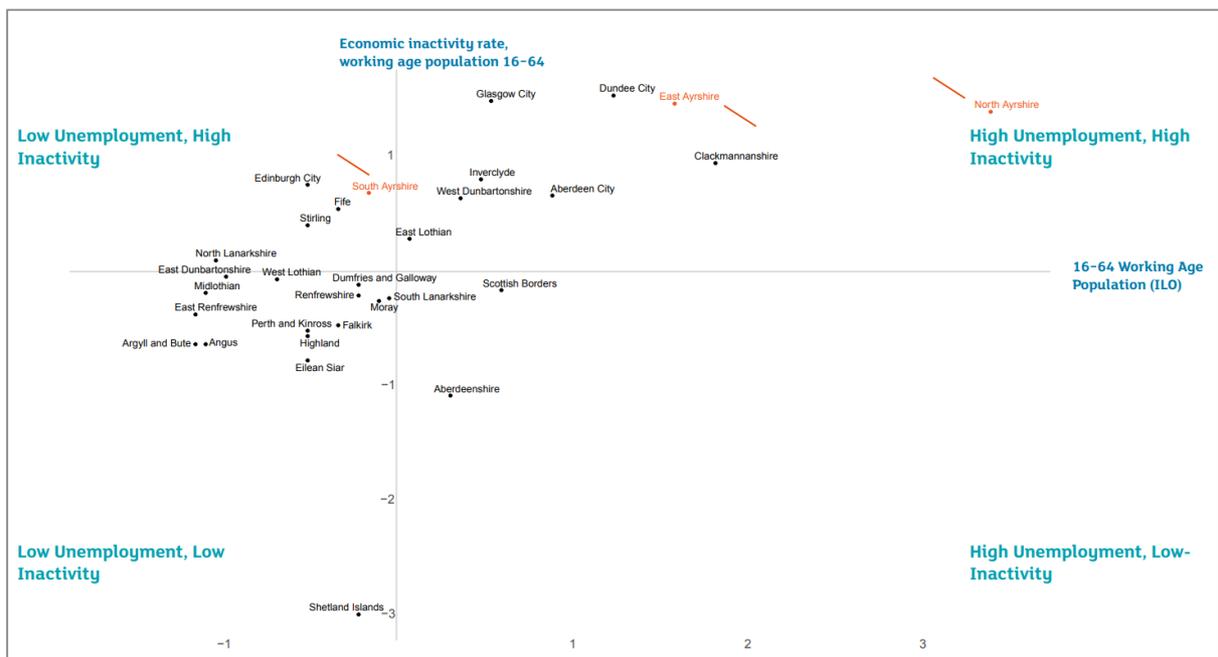


Figure 6: Unemployment (ILO) and Economic Inactivity by Local Authority, January to December 2016



Population

The *Regional Skills Assessment*, shows that the region's population projection over the next twenty years is one of significant decline, against national trends, in all but the 65+ age groups. In recent years, the College has witnessed this in the declining number of school leavers in Ayrshire, which fell significantly in 2015-16 with a corresponding impact on full-time FE recruitment in 2016-17 and 2017-18.

Meeting future skills demand

From 2000 to 2017, employment in just three occupational groupings increased, the largest in *Caring, leisure and other services* (44%) to 16,900. The largest sector is *Professional occupations* (increasing by 19% to 23,200), whilst *Associate professional and technical occupations* also increased (by 28%). The top three employing industrial sectors were *Human health and social work*, *Wholesale and retail trade*, and *Manufacturing*. Manufacturing employment is forecast to decrease by 2027 to become the fourth largest sector behind *Accommodation and food services*, with the first two remaining unchanged.

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 2018-19 are those sectors identified as having high growth potential in the proposed Ayrshire Growth Deal - such as aerospace, life sciences, manufacturing and tourism – and, as being essential for inclusive growth, such as care and hospitality.

The *Regional Skills Assessment* highlights that Ayrshire has a less qualified working age population than the Scotland average, and a higher proportion of residents with no qualifications. This is a challenge for the region given that jobs, even at entry level, increasingly require higher levels of qualification. The College will therefore continue to provide vocational courses from SCQF levels 4 to 8, with clear progression pathways at all levels.

Over the ten-year period 2017-27, the *Regional Skills Assessment* estimates that there will be 61,400 job openings in Ayrshire, almost entirely replacement jobs as people retire from the workforce. Nearly half (47%) of these jobs require skills at SCQF level 7 and above. Demand for people with skills and qualifications is most significant at SCQF levels 5 and 7. The College's curriculum delivery plan for 2018-19 is responding to higher level skills needs by ensuring there is provision at levels 7 and above as well as effective progression routes for students from levels 5 and 6. Our activity target in 2018-19 for provision at SCQF levels 5 and 6 is 54%, and 30% for provision at SCQF levels 7 and 8.

Proportionately, the *Regional Skills Assessment* confirms that school leavers in Ayrshire are more likely to move onto FE study after leaving school than any other college region. FE courses will therefore continue to be instrumental in achieving the Scottish Government's *Opportunities for All* targets for 16-19 year olds, as well as targets on widening access to higher education. The College has well-defined progression pathways at all SCQF levels which enable FE students to progress onto HE courses and ultimately university degrees if that is their aspiration.

The high number of enrolments on FE courses at the College has an impact on the level of additional learning support required to help these students achieve a successful outcome.

Curriculum provision planned for 2018-19 reflects the main employing and growth sectors in the region, with 30% of planned activity in 2018-19 in STEM courses (half in engineering, science and technology, half in construction), 13% in health and social care, and 11% in early years.

OUTCOME 1 – ACCESS

A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

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.

Enabling students to fulfil their potential

The College will continue to provide seamless support for students that removes barriers to learning and assists them to achieve their potential. Support is tailored to the individual and 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.

In 2016-17, Student Services, curriculum and performance and planning teams, made positive interventions to improve student retention, which was the major factor in greatly improved student success over the year. 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.

We will continue to support the wellbeing of our students through education and interventions on drugs, alcohol, mental health and other behavioural challenges, supported by our [Promoting Wellbeing](#) strategy. Our innovative shared posts - created in partnership with Police Scotland, NHS Ayrshire and Arran, and the Ayrshire Health and Social Care Partnerships - enable us to offer a unique range of services and interventions for our students resulting in improvement in student retention. In 2018-19, we will build on this resource to help our students develop resilience and maintain their mental wellbeing.

SIMD10

A total of 13 per cent of the region's datazones are among the 10% most deprived nationally, with more than half of these located within North Ayrshire. Since merger the College has made significant progress in supporting students who live in areas of multiple deprivation, with the proportion of credits delivered in SIMD10 areas increasing from 18.8% in 2013-14 to 21.4% in 2016-17. We have exceeded the SFC target for colleges of 20% by 2020-21.

Outcomes for FE and HE full-time students residing in SIMD10 datazones have improved at a greater rate than the College average, by 9.4 and 8.5 percentage points respectively.

The concentration of SIMD10 students in our campuses reflects the proportionate number of SIMD10 datazones in that particular local authority area. For example, in 2016-17 22.5% of students attending the Kilwinning Campus lived in SIMD10 areas, 18.2% attending the Kilmarnock Campus, and 15.0% attending Ayr. The College will 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).

Care experienced students

We have made significant progress with the three local authorities in Ayrshire to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, received additional support at school, or are registered as a young carer. In 2017-18 this resulted in 222 students declaring that they are care experienced. More than 76% of these students are under 20 years old, half live in SIMD20 areas and a third are undertaking supported learning or HIVE courses.

We will continue to improve the support outlined in our [Information, Advice and Guidance brochure](#) for care experienced students and young carers by working closely with schools, local authorities and SDS to engage with these young people before they enrol at College. This will improve transitions and help sustain positive destinations. Combined with targeted interventions, this approach has resulted in improvements in the retention and success of care experienced full-time students.

In 2016-17, the College made a significant contribution to achieving SFC's *National Ambition for Care Experienced Students*. In support of the National Ambition target of 673 students in Scotland, we enrolled 228 care experienced students. We exceeded national targets for full-time FE and HE care experienced students who successfully completed their qualification, with 62.5% success at FEFT (national target 57%) and 71.4% success at HEFT (national target 60%). Indeed, these figures exceed the national targets set for 2017-18. Further improvements in retention in 2017-18 have seen the proportion of full-time care experienced students leaving courses early reduce by 3.8 percentage points over the year to 7.3%, which is better than the College average.

Throughout 2018-19, we will continue to implement the actions in our [Corporate Parenting Plan 2016-18](#) (progress to date is described in our [Corporate Parenting Report](#)). 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.

Carers

The College tracks the number of students who disclose they are carers, in particular young carers, and offers support similar to that provided to care experienced students. Currently, we have 34 young carer referrals and 23 have engaged with the support on offer. Supporting young carers has been identified as an area of focus for 2018-19. Our [Equality Outcomes Action Plan](#) outlines our commitment to review support available to staff who have caring responsibilities, with a specific focus on promoting retention and career progression.

Working with young people in school to prevent disengagement

Over the course of the school year, specialist staff deliver personal development programmes, such as ASDAN qualifications, in school for pupils at risk of not progressing to a positive destination. Pupils build relationships with these staff who help them with their transition to learning opportunities at College. The number of schools across the three local authority areas taking advantage of this offer is

increasing, and we expect all secondary schools in Ayrshire to take advantage of this by 2020.

The College will continue to run summer schools each year for senior phase pupils identified as at risk of a negative destination. Over four weeks during the summer break, young people participate in a range of learning activities each day. The outcomes of these summer schools have been significant with almost all young people moving onto positive destinations.

After a successful pilot in 2017-18, we will roll out thirty innovative curriculum delivery projects in secondary schools across Ayrshire in partnership with the Prince's Trust and the DYW Ayrshire regional group.

Winter leavers and exceptional entries

Each year, approximately one hundred 15-year-old pupils embark on full-time courses at the College before their official school leaving date. Under-16s studying on full-time courses are a particular group of high risk students. These young people have typically disengaged from education in school and many have no desire to continue in any form of education beyond their official leaving date. In 2016-17, we focused resources on helping these young people to remain on their course beyond their school-leaving date. We established a working group and secured commitment from local authorities and Skills Development Scotland (SDS) to work better together to ensure that these young students have the best possible transition from school and support in College.

In 2017-18, 87 students under the age of 16 enrolled on full-time courses. These students were contacted individually at the beginning of the academic session by Student Services to discuss support options available to them. This information was communicated to curriculum teams to ensure that they were aware of the students and receiving appropriate help to complete their course successfully. SDS now works on campus with Student Services to monitor the progress of exceptional entry students, ensuring that further support is provided to these vulnerable students and that our efforts are coordinated throughout the year. This is having an impact. In 2017-18, there has been a major reduction in early withdrawals amongst this group of students from 35.8% in 2016-17 to 10.3%.

Reengaging young people who have disengaged from education

The College's HIVE (Hope, Inspiration and Vision in Education) model provides young people, who have previously disengaged from education, the chance to re-engage in learning in a safe and nurturing environment where they develop skills that prepare them for further learning in a vocational area.

Short courses are delivered by specialist staff (akin to youth workers) in dedicated centres in each of our 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.

To support the most disengaged young people, we will continue to run the Prince's Trust Team programme, which includes a residence-based activity to build confidence and enhance team building activities. The College is now working in partnership with Police Scotland on this programme.

Supporting students with additional support needs

Developing the independence and employability of young people with disabilities is a high priority, and in 2016-17 we 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 with this approach in 2018-19, as well as sourcing additional volunteering and work placement opportunities for students. For example, we will work with North Ayrshire Council to develop a supported employment programme for delivery in 2018-19.

The College introduced a new Project Search programme in 2017-18, with a focus on employability, in partnership with Girvan Youth Trust, Culzean Castle and South Ayrshire Council. Based on an innovative delivery model spanning two academic years, it will take advantage of the summer months to enable young people to benefit from real work experience with the National Trust. We plan to run a short *Beat the Barriers* programme from September to December 2018 as an introduction to the next occurrence of this Project Search programme in February 2019.

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. However, 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 it from our Inclusive Learning team. Help is available for students with specific learning difficulties, unseen disabilities, and social, emotional and behavioural difficulties. 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 which is designed for new students and supports more effective transitions to College.

We will support access and inclusion by making learning technologies universally available, aided by the knowledge and expertise of our staff of assistive technology to provide support to students on a drop-in basis. Our learning technologists will continue to develop 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 in 2018. 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

Effective core skills are critical to being successful in learning, work and life. Our model of core skills delivery for 2018-19 will ensure that all students on full-time vocational courses at SCQF levels 3, 4 and 5 study the three core skills of numeracy, communication and ICT at the same level as their course. SCQF level 6

students will study the two core skills that are considered to be the most relevant to help them progress in their chosen vocational area.

We will continue with our contextualised project-based approach to core skills delivery, with increased collaborative working between core skills lecturers, vocational lecturers and employers.

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. The membership of the Board of Management has consistently had 50:50 female/male representation and the board signed up to the 50/50 Pledge in October 2017. At most management levels in the College, there is equal representation of men and women.

Tackling inequalities underpins all of the College strategic documents, improvement plans and activities, and our work to address gender imbalance in careers and learning choices takes many forms. In 2017-18, the College formalised its Gender Leadership Group, led by a vice principal, and comprising student representatives and key managers in all curriculum and relevant student-facing service areas.

The College's strategy and actions for tackling gender imbalance are outlined in our [Gender Action Plan, *Taking Gender Out of the Equation*](#), which will be refreshed as a three-year plan in 2018 by the Gender Leadership Group. A key focus of our Gender Action Plan in 2017 was on recruiting more males to early years courses through our [Build a Brighter Future](#) campaign which has use our blog to highlight male students on early years courses, and achieving a better gender balance on school-college courses, particularly [foundation apprenticeships](#).

The College is leading a pan-Ayrshire approach to tackling gender imbalance, working with partners, young people and employers to overcome the many significant and persistent systemic and cultural challenges. This includes 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 is working with partners like SmartSTEMs 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, making these resources available to schools, parents and employers. To encourage applications to gender-dominated courses, we will pay particular attention to engineering, computing, and early education and childcare school-college courses. 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 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, which links female STEM students on courses across all of our campuses with each other, with students in other colleges and universities, and with employers.

ESOL and Gaelic

We will work with the three local authorities to plan ESOL provision in 2018-19 based on the mainstreaming of funding that was previously available for additional activity across CPPs. The College will build on the introduction this year of ESOL qualifications as part of school-college partnerships with local authorities. We will continue to facilitate joint training days, forums which brings all ESOL practitioners together to share good practice, and celebrations of success of ESOL students.

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 over-24 year olds

Following guidance from the Minister for Further and Higher Education and Science, the College will intensify efforts to encourage people over the age of 24 to embark on courses, through employability courses for those who have been out of work or education for a number of years, upskilling courses for those seeking to progress in employment, and retraining opportunities for those seeking to change career. While we anticipate some challenges with how student support funding is currently structured in relation to the benefits system, we will work hard to ensure these students have appropriate financial support to enable them to sustain their learning.

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.

In partnership with the local Department of Work and Pensions, 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. It will be critical that such courses are not impacted negatively by the introduction of Universal Credit in our communities.

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. 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 requirements of our students.

It is not yet clear how decisions taken following recommendations made in the national review of student funding report, [A New Social Contract for Students](#), will impact on the College or our students.

How Good is our College

Quality enhancement and continuous improvement will underpin everything that the College aims to achieve in the period covered by this Outcome Agreement. Our priorities for improvement are set out in our [Enhancement Plan for 2017-18](#). We have set ambitious targets for improvement in KPIs over the next three years, building on very good improvement in 2016-17. To help meet these stretching targets the main focus in our Enhancement Plan is as follows:

- We will implement a new curriculum delivery model for full-time FE courses in 2018-19 and evaluate changes made through the introduction of a weekly Personal Development session for all full-time FE students in 2017-18
- We will initiate an in-depth review of HE full-time delivery, focusing in the first instance on curriculum areas at greatest risk of lower student success
- Improving outcomes of part-time FE students, in particular those participating on school-college programmes.

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 June. This will enable us to complete the curriculum development planning cycle earlier.

OUTCOME 2 - OUTSTANDING SYSTEM OF LEARNING

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

Improving Student Outcomes

During 2016-17 the College made very good progress on SFC priorities of improving student outcomes. Outcomes for FE full-time (FEFT) students increased by 5.7 percentage points from 61.2% to 66.9% (the most improved in the sector) which placed the College above the sector average (65.3%) for the first time since merger.

Outcomes for HE full-time (HEFT) students also showed strong improvement of 4.9 percentage points over the year, increasing from 63.1% to 66.0%, and we were one of only five colleges which improved over the year. However, HEFT performance remains below the sector average and addressing this will be a key focus for improvement over the next three years in a number of curriculum areas.

Enhanced and coherent cross-college efforts by curriculum and service staff to improve student outcomes for key groups identified by SFC have resulted in very good progress in a range of areas. For example, outcomes for students on FE and HE full-time students residing in SIMD10 datazones have improved at a greater rate than the College average, by 9.4 and 8.5 percentage points respectively. Effective and proactive support led to successful outcomes for care experienced students which exceeded SFC's national ambition targets for 2016-17 by over five percentage points to 63% for FEFT, and over eleven percentage points to 71% for HEFT.

Significant emphasis has been placed on reducing withdrawals and improving partial success for all students on full-time courses. Both measures have shown good progress, resulting in overall withdrawals improving by 5.5 percentage points and partial success by two percentage points over three years. This continues to be a critical area for improvement during 2018-19 to ensure the College can meet SFC's stretching targets for full-time student success.

FE part-time successful completion rates have declined over three years, primarily due to the performance of school-college courses. In 2018-19, we will work with local authorities, schools and the new South West Educational Improvement Collaborative to develop a coherent focus on raising attainment, closing the attainment gap and improving outcomes for school pupils studying part-time qualifications at College. Education Scotland will be engaged in this process through a series of lesson observations to review the quality of learning and teaching on school-college courses.

Articulation

In 2018-19, the College will intensify its focus on making progress on the recommendations of the Commission on Widening Access report, *Blueprint for Success*. Typically, thirty percent of school leavers in Ayrshire who move onto HE study do so through HNC/D courses at College. Given the significantly higher proportion of school leavers in East and North Ayrshire who move onto FE courses, progression from FE will remain an important access route to higher education for

many young people. The College will work with schools across Ayrshire, including those involved in the Schools for Higher Education Programme (SHEP), to promote awareness of the various college routes to higher education, and the College's Involvement in the FOCUS West Management Board from summer 2018 will be beneficial.

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 move directly into second or third year of a degree programme. However, the other half start in year one and duplicate much of their learning. The SFC target for all colleges that 60% of HN entrants to university should articulate with advanced standing per year by 2019-20, rising to 75% by 2025-26, is very ambitious and potentially unrealistic given historic trends. Making progress is only possible with firmer commitments from universities to extend and formalise arrangements with colleges to properly apply the principles of the Scottish Credit and Qualifications Framework (SCQF) to eliminate unnecessary, costly and demotivating duplication of learning.

The College has articulation agreements in place with a number of universities, including those closest geographically to our students, UWS, Glasgow Caledonian University and the University of Strathclyde. In 2018-19, we will continue to secure further agreements with universities, for example by progressing recent positive discussion with Napier University, to expand opportunities for students seeking to articulate to degree programmes.

We will build on our excellent progression arrangements with the Open University by seeking to increase articulation to the campus-based level 3 Social Science (Hons) degree, widening access to degree provision by introducing a campus-based level 2 Social Science OU course for HNC students to gain direct entry, and developing 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.

Our provision of Scottish Widening Access Programmes (SWAP) has increased for 2018-19 with the introduction of *Access to Social Work* at SCQF Level 6. This has been designed for adult returners who have no qualifications and/or have been out of education for more than five years. It will provide direct access to a range of degree programmes at a number of universities across Scotland.

Demand-led curriculum

The College will continue to respond to the skills needs of the labour market in the region, expressed in the *Regional Skills Assessment* (for example, which forecasts employment growth in the construction and care sectors over the next decade, and through major economic developments such as the Ayrshire Growth Deal and the HALO development.

Our engagement with employers on the *Flexible Workforce Development Fund* this year has highlighted a particular need for provision to develop supervisory and middle management skills of existing employees across a range of sectors. The College will respond by delivering courses through the fund. The need for

management and leadership skills in the early years and childcare sector is being addressed through strategic discussions and action between the College, local authorities and universities.

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 our industry sector employer skills forums, and create new forums, eg Digital Skills Employer Forum. 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 and sustained positive destinations. Our innovative work on using predictive analytics to improve student retention has attracted interest across the sector, with a number of colleges seeking to adopt our approach.

OUTCOME 3 – A MORE SUCCESSFUL ECONOMY AND SOCIETY

A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference

One of the College's three strategic goals is to develop people and communities, and support inclusive growth, through high quality learning and skills. This goal is supportive of the SFC outcome for a more successful economy and society.

Responding to labour market needs

We will continue to meet the skills requirements of companies which expand, are created in, or are attracted to Ayrshire. In particular, the College will work with employers to ensure that our course provision addresses current and emerging skills needs. How we do that is expressed in our [Making Your Business Our Business](#) employer engagement strategy, which will be refreshed in 2018-19.

The College will continue to help secure inward investment opportunities through our relationships with Scottish Enterprise, Scottish Development International, Skills Development Scotland and local authority economic development teams. We will form part of regional task forces, providing potential investors with confidence that the education and skills system has the capacity, flexibility and desire to meet their current and future needs.

Recent developments from the Scottish and UK governments mean that the Ayrshire Growth Deal (AGD) is now entering a period of development leading to implementation. Associated projects such as the Spaceport, innovation centres in advanced manufacturing and life sciences, and coastal regeneration will transfer the regional economy over time. In 2018-19, the College will continue to work with the AGD team, local authority economic development teams, the emerging regional economic development pilot and local industry to support this activity and maximise the benefits of the developments for Ayrshire's communities. Current and future skills needs will be defined and developed as these projects and discussions evolve. The College is working in partnership with Skills Development Scotland on addressing these skills needs.

Community Planning Partnerships

The College is an important partner in the three Community Planning Partnerships (CPPs) in Ayrshire, with the Chair, Principal, Vice Principals and other senior managers involved at a strategic level in all CPP boards and relevant committees. As well as helping to meet the targets on education, skills and employment set out in the three single outcome agreements, the College contributes to meeting outcomes on making Ayrshire healthier and safer, building resilient communities and tackling inequalities.

Focus on STEM

We will intensify our focus on STEM to address the ambitions set out in the government's *Science, Technology, Engineering and Maths Education and Training Strategy*. To assist with this, the College has established a regional STEM strategy group comprising the three local authorities and the DYW regional group. After

achieving the rigorous STEM Assured accreditation in 2017, we will ensure that the College retains that certification and continues to be recognised as a provider of high quality training aligned with current and future industry demand. In 2018-19, we will develop a STEM skills strategy.

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, the College will continue to support employers in the industry by ensuring there is an adequate pool of skilled people to meet their business needs.

Following the creation of our industry standard composites centre on our Ayr Campus, we will continue to be the 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 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 required for this venture and provide the support required to maximise the opportunity for success.

Fabrication and Welding pathways account for around 22% of the engineering Modern Apprenticeships offered by the College. The College is the first in Scotland to be certified as an examination and test centre by The Welding Institute (TWI), which is the world's largest provider of training in non-destructive testing, welding, welding inspection and a host of allied disciplines. Training with the College and TWI will lead to internationally recognised qualifications, delivering tangible benefits to individuals and businesses. We offer courses and examinations designed to service all key industry sectors including oil and gas, aerospace, construction, power (nuclear, fossil, renewables), automotive, rail, marine, manufacturing.

Life science is identified as one of the Scottish Government's growth sectors and is a central aspect of the Ayrshire Growth Deal. The College will work with employers such as GSK and partners to identify skills requirements and proactively address these needs.

We will continue to work in partnership with the Energy Skills Partnership to ensure we meet the skills demands of employers in sectors such as macro and micro renewables, construction and transport. This partnership ensures a consistency in approach, as well as providing access to industry-standard resources and industry 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. 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.

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.

We will continue to host Mission Discovery each year, a week-long space education programme run by NASA officials for 200 senior phase pupils. The week also includes a full-day workshop for S1-S3 pupils, a conference aimed at young women, and a large public event to encourage as many people as possible to aim for careers in STEM areas. We will continue to encourage HNC and HND students to act as STEM ambassadors in activities with school pupils.

Through our *This Ayrshire Girl Can* campaign, we will continue to run three large one-day *Girls in STEM* workshops, each attracting in the region of 200 P7 to S2 female pupils. We will continue to promote female role models through video case studies featuring female apprentices such as Woodward, Spirit Aerosystems, Prestwick Aircraft Maintenance Ltd, Hyspec Engineering and GSK, and encourage the use of these films in schools to encourage girls to think differently about careers in engineering.

The College will continue to support *Ayrshire Connects*, our mentoring network for female STEM students to connect with each other across courses and campuses, with female STEM students in other colleges and universities, and with women in the industries they aspire to work in. As well as arranging visits for students to companies and regular events at which senior women in sectors like engineering offer advice on securing and sustaining careers in male-dominated industries, we will continue to hold an annual conference with international speakers at which local companies mentor the girls and women who attend.

Digital ambitions in Ayrshire

Developments in digital technology will affect all sectors of the economy, requiring employers and employees to adapt how they work. New job 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.

The College will work closely with industry, identifying and planning for future skills demand and supporting early adoption of new technology. Our partnership with the HALO (Kilmarnock) Development will be a major catalyst for this activity in 2018-19 and will contribute to refining our contribution to the digital aspects of the Ayrshire Growth Deal.

The College will publish a Digital Skills Strategy in 2018 with an ambition to deliver a learning culture that fully embraces the digital age, producing confident digital citizens and digital creators through innovative learning programmes. Core to the strategy will be the *Digital Life Wheel*, a set of values to support living and working in today's digital world. We will develop an online course to ensure that our students become confident digital citizens by applying these values. This *Digital Life Wheel* toolkit offers a real opportunity that can be extended to our school partners and communities, supporting the Ayrshire Growth Deal's *Connected Classroom* project.

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. The jobs

available 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 successful Coderdojo Ayrshire computing coding clubs have introduced over a thousand primary and secondary age school pupils to programming and developing apps, and we will continue to offer these throughout 2018-19 to build a pipeline of young people studying digital skills. Following two successful *This Ayrshire Girl Can* events, run in partnership with SmartSTEMs, which introduced over 500 first and second year secondary school girls to STEM, we will continue to roll these events out on an annual basis.

Early Years and Childcare

In 2017-18, the College intensified its support for the expansion programme and addressed the actions set out in the *Skills Investment Plan for Scotland's early learning and childcare sector* by increasing provision of early years courses in schools, evening classes, and full and part-time courses. For example, we increased HNC Childhood Practice activity by 32% on the previous year.

Excellent partnerships with the three local authorities have resulted in proactive planning to support the upskilling of the existing workforce, the training of career changers and new entrants to the sector. In partnership with the 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 sector is working with partners to expand opportunities for training existing and new staff. To attract more males into early years, the College developed a six-week full-time skills academy programme for male career changers. We will pilot an *Access to Childhood Practice* (SWAP SCQF level 6) for adult returners in 2018-19, which will provide an alternative pathway to HNC Childhood Practice for adults with no qualifications or who have been out of education for more than five years.

In partnership with UWS, the College has produced a leadership qualification pathway for aspiring leaders who wish to progress from a practitioner to a senior position, and from seniors to a head of centre position. We work closely with university partners to ensure a smooth transition from HNC and HND Childhood Practice to years two and three of BA Childhood Studies.

Responding to requests from local authorities, the College delivers tailored CPD sessions on reflective practice and leadership skills through our evening class provision. We also developed an efficient fast-track delivery model for HNC Childhood Practice, which has been very popular as an evening class with childminders wishing to upskill in response to the government's expansion programme.

In 2017-18, the College supported the redeployment process of 24 classroom assistants in North Ayrshire to become trainee early years practitioners by undertaking the HNC Childhood Practice/HNC Additional Support Needs qualifications on a full-time basis. This approach will continue in 2018-19 and will be available to all North Ayrshire Council employees.

The College has planned to continue this intensification in 2018-19, with ambitious plans to deliver 4,156 HNC Childhood Practice credits which is based on needs identified by our partners. However, the 5,489 credits for HNC Childhood Practice ring-fenced by SFC in 2018-19 is considerably more than our planned growth.

An important factor that has influenced our plans for growth in 2018-19 is that many students applying for the HNC Childhood Practice do not have the relevant sector experience for direct entry. The College is overcoming this problem by intensifying growth in the number of places at NC level by 30% in 2018-19, which will lead to an increase in suitable applicants for HNC in future years. A further factor is the need to establish higher volumes of suitable high quality placements, which are essential for the qualification. Work is ongoing with partners to investigate alternative placement models for the future.

Senior Phase Vocational Pathways

Building on good progress already made, we will continue to develop a coherent, strategic approach to promote school-college courses. In 2018-19, the College will continue to engage in the new South West Educational Improvement Collaborative and with headteachers in Ayrshire's 26 secondary schools to strategically design and plan senior phase vocational pathways.

An important component of these industry sector pathways is our foundation apprenticeship offer. In 2018-19, we will offer seven cohorts of foundation apprenticeships including the five discrete frameworks of Engineering, IT: Software Development, Social Services (Children and Young People), IT: Hardware Support, and Civil Engineering. We will work with the DYW regional group to source appropriate work placements for our foundation apprentices.

In agreement with local authorities and schools, the College has established a more efficient, stable and financially viable model for growing provision year on year. 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. Collaborative working with individual schools is continuing, with the introduction of joint delivery of Skills for Work Early Education and Childcare with Greenwood Academy. We hope to roll out this innovative practice in future years to help meet labour market needs.

We will extend vocational pathways from senior phase into broad general education with the introduction of short vocational courses for S3 pupils in 2018-19, which will help them make informed option choices in the senior phase. Vocational areas for 2018-19 include construction, digital, professional cookery, and hair and beauty with the intention to extend the number of areas the following year.

Importantly, we will continue to play a proactive role in the strategic and operational groups of the DYW Ayrshire regional group, in particular to enhance the College's

engagement with employers to support the work experience requirements of school-college courses like foundation apprenticeships as well as full-time courses.

Supporting the apprenticeship family

We will continue to promote foundation apprenticeships (FAs) as a high quality vocational offer for senior phase pupils. In addition to the three discrete FAs offered in 2017-18 (5 cohorts), the College has offered a further two FA frameworks for 2018-19. While some of these so far have not generated the numbers required for delivery, we will continue to work with partners to fill these places.

The College works well with employers across the region to support a range of models to deliver Modern Apprenticeships (MAs) and at any time we have over 900 apprentices in training. In 2018-19, we will intensify our efforts 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 in Ayrshire - primarily engineering, construction, care and hospitality.

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 industry sector bodies such as CITB, SNIPEF and SECTT, as well as local authorities.

We will seek to work with university partners on the development of graduate level apprenticeships.

Work placements

The College aims to ensure that all full-time students undertake work placements, volunteering opportunities or live project briefs to help them become work-ready when they complete their course. Work placements in curriculum areas such as care and early years are built into the course. All full-time sports students participate throughout the year in volunteering projects with, for example, Active Schools and Ayrshire Sportsability. Excellent relationships with the construction sector in Ayrshire leads to a large number of work experience opportunities for trades students.

The College works with the DYW Ayrshire regional group and industry organisations such as the Ayrshire Engineering Alliance to secure work placements for our foundation apprentices. In 2018-19, we will seek further support from the DYW group to identify work experience opportunities for more students.

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 requires targeted provision to develop the skills of current employees to help boost the productivity of businesses.

Feedback from businesses and stakeholders in the region has identified, for example, a need for general skills development in management and business improvement techniques, and specific training for the hospitality sector. The College will continue to develop our portfolio of training courses in these areas, ensuring that provision is widely accessible by industry. We will intensify our 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.

Flexible Workforce Development Fund

The College will continue to develop training through Flexible Workforce Development Fund through a suite of courses that meet the needs of Ayrshire businesses. Despite the short notice prior to commencement of the fund in 2017-18, the College has generated considerable interest from relevant employers. Our initial response has been to provide generic skills development such as management and digital to support immediate business needs. In 2018-19, we will develop the training provision on offer to higher levels, alongside courses that are more bespoke to individual business needs.

Industry partnerships

We will continue to offer bespoke training solutions for our business partners, delivered flexibly and accessing a range of support mechanisms and funding streams to meet the needs of industry. Bespoke provision will include innovative partnerships with industry, such as that currently underway with Spirit Aerosystems.

In 2017-18, the College entered a new partnership with Spirit to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme we already provide the company. The new technical training is being delivered by a dedicated vocational trainer employed by the College, who will provide accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site. Our trainer will upskill new recruits to the business to ensure they are compliant with the technology and culture that the company requires. As new technology and processes are introduced the training provision will change accordingly, with the benefit of feeding this valuable information back into our curriculum design process.

Demand-led curriculum

We will continue to use our Industry Skills Forums to develop and validate our curriculum offer to ensure it responds to industry sector needs. Previously established forums in aerospace, engineering, science, digital, and health & social care will be continued and expanded. Other groups will be introduced. Externally established groups including Prestwick Aerospace Group and the Ayrshire Engineering Alliance, as well as our partnership with the Hospitality Industry Trust Scotland, will be also used to provide this function.

Cyber resilience

The College has taken action to meet government requirements for the public sector in Scotland to meet a minimum standard of cyber resilience. The ICT Services team aims to complete plans by October 2018.

Work is underway between the College and HALO (Kilmarnock) Development, the Scottish Centre for Business Resilience and universities to establish a high-end cyber security and digital innovation centre of excellence. Students and staff are

engaged in early design concepts of the digital centre and the accompanying skills offer.

OUTCOME 4 - HIGH-PERFORMING, SUSTAINABLE INSTITUTION

A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements

The College's strategic goal to be a high-performing, sustainable college recognised for excellence and integrity underpins our commitment to the corresponding SFC outcome.

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 undertook an externally led review of the effectiveness of the Board's governance. The conclusion of the review was that the College complies fully with the Code of Good Governance for Scotland's Colleges.

The College has a sector leading approach to risk management. Risk Management practices and engagement by board members are well embedded in each committee, which takes lead responsibility for the management of strategic risks within their terms of reference. Ultimately, these risks are collated and presented to the Audit Committee and to the Board of Management for approval at the end of each meeting cycle.

Institutional Financial Health and Sustainability

Institutional financial health and sustainability remains a challenge for the College and the wider sector. This area is a key strategic priority for the Executive Management Team and the Board of Management. We have implemented, through SFC, the Audit Scotland recommendation for all colleges to conduct medium term financial planning. The College submitted a final Financial Forecast Return (FFR) for a five-year period to 2021-22 on 3 October 2017. We understand that SFC will request an updated FFR in the coming months and the College will use this information to plan for this period which, although uncertain, will provide a five-year baseline financial plan.

We will continue to explore opportunities to increase efficiencies across curriculum and service areas. Our recent *Institutional Efficiency* return to SFC for 2016-17 identified that we had delivered efficiency savings of £1.356 million.

The College is currently working through its budget processes and timetable for 2018-19. A significant challenge already identified is the annual cost of living awards. The College has calculated the overall costs of the three-year offer made to and rejected by EIS-FELA. The structure of the offer and its link to the current migration to national salary scales has placed a significant financial burden on the College. SFC colleagues who have validated the cost of living offer have recognised this, and Ayrshire was one of four regions specifically mentioned in their commentary. In addition, due to the change to public sector pay policy, service staff unions have indicated that the cost of living expectations from their members have significantly increased. Job evaluation processes and costs remain unknown at this stage, however this has the potential to significantly impact the College's financial position and future service delivery.

The Board took comfort by the letter received in March 2018 from the Deputy First Minister, which outlined that additional funding would be made available for 2018-19 to provide part support for the principal and interest payments for our PFI campus in Kilwinning. Although the letter stated that Ayrshire is in a “unique position in the sector in carrying such a financial burden”, SFC has recently confirmed that specific funding to support the PFI payments will not be available from 2019-20 onwards. The College Executive Management Team and Finance staff will work collaboratively with SFC during 2018 to achieve institutional sustainability beyond 2018-19. We will quantify and agree the financial support package required from SFC to allow the College to make sufficient annual savings to fund the PFI contract costs over the remaining years of the contract.

Inspiring learning spaces

In 2018-19, it will again be a priority that students on all campuses have access to high quality learning spaces. We will continue to improve student facilities in our Ayr and Kilwinning campuses and in our co-located Skills Centre for Excellence at Irvine Royal Academy. We will continue to ensure that the high standards at Kilmarnock Campus are maintained.

For 2019-20, it will be a priority to relocate our current STEM provision in North Ayrshire from a leased industrial unit in the Nethermains industrial estate to a modern fit for purpose facility located at our Kilwinning campus. Positive discussions are continuing with North Ayrshire Council and the SFC on financial strategies to achieve this aim.

Further to the completion of a major programme of works (£1.6m) in summer 2017 to create new and upgraded learning spaces and facilities within our Hospitality curriculum area, the College has secured new funding from the Ayrshire College Foundation (ACF) to enable further significant improvements to be made within the Ayr Campus in 2018. The improvements planned include redeveloping the first floor of the Dam Park Building to provide a new Health and Social Care curriculum suite, relocating the HIVE, Supported Learning and Essential Skills areas to the ground floor of the Riverside building, and installing a new kitchen for Supported Learning and HIVE students. A new Supported Learning kitchen is also planned for Kilwinning Campus in 2018.

The College and the ACF will continue to jointly fund year two of a three-year investment plan totalling £1.5m that will significantly improve student ICT resources within learning spaces. As planned, the vast majority of the investment will be targeted at our Ayr and Kilwinning campuses. The ACF will provide £250,000 of funding per year which the College will match each year from its annual SFC capital grant. This three-year ICT plan includes the roll out to all other campuses of our innovative Citrix solution, which was installed as part of the development of the new campus in Kilmarnock. At the end of the three-year period, students across Ayrshire will benefit from the resources provided to them by using Citrix, and over 2,000 end user devices will fully support the students’ learning experience.

Climate change

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.

The College aims to continue to reduce the consumption of packaging (particularly plastics), water, waste and energy. The College catering service has eliminated the use of plastic straws and cutlery and invested in new crockery and vegeware – which is compostable. A number of measures on waste water reduction have been implemented across the College. All food waste is segregated 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. We will continue to use biodegradable towels in our Hair and Beauty curriculum and in 2018-19 we will develop innovative ways to dispose of these waste streams. We plan to acquire two hot bins to compost catering waste which can then be used by our horticulture and landscaping students.

We will move to the use of recycled paper in copiers and restrict the number of copies which staff and students are able to print by continuing to encourage greater use of our virtual learning environment, Moodle.

On energy consumption, we are continuing to roll out an LED lighting replacement programme on the Ayr and Kilwinning campuses. Motion and timed lighting are in place in the Kilmarnock Campus and our supplier uses sustainable energy sources. In Kilmarnock, approximately 70% of space and water heating is provided by a biomass boiler and our target is to continue to optimise the use of biomass instead of fossil fuels. The building achieved BREEAM Outstanding status during its design and construction phase and we continue to work to maintain that status during the operational phase. The introduction of increased insulation in the 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.

A cross-college Sustainability Group meets regularly to help keep sustainability a priority, and the Estates Team scope planned and preventative maintenance to incorporate sustainable efficiencies utilising the WRAP Facilities Management Procurement Toolkit, including for SFC-funded backlog maintenance work at the Ayr campus.

Where possible, food miles are kept to minimum and foodstuffs are mostly procured through The University Caterers Organisation (TUCO). Local produce is used where possible in order to keep supply chains sustainable.

We have introduced a chemical-free cleaning system on the Kilmarnock campus, which creates a multi-purpose cleaning solution and a disinfectant/sanitiser using just water and salt. Following its success at Kilmarnock, this system will be introduced at Ayr from summer 2018.

Sustainable travel is heavily promoted by the College and we have a Green Travel Plan. We will continue to encourage staff and students to use this when making travel choices. Car charging points are available on each campus, and staff are encouraged to car share to reduce pollution and parking pressures. In 2018, the College introduced the Cycle to Work Scheme to enable employees to purchase a bicycle and changing facilities are available for cyclists.

Equality outcomes

Central to everything we do is our ethos of providing opportunities for all, expressed in our [Equality Outcomes 2017-2021 Report](#) and [Equality Outcomes Action Plan](#). A

set of four regional Equality Outcomes and associated shared actions have been agreed and the College is working with community planning partners to deliver on the following pan-Ayrshire equality outcomes:

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.

Our *Values, Inclusion, Equality and Wellbeing Steering Group* will continue to support the ongoing implementation of the our [Equality Outcomes Action Plan](#). 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.

Equally Safe

The College embraces our wider commitment to gender equality, particularly in reference to gender-based violence and transgender identities. We recognise that there are many contributing, interlinked facets of gender inequality and we will seek to develop further an approach which addresses these.

The College's strategic commitment to tackling gender-based violence is most evident in its Equality Outcomes 2017-2021 which includes a commitment to develop and deliver an *Equally Safe* plan, as well as continue to work with our local partners to prevent and end violence against women and girls.

We are developing our *Equally Safe* plan using the four priorities identified by the Scottish Government to prevent and end violence against women and girls. To support this development, a mapping exercise through the Safeguarding Committee is currently underway. Following on from the Scottish Government strategy, *Equally Safe*, an *Equally Safe in Ayrshire* partnership was established last year. This partnership seeks to support collaborative working across each of the local Violence against Women partnerships in Ayrshire. The College is represented in each of these partnerships and in the *Equally Safe* partnership, which means we are able to inform and contribute to local *Equally Safe* plans in the region.

Our Principal has joined the *Equally Safe in Further and Higher Education Working Group* as a representative from the college sector. The group will be looking at implementing the *Equally Safe* strategy in relation to gender-based violence in colleges and universities, and will be working closely with the *Equally Safe in Higher Education* project at the University of Strathclyde to contextualise the project toolkit for the college sector.

Workforce Plan

A highly skilled and motivated workforce is critical to the College delivering high quality learning and teaching experiences, and supporting the communities of Ayrshire. The workforce plan sets out the College's ambitions and the likely key challenges over the next five years. The challenges are based on current

assumptions, however it is recognised that these will change and that additional or different challenges will emerge.

The strategic workforce plan has been developed at a time when the college sector is implementing national bargaining for staff. While the full impacts of national bargaining are currently unclear, the workforce plan will be updated and revised as the outcomes from national bargaining, and the implications for the management of staff contracts and the workforce, continue to evolve.

OUTCOME 5 - INNOVATION

Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

One of the College's three strategic goals is to be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive. This goal supports the SFC's outcome on innovation.

Supporting innovative developments in Ayrshire's economy

The HALO (Kilmarnock) Development is an imaginative, innovative and inspirational regeneration initiative to revitalise Kilmarnock and the wider Ayrshire region. It is a multi-faceted regeneration of a 28-acre site which will generate 1,500 jobs. The college has signed a Memorandum of Understanding with HALO and is working collaboratively on a range of innovative, strategic projects.

Part of the development will be an innovative early years centre, incorporating outdoor space and the innovative application of digital technology. The College is working with HALO to design this innovative learning space and HNC students will work on projects to present design concepts. The new centre will provide excellent work placement opportunities for early years and childcare students.

Construction students are already engaging in the development of the site and in 2018-19 they will have the opportunity to develop a business case for dedicated plots on the site, for example to build a house using the latest business modelling techniques, and apply the latest digital technologies in a house of the future.

Encouraging and supporting innovation

The aim of Scotland's Innovation Centres 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 with Innovation Centres such as The Data Lab and the Industrial Biotechnology Innovation Centre, the College 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.

Building on the success of our inaugural *Ayrshire Bytes* digital conference, designed in partnership with The Data Lab Innovation Centre, we will host a bi-annual digital conference with the dual purpose of equipping businesses and our computing students and staff with knowledge on the emerging technologies that are impacting on the wider economy.

College Innovation Fund

As part of the College Innovation Fund, we will participate in the *FUTUREquipped Colleges and Innovation Centres* pilot project. This project will help develop the future skills required to meet greater levels of automation and digitisation in the delivery of new housing and the integration of digital health and care technology into homes.

Innovation Vouchers

Industry research and development and associated innovation in Ayrshire lags behind Scotland and subsequently the region has a characteristic of low GVA and low productivity. To help promote innovation in our small to medium business base, the College will begin using innovation vouchers in partnership with industry. As we are a market leader in the area of composite materials skills development, the initial focus of innovation voucher investigations will be on this.

Innovation in the delivery of learning and in services to support learning

Throughout 2018-19, we will intensify our efforts on innovation to enhance the student experience. This will include holding a Festival of Learning for all staff which will focus on digital innovation across service and curriculum areas. We will continue to enable staff to share good practice in learning and teaching through sharing sessions and TeachMeets.

Supported by funding from the Ayrshire College Foundation of £250,000 over three years, the college introduced the *Innovating for Learning Fund* in 2017 to support creativity and improvement in curriculum and service design, content and delivery. Grants will continue to be available to teams in 2018-19 to support new approaches to learning, teaching and assessment. Projects will be evaluated as part of our self – evaluation process.

We will continue with our innovative work using predictive analytics to improve student retention and attainment, including working with other colleges to share our learning and learn from theirs.

Using Technology to Enhance Learning

Committed to high quality learning and student experiences, and to support the introduction of directed study in all full-time FE courses in 2018-19, there will be a significant effort in all curriculum areas to develop further learning materials for our virtual learning platform, Moodle. In partnership with curriculum and quality enhancement teams, our learning technologists 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.

Supporting Student Enterprise

Small and micro-sized business form the vast majority of the business base of Ayrshire with the Regional Skills Assessment for the region illustrating that 88% of businesses regionally and nationally have fewer than ten employees. Business start-up and survival rates in Ayrshire are below that of Scotland.

Over the next three years, in collaboration with a range of partners, we will offer a coherent, coordinated programme of enterprise support to students. *Enterprising Students* is the college's strategy to inspire greater numbers of business births from our student population and support these businesses to achieve sustainability and

growth. We will launch *Enterprising Students* in 2018-19 and it will support students by:

- Enhancing our very productive relationship with Bridge 2 Business
- Introducing a fund to enable the development of student business plans and prototypes
- Developing our partnerships with external agencies such as Business Gateway and The Prince's Trust.

AYRSHIRE COLLEGE – NATIONAL MEASURES

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
1(a)* The volume of Credits delivered	125,749	124,958	124,958	124,958
The volume of Credits delivered (core)				
Core Credits target (region)		124,086	124,086	124,086
% towards core Credits target (region)				
The volume of Credits delivered (ESF)				
The volume of Credits delivered (core + ESF)	125,749			
1(b)(i) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24				
Volume of Credits delivered to learners aged 16-19	62,606	61,229	60,605	59,980
Proportion of Credits delivered to learners aged 16-19	49.8%	49%	48.5%	48%
Volume of Credits delivered to learners aged 20-24	26,826	26,241	25,616	24,992
Proportion of Credits delivered to learners aged 20-24	21.3%	21%	20.5%	20%
1(b)(i) Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24				
Volume of Credits delivered to full-time learners	100,210	96,286	96,000	95,750
Volume of Credits delivered to full-time learners aged 16-19	50,614	62,479	61,854	61,229
Proportion of Credits delivered to full-time learners aged 16-19	50.5%	50%	49.5%	49%
Volume of Credits delivered to full-time learners aged 20-24	21,746	26,866	26,491	26,241
Proportion of Credits delivered to full-time learners aged 20-24	21.7%	21.5%	21.2%	21%
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	27,039	27,491	28,116	28,740
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	21.5%	22%	22.5%	23%
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
Gender -				
Volume of Credits delivered to Male learners	59,670	59,605	59,980	60,230
Proportion of Credits delivered to Male learners	47.5%	47.7%	48%	48.2%
Volume of Credits delivered to Female learners	65,912	65,103	64,603	64,978
Proportion of Credits delivered to Female learners	52.4%	52.1%	51.7%	52%
Volume of Credits delivered to Other learners	77	250	312	375
Proportion of Credits delivered to Other learners	0.06%	0.20%	0.25%	0.30%
Ethnicity -				
Volume of Credits delivered to BME learners	1,921	1,874	1,874	1,874
Proportion of Credits delivered to BME learners	1.5%	1.5%	1.5%	1.5%
Disability -				
Volume of Credits delivered to students with a known disability	29,611	29,990	30,615	31,240
Proportion of Credits delivered to students with a known disability	23.5%	24%	24.5%	25%
Care Experience -				
Volume of Credits delivered to students with Care Experience	2,614	3,749	3,874	3,999
Proportion of Credits delivered to students with Care Experience	2.1%	3.0%	3.1%	3.2%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	314	340	360	380
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	1,467	1,749	1,874	2,499
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.2%	1.4%	1.5%	2.0%

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
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	5,871	4,374	4,998	5,623
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.7%	3.5%	4.0%	4.5%
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	36,605	38,452	39,317	40,201
Volume of Credits delivered at HE level to learners from SHEP schools	3,869	4,384	4,875	5,186
Proportion of Credits delivered at HE level to learners from SHEP schools	10.6%	11.4%	12.4%	12.9%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Volume of Credits delivered to learners enrolled on STEM courses	27,358	37,487	38,737	39,987
Proportion of Credits delivered to learners enrolled on STEM courses	21.8%	30.0%	31.0%	32.0%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The number of FT FE enrolled students achieving a recognised qualification	2,637	2800	3001	3150
The total number of FT FE enrolled students	3,952	4,000	4,100	4,200
The percentage of FT FE enrolled students achieving a recognised qualification	66.7%	70%	73.2%	75%
The number of PT FE enrolled students achieving a recognised qualification	3,323	3,577	3,750	3,927
The total number of PT FE enrolled students	4,812	4,900	5,000	5,100
The percentage of PT FE enrolled students achieving a recognised qualification	69.1%	73%	75%	77%
The number of FT HE enrolled students achieving a recognised qualification	1,665	1575	1668	1763
The total number of FT HE enrolled students	2,436	2,250	2,300	2,350

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The percentage of FT HE enrolled students achieving a recognised qualification	68.3%	70%	72.5%	75%
The number of PT HE enrolled students achieving a recognised qualification	493	600	697	840
The total number of PT HE enrolled students	632	750	850	1,000
The percentage of PT HE enrolled students achieving a recognised qualification	78.0%	80%	82%	84%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The number of MD10 FT FE enrolled students achieving a recognised qualification	614	581	621	657
The total number of MD10 FT FE enrolled students	969	880	923	966
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	63.4%	66.0%	67.3%	68%
The number of MD10 PT FE enrolled students achieving a recognised qualification	734	635	675	716
The total number of MD10 PT FE enrolled students	1,054	870	900	930
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	69.6%	73%	75%	77%
The number of MD10 FT HE enrolled students achieving a recognised qualification	277	271	288	307
The total number of MD10 FT HE enrolled students	437	417	437	458
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	63.4%	65%	66%	67%
The number of MD10 PT HE enrolled students achieving a recognised qualification	57	65	70	75
The total number of MD10 PT HE enrolled students	71	80	85	90
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	80.3%	81%	82%	83%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The number of senior phase FT FE pupils achieving a vocational qualification	18	9	12	16
The total number of senior phase FT FE pupils	34	14	18	22
The percentage of senior phase FT FE pupils achieving a vocational qualification	52.9%	64%	67%	73%
The number of senior phase PT FE pupils achieving a vocational qualification	127	252	273	299
The total number of senior phase PT FE pupils	221	370	390	410
The percentage of senior phase PT FE pupils achieving a vocational qualification	57.5%	68%	70%	73%
The number of senior phase FT HE pupils achieving a vocational qualification	-	5	7	9
The total number of senior phase FT HE pupils	-	8	10	12
The percentage of senior phase FT HE pupils achieving a vocational qualification	-	63%	70%	75%
The number of senior phase PT HE pupils achieving a vocational qualification	-	11	15	20
The total number of senior phase PT HE pupils	-	15	20	25
The percentage of senior phase PT HE pupils achieving a vocational qualification	-	73%	75%	80%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The number of CE FT FE enrolled students achieving a recognised qualification	79	102	112	122
The total number of CE FT FE enrolled students	128	160	170	180
The percentage of CE FT FE enrolled students achieving a recognised qualification	61.7%	64%	66%	68%
The number of CE FT HE enrolled students achieving a recognised qualification	5	28	36	41
The total number of CE FT HE enrolled students	7	39	49	55

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The percentage of CE FT HE enrolled students achieving a recognised qualification	71.4%	72%	73%	75%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,420	1,470	1,523	1,545
The total number of FT FE enrolled students aged 16-19	2,225	2,100	2,080	2,060
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	63.8%	70%	73.2%	75.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	280	300	310	320
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Total number of full-time learners	6,388	6,250	6,400	6,550
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	1,577	1900	1950	2000
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	25%	30%	30%	31%
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	750	775	800
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	366	380	400	420
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	49.7%	51%	52%	53%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
Response rate		95%	95%	95%
The total number of full-time FE college qualifiers (confirmed destinations)	2,936	2900	3000	3100
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,861	2750	2875	3000
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.4%	95%	96%	97%

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The total number of full-time HE college qualifiers (confirmed destinations)	1,084	1450	1500	1550
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,052	1380	1440	1500
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.0%	95%	96%	97%
9. The percentage of students overall, satisfied with their college experience (SSES survey)				
Response rate	16%	20%	22.5%	25%
Full-time	93.4%	94%	95%	96%
Part-time	95.7%	97%	97.5%	98%
Distance Learning	100.0%	100%	100%	100%
10 Gross carbon footprint (tCO2e)				
	2,953	2,800	2,600	2,400

* Key priority measure



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Ayrshire
College 

Outcome Agreement

2017-20

(Revised for 2018-19)

Raising Aspirations
Inspiring Achievement
Increasing Opportunities



INTRODUCTION

SFC Activity Target for 2018-19

Final credit activity targets for colleges were published by SFC on 19 May 2018. They show a reduction of 549 credits allocated to Ayrshire College from 125,507 to 124,958, which includes 871 ESF credits.

Included in the total allocation for 2018-19 are 5,489 ring-fenced credits for delivery of HNC Childcare Practice. In response to strategic discussions with partners, the College has planned for continued growth in childcare provision in 2018-19. However, the ring-fenced amount identified by SFC was not negotiated as part of the College's curriculum planning process and is considerably higher than planned.

SFC requires the College to deliver 5,489 ring-fenced credits for childcare. The implication of this is that we will need to remove a number of full-time courses from other curriculum areas. As well as consequences on staffing if such changes are implemented, this will cause distress to individuals who have already applied for and, in some cases, been offered places.

The College has raised its concerns regarding the 5,489 target with SFC and noted that this will be difficult to achieve.

Supporting national and regional developments

The College's work with schools, local authorities, employers, universities and national agencies is helping to achieve Scottish Government's targets on youth employment and attainment, as well as national aspirations on widening access to higher education. Our mission is to provide excellent high quality learning opportunities that enable all students to fulfil their potential. Our 2018-19 Outcome Agreement summarises how we will fulfil that mission.

Regionalisation continues to remain high on the political agenda, in particular in relation to education and economic development. The new South West Educational Improvement Collaborative, comprising the three local authorities in Ayrshire and Dumfries and Galloway Council, has been established, and the College is working with partners to identify how we can identify shared improvement outcomes. East, North and South Ayrshire councils will be piloting a new shared regional economic development model, and the College will support the skills and employment ambitions of this.

Intensification

In 2018-19, the College will intensify efforts to meet government priorities as follows:

- *Developing the Young Workforce (DYW)* – we will continue to work with partners and employers to offer enhanced senior phase vocational pathways and work placement opportunities for students
- *Widening access* – we will build on our excellent progress in attracting and supporting care experienced young people and other vulnerable groups

- *Apprenticeship family* – we will increase our Foundation and Modern Apprenticeship portfolio and develop partnerships with universities delivering Graduate Apprenticeships
- *Articulation* – we will build on existing and forge new agreements with universities to enable our HE graduates to progress to degree study with advanced standing
- *Attainment and retention* – we will continue to provide targeted interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes
- *Gender* – we will continue our work on breaking down stereotypes in gender-dominated sectors, encourage female take-up of STEM courses, and encourage males into early years and childcare, health and social care careers.
- *Equally Safe* - We will support Equally Safe in Further and Higher Education. Our campuses will be places where students can study and flourish, with no place for sexual harassment or gender based violence.
- *Industry partnerships* – we will continue to enhance our engagement with employers to ensure our curriculum meets their needs and enable our students to gain the skills required for inclusive economic growth in the region.

TO BE INSERTED:
Signed pro-forma

REGIONAL CONTEXT

Ayrshire's economy – challenges and opportunities

Ayrshire College aims to raise the aspirations of individuals, communities and employers across the region, inspiring them to achieve success. We work with partners and employers to increase opportunities that support inclusive economic growth and the wellbeing of local communities.

Critically, the College focuses on ensuring that our students develop the right skills for current and future job opportunities within and outside of Ayrshire. Positive opportunities through the HALO (Kilmarnock) Development and the Ayrshire Growth Deal have the potential to create thousands of jobs in the region over the next five years, and the College is a key partner in these projects, already working on ensuring that the resulting demand for skilled people is met.

However, the Ayrshire region has experienced economic decline over a number of decades, with corresponding societal challenges. Recent evidence-based publications from Skills Development Scotland (SDS), such as *Jobs and Skills in Scotland* and *Regional Skills Assessment*, highlight these challenges very clearly.

Economic profile of Ayrshire

Jobs and Skills in Scotland: The Evidence, published by SDS in November 2017 states that “Ayrshire was the only region to record a decline in public and private sector employment suggesting economic and labour market challenges have been particularly acute in this region.”

The *Regional Skills Assessment*, published in December 2017, categorises Ayrshire as a region “of low output and low productivity.”

A summary of Ayrshire's economic profile, illustrated in more detail in Figures 1 to 6, demonstrates:

- Highest unemployment rate of all the regions
- Employment is yet to return to pre-recession levels and the employment rate is lower than the national average, particularly in North Ayrshire which has the lowest rate of any local authority in Scotland
- Largest decline in private sector employment compared to national growth, and public sector employment has also declined
- Productivity was below the national average although growing at the same rate as Scotland as a whole
- Resident wages varied by local authority with East Ayrshire having the highest wages, growing in line with the national average. Wages in North and South Ayrshire were lower. North Ayrshire had strong growth in wages, whereas South Ayrshire was one of only two local authorities to have a decline

Figure 1: Percentage change in employment by region, 2008-16

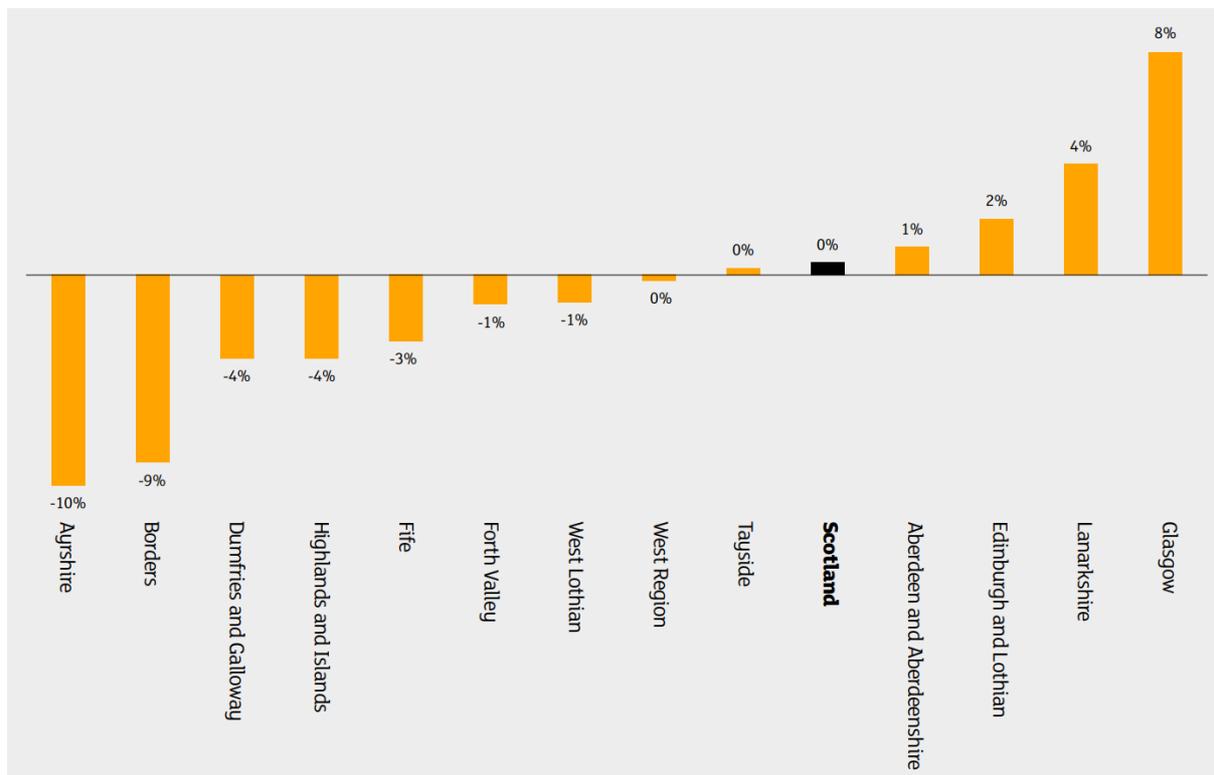


Figure 2: Percentage change in private sector employment by region, 2008-16

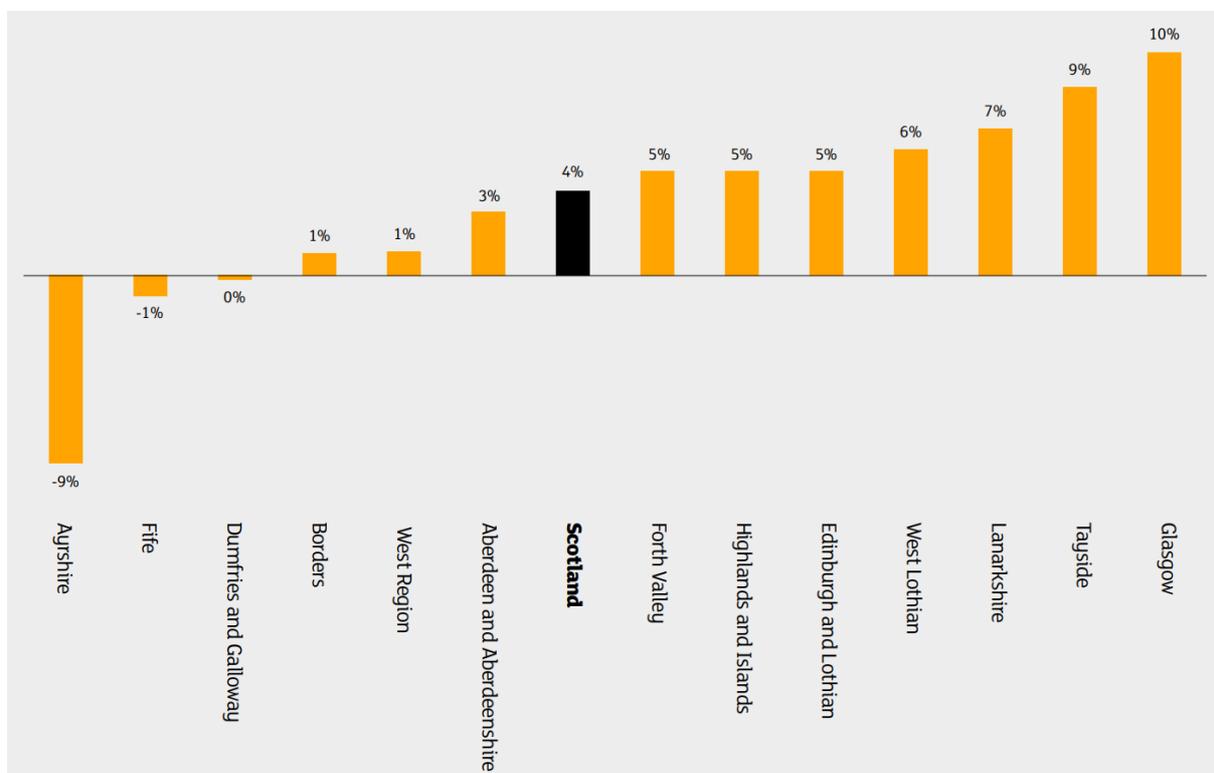


Figure 3: Change in unemployment rate (percentage points) by region, 2008-16

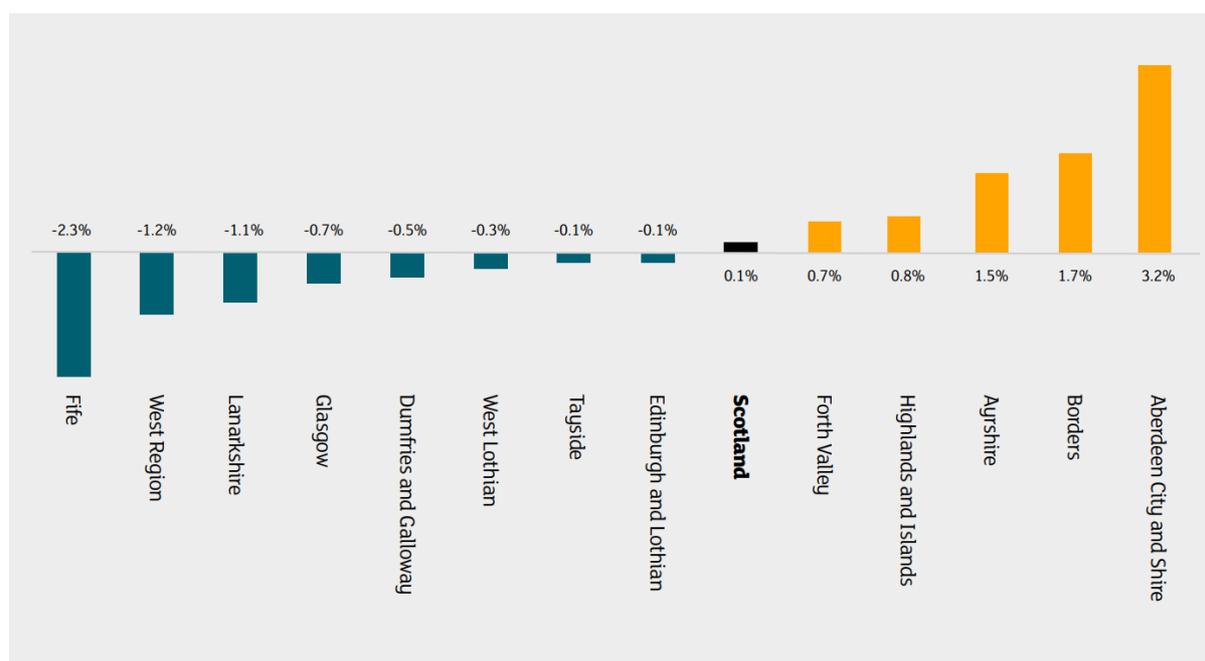


Figure 4: Net forecast change in employment by region, 2017-27

Region	2017	2027	Change	% Change
Aberdeen City and Shire	310,000	310,600	600	0.2%
Ayrshire	142,800	141,500	-1,300	-0.9%
Borders	50,700	50,300	-400	-1%
Dumfries and Galloway	69,700	67,600	-2,100	-3%
Edinburgh and Lothians	424,300	463,800	39,600	9%
Fife	150,300	152,200	1,900	1%
Forth Valley	140,800	145,200	4,300	3%
Glasgow	488,200	520,600	32,400	7%
Highlands and Islands	261,400	260,900	-500	-0.2%
Lanarkshire	307,100	312,400	5,300	2%
Tayside	200,000	201,800	1,800	1%
West	174,800	176,000	1,200	1%
West Lothian	84,900	89,000	4,100	5%

Figure 5: Unemployment (ILO) and Economic Inactivity by RSA Region, January to December 2016

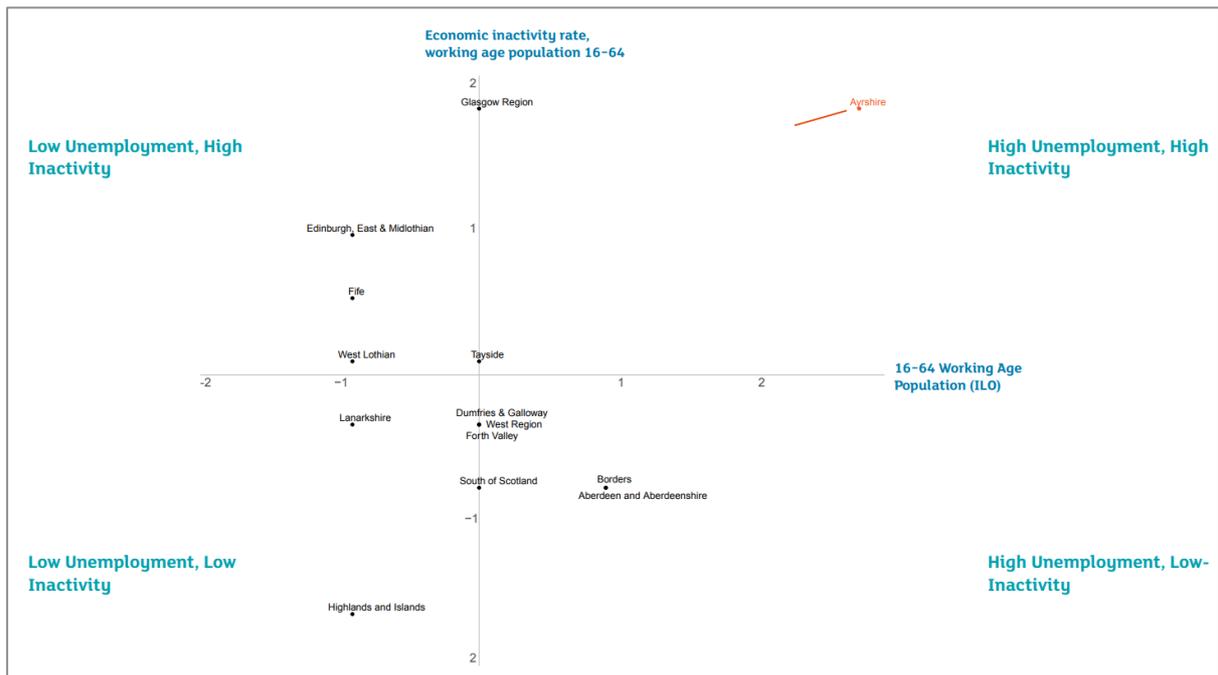
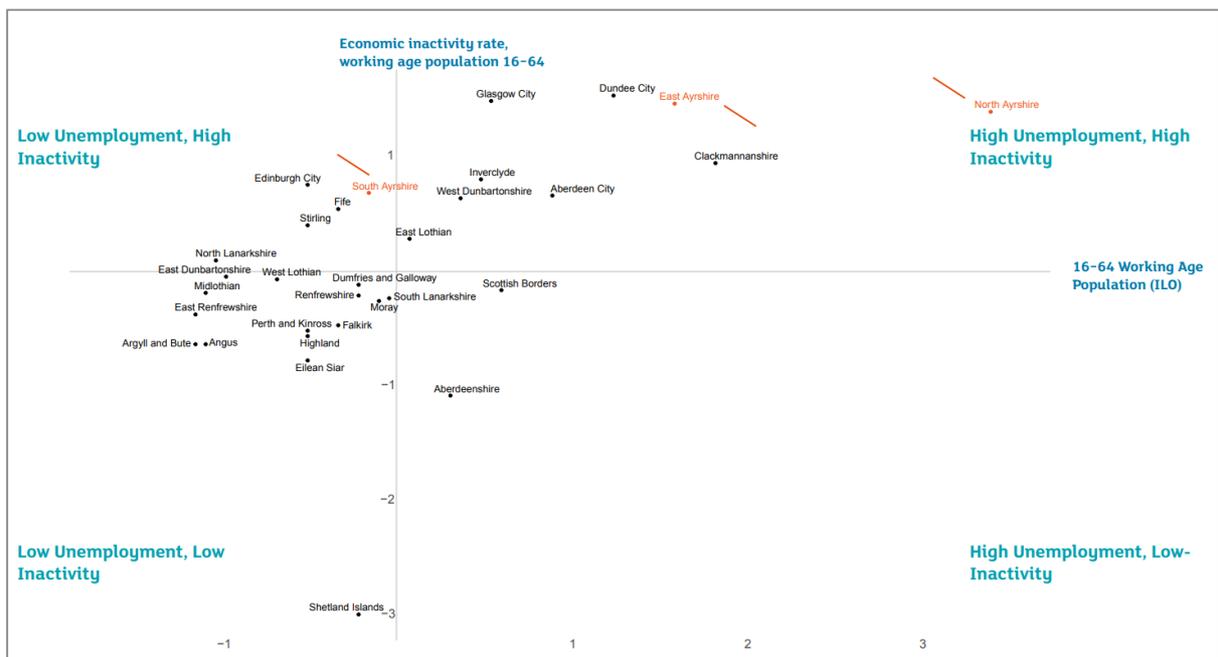


Figure 6: Unemployment (ILO) and Economic Inactivity by Local Authority, January to December 2016



Population

The *Regional Skills Assessment*, shows that the region's population projection over the next twenty years is one of significant decline, against national trends, in all but the 65+ age groups. In recent years, the College has witnessed this in the declining number of school leavers in Ayrshire, which fell significantly in 2015-16 with a corresponding impact on full-time FE recruitment in 2016-17 and 2017-18.

Meeting future skills demand

From 2000 to 2017, employment in just three occupational groupings increased, the largest in *Caring, leisure and other services* (44%) to 16,900. The largest sector is *Professional occupations* (increasing by 19% to 23,200), whilst *Associate professional and technical occupations* also increased (by 28%). The top three employing industrial sectors were *Human health and social work*, *Wholesale and retail trade*, and *Manufacturing*. Manufacturing employment is forecast to decrease by 2027 to become the fourth largest sector behind *Accommodation and food services*, with the first two remaining unchanged.

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 2018-19 are those sectors identified as having high growth potential in the proposed Ayrshire Growth Deal - such as aerospace, life sciences, manufacturing and tourism – and, as being essential for inclusive growth, such as care and hospitality.

The *Regional Skills Assessment* highlights that Ayrshire has a less qualified working age population than the Scotland average, and a higher proportion of residents with no qualifications. This is a challenge for the region given that jobs, even at entry level, increasingly require higher levels of qualification. The College will therefore continue to provide vocational courses from SCQF levels 4 to 8, with clear progression pathways at all levels.

Over the ten-year period 2017-27, the *Regional Skills Assessment* estimates that there will be 61,400 job openings in Ayrshire, almost entirely replacement jobs as people retire from the workforce. Nearly half (47%) of these jobs require skills at SCQF level 7 and above. Demand for people with skills and qualifications is most significant at SCQF levels 5 and 7. The College's curriculum delivery plan for 2018-19 is responding to higher level skills needs by ensuring there is provision at levels 7 and above as well as effective progression routes for students from levels 5 and 6. Our activity target in 2018-19 for provision at SCQF levels 5 and 6 is 54%, and 30% for provision at SCQF levels 7 and 8.

Proportionately, the *Regional Skills Assessment* confirms that school leavers in Ayrshire are more likely to move onto FE study after leaving school than any other college region. FE courses will therefore continue to be instrumental in achieving the Scottish Government's *Opportunities for All* targets for 16-19 year olds, as well as targets on widening access to higher education. The College has well-defined progression pathways at all SCQF levels which enable FE students to progress onto HE courses and ultimately university degrees if that is their aspiration.

The high number of enrolments on FE courses at the College has an impact on the level of additional learning support required to help these students achieve a successful outcome.

Curriculum provision planned for 2018-19 reflects the main employing and growth sectors in the region, with 30% of planned activity in 2018-19 in STEM courses (half in engineering, science and technology, half in construction), 13% in health and social care, and 11% in early years.

OUTCOME 1 – ACCESS

A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

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.

Enabling students to fulfil their potential

The College will continue to provide seamless support for students that removes barriers to learning and assists them to achieve their potential. Support is tailored to the individual and 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.

In 2016-17, Student Services, curriculum and performance and planning teams, made positive interventions to improve student retention, which was the major factor in greatly improved student success over the year. 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.

We will continue to support the wellbeing of our students through education and interventions on drugs, alcohol, mental health and other behavioural challenges, supported by our [Promoting Wellbeing](#) strategy. Our innovative shared posts - created in partnership with Police Scotland, NHS Ayrshire and Arran, and the Ayrshire Health and Social Care Partnerships - enable us to offer a unique range of services and interventions for our students resulting in improvement in student retention. In 2018-19, we will build on this resource to help our students develop resilience and maintain their mental wellbeing.

SIMD10

A total of 13 per cent of the region's datazones are among the 10% most deprived nationally, with more than half of these located within North Ayrshire. Since merger the College has made significant progress in supporting students who live in areas of multiple deprivation, with the proportion of credits delivered in SIMD10 areas increasing from 18.8% in 2013-14 to 21.4% in 2016-17. We have exceeded the SFC target for colleges of 20% by 2020-21.

Outcomes for FE and HE full-time students residing in SIMD10 datazones have improved at a greater rate than the College average, by 9.4 and 8.5 percentage points respectively.

The concentration of SIMD10 students in our campuses reflects the proportionate number of SIMD10 datazones in that particular local authority area. For example, in 2016-17 22.5% of students attending the Kilwinning Campus lived in SIMD10 areas, 18.2% attending the Kilmarnock Campus, and 15.0% attending Ayr. The College will 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).

Care experienced students

We have made significant progress with the three local authorities in Ayrshire to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, received additional support at school, or are registered as a young carer. In 2017-18 this resulted in 222 students declaring that they are care experienced. More than 76% of these students are under 20 years old, half live in SIMD20 areas and a third are undertaking supported learning or HIVE courses.

We will continue to improve the support outlined in our [Information, Advice and Guidance brochure](#) for care experienced students and young carers by working closely with schools, local authorities and SDS to engage with these young people before they enrol at College. This will improve transitions and help sustain positive destinations. Combined with targeted interventions, this approach has resulted in improvements in the retention and success of care experienced full-time students.

In 2016-17, the College made a significant contribution to achieving SFC's *National Ambition for Care Experienced Students*. In support of the National Ambition target of 673 students in Scotland, we enrolled 228 care experienced students. We exceeded national targets for full-time FE and HE care experienced students who successfully completed their qualification, with 62.5% success at FEFT (national target 57%) and 71.4% success at HEFT (national target 60%). Indeed, these figures exceed the national targets set for 2017-18. Further improvements in retention in 2017-18 have seen the proportion of full-time care experienced students leaving courses early reduce by 3.8 percentage points over the year to 7.3%, which is better than the College average.

Throughout 2018-19, we will continue to implement the actions in our [Corporate Parenting Plan 2016-18](#) (progress to date is described in our [Corporate Parenting Report](#)). 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.

Carers

The College tracks the number of students who disclose they are carers, in particular young carers, and offers support similar to that provided to care experienced students. Currently, we have 34 young carer referrals and 23 have engaged with the support on offer. Supporting young carers has been identified as an area of focus for 2018-19. Our [Equality Outcomes Action Plan](#) outlines our commitment to review support available to staff who have caring responsibilities, with a specific focus on promoting retention and career progression.

Working with young people in school to prevent disengagement

Over the course of the school year, specialist staff deliver personal development programmes, such as ASDAN qualifications, in school for pupils at risk of not progressing to a positive destination. Pupils build relationships with these staff who help them with their transition to learning opportunities at College. The number of schools across the three local authority areas taking advantage of this offer is

increasing, and we expect all secondary schools in Ayrshire to take advantage of this by 2020.

The College will continue to run summer schools each year for senior phase pupils identified as at risk of a negative destination. Over four weeks during the summer break, young people participate in a range of learning activities each day. The outcomes of these summer schools have been significant with almost all young people moving onto positive destinations.

After a successful pilot in 2017-18, we will roll out thirty innovative curriculum delivery projects in secondary schools across Ayrshire in partnership with the Prince's Trust and the DYW Ayrshire regional group.

Winter leavers and exceptional entries

Each year, approximately one hundred 15-year-old pupils embark on full-time courses at the College before their official school leaving date. Under-16s studying on full-time courses are a particular group of high risk students. These young people have typically disengaged from education in school and many have no desire to continue in any form of education beyond their official leaving date. In 2016-17, we focused resources on helping these young people to remain on their course beyond their school-leaving date. We established a working group and secured commitment from local authorities and Skills Development Scotland (SDS) to work better together to ensure that these young students have the best possible transition from school and support in College.

In 2017-18, 87 students under the age of 16 enrolled on full-time courses. These students were contacted individually at the beginning of the academic session by Student Services to discuss support options available to them. This information was communicated to curriculum teams to ensure that they were aware of the students and receiving appropriate help to complete their course successfully. SDS now works on campus with Student Services to monitor the progress of exceptional entry students, ensuring that further support is provided to these vulnerable students and that our efforts are coordinated throughout the year. This is having an impact. In 2017-18, there has been a major reduction in early withdrawals amongst this group of students from 35.8% in 2016-17 to 10.3%.

Reengaging young people who have disengaged from education

The College's HIVE (Hope, Inspiration and Vision in Education) model provides young people, who have previously disengaged from education, the chance to re-engage in learning in a safe and nurturing environment where they develop skills that prepare them for further learning in a vocational area.

Short courses are delivered by specialist staff (akin to youth workers) in dedicated centres in each of our 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.

To support the most disengaged young people, we will continue to run the Prince's Trust Team programme, which includes a residence-based activity to build confidence and enhance team building activities. The College is now working in partnership with Police Scotland on this programme.

Supporting students with additional support needs

Developing the independence and employability of young people with disabilities is a high priority, and in 2016-17 we 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 with this approach in 2018-19, as well as sourcing additional volunteering and work placement opportunities for students. For example, we will work with North Ayrshire Council to develop a supported employment programme for delivery in 2018-19.

The College introduced a new Project Search programme in 2017-18, with a focus on employability, in partnership with Girvan Youth Trust, Culzean Castle and South Ayrshire Council. Based on an innovative delivery model spanning two academic years, it will take advantage of the summer months to enable young people to benefit from real work experience with the National Trust. We plan to run a short *Beat the Barriers* programme from September to December 2018 as an introduction to the next occurrence of this Project Search programme in February 2019.

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. However, 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 it from our Inclusive Learning team. Help is available for students with specific learning difficulties, unseen disabilities, and social, emotional and behavioural difficulties. 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 which is designed for new students and supports more effective transitions to College.

We will support access and inclusion by making learning technologies universally available, aided by the knowledge and expertise of our staff of assistive technology to provide support to students on a drop-in basis. Our learning technologists will continue to develop 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 in 2018. 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

Effective core skills are critical to being successful in learning, work and life. Our model of core skills delivery for 2018-19 will ensure that all students on full-time vocational courses at SCQF levels 3, 4 and 5 study the three core skills of numeracy, communication and ICT at the same level as their course. SCQF level 6

students will study the two core skills that are considered to be the most relevant to help them progress in their chosen vocational area.

We will continue with our contextualised project-based approach to core skills delivery, with increased collaborative working between core skills lecturers, vocational lecturers and employers.

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. The membership of the Board of Management has consistently had 50:50 female/male representation and the board signed up to the 50/50 Pledge in October 2017. At most management levels in the College, there is equal representation of men and women.

Tackling inequalities underpins all of the College strategic documents, improvement plans and activities, and our work to address gender imbalance in careers and learning choices takes many forms. In 2017-18, the College formalised its Gender Leadership Group, led by a vice principal, and comprising student representatives and key managers in all curriculum and relevant student-facing service areas.

The College's strategy and actions for tackling gender imbalance are outlined in our [Gender Action Plan, *Taking Gender Out of the Equation*](#), which will be refreshed as a three-year plan in 2018 by the Gender Leadership Group. A key focus of our Gender Action Plan in 2017 was on recruiting more males to early years courses through our [Build a Brighter Future](#) campaign which has use our blog to highlight male students on early years courses, and achieving a better gender balance on school-college courses, particularly [foundation apprenticeships](#).

The College is leading a pan-Ayrshire approach to tackling gender imbalance, working with partners, young people and employers to overcome the many significant and persistent systemic and cultural challenges. This includes 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 is working with partners like SmartSTEMs 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, making these resources available to schools, parents and employers. To encourage applications to gender-dominated courses, we will pay particular attention to engineering, computing, and early education and childcare school-college courses. 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 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, which links female STEM students on courses across all of our campuses with each other, with students in other colleges and universities, and with employers.

ESOL and Gaelic

We will work with the three local authorities to plan ESOL provision in 2018-19 based on the mainstreaming of funding that was previously available for additional activity across CPPs. The College will build on the introduction this year of ESOL qualifications as part of school-college partnerships with local authorities. We will continue to facilitate joint training days, forums which brings all ESOL practitioners together to share good practice, and celebrations of success of ESOL students.

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 over-24 year olds

Following guidance from the Minister for Further and Higher Education and Science, the College will intensify efforts to encourage people over the age of 24 to embark on courses, through employability courses for those who have been out of work or education for a number of years, upskilling courses for those seeking to progress in employment, and retraining opportunities for those seeking to change career. While we anticipate some challenges with how student support funding is currently structured in relation to the benefits system, we will work hard to ensure these students have appropriate financial support to enable them to sustain their learning.

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.

In partnership with the local Department of Work and Pensions, 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. It will be critical that such courses are not impacted negatively by the introduction of Universal Credit in our communities.

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. 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 requirements of our students.

It is not yet clear how decisions taken following recommendations made in the national review of student funding report, [A New Social Contract for Students](#), will impact on the College or our students.

How Good is our College

Quality enhancement and continuous improvement will underpin everything that the College aims to achieve in the period covered by this Outcome Agreement. Our priorities for improvement are set out in our [Enhancement Plan for 2017-18](#). We have set ambitious targets for improvement in KPIs over the next three years, building on very good improvement in 2016-17. To help meet these stretching targets the main focus in our Enhancement Plan is as follows:

- We will implement a new curriculum delivery model for full-time FE courses in 2018-19 and evaluate changes made through the introduction of a weekly Personal Development session for all full-time FE students in 2017-18
- We will initiate an in-depth review of HE full-time delivery, focusing in the first instance on curriculum areas at greatest risk of lower student success
- Improving outcomes of part-time FE students, in particular those participating on school-college programmes.

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 June. This will enable us to complete the curriculum development planning cycle earlier.

OUTCOME 2 - OUTSTANDING SYSTEM OF LEARNING

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

Improving Student Outcomes

During 2016-17 the College made very good progress on SFC priorities of improving student outcomes. Outcomes for FE full-time (FEFT) students increased by 5.7 percentage points from 61.2% to 66.9% (the most improved in the sector) which placed the College above the sector average (65.3%) for the first time since merger.

Outcomes for HE full-time (HEFT) students also showed strong improvement of 4.9 percentage points over the year, increasing from 63.1% to 66.0%, and we were one of only five colleges which improved over the year. However, HEFT performance remains below the sector average and addressing this will be a key focus for improvement over the next three years in a number of curriculum areas.

Enhanced and coherent cross-college efforts by curriculum and service staff to improve student outcomes for key groups identified by SFC have resulted in very good progress in a range of areas. For example, outcomes for students on FE and HE full-time students residing in SIMD10 datazones have improved at a greater rate than the College average, by 9.4 and 8.5 percentage points respectively. Effective and proactive support led to successful outcomes for care experienced students which exceeded SFC's national ambition targets for 2016-17 by over five percentage points to 63% for FEFT, and over eleven percentage points to 71% for HEFT.

Significant emphasis has been placed on reducing withdrawals and improving partial success for all students on full-time courses. Both measures have shown good progress, resulting in overall withdrawals improving by 5.5 percentage points and partial success by two percentage points over three years. This continues to be a critical area for improvement during 2018-19 to ensure the College can meet SFC's stretching targets for full-time student success.

FE part-time successful completion rates have declined over three years, primarily due to the performance of school-college courses. In 2018-19, we will work with local authorities, schools and the new South West Educational Improvement Collaborative to develop a coherent focus on raising attainment, closing the attainment gap and improving outcomes for school pupils studying part-time qualifications at College. Education Scotland will be engaged in this process through a series of lesson observations to review the quality of learning and teaching on school-college courses.

Articulation

In 2018-19, the College will intensify its focus on making progress on the recommendations of the Commission on Widening Access report, *Blueprint for Success*. Typically, thirty percent of school leavers in Ayrshire who move onto HE study do so through HNC/D courses at College. Given the significantly higher proportion of school leavers in East and North Ayrshire who move onto FE courses, progression from FE will remain an important access route to higher education for

many young people. The College will work with schools across Ayrshire, including those involved in the Schools for Higher Education Programme (SHEP), to promote awareness of the various college routes to higher education, and the College's Involvement in the FOCUS West Management Board from summer 2018 will be beneficial.

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 move directly into second or third year of a degree programme. However, the other half start in year one and duplicate much of their learning. The SFC target for all colleges that 60% of HN entrants to university should articulate with advanced standing per year by 2019-20, rising to 75% by 2025-26, is very ambitious and potentially unrealistic given historic trends. Making progress is only possible with firmer commitments from universities to extend and formalise arrangements with colleges to properly apply the principles of the Scottish Credit and Qualifications Framework (SCQF) to eliminate unnecessary, costly and demotivating duplication of learning.

The College has articulation agreements in place with a number of universities, including those closest geographically to our students, UWS, Glasgow Caledonian University and the University of Strathclyde. In 2018-19, we will continue to secure further agreements with universities, for example by progressing recent positive discussion with Napier University, to expand opportunities for students seeking to articulate to degree programmes.

We will build on our excellent progression arrangements with the Open University by seeking to increase articulation to the campus-based level 3 Social Science (Hons) degree, widening access to degree provision by introducing a campus-based level 2 Social Science OU course for HNC students to gain direct entry, and developing 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.

Our provision of Scottish Widening Access Programmes (SWAP) has increased for 2018-19 with the introduction of *Access to Social Work* at SCQF Level 6. This has been designed for adult returners who have no qualifications and/or have been out of education for more than five years. It will provide direct access to a range of degree programmes at a number of universities across Scotland.

Demand-led curriculum

The College will continue to respond to the skills needs of the labour market in the region, expressed in the *Regional Skills Assessment* (for example, which forecasts employment growth in the construction and care sectors over the next decade, and through major economic developments such as the Ayrshire Growth Deal and the HALO development.

Our engagement with employers on the *Flexible Workforce Development Fund* this year has highlighted a particular need for provision to develop supervisory and middle management skills of existing employees across a range of sectors. The College will respond by delivering courses through the fund. The need for

management and leadership skills in the early years and childcare sector is being addressed through strategic discussions and action between the College, local authorities and universities.

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 our industry sector employer skills forums, and create new forums, eg Digital Skills Employer Forum. 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 and sustained positive destinations. Our innovative work on using predictive analytics to improve student retention has attracted interest across the sector, with a number of colleges seeking to adopt our approach.

OUTCOME 3 – A MORE SUCCESSFUL ECONOMY AND SOCIETY

A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference

One of the College's three strategic goals is to develop people and communities, and support inclusive growth, through high quality learning and skills. This goal is supportive of the SFC outcome for a more successful economy and society.

Responding to labour market needs

We will continue to meet the skills requirements of companies which expand, are created in, or are attracted to Ayrshire. In particular, the College will work with employers to ensure that our course provision addresses current and emerging skills needs. How we do that is expressed in our [Making Your Business Our Business](#) employer engagement strategy, which will be refreshed in 2018-19.

The College will continue to help secure inward investment opportunities through our relationships with Scottish Enterprise, Scottish Development International, Skills Development Scotland and local authority economic development teams. We will form part of regional task forces, providing potential investors with confidence that the education and skills system has the capacity, flexibility and desire to meet their current and future needs.

Recent developments from the Scottish and UK governments mean that the Ayrshire Growth Deal (AGD) is now entering a period of development leading to implementation. Associated projects such as the Spaceport, innovation centres in advanced manufacturing and life sciences, and coastal regeneration will transfer the regional economy over time. In 2018-19, the College will continue to work with the AGD team, local authority economic development teams, the emerging regional economic development pilot and local industry to support this activity and maximise the benefits of the developments for Ayrshire's communities. Current and future skills needs will be defined and developed as these projects and discussions evolve. The College is working in partnership with Skills Development Scotland on addressing these skills needs.

Community Planning Partnerships

The College is an important partner in the three Community Planning Partnerships (CPPs) in Ayrshire, with the Chair, Principal, Vice Principals and other senior managers involved at a strategic level in all CPP boards and relevant committees. As well as helping to meet the targets on education, skills and employment set out in the three single outcome agreements, the College contributes to meeting outcomes on making Ayrshire healthier and safer, building resilient communities and tackling inequalities.

Focus on STEM

We will intensify our focus on STEM to address the ambitions set out in the government's *Science, Technology, Engineering and Maths Education and Training Strategy*. To assist with this, the College has established a regional STEM strategy group comprising the three local authorities and the DYW regional group. After

achieving the rigorous STEM Assured accreditation in 2017, we will ensure that the College retains that certification and continues to be recognised as a provider of high quality training aligned with current and future industry demand. In 2018-19, we will develop a STEM skills strategy.

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, the College will continue to support employers in the industry by ensuring there is an adequate pool of skilled people to meet their business needs.

Following the creation of our industry standard composites centre on our Ayr Campus, we will continue to be the 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 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 required for this venture and provide the support required to maximise the opportunity for success.

Fabrication and Welding pathways account for around 22% of the engineering Modern Apprenticeships offered by the College. The College is the first in Scotland to be certified as an examination and test centre by The Welding Institute (TWI), which is the world's largest provider of training in non-destructive testing, welding, welding inspection and a host of allied disciplines. Training with the College and TWI will lead to internationally recognised qualifications, delivering tangible benefits to individuals and businesses. We offer courses and examinations designed to service all key industry sectors including oil and gas, aerospace, construction, power (nuclear, fossil, renewables), automotive, rail, marine, manufacturing.

Life science is identified as one of the Scottish Government's growth sectors and is a central aspect of the Ayrshire Growth Deal. The College will work with employers such as GSK and partners to identify skills requirements and proactively address these needs.

We will continue to work in partnership with the Energy Skills Partnership to ensure we meet the skills demands of employers in sectors such as macro and micro renewables, construction and transport. This partnership ensures a consistency in approach, as well as providing access to industry-standard resources and industry 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. 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.

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.

We will continue to host Mission Discovery each year, a week-long space education programme run by NASA officials for 200 senior phase pupils. The week also includes a full-day workshop for S1-S3 pupils, a conference aimed at young women, and a large public event to encourage as many people as possible to aim for careers in STEM areas. We will continue to encourage HNC and HND students to act as STEM ambassadors in activities with school pupils.

Through our *This Ayrshire Girl Can* campaign, we will continue to run three large one-day *Girls in STEM* workshops, each attracting in the region of 200 P7 to S2 female pupils. We will continue to promote female role models through video case studies featuring female apprentices such as Woodward, Spirit Aerosystems, Prestwick Aircraft Maintenance Ltd, Hyspec Engineering and GSK, and encourage the use of these films in schools to encourage girls to think differently about careers in engineering.

The College will continue to support *Ayrshire Connects*, our mentoring network for female STEM students to connect with each other across courses and campuses, with female STEM students in other colleges and universities, and with women in the industries they aspire to work in. As well as arranging visits for students to companies and regular events at which senior women in sectors like engineering offer advice on securing and sustaining careers in male-dominated industries, we will continue to hold an annual conference with international speakers at which local companies mentor the girls and women who attend.

Digital ambitions in Ayrshire

Developments in digital technology will affect all sectors of the economy, requiring employers and employees to adapt how they work. New job 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.

The College will work closely with industry, identifying and planning for future skills demand and supporting early adoption of new technology. Our partnership with the HALO (Kilmarnock) Development will be a major catalyst for this activity in 2018-19 and will contribute to refining our contribution to the digital aspects of the Ayrshire Growth Deal.

The College will publish a Digital Skills Strategy in 2018 with an ambition to deliver a learning culture that fully embraces the digital age, producing confident digital citizens and digital creators through innovative learning programmes. Core to the strategy will be the *Digital Life Wheel*, a set of values to support living and working in today's digital world. We will develop an online course to ensure that our students become confident digital citizens by applying these values. This *Digital Life Wheel* toolkit offers a real opportunity that can be extended to our school partners and communities, supporting the Ayrshire Growth Deal's *Connected Classroom* project.

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. The jobs

available 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 successful Coderdojo Ayrshire computing coding clubs have introduced over a thousand primary and secondary age school pupils to programming and developing apps, and we will continue to offer these throughout 2018-19 to build a pipeline of young people studying digital skills. Following two successful *This Ayrshire Girl Can* events, run in partnership with SmartSTEMs, which introduced over 500 first and second year secondary school girls to STEM, we will continue to roll these events out on an annual basis.

Early Years and Childcare

In 2017-18, the College intensified its support for the expansion programme and addressed the actions set out in the *Skills Investment Plan for Scotland's early learning and childcare sector* by increasing provision of early years courses in schools, evening classes, and full and part-time courses. For example, we increased HNC Childhood Practice activity by 32% on the previous year.

Excellent partnerships with the three local authorities have resulted in proactive planning to support the upskilling of the existing workforce, the training of career changers and new entrants to the sector. In partnership with the 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 sector is working with partners to expand opportunities for training existing and new staff. To attract more males into early years, the College developed a six-week full-time skills academy programme for male career changers. We will pilot an *Access to Childhood Practice* (SWAP SCQF level 6) for adult returners in 2018-19, which will provide an alternative pathway to HNC Childhood Practice for adults with no qualifications or who have been out of education for more than five years.

In partnership with UWS, the College has produced a leadership qualification pathway for aspiring leaders who wish to progress from a practitioner to a senior position, and from seniors to a head of centre position. We work closely with university partners to ensure a smooth transition from HNC and HND Childhood Practice to years two and three of BA Childhood Studies.

Responding to requests from local authorities, the College delivers tailored CPD sessions on reflective practice and leadership skills through our evening class provision. We also developed an efficient fast-track delivery model for HNC Childhood Practice, which has been very popular as an evening class with childminders wishing to upskill in response to the government's expansion programme.

In 2017-18, the College supported the redeployment process of 24 classroom assistants in North Ayrshire to become trainee early years practitioners by undertaking the HNC Childhood Practice/HNC Additional Support Needs qualifications on a full-time basis. This approach will continue in 2018-19 and will be available to all North Ayrshire Council employees.

The College has planned to continue this intensification in 2018-19, with ambitious plans to deliver 4,156 HNC Childhood Practice credits which is based on needs identified by our partners. However, the 5,489 credits for HNC Childhood Practice ring-fenced by SFC in 2018-19 is considerably more than our planned growth.

An important factor that has influenced our plans for growth in 2018-19 is that many students applying for the HNC Childhood Practice do not have the relevant sector experience for direct entry. The College is overcoming this problem by intensifying growth in the number of places at NC level by 30% in 2018-19, which will lead to an increase in suitable applicants for HNC in future years. A further factor is the need to establish higher volumes of suitable high quality placements, which are essential for the qualification. Work is ongoing with partners to investigate alternative placement models for the future.

Senior Phase Vocational Pathways

Building on good progress already made, we will continue to develop a coherent, strategic approach to promote school-college courses. In 2018-19, the College will continue to engage in the new South West Educational Improvement Collaborative and with headteachers in Ayrshire's 26 secondary schools to strategically design and plan senior phase vocational pathways.

An important component of these industry sector pathways is our foundation apprenticeship offer. In 2018-19, we will offer seven cohorts of foundation apprenticeships including the five discrete frameworks of Engineering, IT: Software Development, Social Services (Children and Young People), IT: Hardware Support, and Civil Engineering. We will work with the DYW regional group to source appropriate work placements for our foundation apprentices.

In agreement with local authorities and schools, the College has established a more efficient, stable and financially viable model for growing provision year on year. 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. Collaborative working with individual schools is continuing, with the introduction of joint delivery of Skills for Work Early Education and Childcare with Greenwood Academy. We hope to roll out this innovative practice in future years to help meet labour market needs.

We will extend vocational pathways from senior phase into broad general education with the introduction of short vocational courses for S3 pupils in 2018-19, which will help them make informed option choices in the senior phase. Vocational areas for 2018-19 include construction, digital, professional cookery, and hair and beauty with the intention to extend the number of areas the following year.

Importantly, we will continue to play a proactive role in the strategic and operational groups of the DYW Ayrshire regional group, in particular to enhance the College's

engagement with employers to support the work experience requirements of school-college courses like foundation apprenticeships as well as full-time courses.

Supporting the apprenticeship family

We will continue to promote foundation apprenticeships (FAs) as a high quality vocational offer for senior phase pupils. In addition to the three discrete FAs offered in 2017-18 (5 cohorts), the College has offered a further two FA frameworks for 2018-19. While some of these so far have not generated the numbers required for delivery, we will continue to work with partners to fill these places.

The College works well with employers across the region to support a range of models to deliver Modern Apprenticeships (MAs) and at any time we have over 900 apprentices in training. In 2018-19, we will intensify our efforts 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 in Ayrshire - primarily engineering, construction, care and hospitality.

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 industry sector bodies such as CITB, SNIPEF and SECTT, as well as local authorities.

We will seek to work with university partners on the development of graduate level apprenticeships.

Work placements

The College aims to ensure that all full-time students undertake work placements, volunteering opportunities or live project briefs to help them become work-ready when they complete their course. Work placements in curriculum areas such as care and early years are built into the course. All full-time sports students participate throughout the year in volunteering projects with, for example, Active Schools and Ayrshire Sportsability. Excellent relationships with the construction sector in Ayrshire leads to a large number of work experience opportunities for trades students.

The College works with the DYW Ayrshire regional group and industry organisations such as the Ayrshire Engineering Alliance to secure work placements for our foundation apprentices. In 2018-19, we will seek further support from the DYW group to identify work experience opportunities for more students.

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 requires targeted provision to develop the skills of current employees to help boost the productivity of businesses.

Feedback from businesses and stakeholders in the region has identified, for example, a need for general skills development in management and business improvement techniques, and specific training for the hospitality sector. The College will continue to develop our portfolio of training courses in these areas, ensuring that provision is widely accessible by industry. We will intensify our 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.

Flexible Workforce Development Fund

The College will continue to develop training through Flexible Workforce Development Fund through a suite of courses that meet the needs of Ayrshire businesses. Despite the short notice prior to commencement of the fund in 2017-18, the College has generated considerable interest from relevant employers. Our initial response has been to provide generic skills development such as management and digital to support immediate business needs. In 2018-19, we will develop the training provision on offer to higher levels, alongside courses that are more bespoke to individual business needs.

Industry partnerships

We will continue to offer bespoke training solutions for our business partners, delivered flexibly and accessing a range of support mechanisms and funding streams to meet the needs of industry. Bespoke provision will include innovative partnerships with industry, such as that currently underway with Spirit Aerosystems.

In 2017-18, the College entered a new partnership with Spirit to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme we already provide the company. The new technical training is being delivered by a dedicated vocational trainer employed by the College, who will provide accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site. Our trainer will upskill new recruits to the business to ensure they are compliant with the technology and culture that the company requires. As new technology and processes are introduced the training provision will change accordingly, with the benefit of feeding this valuable information back into our curriculum design process.

Demand-led curriculum

We will continue to use our Industry Skills Forums to develop and validate our curriculum offer to ensure it responds to industry sector needs. Previously established forums in aerospace, engineering, science, digital, and health & social care will be continued and expanded. Other groups will be introduced. Externally established groups including Prestwick Aerospace Group and the Ayrshire Engineering Alliance, as well as our partnership with the Hospitality Industry Trust Scotland, will be also used to provide this function.

Cyber resilience

The College has taken action to meet government requirements for the public sector in Scotland to meet a minimum standard of cyber resilience. The ICT Services team aims to complete plans by October 2018.

Work is underway between the College and HALO (Kilmarnock) Development, the Scottish Centre for Business Resilience and universities to establish a high-end cyber security and digital innovation centre of excellence. Students and staff are

engaged in early design concepts of the digital centre and the accompanying skills offer.

OUTCOME 4 - HIGH-PERFORMING, SUSTAINABLE INSTITUTION

A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements

The College's strategic goal to be a high-performing, sustainable college recognised for excellence and integrity underpins our commitment to the corresponding SFC outcome.

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 undertook an externally led review of the effectiveness of the Board's governance. The conclusion of the review was that the College complies fully with the Code of Good Governance for Scotland's Colleges.

The College has a sector leading approach to risk management. Risk Management practices and engagement by board members are well embedded in each committee, which takes lead responsibility for the management of strategic risks within their terms of reference. Ultimately, these risks are collated and presented to the Audit Committee and to the Board of Management for approval at the end of each meeting cycle.

Institutional Financial Health and Sustainability

Institutional financial health and sustainability remains a challenge for the College and the wider sector. This area is a key strategic priority for the Executive Management Team and the Board of Management. We have implemented, through SFC, the Audit Scotland recommendation for all colleges to conduct medium term financial planning. The College submitted a final Financial Forecast Return (FFR) for a five-year period to 2021-22 on 3 October 2017. We understand that SFC will request an updated FFR in the coming months and the College will use this information to plan for this period which, although uncertain, will provide a five-year baseline financial plan.

We will continue to explore opportunities to increase efficiencies across curriculum and service areas. Our recent *Institutional Efficiency* return to SFC for 2016-17 identified that we had delivered efficiency savings of £1.356 million.

The College is currently working through its budget processes and timetable for 2018-19. A significant challenge already identified is the annual cost of living awards. The College has calculated the overall costs of the three-year offer made to and rejected by EIS-FELA. The structure of the offer and its link to the current migration to national salary scales has placed a significant financial burden on the College. SFC colleagues who have validated the cost of living offer have recognised this, and Ayrshire was one of four regions specifically mentioned in their commentary. In addition, due to the change to public sector pay policy, service staff unions have indicated that the cost of living expectations from their members have significantly increased. Job evaluation processes and costs remain unknown at this stage, however this has the potential to significantly impact the College's financial position and future service delivery.

The Board took comfort by the letter received in March 2018 from the Deputy First Minister, which outlined that additional funding would be made available for 2018-19 to provide part support for the principal and interest payments for our PFI campus in Kilwinning. Although the letter stated that Ayrshire is in a “unique position in the sector in carrying such a financial burden”, SFC has recently confirmed that specific funding to support the PFI payments will not be available from 2019-20 onwards. The College Executive Management Team and Finance staff will work collaboratively with SFC during 2018 to achieve institutional sustainability beyond 2018-19. We will quantify and agree the financial support package required from SFC to allow the College to make sufficient annual savings to fund the PFI contract costs over the remaining years of the contract.

Inspiring learning spaces

In 2018-19, it will again be a priority that students on all campuses have access to high quality learning spaces. We will continue to improve student facilities in our Ayr and Kilwinning campuses and in our co-located Skills Centre for Excellence at Irvine Royal Academy. We will continue to ensure that the high standards at Kilmarnock Campus are maintained.

For 2019-20, it will be a priority to relocate our current STEM provision in North Ayrshire from a leased industrial unit in the Nethermains industrial estate to a modern fit for purpose facility located at our Kilwinning campus. Positive discussions are continuing with North Ayrshire Council and the SFC on financial strategies to achieve this aim.

Further to the completion of a major programme of works (£1.6m) in summer 2017 to create new and upgraded learning spaces and facilities within our Hospitality curriculum area, the College has secured new funding from the Ayrshire College Foundation (ACF) to enable further significant improvements to be made within the Ayr Campus in 2018. The improvements planned include redeveloping the first floor of the Dam Park Building to provide a new Health and Social Care curriculum suite, relocating the HIVE, Supported Learning and Essential Skills areas to the ground floor of the Riverside building, and installing a new kitchen for Supported Learning and HIVE students. A new Supported Learning kitchen is also planned for Kilwinning Campus in 2018.

The College and the ACF will continue to jointly fund year two of a three-year investment plan totalling £1.5m that will significantly improve student ICT resources within learning spaces. As planned, the vast majority of the investment will be targeted at our Ayr and Kilwinning campuses. The ACF will provide £250,000 of funding per year which the College will match each year from its annual SFC capital grant. This three-year ICT plan includes the roll out to all other campuses of our innovative Citrix solution, which was installed as part of the development of the new campus in Kilmarnock. At the end of the three-year period, students across Ayrshire will benefit from the resources provided to them by using Citrix, and over 2,000 end user devices will fully support the students’ learning experience.

Climate change

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.

The College aims to continue to reduce the consumption of packaging (particularly plastics), water, waste and energy. The College catering service has eliminated the use of plastic straws and cutlery and invested in new crockery and vegeware – which is compostable. A number of measures on waste water reduction have been implemented across the College. All food waste is segregated 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. We will continue to use biodegradable towels in our Hair and Beauty curriculum and in 2018-19 we will develop innovative ways to dispose of these waste streams. We plan to acquire two hot bins to compost catering waste which can then be used by our horticulture and landscaping students.

We will move to the use of recycled paper in copiers and restrict the number of copies which staff and students are able to print by continuing to encourage greater use of our virtual learning environment, Moodle.

On energy consumption, we are continuing to roll out an LED lighting replacement programme on the Ayr and Kilwinning campuses. Motion and timed lighting are in place in the Kilmarnock Campus and our supplier uses sustainable energy sources. In Kilmarnock, approximately 70% of space and water heating is provided by a biomass boiler and our target is to continue to optimise the use of biomass instead of fossil fuels. The building achieved BREEAM Outstanding status during its design and construction phase and we continue to work to maintain that status during the operational phase. The introduction of increased insulation in the 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.

A cross-college Sustainability Group meets regularly to help keep sustainability a priority, and the Estates Team scope planned and preventative maintenance to incorporate sustainable efficiencies utilising the WRAP Facilities Management Procurement Toolkit, including for SFC-funded backlog maintenance work at the Ayr campus.

Where possible, food miles are kept to minimum and foodstuffs are mostly procured through The University Caterers Organisation (TUCO). Local produce is used where possible in order to keep supply chains sustainable.

We have introduced a chemical-free cleaning system on the Kilmarnock campus, which creates a multi-purpose cleaning solution and a disinfectant/sanitiser using just water and salt. Following its success at Kilmarnock, this system will be introduced at Ayr from summer 2018.

Sustainable travel is heavily promoted by the College and we have a Green Travel Plan. We will continue to encourage staff and students to use this when making travel choices. Car charging points are available on each campus, and staff are encouraged to car share to reduce pollution and parking pressures. In 2018, the College introduced the Cycle to Work Scheme to enable employees to purchase a bicycle and changing facilities are available for cyclists.

Equality outcomes

Central to everything we do is our ethos of providing opportunities for all, expressed in our [Equality Outcomes 2017-2021 Report](#) and [Equality Outcomes Action Plan](#). A

set of four regional Equality Outcomes and associated shared actions have been agreed and the College is working with community planning partners to deliver on the following pan-Ayrshire equality outcomes:

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.

Our *Values, Inclusion, Equality and Wellbeing Steering Group* will continue to support the ongoing implementation of the our [Equality Outcomes Action Plan](#). 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.

Equally Safe

The College embraces our wider commitment to gender equality, particularly in reference to gender-based violence and transgender identities. We recognise that there are many contributing, interlinked facets of gender inequality and we will seek to develop further an approach which addresses these.

The College's strategic commitment to tackling gender-based violence is most evident in its Equality Outcomes 2017-2021 which includes a commitment to develop and deliver an *Equally Safe* plan, as well as continue to work with our local partners to prevent and end violence against women and girls.

We are developing our *Equally Safe* plan using the four priorities identified by the Scottish Government to prevent and end violence against women and girls. To support this development, a mapping exercise through the Safeguarding Committee is currently underway. Following on from the Scottish Government strategy, *Equally Safe*, an *Equally Safe in Ayrshire* partnership was established last year. This partnership seeks to support collaborative working across each of the local Violence against Women partnerships in Ayrshire. The College is represented in each of these partnerships and in the *Equally Safe* partnership, which means we are able to inform and contribute to local *Equally Safe* plans in the region.

Our Principal has joined the *Equally Safe in Further and Higher Education Working Group* as a representative from the college sector. The group will be looking at implementing the *Equally Safe* strategy in relation to gender-based violence in colleges and universities, and will be working closely with the *Equally Safe in Higher Education* project at the University of Strathclyde to contextualise the project toolkit for the college sector.

Workforce Plan

A highly skilled and motivated workforce is critical to the College delivering high quality learning and teaching experiences, and supporting the communities of Ayrshire. The workforce plan sets out the College's ambitions and the likely key challenges over the next five years. The challenges are based on current

assumptions, however it is recognised that these will change and that additional or different challenges will emerge.

The strategic workforce plan has been developed at a time when the college sector is implementing national bargaining for staff. While the full impacts of national bargaining are currently unclear, the workforce plan will be updated and revised as the outcomes from national bargaining, and the implications for the management of staff contracts and the workforce, continue to evolve.

OUTCOME 5 - INNOVATION

Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

One of the College's three strategic goals is to be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive. This goal supports the SFC's outcome on innovation.

Supporting innovative developments in Ayrshire's economy

The HALO (Kilmarnock) Development is an imaginative, innovative and inspirational regeneration initiative to revitalise Kilmarnock and the wider Ayrshire region. It is a multi-faceted regeneration of a 28-acre site which will generate 1,500 jobs. The college has signed a Memorandum of Understanding with HALO and is working collaboratively on a range of innovative, strategic projects.

Part of the development will be an innovative early years centre, incorporating outdoor space and the innovative application of digital technology. The College is working with HALO to design this innovative learning space and HNC students will work on projects to present design concepts. The new centre will provide excellent work placement opportunities for early years and childcare students.

Construction students are already engaging in the development of the site and in 2018-19 they will have the opportunity to develop a business case for dedicated plots on the site, for example to build a house using the latest business modelling techniques, and apply the latest digital technologies in a house of the future.

Encouraging and supporting innovation

The aim of Scotland's Innovation Centres 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 with Innovation Centres such as The Data Lab and the Industrial Biotechnology Innovation Centre, the College 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.

Building on the success of our inaugural *Ayrshire Bytes* digital conference, designed in partnership with The Data Lab Innovation Centre, we will host a bi-annual digital conference with the dual purpose of equipping businesses and our computing students and staff with knowledge on the emerging technologies that are impacting on the wider economy.

College Innovation Fund

As part of the College Innovation Fund, we will participate in the *FUTUREquipped Colleges and Innovation Centres* pilot project. This project will help develop the future skills required to meet greater levels of automation and digitisation in the delivery of new housing and the integration of digital health and care technology into homes.

Innovation Vouchers

Industry research and development and associated innovation in Ayrshire lags behind Scotland and subsequently the region has a characteristic of low GVA and low productivity. To help promote innovation in our small to medium business base, the College will begin using innovation vouchers in partnership with industry. As we are a market leader in the area of composite materials skills development, the initial focus of innovation voucher investigations will be on this.

Innovation in the delivery of learning and in services to support learning

Throughout 2018-19, we will intensify our efforts on innovation to enhance the student experience. This will include holding a Festival of Learning for all staff which will focus on digital innovation across service and curriculum areas. We will continue to enable staff to share good practice in learning and teaching through sharing sessions and TeachMeets.

Supported by funding from the Ayrshire College Foundation of £250,000 over three years, the college introduced the *Innovating for Learning Fund* in 2017 to support creativity and improvement in curriculum and service design, content and delivery. Grants will continue to be available to teams in 2018-19 to support new approaches to learning, teaching and assessment. Projects will be evaluated as part of our self – evaluation process.

We will continue with our innovative work using predictive analytics to improve student retention and attainment, including working with other colleges to share our learning and learn from theirs.

Using Technology to Enhance Learning

Committed to high quality learning and student experiences, and to support the introduction of directed study in all full-time FE courses in 2018-19, there will be a significant effort in all curriculum areas to develop further learning materials for our virtual learning platform, Moodle. In partnership with curriculum and quality enhancement teams, our learning technologists 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.

Supporting Student Enterprise

Small and micro-sized business form the vast majority of the business base of Ayrshire with the Regional Skills Assessment for the region illustrating that 88% of businesses regionally and nationally have fewer than ten employees. Business start-up and survival rates in Ayrshire are below that of Scotland.

Over the next three years, in collaboration with a range of partners, we will offer a coherent, coordinated programme of enterprise support to students. *Enterprising Students* is the college's strategy to inspire greater numbers of business births from our student population and support these businesses to achieve sustainability and

growth. We will launch *Enterprising Students* in 2018-19 and it will support students by:

- Enhancing our very productive relationship with Bridge 2 Business
- Introducing a fund to enable the development of student business plans and prototypes
- Developing our partnerships with external agencies such as Business Gateway and The Prince's Trust.

AYRSHIRE COLLEGE – NATIONAL MEASURES

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
1(a)* The volume of Credits delivered	125,749	124,958	124,958	124,958
The volume of Credits delivered (core)				
Core Credits target (region)		124,086	124,086	124,086
% towards core Credits target (region)				
The volume of Credits delivered (ESF)				
The volume of Credits delivered (core + ESF)	125,749			
1(b)(i) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24				
Volume of Credits delivered to learners aged 16-19	62,606	61,229	60,605	59,980
Proportion of Credits delivered to learners aged 16-19	49.8%	49%	48.5%	48%
Volume of Credits delivered to learners aged 20-24	26,826	26,241	25,616	24,992
Proportion of Credits delivered to learners aged 20-24	21.3%	21%	20.5%	20%
1(b)(i) Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24				
Volume of Credits delivered to full-time learners	100,210	96,286	96,000	95,750
Volume of Credits delivered to full-time learners aged 16-19	50,614	62,479	61,854	61,229
Proportion of Credits delivered to full-time learners aged 16-19	50.5%	50%	49.5%	49%
Volume of Credits delivered to full-time learners aged 20-24	21,746	26,866	26,491	26,241
Proportion of Credits delivered to full-time learners aged 20-24	21.7%	21.5%	21.2%	21%
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	27,039	27,491	28,116	28,740
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	21.5%	22%	22.5%	23%
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
Gender -				
Volume of Credits delivered to Male learners	59,670	59,605	59,980	60,230
Proportion of Credits delivered to Male learners	47.5%	47.7%	48%	48.2%
Volume of Credits delivered to Female learners	65,912	65,103	64,603	64,978
Proportion of Credits delivered to Female learners	52.4%	52.1%	51.7%	52%
Volume of Credits delivered to Other learners	77	250	312	375
Proportion of Credits delivered to Other learners	0.06%	0.20%	0.25%	0.30%
Ethnicity -				
Volume of Credits delivered to BME learners	1,921	1,874	1,874	1,874
Proportion of Credits delivered to BME learners	1.5%	1.5%	1.5%	1.5%
Disability -				
Volume of Credits delivered to students with a known disability	29,611	29,990	30,615	31,240
Proportion of Credits delivered to students with a known disability	23.5%	24%	24.5%	25%
Care Experience -				
Volume of Credits delivered to students with Care Experience	2,614	3,749	3,874	3,999
Proportion of Credits delivered to students with Care Experience	2.1%	3.0%	3.1%	3.2%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	314	340	360	380
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	1,467	1,749	1,874	2,499
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.2%	1.4%	1.5%	2.0%

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
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	5,871	4,374	4,998	5,623
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.7%	3.5%	4.0%	4.5%
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	36,605	38,452	39,317	40,201
Volume of Credits delivered at HE level to learners from SHEP schools	3,869	4,384	4,875	5,186
Proportion of Credits delivered at HE level to learners from SHEP schools	10.6%	11.4%	12.4%	12.9%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Volume of Credits delivered to learners enrolled on STEM courses	27,358	37,487	38,737	39,987
Proportion of Credits delivered to learners enrolled on STEM courses	21.8%	30.0%	31.0%	32.0%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The number of FT FE enrolled students achieving a recognised qualification	2,637	2800	3001	3150
The total number of FT FE enrolled students	3,952	4,000	4,100	4,200
The percentage of FT FE enrolled students achieving a recognised qualification	66.7%	70%	73.2%	75%
The number of PT FE enrolled students achieving a recognised qualification	3,323	3,577	3,750	3,927
The total number of PT FE enrolled students	4,812	4,900	5,000	5,100
The percentage of PT FE enrolled students achieving a recognised qualification	69.1%	73%	75%	77%
The number of FT HE enrolled students achieving a recognised qualification	1,665	1575	1668	1763
The total number of FT HE enrolled students	2,436	2,250	2,300	2,350

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The percentage of FT HE enrolled students achieving a recognised qualification	68.3%	70%	72.5%	75%
The number of PT HE enrolled students achieving a recognised qualification	493	600	697	840
The total number of PT HE enrolled students	632	750	850	1,000
The percentage of PT HE enrolled students achieving a recognised qualification	78.0%	80%	82%	84%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The number of MD10 FT FE enrolled students achieving a recognised qualification	614	581	621	657
The total number of MD10 FT FE enrolled students	969	880	923	966
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	63.4%	66.0%	67.3%	68%
The number of MD10 PT FE enrolled students achieving a recognised qualification	734	635	675	716
The total number of MD10 PT FE enrolled students	1,054	870	900	930
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	69.6%	73%	75%	77%
The number of MD10 FT HE enrolled students achieving a recognised qualification	277	271	288	307
The total number of MD10 FT HE enrolled students	437	417	437	458
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	63.4%	65%	66%	67%
The number of MD10 PT HE enrolled students achieving a recognised qualification	57	65	70	75
The total number of MD10 PT HE enrolled students	71	80	85	90
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	80.3%	81%	82%	83%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The number of senior phase FT FE pupils achieving a vocational qualification	18	9	12	16
The total number of senior phase FT FE pupils	34	14	18	22
The percentage of senior phase FT FE pupils achieving a vocational qualification	52.9%	64%	67%	73%
The number of senior phase PT FE pupils achieving a vocational qualification	127	252	273	299
The total number of senior phase PT FE pupils	221	370	390	410
The percentage of senior phase PT FE pupils achieving a vocational qualification	57.5%	68%	70%	73%
The number of senior phase FT HE pupils achieving a vocational qualification	-	5	7	9
The total number of senior phase FT HE pupils	-	8	10	12
The percentage of senior phase FT HE pupils achieving a vocational qualification	-	63%	70%	75%
The number of senior phase PT HE pupils achieving a vocational qualification	-	11	15	20
The total number of senior phase PT HE pupils	-	15	20	25
The percentage of senior phase PT HE pupils achieving a vocational qualification	-	73%	75%	80%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The number of CE FT FE enrolled students achieving a recognised qualification	79	102	112	122
The total number of CE FT FE enrolled students	128	160	170	180
The percentage of CE FT FE enrolled students achieving a recognised qualification	61.7%	64%	66%	68%
The number of CE FT HE enrolled students achieving a recognised qualification	5	28	36	41
The total number of CE FT HE enrolled students	7	39	49	55

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The percentage of CE FT HE enrolled students achieving a recognised qualification	71.4%	72%	73%	75%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,420	1,470	1,523	1,545
The total number of FT FE enrolled students aged 16-19	2,225	2,100	2,080	2,060
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	63.8%	70%	73.2%	75.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	280	300	310	320
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Total number of full-time learners	6,388	6,250	6,400	6,550
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	1,577	1900	1950	2000
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	25%	30%	30%	31%
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	750	775	800
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	366	380	400	420
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	49.7%	51%	52%	53%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
Response rate		95%	95%	95%
The total number of full-time FE college qualifiers (confirmed destinations)	2,936	2900	3000	3100
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,861	2750	2875	3000
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.4%	95%	96%	97%

OA National Measure	2016-17	Target 2018-19	Target 2019-20	Target 2020-21
The total number of full-time HE college qualifiers (confirmed destinations)	1,084	1450	1500	1550
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,052	1380	1440	1500
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.0%	95%	96%	97%
9. The percentage of students overall, satisfied with their college experience (SSES survey)				
Response rate	16%	20%	22.5%	25%
Full-time	93.4%	94%	95%	96%
Part-time	95.7%	97%	97.5%	98%
Distance Learning	100.0%	100%	100%	100%
10 Gross carbon footprint (tCO2e)				
	2,953	2,800	2,600	2,400

* Key priority measure



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Board of Management Meeting

21 June 2018

Subject:	15-24 Learner Journey Review Report
Purpose:	To provide the Board of Management with details of the recommendations highlighted in the recently published report
Recommendation:	The Board of Management is invited to note the contents of this paper

1. Background

In 2016, the Scottish Government initiated a review the education and skills system and its impact on young people aged 15-24. The review concluded on 10 May 2018, when the Deputy First Minister launched the *15-24 Learner Journey Review* report. The report identified three priority improvements for the education and skills system:

- Young people need better advice
- There should be more work-based learning
- Learning journeys should be shorter.

Short, medium and longer term improvements are that there should be:

- A shared vision and smoother transitions across sectors (1-3 years)
- A fully aligned 15-24 education and skills system (3 years plus).

Priority areas for improvement are outlined in the following table.

Priority	Improvement will be achieved by ...
Information, advice and support <i>to deliver greater personalisation</i>	<i>Making it easier for young people to understand their learning and career choices at the earliest stage, and providing long term person-centred support for those who need it most</i>
Provision <i>to deliver real choice</i>	<i>Broadening our approach to education and reframing our offer, doing more for those who get the least out of the system, and ensuring all young people access the high level work-based skills the economy needs</i>
Alignment <i>to deliver system purpose</i>	<i>Making the best use of our four year degree to give greater flexibility for more learners to move from S5 to year one of a degree, more from S6 to year two, and more from college into years 2 and 3 of a degree, where appropriate</i>
Leadership <i>to deliver system vision</i>	<i>Building a collective leadership across the education and skills system</i>
Performance <i>to deliver system success</i>	<i>Knowing how well our education and skills system is performing</i>

2. Current Situation

The Scottish Government will be working with colleges and other stakeholders in the coming weeks to discuss the report's seventeen recommendations which are attached at Appendix 1.

Colleges are described in the report as having a lynch pin role. The main short term implications for colleges from the recommendations are to:

- Intensify our efforts in developing senior phase vocational pathways in partnership with schools, local authorities, the South West Educational Improvement Collaborative and Developing the Young Workforce Ayrshire Regional Group
- Embed Foundation Apprenticeships and other vocational qualifications in the senior phase
- Engage with universities on the development and delivery of Graduate Apprenticeships
- Minimise unnecessary duplication at SCQF level 7 through more articulation arrangements with universities which properly take account of students who have achieved Higher National qualifications.

The College's Outcome Agreement, revised for 2018-19, demonstrates our commitment to progressing all of these in the year ahead.

3. Risks

If the College does not act to address the relevant recommendations contained within the *15-24 Learner Journey Review* report, there would be reputational as well as funding risks, as many of our Outcome Agreement measures are linked to fulfilling the specific ambitions set out in the report.

4. Conclusion

The Board of Management is invited to note the contents of this paper.

Jackie Galbraith
Vice Principal, Strategy and Skills
12 June 2018

Publication

This paper will be published on the College website.

APPENDIX 1 – 15-24 LEARNER JOURNEY REVIEW RECOMMENDATIONS

1. We will ensure every learner in Scotland has an online learner account to link their skills and attributes to better course choices. This work will start in 2018.
2. We will support practitioners, parents, carers and learners to have access to an online prospectus setting out the learning choices available in their region, building toward a one-stop shop approach. This work will start in 2018.
3. We will ensure learners in schools, colleges and universities receive a joined-up approach to careers, information, advice and guidance. This work will start in 2018.
4. We will take account of the outcomes of the PSE (Personal Social Education) Review, due to be published later this year, and consider what further improvement is needed on wider personal support for young people in schools.
5. We will work with the college sector to improve the ease with which learners can apply to college.
6. We will develop a national communication strategy to explain and promote the breadth of choices in the 15-24 learner journey. This will build on the promotional activity undertaken during Scotland's Year of Young People and be ready by the end of AY 19-20.
7. We will raise our aspiration and improve the offer and support for statutory leavers and looked after young people. We will want improvements to be in place from AY19-20.
8. We will better align financial incentives to encourage continued participation in school for young people at risk of disengagement and we will ask Young Scot to assist us with this. This work will start in 2018.
9. We will embed DYW in the school curriculum by 2021, having achieved the headline target for DYW four years early.
10. We will support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded, providing a range of options for all learners in the senior phase by 2021.
11. We will support colleges to maximise the vocational routes learners and employers need.
12. We will improve choice through the expansion of Graduate Apprenticeships to provide new higher level technical skills as part of a better balanced education and skills system. This work will start with impetus in 2018.
13. We will maximise unnecessary duplication at SCQF level 7. We will make maximum use of the flexibility of the four year degree to enable learners to move, where appropriate, from S5 to year 1 and, through greater recognition of Advanced Highers, from S6 to year 2 of a university degree programme.
14. We will support colleges and universities to ensure more learners progress from college to all our universities without unnecessary duplication of SCQF credit.

15. We will provide system leadership to ensure there is a shared vision about the purpose of post 15 education.
16. We will support greater alignment and collaboration across the education and skills system making best use of the Scottish Candidate Number to help support effective transitions.
17. We will develop better data and improve how existing data is used to support learners make the right choices for them. We will also develop a performance framework to drive improvements across the system as a whole.



Ayrshire
College 

Strategic Workforce Plan

2018-2023



1 Introduction

The College vision is to **raise aspirations, inspire achievement and increase opportunities**.

A highly skilled and motivated workforce is critical to the College delivering high quality learning and teaching experiences and supporting the communities of Ayrshire and beyond, in order to fulfil its vision. The workforce plan sets out the College's ambitions and also the likely key challenges over the next five years. The challenges are based on current assumptions; however, it is recognised that these will change and additional or different challenges will also emerge.

The College employs a workforce of approximately 800 members of staff. In addition to this, around 100 members are registered as "pre-approved" candidates who have completed the necessary pre-employment checks and who can undertake work with the College.

A priority area of focus for the College and also the Further Education sector, is to develop a workforce for the future that is equipped to deliver learning, teaching and support services in more flexible, innovative and blended models in order to meet the expectations of students and stakeholders.

The strategic workforce plan has been developed at a time when the Further Education Sector in Scotland is implementing national bargaining for lecturing (curriculum) and support (service) staff. The full impacts of national bargaining are currently unclear; however, the workforce plan will continue to be updated and revised as the outcomes from national bargaining and the implications for the management of staff contracts and the workforce continue to evolve.

Within the local economy of Ayrshire, the College is considered to be an employer of choice offering career opportunities and personal and professional development. Workforce developments therefore, impact positively for students, staff and the local communities.

The strategic workforce plan will be supported by more detailed Directorate led plans focusing on the specific challenges and opportunities within individual areas.

June 2018

2 Executive Summary

The College mission is **to provide excellent learning opportunities which enable students of all ages and backgrounds to fulfil their potential**. Three key goals have been set out within the current Strategic Plan:

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

Managing, planning and developing the College workforce to ensure that it is able to deliver high quality and innovative learning, teaching and support services both now and for the foreseeable future is integral to continued success.

The People Strategy underpins all aspects of the leadership, management and development of our workforce and sets out the following strategic priorities:

- Integrating and aligning workforce planning with business planning processes to support the continued development of the College through having the right people, with the right skills, in the right place, at the right time
- Attracting and retaining talented people
- Maintaining and developing our people's knowledge, skills and capacity in relation to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations
- Supporting safe working environments and promoting health and wellbeing to encourage our people to focus on healthier life choices and wellness
- Enabling a working environment and culture where our people are treated fairly and consistently

The College's values underpin all aspects of College life:

- Open and honest
- Respectful
- Supportive

At a time of significant change within the Further Education Sector in Scotland, the workforce of the College will be shaped a number of critical elements, including:

- Government Strategy
 - Scottish Funding Council priorities
- Workforce modernisation
 - National Bargaining outcomes
- Development of digital skills and technologies
- The Ayrshire Growth Deal
- Advances within key industry sectors
- Ayrshire’s demographic profile
 - Succession planning of an ageing workforce
 - The supply of talent from the recruitment market

Given the challenges and opportunities in the environment for which the College will be configuring its workforce to deliver the strategic priorities, the future workforce requirements are critical and this plan sets out:

- The approach to workforce planning
- An overview of the organisation
- Analysis of the current workforce
- Key developments and assumptions
- An action plan and organisational risks relevant to workforce planning

3 Workforce Planning Methodology

Audit Scotland, in their 2016 audit of Scotland’s Colleges, recommended that Colleges should:

“Implement a more systematic approach to workforce planning to ensure that they have the appropriate resources and skills to achieve their strategic goals.”

Towards the end of the 2016-2017 academic year, the Scottish Funding Council took steps to support colleges in preparing workforce plans.

During the academic year 2017-2018, the College developed a framework to support strategic workforce planning and has now prepared a workforce plan focusing on the period 2018 - 2023.

The workforce plan sits strategically alongside the following current planning processes:

- Strategic Plan
- Regional Outcome agreement
- Curriculum Delivery Plan (CDP)

4 The Strategic Workforce Planning Framework

The College adopted and adapted the following six stage framework to support the development of a strategic workforce plan.

The process is dynamic and the plan will be reviewed and updated annually as a minimum, and/or when factors within the College's operating environment impact on the current strategic objectives. Individual departmental workforce plans will be reviewed on a quarterly basis to incorporate ongoing developments.



The main objectives of the strategic workforce plan are as follows:

- To provide a medium to long term view of the College Workforce, and help to set the context for annual curriculum development and budget planning processes
- To examine future scenarios and their likely impact on staff numbers and skills

- To increase efficiency through intelligence led organisational reviews
- To facilitate succession planning and enable promoted posts to be recruited from a pool of prepared candidates within the College
- To improve overall planning and management processes
- To ensure that all staff development is strategic, priority driven and effective
- To reduce the risk of staff shortages, short term recruitment gaps and managers providing cover

5 Operating Environment

The environment in which the College operates is shaped by a number of factors, many of which are outwith the direct control of the College.

5.1 Financial Context

The next five years will be a period of significant financial challenge and national uncertainty for the college sector in Scotland. This is due to uncertainty over the SFC's core grant allocations and the financial impact of national bargaining agreements, for both pay costs, and changes to existing terms and conditions. For example, recent increases in staff costs have resulted in the College experiencing financial in year cash deficits, which have been covered to date by using its limited cash reserves.

The College is also experiencing financial pressures arising from the PFI payments associated with the Kilwinning campus and is continuing to work with the SFC on this issue.

5.2 National and Regional Context

The Regional Outcome Agreement with the Scottish Funding Council sets out the key priority areas for the College and is reviewed annually.

The College aims to raise the aspirations of individuals, communities and employers across the region, inspiring them to achieve success. This includes working with partners and employers to increase opportunities that support inclusive economic growth and the wellbeing of local communities.

These aims are influenced directly by the Government's priorities for Further Education which include:

- *Developing the Young Workforce (DYW)* - continuing to work with partners and employers to offer enhanced senior phase vocational pathways and work placement opportunities for students
- *Widening access* - Building on excellent progress in attracting and supporting care experienced young people and other vulnerable groups

- *Apprenticeships* - Increasing the current Foundation and Modern Apprenticeship portfolio and developing partnerships with universities delivering Graduate Apprenticeships
- *Attainment and retention* - Providing focused interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes
- *Gender* - continuing work on breaking down stereotypes in gender-dominated sectors.

The College is focused on ensuring that students develop the right skills for current and future job opportunities within and outside of Ayrshire. Positive opportunities through the Ayrshire Growth Deal and the HALO (Kilmarnock) Development have the potential to create a significant number of jobs in the region over the next five years.

The Ayrshire region has however, experienced economic decline over a number of decades, with corresponding societal challenges. Recent evidence-based publications from Skills Development Scotland (SDS), such as *Jobs and Skills in Scotland* and *Regional Skills Assessment*, highlight these challenges very clearly.

Jobs and Skills in Scotland: The Evidence, published by SDS in November 2017 stated that:

“Ayrshire was the only region to record a decline in public and private sector employment suggesting economic and labour market challenges have been particularly acute in this region.”

The *Regional Skills Assessment*, published in December 2017, categorises Ayrshire as a region *“of low output and low productivity.”*

A summary of Ayrshire’s economic profile demonstrates:

- Highest unemployment rate of all the regions
- Largest decline in private sector employment compared to national growth, and public sector employment has also declined
- Productivity was below the national average although growing at the same rate as Scotland as a whole

The *Regional Skills Assessment*, shows that the region’s population projection over the next twenty years is one of significant decline, against national trends, in all but the 65+ age groups. In recent years, the College has witnessed this in the declining number of school leavers in Ayrshire, which fell significantly in 2015-16 with a corresponding impact on full-time FE recruitment in 2016-17 and 2017-18.

From 2000 to 2017, employment in just three occupational groupings increased, the largest in *Caring, leisure and other services* (44%) to 16,900. The largest sector is *Professional occupations* (increasing by 19% to 23,200), whilst *Associate professional and technical occupations* also increased (by

28%). The top three employing industrial sectors were *Human health and social work, Wholesale and retail trade, and Manufacturing*. Manufacturing employment is forecast to decrease by 2027 to become the fourth largest sector behind *Accommodation and food services*, with the first two remaining unchanged.

The College will continue to focus on those sectors identified as having high growth potential in the proposed Ayrshire Growth Deal - such as aerospace, life sciences, manufacturing and tourism – and, as being essential for inclusive growth, such as care and hospitality.

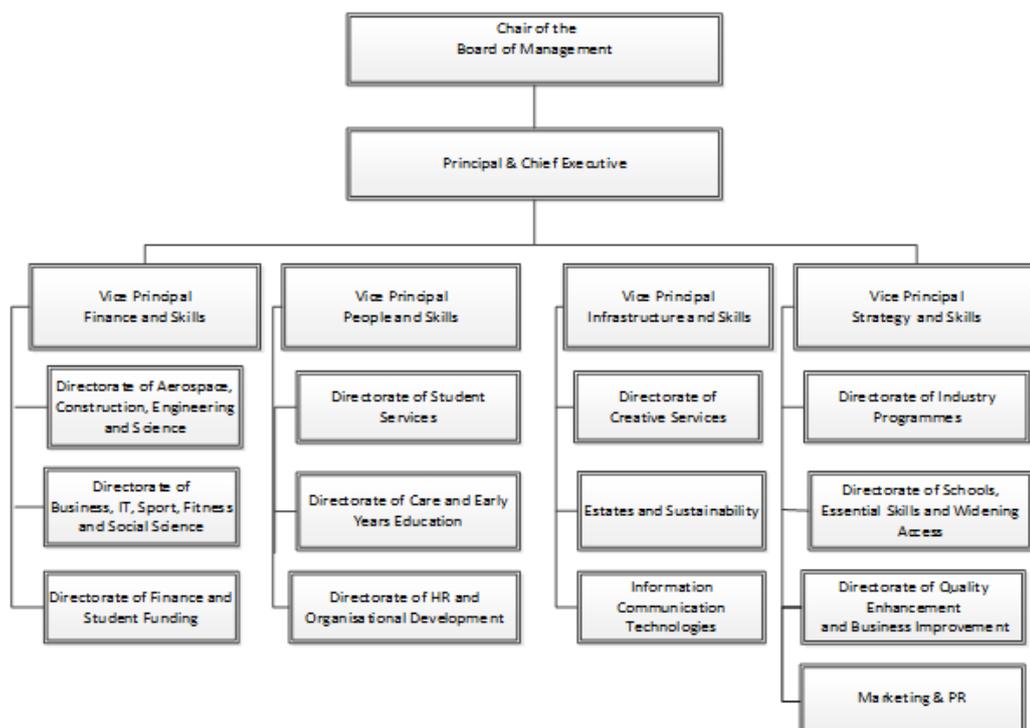
The *Regional Skills Assessment* highlights that Ayrshire has a less qualified working age population than the Scotland average, and a higher proportion of residents with no qualifications. This presents a challenge for the College as an employer but also an opportunity in terms of delivering learning and teaching.

Reflecting the social and economic challenges facing the region, over a third of the College’s full-time students live in SIMD20 areas, and this has increased steadily each year.

6 College Leadership and Management

The College is well established with a dedicated Board of Management and Executive Management Team. In addition to the Principal and Chief Executive, the EMT is comprised of four Vice Principals each being responsible for leading on a range of directorates and teams which focus on learning and skills delivery and support services.

The current organisational arrangements are set out below.



Development of the College's leaders and managers is a key priority to support the ongoing development of the culture. A range of leadership and management competency development programmes have been delivered since merger comprising both internal and external facilitation. The most recent externally facilitated programme was delivered in the current year (2017-2018). An internal programme for new managers was also delivered this year.

College managers and leaders also regularly participate in College Development Network leadership programmes.

Leadership and management development will continue to take priority for the College as it moves forward.

7 Current Workforce Profile

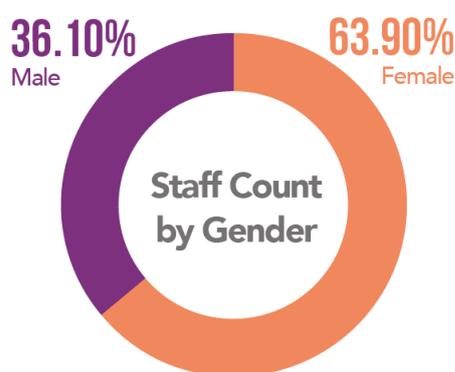
The College procured and implemented a new HR and Payroll information system in 2016-2017 in part to support more effective workforce data analytics.

The College headcount of staff fluctuates throughout the year as the academic cycle progresses. The average staff headcount is approximately 800 with a further 100 pre-approved candidates who have undertaken the necessary pre-employment checks and can undertake work with the College. It has been agreed through national bargaining processes that staff who have had successive fixed term contracts for a period of two years will be eligible to receive a permanent contract of employment. The current position is in accordance with the statutory requirement of permanency after four years. It is anticipated that the new contractual position will have a significant impact on workforce flexibility moving forward.

NB The workforce data presented (sections 8 - 17) was taken as at April 2018.

8 Gender Profile

The College is committed to addressing gender imbalances within key sector industries through the Gender Action Plan. The gender profile of the workforce is currently 64% female and 36% male. Across the Ayrshire region, 52% of the population are female and 48% male.



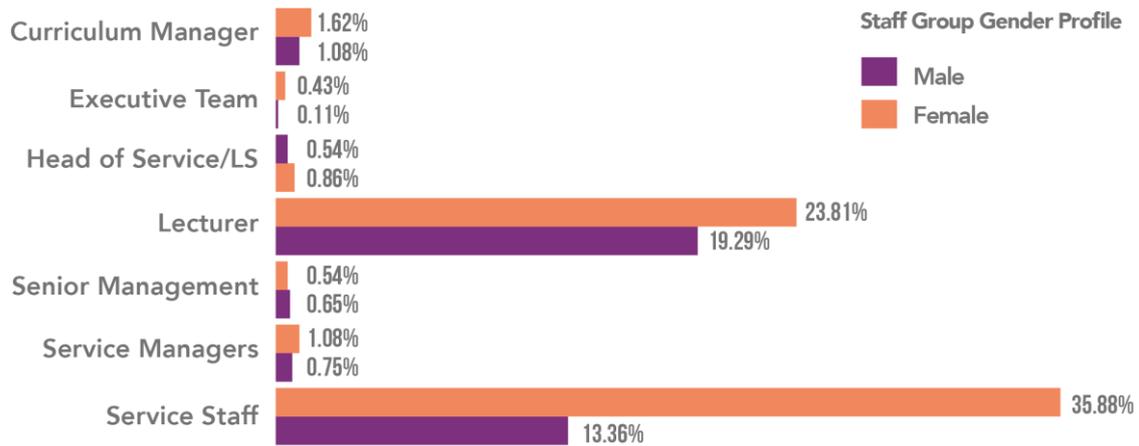


Figure 1

The curriculum workforce does reflect a degree of gender balance i.e. 19.29% male and 23.81% female, of the total workforce. Further analysis of the data does however, demonstrate some of the stereotypes prevalent within gender dominated sectors as set out within Figure 2, below. There are for example, no female curriculum members of staff in construction technology and trades or male curriculum staff in Early Year’s Education. Engineering and Science, Hair, Beauty and Complementary Therapies, Health and Social Care, Business and Computing and Essential Skills all currently demonstrate levels of gender imbalance within the curriculum workforce.

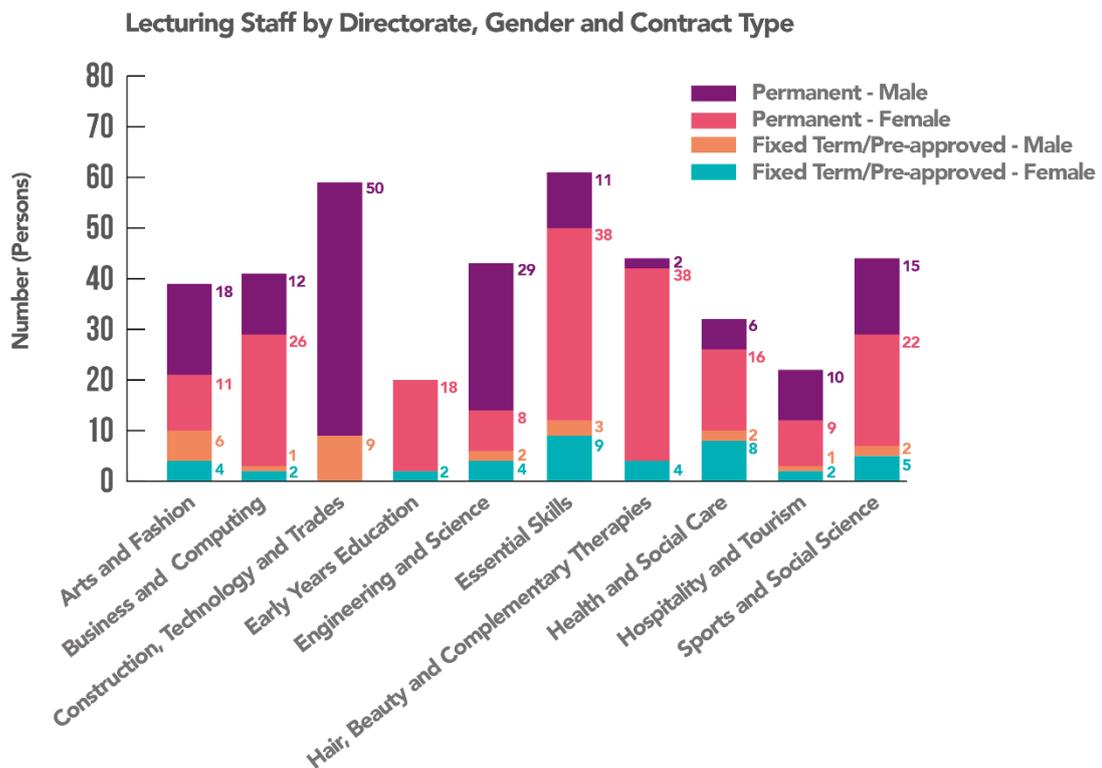


Figure 2

It is also significant that the majority of service staff roles are held by females as presented in Figure 3, below. Across all teams, there is a majority of females in service posts with some teams having limited male representation.

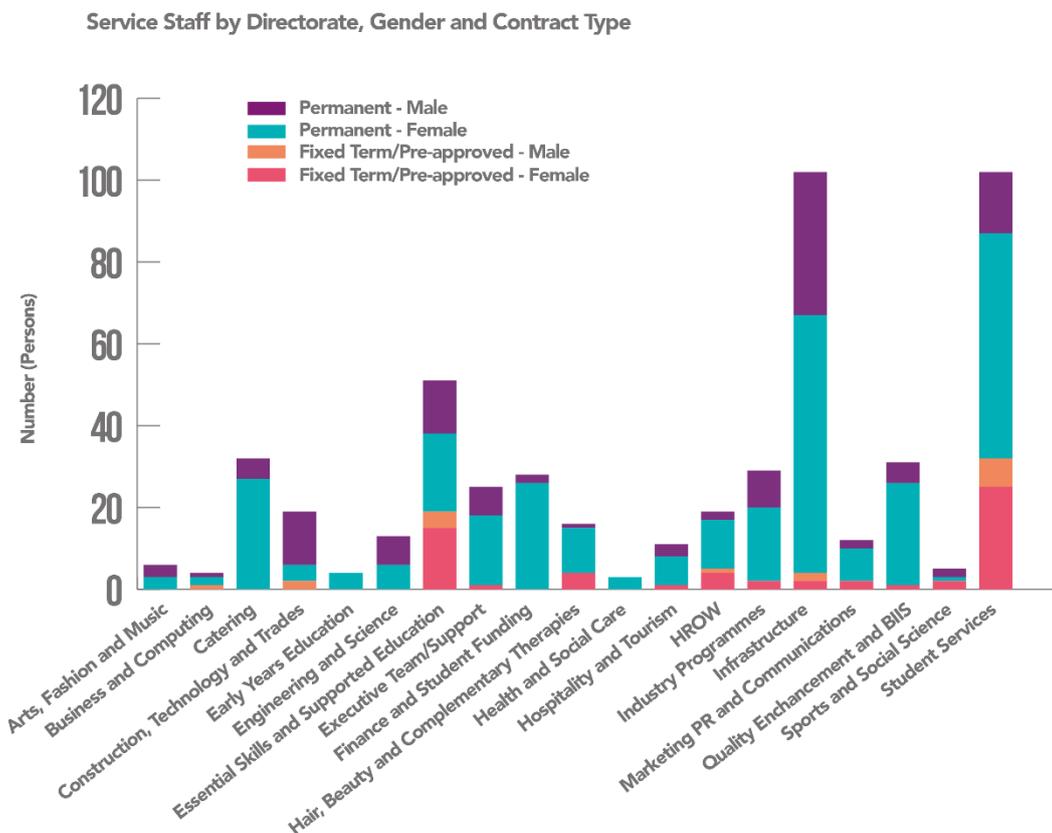


Figure 3

These circumstances also contribute to the gender pay gap of 12.08% reported by the College as the roles which currently attract a lower salary are predominantly held by females e.g. cleaning services, catering and administration. In addition, these roles are largely part time. The gender pay gap across the United Kingdom is currently 14.1% (ONS, January 2018).

It is positive however, that the College will receive accreditation as a Living Wage Employer in 2018.

9 Age Profile

Length of Service (years)	Age (in bands) Whole College											
	16 - 17	18- 25	26- 30	31- 35	36- 40	41- 45	46- 50	51- 55	56- 60	61- 65	>65	Total (%)
<1	0	4	9	7	3	6	7	3	7	4	1	5%
1-2	0	10	14	11	31	23	24	26	15	5	3	18%
3-4	0	3	17	40	30	39	25	32	16	17	4	24%
5-10	0	1	6	22	13	33	37	32	23	12	2	19%
11-15	0	0	0	12	18	18	19	30	21	7	2	13%
16-20	0	0	0	4	7	16	29	27	29	11	1	13%
>20	0	0	0	0	0	10	8	16	25	17	0	8%
Total (%)	0	2%	5%	10%	11%	15%	16%	16%	14%	8%	1%	

Figure 4

The College has a range of staff across the age bands; however, there is an under representation in the 16-25 year's category.

It is significant that the College has more staff aged over 60 than under 30. This presents an imminent succession planning challenge for the College.

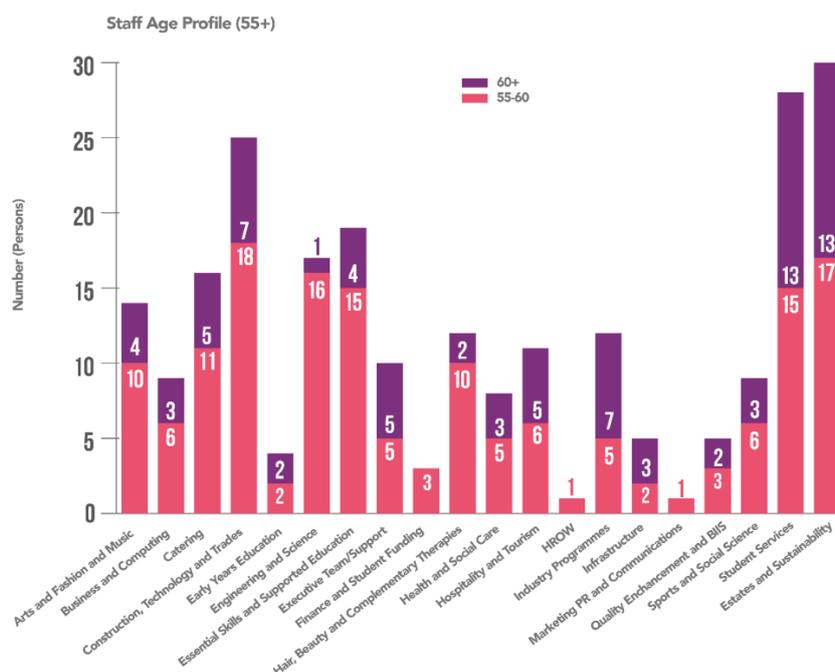


Figure 5

The majority of staff (61%) are in the age range 41-60 with an almost equal split between 41-50 (31%) and 51-60 (30%). With 14% of staff in the 56-60 range and a further 9% over 60, this represents a significant succession planning risk for the College. Within the timeframe of the strategic workforce plan it is likely that over 10% of the College workforce would be eligible to retire. Over a five-year period, this is a potentially significant loss of workforce skills and experience across a range of specialties. Figure 5 presents the areas most at risk which include:

- Construction and Trades
- Engineering and Science
- Industry Programmes (Vocational Assessment (10 staff))
- Student Services (Inclusive Learning (22 staff))
- Estates and Sustainability
- Catering

An ageing workforce may also require further consideration of e.g. working patterns, flexible working arrangements and management of health conditions.

10 College Service

The average length of service across all staff groups is 9 years (curriculum 9 years, service 10 years as set out in Figures 6 and 7). The majority of staff (66%) have 10 years' service or less with 34% having over 10 years' service as referenced within Figure 4 above. The service profile of the current staff group is reflective of the period immediately following the merger programme where significant recruitment was necessary, particularly in the North Ayrshire campuses. This would provide explanation for the number of staff who have now accrued in the region of 5 years' service.

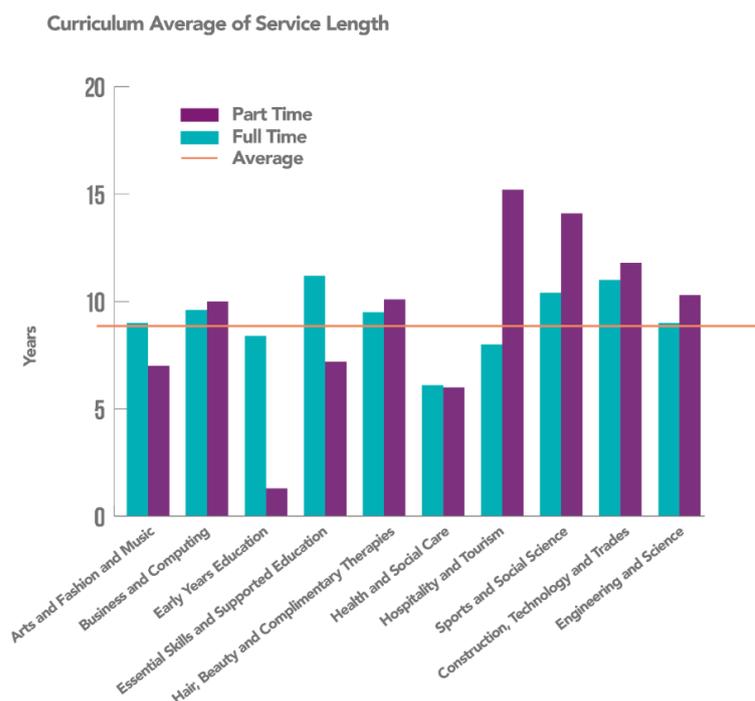


Figure 6

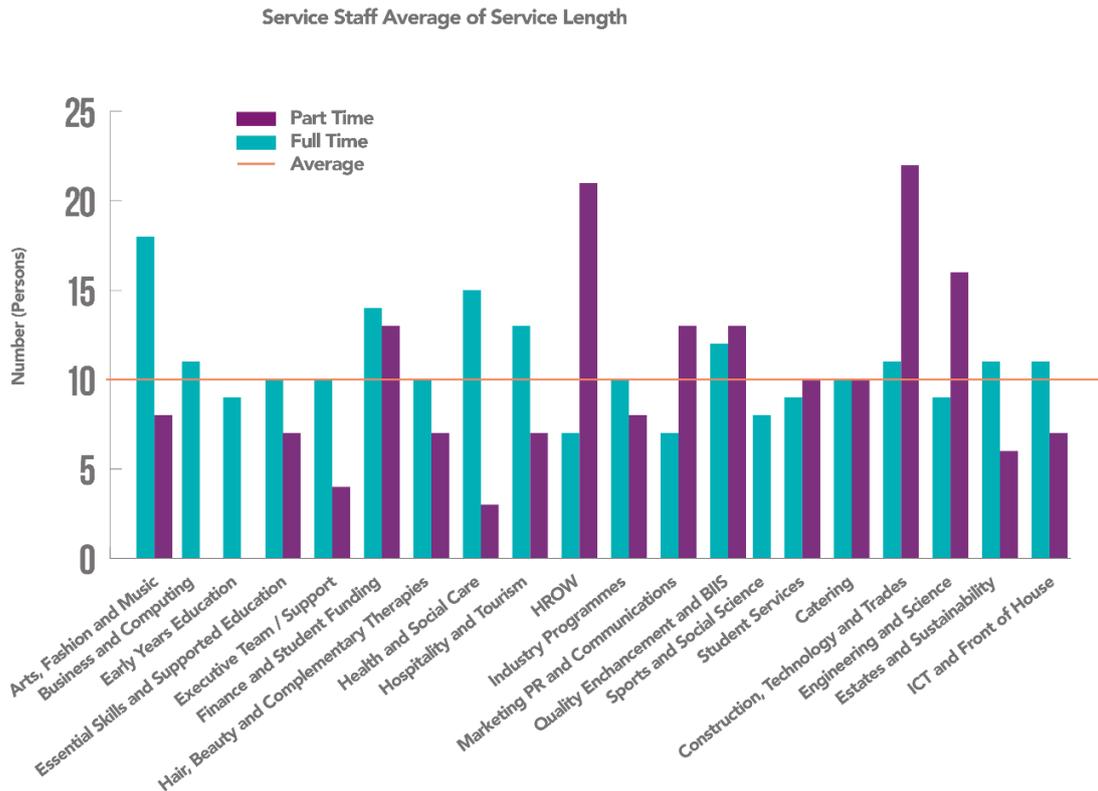


Figure 7

11 Sickness Absence

The College approach to managing sickness absence is set out within the Promoting Attendance Procedure. Absence is reported to the Board of Management through the Business, Resources and Infrastructure Committee on a quarterly basis. The executive and senior management teams also receive regular KPI reports.

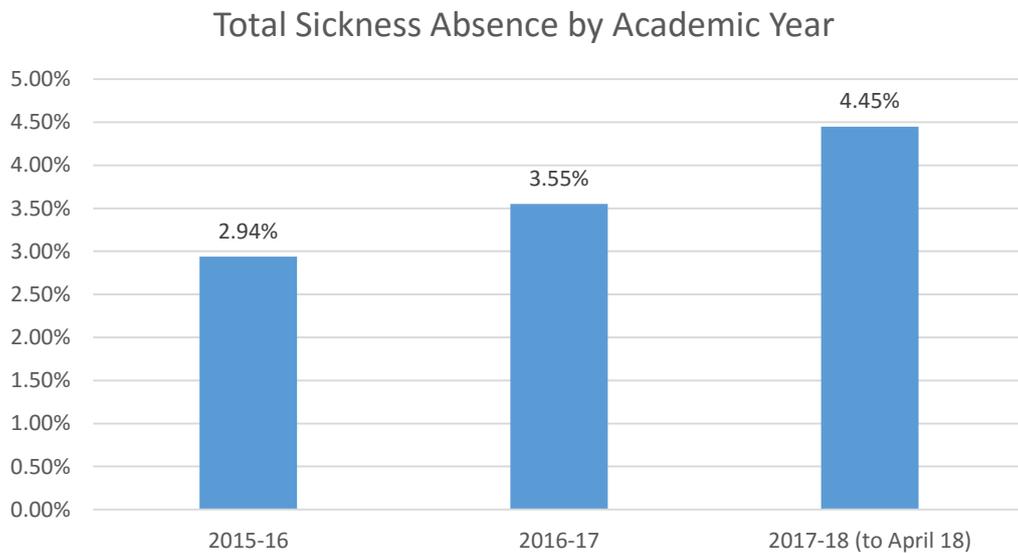


Figure 8

The introduction of the new HR and Payroll information system in 2017 has transformed the process for recording and reporting absence data. The procedure is now fully automated following the system implementation. The improved process has contributed in part to the reported increase in sickness absence.

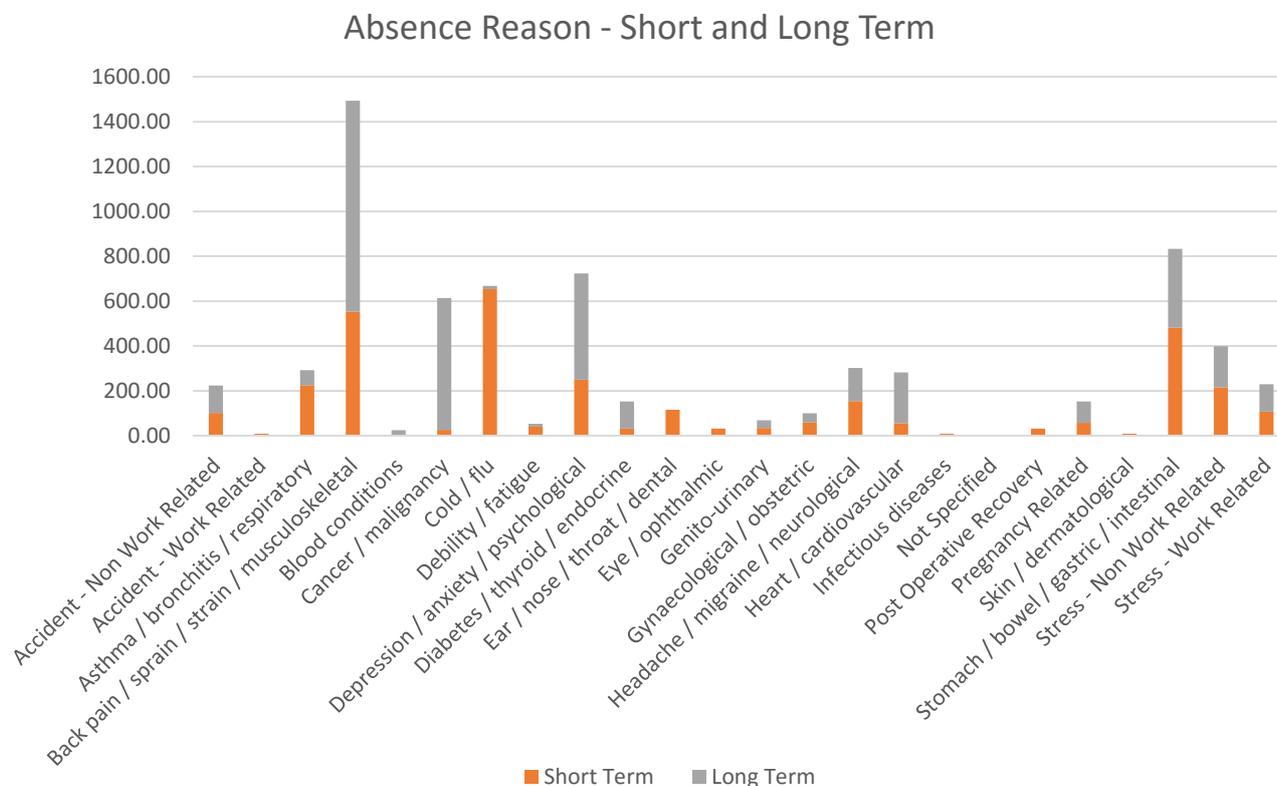


Figure 9

The main reasons for sickness absence during the current academic year are set out in Figure 9 above. The three most common causes are:

- Musculoskeletal
- Stomach and gastric
- Depression and anxiety

Looking solely at short term absence however, the main reasons are:

- Cold/flu
- Musculoskeletal
- Stomach and gastric

The College works closely with its occupational health provider to ensure that staff who are absent receive appropriate support for their health conditions.

Staff absence cover is an additional and unplanned cost and can also impact on the delivery of learning and teaching. The College therefore, focuses on promoting wellbeing and a range of activities and campaigns take place to support staff to maintain good health.

12 Turnover

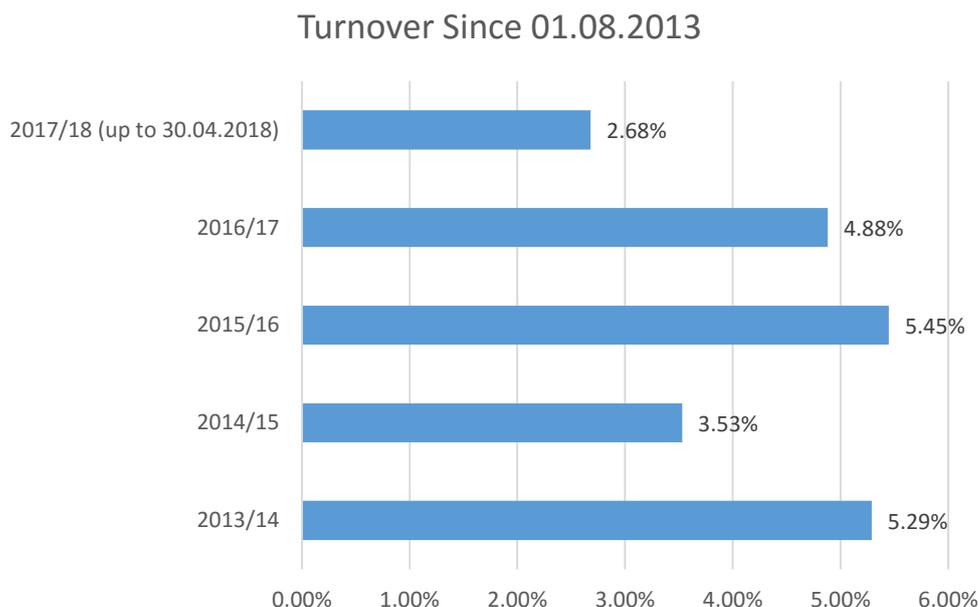


Figure 10

The staff turnover presented in Figure 10 excludes staff leaving employment due to fixed term contracts ending and also voluntary severance. The College generally experiences low staff turnover, which is reflective of the Further Education environment and also the regional demographic profile of the workforce. There are however, certain areas that do have some staff turnover which will be reflected in the Directorate and individual team workforce plans.

The national staff turnover rate across the United Kingdom in 2017 was reported as 15.5% (Frith, 2017).

13 Retirement

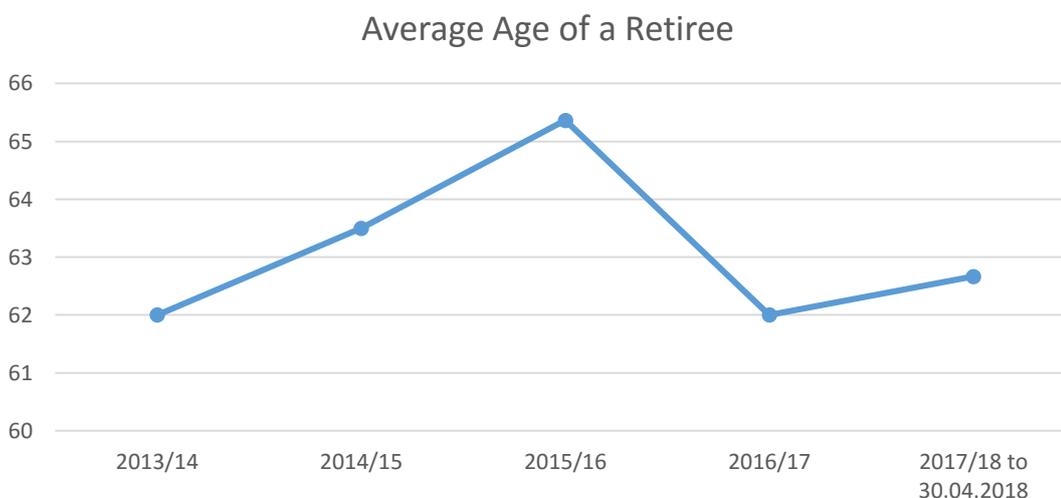


Figure 11

The average retiral age does not yet indicate a significant shift towards staff working beyond 'normal' retirement age. Since 2015, the pension age for service staff who are members of the Strathclyde Pension Fund was changed to align with the State Pension Age.

The number of retirees is presented below.

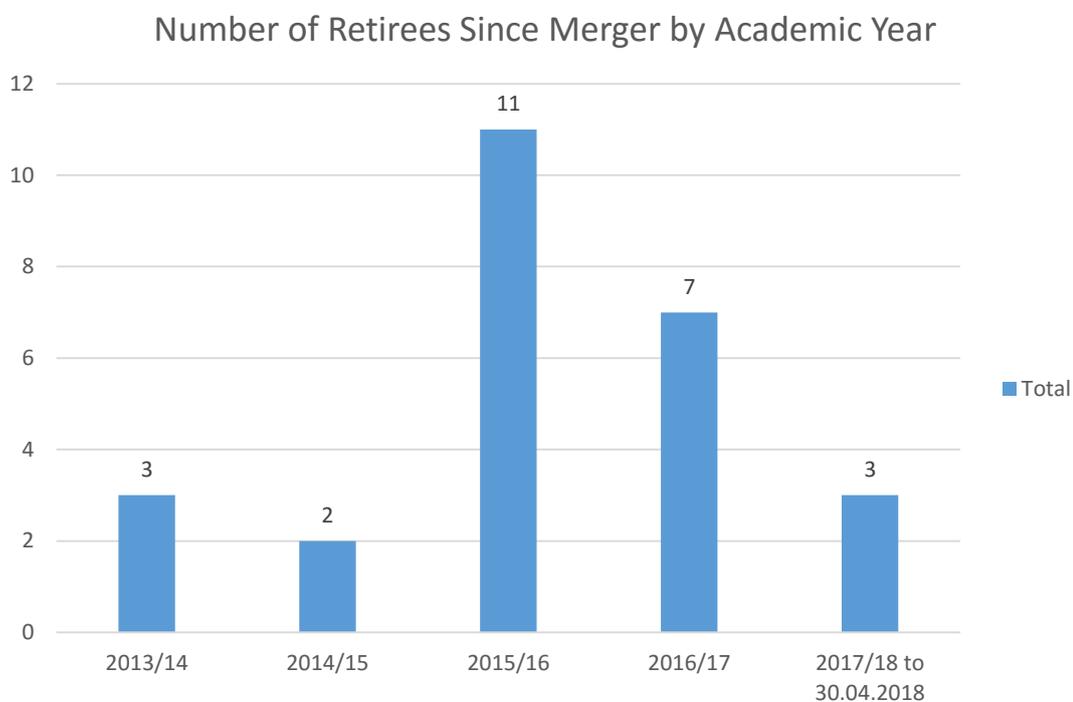
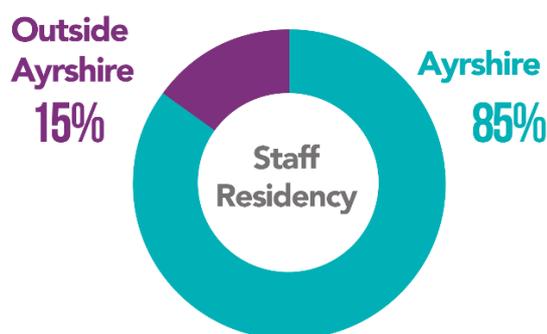


Figure 12

Reflecting on the age profile of the workforce described above, it is anticipated that a significant number of staff will retire from the College during the next five-year period.

14 Staff Area of Residence

Currently, 85% of the College workforce resides within the Ayrshire region. This increases to 96% within the service staff cohort. The geographic distribution of staff demonstrates that the College is a significant and key employer within the communities of Ayrshire.



As reported above, the local nature of the workforce is also reflected in the low level of staff turnover.

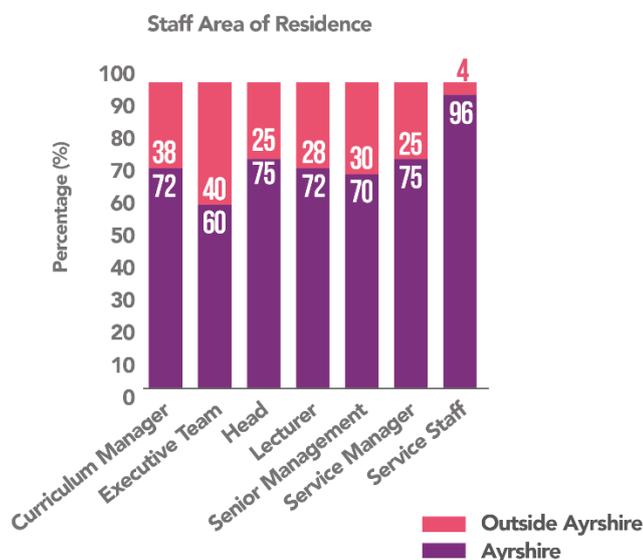


Figure 13

The population demographic profile of Ayrshire described above, has also presented recruitment challenges which will continue for the foreseeable period. The College has had difficulty recruiting to specialist and senior posts in recent years as the skills set has not been available from within the local recruitment market. Attracting suitably qualified and experienced candidates from outwith Ayrshire has also proven to be challenging.

As a result of the recruitment and demographic challenges, it is essential for the College to focus on innovative approaches to support succession planning.

15 Diversity Profile

Through the introduction of the new HR and Payroll information system, there has been an increase in the number of staff declaring their diversity profile.

The workforce is largely reflective of the Ayrshire population; however, there are key areas which require priority focus over the coming years.

16 Disability

Across the Ayrshire region, census data confirms that 68% of the population have reported that they do not have a disability or long term health condition. The College position of 70.67% is therefore, slightly higher than the Ayrshire average.

Staff Count by Disability

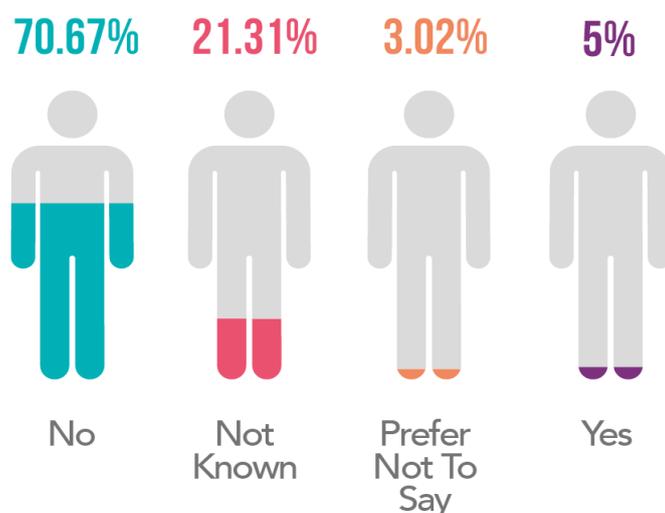


Figure 14

Across Ayrshire, 32% of the population have one or more long term health conditions or a disability. The College position in relation to staff who have declared a disability or long term health condition at 5% of the total workforce, is significantly lower than the region as a whole.

During the 2017-2018 academic year, the College worked with the Equality Challenge Unit (ECU) on a research project (positive about disability) to promote and increase staff disability declaration. During the project, a modest increase in the declaration rate to 5% was observed. The College is committed to improving access and inclusion and therefore, the positive about disability project will continue beyond the end of the current research programme.

17 Ethnicity Profile

The ethnic profile of the current workforce is reflective of the Ayrshire region; however, the profile of Ayrshire is not representative of Scotland as a whole. Within the current workforce, 69.87% of staff have declared that they are of white Scottish origin. Within the communities of Ayrshire, this group comprises over 90% of the population.

It is anticipated that the demographic profile of the Ayrshire region will begin to shift during the years ahead as opportunities become available through e.g. the Ayrshire Growth Deal.

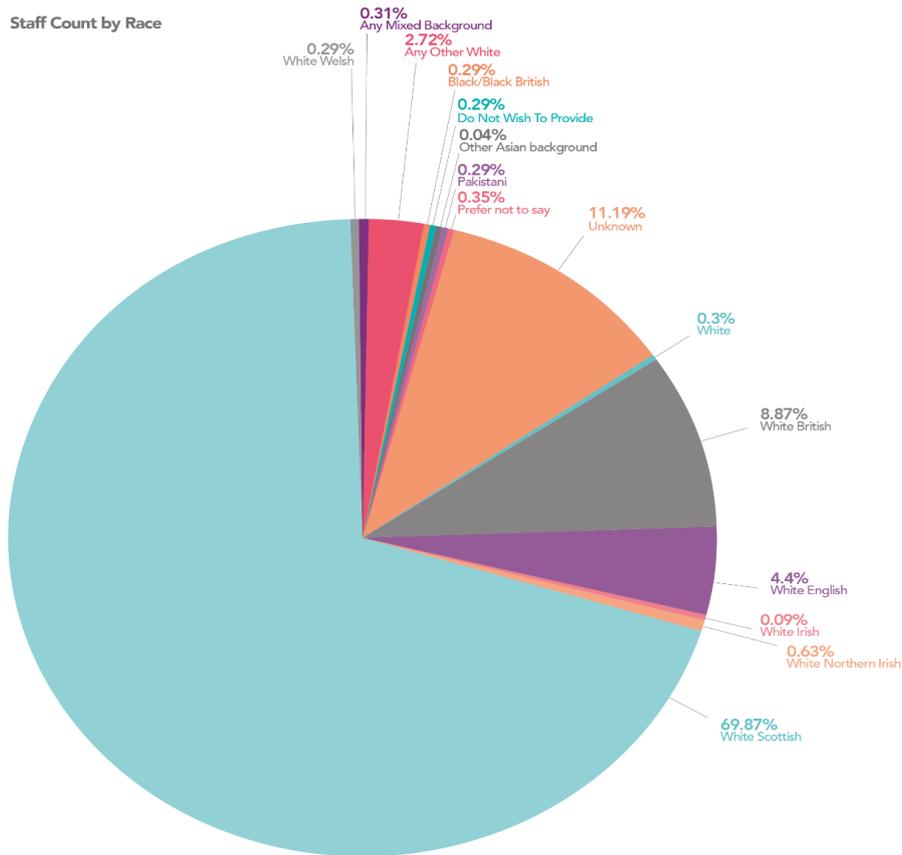


Figure 15

18 Future Workforce Developments

The future direction of the College will continue to be influenced and shaped by the key drivers within the external and internal environment e.g. developments within industry sectors.

A number of significant developments will however, impact on the College over the next five years and beyond:

- The Ayrshire Growth Deal
- Digital Technologies
- Workforce modernisation
 - Government strategy
 - National Bargaining
 - Health and Wellbeing

19 The Ayrshire Growth Deal

The Ayrshire Growth Deal identifies sectors of high growth potential: aerospace, life sciences, manufacturing and tourism.

A key focus for the College as a partner in these projects, will be to support the resulting demand for skilled people across the industry sectors. In order to meet those challenges, the College must have a workforce capable of delivering the required learning, teaching and services to address the demand.

Fundamental to the success of the Growth Deal will be the supply of a skilled workforce and business sector to deliver the vision for Ayrshire:

"...to be a vibrant, outward looking confident region, attractive to investors and visitors, making a major contribution to Scotland's growth and well-being, and leading the implementation of digital technologies and the next generation of manufacturing."

It is projected that the Growth Deal will reverse the demographic trend of an ageing population through inward migration together with the creation of new employment opportunities. As a driver for change, the Ayrshire Growth Deal will impact on the College's course portfolio with significant potential for the identification and creation of new curriculum streams, and short courses.

The detail of the projects and associated outcomes are unknown at this point however, key projects and areas of focus include:

- Developing a Spaceport at Prestwick together with the establishment of an Innovation Centre.
- Establishing an Ayrshire 'Digital Classroom', outlined as a priority, will offer key partnership opportunities.
- Attracting further life science and pharmaceutical manufacturing businesses to the region.
- Encouraging new manufacturing business to Ayrshire.
- Anticipated projects could create a significant number of developments in construction and civil engineering.
- In the longer term, the planned redevelopment of the coastline is predicted to create a new coastal village with residential homes and holiday accommodation offering water sports and a leisure park.

The assumptions on the growth deal and impact on the College workforce will continue to be updated as the projects develop.

20 Digital Skills Development

The development of digital skills presents a significant workforce challenge and also a great opportunity for the College. It is essential for the College to be agile and dynamic in order to be able to adapt rapidly to the changing environment and also requirements of external and internal customers.

The College **has developed its** digital strategy to support the transformation and recognises that digital advances are as much about people as they are about technology. It is essential that the workforce as a whole and each individual member of staff are confident, empowered and supported to use digital platforms and data effectively in their new roles.

The Digital Strategy can be accessed via the following link: (to follow)

The pace of change in technological and digital sectors will provide an ongoing challenge with the requirement for a planned and sustained approach to continue to understand staff's digital skill levels and support professional development.

21 Workforce Modernisation for the Future

The structure of the workforce within the Further Education sector has experienced only incremental change over recent decades. The key developments highlighted within this workforce plan and their likely impact on the College will require a more flexible workforce that delivers learning, teaching and support services in a different way which improves student experiences, outcomes and attainment.

21.1 Future Workforce Requirements

The ongoing development of the College culture and the need to support our workforce to deliver different models of learning and teaching and support services will be an area of key focus over the next five years. This will also ensure that a positive culture is maintained during a period of significant transition.

The demand for more flexible and blended models of learning arising from the key drivers of change, now require new roles in order to meet the opportunities and expectations. Examples of these new roles will include posts which focus on vocational skills training, development and employability across a range of learning environments and modes of delivery. This will include e.g. an increase in work based learning and assessment, skills development coaching and training and greater emphasis on part time programmes of study.

Across all learning and teaching areas of the College there is a growing demand for extending the use of existing Engagement Officer roles to support learning, teaching and employability to enable the implementation of key Government priorities and meet the requirements of local communities. In addition, the demographic profile of the region would suggest that students and learners will continue to have increasingly complex additional support needs which will require a range of support from staff and partner agencies to enable access and progression.

The new professional standards for curriculum staff are scheduled to be introduced to the Sector in the summer of 2018. It is anticipated that this framework will provide scope to support the modernisation of the curriculum workforce and bring focus to embracing new and innovative learning and

teaching models and modes of delivery. The workforce plan will be updated to take account of the new professional standards as the details are made available.

Across the range of service and support functions, new models of delivery will continue to transform the customer experience. It is anticipated that with the integration of information systems and access to and use of data, this will enable a range of processes to be streamlined and new models of service delivery to be designed. These innovations will impact on the type of roles and range of skills required by service teams. An example of this new model of service will be the delivery of student funding services which are currently subject to national review. Across all service areas it is essential for teams to continue to explore new, smarter ways of working with technology to improve performance and service delivery processes.

21.2 Recruitment Strategy

The employment market and also recent experiences within the College would indicate that recruiting particular skill sets which are in high demand both locally and nationally will become increasingly challenging. Key areas will include computing and digital professionals and other areas of the STEM portfolio of industries where demand for skills increases through e.g. the Ayrshire Growth Deal. The expansion of Early Years Education provision may also present staff retention challenges as more opportunities are available for senior practitioners within the industry.

Innovative solutions will be required to address these challenges including new partnership models such as industry secondments and attachments and joint roles between the College and industry partners. Approaches of this nature will also support the development of College staff through gaining current industry experience. It may also be necessary to look to national bargaining to influence the development of e.g. a recruitment premium for difficult to recruit skills.

The recruitment and demographic challenges have been highlighted in section 14. In order to support succession planning and minimise the risks associated with recruiting from the external market for senior and specialist posts, a programme of internal talent management will be developed and implemented. A key focus for this programme will include a competency based approach for talent management and succession planning.

The key focus for staff recruitment over the next 5 years will be to further develop competency based approaches to recruitment which will enable the College to recruit staff with the right skills, attitudes and behaviours that support its values and strategic aims. This will in turn also enable individuals to make the correct career choices. Marketing and promoting the College to attract candidates from outwith the Ayrshire region is also a key priority.

The College has had a very successful scheme for internships and modern apprenticeships which have delivered both positive outcomes for the staff and College. Moving forward with the workforce plan, the aim will be to expand the opportunities available for internships and apprenticeships, to support

sustainable employment opportunities and also to grow staff for difficult to recruit posts.

21.3 Health and Wellbeing

The demographic profile of the region's population suggests that focusing on staff wellbeing will be critical to support the workforce of the future to access employment and maintain good health. The most recent census data established that over 30% of the Ayrshire population have a long term health condition. This should not however, present a significant barrier to gaining employment and will involve the College working closely with key partner agencies to support these aims.

Staff health and wellbeing will continue to be supported and promoted across the College which is a key objective within the People Strategy. Working towards Healthy Working Lives accreditation and achieving the gold standard within the timeframe of this workforce plan will be a key objective.

21.4 National Bargaining

The Further Education sector has implemented a process of national bargaining to determine salaries and terms and conditions of service for curriculum and service staff.

The national bargaining framework will have a significant impact on shaping future workforce modernisation.

The College is making the necessary preparations to implement the new terms and conditions for lecturing staff for session 2018-2019. The impact of national bargaining for lecturers has increased the College's direct salary costs. In addition, the weekly timetabled class contact for each lecturer has reduced by one hour per week. The workforce plan will be updated as the curriculum delivery model is further developed to take account of the new terms and conditions.

A process of job evaluation will be implemented for all service staff groups who are covered by the NRPA with an effective date of implementation of 1 September 2018. The outcomes and impact of this work are unknown and the workforce plan will be updated further to take account of job evaluation.

22 Monitoring and Review

The Strategic Workforce Plan will be reviewed on an annual basis with regular monitoring reports provided to the relevant Board of Management Committee. Individual curriculum and service directorate plans will be developed and continue to be monitored on a regular basis.

23 Summary

The Strategic Workforce Plan has been developed to set out the College's ambitions and also the challenges which are anticipated during the next five years.

The Plan will be underpinned by a comprehensive action plan which is attached. also individual and Directorate focused workforce plans to take account of the challenges and opportunities across all areas of the College.

Strategic Workforce Plan

Action Plan

Action Area	Objectives	Defined Risk	Risk level	Action Lead	Target Date	Progress Towards Implementation
Curriculum and Service Area Workforce Plans	Individual workforce plans to be developed for all directorates and teams.	The individual workforce requirements of teams are not planned effectively.	Medium	Directors		
Succession Planning	Analysis of likely retirements during the five year period to identify succession planning priorities.	Loss of key skills and experience.	High	Directors Human Resources		
	Develop and implement a programme of talent management for senior and specialist posts.	The College does not have the skills and experience necessary for the future.	Medium	Director of HR and Organisational Development		
Business Planning	Review and develop curriculum delivery models in line with national bargaining outcomes.	The College business model does not fit the new operating environment.	Medium	Vice Principals Directors		

Action Area	Objectives	Defined Risk	Risk level	Action Lead	Target Date	Progress Towards Implementation
	Continue to identify areas of the College where business processes models can be integrated and streamlined.	The College has ineffective business processes which cannot respond efficiently to meet operational requirements.	Medium	Directors		
Skills Analysis	Plan and develop roles that the College will require to ensure that it is able to address key government priorities and operating challenges.	The workforce cannot meet the challenges within the operating environment efficiently and effectively.	Medium	Directors		
	Develop innovative strategies to address areas where skills shortage will be experienced.	The College does not have the necessary skills to delivery its key aims and objectives.	High	Directors		
	Grow and develop opportunities for internships and apprenticeships.	The College is unable to succession plan appropriately.	Low	Directors		

Action Area	Objectives	Defined Risk	Risk level	Action Lead	Target Date	Progress Towards Implementation
Recruitment and Retention	Review and continue to develop competency based recruitment strategies to recruit staff with the right skills, attitudes and behaviours to support the College's vision.	Staff recruitment does not meet the skills and competency requirements of the College.	Medium	Director of HR and Organisational Development		
	Develop innovative approaches to marketing and promoting the College to candidates outwith the Ayrshire region.	The College is unable to recruit to specialist posts where the skills cannot be sourced from within the Ayrshire recruitment market.	High	Director of HR and Organisational Development Marketing and PR team		
	Develop strategies to support diverse groups to gain employment e.g. disabled people.	Recruitment opportunities are missed and the College is perceived as being inaccessible.	Low	Director of HR and Organisational Development Equality and Inclusion Adviser		

Action Area	Objectives	Defined Risk	Risk level	Action Lead	Target Date	Progress Towards Implementation
	Through the gender action plan continue to take steps to address areas of gender imbalance.	Gender stereotypes prevalent in many occupations continue to be promoted.	Medium	Directors		
Continuing Professional Development	Develop and implement digital skills training and development plan. Continue to gain understanding of staff's digital skills.	Staff do not have the key skills necessary to embrace digital technologies and data to enable students for future employment.	High	Directors Staff Learning and Development		
	Develop and deliver CPD on learner engagement strategies.	Retention and attainment remains static due to disengaged learners.	Medium	Staff Learning and Development		
	Develop and deliver CPD on supporting students with complex additional support needs.	College staff cannot meet the needs of a diverse student population.	Medium	Staff Learning and Development		

Action Area	Objectives	Defined Risk	Risk level	Action Lead	Target Date	Progress Towards Implementation
	Continue to develop and deliver effective leadership and management development for current and future leaders.	The College has skills gaps in leadership and management.	Medium	Director of HR and Organisational Development		
Health and Wellbeing	Promote health and wellbeing and work towards healthy working lives accreditation.	Staff do not give appropriate consideration to their health and wellbeing which impacts on the delivery of learning, teaching and service provision.	Medium	Director of HR and Organisational Development Health, Safety and Wellbeing Manager		
	Continue to take a proactive approach to promoting attendance to achieve a College sickness absence average of no more than 3%.	The quality of the learning and teaching experience is adversely affected by staff attendance.	Low	Directors Human Resources		



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SFC team: Douglas Mundie, Maggie Kinloch, Dr Stuart Fancey, Alison Cook and Louise Lauchlan

Institution core team Willie Mackie, Douglas McIvor, Nicki Beveridge, Heather Dunk OBE, Michael Breen and Jane McKie.

Summary/overview of the meeting

Governance and Financial Health

The College is making improvements to its committee structure to make them leaner and more efficient. These improvements were identified via a short life working group set up further to their annual self- evaluation and the wish to make sure the existing levels of good governance are maintained. The recommendations are in the process of being rolled into the College Management Board plan.

Following the Audit Scotland 2017 report the College have had focused discussions with SFC, particularly around financial health. The College expressed frustration with a 5 year planning cycle when the College only receives their funding allocation on an annual basis.

The College thanked Scottish Government (SG) and SFC for the support this year towards their PFI costs. This has allowed the Board meeting to have a much bigger focus on students now that focus taken away from the Finance. SFC offered support to help with scenario planning and confirmed that there is no expectation that there will be any further financial support towards the PFI costs in future years.

The College indicated that if there is no further financial support then they will need to look at achieving further efficiencies which may involve reducing staff/curriculum areas. The College highlighted the need for clarity from SFC on the funding methodology going forward as there is no flexibility in current model.

Mental Health

The College has a historically strong approach to student mental health however financial pressures and increased demand mean that the college is considering a range of new approaches. The College use of predictive analytics allows for early identification and intervention and work is done to arrange wraparound care and to track the student and their success.

Regional Improvement Collaboratives – The College raised the concern that different policy departments within SG do not appear to communicate well with each other, which can cause difficulty when working within the school/college arena. Different parts of the education system have different targets (college/schools/LAs), and the college targets aren't shared with those who need to support the college to achieve their targets.

Employer partnerships/innovation

The College is playing a proactive and strategic role with the Ayrshire Growth Deal and a Pan-Ayrshire agreement.

Their biggest sector opportunity is within the aerospace cluster. The College is the sole training provider for Spirit Aerospace, which has the additional benefit of access to CPD to keep college staff up to date. Proactive work with Chevron, in advance of taking over their hangar, meant that a pipeline was already in place when the college arrived. The development of the College's new composite lab involved staff being trained in Spain and then bringing up to date knowledge back to the college and to set up the lab.

The College has signed a MoU with HALO Kilmarnock as the HALO Enterprise and Innovation Centre is to be built next to the Kilmarnock campus. The partnership will provide opportunities for students and staff from a range of industry sectors to support economic development in Ayrshire.

Staff

Positive aspects of working at Ayrshire College include: staff involvement in the industry sector; opportunities to introduce innovation into teaching; the positive working relationship with the students association; good relationships with employers and the community, and the passion of the staff.

Challenges that staff deal with include: difficulties with student attendance; difficulties with connecting with students early enough to prevent issues arising with their finances, that may impact on the student's ability to attend college; mental health issues; working with 3 different Local Authorities and the different targets/objectives between schools and college.

Core skills is an area where there are challenges. Good work is being done, but it is difficult to meet needs as more students are coming through from schools with poor basic skills.

Communication could be better – face to face resolves issues quicker than relying on an email that may not be read.

Students

Positives include: more personal/one to one support than if at University; staff always find a way to focus on the student and students get the opportunity to feedback on their courses.

Challenges include: car parking; canteen food (poor/expensive); student funding – need to be clearer at the start what entitled to and there was some frustration that courses such as Admin & accountancy don't have placements available through the college.

Feedback

Finance – SFC confirmed that there will be no further financial support towards the cost of the PFI and the College should plan accordingly. SFC offered to work together with the College to discuss planning for the future.

Mental health – SFC acknowledged the pressure on College resources to meet the demand for support for mental health issues.

Schools/Colleges – SFC acknowledged the pressures of different agendas and targets and offered to feedback to Government.

Main issues

- The College raised issues with the funding model, and suggested that it is difficult to deliver locally, when agreed at national level. SFC asked what the College think the model should be like?
 - Components would include:
 - Flexibility
 - Delivery – Learning & Teaching
 - Access & Inclusion – but covering the whole package (wrap around care etc)
 - Innovation
 - Capacity building into community
 - Needs to reflect the SG priorities (e.g. STEM strategy – how to use resources)
 - Encourage to do more of what is working well
 - Allow expansion/investing

Action points

- Improve process interactions between the College and SFC. Arrange a discussion at a more operational level on what can improve to encourage better working together and gain a constructive way forward.
- Share Ayrshire's ideas on the funding model with the relevant SFC team.

Board of Management Meeting

21 June 2018

Subject: Digital Skills Strategy (2018-20)

Purpose: To present the draft Digital Skills Strategy to the Board of Management

Recommendation: The Board of Management is invited to approve the strategy

1. Background

The Digital Skills Strategy (2018-20) sets out our ambition to secure and safeguard Ayrshire's digital future. By enabling and supporting our students, staff and communities to become confident and responsible digital citizens, we will work to address the digital skills gap.

Our strategy focuses on delivering the key digital skills which will make a positive difference to those who will live, learn and work in the digital age.

The Digital Skills Strategy supports the aims and objectives set out in the Strategic Plan (2017-20), the Outcome Agreement (2017-20), the People Strategy (2017-20), the Infrastructure Strategy (2018-20) and the Learning and Teaching Strategy (2018-20).

2. Current Situation

The Digital Skills Strategy was presented to the Executive and Senior Management Teams for approval on 23 May and the Learning and Teaching Committee on 31 May before being presented to the June Board of Management meeting. The strategy will then be launched to all staff at the Festival of Learning on 15 August.

3. Conclusion

The Learning and Teaching Committee is invited to approve the strategy.

Maira Birtwistle
Director, Business, IT, Sport, Fitness and Social Science
5 June 2018

Publication

This paper will be published on the College website.



Digital Skills Strategy 2018-2020

**Raising Aspirations
Inspiring Achievement
Increasing Opportunities**



Introduction

This Digital Skills Strategy (2018-20) sets out our ambition to secure and safeguard Ayrshire’s digital future. By enabling and supporting our learners, staff and communities to become confident, responsible Digital Citizens, we will work to address the digital skills gap. We will focus on delivering key digital skills making a positive difference to those who will live, learn and work in the digital age.

What are Digital Skills?

Digital skills are essential to living, working and learning in today’s modern technological world. The knowledge and ability to access, input, organise and seek information from a wide range of digital sources and tools is a core essential skill. In a learning environment, digital skills to be developed range from basic digital literacy skills through to more specialised skills related to particular industry sectors such as digital health and digitisation within engineering and construction.

The Digital Skills Strategy (2018-20) is supported by the following College strategies:



Ayrshire College Strategic Plan (2017-2020) signals the next stage in the development of Ayrshire College to push boundaries and embrace opportunities centred around our mission to provide excellent learning opportunities which enable students of all ages and backgrounds to fulfil their potential.



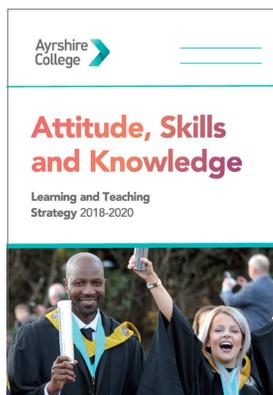
Ayrshire College Outcome Agreement (2017-2020) identifies the role of the College in supporting Ayrshire’s digital future by ensuring that all students develop the skills to take advantage of the opportunities offered by the developments in digital technology that will affect all sectors of the economy.



Our **People Strategy**, shaped by our values, has identified that we will make the best use of technologies available to redesign and transform the delivery of our services to the College. Digital skills upskilling of staff will be the key to success.



Our **Infrastructure Strategy (2018-20)**, will create modern and inspiring learning and social spaces supported by an innovative and secure ICT infrastructure.



Our **Learning and Teaching Strategy (2018-20)** believes that with the appropriate Attitude, Skills and Knowledge we can unlock the potential of every learner.

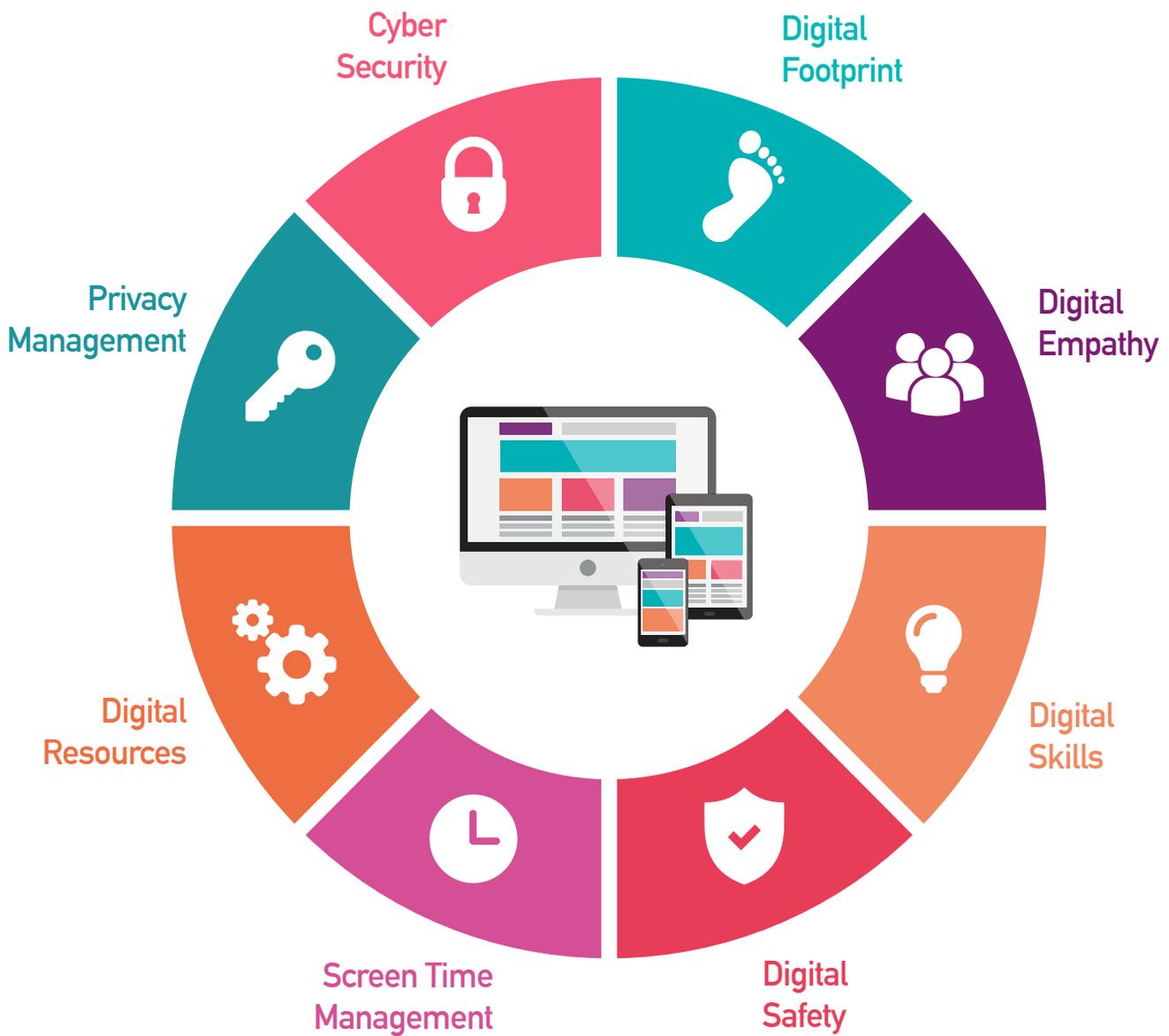
Digital Skills Ambition

Our ambition is to empower our learners, staff and communities to thrive and prosper in the digital age by equipping them with the digital values, skills and knowledge necessary to fulfil their potential.

By doing so, we will help raise aspirations, inspire achievement and increase opportunities.

Digital Life Wheel

At the heart of our Digital Skills Strategy is the Digital Life Wheel. This wheel identifies the components essential in the creation of confident, responsible Digital Citizens who will live, learn and work in the digital age.



Key Components



**Digital
Footprint**

Understand your digital footprint and possible real life consequences



**Digital
Empathy**

Respect yourself and others while communicating online



**Digital
Skills**

Apply key digital skills appropriate to you



**Digital
Safety**

Identify bullying and digital communication that may harm you



**Screen Time
Management**

Responsibly manage your online time



**Digital
Resources**

Use online information to build on your knowledge



**Privacy
Management**

Discreetly handle all personal information shared online to safeguard you and others' privacy

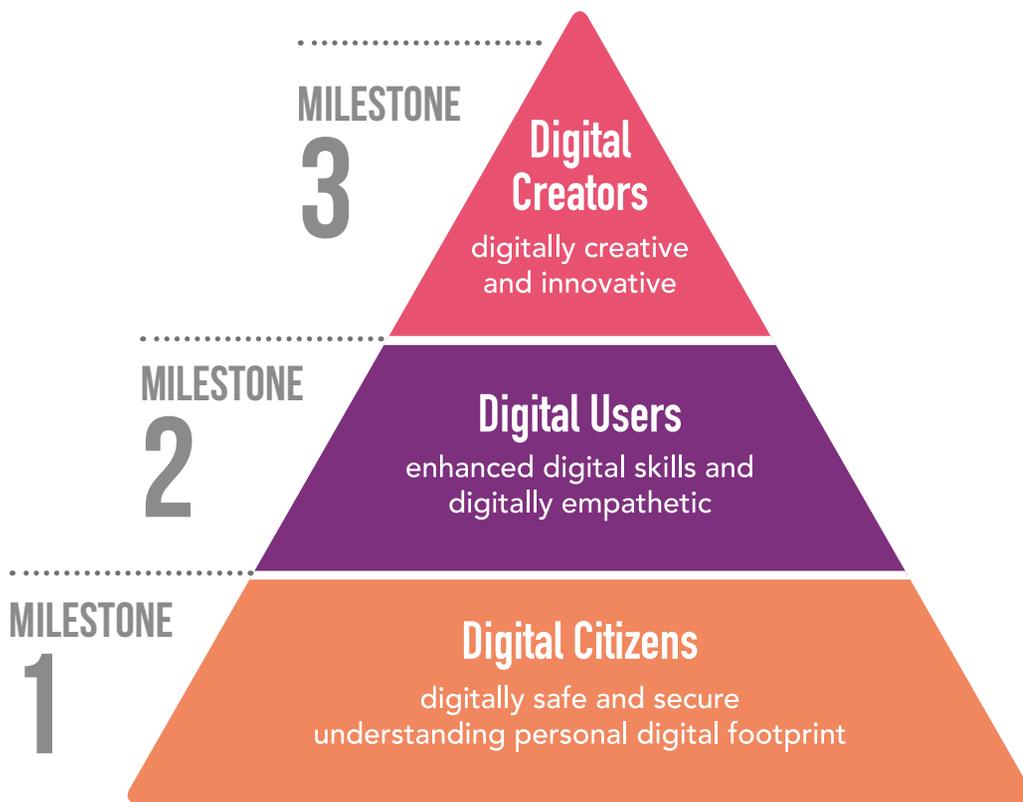


**Cyber
Security**

Create strong passwords to protect your information against cyber attacks

Digital Citizenship Model

Our Digital Citizenship model identifies three milestones that determine the level of digital capability of an individual. The model recognises that to responsibly and safely live, work and learn in the digital age, the minimum requirement is Milestone 1. As digital skills are enhanced, the individual would move up to the next milestone ultimately fulfilling their potential.



MILESTONE 3	Digital Creator Secure in the digital world, with highly developed aptitude for digital creativity
MILESTONE 2	Digital User Secure in the digital world, with enhanced digital skills specific to personal role either in a working, learning or community environment
MILESTONE 1	Digital Citizen Now secure online, with appreciation of personal digital footprint and respect for other digital users

Strategic Aims

This strategy has five key Strategic Aims:

**AIM
01**

Ensure our learners, staff and communities are confident Digital Citizens

**AIM
02**

Increase our digital delivery

**AIM
03**

Stimulate and support digital creativity

**AIM
04**

Identify and create new inspirational digital skills partnerships

**AIM
05**

Embed and implement innovative technologies in all that we do

By 2020, as a result of implementing our Digital Skills Strategy:

- Our learners, regardless of their chosen career pathway, will all be confident Digital Citizens, inspired to develop their own digital skills
- Our learners will have opportunities across the curriculum areas to develop higher level digital skills progressing to Digital Users or Digital Creators
- Our staff will be highly skilled Digital Users embracing new technologies in the delivery of our learner experience
- Our communities, will have access to digital skills training through innovative partnership delivery models thereby addressing digital exclusion
- Ayrshire College, steered by the delivery and development of the Digital Life Wheel, will have the agility to respond to emerging digital skills gaps

**AIM
01****Ensure our learners, staff and communities are confident Digital Citizens****We will achieve this strategic aim by:**

- Designing and delivering innovative programmes that equip our learners to become confident, responsible and secure Digital Citizens
- Integrating the concept of Digital Citizenship into our staff development and induction training programmes
- Raising the profile of our Ayrshire College Digital Life Wheel through promotional campaigns
- Working collaboratively with key partners to identify opportunities to advance our Digital Citizenship model

**AIM
02****Increase our digital delivery****We will achieve this strategic aim by:**

- Implementing new technologies to enhance the delivery of key services
- Providing tailored digital upskilling opportunities for our staff
- Increasing the delivery of our curriculum through online digital platforms
- Promoting digital literacy in our deliverers through creation of Digital Practitioners
- Recognising and engaging our Digital Champions to support and increase our digital capability

**AIM
03**

Stimulate and support digital creativity

We will achieve this strategic aim by:

- Building digital skills pathways across curriculum areas to nurture digital creativity
- Embracing new technologies across all curriculum areas in line with industry sector practice
- Developing our digital skills pipeline by extending the reach and content of our digital skills schools' programme
- Growing our capacity to deliver high level digital programmes through investment in our staff
- Creating inspirational digital learning and social spaces

**AIM
04**

Identify and create new inspirational digital skills partnerships

We will achieve this strategic aim by:

- Creating new partnerships with businesses and organisations to support digital innovation
- Aligning our digital ambition with our industry partners
- Working with our Community Planning Partners to tackle digital exclusion through a shared digital ambition
- Driving forward with Partners *Ayrshire's Connected Classroom*, a key component of the Ayrshire's Growth Deal proposal

**AIM
05**

Embed and implement innovative technologies in all that we do

We will achieve this strategic aim by:

- Accelerating the delivery of our digital skills staff development programme enabling the adoption of new technologies in our curriculum and service delivery
- Further investing in new innovative technologies to improve our services
- Working collaboratively with our industry partners to access SMART technologies
- Focusing on developing shared digital aspirations for our teams in all that we do

Interactive Digital Skills Strategy Launch

Our interactive Digital Skills Strategy, featuring case studies, links to video content and podcasts will be launched at our DigitalNOW all staff event on 15th August.





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Board of Management Meeting

21 June 2018

Subject: Capital Expenditure for FY 2018-19

Purpose: To provide the Committee with details of draft proposals for capital expenditure for the Financial Year April 2018 to March 2019 from SFC to facilitate works over the summer period.

Recommendation: Members are asked to approve the proposals within this paper for the Financial Year April 2018 to March 2019

This paper has been approved by the EMT and BRIC Committee

1 Background

The College receives from the Scottish Funding Council (SFC) a separate capital/maintenance grant to fund capital expenditure by the College 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.

2 Current Situation

SFC Final Funding total award is £3,693,732 of which £928,983 has to be utilised for revenue maintenance purposes. This will be used for life cycle/planned maintenance in 2018-19 in the normal manner.

This leaves a balance of £2,764,749 which SFC identified has to be used for Very High Priority Backlog Maintenance as detailed in a Schedule of Condition prepared by surveyors MAMG on behalf of SFC.

The College has already completed in excess of £1m of these works (through roofs replacement, toilets replacement, etc in the Dam Park building in Ayr Campus). Consequently, following discussions with SFC it has been agreed that £1m of the £2,764,749 can be utilised by the college for planned capital works/expenditure. The remaining £1,764,749 must be utilised to complete the remaining outstanding works designated Very High Priority.

Proposed Capital Programme

SFC Very High Priority Backlog Maintenance

- Re-roofing of Dam Park Building (8 in number)
- Roof structures eg trusses, joints, slabs, maintenance
- Walls, brick, stone repair/replacement
- Chimneys repair/replacement
- Maintain/repair/replace downpipes and SWVPs
- Fascias and soffits repair/replacement
- Gutters – clean and repair/replace
- Replacement of 3 no. roof top water tanks
- Replacement of ventilation and extract fans
- Replacement of electrical switchgear and distribution boards

The above works will cost £1.7million and will be completed prior to 31 March 2019. The majority of works will be in the Dam Park Building.

Planned Capital Maintenance Works Expenditure – Summer Works 2018

Of the £1million to be allocated by the College to planned capital maintenance works:

- £500K to Summer Works 2018 project
- £250K to ICT rolling programme – this will be match funded by ACF
- £250K for other capital projects/spend. EMT considered a number of requests from the Directors and approved a number of estates, curriculum equipment and room requests totalling £250K.

The Summer Works 2018 will cost £1.3million and will be funded by £800K from Ayrshire College Foundation and £500K from the College Capital monies.

The £1.3million estimated cost of summer works will be utilised for the following:

- Main construction works to first floor of Dam Park.
- IT Provisions for Schools, Essential Skills and Widening Access – ground floor, Riverside.
- HIVE kitchen and associated works for Schools, Essential Skills and Widening Access to ground floor of Riverside.
- Creative music fit out and furniture.
- Other furniture associated with work.

The above summer works projects have been subject to an ongoing consultation with staff and was approved by the Board of Management on 29 March 2018.

3 Proposals

The Committee is asked to approve the proposals for capital expenditure for the Financial Year April 2018 to March 2019.

4 Consultation

Consultation on the original 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 and BRIC Committee.

5 Resource Implications

The above proposals would result in total capital expenditure by March 2019 of £2.7million which would be spent predominantly on Ayr and Kilwinning Campuses.

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 2019 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

Members are asked to approve the proposals within this paper for the Financial Year April 2018 to March 2019.

Donna Vallance
Vice Principal, Infrastructure and Skills
11 June 2018

Publication

This paper will be published on the College website.

Board of Management Meeting

21 June 2018

- Subject:** Review and Recommendations in relation to the Operation of the Revised Board Committee Structure in 2017-18
- Purpose:** To consider whether the revised committee structure should continue in its current format in the light of one full year's experience of operation
- Recommendation:** That in the light of the experience of its operation, the revised Board Committee Structure continue to operate on a trial basis for a further year, with a report and recommendations being brought to the June 2019 of the Board of Management.

1. Background

At the June 2017 meeting, the proposed revision of the Board Committee Structure was approved. The condition of approval was that the progress of the revised structure would be monitored throughout the year and considered by the Chairs group, with a recommendation on continuing approval being brought to the June 2018 meeting of the Board. The Chairs Group met in November 2017 following the first cycle of meetings. The following bullet points summarise the discussion since the introduction of the new approach:

- Learning & Teaching Committee (LTC) and Audit Committee had continued "business as usual".
- An early issue was related to Risk Registers and the lack of visibility the Audit Committee had of, and the inability to cross communicate views on, the Business Resources & Information Committee (BRIC) risk extract. This was a result of the historical position adopted by the Board that the membership of the Finance and Audit Committees should be separate and distinct. However, the Audit Committee now feels that as it has a cross representational link with LTC, and can explore risk extract matters with that committee, the same cross representational link should exist with BRIC. The Board to be asked to consider a recommendation to this effect as part of the review of the revised structure.
- The first meeting and subsequent meetings of BRIC went very well with all papers receiving appropriate consideration. The Chairing of the Committee has been commended as was the format of the papers presented and the role played by the EMT in preparing the papers.
- The template of the HR papers considered was felt to be excellent, however it was a priority that the Chair, Vice Chair and EMT members involved meet prior

(P) This paper will be published on the College website

to each meeting to ensure a full comprehension of all of the papers being presented to BRIC.

- It was noted the agenda of each meeting should flex in line with the strategic matters to be considered. The point was made that you cannot “shoehorn” strategic matters to fit a structure – the structure needs to be fit for the business being considered.
- The introduction of committee mentoring for new members, as set out in the Board Development Plan, requires to be introduced as a priority when new Board members are appointed. This to enable Committee members to quickly grasp the nuances of the various strands being dealt with.
- The Student Event Calendar should be circulated as early as possible to allow committee members to plan their diaries.
- More presentations from/meetings with students should be an objective for both the Board and committees.
- Admincontrol should allow all Board members access to all committee and Board papers.

2. Current Situation

Since that November discussion, all committees (except Audit at the time of writing) have completed their 2017/18 meetings cycle. A further meeting of the Chairs Group has not been possible as a result of timings, diary pressures and the current Board Recruitment Exercise. Soundings have been taken, however, and the bullet points recorded at the first meeting appear to remain apposite.

There is a feeling, however, that the first year of operation has been insufficient to reach a conclusion on whether the revised structure should now be made permanent. Whilst it is clear the work of the legacy Estates Committee and the Finance Committee complement each other in BRIC, it is not so clear at this time whether the HR input to the Committee is fully complementary with BRIC’s objectives and terms of reference. For example, the timing of BRIC, which must by necessity fit the fiscal cycle, does not always fit well with the data collection cycle of the HR reports presented.

It is felt that the HR function of BRIC has not yet fully gelled with the other functions of the Committee in terms of the agenda structure and timing. In addition, there are other HR strategic matters and sensitive issues such as early severance, which have not been considered during 2017/18, and there is therefore no experience as to how this would fit into BRIC’s deliberations. It is felt, therefore, that confirmation of the new committee structure may not be appropriate at this time and that a further year of operation is required in order to reach a fully considered conclusion.

In the terms of the position of both LTC and the Audit Committee, these Committees have continued to address their business as normal and in an exemplary manner (other than some attendance issues) and they should continue as constituted.

3. Consultation

The operation of the new structure has been continuously monitored since the first cycle of meetings in September 2017. In particular, the ongoing commentary of BRIC and EMT members has been listened to and noted throughout the period. The Chairs Group has met on one occasion to review the operation of the new structure and a draft of this report circulated to them for consideration and comment. Further specific feedback is being sought through EMT members at the present time.

4. Resource Implications

Opportunity cost savings associated with the streamlined nature of the new structure.

5. Risks

Governance is paramount in the deliberation and operation of the Board and its committees. If the new committee structure does not maintain the highest standards of governance, there is a risk of non-compliance with SFC directives and reputational damage to the College

6. Equality Impact Assessment

None Required

7. Conclusion and Recommendations

- A further year of operation of the revised committee structure would be appropriate in order to reach a fully considered position on the confirmation or otherwise of the new structure.
- A cross-representational link should be put in place between the Audit Committee and BRIC from the start of the 2018/19 academic year.
- The introduction of committee mentoring for new members, as set out in the Board Development Plan, be introduced as a priority when new Board members are appointed. This to enable Committee members to quickly grasp the nuances of the various strands being dealt with.
- The Student Event Calendar be circulated as early as possible to allow committee members to plan their diaries.
- More presentations from/meetings with students be an objective for both the Board and committees in the future.
- Admincontrol to allow all Board members access to all committee and Board papers with immediate effect.

Brendan Ferguson
Board Secretary
June 2018

(P) This paper will be published on the College website

Learning & Teaching Committee report to Board of Management, June 21st 2018

Notes from L & T Committee meeting on 31st May 2018

1. Sector Key Performance Indicators

Ayrshire College was one of only two colleges in Scotland to improve performance for both FE and HE full-time students. For FE full-time students the College was ranked 8th out of 17 colleges in 20-16 (15th in 2015-16) and 14th out of 15 for HE full-time students (15th in 2015-16). Progress at both levels is welcomed and attention will now be given to improvement in four curriculum areas where performance in HE full-time courses is below the College and the sector averages:

- Engineering and Science
- Hospitality and Tourism
- Business and Computing
- Hair, Beauty and Complementary Therapies.

Education Scotland is supporting this aim by observing teaching in these areas.

Performance in FE part-time courses has declined over the past three years, primarily due to courses for school pupils. This is being addressed through discussion with head teachers and by providing support for lecturers in teaching methods most appropriate for school pupils.

N.B. L & T Committee expressed concern that college leavers' destinations surveys do not include students who were partially successful, especially as the reason for not completing a course was due in some cases to students leaving to enter employment. This lack of information across the sector skews statistics on the true impact of college outcomes on Scotland's economy. A more realistic indicator would be the number of college students who find employment as a result of their course, regardless of whether their course was fully or partially completed.

Recommendation This matter should be raised with the Scottish Funding Council and the Scottish Government with a strong recommendation that research should be carried out on this matter.

2. Addendum to Outcome Agreement

This document highlights challenges in the Ayrshire context as it is the only region in Scotland with a decline in public and private sector employment – down by 10% between 2008 and 2016. This region has the lowest output and lowest productivity in Scotland.

Population projections predict that Ayrshire will suffer “significant decline” in all age groups except the 65+ group. This will increase competition between the College and universities for a diminishing pool of younger students.

These factors combine to create significant challenges for Ayrshire College in relation to student recruitment and retention and leavers' positive destinations. Recognising this, L & T Committee urges the Board to take account of “horizon scanning” in its future strategic planning. It is unrealistic to make assumptions based on current conditions in relation to:

- financial projections
- risk management.

Recommendation The Board should dedicate a strategic planning session to addressing the impact of predicted future scenarios on the College and mitigating measures to be taken.

3. Risk Register

The Committee made only one small change in relation to L & T 3 (decreased risk).

The main discussion was about the need to re-consider the risk definitions, in the light of the discussion about the shrinking pool of younger people and the increased competition from universities as some lower their entry standards and all are urged to improve their widening access initiatives.

Recommendation The L & T Committee will address this as a major item at its next meeting and will bring recommendations to the Audit Committee and the Board.

4. Digital Skills Strategy

Moirá Birtwistle was commended on a paper which describes how all students can become Digital Citizens, who are safe, secure and creative in the 21st century. Committee members made constructive suggestions on the development of this paper, which will be brought to the Board in an amended form.

5. 2017-18 Credit report

The College expects to achieve 126,261 credits – 0.7% above its target.

6. SAAS funds for HE Discretionary Support

SAAS did not award the full supplement which the College requested to meet outstanding student applications for support. To prevent withdrawals due to financial hardship, the Principal's Discretionary Fund and other funds have been used to support students in need.

7. Enhancement Plan progress

An Enhancement Plan Progress Tracker is being well used to check on development areas which the College pledged to improve in its 2017 Evaluation Report. The Committee studied the full document and recommended that a concise version with a "traffic lights" indicator system should be developed for the Board.

Recommendation This should be a standing item at L & T Committee meetings and regular reports should be made to the Board, with a focus on any problematic areas where additional support may be required.

8. Industry Programmes report

Key highlights:

- The Modern Apprenticeship contract for 2018-19 offers more places – 138 compared to 115 starts last year. The contract value is £680,000.
- Due to the College's success in engaging with employers about the Flexible Workforce Development Fund, the College's Director of Industry Programmes will make a presentation to the Scottish Parliament's Cross Party Skills Group.
- GE Caledonian was so impressed by the College's students that it raised its intake of apprentices from 9 to 13, all from Ayrshire College.

Barbara Graham
Chair of Learning & Teaching Committee
June 2018

Board of Management Meeting

21 June 2018

- Subject:** Board Development Plan: Annual Review and Update
- Purpose:** Formal Confirmation of the Board Development Plan as Updated at the Board Development Day in April 2018
- Recommendation:** That the Board Development Plan 2018-19 be formally approved

1. Background:

The Rolling Board Development Plan (Appendix 1) has been operational since 2015. It is updated annually to take account of the progress made against previous objectives and the addition of new objectives resultant on the annual Board Self-Assessment of Performance and the outcome of the subsequent Board Development Day.

2. Current Situation

The Board Development Day was held on 19 April 2018. Several sessions were included, designed to consider the progress against objectives to date, the outcome of the annual Board Self-Assessment of Performance, and the resultant new objectives identified for inclusion in the Development Plan.

3. Consultation

Board Members and Board Secretary.

4. Resource Implications

None apparent.

5. Risks

There is a risk that if the Board failed to annually evaluate its performance and set development objectives accordingly, it would be in breach of SFC funding requirements.

6. Equality Impact Assessment

None Required.

7. Conclusion

The Board formally approve the updated Rolling Board Development Plan (Appendix 1) as approved at the Board Development Day held on 19 April 2018.

Brendan Ferguson
Board Secretary
June 2018

Publication

This paper will be published on the College website.

Ayrshire College Board of Management

Rolling Board Development Plan 2015-2019: Objectives and Progress

Paper 17 - Appendix 1

OBJECTIVE	PROGRESS
Board Member Visibility/Engagement	<ul style="list-style-type: none"> • Board members attend Student Officers induction • Interaction on a board members' skills basis • Involvement of students in voluntary work under the guidance of a board member • Attendance at Staffing Events, Graduation Ceremonies, Awards Ceremonies, and other public events at which the College is represented • Prominent posting of Board Member's names and photographs in the Reception area of each of the main campuses
Student Contribution to Meetings	<p>Significant progress has been made, with student members contributing positively to meeting discussions and interaction. Student Officer induction and NUS training has been supportive and further work is underway in terms of the mentoring of student members.</p>
Agendas to reflect Student Involvement news/stories	<ul style="list-style-type: none"> • Student Reports now are top of the agenda at the Learning and Teaching Committee and Board meetings. These contain a comprehensive account on the work and achievements of the Student Association since the previous meeting, supplemented by verbal updates provided by the Student Officers • Students now nominate staff/lecturers for awards as part of the College Celebration of Success event held each year
Involvement of Elected Members in discussion on reserved items.	<p>Elected members are fully involved in discussion on reserved items at all meetings, except where a clear conflict of interest exists. The elected members are fully supportive of this position.</p>

Preparation for and scheduling of meetings	Preparation now routinely involves Chairs of Committees meeting with relevant EMT members in the preparation for and prior to meetings. This has resulted in significant improvement in meeting efficiency and effectiveness.
Public posting of agendas, papers and minutes	Agendas and Minutes and Meeting Papers are now routinely published on the College Website. Papers to be published are clearly marked on each Agenda. Papers to be withheld from publication are also clearly marked on Agendas. Papers are only withheld from publication in cases where there is a data protection exemption or where there are matters of commercial confidentiality contained within a document.
Board Member and Executive Management Team Interaction	The Committee Chairs liaise with and work effectively with Executive Management Team members responsible for their Committee remit. Board members may also approach EMT members for further information and clarification on Board and committee matters. This relationship has evolved successfully in recent years, supporting the smooth interaction between the strategic and the operational aspects of the College.
Ambassadorial Role/Code of Conduct	Board Members are fully briefed that the Ambassadorial Role represents more than attending College events or those by third party invite. It is also about Board Members' conduct and engagement in other situations and fora. Board Member photographs are on prominent display in each campus and people recognise individual members from these displays. As a result, Board Members may be approached by students, staff and members of the public. Accordingly, Board members are advised to always remember that, no matter the situation, they may be recognised as an Ayrshire College Board Member and should be prepared to act as an ambassador of the College at all times. The Ambassadorial Role and the Code of Good Conduct are heavily emphasised as part of the Board Member Induction process.
Board Member Appraisal Meetings	These were completed for 2016/17 in line with the Code of Good Governance. The 2017/18 meetings are currently being scheduled
Board Induction.	<ul style="list-style-type: none"> • Both externally led and internal induction programmes are provided for new and pre-existing board members

	<ul style="list-style-type: none"> • The design of internal board member induction was enhanced in 2016-17 and will be further revised in 2018-19 • All Induction and Board Guidance documentation is now available on Admincontrol for easier reference and timely update • Post induction meetings will be arranged with each new board member to 'check in' and clarify any points or any further development needs • <i>Stakeholder guide and key activity timeline maps have still to be finalised and shared to refresh/share knowledge across Board Members</i> • Work continues to progress on maintaining induction as a rolling process, including tailoring induction and using modules under preparation by the College Development Network
Contribution to Environmental Issues	<p>The Board utilises the Admincontrol system for committee and board paperwork, thereby significantly reducing the paper trail, utility consumption and the carbon footprint.</p>
Board Performance Evaluation, Development and Support	<ul style="list-style-type: none"> • Annual Board Self-Evaluation of Performance and Effectiveness is well established. • The Rolling Board Development Plan translates the outcomes of the Board Self-Assessment Process, the Board Development Days, the Externally Led Assessment of Board Performance and Board Approved Developments into actions for the ongoing enhancement of Board performance • With the raft of developments and initiatives being issued as a result of the work of the CDN, the Good Governance Task Group, etc., the role of the Board Secretary is pivotal in the interpretation, review and the provision of advice to the Board on compliance and progress

OUTCOMES AND PROGRESS FROM THE JANUARY 2017 BOARD DEVELOPMENT DAY AND THE MARCH 2017 BOARD MEETING

OBJECTIVE	PROGRESS
<p>Maintain a record of all training and professional development activity for board members and collate feedback from those sessions</p>	<p>This process began in 2016-17 and is currently a paper based activity, which it is the intention to transfer to electronic record.</p>
<p>Annual Work Plans will be developed for the Board and each Committee. The work plans will set what is required to fulfil the groups' remit and how that will be scheduled throughout the year</p>	<p>The Annual Work Plans were produced for the Board and each Committee from the start of 2016-17 and were approved at each of the first meetings. The workplans will be revised for approval as appropriate, and at least for the first meeting of each academic year.</p>
<p>Actions agreed at Board and committee meetings to be translated into action logs for review at each subsequent meeting</p>	<p>Action Logs have now been introduced for the Board and Committees and are considered, as appropriate, at the start of each meeting.</p>
<p>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.</p>	<p>Proposals in relation to the Board Committee Structure were considered by the Board at its June 2017 meeting. As a result, it was agreed to trial a revised structure in academic year 2017-18. The success of the trial is being reviewed "in year" and a report on the operational effectiveness of the revised structure will be brought to the June 2018 meeting of the Board for consideration and decision.</p>
<p>All board members to serve on the learning and Teaching Committee for at least one year during their period of appointment to the Board</p>	<p>The membership of the Learning and Teaching Committee (LTC) was revised for the start of academic year 2017-18. Elected members had always been members of LTC, but the non-executive membership was significantly enhanced. It is the intention to ensure that, as far as is possible, all non-executive members experience at least one year as a member of LTC.</p>

OUTCOMES FROM APRIL 2018 BOARD DEVELOPMENT DAY

OBJECTIVE	PROGRESS
<p>Board Member Induction and Development: (<i>brought forward and supplemented from the previous iteration of the Rolling Board Development Plan</i>)</p>	<p>The following remains work in progress (No new non-executive board members have been appointed during the previous two years, and only one new elected appointment has been made. Including both elected and non-executive members, there will be a minimum of six new board appointments made before August 2018). The following will be a part of the ongoing induction/development process:</p> <ul style="list-style-type: none"> • In addition to compulsory internal and externally organised induction events, Board members are strongly encouraged to register for external development activities, such as the CDN Conference and events aligned to individual development plans. • Confidence building for all members, and in particular new non-executive and elected members • An appropriate and experienced Board Member/Committee Chair to be appointed by the Board to act as mentor for all new non-executive members throughout the first year of tenure. Arrangements for elected members to be undertaken by the Board Secretary • The Board and Committee Chairs to encourage contributions from all members, and in particular new members, at each item of business • The Board and Committee Chairs to ask at the end of each item of business whether those, <u>who have not yet made a contribution to the discussion</u>, wish to say anything • The above two bullet points to be added to the Board and Committees' terms of reference • Committee Chairs to be given a particular role within the internal induction process, within which they outline and explain the business and practices of their Committee and the expectations of Committee Members in terms of their contribution towards the decision making process.

<p>Board and Committee Meetings</p>	<ul style="list-style-type: none"> • Seek to broaden the contribution to a selection of Board meetings each session by encompassing the involvement, either prior to or during the meeting, of interaction with the student body • At the start of each Board and Committee meeting, the Chair to guide the meeting through matters arising, and where those matters are dealt with under the agenda for the meeting, to point to those agenda items that will deal with the matters concerned • Investigate, as a matter of urgency, the provision of a set number dial in facility (e.g. Spider phone) which will permit multi individual teleconferencing to occur during meetings. This to encourage those members who cannot attend a particular meeting, but who may be able to remotely contribute to the meeting, to use the teleconferencing facility to take part • The consultation exercise, last undertaken three years previously, to be repeated to ascertain member's views on what would be the optimum time for meetings to occur
<p>Stakeholder Information</p>	<p>The previously requested briefing information on Stakeholders to be provided at an early opportunity, and briefing sessions designed to guide Board Members through the interactions between the College and the spectrum of stakeholders be held annually, normally as part of the board development process.</p>
<p>Succession Planning</p>	<p>The Board give consideration, as a part of the next scheduled Board Strategy Day, to the issue of succession planning for Board Members and also for the EMT/SMT</p>



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Paper 19

Mike Cantlay
Chair
Scottish Funding Council
Donaldson House
97 Haymarket Terrace
Edinburgh
EH12 5HD

4 April 2018

Dear Mr Cantlay,

SCOTTISH FUNDING COUNCIL – LETTER OF GUIDANCE 2018-19

Introduction

1. Following the publication of our Programme for Government (PfG), 'A Plan for Scotland' in September 2017 and the agreement of the 2018-19 Scottish Government Budget, I am writing to you to set out my expectations of the Scottish Funding Council and my strategic priorities for the Scottish Government's investment in the further and higher education sectors until the end of March 2019. More detail around this can be found in Annex A.

Strategic context

2. Education remains this Government's defining mission and, as the national strategic body for funding teaching, learning and research in our colleges and universities, the Scottish Funding Council plays a crucial role in supporting our drive to achieve excellence and equity across the education and skills landscape. It is also at the heart of our ambition to align our enterprise and skills agencies behind a common purpose and vision which secures improved outcomes for all our learners, drives inclusive economic growth and improves productivity.

3. It is my intention that the SFC will undertake its operational and strategic planning in line with the Strategic Board's Strategic Plan once it is developed, and in the meantime be attentive to the emerging themes and priorities of the Board as it develops that Plan and to contribute to the staffing resource of the new Analytical Unit. Of considerable significance to that aim is the requirement for SFC to plan and work collaboratively with the other Enterprise and Skills agencies, with the Scottish Government and more widely as required to support the Strategic Board's aims.

4. In 2018-19, I therefore look to the SFC to make decisions that ensure the funds provided to it by the Scottish Government are used to drive sustainable growth, deliver the priorities detailed in this letter and achieve the outcomes set out in its plans for 2018-19.

5. When I wrote to you in October, I set out my expectations and ambitions for the 2018-19 Outcome Agreements, in particular my desire to see that process intensified with the aim of providing a clearer line of sight between SG investment and the delivery of desired outcomes. That intensification must continue and progress further. I welcome the work that has been done with the sectors to date and look to you to build on this in 2018-19 by continuing to set ambitious targets, encouraging engagement; improving transparency and accountability, and driving improvement through the funding you allocate to colleges and universities.

6. For 2018-19, I will be focusing on the key themes of equality and fairness across our further and higher education sectors. The Scottish Government, SFC and colleges and universities must strive to provide leadership on ensuring people are treated fairly, with respect and can access opportunities regardless of background or personal circumstances. Work to drive forward implementation of the recommendations from the Commission on Widening Access (CoWA) is vital to this and I also look to the SFC to demonstrate leadership and drive improvements in key areas such as student welfare, gender equality and the living wage.

7. 2018 is the Year of Young People and is celebrating the very best of Scotland and its young people. The Year has been co-designed with young people themselves and the SFC should actively seek to work in partnership with other partners, including schools, teachers, local authorities, Youth Organisations, Education Scotland and young people themselves to ensure young people have a platform to have their views heard and acted upon, and that they will have a key role in the development and delivery of activities ensuring an inclusive approach is taken throughout the Year and beyond, creating a lasting legacy.

Scottish Funding Council Budget 2018-19

8. In what has been a tight financial settlement for public services across Scotland, I am pleased to have been able to provide cash increases for 2018-19 to both the college and university sectors. This clearly demonstrates our commitment.

9. The Scottish Government's budget for 2018-19 includes the planned funding for colleges and universities and administration funding for the SFC set out in the table below. As normal, transfers in and out of the budget will be detailed in the Spring and Autumn Budget Revisions, published each year and subject to Parliamentary scrutiny.

Financial Year 2018-19	£m
Higher Education Resource	1,024.9
Higher Education Capital	81.3 (including £40m Financial Transactions)
College Resource	588.2
College Capital	76.7
College NPD Expenditure	29.3
SFC Administration	7.5

Conclusion

10. In conclusion, I trust that you will find this letter helpful in carrying forward your planning and activity for 2018-19. I am confident that the SFC will rise to the challenges it faces during the coming year and this Government very much values the important work that the SFC carries out in helping to deliver this Government's purpose. I look forward to that support continuing as the Council drives forward its important work in meeting our priorities to ensure excellence and equity in our education system and playing a key role in Scotland's inclusive economic growth.

Yours sincerely,



SHIRLEY-ANNE SOMERVILLE

Copies:

John Kemp, Interim Chief Executive, Scottish Funding Council
James Dornan MSP, Convener, Scottish Parliament Education and Skills Committee
Ken Milroy, Chair, Colleges Scotland
Shona Struthers, Chief Executive, Colleges Scotland
Liz McIntyre, Chair, College Principals Group
Professor Andrea Nolan, Convener, Universities Scotland
Alastair Sim, Director, Universities Scotland
Sally Loudon, Chief Executive, COSLA
Gayle Gorman, Chief Executive, Education Scotland
Damien Yeates, Chief Executive, Skills Development Scotland
Grahame Smith, General Secretary, Scottish Trades Union Congress
Mary Senior, Scottish Official, University and College Union
Larry Flanagan, General Secretary, Educational Institute of Scotland
Dave Prentis, General Secretary, UNISON
Pat Rafferty, Regional Secretary, UNITE Scotland
Gary Smith, Secretary, GMB Scotland
Luke Humberstone, President, NUS Scotland
Paul Lewis, Interim Chief Executive, Scottish Enterprise
Charlotte Wright, Chief Executive, Highlands and Islands Enterprise
Nora Senior, Chair, Enterprise and Skills Strategic Board
Russel Griggs, Chair, South of Scotland Economic Partnership
Gerald McLaughlin, Chief Executive, NHS Health Scotland

ANNEX A

SECTION 1: SFC's contribution to Scottish Government priorities

SG strategic priority

SFC's role in contributing to effective delivery of the key aims of the Enterprise and Skills Strategic Board.

SFC strategic outcome: High quality teaching and learning

Skills Alignment

1. As reflected in our Economic and Labour Market Strategies, developing the skills of Scotland's current and future workforce is central to improving productivity, supporting the Scottish Government's focus on inclusive and sustainable economic growth. The Enterprise and Skills Review concluded that the impact of our investment in skills would be enhanced by increasing the planning and alignment between the SFC and SDS, so that this investment better reflects the needs of employers and the economy. I want the SFC to continue working with my officials and with SDS to deliver the Skills Alignment workstream as set out in the *Enterprise and Skills Review Report on Phase 2: Skills Alignment*, with a specific focus in 2018-19 on:

- **Working with SDS to establish a single demand and provision planning cycle** that takes into account the planning cycle of colleges, universities and training providers. This supports the expectation, set out in the above report, that the SFC and SDS will jointly develop: an evidence-based skills demand assessment proposal that identifies skills demand at national, regional and sector levels, and where gaps exist in possible priority occupations, qualification levels and skills pathways; and a resultant coherent, provision plan for skills investment at regional, occupational and qualification levels. Both the demand assessment and the provision plan should be developed with industry and institutional engagement, with SFC and SDS working actively with relevant providers to build institutional capacity and capability.
- **Enhancing the use of information on labour market demand and providers' capacity** across SFC and SDS. This on-going improvement from 2018-19 should support the enhanced use of this information to better and more clearly inform Outcome Agreements and SDS contracting processes.
- **Better aligning the work of the relevant parts of SFC and SDS.** This will ensure a seamless approach to developing and implementing skills provision planning, Outcome Agreements and SDS contracting.
- **Joint recruitment of a Director of Skills Alignment** and planning supported by the establishment of a supporting core team and wider virtual team drawn from SFC and SDS. The establishment of this post and the supporting team is a vital enabler to delivery of the above and Skills Alignment more widely given the post's responsibility for progressing Skills Alignment.

2. These actions directly support the implementation and delivery of the Skills Alignment workstream and the 5 step model that underpins it. Implementation of this approach will inform ongoing consideration of the most effective balance of our skills investment to maximise returns in terms of productivity and labour market inclusion and avoid duplication of effort and funding.

Apprenticeships

3. There is an increasingly important role for colleges and universities in supporting the expansion, enhancement and diversification of the apprenticeship family, as crucial components of Scotland's skills offer.

4. I expect SFC and SDS to work together to ensure that colleges and universities play their vital role in expanding apprenticeships at every level. I expect the SFC and the institutions it funds to work effectively in delivering these ambitions, recognising the value of more diversified work based learning pathways into employment. Our targets for this year are 28,000 Modern Apprenticeships and as part of this 887 Graduate Apprenticeships; and 2,600 Foundation Apprenticeships.

SG strategic priority

High quality learning in a system which is seamlessly connected for the learner.

SFC strategic outcome: High quality teaching and learning – success in and progression from learning

STEM

5. Developing Scotland's STEM talent and capability is key to the Government's aim of generating inclusive and sustainable economic growth and to realising our ambitions to place our economy at the forefront of the technological frontier. The STEM Strategy for Education and Training aims to support people to develop their STEM skills throughout their lives, to grow STEM literacy and drive inclusive economic growth. This includes enabling learners to develop specialist STEM skills to gain employment in the growing STEM sectors.

6. The Strategy highlights the SFC as a key partner in delivery of the Strategy, helping to build a high-quality, responsive STEM offering in both the further and higher education sectors and promoting the Strategy's themes of excellence, equity, inspiration and connection. We expect the SFC to deliver designated actions within the Strategy, working with partners and to contribute to the governance arrangements for the Strategy through its representation on the STEM Strategy Implementation Group, and through the official-level Action Group.

Digital

7. The digital skills gap in Scotland is widening and is a significant challenge across the economy and at all stages of the skills pipeline. Therefore it is now a critical policy priority to improve Scotland's digital skills to enable inclusive growth. I expect the SFC to work with the further and higher education system and public and private partners to emphasise the necessity of improved digital skills development across all subject areas for both students and teaching staff and to greatly enhance industry links, so that the system responds effectively and quickly to the evolving digital skills requirements across all sectors. Furthermore, I would like the SFC, through their representation on the Digital Skills Partnership, to consider opportunities to enhance FE/HE provision of digital skills.

Screen

8. The screen sector remains a priority sector for Scottish Government. I note and welcome the SFC's funding for – and active support of - the Creative Media Network, alongside a number of other investments designed to meet the emerging needs of the Creative Industries. This will help the screen sector to engage constructively and productively with a wide range of colleges and universities in Scotland in order to fully harness our large and diverse indigenous talent pool. The SFC should continue to collaborate with Creative Scotland and its partner agencies to establish the dedicated Screen Unit, play a full part in its governance and work to fulfil its shared strategy. I expect the establishment of the Screen Unit in 2018-19 to result in closer and stronger collaborative working by the SFC with agency partners so that public sector investment and resources drive growth more effectively in our television and film sectors.

Veterans

9. I expect you to respond to the recommendations made by the Scottish Veterans Commissioner by working with the Veterans Employability Strategic Group and SCQF, to address how qualifications gained in the Armed Forces can be translated and mapped and might be better utilised and understood.

SG strategic priority

Access to further and higher education for people from the widest range of backgrounds.

SFC strategic outcome: High quality teaching and learning – access to learning

Access and Learning

10. Access to university for people of all ages from the widest range of backgrounds remains a key priority of the Scottish Government. Our aim is to build on the recommendations made by the Commission on Widening Access in order to implement the Scottish Government priorities on fair access; including our ambition that every child, no matter their background or circumstances, has an equal chance of going to university by 2030. Therefore ensuring continued progress, at pace, on implementation is very important.

11. The establishment of the Access Delivery Group in August 2017 is an important step forward in helping us to achieve that. Within that Group I expect the SFC to lead by example, clearly demonstrating its own contribution, as a Lead Delivery Partner, to the delivery of the recommendations made by the Commission on Widening Access. More generally I expect the SFC to actively drive forward this agenda, in respect of articulation in particular, demonstrating both leadership and innovation, and working collaboratively with relevant key stakeholders from across the whole education sector to facilitate real change.

12. I welcome the SFC's continued support, through Outcome Agreements, to ensure that the priority for those widening access places added to the system over recent years is given to those living in SIMD20 areas. I expect the SFC to ensure Scotland's colleges and universities make further significant progress towards the targets set by the Commission which should be reflected clearly in Outcome Agreements.

13. I have been clear that our work on access must go beyond entry to higher education to include improved retention and outcomes for students from disadvantaged backgrounds. As set out in my letter to you of 18 October regarding the 2018/19 Outcome Agreement Guidance, I expect these areas to be reflected in the Outcome Agreement Guidance and national measures going forward.

Review of Student Support

14. The Independent Review of Student Support published its findings in November 2017. As work progresses in considering implementation of the Review's recommendations, the SFC should support the delivery of this work, working closely with Scottish Government and the Student Awards Agency for Scotland (SAAS). At the forefront of all considerations should be the need to ensure students from the poorest backgrounds receive the support they require to succeed in their studies.

15. SFC should support the Government's considerations of the recommendations of the independent review including making improvements to attendance criteria for college students.

Equally Safe in Higher and Further Education

16. In 2014, and refreshed in 2016, the Scottish Government published the Equally Safe Strategy. This document, co-authored by COSLA, sets out the Scottish Government's commitment to prevent and eradicate all forms of violence against women and girls. (<http://www.gov.scot/Resource/0049/00498256.pdf>)

17. Universities and colleges are well placed to play a pivotal role in supporting efforts to tackle violence against women in Scotland and they have a responsibility for providing a safe environment for students and staff. I welcome the commitment that has been shown by universities and colleges, including their support for and engagement with, the Equally Safe in Further and Higher Education Working Group.

18. I expect institutions to adopt a gendered analysis in their approach to this issue, and working with students and staff, assess their own policies and practices against the forthcoming Equally Safe in Higher Education Toolkit, to create safer places of learning for everyone. Institutions should not delay in considering their own policies and practices, identify where gaps exist, and develop a framework for developing an effective, strategic and collaborative approach to preventing gender based violence on campuses. This includes putting in place reporting systems, and data capture arrangements. Importantly, support arrangements should be developed to meet the needs and diversity of survivors, whilst also supporting their continuing engagement at university or college.

19. I look to the SFC to work in partnership with the sectors to agree an initial plan for how they intend to adopt and work with the Toolkit, including adaptation of the Toolkit for colleges. Thereafter, to report annually on universities and colleges' progress on this, reflecting this in the annual Outcome Agreement process; and to ensure that their work with the Toolkit is reflected in the forthcoming institutional Gender Action Plans.

Student Mental Health and Wellbeing

20. University and college campuses should be transformative places where students not only achieve academically but flourish and where their well-being is supported and nurtured. Universities and colleges should, in partnership with student associations, other pastoral

care providers and NHS Scotland, have in place a range of support services that are sensitive to the varying needs of all students, that identify mental health difficulties early and provide appropriate support to meet these.

21. I would expect all universities and colleges to develop a strategy for mental health and work with NUS Scotland and their local student association to develop a Student Mental Health Agreement. The SFC, through its reporting mechanisms with universities and colleges, should ensure that these arrangements are in place and are effective.

English for Speakers of Other Languages (ESOL)

22. With the move to core Outcome Agreement teaching funds of £1.455m of Strategic Funds (previously used to fund ESOL delivery with Community Planning Partnerships), the SFC should ensure colleges continue to involve Community Planning Partnerships in the planning and delivery of ESOL. This will include identifying and agreeing with Partnerships the most appropriate agents in this delivery that reflects the needs and type of demand being identified from ESOL learners within their regions.

23. The SFC should work with Education Scotland to evaluate how well colleges and their respective Community Planning partners are working together to meet the needs of ESOL learners.

SG strategic priority

The highest standards of teaching, governance and financial accountability in colleges.

SFC strategic outcome: SFC will invest in, and support, the development of high-performing colleges and universities with modern, transparent and accountable governance arrangements.

Scotland's colleges

24. Scotland's Colleges are at the heart of our ambitions to deliver inclusive economic growth in Scotland and I am grateful to the SFC and colleges for their efforts in continuing to deliver our commitment to deliver 116,000 full-time equivalent places. Building on the successes of the sector in responding to the needs of young people, to learners of all ages and to the local and national labour markets, I wish the college sector to continue to develop its culture of improvement and for there to be a clear line of sight between your investment in colleges and their contribution to the delivery of our national priorities.

25. Through the national college improvement project, we wish colleges to be supported to deliver local improvements with the aim of improving retention and raising attainment to the benefit of all learners. This approach to improvement should build upon the learning from the pilot year of the revised quality arrangements implemented by the SFC, Education Scotland and colleges themselves. I look to the SFC to play a full part in the ongoing development and wider application of this work, which I am looking to progress with pace in 2018-19.

Financial reporting and long-term planning

26. The SFC, the Scottish Government and its partners in the sector should continue to work together to create a financially stable national college sector which delivers for all students. The SFC should work with the sector to agree the assumptions for the 2018 Financial Forecast Return Call for Information on key long-term planning assumptions that underpin the forecasts covering the period ending Academic Year 2022-23.

National bargaining

27. National Bargaining is a key strategic priority for the college sector and we will continue to work closely with you on the associated costs as negotiations progress during 2018/19. We also welcome the enhanced role the SFC will play in national bargaining to improve transparency in relation to the validation of financial and operational information. The SFC should ensure proposals and draft costings from joint secretaries are received at least 2 weeks before any negotiating meeting, to allow time for the data to be validated and agreed in advance of any discussion taking place. The SFC will have the final say on the validation of the data and therefore on the associated financial implications.

28. The SFC should also ensure that colleges include the cost of harmonising staff-pay, terms and conditions in their financial plans as part of the long-term planning described in paragraph 26.

Arm's Length Foundations

29. I would welcome advice from the SFC on how the sector might best continue to use Arm's Length Foundations to assist with long term financial planning and future investment decisions.

Regional Strategic Bodies

30. The SFC should continue to support all three Regional Strategic Bodies (RSBs) to support long-term planning for colleges in their region; and ensure that each regional board has robust arrangements in place to discharge its duty to monitor its performance, support high-standards of governance and that of any colleges assigned to it. This should include advice to Ministers on the scope for improving the efficiency and effectiveness of the RSBs.

Good governance

31. Effective governance is fundamental in supporting colleges in the performance of their day-to-day operations. I expect the SFC to continue to work with the Good Governance Steering Group and the Scottish Government to take forward the recommendations from the Good Governance Task Group and also to ensure colleges continue to comply with the principles detailed in the Code of Good Governance for Scotland's Colleges.

Gender balance on boards

32. Building on my key themes of equality and fairness, the SFC should take a leading role in supporting board appointments across college regions which reflect the diverse nature of the communities which they serve, and meet the Government's objective set for public boards that 50% of their non-executive members are women by the end of 2022. The SFC should work with Colleges Development Network to develop innovative approaches to chair and board member recruitment which supports succession planning and diversity.

Senior Level Pay

33. The SFC should encourage senior figures within the college sector to demonstrate restraint in their own pay settlements. While Public Sector Pay Policy does not apply directly to colleges, the SFC's Financial Memorandum state that colleges must have regard to Public Sector Pay Policy. Therefore, setting pay arrangements for senior staff must ensure value for money, affordability and sustainability in the longer term.

Living Wage

34. The Real Living Wage Initiative is an important part of the Scottish Government fair work agenda and I would ask the SFC to encourage further progress to be made across the college (and university) sector. I expect all colleges to demonstrate progress towards achieving Living Wage Accreditation. Paying the living wage and becoming accredited not only treats people more fairly, it benefits the economy and sends a positive signal about the organisation into the wider community.

Flexible Workforce Development Fund (FWDF)

35. I expect the SFC to continue to work closely with the Scottish Government in delivering this year's Programme for Government commitment on the Flexible Workforce Development Fund (FWDF) in 2018-19. That will include drawing on the lessons of the FWDF pilot to put in place arrangements for the up-skilling and reskilling of the existing workforce. There will be £10m to support the FWDF in 2018-19, with the SFC continuing to contribute £6m from its existing baseline, and a further £4m being provided by the Scottish Government through in-year transfers.

Capital investment and estates strategy

36. Further to the completion of the national College Estate Condition Survey, the SFC should use this as a basis to prioritise future capital investment in the college estate, including new build, refurbishment, upgrading and maintenance. Future capital investment requirements in the college estate should be underpinned by fully transparent guidance and engagement with the sector. The SFC should also continue to work closely with the Scottish Government to develop clear guidance on the disposal of assets within the college sector.

37. Capital investment should also consider and support the clear and ambitious targets set in the Climate Change (Scotland) Act 2009 and I expect the SFC to continue to support the sector in reduction of its carbon footprint. Through the development of the Scottish Energy Efficiency Programme and the delivery of the Low Carbon Universities Fund, the SFC has a unique opportunity to share learning across the sectors.

SG strategic priority

Colleges working in partnership

SFC strategic outcome: SFC will take a leadership role in creating a high-performing system of learning in Scotland, which is strongly connected and coherent for learners

Developing the Young Workforce and Employer Engagement

38. Colleges have a central role to play in growing the provision of vocational pathways in the senior phase of Curriculum for Excellence and I look to the SFC to drive acceleration of collaboration and growth in provision. Through active and effective partnership working between school, colleges and employers, the SFC should help to ensure all young people have access to good quality work-related learning and a range of vocational pathways at a range of appropriate SCQF levels (including introductory/ taster courses) in addition to provision at level 5 and above.

Collective and collaborative leadership in college sector

39. Collaborative leadership (not just between colleges but between colleges and their partners) is needed at all levels to develop a shared vision for change and improvement. The SFC should support this collective approach by working with Colleges Scotland and the Colleges Development Network to embed equity and excellence across the sector.

Early Learning and Childcare (ELC)

40. The expansion of Early Learning and Childcare (ELC) is a key policy for the Scottish Government. Building on the increase in provision of training places over the previous academic year, a further increase in provision to support the expansion is sought for the 18/19 academic year. Specifically, we are seeking to train an additional 1,813 new starts for HNC college and university (through UHI) courses to train at practitioner level in the sector. We are also seeking an additional 490 places (245 FTEs) at managerial level. Those should be split between 388 BA Childhood Practice places (194 FTE) at universities and 102 PDA places (51 FTE) at colleges. These figures have been adjusted to account for withdrawal rates, as discussed with SFC colleagues. My officials will continue to discuss how best to establish a process through which progress against targets can be monitored throughout the year.

41. The SFC's support in ensuring this crucial evidence is available throughout the year is greatly appreciated. Providing flexibility in how and when courses are delivered for the sector will assist in ensuring those wishing to change career have the ability to train in a way that fits around their lives. Exploring greater flexibility in delivery of courses to widen the training options available, in particular for career changers, will be important in the coming year. I am grateful that you continue to work with colleagues from the Directorate for Children and Families, contributing to a number of cross sector fora to progress this policy and, in particular, with development and implementation of the ELC Workforce Delivery Plan. Finally on ELC, I welcome your on-going support in building a diverse workforce to support the expansion of ELC, including recruitment of more males, those from minority ethnic groups and those with disabilities.

FE Strategic Futures

42. The FE Strategic Futures Group presents an opportunity for long-term partnership between the SFC, the Scottish Government and the sector as we work together to create a financially stable national college sector which maximises its potential and delivers for students. The SFC should play a full role in the development of this newly established group and should use the group to promote and secure the success of Scotland's colleges and to deliver on the strategic ambitions of the Scottish Government.

SG strategic priority

Quality learning and good governance in universities

SFC strategic outcome: SFC will invest in, and support, the development of high-performing colleges and universities with modern, transparent and accountable governance arrangements

HE Capital

43. Gaining an understanding of the costs of maintaining a fit for purpose higher education estate is vital to the effective use of capital funds. The work that has been undertaken thus far by the SFC to create an evidence base which sets out the sector's year-on-year life-cycle maintenance needs is a key part of this.

44. This information, in conjunction with discussions between the SFC, the university sector and Scottish Government officials, should continue with a view to exploring ways in which the use of Capital funds could be more effectively aligned with strategic priorities both for this year and in the future.

HE Strategic Futures

45. The SFC has continued to engage with the Scottish Government to develop a positive outcome for the higher education sector in the 2018/19 budget. While funding and efficiencies remain an important element of the Strategic Futures Group, the Scottish Government will continue to work with the SFC and the sector, using this Group as a conduit, to discuss wider issues that affect delivery and service provision. The SFC has a crucial role in the continued development and improvement of this long-term partnership working and in ensuring maximum value for our public investment.

Quality assurance

46. In the context of the changing regulatory framework in England, the SFC should continue to work to protect, as far as possible, the interests of the Scottish University Sector. In respect of the Teaching Excellence Framework, I would like to reaffirm the view of Scottish Ministers that the existing Quality Enhancement Framework approach to quality assurance in Scotland remains the key determinant of assessing the provision of quality learning in Scottish universities. The SFC should therefore work with the Scottish Government and sector partners to mitigate the impact on quality assurance in Scotland of expected changes to the UK Quality Code.

Higher Education Governance

47. I look to the SFC to ensure that higher education institutions are taking the action necessary to ensure that their governing instruments are amended as necessary to enable them to meet the requirements of the Higher Education Governance (Scotland) Act 2016 in line with the timescales set out in the commencement regulations. Alongside this, the SFC must give careful consideration to the revised Scottish Code of Good HE Governance in the context of the 2016 Act and its duty under the Post 16 Education (Scotland) Act 2013 to

require institutions to comply with any principles of governance which appear to the Council to constitute good practice in relation to higher education institutions.

And, in line with the approach set out for colleges, and the importance this Government places on the principles of the Public Sector Pay Policy, I welcome the SFC's undertaking to work with the Higher Education sector to support more transparent governance arrangements, particularly in relation to decisions on remuneration at senior levels.

48. I am aware of, and welcome, the progress that many institutions have already made towards gender balance on their boards and, where there are imbalances, of the steps being taken by the institutions to address these. I wish to see rapid progress made by our higher education institutions in addressing imbalances in gender representation on Boards and also in their senior ranks. It is important that institutions reflect the wide diversity within Scotland's society and the student population that they serve.

49. The SFC should work with Scottish Government and the sector to develop arrangements for reporting against the requirements of the Gender Representation on Public Boards (Scotland) Act 2018, in line with guidance which will be consulted on and developed over the coming months. It is intended that these arrangements will avoid duplication as far as possible. The SFC should also ensure that institutions highlight how they are proactively promoting gender balance on their Boards and at senior levels and all activity towards achieving these outcomes through their Outcome Agreement or Gender Action Plan.

SG strategic priority

Internationally competitive and impactful research

SFC strategic outcome: World-leading research

Europe and International

50. Relationships with other countries support the quality and diversity of Scotland's further education, higher education and research through the development of collaborative partnerships, the sharing of best practice and the ability to attract students and staff from a wide range of backgrounds and with valuable skills. This includes relationships within the European Union and further afield.

51. The withdrawal of the UK from the EU has the potential to have a significant impact on our colleges and universities and their ability to continue to attract talented students and staff, as well as European programme funding. Scottish Ministers firmly believe that the best outcome is to maintain our existing relationship with the EU and that, if that is not possible, we must stay in the single market and customs union.

52. Scotland as part of the UK remains a member of the European Union and so remains eligible to apply to participate in European programmes. The agreement between the UK Government and the EU (December 2017) suggests that eligibility to participate should continue until 2020.

53. I look to the SFC to continue to work with the sector and partners through Connected Scotland, the emerging 'Scotland is Now' nation branding strategy and other partnerships to identify opportunities to communicate that our colleges and universities remain open to

students and academics from across the world and committed to teaching, research and mobility collaborations with our European and international partners.

Core Research budget

54. I welcome the increase in the level of Research Excellence Grant (REG), Research Postgraduate Grant (RPG) and University Innovation Fund (UIF) in AY 2018-19. I expect the Funding Council to ensure that this is used to maintain world-leading research and innovation in our universities.

SG strategic priority

Effective knowledge exchange and innovation between universities and colleges and industry.

SFC strategic outcome: Greater innovation in the economy

Innovation and entrepreneurship

55. The Scottish Government published the CAN DO Innovation Action Plan in January 2017. Our universities have a pivotal role in driving up levels of business innovation by making the best use of university knowledge (and as outlined in Objective 4 of the Action Plan). I expect the SFC to work closely with the sector to use the University Innovation Fund to drive increasing engagement with businesses in support of the Action Plan.

56. I welcome the progress that has been made to implement the second phase of the Innovation Centre programme, building on the success of the first phase and the recommendations of the Reid Review. It is important that this is a true partnership endeavour reflecting the ethos of the Enterprise and Skills Review, with SFC working in partnership with Scottish Enterprise and Highlands & Islands Enterprise to ensure the second phase appraisal process is proportional and progressed at pace while ensuring due diligence. I look to the SFC to continue to ensure that the recommendations of the Reid Review are fully reflected in the second phase of the programme to ensure long term economic outcomes are delivered across sectors.

57. The SFC should continue to encourage an enhanced involvement for colleges in the Innovation Centre Programme. This should include the on-going development of the College Innovation Fund through FUTUREquipped and the College Innovation Accelerator Fund (CIAF) providing colleges with resource to release their internal capacity to engage more fully in the innovation support ecosystem for Scotland's businesses.

58. Our universities and colleges play a key role in supporting an entrepreneurial culture in Scotland. It is key to ensuring that students are exposed to entrepreneurial thinking so that they develop an understanding that an entrepreneurial journey is possible and beneficial throughout their life and work. To this end, I look to the SFC to drive acceleration of work between the sector and partners within the framework of the CAN DO Innovation Action Plan.

Industrial Strategy and UK Research and Innovation (UKRI)

59. It is important that the UK Industrial Strategy and the emerging UKRI deliver for the whole of the UK including Scotland. I look to the SFC to support universities in collaborations with businesses and other partners across Scotland to maximise the emerging opportunities, including leveraging in additional UK competitive funding for research and innovation in Scotland. I also expect the SFC to collaborate with Research England and the other funding bodies on shared UK-wide projects, such as the research infrastructure roadmap and next Research Excellence Framework.

SECTION 2: SFC's operations, governance, collaboration with partners and your role in advising Government on policy and strategy

SG strategic priority: SFC operating as a highly effective public body.

A. INVESTMENT DECISIONS AND FINANCIAL ACCOUNTABILITY

Strategic Funds

60. Having funds available to invest in Further and Higher Education projects which contribute to meeting Scottish Government strategic objectives is something that I welcome and would like to see continue. In line with the Audit Scotland commentary, I would stress the importance I attach to ensuring that projects prioritised for funding are clearly linked to Scottish Government strategic objectives. As part of this, I would expect the SFC to continue to examine currently-funded projects with a view to assessing their consistency with Scottish Government strategic objectives. I am also keen for the SFC to adopt an approach to the use of Strategic Funds where funded projects set out a pathway to becoming self-sustaining where appropriate.

European Structural Funds

61. In collaboration with Skills Development Scotland and colleges, I expect the SFC to continue to maximise the opportunities available through the current European Funding programme, paying particular attention to your responsibility to comply with regulations and audit procedures.

62. Between April 2018 and March 2019, the SFC will continue to manage its European Structural Fund programmes (ESF). ESF activity is delivered by colleges in addition to SFC core activity. In collaboration with SDS, the SFC will deliver its component of the Developing Scotland's Workforce (DSW) programme. This programme will be delivered pan Scotland and will focus on higher level skills to meet regional demand by providing courses linked to Scotland's Smart Specialisation sectors and key growth sectors in Scotland.

Long-term financial planning

63. I look to the SFC to advise Ministers on the long term financial needs of the sectors, taking account of demography, significant financial pressures and options for greater efficiencies and cost savings.

Financial transactions

64. The SFC has been allocated £40m of financial transactions to support capital activity in the university sector. I expect the SFC to work collaboratively with the sector to determine the most effective way in which these can be used.

NPD expenditure.

65. The budget allocated to the SFC also includes £29.3m to cover College NPD expenditure. I expect the SFC to use this funding to cover the unitary charge payments required for college NPD projects in 2018-19.

Financial monitoring and reporting

66. The SFC will submit accurate reports and claims in relation to all programmes which they fund as per agreements established between the SFC and individual Scottish Government policy areas.

67. The SFC should continue to focus on ensuring the quality and robustness of financial reporting from the colleges sector and ensure effective, timely and efficient handling of any challenges which may arise.

B. GOVERNANCE AND OPERATIONS

Gender balance

68. The Gender Representation on Public Boards (Scotland) Bill has been passed by the Scottish Parliament and I welcome the objective set for public boards, including the SFC, that 50% of their non-executive members are women by the end of 2022, and for steps to be taken to encourage women to apply to become non-executive members of public boards. This is a key priority and I set out earlier in this letter (paragraphs 32 and 49) my expectations and ambitions for the SFC's work with the sectors.

Building organisational capacity and capability to improve outcomes

69. The SFC Board and its Committees will continue to play a key role in 2018-19 by providing scrutiny, challenge and oversight of the organisation's activities and delivery of the strategic objectives set by Ministers. I am grateful for the significant contribution Board Members make both individually and collectively and look to the SFC to ensure that their induction, talent development and succession planning arrangements continue to support Members, enabling them to contribute fully during their time on the SFC Board.

70. The SFC senior team and board should continue to engage closely with the Scottish Government's Sponsor Team to develop a package of measures aimed at improving collaboration between the two organisations, based upon a shared understanding of respective roles and responsibilities and making the best possible use of your cumulative knowledge, expertise and networks. I would welcome a regular update from the Chair on this activity, which I am keen to support and consider of critical importance.

71. In a time of increasing financial pressures, your Interim Chief Executive's role as Accountable Officer for public funds granted to colleges and universities remains a crucial one. I expect you, and your Board, to (i) make full use of the powers available to you to lever maximum impact from Government investment and (ii) ensure no ambiguity across either

sector about the importance of absolute compliance with the terms and conditions of grant set out in the SFC's Financial Memorandum. In this context, I welcome your engagement with Scottish Government officials to create a Framework Document.

Production of statistics, reporting and performance management

72. Statistical reporting on the performance of the HE and FE sectors continues to be an important function. The Office for Statistics Regulation has recently updated the Code of Practice for Statistics which gives new guidance on ensuing trustworthiness, quality and value of the statistics you produce and to ensure they serve the public.

73. To meet the high standards set out in this new code, you should identify and create a range of continuous improvements to your methods, processes and outputs. This should also include a staff development plan where all SFC staff should be aware of the requirements under the new code. Our Chief Statistician, who is responsible for adhering to the Code of Practice for Statistics, will be able to provide advice and guidance to support improvements in the production of statistics.

C. ADVISING GOVERNMENT ON POLICY AND STRATEGY COLLABORATION

74. I am grateful to the SFC for the valuable advice and guidance they provide to Government's policy development and for the expertise and challenge that your contribution injects. Your knowledge and input are an essential and influential part of our decision making process and I will look to you to continue and build on this in 2018-19, particularly as we look to progress our thinking in key policy areas including the learner journey and implementation of the student support review.

SPECIFIC REQUESTS OF PUBLIC BODIES

Issue	Further information	Basis of request
Community Planning	We expect those public bodies that will be subject to statutory community planning duties under Part 2 of the Community Empowerment (Scotland) Act 2015 to work with other partner bodies and communities within Community Planning Partnerships to identify, resource and manage effective delivery of shared priority outcomes for their localities. Other public bodies should consider and take reasonable steps to pursue opportunities for partnership working with other bodies, including local authorities, wherever this can support your respective business objectives.	Page 13 of the PfG; the Community Empowerment (Scotland) Act 2015
Digital services	Digital technology is a powerful enabler for improving public services and driving down the costs of delivery. We expect public bodies to deliver against Scotland's Digital Future: Delivery of Public Services by ensuring that digital transformation is embedded within your business strategy and corporate plan. In developing your digital public services, you should consider opportunities to support or benefit from the development of Scotland's national digital ecosystem. If you wish to assess the digital maturity of your organisation, develop business cases/procurements for digital services, or source expert digital staff, please contact the Central Government Digital Transformation Service. Such business change can be challenging and we therefore expect all bodies to make effective use of the Central Government ICT Project and Programme Assurance Framework .	Page 28 of the PfG; Scotland's Digital Future: Delivery of Public Services
Diversity on boards	<p>Most public bodies with boards have signed up to the commitment – 50:50 by 2020 – to improve diversity on boards including working towards gender balance on boards by 2020. As of April 2017 listed public authorities are required to publish the gender composition of their boards and to produce succession plans to increase the diversity of their boards by virtue of The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016. Guidance to support listed public authorities to implement the new duty will be developed by the Equality and Human Rights Commission and the Scottish Government. In addition, the new regulations also amend the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 by lowering the threshold for a listed public authority to report their gender pay gap and publish equal statements etc. from those authorities with more than 150 employees to those with more than 20 employees.</p> <p>You are encouraged to take positive action to support and enable greater diversity of Ministerial appointments, through:</p> <ul style="list-style-type: none"> • taking an active role in succession planning, and providing advice to Ministers about the board's membership needs, both for new and re-appointments; • ensuring that suggested criteria for the selection of new board members meet the needs of the body, are unbiased and are not unnecessarily restrictive; • taking action both during and between board member recruitment exercises to attract the broadest range of candidates to the work of the board; • providing mentoring, shadowing and training opportunities for potential board members; and • considering the role of nominations committees. 	Page 35 of the PfG
Equality	<p>Public bodies are reminded of the Public Sector Equality Duty (PSED) contained within the Equality Act 2010.</p> <p>Those bodies that are listed within the Scottish specific equality duties are legally required to:</p> <ul style="list-style-type: none"> • report on progress in mainstreaming the PSED in to the main business of the organisation; • set, every 4 years, equality outcomes and report on progress every 2 years. We would expect to see within the business plans of the listed body's clear links to their equality outcomes; • impact assess new and revised policies and practices as well as making arrangements for reviewing existing policies and practices; • gather and use and publish employee information; 	Public Sector Equality Duty within the Equality Act 2010 and the Scottish specific equality duties

	<ul style="list-style-type: none"> publish gender gap information (race and disability also from 2017) and an equal pay statement; and consider adding equality award criteria and contract considerations into procurement exercises. 	
Living Wage	Public bodies are encouraged to become Accredited Living Wage Employers , paying the Living Wage to their employees and people involved in delivering public contracts. We published statutory guidance for public bodies on how workforce-related matters, including the Living Wage, may be taken into account in public procurement processes.	Page 37 of the PfG
Young Workforce	You have a vital role to play in working with us to implement the Scottish Government's youth employment strategy, Developing the Young Workforce, for example, by recruiting and training young people, working towards achieving the Investors in Young People gold standard and engaging with the education system to provide development opportunities for young people. Development of procurement policies that encourage more employers to contribute to the development of Scotland's young people.	Cabinet Secretary for Fair Work, Skills and Training's letter to public bodies of 15 December 2014
Fair work	You will know that the Government previously commissioned the Working Together Review to examine progressive workplace policies and published a formal response in August 2015. We asked you to have regard to that report and the recommendation that public bodies should report publicly on their approach to industrial relations and its impact on workplace and workforce matters. A key part of the response was the establishment of the independent Fair Work Convention , who published their blueprint for fair work in Scotland in March 2016.	Page 37 of the PfG; Working Together Review: Progressive Workplace Policies in Scotland
Low Carbon sector and combating climate change	We look to all public bodies to help realise the significant opportunity for growing the low carbon sector both through leadership and directly through reduction of energy demand and integration of low carbon and renewable heat and energy technologies across estates. More generally, we expect our public bodies to lead by example in combating climate change and making a valuable contribution towards achieving our ambitious emission reduction target of 80% by 2050. 2017/18 will mark the third year of mandatory reporting from 180 listed public bodies on compliance with climate change duties. The mandatory reports for 2017/18 are due to be submitted to SG by 30 Nov 2018. Reporting advice, tools, guidance and training are available from the Sustainable Scotland Network (SSN) .	Pages 30-31 of the PfG; policy proposal to bring into force a public body duties reporting requirement under sections 46 and 96 of the Climate Change (Scotland) Act 2009
Efficiency	Although not explicitly mentioned in the Programme for Government, we continue to expect every public body to deliver efficiency savings of at least 3% per annum and to report publicly on the actions undertaken and the results achieved.	Efficient Government section of SG website