**AYRSHIRE COLLEGE BOARD OF MANAGEMENT MEETING
TO BE HELD ON 11 DECEMBER 2025 AT 4.00 PM
KILWINNING CAMPUS PARTNERSHIP ROOM**

AGENDA FOR MEMBERS & ATTENDEES

Part A – Welcome, Report and Minutes

1	Welcome and Declarations of Interest 4pm	
2	Apologies	
3	Minute of the meeting held 18 September 2025	Paper 1 (SM) (C/P)
	• Board of Management Action Tracker	Paper 1A (SM) (P)
4	Matters Arising	
5	Student Association Report Q2 4.03pm	Paper 2 (DH/CS) (P)
6	Chair's Report 4.05pm	Paper 3 (SM) (P)
7	Principal's Report 4.10pm	Paper 4 (ACo) (R)

Part B – For Discussion, Decision or Approval

8	Responsibilities & Standing Order update V14 4.15pm	Paper 5 (SM) (P)
9	2024-25 Audit and Risk Committee Annual Report 4.17pm	Paper 6 (JG) (P)
10	2024-25 Internal Audit Annual Report 4.20pm	Paper 7 (ARi) (P)
11	2024-25 Financial Statements to July 2025: 4.25pm	Paper 8 (LW) (P) once SG approved
	• Annual Report to the Board of Management and Auditor General	
	• Board of Management Report and Financial Statements	
	• Letter of Representation	
12	Board Recruitment 4.40pm	Paper 9 (SM) (R)
13	Q2 Performance Dashboard Update Link to Dashboard 4.45pm	Verbal (AR/DD/SR)

BREAK

14	Management Accounts as at 30 September 2025 5pm	Paper 10 (LW) (R)
15	College Financial Sustainability Plan Update 5.05pm	Paper 11 (ARi) (R)
16	SAI Update Report 5.10pm	Paper 12 (ARi) (R)
17	2024-25 Annual Freedom of Information Report 5.15pm	Paper 13 (SR) (P)
18	2024-25 Annual Health, Safety Wellbeing Report 5.20pm	Paper 14 (DD) (R)
19	2024-25 Annual Complaints Report 5.25pm	Paper 15 (SR) (P)

| 20 | 2024-25 Annual Procurement Report 5.30pm | Paper 16 (LW) (R) |

| 21 | Strategic Risk & Opportunities Register 5.35pm | Paper 17 (ARi) (P) |

Part C – Standing Committee Business: For Review or Approval

22 Committee Chairs Reports on 2nd Quarter Committee Meetings 5.40pm
   - Learning & Teaching Committee 27 November 2025 Paper 18 (AS) (P)
   - PIFCo Committee 18 November 2025 Paper 19 (MW) (P)
   - Audit & Risk Committee 18 November & 2 December 2024 Paper 20 (JG) (P)

23 Confirmed Standing Committee Minutes 5.50pm
   - Learning & Teaching Committee 04 September 2025 Paper 21 (P)
   - BRIC Committee 09 September 2025 Paper 22 (P)
   - Audit & Risk Committee 16 September 2025 Paper 23 (P)

Part D – To Receive for Information

24 **Papers for Information**

   - Final 2025-26 Self-Evaluation and Action Plan Paper 24 (P)

25 **AOCB**

Date of Next Meeting: Thursday 26 March 2026

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

**Minute of the Board of Management Meeting
Held by Hybrid Attendance at Kilmarnock Campus and
via Video Conference Using Microsoft Teams
on Thursday 25 September 2025**

Present:

Sharon Morrow	Interim Chair
Matthew Wilson	Vice Chair
Alison Sutherland	Senior Independent Member
Alicia Clyde	Non-Executive Board Member
Jason Currie	Non-Executive Board Member (From Item 9)
Tracey Dalling	Non-Executive Board Member
Jane Grant	Non-Executive Board Member
Brian Green	Non-Executive Board Member
Gillian Longmuir	Non-Executive Board Member
Michael Ross	Non-Executive Board Member
Iain Shearer	Non-Executive Board Member (Items 1-11)
Chris Boyce	Elected Member, EIS-FELA Teaching Staff
Connor Skipsey	Elected Student Vice President
Lisa Keggans	Elected Member, UNISON Support Staff
Janette Steel	Elected Member, Curriculum Staff (Items 1-18)
Marko Prorocic	Elected Member, Professional Services Staff
Angela Cox	Principal, Ex-Officio

In attendance:

Sara Rae	Vice Principal – Skills and Enterprise
David Davidson	Vice Principal – People, Performance and Transformation
Hilary Denholm	Board Governance Adviser (Items 1-18)
Alan Ritchie	Vice Principal – Finance & Infrastructure
Angela Scoular	Executive Assistant to the Principal and Chief Executive (Minutes)

1. **Welcome and Declarations of Interest**

   The Chair welcomed all present to the meeting including new members and attendees.

2. **Apologies**

   Apologies were received from Darcie Hamilton, Elected Student President.

   The meeting was confirmed as quorate.

3. **Minutes of the Previous Meeting held on 19 June 2025** *(Paper 1) (P)*

   The minutes were approved as a correct record.

   Proposed: Gillian Longmuir   **Seconded:**   Alison Sutherland

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

All actions due in the period were noted as complete.

4. **Matters Arising**

There were no outstanding matters arising from the minutes.

6. **Student Association Report Q1** *(Paper 3) (P)*

C Skipsey introduced Paper 3 as presented and summarised key highlights from the report.

The Board noted:

*   The Student Association Team attended the Sparqs "Lead and Change" two-day residential conference in August and there would be a further review of the Sparqs SLE Model and development of activity for the Class Ambassador programme.
*   Through meeting with different College departments, the team have agreed on a wider variety of campaigns, events and activities for this academic year. This allows the team to streamline their campaign work, avoid overlap and provide consistency of approach.
*   Freshers events took place throughout September and the theme this year was "Get Started." A key focus was providing a broad range of resources to students to help them get started with the academic year.
*   The team took the opportunity to launch 'The Nexus' during the Fresher's events so that students could try it out. It was also demonstrated to staff in August at the Festival of Practice. In August, there was 295 unique visitors to 'The Nexus' and this increased to 580 in September
*   An update was provided on the following projects – SA Funding Scheme, Brighten Our Campus and Ayrshire College Flower.
*   The annual schedule of Class Ambassador meeting is in place and meetings will continue to be available in a variety of formats. For training the Class Ambassadors, the Sparqs two-phase training programme will be used again.

A. Sutherland noted that 'The Nexus' presentation provided at the last LTQ Committee meeting was very well received and the Committee appreciated all the hard work and engagement the Student Association have undertaken.

The Board noted the report as presented.

7. **Interim Chair's Report** *(Paper 4) (P)*

The Interim Chair provided an update on activities conducted since taking on the role at the end of July.

The Interim Chair highlighted a key point to the Board:

*   The Interim Chair had attended a Chairs' and Princpals' Forum on 23 September along with the Principal and there seemed to be a national focus on sustainability and scenario planning given the financial challenges colleges

were experiencing. A manifesto was being developed which would be submitted to the Scottish Government.

The Board noted the report as presented.

14. **Board and Committee Terms of Reference and 2025/26 Work Plans** *(Paper 10) (P)*

On an annual basis, the Board and the Standing Committees of the Board are required to review their Terms of Reference. Corresponding work plans are also reviewed to ensure alignment and provide assurance to support delivery to the Terms of Reference.

The Board was asked to approve:

1. The revised Board of Management Terms of Reference.
2. The revised Standing Committees' Terms of Reference.
3. The 2025/26 Board and Committee Work Plans.
4. The alterations to the Ayrshire College Responsibilities and Standing Orders presented as V14 in Appendix 6.

The alterations documented in V14 comprised:

1. *Section 1.3 - Updated OSCR link.*
2. *Section 2.1 - date updated of last adoption of 27 March 2025.*
3. *Section 2.5 - Increase number of Non-Executive Members from 12 to 14.*
4. *Section 2.6 - 6 months reduced to 3 months, and addition of attendance is under the acceptable % expected.*
5. *Section 2.7 - addition of Interim Chair.*
6. *Section 2.10 - alteration to People, Infrastructure and Finance Committee to help increase focus on People and Culture.*
7. *Section 2.12 - addition of In Person attendance preferred and acceptable expected attendance % KPI is 75%.*
8. *Section 2.14 - Executive Leadership instead of Senior Management Team.*
9. *Section 3 – Terms of Reference updates.*
10. *Links to Referenced Documents updated.*

It was suggested that with regards to the section in the Terms of Reference relating to Committee Performance and Evaluation, this would be included in the Standing Orders. Reference should be made to the evaluation element in each of the Terms of Reference. The amended documents would be presented to the next Board meeting for approval.

The Board noted the recommendations as detailed and approved the changes and updates accordingly, subject to a further update regarding the inclusion of the Committee Performance and Evaluation within the Standing Orders as opposed to the Committee Terms of Reference.

The approved V14 of the Ayrshire College Responsibilities and Standing Orders will be published on the Ayrshire College Website once the updated versions of the documents have been approved.

Action – BOM51-A01: H Denholm to include the Committee Performance and Evaluation section within the Standing Orders as opposed to the Committee Terms of Reference as discussed and will present the revised documents to the next Board meeting for approval.

Decision – BOM51-D06: The Board approved all other updates to the Board and Committee Terms of Reference and the 2025-26 Work Plans, plus the updates within the Ayrshire College Responsibilities and Standing Orders V14.

15. **Board Effectiveness Report 2024/25 & Board Development Plan 2025/26**
    (Paper 11) (P)

    Board members had been asked to prepare and submit/bring to the Board meeting ideas and suggestions for improvements to Board effectiveness, based around the three areas identified in section 2.2 and within Appendix 1 slide 20.

    The Board was asked to review and approve both the Ayrshire College Board of Management Board Effectiveness Report 2024-25 and the Board Development Plan for 2025-26.

    Key points for AY 2024-25:

    • Every meeting attendance level achieved over 70% (good).
    • 86% overall total attendance was achieved (KPI 90%).
    • Virtual attendance assists overall meeting attendance levels.
    • Flexibility of hybrid attendance is helpful.
    • Student voice input maintained across Board and Committee level.
    • All existing board members overall attendance above 70% except one.
    • Attendance and committee membership is discussed as part of annual reviews.
    • Committee membership can be adjusted to assist where issues identified, or vacancies highlighted, or development requested.
    • Committee membership takes into account skills matrix and DiSC profiles.

    Key findings:

    • High Overall Scores: Most numeric responses have a mean score above 5.5, with medians consistently at 6, indicating strong agreement across most evaluation areas.

    • Highest Score areas:
        – (5.92) Student Association Reports, Governance Support, Board accountability.

    • Lowest Score areas:
        – (5.33) Learning provision is relevant to industry needs.
        – (5.42) The Board sets challenging student success targets.
        – (5.50) The Board prioritises the fair and effective management of staff.

    The Board Development Plan 2025-26 was presented as a one-year plan with formal annual reporting to the Board of Management. Quarterly updates to

document progress updates and status changes are uploaded to the Board Knowledge Bank Teams page for Board members' information by the Board Governance Adviser.

Decision – BOM51-D07: The Board approved the Ayrshire College Board of Management Board Effectiveness Report 2024-25 and the Board Development Plan for 2025-26.

20. **Committee Chairs' Reports on 4th Quarter Committee Meetings** *(Papers 16, 17 and 18)*

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

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

The Board noted the report from each Committee Chair.

21. **Confirmed Minutes: Standing Committees** *(Papers 19, 20 and 21)*

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

- Learning, Teaching & Quality Committee
- Business, Resources & Infrastructure Committee
- Audit & Risk Committee

The Board received the above minutes from noting.

22. **AOCB**

Walker Trust

A.Ritchie provided a summary on the Walker Trust. This Trust was established from the money given to the then Kilmarnock College by a local businessperson, Mr Walker, who is now long deceased. The College had attempted to trace any surviving documentation relating to the Walker Trust but unfortunately had no success with this.

It was noted that the Walker Trust has appeared in the College's accounts for at least 30 years. Without having any surviving documentation, all that is known about the Walker Trust is that the College is entitled to spend the interest from the fund, but not the capital, constituting a restricted fund. The interest must be used for the benefit of the students. The current value of the fund is £31,853. As the College can no longer earn interest on the fund, no income has been generated from the fund for some time. The fund is therefore effectively stuck as capital cannot be applied, so the College cannot apply the fund for the benefit of the students.

Given the present situation regarding the Walker Fund and the inability to apply capital or generate an income, it was noted that the College had applied to the

Office of the Scottish Charity Regulator ("**OSCR**") under the restricted funds reorganisation scheme provisions as set out in the Charities and Trustee Investment (Scotland) Act 2005 ("**Restricted Funds Reorganisation Scheme**"). Permission had been requested from OSCR to remove the restriction on applying the capital, to enable both the capital as well as the income of the Fund to be freely applied for the benefit and support of the Student Association Extra Curriculum Fund ("**Extra Curriculum Fund**"). The Extra Curriculum Fund has been developed over the last few years by the College in consultation with the Student Association.

It was also noted that on 2 September 2025, OSCR gave approval to the Restricted Funds Reorganisation Scheme in relation to the Walker Trust, and the approval letter provided by OSCR was tabled ("**Consent Letter**"). Such decision was made by OSCR under section 43A of the Charities and Trustee Investment (Scotland) Act 2005.

The Board of Management of the College hereby record that the College now wishes to formally implement the terms of the Restricted Funds Reorganisation Scheme as agreed and approved by OSCR with immediate effect.

WE HEREBY RESOLVE to formally implement the Restricted Funds Reorganisation Scheme for the Walker Trust as approved by OSCR in the Consent Letter with immediate effect.

It was noted that the College's accounts for the period in which the reorganisation takes place, should clearly reflect that the reorganisation has been given effect to, and any necessary adjustments should be made to reflect changes to the funds following this implementation date.

Decision – BOM51-D11: The Board approved the proposal to formally implement the terms of the Restricted Funds Reorganisation Scheme as agreed and approved by OSCR with immediate effect.

Date of Next Meeting: Thursday 11 December 2025 at 4pm in Kilwinning

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

Reserved items on next page

Board of Management - Action and Decision Log
Meeting No 52 – 11 December 2025

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action / Decision	Open / Complete / Approved / Declined
25.09.25	Item For Homologation	BOM51: D01	The Board approved the homologation of Board decision taken by circulation into the formal Board minutes as documented.	NA	NA	Decision	Approved
25.09.25	Management Accounts as at 31 July 2025	BOM51: D02	The Board approved the Management Accounts as at 31 July 2025.	NA	NA	Decision	Approved
25.09.25	SFC Financial Forecast Return (FFR)	BOM51: D03	The Board approved the SFC Financial Forecast Return (FFR).	NA	NA	Decision	Approved
25.09.25	Voluntary Severance Scheme (2025-28)	BOM51: D04	The Board approved the Voluntary Severance Scheme (2025-28).	NA	NA	Decision	Approved
25.09.25	Board Recruitment	BOM51: D05	The Board ratified the Elected Staff Board Member (Professional Services) appointment.	NA	NA	Decision	Approved
25.09.25	Board & Committee ToRs & 2025-26 Work Plans	BOM51: A01	H Denholm to include the Committee Performance and Evaluation section within the Standing Orders as opposed to the Committee Terms of Reference as discussed and will present the revised documents to the next Board meeting for approval.	H Denholm	11 Dec 2025	Action	Complete
25.09.25	Board & Committee ToRs & 2025-26 Work Plans	BOM51: D06	The Board approved all other updates to the Board & Committee Terms of reference and the 2025-26 Work Plans, plus the updates within the Ayrshire College Responsibilities and Standing Orders V14.	NA	NA	Decision	Approved
25.09.25	Board Effectiveness Report 2024-25 & 2025-26 Board Development Plan	BOM51: D07	The Board approved the Ayrshire College Board of Management Board Effectiveness Report 2024-25 & the Board Development Plan for 2025-26.	NA	NA	Decision	Approved
25.09.25	Draft 2024-25 Self Evaluation Report	BOM51: D08	The Board approved the 2024-25 Self Evaluation Report.	NA	NA	Decision	Approved
25.09.25	Risk Management Policy Review	BOM51: D09	The Board approved the Risk Management Policy Review.	NA	NA	Decision	Approved
25.09.25	Strategic Risk Register	BOM51: D10	The Board approved the Strategic Risk Register as at September 2025.	NA	NA	Decision	Approved
25.09.25	AOB – Walker Trust	BOM51: D11	The Board approved the proposal to formally implement the terms of the Restricted Funds Reorganisation Scheme as agreed and approved by OSCR with immediate effect.	NA	NA	Decision	Approved

Ayrshire College   *(Paper 2)*

Title of Meeting:	Board of Management
Date:	11 December 2025
Title:	Student Association Report
Purpose:	To provide members with updates on the activities undertaken by the Student Association with particular reference to the two pillars of their work, namely the Student Voice and Student Community, and to further ensure that the student voice is heard in all relevant forums.
Recommendation:	To note.

1.   Executive Summary

The Student Association team ordinarily consists of two elected officers. The Student President, Darcie Hamilton and Student Vice President, Connor Skipsey. The Student Association is governed by a Student Executive Committee within which students hold various volunteer Student Officer roles. The work of the Student Association is supported by the Student Association Advisor, Linda Corbett and is overseen by the Head of Quality Enhancement, Ann Heron.

2.   Associated Risks
None

3.   Equality and Diversity Impact Assessment
None

4.   Publication
This paper will be published on the College website.

1. Background

The Student Association has undertaken significant activity surrounding Student Voice, Student Community and Campaigns, and Governance in recent months.

Student Officers and Executive Committee

The recruitment of Student Officers remains underway, however most Officers have now been onboarded and are undertaking a variety of activities relating to their roles.

The update to the Student Association Constitution around removal of a final date for Officer recruitment is already proving invaluable as it is providing us more flexibility to recruit, particularly where a Student Officer may step down, and a vacancy becomes available.

We are pleased to note we have Officers on each Campus covering a variety of roles such as Women's Officer, LGBT Officers, Wellbeing Officer, Games and Clubs Officers and Online Community Officer etc.

The Officers also form The Student Association Executive Committee, and the inaugural meeting took place in September 2025, and the Officers were consulted on upcoming activities for the year ahead.

Student Community

As mentioned, many of the Officers have been undertaking activity relating to their role. This has included:
- The restart of the Warhammer Group in Kilmarnock
- A new Dungeons and Dragons campaign hosted online through our Discord Server
- LGBT Lunch Clubs in Kilmarnock and Ayr
- The Discord Gaming Server has been overhauled by our new Online Community Officer and the server now has a much broader scope and includes space for students to connect on a variety of hobbies.
- The Online Community Officer is also running a Logo Competition, whereby students can design a new logo for our Discord Server and the members of the Discord will vote for their favourite. The winner will have their logo implemented and will receive a £20 Greggs Gift Card.

We'd like to formally extend a thank you to the Warhammer Alliance for the free pack of resources they sent to us, which included a gamers book, figures, paints and more. The contents of the pack are valued at around £200 so we are very grateful for their support. The pack will allow the students at the Warhammer Group to more fully participate.

In addition to the above, we have a new Readers Club being hosted on Teams and we are working alongside the LRC teams to promote their new book club also.

Campaigns

The Student Association undertook activity around *Dyslexia Awareness Week* in September 2025. We collaborated with the LRC and The Digital Learning and Resource Team to compile student facing resources for those with Dyslexia. The focus was around support and resources already available at Ayrshire College. Student facing information was sent by email and we undertook some social media activity as well.

We had a very successful series of events for *World Mental Health Day*, particularly at the Kilwinning Campus where we supported the Access to Nursing students to host events every single day throughout the week leading up to the Campaign Day. Our campaign focus was on kindness and support so alongside information and resources, we asked staff and students to write out a Kindness Card and include a message of positivity and support for anyone who may be struggling with their mental health.

For *Black History Month*, we focussed on student led activity which has included a student facing stall at Kilmarnock, information for students about the campaign and a small suite of Black History related media and entertainment such as music and books with all activity being generated by the students themselves.

Care Experienced Week took place in late October and we were delighted to once again participate in the annual Care Experienced Event hosted in the Ayr Campus on the 28th of October. We hosted the inflatable "igloo" and had costumes and dress up supplies for the young people to have some fun with. We also sent information to students about different resources and supports available for those who are Care Experienced.

Projects
The Nexus was launched to the Students during Freshers in September which included live demonstrations, showing students how to access The Nexus via the MyCollege app and encouraging students to take part in our Nexus Quiz. The answers to the quiz could all be found inside the Nexus and those who took part had a chance to win a £100 Amazon Gift Card. The winner was chosen and they have received their prize.

The launch activity for September saw a total number of visitors to the Nexus reach around 600. The subsequent months have had fewer visitors, however this was expected. We are pleased to note a steady stream of traffic none the less. October saw The Nexus go spooky as we decorated it for Halloween. We will look at something similar for the festive period and will consider some further launch activity for Semester 2.

2. **Current Situation**

Events and Campaigns

We have plans underway for this year's 16 Days of Action Campaign which aims to stamp out gender-based violence. We are collaborating with the Police Scotland Liaison Officer, the Equality, Diversity and Performance Lead here at the college and externally we have invited some key partners to participate also.

Each of the three local authority areas are hosting a ReClaim the Night March and the Student President will be attending the East Ayrshire March and will be a key note speaker. They will be talking about the importance of the March and the 16 Days of Action Campaign and the impact on our communities and our learners.

Planning for Winterfest has been ongoing, we are looking into having a magician on campus to do some tricks as well as having our igloo photobooth where we will have Christmas props and other fun accessories for students and staff to enjoy. We will also have sweets, hats and scarfs and plan to have Christmas movies playing. The dates for Winterfest are Tuesday 2nd December at Kilwinning Campus, Wednesday 3rd December at Kilmarnock Campus and Thursday 4th at Ayr Campus, each event will run from 10am-1:30pm if you have time available, pop over to one of our events.

For Brighten Our Campus, we have started getting students involved for the Kilwinning Campus Wellbeing Garden with plans for planting of bulbs and flowers. The garden at Kilwinning is bare at the moment so we anticipate this part of the project may take some time. At Kilmarnock Campus we were delighted to take part in a tree planting ceremony where we planted the Kilmarnock willow, a Fig Tree, a Cherry Tree and a Monkey Puzzle Tree. Our thanks go to Dalkia for their generous donation of the trees to the College. and additionally, for Kilmarnock the Horticulture students are still working with us and are starting to plant Winter Flowers. The Wellbeing Garden at Ayr is going to be under the care of some of the HIVE classes this academic session and they have some exciting plans in the works. Our thanks to their lecturer Stephanie Thomson for the fantastic support.

As part of the continued launch activity of the Ayrshire College Flower, we hope to send out a good news story which will include updates on Brighten our Campus as well.

Student Voice
Recruitment of the Class Ambassadors has been completed. We utilised a number of recruitment strategies including email, Teams, posters and verbal promotion. We also recorded an updated Class Ambassador promotional video which was a resource that we could share, but additionally was included in this years Curriculum Induction Checklist so that lecturers would have a visual resource to show classes.

We have recruited approximately 248 Class Ambassadors, this is approximately 50 less than at the close of the last academic session. This means we have circa 1 Class Ambassador for every 39 students. Last academic session at this point in the year we reported 1 Class Ambassador for every 28.5 students. This means we have a reduction in student representation across the college.

We have undertaken some informal consultation with our sector counterparts, with Sparqs and with NUS Scotland to try and understand if the reduction in

Class Ambassador numbers and recruitment challenges is a sector wide issue and the feedback returned is confirming that many other colleges and universities are facing a similar circumstance.

As an ongoing area of development, we will continue to work with Curriculum to identify opportunities to promote the Class Ambassador Programme, it's benefits to the College and The Ayrshire College Volunteering Award.

The first Class Ambassador meetings are scheduled for mid-November, however we have been proactively collecting and actioning feedback since students started in September and will continue to do so.

We have also worked closely with the Quality Team to look at how we gather student feedback through surveys. Some of the Feedback about the Early Engagement and Satisfaction Survey was that it was too long and overly onerous for students. The proposal was to issue out shorter, sharper "Pulse Surveys" with a view to asking questions about feedback in a more timely manner, in a way that was easier for students and allowed us the opportunity to integrate some of the reflective areas from the Sparqs Student Learning Engagement Model as part of the work on Student Partnership from the TQEF. The data will be used to support ongoing college development and will feed into the SEAP evaluation areas also!

Ayrshire College Student Voice Audit
This year sees the college undergoing an external audit for Student Voice. The Student Association have worked with the relevant key colleagues to assess the audit needs, collect evidence and showcase that evidence to ensure compliance with the audit requirements. Once the audit report is available, we will review it and action any relevant developments points as appropriate.

3. **Proposal**
The Student Association will work closely with the external auditors and other key colleagues to ensure a smooth Student Voice Audit.

4. **Resource Implications**
None

5. **Consultation**
The Student Association will continue to consult with relevant key stakeholders around the college as required.

6. **Conclusion**

The Student Association are undertaking a broad spectrum of work with a view to having a strong student voice, offering a positive student experience and student community. We continue to look at our development opportunities and engage in meaningful projects.

Darcie Hamilton   *Connor Skipsey*
Student President   *Student Vice President*
October 2025   *October 2025*

Ayrshire College   *(Paper 03)*

Title of Meeting: Board of Management Meeting

Date: **11 December 2025**

Chair Report   The purpose of this report is to update Board Members on
Purpose: activities carried out by the Interim Chair since the 25
                        September Board meeting.

Recommendation: To Note

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1. Executive Summary

To provide Board Members with an update of key activities I have been involved in since
the last Board meeting.

- Stakeholder and partner engagement
- Internal College meetings
- Board Development activities
- Meetings associated with Colleges Scotland

2. Strategic Objectives

This paper supports our Strategic Ambition through helping fulfil our strategic objectives
to deliver outstanding experiences, to be the partner of choice and to play a key role in
enabling the future.

This is demonstrated by the range of meetings and activities as described within this
quarterly update report.

3. Associated Risks

N/A

4. Equality and Diversity Impact Assessment

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

5. Publication

This paper will be published on the College website.

6. Stakeholder Engagement

I have met with stakeholders and partners, by way of introductory dialogue. These meetings have included the MSPs Brian Whittle, Kenneth Gibson, Siobhan Brown and Ellena Whitham; the Leader at East Ayrshire Council Douglas Reid; the Leader at South Ayrshire Council, Brian Connelly; the Leader at North Ayrshire Council, Marie Burns and Ben McPherson, Minister for Further and Higher Education.

a. Other Engagements

I was delighted to be able to attend the following events and internal College meetings:

- College Graduation Ceremony 26 September 2025
- College Chairs Group
- Colleges Scotland Online Briefing
- Cyber Security Session with WBG auditors
- Introduction and Governance insight with Nescol
- HMiE Modern Apprenticeship Review
- Public Appointment Diversity Strategy Chairs' Discussion Session with the Ethical Standards Commissioner
- Weekly update meetings with the Principal & Chief Executive
- Weekly update meetings with the Board Governance Advisor

b. Future activities

- Induction follow up meetings with new Board members
- College Chairs Group
- Christmas staff celebrations
- 6-month review catch ups with Board Members
- 6-month review with the Principal/Chief Executive
- Colleges Scotland Chairs and Principals Forum
- Board Development session and Annual Board Dinner

7. Our Governance

a. Chairs (CSNC) Meetings

We held the first CSNC meeting of AY25/26 on 30 September, where we discussed recruitment needs and procedures, reviewed the Q1 Committees, agreed to refresh the training and development requirements for Board members, and to take forward improved communications with staff from Board members to help staff understand the role of the Board.

I encourage all Board members to pass suggestions, feedback and any queries to their relevant Committee Chairs for discussion at the next Chairs meeting which takes place 17 February 2026

b. Board and Committee Membership and Recruitment

Following the discussions at the CSNC in September, a paper is now submitted to Board regarding revised recruitment procedures and a recommendation for one extension.

c. Board Member Development

- Strategic Area Visits (Leading for Learning opportunities) will be relaunched to offer Board members a strategic visit in a College area where they do not currently have a detailed knowledge, and wish to develop this.

- Opportunities for further development are published on the CDN website, and also shared by the Board Governance Adviser.

- Please advise the Board Governance Adviser of your attendance at any learning that you complete as a representative of the Ayrshire College Board – this information can then be included in your development record.

- New information continues to be shared in the "Board members Knowledge & Development Bank" Teams page.

- The Annual Board Development plan will be updated quarterly, with updates being shared on the "Board members Knowledge & Development Bank" Teams page.

8. Our Communications

Board members receive emails, and Microsoft Teams posts to college accounts regarding Board meetings & information, with personal/work contact being used only for urgent/time sensitive communications.

Please direct any Board News suggestions to the Board Governance Adviser for publishing on the website.

We hope to work with ELT to establish quarterly communications linked to the college communications strategy to inform staff and stakeholders about Board member profiles and to increase understanding of what the Board does and how it operates.

Sharon Morrow
Interim Chair, Board of Management
11 December 2025

Ayrshire College (Paper 05)

Title of Meeting: Board of Management

Date: 11 December 2025

Subject: Further Review: Ayrshire College Responsibilities and Standing Orders including additional Section 9.

Purpose: To ensure that the Board has met the required commitment to annually review the Board and Standing Committee Terms of Reference and corresponding work plans.

Recommendation: The Board is asked to approve:
1. The alterations to the Ayrshire College Responsibilities and Standing Orders presented as V14 in Appendix 1

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1. **Executive Summary**
   - At the September Board Meeting it was agreed that an additional section should be added to detail evaluation at Board and at Committee level. Section 9 has been added into V14 of the entire Ayrshire College Responsibilities and Standing Orders document.

   - Additional Sections of the Ayrshire College Responsibilities and Standing Orders have also been updated as agreed at the last meeting.

2. **Strategic Objectives**
   The further review of the Responsibilities and Standing Orders demonstrates the commitment shown by Board members to being engaged in overseeing and governing the College. This directly links to our Strategic Objective of *Enabling the Future* with the Board leading & influencing; being data informed and intelligence driven; responding to challenges and helping shape the future positively.

3. **Associated Risks**
   There is a risk that the Board and the Standing Committees could fail to demonstrate that they were fulfilling the requirements of the Terms of Reference because they had not prepared, approved, and implemented a work plan, resulting in a failure to evidence compliance with governing legislation and regulation.

4. **Equality and Diversity Impact Assessment**
   None required.

5. **Publication**
   This paper will be published on the College website.

1. Background

On an annual basis the Board and the Standing Committees of the Board are required to review their Terms of Reference. Corresponding work plans are also reviewed to ensure alignment and provide assurance to support delivery to the Terms of Reference. Further updates as discussed at the September Board meeting are now presented for approval.

2. Current Situation

Ayrshire College Responsibilities and Standing Orders V14 (Appendix 1)

Further alterations are proposed to the Responsibilities and Standing Orders.

In summary these additional alterations comprise:

1. *Section 3 - Evaluation sections included in ARC & LTQC ToRs*
2. *Risk Register updated to Risk & Opportunities Register*
3. *Section 5 - Annex C – Hybrid meetings guide inserted*
4. *Section 9 - New Board evaluation Section 9 inserted*

2a. Section 3 - Evaluation sections included in ARC & LTQC ToRs

Following on from the last Board meeting discussion and agreement, the LTQC Terms of Reference have been updated with the evaluation section as per the PIFCo Terms of Reference.

The ARC Terms of Reference were also updated with the additional relevant evaluation details for consistency.

2b. Risk Register updated to Risk & Opportunities Register

Following the inclusion of opportunities, and the register being renamed, all references to the Risk Register have been updated to Risk & Opportunities Register throughout the document.

2c. Section 5 Annex C

Additional guidance based on the 2025 advice note from the Standards Commission Scotland

2d. Section 9 - New Board evaluation Section 9 inserted

A new section has been inserted to pull together and clarify the full Board evaluation process in place, including at Board and at Committee level.

3. Proposals
The fully revised document, including the updated Standing Committee ToRs, is presented for approval as V14 in **Appendix 1.**

4. Resource Implications
No specific resource implications have been identified.

5.   Consultation

The Interim Chair, Board Governance Adviser & Executive Leadership Team have been engaged in reviewing the additional sections listed in the Ayrshire College Responsibilities and Standing Orders V14.

8.   Conclusion

The Board is asked to note the recommendations as detailed and approve the changes and updates accordingly.

The approved V14 of the Ayrshire College Responsibilities and Standing Orders will then be published on the Ayrshire College Website.

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Hilary Denholm
Board Governance Advisor
11 December 2025

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Ayrshire College Board of Management Responsibilities and Standing Orders

Date of first issue: 12 August 2013
Revision number: 14

**Date of approval by the
Board of Management:**   11 December 2025

Responsibility for Review: Interim Chair of Board of Management/Board Governance Professional

Date of last review: 25 September 2025
Date of next review: 26 March 2026

Record of initial updates approved 25 September 2025

1. *Section 1.3 - Updated OSCR link*
2. *Section 2.1 - date updated of last adoption of 27 March 2025.*
3. *Section 2.5 - Increase number of Non-Executive Members from 12 to 14.*
4. *Section 2.6 - 6 months reduced to 3 months, addition of attendance is under the acceptable % expected.*
5. *Section 2.7 - addition of Interim Chair.*
6. *Section 2.10 - alteration to People, Infrastructure and Finance Committee*
7. *Section 2.12 - addition of In Person attendance preferred & acceptable expected attendance % KPI is 75%.*
8. *Section 2.14 - Executive Leadership instead of Senior Management Team.*
9. *Section 3 – Terms of Reference updates*
10. *Links to Referenced Documents updated*

Further updates for approval at 11 December 2025 Board meeting:
1. *Section 3 - Evaluation sections included in ARC & LTQC ToRs*
2. *Risk Register updated to Risk & Opportunities Register*
3. *Section 5- Annex C inserted Page 77 Hybrid meetings guide inserted*
4. *Section 9 - New Board evaluation Section 9 inserted Page 120*

Date of next review: 26 March 2026 - Next review to include:
- *Section 4 - Scheme of Delegation review (as per Board Development Plan Priority 3 action for July 2026)*

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Section 1: Primary Responsibilities of the Board of Management

1.1   Mission and Strategic Vision of the College

The Board of Management of Ayrshire College (the "Board") shall ensure that Ayrshire College (the "College") provides the best possible education and learning environment for its students.

The Board shall approve the mission and strategic vision of the College, including institutional and longer-term learning and teaching plans, the Outcomes Framework and Assurance Model with the Scottish Funding Council, outcomes of engagement with the Quality Assurance Agency, business plans, annual budgeting and annual accounts, key performance indicators, and ensure that the College meets the interests of all stakeholders, including students, staff, employers, Community Planning Partners, other key stakeholders, local communities and funding bodies.

The Board shall safeguard the good name and values of the College.

The Board shall promote further and higher education in Ayrshire to contribute to sustainable economic growth and to meet the needs of the learners and the employers of the region.

1.2   Appointment of and Delegation to the Principal

The Board shall appoint the Principal as Chief Executive of the College and shall put in place suitable arrangements for monitoring his/her performance. In undertaking the recruitment of a Principal, the Board is responsible for ensuring that processes are in place which are designed to ensure students and staff will have an opportunity to contribute to the recruitment process.

The Board shall delegate to the Principal, as Chief Executive, operational responsibility for the running of the College, including authority for the learning and teaching, corporate, financial, estate and human resource management of the College, and shall establish and monitor such management functions as shall be undertaken by and under the authority of the Principal.

1.3   Statutory and Regulatory Responsibilities

The Board shall be the College's legal authority and, as such, shall ensure that systems are in place for meeting the College's legal obligations, including those arising from contracts, other legal commitments made in the College's name and all statutory provision.

The College is a Registered Charity and as such all Board Members are charity trustees under the terms of the *Charity Trustees and Investment (Scotland) Act 2005*.

Further information may be found at:

OSCR | Charity trustee https://www.oscr.org.uk/managing-a-charity/managing-charity-trustees/guidance-and-good-practice-for-charity-trustees/charity-trustee-duties/

The Board shall ensure that its Responsibilities and Standing Orders are followed and that appropriate advice is available to enable this to happen.

The Board shall maintain an "arm's length" relationship with the Ayrshire College Foundation as determined by the Treasury rules governing such relationships and by statutory requirements, including the **Charity Trustees and Investment (Scotland) Act 2005**.

The Board shall act as trustee for any property, legacy, endowment, bequest or gift in support of the work and welfare of the College, except where such resource lies within the governance of the Ayrshire College Foundation.

The Board shall be the employer of all staff of the College.

The Board shall ensure that the College complies with statutory, contractual and other duties placed on it through the National Bargaining Process and the National Recognition and Procedures Agreement (NRPA) to which it is a signatory.

The Board shall ensure that the College operates ethically, responsibly and with respect for the environment and for society.

The Board shall seek to reflect in its membership the diversity of the regional community, by providing the maximum opportunity to all with the potential to make a positive contribution to the Work of the Board and by removing any potential barriers.

The Board shall ensure that it maintains an appropriate balance of knowledge, skills, attributes and experience amongst its membership in order to meet its primary responsibilities and maximise its effectiveness.

1.4   Supervision and Accountability of the College

The Board shall be the financial and business authority of the College and shall ensure statutory responsibilities are adhered to, including the maintenance of proper financial statements; the approval of the annual budget and financial statements; and having overall responsibility for decisions in relation to the assets, property and estate of the College and how they are used.

The Board shall ensure that clear procedures are in place for the management, health and wellbeing of employees of the College.

The Board shall ensure the establishment and monitoring of systems of control and accountability, including financial and operational controls; systems in respect of risk assessment and management; clear procedures for

handling internal grievances; clear procedures for managing conflicts of interest; and clear procedures for public interest disclosure, etc, all so as to ensure sustainability of the College and safeguard its assets.

The Board shall ensure that processes are in place to monitor and evaluate the performance and effectiveness of the College against approved plans and key performance indicators, which should be benchmarked against other comparable institutions, wherever possible.

The Board shall ensure in consultation with the Students' Association that arrangements are in place to ensure the proper management of the health, safety, wellbeing and security of students, including meeting all statutory requirements.

The Board shall ensure that processes are in place to annually monitor and evaluate its own performance and to put into place rolling action plans against which future performance may be measured.

The Board shall ensure that processes are in place for evaluating the effectiveness of its individual members. This process will be led by the Chair.

The Board shall ensure that a process is in place for evaluating the effectiveness of the Chair. This process will normally be led by the Vice-Chair.

Section 2: Standing Orders – Board of Management

2.1   The purpose of these Standing Orders is to ensure the orderly and effective conduct of the meetings of the Board of Management and of Committees of the Board. They shall apply to all meetings of the Board and its Committees and shall, subject to a resolution by the Board or Committee for their temporary suspension, remain in force unless and until they are varied or revoked as hereinafter provided.

It is not the intention that these Standing Orders will ever be used to subvert the will of Parliament or reinstate within the Standing Orders repealed legislative provision.

The Standing Orders were adopted by the Board on 27 March 2025. They replace all other Standing Orders previously adopted by the Board, which are hereby revoked.

2.2   **Introduction**

The Board of Management of Ayrshire College is established under the terms of the Statutory Provisions contained within:

Further and Higher Education (Scotland) Act 1992 (Schedule 2);

The Further and Higher Education (Scotland) Act 2005 (Schedule 2B);

The Post-16 Education (Scotland) Act 2013 (Schedule 2).

Ayrshire College is a charity registered in Scotland under the terms of the ***Charities and Trustee Investment (Scotland) Act 2005*** with registered number SC021177.

Statutory provisions may from time to time be amended by Government and at all times these Standing Orders will be governed by the extant statutory provision.

These Standing Orders set out the Board's practice on those issues that it has powers to determine.

The Standing Orders also address the arrangements for the reporting of members' interests and the responsibilities and duties of board members.

At all times the Standing Orders will be compliant with Code of Good Governance for Scotland's Colleges and the statutory provisions that determine the governance of the Board.

The Standing Orders to be read in conjunction with the following:

- The Statutory Provisions as defined above and from time to time amended.

- **The Equality Act 2010 (specific duties) (Scotland) Regulations 2012 (as amended)**

- **The Charities and Trustees Investment (Scotland) Act 2005 (Section 66)**

- **The *Ethical Standards in Public Life etc (Scotland) Act 2000***;

- The Code of Good Governance for Scotland's Colleges, 2024.

- the Financial Regulations, including the Financial Memorandum and the Scottish Public Finance Manual; and

- The Board of Management Code of Conduct, as set out in Section 5 below.

2.3 Interpretation

In this document the following definitions shall apply:

- "Board" means the Board of Management of Ayrshire College;

- "Chair" means Chairing Member appointed by Scottish Ministers;

- "Vice Chair" means the person appointed by the Board to deputise in the absence of the Chair;

- "Board Member" means a member of the Board;

- "Non-Executive Board Member" is a non-elected Board member appointed by the Board from the community through the processes conducted by the Chairs with Search and Nomination Committee and as approved by Scottish Ministers.

- "Senior Independent Member" (SIM) means a "non-executive" board member appointed by the Board for the purposes of providing a sounding board for the Chair and to serve as an intermediary for the Principal, Board Governance Professional and other members as appropriate.

- "College" means Ayrshire College;

- "Committee" means any of the committees referred to in this document and any other committee established by the Board from time to time and the terms "Committees" and "Committee Member" shall be construed accordingly;

- "Financial Memorandum" means the financial memorandum of the College as amended from time to time;

- "SFC" or "Funding Body" means The Scottish Further and Higher Education Funding Council or any other body which takes over or adopts its functions and obligations; and

- "Statement of Primary Responsibilities" means the statement of primary responsibilities of the Board, as amended from time to time.

In the event of a dispute as to the interpretation of any part of the College Standing Orders, the ruling of the Chair shall be final. In all instances, the content of the Statutory Provisions and the Code of Good Governance for Scotland's Colleges, as appropriate, shall be determinant.

2.4 Purpose and Powers

The whole Board is collectively responsible and accountable for all Board decisions. Board members must always make decisions in the best interests of the College as a whole rather than selectively or in the interests of a particular group.

The Board of Management shall have the duty to:

- manage and conduct the business of the College in accordance with the Statutory Provisions and the terms of the Statement of Primary Responsibilities; and

- ensure that the College provides relevant, high quality and efficient learning opportunities to students at the College.

The Board has the responsibility for the appointment of the College Principal, and for the conduct of any disciplinary or other action taken against the Principal as the result of an allegation of misconduct or the investigation of a grievance.

The Board has powers as defined, and from time to time amended, by Statutory Provision. These powers may be viewed by consulting the currently extant Statutory Provisions.

The Board shall provide public benefit in Ayrshire and elsewhere as determined by Statutory Provision

The Board may pay to Board Members such reasonable expenses as they may determine, subject to any criteria issued from time to time by the Scottish Funding Council.

The Board may be given direction of a general or a specific character by the Scottish Government or the Scottish Funding Council (or its equivalent) with regard to the discharge of its functions, and it is the duty of the Board to comply with any directions given. For the avoidance of doubt, this duty applies only where the Scottish Government or the Scottish Funding Council (or its

equivalent) has a statutory power and/or prescribed authority to direct the Board.

The Board has a duty to keep proper accounts, which shall be prepared and audited as required by the Scottish Funding Council and the Financial Regulations.

Subject to the responsibilities of the Board, the Principal is responsible for the executive management of the College, including its financial management, internal organisation and discipline.

2.5 Membership

The Board Membership shall reflect that constituted within the statutory provision. As currently constituted and set out in the Board Terms of Reference, the Board shall consist of not less than 17 or more than 22 persons, being made up of a Chair appointed by Scottish Ministers, the Principal (ex-offico), elected members and up to 14 non-executive members.

In seeking applications for and appointing its non-executive membership, the Board will take full cognisance of the diversity and demography of the Ayrshire region and equal opportunity requirements and will seek to reflect this in its appointments.

When making non-executive appointments the Board will take full account of any guidance produced by the Scottish Government and/or SFC and any requirements contained within statutory instruments.

The Board shall appoint a Board Governance Professional to the Board of Management who will be responsible for the administration of the Board.

Arrangements for any elections to the Board shall be delegated to the Board Governance Professional (see section 7 below), with the exception of the election of Trade Union Staff members where an agreed process is in place that the Unions will be responsible for .

Board Members (except the Principal) may resign at any time, by giving notice in writing to the Chair.

Board Members who are members of staff (including the Principal & Union representatives) or students of the College cease to be Board Members if they cease to be staff or students of the College.

Upon the vacancy or expected vacancy amongst the Board Members (not staff, Union or student representatives) it is for the Board to select and appoint a person to fill the vacancy. A Chairs with Search and Nomination Committee (CNSC) shall determine recruitment procedures, and will include an appropriate external member for this, who has no connection with the Board or the College and whose appointment will be approved by the Board.

A person nominated to fill a vacancy may attend Board meetings prior to the resignation of the Board Member they are replacing, and may speak at meetings, but not take part in any vote on a Board item.

Without prejudice to the rights of any Committee to co-opt members from time to time, the Board may from time to time co-opt persons to any Committee and may at any time revoke such co-option. Any person co-opted to any Committee (a "Co-optee") may attend any meeting of that Committee and take part in that Committee's discussions. Co-optees may not chair any Committee, nor may they vote in any decisions determined by a vote of any Committee, but they shall in all other respects have equivalent status to Committee Members.

2.6 Board Members Period of Office

A member of the Board (other than the Principal or Student Representatives) shall hold office for a period of up to 4 years.

Board Members must be over the age of 16 at the time of their appointment.

At the expiry of a Board Member's period of appointment, they may be considered, on one occasion only, for a period of re-appointment of up to 4 years. In considering a re-appointment, it is the responsibility of the Board to consider whether its needs will be most effectively met by extending an appointment or by making a new appointment.

An appointment may be extended (for one single period) only if:

a) the Board Member has performed satisfactorily, with evidence of regular assessments of performance to evidence this;
b) the Board Member's skills, knowledge, attributes and experience remain relevant to the anticipated future needs of the Board.

Where a Board Member does not have their period of appointment extended or where they have served for two periods of appointment including an extension, they may re-apply for appointment through the normal Board Member recruitment process.

Board Members who have been absent without reasonable excuse from the Board for more than 3 months, or whose absence is under the % acceptable expected may, by resolution of the Board and notice in writing from the Chair, be removed from the Board. In addition, Board Members may also be dismissed for reasons other than poor attendance, as set out in their Letter of Appointment and Terms and Conditions of Service.

No Board Member may act as such unless and until:

- the Board's recommendation for appointment has been approved by Scottish Ministers: and

- they have completed the Protection of Vulnerable Groups scheme (PVG) clearance.

Board Members shall at all times comply with:

- any duties imposed on Board Members in their capacity as charity trustees pursuant to **section 66 of the Charities and Trustee Investment (Scotland) Act 2005**;

- any other legislation and/or statutory or regulatory guidance applicable to the College from time to time; and

- the terms of the Board of Management Code of Conduct (as set out in Section 5 below).

2.7   Appointment of Chair, Vice Chair and Senior Independent Member

The Chair (Chairing Member) will be appointed by the Scottish Ministers. The Chair is responsible for Leadership of the Board and ensuring its effectiveness in all aspects of its role.

In the event of a long-expected absence of a Chair, an Interim Chair will be appointed by the Scottish Ministers, who shall have the authority and duties that the Chair would have under these Standing Orders.

The Board shall appoint one of its non-executive members to be Vice Chair of the Board of Management. When deputising for the Chair, the Vice Chair shall have the authority the Chair would have under these Standing Orders.

The period of appointment of the Vice Chair shall normally be until the end of their current period of appointment as a Board Member.

If both the Chair and Vice Chair are absent from any meeting of the Board then the Board Members present shall choose one of their numbers to act as Chair for the meeting.

The Board shall appoint a Senior Independent Member (SIM) from its non-executive membership whose role it will be to provide a sounding board for the Chair and to serve as an intermediary for the other Board Members and the Board Governance Professional when necessary. The Senior Independent Member should also be available where contact through the normal channels of Chair, Principal or Board Governance Professional has failed to resolve an issue or for where such contact is inappropriate.

The period of appointment of the SIM shall normally be until the end of their current period of appointment as a Board Member.

The Chair may at any time by giving notice in writing to the Scottish Ministers resign their office as a member.

In the event of the Chair resigning their office, the Vice Chair will assume the role of acting Chair until the Scottish Ministers appoint a new Chairing Member.

The Vice Chair may at any time by notice in writing to the Board Governance Professional to the Board of Management, resign their office.

The SIM may at any time by notice in writing to the Board Governance Professional to resign their office.

At the first meeting following the expiry of their term of office, or following their resignation, the Board shall, appoint a new Vice Chair or a SIM from amongst their number. In the event of more than one nomination being received for the position, an election for appointment to the role shall immediately be arranged by the Board Governance Professional.

The Vice Chair or the SIM retiring at the end of their term of office will be eligible for re-nomination if they are reappointed to the Board.

When the Chair, the Vice Chair or the SIM cease to be a member of the Board, they shall no longer hold any office of the Board.

2.8 Proceedings

Paragraph 11 of Schedule 2 to the Further and Higher Education (Scotland) Act 1992 "Schedule 2", a Board may regulate its own proceedings and those of any Committee appointed by it.

The Board shall make publically available on the college website for anyone who wishes to inspect them, copies of the following documents:

- the agenda for any meeting of the Board or any Board Committee;

- the confirmed minutes of such meeting as agreed by the Board or, as the case may be, the Committee.

- The papers considered at any Board or Committee meeting.

The above shall not apply to any document or part thereof which relates to:

- an employee, former employee or applicant for employment at the College;

- a person who is, or has been, or is likely to be a student at the College;

- any information, the disclosure of which is prohibited by anything in any enactment or rule of law; or

- any information that the Board believes should be treated as confidential because of its commercial nature or otherwise.

2.9 Meetings of the Board and Committees

The Board shall hold as many Board and Committee meetings as may be necessary for the performance of its functions and at such times, places and frequency as the Board determines.

The Board Governance Professional shall produce an annual programme of meetings that shall be presented to the Board for approval.

Extraordinary meetings of the Board and Committees may be called on the instructions of the Chair or by agreement by a majority of the members entitled to vote at such a meeting.

Board and Committee meetings shall be called giving no less than five working days' notice. Where extraordinary meetings are called and, exceptionally, due to the urgency of the business five working days' notice cannot be given, notice will be given as soon as is reasonably practicable and giving no less than two working days' notice.

Board and Committee meetings shall normally be held round table at a previously designated location with members attending in person. Where appropriate and necessary for the conduct of business, meetings may be held virtually with all or some members attending and contributing virtually by means of remote communication.

2.10 Committees of the Board of Management

The Board shall appoint such Committees as it considers necessary.

The Chair of the Board and the Principal may attend any meetings of any Committee (other than the Audit and Risk Committee, which they may only attend by invitation) but may not vote unless they are members of the Committee.

Committees may include persons who are not Board Members, but such persons will not be entitled to vote at meetings of the Committee.

The arrangements for the conduct of Board meetings shall also apply to its Committees.

The Board, unless resolved otherwise, will establish, as a minimum, the following Committees:
- Learning, Teaching and Quality Committee.
- People, Infrastructure and Finance Committee.
- Audit and Risk Committee.
- Performance Review and Remuneration Committee; and
- Chairs with Search and Nomination Committee.

Committees, in consultation with the Board, shall determine the frequency and dates of their meetings. Committees shall determine or advise the Board on any matters which the Board remits to them.

The appointed internal auditors and external auditors of the College shall receive as a matter of course all papers including agendas and minutes presented to the Board of Management and any of its Committees. The internal auditor and external auditor shall have a right to attend any such meetings.

2.11 Quorum and Voting Rights

The quorum for a meeting of the Board or Committee shall be no less than one half of the members entitled to vote at such a meeting.

If a meeting does not have a quorum of members present 15 minutes after its scheduled start time or falls below having a quorum of members present part way through, the Chair must either adjourn the meeting to a new date and time, or proceed with the agenda, ensuring that any decisions are taken by members at the next meeting of the Committee or Board, whichever is the sooner.

A question on which a vote is required shall be determined by a majority of votes of the members of the Board present and voting on the question and, in the case of an equal division of votes, the Chair of the meeting shall have a second or casting vote.

Only matters identified on the agenda as requiring a decision shall, if consensus is not possible, be decided by vote.

In exceptional circumstances, such as for matters requiring urgent attention, and when the approval of the Board or Committee is required, decisions can be taken, with the prior agreement of the Chair, by written procedure. That is, decisions can be taken without calling a physical meeting of the Board or Committee. In such circumstances for a decision to be deemed to be taken:

- The Board Governance Professional shall email all Board members outlining the decision required, together with relevant briefing information.

- A quorum, as defined in 2.1 of these Standing Orders, must have replied to the email.

- The Board Governance Professional shall ensure that a deadline for response is clearly specified, and Board members shall endeavour to respond within that timeframe.

- Any decisions taken in this way shall be homologated at the next relevant meeting of the Board or Committee.

Where a proposal is amended, voting will take place on the amendment against the proposal, or the series of amendments, in the order of the last amendment first, until a single amendment is put against the proposal. Thereafter, voting will take place upon the proposal amended. All members have a single vote.

No one shall be entitled to record their dissent from any decision, except at the meeting at which it has been passed; but any member not present may at the next meeting have their dissent recorded.

No proposal nor any amendment to any such proposal shall be moved if it involves a reconsideration of any question or proposal that has been decided or adopted by the Board at any time within the preceding six months unless:

- it is moved by the Chair
- in addition to being signed by the mover, it is signed by at least one third of the total members of the Board.

2.12 Attendance at Board and Committee Meetings

The Board Governance Professional shall have oversight of all Board and Committee meetings to ensure meetings are conducted in accordance with legislation, terms and conditions of grant (including in relation to its Financial Memorandum, the Scottish Public Finance Manual, the Code of Good Governance for Scotland's Colleges), the Board's Scheme of Delegation and these Standing Orders, and in order to ensure a record is kept of proceedings.

It shall be a matter for the Board or Committee to determine which College employees (with the exception of the staff and Trade Union Board Members who shall be invited to attend all meetings of the Board and Committees they are a member of) or other individuals should be invited to attend any Board or Committee meeting or any part of it in an advisory capacity in order to ensure that the Board or Committee has the required advice to fulfil its functions. Where invited to do so by the Chair at the meeting, these employees or individuals may contribute to the discussion, but may not vote.

Where circumstances dictate, and/or it is deemed by the Board/Committee to be appropriate, attendance and contribution at a meeting by members may be undertaken virtually and by remote communication. In addition, where circumstances dictate and/or it is deemed to be appropriate, entire meetings may be wholly conducted virtually with all members attending and contributing to the meeting by virtue of remote communication.

In Person attendance at meetings is preferable, in particular where Chairing the meeting, with an annual acceptable expected attendance KPI of 75%.

The Board may decide to meet privately without the Principal or any Senior Management Team members being present. In these circumstances, the Board Governance Professional shall be present at the meeting unless requested by the Chair to leave. Where the Board Governance Professional

is requested to leave, there must be a clear and specific reason for this recorded in the minutes and the Chair shall ensure that appropriate arrangements are made for recording the discussion and any decisions taken at the meeting in the minutes. Staff, Trade Union and student Board members are permitted to attend such meetings unless they have a conflict of interest in relation to the matter being discussed.

2.13 Agenda

The Board Governance Professional in consultation with the Chair and Principal shall prepare the draft Board agenda. Other members may place an item on the agenda for discussion (except in the case of an extraordinary meeting where only the urgent business notified at the time the meeting was requested will be placed on the agenda). The Board Governance Professional shall ensure that all items placed on the agenda fall within the remit of the Board or Committee.

All matters for consideration by the Board or Committee shall be clearly identified on the draft agenda as to whether it is for approval, decision, discussion, noting or for information purposes.

All matters for consideration by the Board or Committee shall be clearly identified on the agenda as for publication or whether it be a matter reserved as confidential under the circumstances described in paragraph 2.8 above.

The order of business shall be:

- Apologies for absence
- Declarations of any Potential Conflicts of Interest in relation to any agenda items
- Approval of the minutes of the previous meeting
- Matters arising
- Student Related Business
- All other business with those items of business requiring approval or a decision taking precedence over items of business for noting
- Date of the next meeting(s).

All business at Board and Committee meetings shall be conducted through the Chair by members indicating to the Chair that they wish to speak. The Chair shall be heard without interruption.

The Chair shall be responsible for the general conduct of the meeting to preserve order and to ensure that every member has the opportunity to contribute.

2.14 Board and Committee Papers

Board and Committee papers may be submitted by the Chair, the Principal, a member of the Executive Leadership Team or the Board Governance Professional.

The Board Governance Professional shall ensure the circulation of papers to Board or Committee members at least five working days prior to the meeting. Where this timescale is not possible, the Board Governance Professional shall advise members of this and advise of the reason for the delay and when papers might be expected.

2.15 Minutes of Board and Committee Meetings

In addition to recording the decisions and basis of decisions of all business on the agenda, the minutes shall include a record of those members present and any individuals in attendance, for all or part of the meeting.

Draft minutes shall be prepared for the Chair's agreement normally within ten working days of the meeting and shall be labelled 'draft'.

Once agreed by the Chair, minutes shall be circulated to members normally within twelve working days of the meeting and shall be labelled 'unapproved circulated'.

The minutes shall be considered for approval by the Board or Committee at its next meeting and the Chair of the meeting shall thereafter confirm the minute that shall be labelled 'final version'.

The Board Governance Professional shall be responsible for ensuring that a final version of the minutes is securely retained.

The Board Governance Professional shall be responsible for ensuring that the final version of the minutes of each Board and Committee meeting is timeously published on the College website.

In the event that extraordinary business is being transacted and additional meetings are being arranged, the timescales for preparing minutes shall be adjusted to ensure their availability for approval at the next meeting.

Where a Committee meets infrequently, draft minutes shall be circulated by email to all Members who will be required to confirm their approval or otherwise of the draft within eight weeks of the meeting having taken place. The minutes shall thereafter be confirmed by the Chair of the meeting and labelled as 'final version'.

All Committee minutes will be submitted to the Board for information at the next scheduled meeting of the Board following their confirmation. Only final versions of minutes shall be published on the College Website.

2.16 Board Members' Interests and Conflicts of Interest

In accordance with the terms of the Ethical Standards in Public Life Etc. (Scotland) Act 2000, a Register of Interests will be maintained by the Board Governance Professional. Such Register of Interests shall be available for

inspection on the College Website and at all reasonable times at the main Board of Management office of the College or as otherwise required by the Standards Commission for Scotland. It is the responsibility of members of the Board to declare all relevant information and to promptly notify any changes. Guidance is provided in the Code of Conduct for Members of the Board of Management of Ayrshire College which is detailed within Section 5 below.

A conflict of interest arises when a board member has a direct or indirect interest in the outcome of any agenda item under consideration that a member of the public would reasonably assume could compromise their impartiality. Board members have a responsibility to ensure that all contributions they make to discussions and decision-making, and all acts they undertake as board members are impartial. It will be the responsibility of each individual board member to declare when such a conflict of interest arises for them. The decision of the Board or Committee Chair in relation to all matters relating to conflicts of interest will be final.

2.17 Confidentiality of Information

Any information received or obtained by any person in connection with their functions as a Board Member, or a member of any Committee, shall be treated by them as confidential to the Board or that Committee and shall not, without the express prior approval of the Board and the Board Chair, be discussed with any other person other than a member of the Board or Committee privy to that information prior to the meeting concerned.

This confidentiality extends to co-opted members of the Board and its Committees. In addition, observers and co-optees attending any meeting of the Board and its Committees are also required to observe the confidentiality of all of the papers, information, discussions and decisions they are privy to. Where observers or co-optees are not already covered by a confidentiality requirement by virtue of their employment or other arrangement (e.g. government or local authority employees) they will be asked to sign an undertaking to that effect.

Papers, discussion and decisions agreed by the Board to be confidential and reserved items shall be separately minuted and maintained by the Board Governance Professional and shall not be made available to anyone other than members of the Board and the Board Governance Professional. Members of the Board may not discuss such matters with anybody other than Board Members privy to that information without the express prior approval of the Board and the Board Chair.

In particular, Board Members must treat the following information as confidential and must not divulge or disclose any such information to any third party:

- personal information held about individuals;

- information relating to a person who is, has been, or is likely to be a student of the College.

- any information the disclosure of which is prohibited by anything in any Statutory Provision

- matters relating to the business of the College, its transactions and financial affairs.

- matters relating to the business of the College's funders, partners, contractors and

- other third parties with which the College has or may have business or commercial relationships.

- matters related to or concerned with legal disputes, actions or the like concerning the College; and

- matters which are identified by the Board as being confidential or which, given their nature, may be regarded as being confidential to the College.

For the avoidance of doubt, any breach of confidentiality by a board member or members, co-opted members and observers will be considered a very serious matter, will be fully investigated, and may lead to suspension or dismissal from the Board and/or legal action.

2.18 Scheme of Delegation

The Board has an agreed Scheme of Delegation (see Section 4 below), which defines the powers delegated to the Chair of the Board, the Committees, the Principal, and the Board Governance Professional. The Scheme of Delegation shall be reviewed and updated from time to time as agreed by the Board.

Matters which are dealt with under delegated authority by the Chair of the Board, a Board Committee, the Principal, or the Board Governance Professional do not need further confirmation by the full Board unless the Scheme of Delegation so requires.

The Board will be kept informed of matters determined under delegated authority by the Chair of the Board, a Board Committee, the Principal, or the Board Governance Professional.

If the Board has reasonable grounds to suspect that powers granted under the Scheme of Delegation have been misused or exceeded by any party the Board may take whatever steps it considers reasonable and appropriate to investigate the matter, and to act upon any findings so made. In any such circumstance, the Board will seek legal advice before proceeding and may seek advice from other bodies such as the SFC and the Standards Commission as appropriate.

2.19 Financial Regulations and Scheme of Financial Delegation

The Board of Management separately approves detailed Financial Regulations that set out practical parameters, guidance and responsibilities relating to financial control. These Financial Regulations are updated on an agreed cycle and include a Scheme of Financial Delegation which sets out the financial authorities, including financial spending limits, delegated to the Principal (See Section 4 below).

2.20 Suspension, Alteration and Review of the Standing Orders

Any one or more provisions of these Standing Orders may be suspended, except where such suspension might lead to an action contrary to law, provided that at least two thirds of the members present vote to do so.

No alteration of these Standing Orders shall be made without notice of any proposed alteration having been given in the notice calling a meeting at which the alteration is to be considered and a majority of the Board Members present and voting at such meeting voting in favour of the alteration being made and adopted.

The Board shall, at least once every three years, review its Responsibilities and Standing Orders in order to determine whether any amendments and/ or additions should be made thereto.

Section 3: Standing Orders – Board and Committees' Terms of Reference

3.1 Board of Management Terms of Reference

Introduction

The Board of Management is responsible for the overall functioning and strategic direction of the College. The Board of Management is also responsible for planning the future development of the College and for ensuring its effective management.

The Board of Management has ultimate responsibility for all the affairs of the College.

The Board of Management is publicly accountable for the College's stewardship of public funds and given the nature of this obligation demands the highest standards of Corporate Governance.

Remit

The Board of Management is responsible for overseeing all matters related to function and strategic direction of the College. The Board of Management through its Committees will provide strategic leadership to ensure that the College aims and objectives are achieved. The Board will also ensure, through the actions of the Chair, that the requirements in relation to new members' induction and mentoring, from both the Board and board committees' perspective, are properly fulfilled and enacted.

Board of Management Membership

The membership of the Board of Management will be constituted as determined by Statutory Provision.

As currently constituted under Statutory Provision, the Board of Management shall consist of not less than 17 or more than 22 persons.

The Board shall comprise:

- The Chair, appointed by Scottish Ministers.

- The Principal and Chief Executive of the College.

- A person being elected by the teaching (curriculum) staff from among their own number.

- A person being elected by the service/support (non-curriculum) staff from among their own number.

- Two persons as Trade Union nominated members (one nominated by support staff unions and the other nominated by the teaching staff union), in addition to the elected staff representatives, for partnership working.

- Two persons being appointed by being nominated by the Students' Association of the College from among students of the College (this includes students on a sabbatical year).

- Up to 14 other people, not being members of staff or full-time students, who have experience in different industry sectors, commercial or employment matters, or the practice of a profession, or who represent the Third Sector, Public Sector Bodies or Trades Union, or who otherwise have an interest in the College and in further and higher education and who represent the demography and diversity of the region (these appointments will be the "Non-Executive Members").

- While observers attending board meetings will receive information provided to other members of the board (including papers and minutes), they may not be permitted to formally vote on matters submitted for a vote however, they may be granted the right to speak at meetings, following permission by the Chair. The Chair would also determine if there were any reserved matters that it was not appropriate for an observer to receive papers or be included in discussion.

The Board of Management is responsible for ensuring the internal and external induction of its members and for their ongoing training and development in line with the requirements and provisions of the Scottish Government, Scottish Funding Council (SFC), Colleges Scotland and the College Development Network (CDN).

Quorum
50% of the Board of Management places occupied will constitute a quorum.

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

The Executive Leadership Team and other Staff, as required, should attend meetings of the Board of Management to provide information and reports as appropriate.

The Board has the option of meeting without any members of staff present. Where the Board Governance Professional has been also been excluded, the Chair of the Board shall arrange for a full minute of the meeting to be recorded, which shall include a full explanation of why the Board Governance Professional was excluded from the meeting.

Meetings
The Board shall normally meet four times during the academic year.

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

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

Where, in the opinion of the Chair, an exceptional and urgent matter of business requires to be considered by the Board at shorter notice than that provided for above, the Chair may instruct the Board Governance Professional to call a meeting of the Board of Management at a time, date and place determined by the Chair.

Duties

The Board of Management has responsibility for overseeing the business of the College, determining its future direction and fostering an environment in which the College vision, mission and objectives are achieved, and the potential of all learners is maximised. The Board of Management is the employer of all staff of the College.

The Board of Management must ensure compliance with Statutory Provision and their ordinances, schedules, and provisions; together with all advice, guidance and direction provided, from time to time, by the Scottish Government, Scottish Funding Council, Quality Assurance Agency or other properly constituted agency which regulate the College and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to the College.

The following items are retained for approval by the Board of Management, upon advice from or recommendation by the relevant Committee where appropriate, and may not be delegated:

1. To approve Strategies presented by the relevant Committees.

2. To approve the planning cycle proposed by the Executive Leadership Team for the preparation of the Outcomes Framework and Assurance Model, the College Strategic Plan, and to approve the Plan itself before publication.

3. To approve the annual accounts, following consideration by the People, Infrastructure and Finance Committee, and the Audit and Risk Committee.

4. To approve the College budget proposals, following consideration by the People, Infrastructure and Finance Committee.

5. To approve the appointment of the Principal and Chief Executive.

6. To approve any financial packages in excess of statutory provisions, for severance payments, following consideration by the Performance Review and Remuneration Committee.

7. To receive and consider at each meeting the Strategic Risk and Opportunities Register, and to advise the Audit and Risk Committee accordingly.

8. To receive, consider and approve recommendations from the Chairs with Search and Nomination Committee on the membership of new and reappointed Board Members, prior to submission to the Scottish Ministers for approval;[1]

9. To ensure that appropriate and adequate induction procedures are in place for all new Board Members.

10. To ensure that the arrangements made to implement the College Health and Safety Management System are effective.

Authority

The Board of Management is authorised to investigate any matters in any reasonable manner as it sees fit. The Board of Management is authorised to receive and record information received as a part of any investigatory process from persons who are not members of the Board and who are not employees of the College provided, they wish to co-operate in the provision of information and whilst taking account of policy and legal rights and responsibilities.

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

Reporting Arrangements

At the end of each meeting, the Board will decide on the business of the meeting that may be fully published on the College website. Normally it would be expected that complete minutes and papers will be published: except where the exclusions listed in paragraph 2.8 of these Standing Orders apply.

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

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[1] In the interests of practicality, this may be undertaken by circulation where a meeting of the Board is not immediately scheduled.

The Chair of the Board shall submit draft minutes to the next Board meeting for approval.

Board Members should be clear that as members of a board of a college sector public body, they are required to act in the best interests of the public body, as opposed to any individual constituency from which they have been nominated or elected.

Representative members need to be aware of their obligations to the Board and reconcile these with their obligations to their constituency. While representative members can raise matters from the perspective of their constituency, they should not promote the interests of, or lobby on behalf of, the constituency when sitting as a college or regional college board member.

They are not expected to report back to their constituencies the work and discussions of the Board.

3.2 Audit and Risk Committee Terms of Reference

Introduction

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

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

Remit

The Committee will be responsible for overseeing and providing assurance to the Board on all matters related to:
- external audit
- internal audit
- risk management of the College
- the requirements of the Code of Audit Practice published by Audit Scotland are observed along with all other relevant regulations and legislation
- the College's cyber security governance framework, including review of the cyber security arrangements, Incident Response Plan and cyber risk within the Strategic Risk and Opportunities Register.

The Committee will look to ensure that cyber resilience is embedded in business continuity planning and third-party risk management.

The Committee will have a particular engagement with internal and external audit, financial reporting issues and strategic risk management.

Committee Membership

The Committee membership shall consist of a minimum of four Board members who shall be independent and objective in terms of their Audit and Risk Committee function and, in line with good practice, will not include either the Principal or the Chair of the Board.

The Committee will aim to maintain the position of a Vice Chair to support succession planning.

At least one member of the Audit and Risk Committee must have recent relevant financial or audit experience.

Committee members are all recommended to complete the College Development Network online training module College Audit Committees.

The Committee Chair will be appointed by the Board.

Committee membership will be reviewed annually by the Board.

Quorum

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

Attendance

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

External and Internal Auditors shall normally attend meetings and will be invited to all meetings.

The Vice Principal - Finance & Infrastructure, and the Chief Financial Controller, and where appropriate other staff will be invited to attend meetings of the Committee to provide information and reports as appropriate.

Meetings

The Committee shall normally meet four times during the academic year.

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

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

The Committee may meet privately without any non-members (with the exception of the Board Governance Professional) for all or part of a meeting if they so decide.

The Committee will normally meet with the external and internal auditors annually without any non-members (with the exception of the Board Governance Professional) being present.

Committee Performance and Evaluation

The Audit and Risk Committee reviews governance processes and undertakes its own annual self-evaluation as part of its reporting to the Board. Internal audit reports and benchmarking data also feed into the overall assessment of governance effectiveness. The outcomes of these evaluations informs an action plan for improvement where necessary and is reported to the Board of Management in the Audit and Risk Committee Annual Report.

The Audit and Risk Committee Annual Report is a requirement of both the Scottish Funding Council (SFC) Financial Memorandum and the Scottish Public Finance Manual. The Annual Report is based upon the guidance laid out in the Scottish Governments 'Audit and Assurance Committee Handbook,' which states that the Annual Report should summarise the committee's work for the year past, and present its opinion about:

- the effectiveness of governance, risk management and control.
- the comprehensiveness of assurances in meeting the Accountable Officer's and Board's needs.
- the reliability and integrity of these assurances.
- whether the assurance available is sufficient to support the Accountable Officer and Board in their decision taking and their accountability obligations.
- the implications of these assurances for the overall management of risk.
- any issues the committee considers pertinent to the Governance Statement and any long-term issues the committee thinks the Accounting Officer and/or Board should give attention to.
- financial reporting for the year.
- the quality of both Internal and External Audit and their approach to their responsibilities.
- the Committee's view of its own effectiveness, including advice on ways in which it considers it needs to be strengthened or developed.

Duties

1) Consider and propose strategies / underlying frameworks within the Committee's overall remit and recommend for approval by the Board of Management

2) Reviewing and advising the Board of Management on the effectiveness of the College's financial and other internal control environment.

3) Reviewing and advising the Board of Management on corporate governance requirements including the strategic processes for risk, control and governance and the governance statement

4) Reviewing and advising the Board of Management on the effectiveness of the College risk management procedures, the presentation of the Ayrshire College Strategic Risk and Opportunities Register and the maintenance of an appropriate balance between risk and opportunity.

5) Appointing the College's Internal Auditors on a contractual basis and agreeing on the terms of reference for an audit service.

6) Reviewing the scope and effectiveness of the work of the internal and external auditor using appropriate performance indicators.

7) Considering issues raised in audit reports, annual management letter and reporting to the Board of Management on the adequacy of the management response.

8) Consider the process for the review of the Financial Statements prior to submission for audit including the external audit plan.

9) At a joint meeting with the People, Infrastructure and Finance Committee consider the College's accounting policies, Financial Statements and external auditor's report prior to submission to the Board of Management recommending the adoption of the audited Annual Accounts.

10) Agreeing an internal audit plan.

11) Advising the Board of Management on internal and external value for money reviews which secure the effective use of College resources.

12) The Committee will provide the Board with an Annual Report, timed to support finalisation of the accounts and the governance statement, summarising its conclusions from the work it has done during the year.

13) To ensure continuous improvement and alignment with best governance practices, the Committee will undertake an annual self-evaluation as part of the process of compiling the Annual Report to the Board. The process will use the established self-evaluation questionnaire which evaluates the Committee's effectiveness using several key metrics.

14) Reviewing reported cases of impropriety to establish whether they have been appropriately handled.

15) Agree the proposal for tendering for internal audit services or for purchase of non-audit services from contractors who provide audit services.

16) Agreeing the Internal Auditors fee and agreeing the External Auditors fee are within the parameters set by Audit Scotland.

17) At each meeting receive and consider the Strategic Risk and Opportunities Register and comment accordingly to the Board of Management.

18) The consideration and approval of the College Business Continuity Plan on a regular basis.

19) Oversee the College's cyber security governance framework, ensuring alignment with the [Strategic Framework for a Cyber Resilient Scotland (2023–2025).](#)

20) Monitor cyber risk as part of the Strategic Risk and Opportunities Register and ensure appropriate mitigation strategies are in place.

21) Approve the College Counter Fraud, Risk and Bribery Policy and Whistleblowing processes and any arrangements for special investigations.

Authority

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

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

Reporting Arrangements

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

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

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

3.3 People, Infrastructure and Finance Committee: Terms of Reference

Introduction

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

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

Remit

The Committee will be responsible for:

- overseeing all matters related to the College estate including land, buildings, moveable assets, and equipment and/or regulations and ensure that any guidance published by the Scottish Funding Council is observed.

- overseeing all matters related to the College's continuing organisational development including oversight of the development, planning, and delivery of the overarching People Strategy, promoting a positive and inclusive culture, and reviewing and monitoring the quality and performance of associated programs of work.

- overseeing all matters related to strategic and operational financial planning of the College, how this reflects upon the strategic resource management of the College and provide assurance to the Board on the ongoing financial management and performance of the College.

Committee Membership

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

The Committee will aim to maintain the position of a Vice Chair to support succession planning.

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

Quorum

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

Attendance

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

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

Meetings

The Committee shall normally meet four times during the academic year.

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

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

Committee Performance and Evaluation

To ensure continuous improvement and alignment with best governance practices, the Committee will undertake an annual self-evaluation using the attached self-evaluation template. The evaluation will assess the Committee's effectiveness using the following key metrics:

- **Fulfilment of Remit**: Completion rate/performance management against of the annual work plan and coverage of all areas within the Committee's remit.
- **Decision-Making and Impact**: Timeliness and implementation rate of decisions and recommendations, and their alignment with strategic objectives.
- **Governance and Compliance**: Adherence to the Terms of Reference, audit outcomes, and compliance with regulatory and funding requirements.

- **Membership and Engagement**: Attendance rates, member participation, and skills and experience requested within the Committee.
- **Meeting Efficiency**: Timeliness of agenda and paper distribution, meeting duration, and follow-up on action items.
- **Risk Oversight**: Frequency and quality of Strategic Risk and Opportunities Register reviews and effectiveness of risk mitigation oversight.
- **Stakeholder Confidence**: Feedback from the Board and relevant stakeholders on the Committee's performance and value.

The outcomes of the evaluation will inform an action plan for improvement and be reported to the Board of Management.

Duties

1) Provide guidance and direction to College Management as appropriate.

2) Consider and propose strategies / underlying frameworks within the Committee's overall remit and recommend for approval by the Board of Management.

3) Consider and report on key professional services functions of the College that are out with the Learning, Teaching and Quality Committee remit.

4) Ensure compliance with the Scottish Funding Council's Financial Memorandum regarding all strategic financial decisions and actions

People & Culture

5) Ensure that a positive and inclusive culture is embedded across the College.

6) Ensure that there is strong and effective leadership which supports and encourages personal and professional development and the empowerment of teams.

7) Review and monitor progress against delivery of key strategic objectives and scrutinize related key performance indicator (KPI) reports to ensure that the College delivers to the People Strategy.

8) Ensure that the College meets all aspects of the Public Sector Equality Duty and Equality Act 2010, through publishing equality outcomes and reporting on mainstreaming activity to embed equality across all College activities.

9) Ensure that the College maintains the highest standards in health, safety & wellbeing and meets all legislative requirements.

10) Ensure that the College actively supports all staff in maintaining positive wellbeing through delivering evidence-based initiatives and programmes consistent with the People Strategy.

11) Ensure that the College is managing and developing effective, open, and transparent internal communications and dialogue with staff and the trade unions recognised by the College.

Infrastructure and Cyber Security

12) Regularly review all property assets.

13) Discuss and make recommendations to the Board on estate and digital infrastructure projects over £250,000 considering the strategic robustness and financial viability of the proposals.

14) Oversee the implementation of estate and digital infrastructure projects to ensure that projects are developed within the parameters of the Infrastructure Strategy.

15) Consider the College's property portfolio making recommendations to the Board for the disposal of and acquisition of land and buildings, including their financial liability.

16) Review and provide assurance on the College's Cyber Security arrangements, Incident Response Plan and compliance with relevant legislation and standards.

17) Promote a culture of cyber awareness and ensure staff and leadership receive appropriate training.

18) Ensure cyber resilience is embedded in digital infrastructure planning, business continuity, and third-party risk management.

19) Ensure the principles of sustainability are embedded in managing the College

Finance

20) Consider and make recommendations to the Board on the annual financial budget for the College.

21) Monitor the receipt of funds in the form of financial allocations, together with supplementary income, ensuring all funds are applied for the purposes specified in the allocation.

22) Monitor in-year expenditure against budget and advise the Board including any requirement for remedial action.

23) Consider financial benchmarking and performance information on a variance reporting basis.

24) Recommend for Board approval, the College's borrowing requirement and all borrowing/loan agreements, granting security and/or giving guarantees as appropriate within the regulations as set out in the Financial Memorandum with the Scottish Funding Council.

25) Oversee the agreement and implementation of the College Financial Regulations and systems of delegated authority to ensure a robust financial control environment is in place.

26) At a joint meeting with the Audit and Risk Committee consider the College's accounting policies, Financial Statements and external auditor's report prior to submission to the Board of Management recommending the adoption of the audited Annual Accounts.

Risk Management

27) Receive and consider the Strategic Risk and Opportunities Register.

Authority

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

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

Reporting Arrangements

At the end of each meeting, the Committee may further decide on the business of the meeting that will be fully published on the College website, should this differ from that recorded on the meeting agenda.

Unless otherwise recorded, it would be expected that complete minutes and papers will be published: except where the exclusions listed in paragraph 2.8 of these Standing Orders apply.

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

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

3.4 Learning, Teaching and Quality Committee Terms of Reference

Introduction

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

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

Remit

The Committee will be responsible for overseeing all matters related to the strategic development and delivery of learning, teaching and the student experience, including monitoring and reporting on the associated quality and performance.

Committee Membership

The Committee membership shall consist of a minimum of six members from the Board, which should include at least one elected staff representative and at least one elected student representative, and elected staff union representatives.

The Committee Chair and remaining members will be appointed by the Board. Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members. The Board will seek to ensure that all members will normally serve at least one year as a member of the Committee during their period of appointment.

The Committee will aim to maintain the position of a Vice Chair to support succession planning.

Quorum

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

Attendance

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

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

Meetings

The Committee shall normally meet four times during the academic year.

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

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

Committee Performance and Evaluation

To ensure continuous improvement and alignment with best governance practices, the Committee will undertake an annual self-evaluation using the attached self-evaluation template. The evaluation will assess the Committee's effectiveness using the following key metrics:

- **Fulfilment of Remit**: Completion rate/performance management against of the annual work plan and coverage of all areas within the Committee's remit.
- **Decision-Making and Impact**: Timeliness and implementation rate of decisions and recommendations, and their alignment with strategic objectives.
- **Governance and Compliance**: Adherence to the Terms of Reference, audit outcomes, and compliance with regulatory and funding requirements.
- **Membership and Engagement**: Attendance rates, member participation, and skills and experience requested within the Committee.
- **Meeting Efficiency**: Timeliness of agenda and paper distribution, meeting duration, and follow-up on action items.
- **Risk Oversight**: Frequency and quality of Strategic Risk and Opportunities Register reviews and effectiveness of risk mitigation oversight.
- **Stakeholder Confidence**: Feedback from the Board and relevant stakeholders on the Committee's performance and value.

The outcomes of the evaluation will inform an action plan for improvement and be reported to the Board of Management.

Duties

1. To review and agree strategies within the Committee's overall remit and recommend for approval by the Board of Management.

2. To seek assurance that the Curriculum Delivery Plan is in alignment with regional and national economic priorities, the strategic direction of the College

and meets the requirements of the SFC's Outcomes Framework and Assurance Model.

3. To review and monitor the progress against curriculum development and delivery including new areas of skills delivery and adoption of technology and digital learning.

4. To review and scrutinise key performance indicators (KPIs) as a requirement of the Outcomes Framework and Assurance Model in relation to, for example, student success including, but not limited to, student retention, student outcome data, Scottish Index of Multiple Deprivation (SIMD) and post course destinations. Consider action to be taken to improve performance where the KPIs fall below national benchmarks.

5. To review and monitor the progress and outcomes of Engagement with the Quality Assurance Agency.

6. To review and monitor plans and processes to enhance learning, teaching and assessment and the student experience.

7. To review and monitor all College services which are provided to support the student journey, including the quality of learning and teaching and student satisfaction.

8. To review and monitor equality and diversity outcomes, scrutinise data and receive reports on learner profiles and interventions.

9. To review and monitor the use of student funds including bursaries, educational maintenance allowance (EMA) childcare and discretionary funds.

10. To receive and review student feedback on their college experience using a range of methods and monitor actions for improvement.

11. To receive and consider an annual report on services to support the student experience which will incorporate safeguarding.

12. To receive and consider a Student Satisfaction Annual Report.

13. To receive and consider the Committee's extract from the current version of the Corporate Risk and Opportunities Register and to advise the Audit Committee accordingly.

14. To receive and consider Internal Audit reports as they relate to the remit of the Committee.

Authority

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

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

Reporting Arrangements

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

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

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

3.5 Performance Review and Remuneration Committee Terms of Reference

Introduction

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

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

Remit

The Committee will be responsible for overseeing all matters related to Performance Review and Remuneration of those members of staff whose remuneration consideration lies out with the scope of the National Recognition and Procedures Agreement (NRPA) and provide assurance to the Board on all such matters. In undertaking its deliberations, the Committee should take evidence from a range of sources. In particular, students and staff should have a role in contributing views/evidence to the Committee as appropriate.

The Board Chair will report on the performance of the Principal and make recommendations in relation to the Principal's remuneration accordingly. There is no requirement for the Chair to bring proposals relating to the Principal's progression on the incremental scale to the Committee, as the Principal's progression will be included in the annual monitoring report.

For all other staff whom the Committee has responsibility for considering performance and remuneration, reporting and recommendations will be the responsibility of the Principal.

Committee Membership

The Committee shall be chaired by an appropriate Board Member appointed by the Board on the recommendation of the Chair and membership will be the Board Chair, The Board Vice Chair, the Chairs of the Board Committees and the Senior Independent Member (SIM). At the discretion of the Board Chair, in discussion with the Chair of the Committee, additional members may be added from time to time with the approval of the Committee. The Principal may not be a member of this Committee.

The Principal shall be in attendance for the Committee except where discussions relate to their Performance and Remuneration.

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

Quorum

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

Attendance

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

The Committee may invite other persons to attend meetings of the Committee to provide information and reports as appropriate.

Meetings

The Committee shall meet as appropriate, but not less than once per academic year. Meetings should coincide with pay review outcomes and performance review outcomes.

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

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

Where a progression on the incremental scale for an individual is routine and allied to confirmation of satisfactory performance by the appropriate line manager, the increment will be awarded timeously and without immediate reference to this Committee. In order to ensure the Committee retains an oversight of these matters, a monitoring report will be brought annually to the Committee confirming the increments awarded and that these were confirmed by the appropriate named line manager.

By exception, where a progression on the incremental scale for an individual was not routine, i.e., where the appropriate line manager did not confirm satisfactory performance over the previous year or another concern had been raised, the matter, together with a rationale for the decision, will be referred immediately to this Committee for consideration.

Reports on the performance of the Principal, Vice Principals and Directors continue to be brought to this Committee as a part of the evidence base for the application of any pay uplift being awarded to those staff whose salaries

are the responsibility of this Committee and who are not covered included in the NRPA[2].

Where no nationally negotiated pay uplift had been agreed in any given academic year for those staff included within the NRPA, the Committee would meet annually in any case, normally in the 4th quarter, to receive reports on the performance of the staff for which it is responsible and to receive the annual monitoring report on incremental progression awards.

Ad-hoc meetings of the Committee may be necessary where NRPA uplift was agreed out with the annual meeting in the 4th quarter. It was also noted that when each individual reached the top of their incremental scale, contracted incremental progression would cease.

Duties

1. To discuss the Performance of those members of staff who are not included within the scope of the NRPA in line with the College's Performance Review frameworks.

2. To agree remuneration for those members of staff who are not included within the scope of the NRPA.

3. To receive an annual monitoring report on the contractual incremental progression of staff for whom this Committee has remunerative responsibility and oversight.

4. To consider, by exception, any recommendation that a member of staff for whom this Committee has remunerative responsibility and oversight be not progressed on their incremental scale, together with the rationale for this recommendation.

5. To consider applications from individuals who were out with the scope of the NRPA and who were in the employ of the College at the effective date of a National Bargaining pay award, but who left their College employment prior to a decision being taken to implement and backdate the agreement/pay award. Consideration will be based on the receipt of a request in writing from the individual concerned. As a general principle, and subject to confirmation of satisfactory performance and all other matters being in order, it is expected that any former member of staff would normally be treated in the same manner as current staff in terms of a payment being made.

6. To take account of any advice given by the Scottish Funding Council in terms of remuneration.

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[2] The National Recognition and Procedures Agreement (NRPA) covers all staff other than the Principal, Vice Principals and Directors. Those staff included in the NRPA will automatically receive any nationally negotiated pay uplift. This Committee considers whether such pay uplift should be applied to the non-NRPA staff and will consider performance reports as a part of the decision-making process.

7. To take account of any guidance issued by the Treasury or other relevant Government bodies on public sector salaries.

8. To consider benchmarking information across the Sector and job evaluation processes as appropriate in determining remuneration strategies for staff out with the scope of the NRPA.

9. To report to the Board of Management on remuneration policies for staff out with the scope of the NRPA.

Authority

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

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

Reporting Arrangements

At the end of each meeting, the Committee may further decide on the business of the meeting that can be published on the College website, should this differ from that recorded on the meeting agenda. Unless otherwise recorded, it would be expected that complete minutes and papers will not be published: as per the exclusions listed in paragraph 2.8 of these Standing Orders.

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

The Chair of the Committee shall report on the work of the Committee to the next scheduled Board meeting for information/approval.

3.6   Chairs with Search and Nomination Committee Terms of Reference

Introduction

The Chairs with Search and Nomination Committee (CNSC) is identified as a Committee of the Ayrshire College Board of Management. The approved Terms of Reference and information on the composition and frequency of the Committee will be considered as an integral part of the College Standing Orders.

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

Remit

The Committee will be responsible for providing advice to the Chair around matters relevant to the Board. There will be a focus on leadership, clarity of purpose, cohesive board, constructive relationships, and considered decision-making.

It will also be responsible for the recruitment and recommendation of new members and consideration of re-appointment of current members of the Board of Management.

For the avoidance of doubt, all approval of membership rests with the Board of Management and then Scottish Ministers.

Committee Membership

The Committee shall be chaired by the Board Chair and membership will be the Board Chair, the Board Vice Chair, the Chairs of the Board Committees and the Senior Independent Member (SIM).

When considering new appointments to the Board, the Committee will also include advice from an external member who will advise the Committee. The appointment of the external member will be approved by the Board.[3]

The Principal may not be a member of this Committee.

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

The Board Governance Professional will be in attendance.

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[3] The Board is required to co-opt an appropriate independent person, external to Ayrshire College, to play a full role in the recruitment and recommendation of new Board Members to Scottish Ministers

Quorum

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

Attendance

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

Meetings

The Committee shall meet as appropriate following a cycle, approximately two or three times a year, but not less than once per academic year. The Committee shall meet as required in accordance with the remit.

Duties

1. The Committee provides advisory support to the Chairing Member.
2. The Committee considers matters referred by the Board.
3. The Committee ensures that the advertisement of vacancies for Board Members uses a wide range of media and targets, specifically, communities which may be under-represented on the Board.
4. The Committee recruits and provides recommendations to the Board of Management and, following Board Approval, Scottish Ministers on the appointment and reappointment of Board Members.
5. The Committee will give due regard to issues of equality, diversity, demography and opportunity in any appointments recommended.
6. The Committee shall conduct the search and nomination processes in a fair, equitable and non-discriminatory manner.
7. The Committee shall develop and monitor procedures for the appointment, reappointment, induction and governance arrangements of Board Members.

Authority

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

Reporting Arrangements

At the end of each meeting, the Committee may further decide on the business of the meeting that will be fully published on the College website, should this differ from that recorded on the meeting agenda. Unless otherwise recorded, it would be expected that complete minutes and papers

will not be published due to the nature of the discussions at this Committee as per the exclusions listed in paragraph 2.8 of the Standing Orders.

Minutes will be kept of the proceedings of the Committee by the Board Governance Professional. These will be circulated, in draft form normally within ten working days to the Chair of the Committee for consideration. It is expected that minutes will be checked timeously and any amendments advised to the Board Governance Professional. The Chair of the Committee shall report on the work of the Committee to the next scheduled Board meeting.

Section 4: Standing Orders – Scheme of Delegation

Principles

4.1   General

In order for Colleges to operate effectively, the Board of Management must delegate authority to the Chair, Committees and relevant staff to undertake various responsibilities. These delegated authorities must be documented in a Scheme of Delegation.

It should be noted that legislation does not allow for delegation to Board members other than the Chair. Therefore, any responsibilities normally undertaken by other individuals e.g. the Vice Chair of the Board/Senior Independent Member, should not be documented in this Scheme. (The Principal is a member of staff as well as a Board member and can therefore be delegated authority.)

When delegating authority, the Board should remember that, whilst it can delegate the performance of its functions, the Board itself retains overall responsibility and accountability. It is therefore essential that the Board has the appropriate checks and balances in place to ensure that functions are being exercised effectively and appropriately and in accordance with the delegated authority.

When delegating authority, the Board must have due regard to legislation and terms and conditions of grant (including in relation to its Financial Memorandum, the Scottish Public Finance Manual, the Code of Good Governance for Scotland's Colleges).

The Scheme of Delegation should also take account of internal documents e.g. financial regulations and which set out levels of delegation relating to financial or other matters.

4.2   Authority Reserved to the Board

For clarity, the Board must set out a list of decisions it requires or wishes to retain responsibility for e.g. approval of Annual Accounts. It is acceptable for these items to be discussed by other Committees first (e.g. in the case of Annual Accounts, the People, Infrastructure and Finance Committee may look at the detail and make a recommendation to the Board for their approval), but the final approval or decision must be considered by the Board as a whole.

4.3   Delegation to Committees

The Board may establish Committees for any purpose, and any such Committee may appoint Sub Committees.

In accordance with the Code of Good Governance for Scotland's Colleges, the minimum Committees required are Audit, Remuneration, Finance and Nominations/Appointments. The Board must consider which Committees would be most useful to support the volume of business it undertakes. Where in-depth scrutiny of particular issues is required, it may be useful to have a committee with members with the appropriate skills to do this, who can then present a summary of this to the full Board. The requirements for Committees are likely to vary between Colleges and apart from the minimum Committees specified above, it is for the Board to determine what would be most useful.

Each Committee must have a remit or terms of reference which sets out the membership, frequency of meetings, duties and responsibilities of the Committee. The Board must approve the remit and any subsequent changes to the remit prior to their implementation.

It may be useful to append the approved remits or terms of reference for the Committees to the Scheme of Delegation.

4.4 Delegation to Chair of Board

The Board should delegate authority to the Chair of the Board to deal with issues on behalf of the Board between meetings and in their role as line manager of the Principal and the Board Governance Professional. These delegations must not contradict other documents in place or the terms and conditions of appointment of the Chair issued by the Scottish Ministers (or the Regional Strategic Body).

4.5 Delegation to Staff

The Board may delegate authority to any member of staff. In most cases, delegation is to the Principal (who in turn delegates to the Senior Management team and other staff) and the Board Governance Professional.

Any authority delegated to staff must be subject to the strategic and policy direction by the Board and the terms of any authority reserved to the Board.

It is essential that the Board delegates responsibility to the Principal in order to ensure the efficient day-to-day running of the College. These responsibilities should be listed and should include responsibilities relating to curriculum, quality, teaching and learning, appointment and management of staff.

Delegation may be given to the Board Governance Professional relating to issuing and publishing of Board papers; acting as returning officer for the appointment of staff elections to the Board; acting as Standards Officer etc.

The Scheme of Delegation should determine arrangements that will be put in place in the event that the Principal and/or Board Governance Professional are absent.

Scheme of Delegation of the Board of Management of Ayrshire College ("the Board") – Approved by the Board on 14 December 2017

4.6   Preamble

In accordance with paragraph 12(4) of the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") a board may delegate the performance of any of their functions to their chair, to any Committee appointed by them or to any member of their staff.

In accordance with paragraph C.8 of the Code of Good Governance for Scotland's Colleges ("the Code") delegation of responsibilities from, and matters reserved to, the Board and its Committee must be clarified through a Scheme of Delegation including the functions delegated by the Board to the Chair, Committees, the Principal and the Board Governance Professional.

This Scheme of Delegation must be approved by the Board before it comes into effect, and any subsequent amendments must also be approved by the Board.

4.7   Authority Reserved to the Board

4.7.1   Whilst initial discussion or consideration may take place by Committees or individuals, the Board reserves making decisions on the following matters to itself:

I.   determining the objectives of the Board

II.   final approval of the College's Strategic Plan and Regional Outcome Agreement

III.   approval of the year-end Annual Report and Accounts

IV.   approval of the Annual Budget

V.   final consideration of the Annual Audit Report

VI.   approval of the Strategic Risk and Opportunities Register

VII.   acquisition and disposal of heritable property, subject to approval of the Scottish Funding Council

VIII.   appointment of Board members, in accordance with the 1992 Act and the College Sector Board Appointments: 2014 Guidance

IX.   appointment and removal of the Principal

X.   appointment and removal of the Board Governance Professional (in accordance with paragraph D.13 of the Code)

XI.   approval of terms and conditions of appointment of Board members

XII.   approval of the Students' Association constitution and the election regulations for student officers

XIII.   delegation of functions of the Board including remits of Committees and this Scheme of Delegation

XIV.   the making, amendment and revocation of the Standing Orders of the Board.

4.8 Delegation to Committees

4.8.1 In accordance with paragraph 13 of Schedule 2 to the 1992 Act, the Board may establish Committees for any purpose, and any such Committee may appoint Sub Committees.

4.8.2 In accordance with paragraph C.8 of the Code, the minimum Committees required are Audit, Remuneration, Finance and Nominations/Appointments.

4.8.3 Each Committee and Sub Committee shall have a clearly defined remit which shall set out the duties and responsibilities delegated. The remit must be approved by the Board. The Committee may suggest amendments to the remit, but any amendments must be approved by the Board before they are implemented.

4.8.4 The Board may delegate functions to a specific Committee, and this shall be clearly detailed within the minutes of the appropriate meeting.

4.8.5 The Board reserves the right to review the Committees required and the authority delegated to them as and when it deems it appropriate to do so.

4.8.6 The minutes of each Committee meeting will be submitted to the Board for information at the next appropriate meeting. In addition, the Committee Chair shall give an update to the Board on key issues where requested to do so.

4.9 Delegation to Chair of the Board

4.9.1 The Chair must abide by the terms and conditions of their appointment in leading the Board and ensuring its effectiveness, and in exercising any delegated authority. The Chair has delegated authority to:

I.   exercise judgement in the event of a need for an urgent decision during the period between Board meetings, such that.

II.   an extraordinary Board meeting is called in the case of material decisions.

III.   a proposal is circulated, and a decision is approved by email (in accordance with the Standing Orders) and is thereafter homologated at the next Board meeting.

4.9.2   on behalf of the Board, sign and date the College's Annual Report and Accounts, after Board approval, and other documents as may be required.

4.9.3   represent the Board within the College and externally.

4.9.4   issue communications on behalf of the Board in whatever form is appropriate, both within and out with the College.

4.9.5   monitor, review and record the Principal's performance at least annually against performance measures agreed by the Board.

4.9.6   monitor, review and record the Board Governance Professional's performance at least annually against performance measures agreed by the Board.

4.9.7   ensure each Board member participates in an annual development meeting, facilitated either by the Chair or Vice Chair as appropriate.

4.9.8   initiate action further to a decision of the Board to take disciplinary action against, or suspend, the Principal or Board Governance Professional.

4.9.9   initiate action further to a decision of the Board to appoint a new Principal or Board Governance Professional.

4.10   **Delegation to the Principal**

The Principal, as Chief Executive of the College, shall be responsible for the operational management of the College subject to strategic and policy direction by the Board and the terms of any specific authority reserved to the Board. The Principal may in turn delegate tasks as appropriate to staff, including the Board Governance Professional. The Principal has delegated authority to:

4.10.1 General Management

I.   as appropriate, take such measures as may be required in emergencies, subject to advising the Chair where possible and homologation at the appropriate Committee or to the Board as soon as possible thereafter, on any items for which approval of the Committee or the Board would normally be necessary.

II.   facilitate the management of the College and its provision of services within the framework determined by the College's Strategic Plan and Regional Outcome Agreement, the approved budget, and any other policies and strategies determined by the Board.

III.   consult on behalf of the Board with representatives from key organisations, local and national, about the priorities contained within the College's Strategic Plan and Regional Outcome Agreement prior to final approval by the Board.

IV.   respond on behalf of the Board to consultative documents that may be sent to the College by the Scottish Government, the Scottish Funding Council or other external agencies.

V.   incur expenditure in making visits and the provision of reasonable hospitality to representatives of other Colleges, organisations and companies, taking into account the principles of the Bribery Act 2010.

VI.   give a direction in special circumstances that any member of staff shall not exercise a delegated function.

VII.   take out membership of and attend meetings of outside bodies and professional associations where it is compatible with the duties of Principal and in the interests of the College to do so.

VIII.   authorise the issue of press releases for publication and broadcasting on behalf of the College.

IX.   authorise the publication of any document on behalf of the College.

X.   engage the services of outside persons, firms or organisations and enter into contracts and sign all deeds and other documents binding the Board for all purposes except those where the power to engage such services is delegated to a Committee or is reserved to the Board.

XI.   raise funds for and supply them to any of the activities which the Board has power to undertake.

XII.   provide courses as required by outside agencies and negotiate appropriate charges for these.

XIII.   determine the dates of the College holidays and other details of the College's academic calendar.

XIV.   appoint a senior member of staff to deputise for the Principal during periods of planned absence.

4.10.2 Staff Management

I.   determine an appropriate staff structure for the College consistent with the conditions of employment that currently apply after consultation and where appropriate, negotiation with representatives of recognised trade unions.

II.   consult and negotiate with representatives of recognised trade unions on behalf of the Board.

III.   establish procedures for the appointment of College staff in circumstances where the power to appoint has not been delegated to a Committee or is not reserved to the Board.

IV.   supervise, manage and deploy staff within the College and arrange appropriate induction and training for College staff.

V.   establish procedures for taking disciplinary action against College staff up to and including dismissal subject to complying with the policies laid down by the Board.

VI.   grant unpaid leave of absence to any member of College staff in accordance with the relevant policies laid down by the Board.

VII.   represent the Board in negotiating and implementing conditions of service in relation to relevant College staff, including participation in national collective bargaining.

VIII.   approve the secondment of College staff to external agencies in accordance with relevant policies laid down by the Board and to approve the appointment, where necessary, of a temporary replacement for the duration of the secondment.

IX.   in exceptional circumstances, agree individual severance arrangements with staff, taking into account limits set by the Scottish Funding Council and functions delegated to the Board or a Committee.

X.   establish any other procedures required for the orderly management of College staff.

4.10.3 Student Management

I.   arrange for the provision of appropriate curriculum and support services for students and clients.

II.   administer, in accordance with any policy determined by the Scottish Government or the Scottish Funding Council or the Board the disbursement of monies to students attending the College.

III.   administer, in accordance with any policy of the Board, the provision of financial or other assistance to students of the College.

IV.   set and amend as necessary the level of tuition fees, examination expenses, maintenance and contribution scales for all courses offered by the College and to waive or grant remission of such fees or expenses in special cases within guidelines set by the Board.

V. authorise students and to make grants to students, to enable them to attend courses and conferences, and to undertake educational visits and excursions within the UK or abroad, within approved budgets and policies of the Board.

VI. take appropriate disciplinary action including exclusion, against students in accordance with any policies of the Board.

VII. provide financial or other assistance to the Students' Association of the College within the terms approved by the Board.

4.10.4 Property Management

I. allocate accommodation within the College in order to meet student and staff needs and to arrange for any necessary alterations or adaptations to College property.

II. apply to the appropriate authority for any necessary statutory consents.

III. grant any way leave or servitude over property of the College on such terms as may be appropriate.

IV. grant the use of College accommodation to outside bodies or persons for the purpose of holding meetings and functions on such terms and conditions as are reasonable in the circumstances.

4.10.5 Financial Management

I. take personal responsibility for ensuring the proper and effective operation of financial, planning and management controls, and for giving effect to the Board's policies for securing the efficient, economical and effective management of all the College's income, assets and expenditure. This includes agreeing Board approved budgetary limits.

II. act at all times in compliance with the Financial Memorandum, Conditions of Grant, Scottish Public Finance Manual and to follow the College's Financial Regulations, taking particular account of the delegated financial limits.

III. enter into and negotiate contracts and other binding arrangements for the supply of goods and services (whether bought, leased, hired or otherwise acquired) to the College or to authorise another to enter into such contracts up to a value of the relevant EU Procurement threshold or Board approved budgetary limits and all in accordance with the College's financial regulations.

IV. terminate contracts when it is in the best interests of the College to do so.

V.   check the financial standing of potential contractors.

VI.   dispose of assets up to the value of the delegated financial limit as set out in the Finance Regulations and in line with the requirements of the Scottish Public Finance Manual.

VII.   administer any educational endowment which transferred to and vested in the Board in terms of Section 19(1) of the 1992 Act.

VIII.   take out any necessary insurances to protect the interests of the College.

IX.   settle any claims whether or not such claims are insured or whether or not a court action has been raised.

X.   spend public funds only for the purposes for which they were given and in accordance with any terms and conditions attached to them.

XI.   arrange for the presentation to the Board for approval an Annual Budget of income and expenditure, including revenue and capital, and to give regular updates on income and expenditure account, balance sheet and cash flow statement.

XII.   arrange for the preparation, audit and presentation to the Board of Accounts following the end of each financial year in compliance with the requirements of the Accounts Direction and encompassing Audit Scotland and the Scottish Funding Council instruction.

XIII.   report to the Scottish Funding Council should the Board adopt a policy or commission an action which is incompatible with the terms of the Financial Memorandum or the Scottish Public Finance Manual, or which would infringe on the requirements of propriety or regularity, and report to the Board in writing on such matters being considered and advise the Board that, should it wish to choose to continue with the policy or action, then as Accounting Officer he or she must report the Board's intentions to the Scottish Funding Council in writing.

4.10.6 Absence of the Principal

I.   In the absence of the Principal, the Executive Team shall ensure that the essential functions and delegated authorities of the Principal are carried out with due regard to any relevant provisions of the Financial Memorandum with Fundable Bodies in the College Sector.

II.   After a period of four weeks' unplanned continuous absence of the Principal, the Board shall designate a Vice Principal as the accountable officer for the duration of the Principal's absence, ensuring that the Scottish Funding Council is advised of such absence at the earliest opportunity.

4.10.7 Delegation to the Board Governance Professional

The Board Governance Professional has delegated authority to:

I.   administer, circulate, retain and publish as appropriate the records of all Board and Committee business.

II.   undertake appropriate actions to ensure that the Board is sufficiently informed of its obligations as defined in legislation, the terms and conditions of grant, the Scottish Public Finance Manual, the Code and the Standing Orders.

III. administer staff elections to the Board and act as returning officer.

IV.   act as Standards Officer in accordance with Advice on the Role of a Standards Officer (issued by the Standards Commission for Scotland).

V.   in accordance with the Code, report any unresolved concerns about the governance of a body to the relevant funding body (i.e. the Scottish Funding Council)

4.10.8 Absence of the Board Governance Professional

In the absence of the Board Governance Professional, the Board shall agree temporary arrangements that can be put in place either by appointing a staff member to fulfil the delegated functions, or by making such other arrangements as may be required.

4.10.9 Previous Schemes

This Scheme of Delegation replaces any versions previously approved by the Board.

Section 5: Standing Orders – Board of Management Code of Conduct: approved by the Board of Management, June 2022

CODE OF CONDUCT FOR MEMBERS OF THE BOARD OF MANAGEMENT OF AYRSHIRE COLLEGE

SECTION 1: INTRODUCTION TO THE CODE OF CONDUCT

1.1   This Code has been issued by the Scottish Ministers, with the approval of the Scottish Parliament, as required by the Ethical Standards in Public Life etc. (Scotland) Act 2000 (the "Act").

1.2   The purpose of the Code is to set out the conduct expected of those who serve on the boards of public bodies in Scotland.

1.3   The Code has been developed in line with the nine key principles of public life in Scotland. The principles are listed in Section 2 and set out how the provisions of the Code should be interpreted and applied in practice.

My Responsibilities

1.4   I understand that the public has a high expectation of those who serve on the boards of public bodies and the way in which they should conduct themselves in undertaking their duties. I will always seek to meet those expectations by ensuring that I conduct myself in accordance with the Code.

1.5   I will comply with the substantive provisions of this Code, being sections 3 to 6 inclusive, in all situations and at all times where I am acting as a board member of my public body, have referred to myself as a board member or could objectively be considered to be acting as a board member.

1.6   I will comply with the substantive provisions of this Code, being sections 3 to 6 inclusive, in all my dealings with the public, employees and fellow board members, whether formal or informal.

1.7   I understand that it is my personal responsibility to be familiar with the provisions of this Code and that I must also comply with the law and my public body's rules, standing orders and regulations. I will also ensure that I am familiar with any guidance or advice notes issued by the Standards Commission for Scotland ("Standards Commission") and my public body, and endeavour to take part in any training offered on the Code.

1.8   I will not, at any time, advocate or encourage any action contrary to this Code.

1.9   I understand that no written information, whether in the Code itself or the associated Guidance or Advice Notes issued by the Standards Commission, can provide for all circumstances. If I am uncertain about how the Code applies, I will seek advice from the Standards Officer of my public body, failing whom the Chair or Chief Executive of my public body. I note that I may also choose to seek external legal advice on how to interpret the provisions of the Code.

Enforcement

1.10   Part 2 of the Act sets out the provisions for dealing with alleged breaches of the Code, including the sanctions that can be applied if the Standards Commission finds that there has been a breach of the Code. More information on how complaints are dealt with and the sanctions available can be found at **Annex A**.

SECTION 2: KEY PRINCIPLES OF THE MODEL CODE OF CONDUCT

2.1   The Code has been based on the following key principles of public life. I will behave in accordance with these principles and understand that they should be used for guidance and interpreting the provisions in the Code.

2.2   I note that a breach of one or more of the key principles does not in itself amount to a breach of the Code. I note that, for a breach of the Code to be found, there must also be a contravention of one or more of the provisions in sections 3 to 6 inclusive of the Code.

The key principles are:

Duty
I have a duty to uphold the law and act in accordance with the law and the public trust placed in me. I have a duty to act in the interests of the public body of which I am a member and in accordance with the core functions and duties of that body.

Selflessness
I have a duty to take decisions solely in terms of public interest. I must not act in order to gain financial or other material benefit for myself, family or friends.

Integrity
I must not place myself under any financial, or other, obligation to any individual or organisation that might reasonably be thought to influence me in the performance of my duties.

Objectivity
I must make decisions solely on merit and in a way that is consistent with the functions of my public body when carrying out public business including making appointments, awarding contracts or recommending individuals for rewards and benefits.

Accountability and Stewardship
I am accountable to the public for my decisions and actions. I have a duty to consider issues on their merits, taking account of the views of others and I must ensure that my public body uses its resources prudently and in accordance with the law.

Openness
I have a duty to be as open as possible about my decisions and actions, giving reasons for my decisions and restricting information only when the wider public interest clearly demands.

Honesty
I have a duty to act honestly. I must declare any private interests relating to my public duties and take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership
I have a duty to promote and support these principles by leadership and example, and to maintain and strengthen the public's trust and confidence in the integrity of my public body and its members in conducting public business.

Respect

I must respect all other board members and all employees of my public body and the role they play, treating them with courtesy at all times. Similarly, I must respect members of the public when performing my duties as a board member.

SECTION 3: GENERAL CONDUCT

Respect and Courtesy

3.1   I will treat everyone with courtesy and respect. This includes in person, in writing, at meetings, when I am online and when I am using social media.

3.2   I will not discriminate unlawfully on the basis of race, age, sex, sexual orientation, gender reassignment, disability, religion or belief, marital status or pregnancy/maternity; I will advance equality of opportunity and seek to foster good relations between different people.

3.3   I will not engage in any conduct that could amount to bullying or harassment (which includes sexual harassment). I accept that such conduct is completely unacceptable and will be considered to be a breach of this Code.

3.4   I accept that disrespect, bullying and harassment can be:

   a) a one-off incident,
   b) part of a cumulative course of conduct; or
   c) a pattern of behaviour.

3.5   I understand that how, and in what context, I exhibit certain behaviours can be as important as what I communicate, given that disrespect, bullying and harassment can be physical, verbal and non-verbal conduct.

3.6   I accept that it is my responsibility to understand what constitutes bullying and harassment and I will utilise resources, including the Standards Commission's guidance and advice notes, my public body's policies and training material (where appropriate) to ensure that my knowledge and understanding is up to date.

3.7   Except where it is written into my role as Board member, and / or at the invitation of the Chief Executive, I will not become involved in operational management of my public body. I acknowledge and understand that operational management is the responsibility of the Chief Executive and Executive Team.

3.8   I will not undermine any individual employee or group of employees, or raise concerns about their performance, conduct or capability in public. I will raise any concerns I have on such matters in private with senior management as appropriate.

3.9   I will not take, or seek to take, unfair advantage of my position in my dealings with employees of my public body or bring any undue influence to bear on employees to take a certain action. I will not ask or direct employees to do something which I know, or should reasonably know, could compromise them or prevent them from undertaking their duties properly and appropriately.

3.10   I will respect and comply with rulings from the Chair during meetings of:

   a) my public body, its committees; and
   b) any outside organisations that I have been appointed or nominated to by my public body or on which I represent my public body.

3.11   I will respect the principle of collective decision-making and corporate responsibility. This means that once the Board has made a decision, I will support that decision, even if I did not agree with it or vote for it.

Remuneration, Allowances and Expenses

3.12   I will comply with the rules, and the policies of my public body, on the payment of remuneration, allowances and expenses.

Gifts and Hospitality

3.13   I understand that I may be offered gifts (including money raised via crowdfunding or sponsorship), hospitality, material benefits or services ("gift or hospitality") that may be reasonably regarded by a member of the public with knowledge of the relevant facts as placing me under an improper obligation or being capable of influencing my judgement.

3.14   I will never **ask for** or **seek** any gift or hospitality.

3.15   I will refuse any gift or hospitality, unless it is:

   a)   a minor item or token of modest intrinsic value offered on an infrequent basis;
   b)   a gift being offered to my public body;
   c)   hospitality which would reasonably be associated with my duties as a board member; or
   d)   hospitality which has been approved in advance by my public body.

3.16   I will consider whether there could be a reasonable perception that any gift or hospitality received by a person or body connected to me could or would influence my judgement.

3.17   I will not allow the promise of money or other financial advantage to induce me to act improperly in my role as a board member. I accept that the money or advantage (including any gift or hospitality) does not have to be given to me directly. The offer of monies or advantages to others, including community groups, may amount to bribery, if the intention is to induce me to improperly perform a function.

3.18   I will never accept any gift or hospitality from any individual or applicant who is awaiting a decision from, or seeking to do business with, my public body.

3.19   If I consider that declining an offer of a gift would cause offence, I will accept it and hand it over to my public body at the earliest possible opportunity and ask for it to be registered.

3.20   I will promptly advise my public body's Standards Officer if I am offered (but refuse) any gift or hospitality of any significant value and / or if I am offered any gift or hospitality from the same source on a repeated basis, so that my public body can monitor this.

3.21   I will familiarise myself with the terms of the Bribery Act 2010, which provides for offences of bribing another person and offences relating to being bribed.

Confidentiality

3.22   I will not disclose confidential information or information which should reasonably be regarded as being of a confidential or private nature, without the express consent of a person or body authorised to give such consent, or unless required to do so by law. I note that if I cannot obtain such express consent, I should assume it is not given.

3.23   I accept that confidential information can include discussions, documents, and information which is not yet public or never intended to be public, and information deemed confidential by statute.

3.24   I will only use confidential information to undertake my duties as a board member. I will not use it in any way for personal advantage or to discredit my public body (even if my personal view is that the information should be publicly available).

3.25   I note that these confidentiality requirements do not apply to protected whistleblowing disclosures made to the prescribed persons and bodies as identified in statute.

Use of Public Body Resources

3.26   I will only use my public body's resources, including employee assistance, facilities, stationery and IT equipment, for carrying out duties on behalf of the public body, in accordance with its relevant policies.

3.27   I will not use, or in any way enable others to use, my public body's resources:

    a) imprudently (without thinking about the implications or consequences);
    b) unlawfully;
    c) for any political activities or matters relating to these; or
    d) improperly.

Dealing with my Public Body and Preferential Treatment

3.28   I will not use, or attempt to use, my position or influence as a board member to:

    a) improperly confer on or secure for myself, or others, an advantage;
    b) avoid a disadvantage for myself, or create a disadvantage for others or
    c) improperly seek preferential treatment or access for myself or others.

3.29   I will avoid any action which could lead members of the public to believe that preferential treatment or access is being sought.

3.30   I will advise employees of any connection, as defined at Section 5, I may have to a matter, when seeking information or advice or responding to a request for information or advice from them.

Appointments to Outside Organisations

3.31   If I am appointed, or nominated by my public body, as a member of another body or organisation, I will abide by the rules of conduct and will act in the best interests of that body or organisation while acting as a member of it. I will also continue to observe the rules of this Code when carrying out the duties of that body or organisation.

3.32   I accept that if I am a director or trustee (or equivalent) of a company or a charity, I will be responsible for identifying, and taking advice on, any conflicts of interest that may arise between the company or charity and my public body.

SECTION 4: REGISTRATION OF INTERESTS

4.1   The following paragraphs set out what I have to register when I am appointed and whenever my circumstances change. The register covers my current term of appointment.

4.2   I understand that regulations made by the Scottish Ministers describe the detail and timescale for registering interests; including a requirement that a board member must register their registrable interests within one month of becoming a board member, and register any changes to those interests within one month of those changes having occurred.

4.3   The interests which I am required to register are those set out in the following paragraphs. Other than as required by paragraph 4.23, I understand it is not necessary to register the interests of my spouse or cohabitee.

Category One: Remuneration

4.4   I will register any work for which I receive, or expect to receive, payment. I have a registrable interest where I receive remuneration by virtue of being:

   a) employed;
   b) self-employed;
   c) the holder of an office;
   d) a director of an undertaking;
   e) a partner in a firm;
   f) appointed or nominated by my public body to another body; or
   g) engaged in a trade, profession or vocation or any other work.

4.5   I understand that in relation to 4.4 above, the amount of remuneration does not require to be registered. I understand that any remuneration received as a board member of this specific public body does not have to be registered.

4.6   I understand that if a position is not remunerated it does not need to be registered under this category. However, unremunerated directorships may need to be registered under Category Two, "Other Roles".

4.7   I must register any allowances I receive in relation to membership of any organisation under Category One.

4.8   When registering employment as an employee, I must give the full name of the employer, the nature of its business, and the nature of the post I hold in the organisation.

4.9   When registering remuneration from the categories listed in paragraph 4.4 (b) to (g) above, I must provide the full name and give details of the nature of the business, organisation, undertaking, partnership or other body, as appropriate. I recognise that some other employments may be incompatible with my role as board member of my public body in terms of paragraph 6.7 of this Code.

4.10 Where I otherwise undertake a trade, profession or vocation, or any other work, the detail to be given is the nature of the work and how often it is undertaken.

4.11 When registering a directorship, it is necessary to provide the registered name and registered number of the undertaking in which the directorship is held and provide information about the nature of its business.

4.12 I understand that registration of a pension is not required as this falls outside the scope of the category.

Category Two: Other Roles

4.13 I will register any unremunerated directorships where the body in question is a subsidiary or parent company of an undertaking in which I hold a remunerated directorship.

4.14 I will register the registered name and registered number of the subsidiary or parent company or other undertaking and the nature of its business, and its relationship to the company or other undertaking in which I am a director and from which I receive remuneration.

Category Three: Contracts

4.15 I have a registerable interest where I (or a firm in which I am a partner, or an undertaking in which I am a director or in which I have shares of a value as described in paragraph 4.19 below) have made a contract with my public body:

   a) under which goods or services are to be provided, or works are to be executed; and
   b) which has not been fully discharged.

4.16 I will register a description of the contract, including its duration, but excluding the value.

Category Four: Election Expenses

4.17 If I have been elected to my public body, then I will register a description of, and statement of, any assistance towards election expenses relating to election to my public body.

Category Five: Houses, Land and Buildings

4.18 I have a registrable interest where I own or have any other right or interest in houses, land and buildings, which may be significant to, of relevance to, or bear upon, the work and operation of my public body.

4.19   I accept that, when deciding whether or not I need to register any interest I have in houses, land or buildings, the test to be applied is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as being so significant that it could potentially affect my responsibilities to my public body and to the public, or could influence my actions, speeches or decision-making.

Category Six: Interest in Shares and Securities

4.20   I have a registerable interest where:

a) I own or have an interest in more than 1% of the issued share capital of the company or other body; or
b) Where, at the relevant date, the market value of any shares and securities (in any one specific company or body) that I own or have an interest in is greater than £25,000.

Category Seven: Gifts and Hospitality

4.21   I understand the requirements of paragraphs 3.13 to 3.21 regarding gifts and hospitality. As I will not accept any gifts or hospitality, other than under the limited circumstances allowed, I understand there is no longer the need to register any.

Category Eight: Non–Financial Interests

4.22   I may also have other interests and I understand it is equally important that relevant interests such as membership or holding office in other public bodies, companies, clubs, societies and organisations such as trades unions and voluntary organisations, are registered and described. In this context, I understand non-financial interests are those which members of the public with knowledge of the relevant facts might reasonably think could influence my actions, speeches, votes or decision-making in my public body (this includes its Committees and memberships of other organisations to which I have been appointed or nominated by my public body).

Category Nine: Close Family Members

4.23   I will register the interests of any close family member who has transactions with my public body or is likely to have transactions or do business with it.

SECTION 5: DECLARATION OF INTERESTS

Stage 1: Connection

5.1   For each particular matter I am involved in as a board member, I will first consider whether I have a connection to that matter.

5.2   I understand that a connection is any link between the matter being considered and me, or a person or body I am associated with. This could be a family relationship or a social or professional contact.

5.3   A connection includes anything that I have registered as an interest.

5.4   A connection does not include being a member of a body to which I have been appointed or nominated by my public body as a representative of my public body, unless:
   a) The matter being considered by my public body is quasi-judicial or regulatory; or
   b) I have a personal conflict by reason of my actions, my connections or my legal obligations.

Stage 2: Interest

5.5   I understand my connection is an interest that requires to be declared where the objective test is met – that is where a member of the public with knowledge of the relevant facts would reasonably regard my connection to a particular matter as being so significant that it would be considered as being likely to influence the discussion or decision-making.

Stage 3: Participation

5.6   I will declare my interest as early as possible in meetings. I will not remain in the meeting nor participate in any way in those parts of meetings where I have declared an interest.

5.7   I will consider whether it is appropriate for transparency reasons to state publicly where I have a connection, which I do not consider amounts to an interest.

5.8   I note that I can apply to the Standards Commission and ask it to grant a dispensation to allow me to take part in the discussion and decision-making on a matter where I would otherwise have to declare an interest and withdraw (as a result of having a connection to the matter that would fall within the objective test). I note that such an application must be made in advance of any meetings where the dispensation is sought and that I cannot take part in any discussion or decision-making on the matter in question unless, and until, the application is granted.

5.9   I note that public confidence in a public body is damaged by the perception that decisions taken by that body are substantially influenced by factors other than the public interest. I will not accept a role or appointment if doing so means I will have to declare interests frequently at meetings in respect of my role as a board member. Similarly, if any appointment or nomination to another body would give rise to objective concern because of my existing personal involvement or affiliations, I will not accept the appointment or nomination.

SECTION 6: LOBBYING AND ACCESS

6.1   I understand that a wide range of people will seek access to me as a board member and will try to lobby me, including individuals, organisations and companies. I must distinguish between:

    a) any role I have in dealing with enquiries from the public;
    b) any community engagement where I am working with individuals and organisations to encourage their participation and involvement, and;
    c) lobbying, which is where I am approached by any individual or organisation who is seeking to influence me for financial gain or advantage, particularly those who are seeking to do business with my public body (for example contracts/procurement).

6.2   In deciding whether, and if so how, to respond to such lobbying, I will always have regard to the objective test, which is whether a member of the public, with knowledge of the relevant facts, would reasonably regard my conduct as being likely to influence my, or my public body's, decision-making role.

6.3   I will not, in relation to contact with any person or organisation that lobbies, do anything which contravenes this Code or any other relevant rule of my public body or any statutory provision.

6.4   I will not, in relation to contact with any person or organisation that lobbies, act in any way which could bring discredit upon my public body.

6.5   If I have concerns about the approach or methods used by any person or organisation in their contacts with me, I will seek the guidance of the Chair, Chief Executive or Standards Officer of my public body.

6.6   The public must be assured that no person or organisation will gain better access to, or treatment by, me as a result of employing a company or individual to lobby on a fee basis on their behalf. I will not, therefore, offer or accord any preferential access or treatment to those lobbying on a fee basis on behalf of clients compared with that which I accord any other person or organisation who lobbies or approaches me. I will ensure that those lobbying on a fee basis on behalf of clients are not given to understand that preferential access or treatment, compared to that accorded to any other person or organisation, might be forthcoming.

6.7   Before taking any action as a result of being lobbied, I will seek to satisfy myself about the identity of the person or organisation that is lobbying and the motive for lobbying. I understand I may choose to act in response to a person or organisation lobbying on a fee basis on behalf of clients but it is important that I understand the basis on which I am being lobbied in order to ensure that any action taken in connection with the lobbyist complies with the standards set out in this Code and the Lobbying (Scotland) Act 2016.

6.8   I will not accept any paid work:

a) which would involve me lobbying on behalf of any person or organisation or any clients of a person or organisation.

b) to provide services as a strategist, adviser or consultant, for example, advising on how to influence my public body and its members. This does not prohibit me from being remunerated for activity which may arise because of, or relate to, membership of my public body, such as journalism or broadcasting, or involvement in representative or presentational work, such as participation in delegations, conferences or other events.

ANNEX A: BREACHES OF THE CODE

Introduction

1. The Ethical Standards in Public Life etc. (Scotland) Act 2000 ("the Act") provided for a framework to encourage and, where necessary, enforce high ethical standards in public life.

2. The Act provided for the introduction of new codes of conduct for local authority councillors and members of relevant public bodies, imposing on councils and relevant public bodies a duty to help their members comply with the relevant code.

3. The Act and the subsequent Scottish Parliamentary Commissions and Commissioners etc. Act 2010 established the Standards Commission for Scotland ("Standards Commission") and the post of Commissioner for Ethical Standards in Public Life in Scotland ("ESC").

4. The Standards Commission and ESC are separate and independent, each with distinct functions. Complaints of breaches of a public body's Code of Conduct are investigated by the ESC and adjudicated upon by the Standards Commission.

5. The first Model Code of Conduct came into force in 2002. The Code has since been reviewed and re-issued in 2014. The 2021 Code has been issued by the Scottish Ministers following consultation, and with the approval of the Scottish Parliament, as required by the Act.

Investigation of Complaints

6. The ESC is responsible for investigating complaints about members of devolved public bodies. It is not, however, mandatory to report a complaint about a potential breach of the Code to the ESC. It may be more appropriate in some circumstances for attempts to be made to resolve the matter informally at a local level.

7. On conclusion of the investigation, the ESC will send a report to the Standards Commission.

Hearings

8. On receipt of a report from the ESC, the Standards Commission can choose to:
    *   Do nothing;
    *   Direct the ESC to carry out further investigations; or
    *   Hold a Hearing.

9. Hearings are held (usually in public) to determine whether the member concerned has breached their public body's Code of Conduct. The Hearing Panel comprises of three members of the Standards Commission. The ESC will present evidence and/or make submissions at the Hearing about the investigation and any conclusions as to whether the member has contravened the Code. The member is entitled to attend or be represented at the Hearing and can also present evidence and make submissions. Both parties can call witnesses. Once it has heard all the evidence and submissions, the Hearing Panel will make a determination about whether or not it is satisfied, on the balance of probabilities, that there has been a contravention of the Code by the member. If the Hearing Panel decides that a member has breached their public body's Code, it is obliged to impose a sanction.

Sanctions

10. The sanctions that can be imposed following a finding of a breach of the Code are as follows:

- **Censure**: A censure is a formal record of the Standards Commission's severe and public disapproval of the member concerned.
- **Suspension**: This can be a full or partial suspension (for up to one year). A full suspension means that the member is suspended from attending all meetings of the public body. Partial suspension means that the member is suspended from attending some of the meetings of the public body. The Commission can direct that any remuneration or allowance the member receives as a result of their membership of the public body be reduced or not paid during a period of suspension.
- **Disqualification**: Disqualification means that the member is removed from membership of the body and disqualified (for a period not exceeding five years), from membership of the body. Where a member is also a member of another devolved public body (as defined in the Act), the Commission may also remove or disqualify that person in respect of that membership. Full details of the sanctions are set out in section 19 of the Act.

Interim Suspensions

11. Section 21 of the Act provides the Standards Commission with the power to impose an interim suspension on a member on receipt of an interim report from the ESC about an ongoing investigation. In making a decision about whether or not to impose an interim suspension, a Panel comprising of three Members of the Standards Commission will review the interim report and any representations received from the member and will consider whether it is satisfied:

- That the further conduct of the ESC's investigation is likely to be prejudiced if such an action is not taken (for example if there are concerns that the member may try to interfere with evidence or witnesses); or
- That it is otherwise in the public interest to take such a measure. A policy outlining how the Standards Commission makes any decision under Section 21 and the procedures it will follow in doing so, should any such a report be received from the ESC can be found here.

12. The decision to impose an interim suspension is not, and should not be seen as, a finding on the merits of any complaint or the validity of any allegations against a member of a devolved public body, nor should it be viewed as a disciplinary measure.

ANNEX B: DEFINITIONS

"Bullying" is inappropriate and unwelcome behaviour which is offensive and intimidating, and which makes an individual or group feel undermined, humiliated or insulted.

"Chair" includes Board Convener or any other individual discharging a similar function to that of a Chair or Convener under alternative decision-making structures.

"Code" is the code of conduct for members of your devolved public body, which is based on the Model Code of Conduct for members of devolved public bodies in Scotland.

"Cohabitee" includes any person who is living with you in a relationship similar to that of a partner, civil partner, or spouse.

"Confidential Information" includes:
•   any information passed on to the public body by a Government department (even if it is not clearly marked as confidential) which does not allow the disclosure of that information to the public;
•   information of which the law prohibits disclosure (under statute or by the order of a Court);
•   any legal advice provided to the public body; or
•   any other information which would reasonably be considered a breach of confidence should it be made public.

"Election expenses" means expenses incurred, whether before, during or after the election, on account of, or in respect of, the conduct or management of the election.

"Employee" includes individuals employed:
•   directly by the public body;
•   as contractors by the public body, or
•   by a contractor to work on the public body's premises.

"Gifts" a gift can include any item or service received free of charge, or which may be offered or promised at a discounted rate or on terms not available to the general public. Gifts include benefits such as relief from indebtedness, loan concessions, or provision of property, services or facilities at a cost below that generally charged to members of the public. It can also include gifts received directly or gifts received by any company in which the recipient holds a controlling interest in, or by a partnership of which the recipient is a partner.

"Harassment" is any unwelcome behaviour or conduct which makes someone feel offended, humiliated, intimidated, frightened and / or uncomfortable. Harassment can be experienced directly or indirectly and can occur as an isolated incident or as a course of persistent behaviour.

"Hospitality" includes the offer or promise of food, drink, accommodation, entertainment or the opportunity to attend any cultural or sporting event on terms not available to the general public.

"Relevant Date" Where a board member had an interest in shares at the date on which the member was appointed as a member, the relevant date is – (a) that date; and (b) the 5 April immediately following that date and in each succeeding year, where the interest is retained on that 5 April.

"Public body" means a devolved public body listed in Schedule 3 of the Ethical Standards in Public Life etc. (Scotland) Act 2000, as amended.

"Remuneration" includes any salary, wage, share of profits, fee, other monetary benefit or benefit in kind.

"Securities" a security is a certificate or other financial instrument that has monetary value and can be traded. Securities includes equity and debt securities, such as stocks bonds and debentures.

"Undertaking" means:
a) a body corporate or partnership; or
b) an unincorporated association carrying on a trade or business, with or without a view to a profit.

ANNEX C: HYBRID MEETINGS GUIDANCE

It is important to note that the rules of good conduct as set out in Section 3 of the Code (General Conduct) must be observed in all situations where you are acting as a Board Member or have identified yourself as acting as such. This includes when attending Board, Committee and other meetings, and apply equally when you are online or in-person.

As such, the conduct expected online is no different to the conduct employed in other engagements, such as face-to-face meetings and training events. You should, therefore, be respectful of other attendees, including your fellow Board members, staff attendees and the Chair. You should ensure that you listen to contributions made by others and follow directions given by the Chair.

While you may disagree with views expressed by others, you should remember that the Board benefits from diversity of thought as it improves decision-making, governance and enables us to better meet the needs of service users and the wider community we serve. As such, you should try not to talk over anyone else and, where appropriate, should encourage others to contribute.

You should refrain from engaging in side conversations or using the 'chat' function, unless the chair has invited you to do so. Doing so uninvited may feel disrespectful as it can give the impression you are not listening. Similarly, you should avoid engaging in private side conversations either by phone, email or message.

You should bear in mind that some individuals rely on watching your face or reading lips to understand the full context of what is being communicated, so being online can make it harder for them to understand what you are saying. As such, you should try to ensure you are speaking clearly and at an appropriate speed. Being respectful does not just apply to what you say, but also to how you communicate, including your tone and non-verbal signals such as body language and facial expressions.

Other important factors to consider when online include:
- how your conduct could be perceived by an observer
- whether you have complied with any Media, IT or Communications policy
- whether any information you are sharing is confidential and you only have access to it
- whether you are demonstrating bias or pre-determination – you should always comply with the Code's requirements regarding expressing opinions
- whether you are using your Board's equipment or your own
- whether you have complied with the law including defamation, copyright, data protection, employment and equalities or harassment provisions.

Good practice suggestions for preparing for an online meeting include:

- Ensuring you are well-prepared and have read any reports or papers to be considered in advance
- Have any documents you need during the meeting at hand and readily accessible, particularly if you intend to share content during the meeting
- Ensuring you have downloaded and are familiar with the online platform being used (including how to mute, unmute and switch on your camera)

- Checking you have the joining details or link
- Changing your background to the College one supplied or applying a filter, to ensure your background is neutral, not distracting & preserves your privacy.
- Taking measures to prevent interruptions or distractions (for example, using headphones, checking mobile phone is on silent, pausing notifications)
- Logging on in time, or even slightly in advance, to check that there are no issues with connectivity.

Good practice suggestions for conduct during an online meeting include:

- Having your camera and microphone on when you join, to help demonstrate you are engaged;
- Advising other attendees that you intend to turn your camera or microphone off if, for example, connectivity or bandwidth is a problem
- Muting yourself when you are not speaking
- Using the 'raise hand' to signify to the Chair that you wish to contribute
- Trying to speak clearly and at an appropriate speed
- Avoiding leaving the meeting without saying anything or mentioning in the chat why you have to go and when you will return
- Resisting the urge to do other work, such as checking messages and emails.

As noted above, your conduct online should be no different to that if you were in person. As such, you should dress appropriately and should not eat (other than during any breaks in proceedings).

Good practice suggestions for conduct at hybrid meetings include:

- Ensuring you include remote callers in any informal pre-meeting conversations;
- Avoiding engaging in side-conversations with others in the room (as this can exclude anyone attending online)
- Speaking sufficiently clearly to be heard by all attendees, not just any individuals who are in the room with you
- Allowing anyone attending online to contribute first, if you are both trying to speak at the same time
- Ensuring you include anyone attending online by directing questions at them or inviting their views.

Section 6: Standing Orders – Board of Management Register of Interests

6.1 Register of Interests

The Ayrshire College Code of Conduct for Board of Management members and the Ethical Standards in Public Life etc. (Scotland) Act 2000 require Board of Management members to declare any "registerable interests".

This section provides proforma documents that require to be completed within one month of appointment to the Board. As a Board of Management member you must at all times ensure that any registerable interests that you have are registered and you must notify the College whenever your circumstances change in such a way as to require change or an addition to your entry in the Board of Management's register. You can do this by completing another Register of Interests application and providing it to the Board Governance Professional, who is the responsible person for the Register of Interests at the College.

If you require additional space please attach additional sheets. Please sign and date at the bottom of the application.

It is a requirement that you review your Register of Interests every 12 months.

Please note that the Register of Interests is publicly accessible. The College is required to provide information to the public about where the Register of Interests can be accessed and must provide access to the Register of Interests to any member of the public on request. This information will also be published annually in the College annual Financial Statements and Report of the Board of Management. This information will be published on the College's website.

This information will be held for five years after you cease to be a member of the Board of Management, as required by the Standards Commission for Scotland.

For further information about the categories of interest which must be registered, please refer to the Board of Management Code of Conduct, or you may contact the Board Governance Professional for further advice.

Ayrshire College Board of Management

Register of Interests

Board Member's Name: …………………………………………..

Signature: …………………………………………..

Date: …………………………………………..

Date of Appointment to Board: …………………………………………..

Category	Code Reference/ Further guidance	Summary Description	Declaration
Category One: **Remuneration**	**Section 3.12** **Section 4.4 – 4.12**	I will register any work for which I receive, or expect to receive, payment. I have a registrable interest where I receive remuneration by virtue of being: a) employed; b) self-employed; c) the holder of an office; d) a director of an undertaking; e) a partner in a firm; f) appointed or nominated by my public body to another body; or g) engaged in a trade, profession or vocation or any other work.	
Category Two: **Other Roles**	**Section 4.13 - 4.14**	Any unremunerated directorships where the body in question is a subsidiary or parent company of an undertaking in which I hold a remunerated directorship. The registered name and registered number of the subsidiary or parent company or other undertaking and the nature of its business, and its relationship to the company or other undertaking in which I am a director and from which I receive remuneration.	
Category Three: **Contracts**	**Section 4.15 – 4.16**	I have a registerable interest where I (or a firm in which I am a partner, or an undertaking in which I am a director or in which I have shares of a value as described in paragraph 4.19 of the Code) have made a contract with my public body: a) under which goods or services are to be provided, or works are to be executed; and b) which has not been fully discharged. I will register a description of the contract, including its duration, but excluding the value.	

Category	Code Reference/ Further guidance	Summary Description	Declaration
Category Four: **Election Expenses**	**Section 4.17**	If I have been elected to my public body, then I will register a description of, and statement of, any assistance towards election expenses relating to election to my public body.	
Category Five: **Houses, Land and Buildings**	**Section 4.18 – 4.19**	I have a registrable interest where I own or have any other right or interest in houses, land and buildings, which may be significant to, of relevance to, or bear upon, the work and operation of my public body. I accept that, when deciding whether or not I need to register any interest I have in houses, land or buildings, *the test to be applied is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as being so significant that it could potentially affect my responsibilities to my public body and to the public, or could influence my actions, speeches or decision-making.*	
Category Six: **Interest in Shares and Securities**	**Section 4.20**	I have a registerable interest where: a) I own or have an interest in more than 1% of the issued share capital of the company or other body; or b) Where, at the relevant date, the market value of any shares and securities (in any one specific company or body) that I own or have an interest in is greater than £25,000.	

Category	Code Reference/ Further guidance	Summary Description	Declaration
Category Seven: **Gifts and Hospitality**	**Section 3.13 – 3.21** **Section 4.21**	I understand the requirements of paragraphs 3.13 to 3.21 regarding gifts and hospitality. As I will not accept any gifts or hospitality, other than under the limited circumstances allowed, I understand there is no longer the need to register any.	
Category Eight: **Non-Financial Interests**	**Section 4.22**	I may also have other interests and I understand it is equally important that relevant interests such as membership or holding office in other public bodies, companies, clubs, societies and organisations such as trades unions and voluntary organisations, are registered and described. In this context, I understand non-financial interests are those which members of the public with knowledge of the relevant facts might reasonably think could influence my actions, speeches, votes or decision-making in my public body (this includes its Committees and memberships of other organisations to which I have been appointed or nominated by my public body).	
Category Nine: **Close Family Members**	**Section 4.23**	I will register the interests of any close family member who has transactions with my public body or is likely to have transactions or do business with it.	

Section 7: Standing Orders – Staff Board Member Election Rules

For the Appointment of Teaching (Curriculum) and Service/Support (Non-Curriculum) Staff Members to the Board of Management of Ayrshire College

Election Rules

1   In accordance with Schedule 2 to the Further and Higher Education (Scotland) Act 1992 ("Schedule 2), the Board must include two members of staff. One shall be appointed by being elected by the teaching ("academic") staff of the college from amongst their own number and the other shall be appointed by the non-teaching ("support") staff of the college from amongst their own number.

2   Paragraph 3B(1) of Schedule 2 provides that such elections must be held in accordance with rules made by the Board.

3   Before making, varying or replacing these Election Rules, the Board must, as required under 3B of Schedule 2, consult the representatives of any trade union which the Board recognises as being, or which otherwise appears to the Board to be, representative of the academic/support staff of the College.

4   Having consulted relevant representatives as required under paragraphs 3(B)(2) and (3) of Schedule 2, these election rules have been made by the Board under paragraph 3(B)(1) of Schedule 2. These rules were made by the Board on .... *(Date)* and come into effect on ...... *(Date).*

5   For the purposes of these election rules, staff groups are defined as follows:

- **Teaching Staff (Curriculum)** – all staff (including Managers) who are on the academic staff payroll
- **Service/Support Staff (Non- Curriculum)** – all staff (including Managers) who are on the support staff payroll

6   Appointments shall proceed as follows:

(a) The appointment shall be made by election administered by the Returning Officer (the Returning Officer shall normally be the Board Governance Professional. Where the Board Governance Professional is unavailable, the Board must appoint another staff member to act as Returning Officer).

(b) The Returning Officer shall communicate to staff any vacancies that arise and request nominations for membership from the Academic or Support Staff as relevant.

(c) Such nominations must be received by the Returning Officer by the date specified in the communication, being not less than seven days from the date of the communication.

(d) Each nomination must be signed by the nominee.

(e) If more than one nomination is received, the Returning Officer shall thereafter arrange for an election to be conducted using an appropriate electronic system and shall notify each member of the academic or support staff of the college as appropriate of the names of the nominees and the process to be followed.

(f) The election shall be completed by the date and time specified in the notice issued by the Returning Officer being not less than seven days from the date of the issue of the notice of the election. Only academic members of staff may vote for the academic member and only support staff may vote for the support staff member. All staff members who are eligible to vote shall each be entitled to one vote.

7   The following rules shall be followed as regards counting votes:

(a) The Returning Officer shall offer each nominee the opportunity to be present or represented at the counting of votes.

(b) The counting of votes shall take place within 24 hours of the time set for the close of the election and shall be done by the Returning Officer in the presence of such nominees or their representatives as have chosen to attend.

(c) The nominee receiving the most votes shall be declared elected.

(d) In the event of a tie the election shall be decided by the drawing of cards or lots amongst the nominees with the most number of votes.

(e) In the event of elections for academic and support staff members being held concurrently, the counting of votes shall be done as a separate and consecutive process for each election.

(f) The Returning Officer may use such staff of the College as may be necessary to assist in the counting of votes.

(g) The names of the persons elected shall be reported to the next meeting of the Board after the election, and announced to all staff.

The "counting of votes" may be a physical count of ballot papers where a paper system has been used, or the opening of an electronic report where an electronic voting system has been used.

8   The following rules shall apply in the event of a vacancy arising in respect of the appointment for a staff member:

(a) In the event of an election requiring to be held because of the expiry of the term of office of the respective members of the Board the procedures set out above shall be completed no later than four weeks prior to the date of expiry.

(b) In the event of an election requiring to be held because of a resignation or death of the respective members of the Board the procedures set out shall be completed no later than eight weeks after the vacancy occurs. The eight weeks excludes College vacation periods to ensure that all staff have the opportunity to participate.

Appointment of Teaching (Curriculum) and Service/Support (Non-Curriculum) Staff Members to the Board of Management of Ayrshire College

Sample Advertisement

As you may be aware, membership of the College Board of Management includes two places for College staff members (one curriculum and one support). The position of [*teaching / service/support]* member will become vacant on [*date].* The Board has a strong commitment to equality and diversity and particularly welcomes Board members from those groups under-represented on Scotland's public bodies.

Staff members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Staff members are **not** there as "representatives" of the staff, they are there to bring knowledge and expertise of the day-to-day workings of the College into Board meetings, processes and decision-making.

Nominations are sought to fill the current vacancy. Nominations must come from current members of *[teaching / service/support]* staff. The nominee must also prepare a support statement, which should give a brief outline of why they should be elected to the Board. This will be used in the event of an election being required.

Where only one nomination is received, that nominee will automatically be elected to the Board. Where more than one nomination is received, an election by electronic secret ballot will take place and the nominee receiving the most votes shall become elected to the Board. In the event of a tie the nominee shall be determined by the drawing of cards or lots.

The term of appointment shall be for a period of four years.

Information about the role and on the role of a Board member is available from the Board Governance Professional.

Nomination forms can be found ....

Should you require any additional information or have any queries, the Board Governance Professional would be happy to meet with you:

Board Governance Professional
Board of Management

Appointment of Teaching (Curriculum) and Service/Support (Non-Curriculum) Staff Members to the Board of Management of Ayrshire College

Sample Nomination Form

**Appointment of Curriculum/Support Staff Members to the Board of Management of Ayrshire College
Nomination Form**

I wish to nominate myself

Name: ....

Department: ....

For election as the **academic/support** staff member of the Board of Management.

I agree to stand for election, and I have provided a **supporting statement overleaf**.

Notes

- All nominees must be eligible to stand for election as the **academic/support** staff member on the Board of Governors.
- Return Form to: ayrshirecollegeboardoffice@ayrshire.ac.uk by **date/year**
- Late returns shall not be accepted.

Section 8: Standing Orders: Board Members' Letter of Appointment and Terms & Conditions

TEACHING STAFF (REGIONAL COLLEGE)

Date

Name & Address

Dear

Board of Management of [name of college]

I am pleased to confirm your appointment to the Board further to your election by the teaching staff of the College in accordance with the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act").

[Optional paragraph for college to add welcome].

The period of your appointment will be for four years from [date] to [date], subject to the provisions of the 1992 Act and to the Terms and Conditions appended to this letter.

As a Board Member, you will have a vital role to play in leading the College, setting its strategy and values and ensuring that effective management and controls are in place to meet its core educational purpose and statutory obligations.

Staff members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Staff members are not there as 'representatives' of the staff, they are there to bring knowledge and expertise of the day-to-day workings of the College into Board meetings, processes and decision-making.

Board members are expected to attend meetings regularly and are normally also invited to join at least one Board Committee. This brings with it a time commitment which is expected to be a minimum of [number] days per annum.

I should be grateful if you would confirm your acceptance of the appended Terms and Conditions by signing and dating the attached copy of this letter, and returning this to the Board Governance Professional at the following address:

[address]

Please also complete the Register of Interests form which is enclosed and return this to me as soon as possible.

As a member of the Board, you must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme. Please advise if you already have disclosure through this scheme or if this is the first time you have applied, as the form you are required to complete is different depending on your current status with the scheme.

Once I have received confirmation of your acceptance, you will be provided with an induction pack, and I will arrange induction meetings for you with the [Chair, Principal, Board Governance Professional etc.

In the meantime, if you have any queries or require any further information please do not hesitate to contact me.

I look forward to meeting you again.

Yours sincerely

[Name]
Regional Chair

• •

I accept appointment to the office of member of the Board of Management of [name of college] on the terms and conditions set out below.

Signature:
……………………………………………………………………………………………

Date:
…………………………………………………………………………………………….

Full name (in block capitals):
…………………………………………………………………..........

[name of college] Board of Management

Terms and Conditions of Office for Teaching Staff Board Members

1) As a Member you are one of a number of office holders that constitute the Board. Decisions of the Board are collective decisions. The Board is accountable to the Scottish Funding Council (SFC) for its decisions and actions in relation to any funding it receives from the SFC. You are not a servant or agent of the Crown or a civil servant and do not have any status, immunity or privilege of the Crown.

2) You are individually accountable to the Board for your actions and decisions of office.

3) Any information which you receive or obtain as a member of the Board shall be treated as confidential, and shall be held and treated in accordance with the College's Code of Conduct for Board members.

4) You will provide active and effective leadership, direction, support and guidance to ensure that the Board delivers, and is committed to delivering, its functions effectively and efficiently. The main functions of the Board (including its powers and duties) are as set out in the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") and the Further and Higher Education (Scotland) Act 2005, as amended (the "2005 Act").

5) Your main duties as a board member are as set out in the Guide for Board Members in the College Sector[4]. Any individual objectives applying to your office will be agreed with you.

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[4] Links to referenced documents are provided at the end of these Terms and Conditions.

6) [The Board maintains governors', directors' and officers' liability insurance in respect of its members and employees. The insurance policy covers legal claims made against members of the Board in their capacity as Board members.] As a member of the Board you will comply with any and all requirements of any insurance policy which the Board maintains in respect of liability accruing to its officers, directors and members. Failure to comply with the requirements of any such insurance policy may result in insurance cover being withdrawn or otherwise made unavailable.

7) You must undertake induction when taking up this appointment, including participation in the College Development Network's induction programme for board members and any training required in relation to your committee membership. Thereafter, you must undertake appropriate ongoing training and development in respect of your governance role.

8) You must seek to ensure that the Board complies with all legislative and other requirements, including compliance with the SFC Financial Memorandum with the College Sector, the Board's Outcome Agreement with the SFC, the Scottish Public Finance Manual (where appropriate) and the Code of Good Governance for Scotland's Colleges; and has regard to Ministerial guidance on appointments.

9) The College is a registered charity and along with the other Board members you are subject to the general duties of charity trustees set out in section 66 of the Charities and Trustee Investment (Scotland) Act 2005.

10) You must comply with the Board's Code of Conduct for Members, adopted under the Ethical Standards in Public Life etc. (Scotland) Act 2000.

11) You are not entitled to receive remuneration as a board member.

12) You are entitled to be reimbursed by the Board for expenses as the Board may determine [5] to be necessary or expedient for the proper discharge of your functions, being mindful of appropriate expenditure limits and the need to ensure value for public money.

13) You are entitled, in performing your functions, to receive from the Board such allowances as the Board may determine.

14) As a member of the Board you will be subject to appraisal of your performance, conducted at least annually, normally by the chair of the Board. Your performance will be appraised against (a) the role of board members set out in Guide for Board Members in the College Sector (b) any individual objectives applying to your office, as agreed with you, and (c) the extent to which you contribute to ensuring that the Board as a whole delivers its functions effectively and efficiently, in accordance with its vision, strategic direction, educational character, values and ethos. Your appraisal reports may be used by the Board

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[5] Both expenses and allowances are calculated by reference to such criteria as the Scottish Ministers may determine in accordance with section 12(5) of the 1992 Act.

and the Scottish Ministers in assessing your suitability for extension or re-appointment.

15) You will be removed from office by the Board (by giving notice to you in writing) in the circumstances set out in paragraph 5B(1) of Schedule 2 to the 1992 Act.

16) Where it appears to the Scottish Ministers that there has been Board failure by the Board of managing the College in terms of section 24(1) of the 1992 Act, you may be removed from office by the Scottish Ministers by order under section 24(2) of the 1992 Act.

17) You will be removed from office by the Scottish Ministers under paragraph 5B(3) of Schedule 2 to the 1992 Act (by giving you notice in writing), if you have been removed from office under section 24 of the 1992 Act or under section 23Q of the 2005 Act.

18) Where you cease to be a member of the teaching staff at the College prior to the end of your period of appointment as a member of the Board, you will be deemed to have vacated office.

19) You must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme.

20) You will hold office for the period set out in your letter of appointment or to such earlier date if you are removed or resign from office. You may resign at any time by giving notice in writing to the Board.

21) The Board may, by giving you one month's written notice, change these terms and conditions as necessary or expedient (or as agreed with you), but not the period of office.

22) At the end of your current period of office, your reappointment is subject to a further election in which all teaching staff of the college will be eligible to vote.

NON-TEACHING STAFF (REGIONAL COLLEGE)

Date

Name & Address

Dear

Board of Management of [name of college]

I am pleased to confirm your appointment to the Board further to your election by the non-teaching staff of the College in accordance with the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act").

[Optional paragraph for college to add welcome].

The period of your appointment will be for four years from [date] to [date] (inclusive) subject to the provisions of the 1992 Act and to the Terms and Conditions appended to this letter.

As a Board Member, you will have a vital role to play in leading the College, setting its strategy and values and ensuring that effective management and controls are in place to meet its core educational purpose and statutory obligations.

Staff members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Staff members are not there as 'representatives' of the staff, they are there to bring knowledge and expertise of the day-to-day workings of the College into Board meetings, processes and decision-making.

Board members are expected to attend meetings regularly and are normally also invited to join at least one Board Committee. This brings with it a time commitment which is expected to be a minimum of [number] days per annum.

I should be grateful if you would confirm your acceptance of the appended Terms and Conditions by signing and dating the attached copy of this letter, and returning this to the Board Governance Professional at the following address:

[address]

Please also complete the Register of Interests form which is enclosed and return this to me as soon as possible.

As a member of the Board, you must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme. Please advise if you already have disclosure through this scheme or if this is the first time you have applied, as the form you are required to complete is different depending on your current status with the scheme.

Once I have received confirmation of your acceptance, you will be provided with an induction pack, and I will arrange induction meetings for you with the [Chair, Principal, and Board Governance Professional, etc. as appropriate].

In the meantime, if you have any queries or require any further information please do not hesitate to contact me.

I look forward to meeting you again.

Yours sincerely

[Name]
Regional Chair

. . . .

I accept appointment to the office of member of the Board of Management of [name of college] on the terms and conditions set out below.

Signature:

……………………………………………………………………………………

Date:

…………………………………………………………………………………….

Full name (in block capitals):

………………………………………………………….............

[name of college] Board of Management

Terms and Conditions of Office for Non-Teaching Staff Board Members

1) As a Member you are one of a number of office holders that constitute the Board. Decisions of the Board are collective decisions. The Board is accountable to the Scottish Funding Council (SFC) for its decisions and actions in relation to any funding it receives from the SFC. You are not a servant or agent of the Crown or a civil servant, and do not have any status, immunity or privilege of the Crown.

2) You are individually accountable to the Board for your actions and decisions of office.

3) Any information which you receive or obtain as a member of the Board shall be treated as confidential, and shall be held and treated in accordance with the College's Code of Conduct for Board members.

4) You will provide active and effective leadership, direction, support and guidance to ensure that the Board delivers, and is committed to delivering, its functions effectively and efficiently. The main functions of the Board (including its powers and duties) are as set out in the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") and the Further and Higher Education (Scotland) Act 2005, as amended (the "2005 Act").

5) Your main duties as a board member are as set out in the Guide for Board Members in the College Sector[6]. Any individual objectives applying to your office will be agreed with you.

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[6] Links to referenced documents are provided at the end of these Terms and Conditions.

6) [The Board maintains governors', directors' and officers' liability insurance in respect of its members and employees. The insurance policy covers legal claims made against members of the Board in their capacity as Board members.] As a member of the Board you will comply with any and all requirements of any insurance policy which the Board maintains in respect of liability accruing to its officers, directors and members. Failure to comply with the requirements of any such insurance policy may result in insurance cover being withdrawn or otherwise made unavailable.

7) You must undertake induction when taking up this appointment, including participation in the College Development Network's induction programme for board members and any training required in relation to your committee membership. Thereafter, you must undertake appropriate ongoing training and development in respect of your governance role.

8) You must seek to ensure that the Board complies with all legislative and other requirements, including compliance with the SFC Financial Memorandum with the College Sector, the Board's Outcome Agreement with the SFC, the Scottish Public Finance Manual (where appropriate) and the Code of Good Governance for Scotland's Colleges; and has regard to Ministerial guidance on appointments.

9) The College is a registered charity and along with the other Board members you are subject to the general duties of charity trustees set out in section 66 of the Charities and Trustee Investment (Scotland) Act 2005.

10) You must comply with the Board's Code of Conduct for Members, adopted under the Ethical Standards in Public Life etc. (Scotland) Act 2000.

11) You are not entitled to receive remuneration as a board member.

12) You are entitled to be reimbursed by the Board for expenses as the Board may determine [7] to be necessary or expedient for the proper discharge of your functions, being mindful of appropriate expenditure limits and the need to ensure value for public money.

13) You are entitled, in performing your functions, to receive from the Board such allowances as the Board may determine.

14) As a member of the Board you will be subject to appraisal of your performance, conducted at least annually, normally by the chair of the Board. Your performance will be appraised against (a) the role of board members set out in Guide for Board Members in the College Sector (b) any individual objectives applying to your office, as agreed with you, and (c) the extent to which you contribute to ensuring that the Board as a whole delivers its functions effectively and efficiently, in accordance with its vision, strategic direction, educational character, values and ethos. Your appraisal reports may be used by the Board

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[7] Both expenses and allowances are calculated by reference to such criteria as the Scottish Ministers may determine in accordance with section 12(5) of the 1992 Act.

and the Scottish Ministers in assessing your suitability for extension or re-appointment.

15) You will be removed from office by the Board (by giving notice to you in writing) in the circumstances set out in paragraph 5B(1) of Schedule 2 to the 1992 Act.

16) Where it appears to the Scottish Ministers that there has been Board failure by the Board of managing the College in terms of section 24(1) of the 1992 Act, you may be removed from office by the Scottish Ministers by order under section 24(2) of the 1992 Act.

17) You will be removed from office by the Scottish Ministers under paragraph 5B(3) of Schedule 2 to the 1992 Act (by giving you notice in writing), if you have been removed from office under section 24 of the 1992 Act or under section 23Q of the 2005 Act.

18) Where you cease to be a member of the non-teaching staff at the College prior to the end of your period of appointment as a member of the Board, you will be deemed to have vacated office.

19) You must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme.

20) You will hold office for the period set out in your letter of appointment or to such earlier date if you are removed or resign from office. You may resign at any time by giving notice in writing to the Board.

21) The Board may, by giving you one month's written notice, change these terms and conditions as necessary or expedient (or as agreed with you), but not the period of office.

22) At the end of your current period of office, your reappointment is subject to a further election in which all non-teaching staff of the college will be eligible to vote.

STUDENT (REGIONAL COLLEGE)

Date

Name & Address

Dear

Board of Management of [name of college]

I am pleased to confirm your appointment to the Board further to your nomination by the Students' Association in accordance with the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") and the Education Act 1994.

[optional paragraph for college to add welcome].

The period of your appointment will be for one year from 1 September [insert year], subject to the provisions of the 1992 Act and to the Terms and Conditions appended to this letter.

As a Board Member, you will have a vital role to play in leading the College, setting its strategy and values and ensuring that effective management and controls are in place to meet its core educational purpose and statutory obligations.

Student members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Student members are not there as 'representatives' of the student body; they are there to bring their knowledge, expertise and a student perspective to Board meetings, processes and decision-making.

Board members are expected to attend meetings regularly and are normally also invited to join at least one Board Committee. This brings with it a time commitment which is expected to be a minimum of [number] days per annum.

I should be grateful if you would confirm your acceptance of the appended Terms and Conditions by signing and dating the attached copy of this letter, and returning this to the Board Governance Professional at the following address:

[address]

Please also complete the Register of Interests form which is enclosed and return this to me as soon as possible.

As a member of the Board, you must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme. Please advise if you already have disclosure through this scheme or if this is the first time you have applied, as the form you are required to complete is different depending on your current status with the scheme.

Once I have received confirmation of your acceptance, you will be provided with an induction pack, and I will arrange induction meetings for you with the [Chair, Principal, and Board Governance Professional, etc. as appropriate].

In the meantime, if you have any queries or require any further information please do not hesitate to contact me.

I look forward to meeting you again.

Yours sincerely

[Name]
Regional Chair

· ·

I accept appointment to the office of member of the Board of Management of [name of college] on the terms and conditions set out below.

Signature:

………………………………………………………………………………………

Date:

……………………………………………………………………………………….

Full name (in block capitals):

……………………………………………………………….........

[name of college] Board of Management

Terms and Conditions of Office for Student Board Members

1) As a Member you are one of a number of office holders that constitute the Board. Decisions of the Board are collective decisions. The Board is accountable to Scottish Funding Council (SFC) for its decisions and actions in relation to any funding it receives from the SFC. You are not a servant or agent of the Crown or a civil servant, and do not have any status, immunity or privilege of the Crown.

2) You are individually accountable to the Board for your actions and decisions of office.

3) Any information which you receive or obtain as a member of the Board shall be treated as confidential, and shall be held and treated in accordance with the College's Code of Conduct for Board members.

4) You will provide active and effective leadership, direction, support and guidance to ensure that the Board delivers, and is committed to delivering, its functions effectively and efficiently. The main functions of the Board (including its powers and duties) are as set out in the Further and Higher Education (Scotland) Act ("the 1992 Act) and the Further and Higher Education (Scotland) Act 2005, as amended (the "2005 Act").

5) Your main duties as a board member are as set out in the Guide for Board Members in the College Sector[8]. Any individual objectives applying to your office will be agreed with you.

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[8] Links to referenced documents are provided at the end of these Terms and Conditions.

6) [The Board maintains governors', directors' and officers' liability insurance in respect of its members and employees. The insurance policy covers legal claims made against members of the Board in their capacity as Board members.] As a member of the Board you will comply with any and all requirements of any insurance policy which the Board maintains in respect of liability accruing to its officers, directors and members. Failure to comply with the requirements of any such insurance policy may result in insurance cover being withdrawn or otherwise made unavailable.

7) You must undertake induction when taking up this appointment, including participation in the College Development Network's induction programme for board members and any training required in relation to your committee membership. Thereafter, you must undertake appropriate ongoing training and development in respect of your governance role.

8) You must seek to ensure that the Board complies with all legislative and other requirements, including compliance with the SFC Financial Memorandum with the College Sector, the Board's Outcome Agreement with the SFC, the Scottish Public Finance Manual (where appropriate) and the Code of Good Governance for Scotland's Colleges; and has regard to Ministerial guidance on appointments.

9) The College is a registered charity and along with the other Board members you are subject to the general duties of charity trustees set out in section 66 of the Charities and Trustee Investment (Scotland) Act 2005.

10) You must comply with the Board's Code of Conduct for Members, adopted under the Ethical Standards in Public Life etc. (Scotland) Act 2000.

11) You are not entitled to receive remuneration as a board member.

12) You are entitled to be reimbursed by the Board for expenses as the Board may determine [9] to be necessary or expedient for the proper discharge of your functions, being mindful of appropriate expenditure limits and the need to ensure value for public money.

13) You are entitled, in performing your functions, to receive from the Board such allowances as the Board may determine.

14) As a member of the Board you will be subject to appraisal of your performance, conducted at least annually, normally by the chair of the Board. Your performance will be appraised against (a) the role of board members set out in Guide for Board Members in the College Sector (b) any individual objectives applying to your office, as agreed with you, and (c) the extent to which you contribute to ensuring that the Board as a whole delivers its functions effectively and efficiently, in accordance with its vision, strategic direction, educational character, values and ethos. Your appraisal reports may be used by the Board

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[9] Both expenses and allowances are calculated by reference to such criteria as the Scottish Ministers may determine in accordance with section 12(5) of the 1992 Act.

and the Scottish Ministers in assessing your suitability for extension or re-appointment.

15) You will be removed from office by the Board (by giving notice to you in writing) in the circumstances set out in paragraph 5B(1) of Schedule 2 to the 1992 Act.

16) Where it appears to the Scottish Ministers that there has been Board failure by the Board of managing the College in terms of section 24(1) of the 1992 Act, you may be removed from office by the Scottish Ministers by order under section 24(2) of the 1992 Act.

17) You will be removed from office by the Scottish Ministers under paragraph 5B(3) of Schedule 2 to the 1992 Act (by giving you notice in writing), if you have been removed from office under section 24 of the 1992 Act or under section 23Q of the 2005 Act.

18) Where you cease to be a student of the College prior to the end of your period of appointment as a member of the Board, you will be deemed to have vacated office.

19) You must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme.

20) You will hold office for the period set out in your letter of appointment or to such earlier date if you are removed or resign from office. You may resign at any time by giving notice in writing to the Board.

21) The Board may, by giving you one month's written notice, change these terms and conditions as necessary or expedient (or as agreed with you), but not the period of office.

22) At the end of your current period of office, your reappointment is subject to nomination by the Students' Association in accordance with the 1992 Act and Section 22 of the Education Act 1994.

NON-EXECUTIVE (REGIONAL COLLEGE)

Date

Name & Address

Dear

Board of Management of [name of college]

I am pleased to confirm your offer of appointment to the Board further to the approval of the Chair of the Board and Scottish Ministers, as required under the Further and Higher Education (Scotland) Act 1992, paragraph 3(2)(f) of Schedule 2, ("the 1992 Act").

[Optional paragraph for college to add a welcome].

The period of your appointment will be from [date] to [date] (inclusive), subject to the provisions of the 1992 Act and to the Terms and Conditions appended to this letter.

As a Board Member, you will have a vital role to play in leading the College, setting its strategy and values and ensuring that effective management and controls are in place to meet its core educational purpose and statutory obligations.

[College name] is a major employer in the region, and the Board works closely with staff and students, employers, the Scottish Government and its agencies, and other stakeholders throughout the region and beyond.

Board members are expected to attend meetings regularly, and are normally also invited to join at least one Board Committee. This brings with it a time commitment which is expected to be a minimum of [number] days per annum.

I should be grateful if you would confirm your acceptance of this offer of appointment to the Board on the appended Terms and Conditions by signing and dating the attached copy of this letter, and returning this to the Board Governance Professional at the following address:

[address]

Please also complete the Register of Interests form which is enclosed and return this to me as soon as possible.

As a member of the Board, you must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme. Please advise if you already have disclosure through this scheme or if this is the first time you have applied, as the form you are required to complete is different depending on your current status with the scheme.

Once I have received confirmation of your acceptance, you will be provided with an induction pack, and I will arrange induction meetings for you with the [Chair, Principal, and Board Governance Professional, etc. as appropriate].

In the meantime, if you have any queries or require any further information please do not hesitate to contact me.

I look forward to meeting you again.

Yours sincerely

[Name]
Regional Chair

- -

I accept appointment to the office of member of the Board of Management of [name of college] on the terms and conditions set out below.

Signature:

……………………………………………………………………………………

Date:

……………………………………………………………………………………….

Full name (in block capitals):

……………………………………………………………….............

[name of college] **Board of Management**

Terms and Conditions of Office for Non-Executive Board Members

1) As a Member you are one of a number of office holders that constitute the Board. Decisions of the Board are collective decisions. The Board is accountable to the Scottish Funding Council (SFC) for its decisions and actions in relation to any funding it receives from the SFC. You are not a servant or agent of the Crown or a civil servant, and do not have any status, immunity or privilege of the Crown.

2) You are individually accountable to the Board for your actions and decisions of office.

3) Any information which you receive or obtain as a member of the Board shall be treated as confidential, and shall be held and treated in accordance with the College's Code of Conduct for Board members.

4) You will provide active and effective leadership, direction, support and guidance to ensure that the Board delivers, and is committed to delivering, its functions effectively and efficiently. The main functions of the Board (including its powers and duties) are as set out in the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") and the Further and Higher Education (Scotland) Act 2005, as amended (the "2005 Act").

5) Your main duties as a board member are as set out in the Guide for Board Members in the College Sector[10]. Any individual objectives applying to your office will be agreed with you.

6) [The Board maintains governors', directors' and officers' liability insurance in respect of its members and employees. The insurance policy covers legal claims made against members of the Board in their capacity as Board members.] As a member of the Board you will comply with any and all requirements of any insurance policy which the Board maintains in respect of liability accruing to its officers, directors and members. Failure to comply with the requirements of any such insurance policy may result in insurance cover being withdrawn or otherwise made unavailable.

7) You must undertake induction when taking up this appointment, including participation in the College Development Network's induction programme for board members and any training required in relation to your committee membership. Thereafter, you must undertake appropriate ongoing training and development in respect of your governance role.

8) You must seek to ensure that the Board complies with all legislative and other requirements, including compliance with the SFC Financial Memorandum with the College Sector, the Board's Outcome Agreement with the SFC, the Scottish Public Finance Manual (where appropriate) and the Code of Good Governance for Scotland's Colleges; and has regard to Ministerial guidance on appointments.

9) The College is a registered charity and along with the other Board members you are subject to the general duties of charity trustees set out in section 66 of the Charities and Trustee Investment (Scotland) Act 2005.

10) You must comply with the Board's Code of Conduct for Members, adopted under the Ethical Standards in Public Life etc. (Scotland) Act 2000.

11) You are not entitled to receive remuneration as a board member.

12) You are entitled to be reimbursed by the Board for expenses as the Board may determine[11] to be necessary or expedient for the proper discharge of your functions, being mindful of appropriate expenditure limits and the need to ensure value for public money.

13) You are entitled, in performing your functions, to receive from the Board such allowances as the Board may determine.

14) As a member of the Board you will be subject to appraisal of your performance, conducted at least annually, normally by the chair of the Board. Your performance will be appraised against (a) the role of board members set out in

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[10] Links to referenced documents are provided at the end of these Terms and Conditions.
[11] Both expenses and allowances are calculated by reference to such criteria as the Scottish Ministers may determine in accordance with section 12(5) of the 1992 Act.

Guide for Board Members in the College Sector (b) any individual objectives applying to your office, as agreed with you, and (c) the extent to which you contribute to ensuring that the Board as a whole delivers its functions effectively and efficiently, in accordance with its vision, strategic direction, educational character, values and ethos. Your appraisal reports may be used by the Board and the Scottish Ministers in assessing your suitability for extension or re-appointment.

15) You will be removed from office by the Board (by giving notice to you in writing) in the circumstances set out in paragraph 5B(1) of Schedule 2 to the 1992 Act.

16) Where it appears to the Scottish Ministers that there has been Board failure by the Board of managing the College in terms of section 24(1) of the 1992 Act, you may be removed from office by the Scottish Ministers by order under section 24(2) of the 1992 Act.

17) You will be removed from office by the Scottish Ministers under paragraph 5B(3) of Schedule 2 to the 1992 Act (by giving you notice in writing), if you have been removed from office under section 24 of the 1992 Act or under section 23Q of the 2005 Act.

18) You must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme.

19) You will hold office for the period set out in your letter of appointment or to such earlier date if you are removed or resign from office. You may resign at any time by giving notice in writing to the Board.

20) The Board may, by giving you one month's written notice, change these terms and conditions as necessary or expedient (or as agreed with you), but not the period of office.

21) At the end of your current period of office, the Board may extend your appointment for a single period of up to four years. Any such extension will in part be conditional on evidence of satisfactory performance and will require the approval of the Chair of the Board and Scottish Ministers.

TRADE UNION NOMINATED TEACHING STAFF (REGIONAL COLLEGE)

Date

Name & Address

Dear

Board of Management of [name of college]

I am pleased to confirm your appointment to the Board further to your nomination by the teaching staff recognised trade unions of the College in accordance with the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act").

[Optional paragraph for college to add welcome].

The period of your appointment will be for four years from [date] to [date], subject to the provisions of the 1992 Act and to the Terms and Conditions appended to this letter.

As a Board Member, you will have a vital role to play in leading the College, setting its strategy and values and ensuring that effective management and controls are in place to meet its core educational purpose and statutory obligations.

Trade union nominated members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Trade union nominated members are not there as 'representatives' of the trade union, they are there to bring knowledge and expertise of the day-to-day workings of the College into Board meetings, processes and decision-making.

Board members are expected to attend meetings regularly and are normally also invited to join at least one Board Committee. This brings with it a time commitment which is expected to be a minimum of [number] days per annum.

I should be grateful if you would confirm your acceptance of the appended Terms and Conditions by signing and dating the attached copy of this letter, and returning this to the Governance Professional at the following address:

[address]

Please also complete the Register of Interests form which is enclosed and return this to me as soon as possible.

As a member of the Board, you must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme. Please advise if you already have disclosure through this scheme or if this is the first time you have applied, as the form you are required to complete is different depending on your current status with the scheme.

Once I have received confirmation of your acceptance, you will be provided with an induction pack, and I will arrange induction meetings for you with the [Chair, Principal, Governance Professional etc.

In the meantime, if you have any queries or require any further information please do not hesitate to contact me.

I look forward to meeting you again.

Yours sincerely

[Name]
Regional Chair

- -

I accept appointment to the office of member of the Board of Management of [name of college] on the terms and conditions set out below.

Signature:

……………………………………………………………………………………………

Date:

………………………………………………………………………………………………….

Full name (in block capitals):

………………………………………………………………...........

[name of college] Board of Management

Terms and Conditions of Office for Trade Union Nominated Teaching Staff Board Members

23) As a Member you are one of a number of office holders that constitute the Board. Decisions of the Board are collective decisions. The Board is accountable to the Scottish Funding Council (SFC) for its decisions and actions in relation to any funding it receives from the SFC. You are not a servant or agent of the Crown or a civil servant and do not have any status, immunity or privilege of the Crown.

24) You are individually accountable to the Board for your actions and decisions of office.

25) Any information which you receive or obtain as a member of the Board shall be treated as confidential, and shall be held and treated in accordance with the College's Code of Conduct for Board members.

26) You will provide active and effective leadership, direction, support and guidance to ensure that the Board delivers, and is committed to delivering, its functions effectively and efficiently. The main functions of the Board (including its powers and duties) are as set out in the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") and the Further and Higher Education (Scotland) Act 2005, as amended (the "2005 Act").

27) Your main duties as a board member are as set out in the Guide for Board Members in the College Sector[12]. Any individual objectives applying to your office will be agreed with you.

28) [The Board maintains governors', directors' and officers' liability insurance in respect of its members and employees. The insurance policy covers legal claims made against members of the Board in their capacity as Board members.] As a member of the Board you will comply with any and all requirements of any insurance policy which the Board maintains in respect of liability accruing to its officers, directors and members. Failure to comply with the requirements of any such insurance policy may result in insurance cover being withdrawn or otherwise made unavailable.

29) You must undertake induction when taking up this appointment, including participation in the College Development Network's induction programme for board members and any training required in relation to your committee membership. Thereafter, you must undertake appropriate ongoing training and development in respect of your governance role.

30) You must seek to ensure that the Board complies with all legislative and other requirements, including compliance with the SFC Financial Memorandum with the College Sector, the Board's Outcome Agreement with the SFC, the Scottish Public Finance Manual (where appropriate) and the Code of Good Governance for Scotland's Colleges; and has regard to Ministerial guidance on appointments.

31) The College is a registered charity and along with the other Board members you are subject to the general duties of charity trustees set out in section 66 of the Charities and Trustee Investment (Scotland) Act 2005.

32) You must comply with the Board's Code of Conduct for Members, adopted under the Ethical Standards in Public Life etc. (Scotland) Act 2000.

33) You are not entitled to receive remuneration as a board member.

34) You are entitled to be reimbursed by the Board for expenses as the Board may determine[13] to be necessary or expedient for the proper discharge of your functions, being mindful of appropriate expenditure limits and the need to ensure value for public money.

35) You are entitled, in performing your functions, to receive from the Board such allowances as the Board may determine.

36) As a member of the Board you will be subject to appraisal of your performance, conducted at least annually, normally by the chair of the Board. Your performance will be appraised against (a) the role of board members set out in

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[12] Links to referenced documents are provided at the end of these Terms and Conditions.
[13] Both expenses and allowances are calculated by reference to such criteria as the Scottish Ministers may determine in accordance with section 12(5) of the 1992 Act.

Guide for Board Members in the College Sector (b) any individual objectives applying to your office, as agreed with you, and (c) the extent to which you contribute to ensuring that the Board as a whole delivers its functions effectively and efficiently, in accordance with its vision, strategic direction, educational character, values and ethos. Your appraisal reports may be used by the Board and the Scottish Ministers in assessing your suitability for extension or re-appointment.

37) You will be removed from office by the Board (by giving notice to you in writing) in the circumstances set out in paragraph 5B(1) of Schedule 2 to the 1992 Act.

38) Where it appears to the Scottish Ministers that there has been Board failure by the Board of managing the College in terms of section 24(1) of the 1992 Act, you may be removed from office by the Scottish Ministers by order under section 24(2) of the 1992 Act.

39) You will be removed from office by the Scottish Ministers under paragraph 5B(3) of Schedule 2 to the 1992 Act (by giving you notice in writing), if you have been removed from office under section 24 of the 1992 Act or under section 23Q of the 2005 Act.

40) Where you cease to be a member of the teaching staff at the College prior to the end of your period of appointment as a member of the Board, you will be deemed to have vacated office.

41) You must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme.

42) You will hold office for the period set out in your letter of appointment or to such earlier date if you are removed or resign from office. You may resign at any time by giving notice in writing to the Board.

43) The Board may, by giving you one month's written notice, change these terms and conditions as necessary or expedient (or as agreed with you), but not the period of office.

44) At the end of your current period of office, your reappointment is subject to a further nomination by the recognised trade unions of the College.

TRADE UNION NOMINATED NON-TEACHING STAFF (REGIONAL COLLEGE)

Date

Name & Address

Dear

Board of Management of [name of college]

I am pleased to confirm your appointment to the Board further to your nomination by the non-teaching staff recognised trade unions of the College in accordance with the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act").

[Optional paragraph for college to add welcome].

The period of your appointment will be for four years from [date] to [date] (inclusive) subject to the provisions of the 1992 Act and to the Terms and Conditions appended to this letter.

As a Board Member, you will have a vital role to play in leading the College, setting its strategy and values and ensuring that effective management and controls are in place to meet its core educational purpose and statutory obligations.

Trade union nominated members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Trade union nominated members are not there as 'representatives' of the trade union, they are there to bring knowledge and expertise of the day-to-day workings of the College into Board meetings, processes and decision-making.

Board members are expected to attend meetings regularly and are normally also invited to join at least one Board Committee. This brings with it a time commitment which is expected to be a minimum of [number] days per annum.

I should be grateful if you would confirm your acceptance of the appended Terms and Conditions by signing and dating the attached copy of this letter, and returning this to the Governance Professional at the following address:

[address]

Please also complete the Register of Interests form which is enclosed and return this to me as soon as possible.

As a member of the Board, you must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme. Please advise if you already have disclosure through this scheme or if this is the first time you have applied, as the form you are required to complete is different depending on your current status with the scheme.

Once I have received confirmation of your acceptance, you will be provided with an induction pack, and I will arrange induction meetings for you with the [Chair, Principal, and Governance Professional, etc. as appropriate].

In the meantime, if you have any queries or require any further information please do not hesitate to contact me.

I look forward to meeting you again.

Yours sincerely

[Name]
Regional Chair

· ·

I accept appointment to the office of member of the Board of Management of [name of college] on the terms and conditions set out below.

Signature:
……………………………………………………………………………………………

Date:
……………………………………………………………………………………………….

Full name (in block capitals):
……………………………………………………………………..........
[name of college] **Board of Management**

Terms and Conditions of Office for Trade Union Nominated Non-Teaching Staff Board Members

23) As a Member you are one of a number of office holders that constitute the Board.   Decisions of the Board are collective decisions. The Board is accountable to the Scottish Funding Council (SFC) for its decisions and actions in relation to any funding it receives from the SFC. You are not a servant or agent of the Crown or a civil servant, and do not have any status, immunity or privilege of the Crown.

24) You are individually accountable to the Board for your actions and decisions of office.

25) Any information which you receive or obtain as a member of the Board shall be treated as confidential, and shall be held and treated in accordance with the College's Code of Conduct for Board members.

26) You will provide active and effective leadership, direction, support and guidance to ensure that the Board delivers, and is committed to delivering, its functions effectively and efficiently. The main functions of the Board (including its powers and duties) are as set out in the Further and Higher Education (Scotland) Act 1992 ("the 1992 Act") and the Further and Higher Education (Scotland) Act 2005, as amended (the "2005 Act").

27) Your main duties as a board member are as set out in the Guide for Board Members in the College Sector[14]. Any individual objectives applying to your office will be agreed with you.

28) [The Board maintains governors', directors' and officers' liability insurance in respect of its members and employees. The insurance policy covers legal claims made against members of the Board in their capacity as Board members.] As a member of the Board you will comply with any and all requirements of any insurance policy which the Board maintains in respect of liability accruing to its officers, directors and members. Failure to comply with the requirements of any such insurance policy may result in insurance cover being withdrawn or otherwise made unavailable.

29) You must undertake induction when taking up this appointment, including participation in the College Development Network's induction programme for board members and any training required in relation to your committee membership. Thereafter, you must undertake appropriate ongoing training and development in respect of your governance role.

30) You must seek to ensure that the Board complies with all legislative and other requirements, including compliance with the SFC Financial Memorandum with the College Sector, the Board's Outcome Agreement with the SFC, the Scottish Public Finance Manual (where appropriate) and the Code of Good Governance for Scotland's Colleges; and has regard to Ministerial guidance on appointments.

31) The College is a registered charity and along with the other Board members you are subject to the general duties of charity trustees set out in section 66 of the Charities and Trustee Investment (Scotland) Act 2005.

32) You must comply with the Board's Code of Conduct for Members, adopted under the Ethical Standards in Public Life etc. (Scotland) Act 2000.

33) You are not entitled to receive remuneration as a board member.

34) You are entitled to be reimbursed by the Board for expenses as the Board may determine[15] to be necessary or expedient for the proper discharge of your functions, being mindful of appropriate expenditure limits and the need to ensure value for public money.

35) You are entitled, in performing your functions, to receive from the Board such allowances as the Board may determine.

36) As a member of the Board you will be subject to appraisal of your performance, conducted at least annually, normally by the chair of the Board. Your

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[14] Links to referenced documents are provided at the end of these Terms and Conditions.
[15] Both expenses and allowances are calculated by reference to such criteria as the Scottish Ministers may determine in accordance with section 12(5) of the 1992 Act.

performance will be appraised against (a) the role of board members set out in Guide for Board Members in the College Sector (b) any individual objectives applying to your office, as agreed with you, and (c) the extent to which you contribute to ensuring that the Board as a whole delivers its functions effectively and efficiently, in accordance with its vision, strategic direction, educational character, values and ethos. Your appraisal reports may be used by the Board and the Scottish Ministers in assessing your suitability for extension or re-appointment.

37) You will be removed from office by the Board (by giving notice to you in writing) in the circumstances set out in paragraph 5B(1) of Schedule 2 to the 1992 Act.

38) Where it appears to the Scottish Ministers that there has been Board failure by the Board of managing the College in terms of section 24(1) of the 1992 Act, you may be removed from office by the Scottish Ministers by order under section 24(2) of the 1992 Act.

39) You will be removed from office by the Scottish Ministers under paragraph 5B(3) of Schedule 2 to the 1992 Act (by giving you notice in writing), if you have been removed from office under section 24 of the 1992 Act or under section 23Q of the 2005 Act.

40) Where you cease to be a member of the non-teaching staff at the College prior to the end of your period of appointment as a member of the Board, you will be deemed to have vacated office.

41) You must be approved through the Disclosure Scotland Protecting Vulnerable Groups (PVG) scheme.

42) You will hold office for the period set out in your letter of appointment or to such earlier date if you are removed or resign from office. You may resign at any time by giving notice in writing to the Board.

43) The Board may, by giving you one month's written notice, change these terms and conditions as necessary or expedient (or as agreed with you), but not the period of office.

44) At the end of your current period of office, your reappointment is subject to a further nomination by the recognised trade unions of the College.

Links to Referenced Documents

Guide for Board Members in the College Sector
https://learnonline.cdn.ac.uk/

Link to College Development Network Governance Hub
https://professionallearning.collegedevelopmentnetwork.ac.uk/

SFC Financial Memorandum with the College Sector
https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Financial_Memorandum_with_the_College_Sector_-_1_December_2014.pdf

Ayrshire College Website
https://www1.ayrshire.ac.uk/about-us/governance-and-reporting/
Governance & reporting
Ayrshire College Strategic Ambition
College Policies & Procedures
Board of Management Information
https://www1.ayrshire.ac.uk/about-us/information-on-the-board-of-management/
Meet the Board
https://www1.ayrshire.ac.uk/about-us/meet-the-board-members
Board of Management Documents
https://www1.ayrshire.ac.uk/about-us/board-of-management-documents/
Board Responsibilities and Standing Orders
Ayrshire College Board of Management Code of Conduct
Meeting Documentation

Scottish Public Finance Manual
https://www.gov.scot/publications/scottish-public-finance-manual/foreward-and-scope-of-the-spfm/background-and-applicability/

Code of Good Governance for Scotland's Colleges
https://www.cdn.ac.uk/wp-content/uploads/2024/11/Code-of-Good-Governance-for-Scotlands-Colleges-May-2024-Revision.pdf

College Development Network
https://www.cdn.ac.uk/   https://www.cdn.ac.uk/governance/

College Sector Board Appointments: 2014 Ministerial Guidance
https://www.gov.scot/publications/college-board-appointments-guidance/

Ethical Standards in Public Life etc. (Scotland) Act 2000
Ethical Standards in Public Life etc. (Scotland) Act 2000

Section 9: Standing Orders – College Board Evaluation

9.1 Purpose

To ensure effective governance and compliance with the *Code of Good Practice for Scotland's Colleges* and Scottish Funding Council (SFC) requirements, the Board undertakes annual evaluations of its performance, leadership, and governance structures. As the most senior entity within the organisation, a board must appraise itself – a self-aware and self-critical board is crucial to good governance. It also sends out a powerful message to its organisation about the importance of continuous professional development and improvement.

9.2 Dimensions

As a minimum, each board should establish an annual self-evaluation process which includes the following steps:

a) A shared understanding of what 'good' governance looks like, taking into account the basic duties of a board and the requirements of the Code of Good Governance

b) A review of performance over the last 12 months against that 'good' governance description when all board members are able to express their views

c) An assessment of any changes (external or internal to the board) likely to impact on the board over the next 12 months

d) A board discussion of, and agreement on, the board's strengths over the previous 12 months and its intended areas for development during the coming year with an agreed Board Development Plan identifying areas of training or development for the board as a whole

 e) The resulting Board Development Plan is monitored by the board throughout the year and progress against it is assessed as part of the following year's performance review

f) The annual Statement of Compliance with Good Governance includes a short description of the board's most recent self-evaluation including main areas for intended self-development

Effective board evaluations assess:

- **Leadership and Strategy**: Clarity of vision and strategic oversight.
- **Quality of Student Experience**: Engagement and outcomes.
- **Accountability and Risk Management**: Compliance and transparency.
- **Board Culture and Relationships**: Collegiality, challenge, and support.
- **Diversity and Inclusion**: Representation and equity.

9.3 Evaluation Tools and Frameworks

Boards may choose a mix of approaches to evaluate their own performance.

- Basic Evaluation Frameworks – can be used as the basis of a general self-evaluation.
- The Basic Duties of the Board listed in the Guide for Board Members in the College Sector (2015)
- On Board – A Guide for Board Members of Public Bodies in Scotland (2015)
- Good Governance Standard for Public Services (2004)
- International Framework for Good Governance in the Public Sector (2014)
- Guidance on Board Effectiveness, Financial Reporting Council (2011)
- The Role of Boards Appendix 3, Audit Scotland (2010)
- Independently facilitated evaluation frameworks (auditors, governance professionals).

Additional Evaluation Frameworks can be used to evaluate aspects of performance, or to focus on continuous improvement:

- Code of Good Governance for the College Sector
- Nine Principles of Public Life in Scotland
- Students' Association Self-Evaluation Framework (focuses on executive level relationships but some content useful for boards evaluating duties vis-à-vis student associations) http://www.saframework.co.uk/
- Audit Committee Self-Assessment within the Scottish Government's Audit Committee Handbook.

It is good practice to use a mix of **Evaluation Techniques** over a period of three to five years including:

- Board members complete pro-formas, with or without identifying themselves, followed by group discussion of the aggregated results
- Independently facilitated group workshop with or without pre-completed pro-formas
- Independently facilitated evaluation involving one-to-one interviews between an independent advisor and board members, resulting in an independent report to the board
- 360-degree feedback by inviting any/all to comment on the performance of the board – senior staff, students' association, college unions, other key stakeholders.

9.4 Ayrshire College Evaluation methods

9.4a. Individual Board Member Reviews

Board Members are offered informal reviews throughout Induction, plus complete an annual self-evaluation and one-to-one with the Chair. Individual development plans are agreed, with a focus on Strategic knowledge and succession planning. Committee Chairs are assessed during annual one-to-one reviews.

9.4b. Annual Evaluation of the Board Chair

Section D.24 of the Code mandates evaluation of the Board Chair and Committee Chairs, and annual completion is required for SFC grant funding. The Senior Independent Member leads the evaluation of the Board Chair. The annual self-evaluation questionnaire results also assist with the annual Evaluation of the Effectiveness of the Board Chair Report.

9.4c. Board Effectiveness Reviews

On an annual basis, the Board is required to undertake a self-evaluation of effectiveness and develop an annual Board Development Plan; both of which support the Board to evidence compliance with the Code of Good Governance for Scotland's Colleges, the Board of Management Standing Orders and the Code of Conduct. The questionnaire comprises an evaluation of the activities of the Board of Management by each Board member individually, structured around the Code. Board members are asked to express a level of agreement with a series of statements representing good governance practice, indicating the degree to which they agree with the statements on a scale of 1 to 6, (low = disagree, high = agree), with ample opportunity to add their own comments at each section. This then informs the self-evaluation report, indicating areas of strength and future development for the Board.

The Code of Good Governance provides direction on the key principles of governance, under the headings of:

A.   Leadership and Strategy
B.   Quality of the Student Experience
C.   Accountability
D.   Effectiveness
E.   Relationships and Collaboration

The statements of good governance practice which comprise this evaluation are grouped under these headings and associated sub-headings, and reflect the direction and guidance within the Code. This ensures that the evaluation report is closely aligned with the Code, and that development/improvement actions are specific to the requirements of the Code.

An Externally Facilitated Review is also required at least every 3 to 5 years.

Components of an Externally Facilitated Review typically include:

- Initial planning meeting with Chair, Principal, and Governance Professional.
- Desk review of governance documentation (agendas, minutes, strategic plans).
- Board questionnaire aligned with the Code.
- 1:1 interviews with key roles (Chair, Vice Chair, SIM, Audit Chair, staff/student members).
- Observation of board meetings.
- Board workshop to validate findings.
- Draft report and feedback cycle before finalisation

9.4d. Committee Self-Evaluation

Committees review governance processes annually and report findings to the Board based on the Principles of:

- **Compliance:** Align with governance codes and SFC requirements.
- **Transparency:** Documented reports and agreed action plans.
- **Continuous Improvement:** Findings inform development & strategic objectives.

A **Committee Self Evaluation template** supports the Standing Committees to evaluate their performance and effectiveness in line with Terms of Reference and best practice governance standards.

In addition, the **Audit and Risk Committee** reviews governance processes and undertakes its own annual detailed self-evaluation as part of its reporting to the Board. Internal audit reports and benchmarking data also feed into the overall assessment of governance effectiveness. The **Audit and Risk Committee** Annual Report is a requirement of both the Scottish Funding Council (SFC) Financial Memorandum and the Scottish Public Finance Manual. The Annual Report is based upon the guidance laid out in the Scottish Governments 'Audit and Assurance Committee Handbook,' which states that the Annual Report should summarise the committee's work for the year past, and present its opinion about:

- the effectiveness of governance, risk management and control.
- the comprehensiveness of assurances in meeting the Accountable Officer's and Board's needs.
- the reliability and integrity of these assurances.
- whether the assurance available is sufficient to support the Accountable Officer and Board in their decision taking and their accountability obligations.
- the implications of these assurances for the overall management of risk.
- any issues the committee considers pertinent to the Governance Statement and any long-term issues the committee thinks the Accounting Officer and/or Board should give attention to.
- financial reporting for the year.
- the quality of both Internal and External Audit and their approach to their responsibilities.
- the Committee's view of its own effectiveness, including advice on ways in which it considers it needs to be strengthened or developed.

Committee Self Evaluation Template

1. Committee Effectiveness

- How effectively has the Committee fulfilled its remit and responsibilities?

- Are decisions and recommendations timely, evidence-based, and aligned with strategic goals?

- Are outcomes and impacts of Committee work clearly documented and communicated?

2. Governance and Compliance

- Is the Committee operating in accordance with its Terms of Reference?

- Are legal, regulatory and funding body requirements being met?

- Are risk management processes robust and regularly reviewed?

3. Membership and Skills

- Does the Committee have the right mix of skills, experience, and diversity?

- Are members actively engaged and contributing effectively?

- Is there a succession plan for key roles such as the Chair?

4. Meeting Processes

- Are meetings well-structured, with clear agendas and timely distribution of papers?

- Is the frequency of meetings appropriate to the workload?

- Are minutes accurate and actions followed up effectively?

5. Strategic Alignment

- How well does the Committee's work align with the College's strategic objectives?

- Are key strategies (e.g., People, Infrastructure) effectively supported and monitored?

6. Areas for Improvement

- What are the Committee's key strengths?

- What areas require development or change?

- Are there opportunities for training or external benchmarking?

7. Action Plan

- Based on the evaluation, what actions will be taken to improve Committee performance?

- Who is responsible for each action and what are the timelines?

- How will progress be monitored and reported?

9.4e. Board Evaluation Outcomes

Self-Evaluation and Action Plan

- An annual **Self-Evaluation and Action Plan** is prepared and submitted to the Board for approval

Board Effectiveness Report

- The Board reviews and approves a formal **Board Effectiveness Report** alongside the **Board Development Plan** for the following year.
- The Board Effectiveness Report demonstrates the commitment shown by Board members to being engaged in overseeing and governing the college by way of a high level of attendance at Board Committee and Board meetings.
- Attendance and committee membership are assessed annually, considering skills matrices and DiSC profiles

Board Development Plan

The Board Development Plan provides evidence of compliance with the Code of Good Governance for Scotland's Colleges and is therefore aligned to the principles of the Code.

The plan supports the delivery of the Strategic Ambition Objectives and provides evidence of the Board's role in contributing to the strategic direction of the College. Development recommendations indicate actions planned and impacts expected. Priority levels are given to items to assist with implementation. The plan takes into account member feedback from the Board annual self-evaluation questionnaire, feedback from Board annual review discussions, feedback from Board development sessions and strategy workshops, and points raised through the Board Committees and Chairs. The Plan is presented as a one-year plan with formal annual reporting to the Board of Management. Quarterly updates to document progress updates and status changes are uploaded to the Board Knowledge Bank Teams page for Board members' information by the Board Governance Adviser

The combination of these inputs results in a comprehensive evaluation of the Board's performance and governance arrangements, with specific improvement actions documented and monitored throughout the year

Title of Meeting: **Board of Management**

Date: **11 December 2025**

Title: **2024-25 Audit and Risk Committee Annual Report**

Purpose: This paper presents the 2024-25 Audit and Risk Committee Annual Report to the Board detailing the work conducted by the Committee during the year to 31 July 2025, and it is presented for approval.

Recommendation: The Board of Management is requested to approve the 2024-25 Audit and Risk Committee Annual Report.

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1   Executive Summary

The Annual Report is a requirement of both the Scottish Funding Council (SFC) Financial Memorandum and the Scottish Public Finance Manual. The Annual Report is based upon the guidance laid out in the Scottish Governments 'Audit and Assurance Committee Handbook,' which states that the Annual Report should summarise the committee's work for the year past, and present its opinion about:

- the effectiveness of governance, risk management and control.
- the comprehensiveness of assurances in meeting the Accountable Officer's and Board's needs.
- the reliability and integrity of these assurances.
- whether the assurance available is sufficient to support the Accountable Officer and Board in their decision taking and their accountability obligations.
- the implications of these assurances for the overall management of risk.
- any issues the committee considers pertinent to the Governance Statement and any long-term issues the committee thinks the Accounting Officer and/or Board should give attention to.
- financial reporting for the year.
- the quality of both Internal and External Audit and their approach to their responsibilities.
- the Committee's view of its own effectiveness, including advice on ways in which it considers it needs to be strengthened or developed.

The report covers the activities of the Audit and Risk Committee for the year to 31 July 2025. The Report has been updated based on changes in Committee membership, name changes and work that has been completed in the intervening period.

The report was considered at the Joint Audit and Risk / People, Infrastructure and Finance Committee on 18 November 2025 where it was approved by members of the Audit and Risk Committee for presentation to the Board of Management.

2   Associated Risks

There are no further risks required to be considered because of this report.

3   Equality and Diversity Impact Assessment

An EDIA is not applicable to this paper given the subject matter.

4   Publication

This paper will be published on the College website.

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Jane Grant
Chair of Audit and Risk Committee

11 December 2025

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2024-25
Audit and Risk Committee
Annual Report

Board of Management, 11 December 2025

1. EXECUTIVE SUMMARY

1.1 The Committee have reviewed their work undertaken during 2024-25 and combined with the completed audit work, the opinions / recommendations made and reviewed during the year, it is the conclusion of the Committee that a fair assessment has been presented of:

- The College's internal control systems and arrangement for the adequacy and effectiveness of its systems and arrangements for risk management and the extent to which they may be relied upon.

- The affairs of the College and its Financial Statements as at 31 July 2025 and of the Colleges income and expenditure, recognised gains and losses and cashflows for the year ended 31 July 2025.

- The work of the Committee and its view that it has taken appropriate steps to perform its duties as delegated by the Board and that it has had no cause to raise any issues of significant concern with the Board arising from its 2024-25 work. It will continue to monitor and review performance.

1.2 Based on the engagement with both Internal and External Auditors at each Audit and Risk Committee meeting, the Members of the Audit and Risk Committee believe their responsibilities to the Board of Management have been satisfactorily discharged for 2024-25 in relation to the matters contained within the following report.

2. INTRODUCTION

2.1 The Board of Management is required to have an Audit Committee to provide members of the board with independent advice on the College's audit arrangements and systems of internal control. It has a key role in acting as the governing body's 'independent arm' to ensure that the information provided to the board and the systems that generate it are robust and accurate.

2.2 The Audit Committee has several responsibilities, but its main purpose is to advise the Board on the adequacy of the operation of the internal control systems in the College. This covers not only financial controls but all activities and systems within the College. This is done in the Audit Committee Annual Report. The annual report must follow the requirements set out in the SFC Financial Memorandum and the Audit and Assurance Committee Handbook.

2.3   This report outlines the work of the Audit and Risk Committee for the year to 31 July 2025.

3.   THE COMMITTEE

3.1   The Audit and Risk Committee met on four occasions during 2024-25 as noted below:
- 24 September 2024
- 10 December 2024
- 18 March 2025
- 10 June 2025

3.2   Board Members who served on the Audit and Risk Committee during 2024-25 were as follows:

Name	Position	Attendance
Sharon Morrow[1]	Chair	3/4
Jane Grant[2]	Vice-Chair	3/4
Gillian Longmuir	Member	3/4
Jason Currie	Member	2/4
Chris Boyce	Member	3/4

3.3   In line with the Audit and Assurance Committee Handbook, membership excluded the Chair of the Board, the Principal, members of the Business, Resources and Infrastructure Committee and the College's professional advisers. Of the four members, there were no co-opted members with all Committee members being Board members.

3.4   The meetings were attended as required by members of the College's Senior Leadership Team, as well as the College's external and internal auditors.

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[1] Appointed as Chair on 1 August 2024
[2] Appointed to the Committee 01 August 2024 as Co-optee then 03 October 2024 as Non-Executive and appointed as Vice Chair on 03 October 2024
Board of Management, 11 December 2025

4. SUMMARY OF WORK UNDERTAKEN IN THE YEAR

4.1   The Committee meets its responsibilities through requesting assurances from management and by receiving reports from the internal auditors, the external auditors and other specialists and advisers. During the year, the Committee gave attention to the following issues:

a) Year-end 31 July 2025

4.2   The following section summarises the business reviewed in respect of the year-end 31 July 2025:

<u>Internal Audit Annual Report</u>

4.3   Wbg presented their 2024-25 Annual Report at the joint Audit & Risk / People, Infrastructure and Finance Committee meeting on 18 November 2025.

<u>Review of the work of the Financial Statements Auditor</u>

4.4   Azets Audit Services were appointed as the College external auditors for five years commencing with the 2022-23 assignment and ending with the 2026-27 assignment. At the 18 November 2025 meeting, they issued their 2024-25 Annual Audit Report to the Board and the Auditor General for Scotland which concluded that subject to the resolution of outstanding audit matters:
- They will issue an unqualified opinion on the annual report and accounts.
- All material respects the expenditure and income in the financial statements were incurred or applied in accordance with applicable enactments and guidance issued by the Scottish Ministers.
- The audited parts of the Remuneration and Staff Report have been properly prepared.
- The information given in the performance report is consistent with the financial statements and has been properly prepared.
- The information given in the Governance Statement is consistent with the financial statements and their understanding of the organisation gained through their audit.

<u>Audit and Risk Committee Annual Report</u>

4.5   The 2024-25 Audit and Risk Committee Annual Report was considered and approved at the joint Audit and Risk / People, Infrastructure and Finance Committee meeting on 18 November 2025.

Board of Management, 11 December 2025

b) In-Year Reports

4.6 Internal Audit Services were provided throughout 2024-25 by Wbg, 168 Bath Street, Glasgow, G2 4TP. Wbg were appointed as Internal Auditors by the College with effect from 1 August 2022 until 31 July 2025. After due consideration at the March 2025 Committee meeting into the effectiveness of the internal audit function, the Committee approved the extension of the contract for a further one-year period with the option to extend by a further one year if felt appropriate.

Internal Audit

4.7 The 2024-25 Internal Audit Plan covered the mandatory reviews of governance and risk management along with other designated system reviews.

4.8 The Audit and Risk Committee received the following reports during 2024-25:
- Six internal audit reports from Wbg in accordance with the 2024-25 internal audit plan.
- Three further year-end audit reports from Wbg covering student support funds and student activity.
- One report from Azets covering the year-end financial statement audit.

4.9 A summary of the various audit reports and their findings are summarised below:

Year	Audit Areas	Assurance	High	Medium	Low	Total
2023-24 recommendations c/fwd. into 2024-25			**1**	**5**	**6**	**12**
2024-25	INTERNAL AUDIT					
	1) Payroll Controls	Strong	-	-	1	**1**
	2) GDPR / FOI	Strong	-	-	-	**-**
	3) Student Recruitment and Retention	Strong	-	-	-	**-**
	4) Staff Recruitment	Strong	-	-	1	**1**
	5) Overall Financial Controls	Strong	-	-	-	**-**
	6) IT Systems Administration	Strong	-	-	-	**-**
	EXTERNAL AUDIT					
	7) Educational Maint. Allow.	Unqualified	-	-	-	**-**
	8) Student Support Funds	Unqualified	-	-	-	**-**
	9) Student Activity (Credits)	Unqualified	-	-	-	**-**
	10) Financial Statements	Unqualified	-	-	1	**-**
March 2025 A&RC approved removals			(1)	(1)	(6)	**(8)**
June 2025 A&RC approved removal			-	(4)	(2)	**(6)**
Recommendations c/fwd. into 2025-26			**-**	**-**	**1**	**-**

Board of Management, 11 December 2025

4.10 The Rolling Audit Action Plan (RAAP) formed the basis for the audit recommendations follow-up review. The RAAP was reviewed by the Committee at each meeting. Following the completion of the 2024-25 internal audit plan and financial statements audits, there was 1 low level recommendation which will be carried into 2025-26

4.11 There are no high-grade recommendations outstanding at the end of the year with the one carried forward high grade recommendation (College Infrastructure Strategy) having been completed during 2024-25.

4.12 Value for Money - each assignment report included a section regarding value for money and particular matters were highlighted as part of each review.

4.13 The 2024-25 Internal Audit Annual Report prepared by Wbg was presented to the joint Audit & Risk / people, Infrastructure and Finance Committee meeting on 18 November 2025. The report detailed several areas including a statement of the internal audit cover achieved and a summary audit opinion on the College's control environment and systems of internal control.

4.14 The following opinion as noted by Wbg is extracted from its 2024-25 Annual Report:

"We are satisfied that sufficient internal audit work has been undertaken to allow us to draw a conclusion as to the adequacy and effectiveness of the College's risk management, control and governance processes.

In our opinion, Ayrshire College did have adequate and effective risk management, control and governance processes to manage its achievement of the College's objectives at the time of our audit work. In our opinion, the College has proper arrangements to promote and secure value for money.

Our fieldwork was carried out between November 2024 and September 2025, and we have not undertaken any further internal audit assignments at the time of this report."

4.15 In respect of Internal Audit, the Audit and Risk Committee is pleased to confirm to the Board of Management that it is satisfied that the areas audited, and the standard of work carried out have been appropriate.

4.16 The 2025-26 Internal Audit Plan was discussed and approved at the 10 June 2025 meeting and subsequently approved by the Board of Management in June 2025.

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4.17   Based on the completed 2024-25 audit assignments and the engagement with the Internal Auditors, the members of the Audit and Risk Committee believe that their responsibilities in respect of Internal Audit to the Board of Management have been satisfactorily discharged.

External Audit

4.18   Financial Statements Audit - The external auditors review and report on the College's financial statements and whether proper arrangements have been made for securing economy, efficiency and effectiveness in its use of resources.

4.19   The External Audit Plan for year ended 31 July 2025, summarising the approach proposed for this review, was presented to the 10 June 2025 Committee.

4.20   At the joint Audit and Risk / People, Infrastructure and Finance Committee meeting on 18 November 2025, the Committee was presented with an update on the external audit. The Committee discussed the final financial statements, the external auditor's management letter and regularity audit report and the College representation letter. The Committee commented on the final report and made such adjustments as necessary to their Annual Report to be presented to the Board of Management meeting on 11 December 2025.

4.21   On that basis, the Committee were able to confirm that the external audit:

- Indicated an unqualified opinion.
- Brought no matters to their attention which suggested that in all material aspects of the expenditure distributed and the income received during the year ended 31 July 2025 had not been applied to the purposes intended and the financial transactions did not conform to the authorities which govern them.

Other Audit and Reports

4.22   Wbg, as Internal Auditors, have undertaken the following 2024-25 audits, reporting to the Scottish Funding Council (SFC) or Students Awards Agency for Scotland (SAAS):
- Educational Maintenance Allowance
- Student Support Funds
- Student Activity (credits)

Board of Management, 11 December 2025

4.23 These audits were all completed within the required timescale and provided unqualified audit opinions. The associated Wbg reports were presented to the joint Audit and Risk / People, Infrastructure and Finance Committee meeting on 18 November 2025.

4.24 The December 2024 Committee received a report on the work undertaken by the College in preparation for the 2024-25 National Fraud Initiative (NFI) exercise. At the 10 June 2025 meeting the Committee noted the matches made and the work undertaken to verify that these matches did not present a fraud risk to the College. The Committee noted the positive report, and the assurance provided following the completion of the 2024-25 NFI exercise.

<u>Fraud, Irregularity and Whistleblowing</u>

4.25 No cases of qualified disclosure of whistleblowing, fraud or suspected fraud or irregularity, significant or otherwise, were reported.

5. RISK MANAGEMENT

5.1 Risk Management has a high profile within the College. The Strategic Risk Register is reviewed and updated by members of the Executive Leadership Team on a quarterly basis. The Strategic Risk Register is presented as a standing item to each Audit and Risk Committee meeting for review, discussion, amendment and approval. The most recent Strategic Risk Register was presented to the Board of Management on 16 June 2025 for its approval after review by each on the Board's sub-committees.

6. COMMITTEE'S EFFECTIVENESS AND PERFORMANCE

6.1 The Committee's performance and its effectiveness are reviewed in the context of its Terms of Reference, the content of which follows those set out in the Audit and Assurance Committee Handbook.

6.2 Based on a review by the Committee of the self-assessment checklist (**Appendix 1**), the Committee is content to conclude that it has performed in accordance with its Terms of Reference and has been an effective Committee.

Board of Management, 11 December 2025

7. OTHER MATTERS

Professional Advisors Effectiveness

Internal Auditor

7.1   The Committee met with the Internal Auditor on 10 December 2024 without any members of the College management team. This was to allow a frank exchange of opinion on the work of both the College and the internal auditor. There were no matters to report following this meeting.

7.2   At each Committee meeting the internal auditors have presented an update report which indicated their progress towards delivering the 2024-25 Internal Audit Plan. The Committee were content with the progress and effectiveness of the delivery of the planned internal audit work.

7.3   The Committee conducted a review of the effectiveness of the internal audit function in March 2025 in advance of the discussion of the extension of the internal audit contract.

7.4   The Committee noted:

- The annual effectiveness review demonstrated that the internal audit function at the College is performing effectively and adding value to the organisation.
- The feedback from stakeholders highlights the quality of audit reports, effective communication and escalation mechanisms, and the positive impact on the College's governance framework.
- The internal audit function is well-resourced and recognized for its contributions to continuous improvement.

External Auditor

7.5   The Committee met with the External Auditor on 10 December 2024 without any members of the College management team. This was to allow a frank exchange of opinion on the work of both the College and the external auditor. There were no matters to report following this meeting.

7.6   The 18 March 2025 Committee undertook a review of the effectiveness of the External Auditor.

Board of Management, 11 December 2025

7.7   The Committee noted:

- The College was content with the second year of the audit process and the approach and effectiveness of Azets Audit Services.
- The evaluation of Ayrshire College's external auditors, Azets, using KPIs and other benchmarks indicates a high level of performance and effectiveness.
- The auditors have consistently demonstrated audit quality, timeliness, compliance, cost efficiency, and positive stakeholder feedback. Their contributions have been instrumental in maintaining the financial integrity and compliance of the College.
- Regular engagement with key stakeholders should be maintained to ensure that their feedback is continuously incorporated into the audit process.

8.   CONCLUSION AND OPINION

8.1   In forming it conclusion, the Committee has reviewed:

- Reports presented by the College regarding arrangements for the adequacy and effectiveness of its systems and arrangements for risk management, governance and internal controls and responding to the conclusions of the reviews of those arrangements by the internal audit service.

- The work of the College Internal Auditor, through its reviews in accordance with the 2024-25 audit plan and the standards outlines in the associated reports presented and the overall assurance and opinion statements regarding risk management, governance and internal controls.

- The work of the external auditors.

- Its own performance and its effectiveness on the content of its terms of reference

8.2   Based on the audit work undertaken and the opinions and recommendations made and reviewed during the year, it is the conclusion of the Committee that a fair assessment has been presented of:

- The College's internal control systems and arrangement for the adequacy and effectiveness of its systems and arrangements for risk management and the extent to which they may be relied upon.

Board of Management, 11 December 2025

- The affairs of the College and its Financial Statements as at 31 July 2025 and of the Colleges income and expenditure, recognised gains and losses and cashflows for the year ended 31 July 2025.

- The work of the Committee and its view that it has taken appropriate steps to perform its duties as delegated by the Board and that it has had no cause to raise any issues of significant concern with the Board arising from its 2024-25 work. It will continue to monitor and review performance.

8.3 Based on the engagement with both Internal and External Auditors at each Audit and Risk Committee meeting, the Members of the Audit and Risk Committee believe their responsibilities to the Board of Management have been satisfactorily discharged for 2024-25 in relation to the matters contained within this report.

……………………….....................
Jane Grant, Chair of Audit and Risk Committee
18 November 2025

Appendix 1- AUDIT COMMITTEE SELF-ASSESSMENT CHECKLIST

	Role and remit	YES/NO/NA	Comments/Action
1	Does the audit committee have written terms of reference?	Yes	Available on the College website
2	Do the terms of reference cover the core functions of an audit committee as identified in the *SG Audit Committee Handbook*?	Yes	
3	Are the terms of reference approved by the audit committee and reviewed periodically?	Yes	Reviewed annually
4	Has the audit committee been provided with sufficient membership, authority and resources to perform its role effectively and independently?	Yes	
5	Does the body's governance statement mention the audit committee's establishment and its broad purpose?	Yes	
6	Does the audit committee periodically assess its own effectiveness?	Yes	Annual review based on best practice guidance
	Membership, induction and training	**YES/NO/NA**	**Comments/Action**
7	Has the membership of the audit committee been formally agreed by the management board and or Accountable Officer and a quorum set?	Yes	
8	Are members appointed for a fixed term?	No	Reviewed annually with Chair of Board

Board of Management, 11 December 2025

9	Does at least one of the audit committee members have a financial background?	Yes	
10	Are all members, including the chair, independent of the executive function?	Yes	
11	Are new audit committee members provided with an appropriate induction?	Yes	New members are directed to undertake a CDN module which has been developed for Audit Committee members. There is an Audit and Assurance Committee Handbook that SG have produced available on the SG website.
12	Has each member formally declared his or her business interests?	Yes	
13	Are members sufficiently independent of the other key committees of the Board?	Yes	Membership has been reviewed as part of the retirement / induction of board members. In line with the Articles of Governance no member of ARC sits on BRI Committee.
14	Has the audit committee considered the arrangements for assessing the attendance and performance of each member?	Yes	
	Meetings	**YES/NO/NA**	**Comments/Action**
15	Does the audit committee meet regularly, at least four times a year?	Yes	
16	Do the terms of reference set out the frequency and broad timing of meetings?	Yes	
17	Does the audit committee calendar meet the body's business and governance needs, as well as the	Yes	

Board of Management, 11 December 2025

	requirements of the financial reporting calendar?		
18	Are members attending meetings on a regular basis and if not, is appropriate action taken?	Yes	
19	Does the Accountable Officer attend all meetings and, if not, is he/she provided with a record of discussions?	No	The Accountable Officer is the Principal who by best practice should not attend ARC. Does receive ARC minutes along with other Board members.
20	Does the audit committee have the benefit of attendance of appropriate officials at its meetings, including representatives from internal audit, external audit and finance?	Yes	
	Internal control	**YES/NO/NA**	**Comments/Action**
21	Does the audit committee consider the findings of annual reviews by internal audit and others, on the effectiveness of the arrangements for risk management, control and governance?	Yes	
22	Does the audit committee consider the findings of reviews on the effectiveness of the system of internal control?	Yes	
23	Does the audit committee have responsibility for review of the draft governance statement and does it consider it separately from the accounts?	Yes	
24	Does the audit committee consider how accurate and meaningful the governance statement is?	Yes	
25	Does the audit committee satisfy itself that the arrangements for risk management, control and	Yes	

Board of Management, 11 December 2025

	governance have operated effectively throughout the reporting period?		
26	Has the audit committee considered how it should coordinate with other committees that may have responsibility for risk management and corporate governance?	Yes	ARC is responsible for risk management arrangements. Other committees are responsible for reviewing controls and actions where risks are under their Committee remit.
27	Has the audit committee satisfied itself that the body has adopted appropriate arrangements to counter and deal with fraud?	Yes	
28	Has the audit committee been made aware of the role of risk management in the preparation of the internal audit plan?	Yes	
29	Does the audit committee's terms of reference include oversight of the risk management process?	Yes	
30	Does the audit committee consider assurances provided by senior staff?	Yes	
31	Does the audit committee receive and consider stewardship reports from senior staff in key business areas such as Finance, HR and ICT?	Yes	
	Financial reporting and regulatory matters	**YES/NO/NA**	**Comments/Action**
32	Is the audit committee's role in the consideration of the annual accounts clearly defined?	Yes	
33	Does the audit committee consider, as appropriate:		

Board of Management, 11 December 2025

	• the suitability of accounting policies and treatments	Yes	
	• major judgements made	Yes	
	• large write-offs	Yes	
	• changes in accounting treatment	Yes	
	• the reasonableness of accounting estimates	Yes	
	• the narrative aspects of reporting?	Yes	
34	Is an audit committee meeting scheduled to receive the external auditor's report to those charged with governance including a discussion of proposed adjustments to the accounts and other issues arising from the audit?	Yes	
35	Does the audit committee review management's letter of representation?	Yes	
36	Does the audit committee gain an understanding of management's procedures for preparing the body's annual accounts?	Yes	
37	Does the audit committee have a mechanism to keep it aware of topical legal and regulatory issues?	Yes	Advise / courses from CDN are circulated to all Board members. Also, the experiences of ARC members in their other roles are also brought to the Committee discussions. Annual review skills matrix that we as board members need to undertake.

Board of Management, 11 December 2025

	Internal audit	YES/NO/NA	Comments/Action
38	Does the Head of Internal Audit attend meetings of the audit committee?	Yes	
39	Does the audit committee approve, annually and in detail, the internal audit plans including consideration of whether the scope of internal audit work addresses the body's significant risks?	Yes	
40	Does internal audit have a direct reporting line, if required, to the audit committee?	Yes	
41	As well as an annual report from the Head of Internal Audit, does the audit committee receive progress reports from the internal audit service?	Yes	
42	Are outputs from follow-up audits by internal audit monitored by the audit committee and does the committee consider the adequacy of implementation of recommendations?	Yes	
43	If considered necessary, is the audit committee chair able to hold private discussions with the Head of Internal Audit?	Yes	
44	Is there appropriate co-operation between the internal and external auditors?	Yes	
45	Does the audit committee review the adequacy of internal audit staffing and other resources?	Yes	

46	Are internal audit performance measures monitored by the audit committee?	Yes	
47	Has the audit committee considered the information it wishes to receive from internal audit?	Yes	
48	Do formal terms of reference exist defining internal audit's objectives, responsibilities, authority and reporting lines?	Yes	
	External audit	**YES/NO/NA**	**Comments/Action**
49	Does the external audit representative attend meetings of the audit committee?	Yes	
50	Do the external auditors present and discuss their audit plans and strategy with the audit committee (recognising the statutory duties of external audit)?	Yes	
51	Does the audit committee chair hold periodic private discussions with the external auditor?	Yes	Annually
52	Does the audit committee review the external auditor's annual report to those charged with governance?	Yes	
53	Does the audit committee ensure that officials are monitoring action taken to implement external audit recommendations?	Yes	
54	Are reports on the work of external audit presented to the audit committee?	Yes	

Board of Management, 11 December 2025

55	Does the audit committee assess the performance of external audit?	Yes	
56	Does the audit committee consider the external audit fee?	Yes	
	Administration	**YES/NO/NA**	**Comments/Action**
57	Does the audit committee have a designated secretariat?	Yes	
58	Are agenda papers circulated in advance of meetings to allow adequate preparation by audit committee members?	Yes	
59	Do reports to the audit committee communicate relevant information at the right frequency, time, and in a format that is effective?	Yes	
60	Does the audit committee issue guidelines and/or a pro forma concerning the format and content of the papers to be presented?	Yes	Common format as agreed by Board of Management
61	Are minutes prepared and circulated promptly to the appropriate people, including all members of the Board?	Yes	
62	Is a report on matters arising presented or does the chair raise them at the audit committee's next meeting?	Yes	
63	Do action points indicate who is to perform what and by when?	Yes	
64	Does the audit committee provide an effective annual report on its own activities?	Yes	
	Overall	**YES/NO/NA**	**Comments/Action**

Board of Management, 11 December 2025

65	Does the audit committee effectively contribute to the overall control environment of the organisation?	Yes	
66	Are there any areas where the audit committee could improve upon its current level of effectiveness?	No	
67	Does the audit committee seek feedback on its performance from the Board and Accountable Officer?	Yes	Annual Appraisal with Chair of the Board, Chair meetings, Annual Board Self Evaluation Questionnaire

https://www.gov.uk/government/publications/college-corporation-financial-management-good-practice-guides/the-scope-of-work-of-audit-committees-and-internal-auditors-in-college-corporations

Board of Management, 11 December 2025

Ayrshire College (*Paper 7*)

Title of Meeting: **Board of Management**

Date: **11 December 2025**

Subject: **Internal Audit Annual Report**

Purpose: This paper presents the 2024-25 Internal Audit Annual Report as part of the annual assurance suite of reports to the Board of Management.

Recommendation: The Board of Management is requested to approve the report.

---

1 Executive Summary

The [Audit and Assurance Committee Handbook](#) states that the role of the Audit and Assurance Committee in relation to Internal Audit should include advising the Accounting Officer and Board on the annual Internal Audit opinion and annual report.

A primary purpose of the work on Internal Audit is to support the Audit and Risk Committee discharge its responsibility for preparing an annual report that should include the Committee's opinion of the adequacy and effectiveness of the College's arrangements for risk management, control and governance, sustainability, economy, efficiency and effectiveness (value for money) and the quality of data submitted to regulatory bodies.

The Annual Report provides a detailed summary of the controls they have tested and their audit conclusion on the effectiveness of their operation within the areas the Committee is required to report on and to support the Audit and Risk Committee with its responsibilities to provide an opinion.

The Internal Audit Annual Report records the following overall opinion:

"We are satisfied that sufficient internal audit work has been undertaken to allow us to draw a conclusion as to the adequacy and effectiveness of the College's risk management, control and governance processes.

In our opinion, Ayrshire College did have adequate and effective risk management, control and governance processes to manage its achievement of the College's objectives at the time of our audit work. In our opinion, the College has proper arrangements to promote and secure value for money.

Our fieldwork was carried out between November 2024 and September 2025, and we have not undertaken any further internal audit assignments at the time of this report."

The 2024-25 plan included the delivery of nine assignments and was delivered as agreed and without amendment. The internal auditors have raised 2 management recommendations during their reviews with no high priority recommendations.

As noted in the Rolling Audit Action Plan presented to the Audit and Risk Committee, the College maintains a record of the management recommendations raised by both the internal and external auditors. The progress to address these actions is reported to each meeting of the Audit and Risk Committee.

The Report was presented to the Joint Audit and Risk / People, Infrastructure and Finance Committee at its meeting on 18 November 2025 where it was approved for presentation to the Board of Management.

2 Associated Risks

There are no further risks required to be considered because of this report.

3 Equality and Diversity Impact Assessment

An EDIA is not applicable to this paper given the subject matter.

4 Publication

This paper will be published on the College website.

Alan Ritchie
Vice Principal Finance and Infrastructure

11 December 2025

wbg

Ayrshire College

Internal Audit 2024/25

Annual Report

October 2025

Table of Contents

1. Introduction

The prime responsibility of the Internal Audit Service (IAS) is to provide the College's Audit & Risk Committee , the Principal and Chief Executive, and other Senior Management of the College, with an objective assessment of the adequacy and effectiveness of management's internal control systems.

We conduct our activity within the overarching framework of the Institute of Internal Auditors, including the Global Internal Audit Standards (GIAS) and Topical Requirements, and the Application Note regarding the adoption of GIAS in the UK Public Sector. The Application Note replaces the Public Sector Internal Audit Standards from 1 April 2025.

In line with these Standards, we have developed a robust quality assurance process to ensure that each of our activities and reports are of a high and consistent standard. Quality assurance activity includes interim reviews during the internal audit process and an extensive final review before reports are issued to clients and other stakeholders. We actively seek to improve the services we deliver through a programme of CPD, training, networking and engagement with internal peers, as well as by piloting new ways of working.

We had an extensive external assessment undertaken against these standards in November 2023. The assessment was undertaken by the Chartered Institute of Internal Auditors who concluded:

"We are pleased to report that the Wbg Services LLP (formerly Wylie & Bisset LLP) Internal Audit Department conforms with the Standards, as well as the Definition of Internal Auditing, Core Principles and the Code of Ethics, which form the mandatory elements of the Public Sector Internal Audit Standards (PSIAS) and the Institute of Internal Auditors' International Professional Practices Framework (IPPF), the globally recognised standard of quality in Internal Auditing".

The Chartered Institute of Internal Auditors also highlighted our compliance with all 64 standards of the IPPF.

This Annual Report should be considered by the Audit & Risk Committee prior to the Committee submitting their annual report to the Board.

A copy of this report requires to be submitted to the Scottish Funding Council.

2. Executive Summary

Overall Opinion

We are satisfied that sufficient internal audit work has been undertaken to allow us to draw a conclusion as to the adequacy and effectiveness of the College's risk management, control and governance processes.

In our opinion, Ayrshire College did have adequate and effective risk management, control and governance processes to manage its achievement of the College's objectives at the time of our audit work. In our opinion, the College has proper arrangements to promote and secure value for money.

Our fieldwork was carried out between November 2024 and September 2025, and we have not undertaken any further internal audit assignments at the time of this report.

The overall findings and conclusion of each report are highlighted in Section 3. As can be seen from the summary in Section 3 all areas included in the Operational Plan for 2024/25 have been completed.

In forming our opinion, we have carried out the following work:

| A review and appraisal of financial and other controls operated by the College;

| A review of the established policies and procedures adopted by the College;

| An assessment of whether or not the internal controls are reliable as a basis for producing the financial accounts;

| A review of accounting and other information provided to management for decision making;

| Compliance and substantive audit testing where appropriate; and

| A review of the College's procedures in place to promote and secure value for money.

The analysis of performance indicators for the internal audit work carried out in the year is included at section 5.

2. Executive Summary (continued)

Basis of Opinion

As the Head of Internal Audit at Ayrshire College we are required to provide the Audit & Risk Committee with an opinion on the adequacy and effectiveness of the College's risk management, control and governance processes.

In giving our opinion, it should be noted that assurance can never be absolute. The most that we can provide to the Audit & Risk Committee is reasonable assurance that there are no major weaknesses in the College's risk management, control and governance processes.

In assessing the level of assurance given, we have considered:

| All audits undertaken during the year ended 31 July 2025;

| Any follow-up action taken in respect of audits from previous periods;

| Any significant recommendations not accepted by management and the consequent risks;

| The effects of any significant changes in the College's objectives or systems;

| Any limitations which may have been placed on the scope of internal audit;

| Matters arising from previous reports to the Audit & Risk Committee;

| The extent to which resource constraints may impinge on the Head of Internal Audit's ability to meet the full audit needs of the College;

| What proportion of the College's audit need has been covered to date; and

| The outcomes of our quality assurance processes.

3. Audit Findings

Summary of Work Undertaken

The following table summarises the audit work undertaken in 2024/25. The grading structure used in our reports can be found in Appendix A.

Area	Planned Days	Actual Days	Status	Overall Conclusion	High Priority Recommendations	Medium Priority Recommendations	Low Priority Recommendations
GDPR/ FOI	6	6	Complete	**Strong**	-	-	-
Payroll	5	5	Complete	**Strong**	-	-	1
Staff Recruitment	5	5	Complete	**Strong**	-	-	1
IT Systems Administration	5	5	Complete	**Strong**	-	-	-
Student Recruitment	6	6	Complete	**Strong**	-	-	-
Overall Financial Controls	4	4	Complete	**Strong**	-	-	-
Credits	6	6	Complete	**n/a**	-	-	-
SSF	4	4	Complete	**n/a**	-	-	-
EMA	4	4	Complete	**n/a**	-	-	-
Follow Up Review	4	4	Complete	**Strong**	-	-	-
Audit Management	6	6	n/a	n/a	n/a	n/a	n/a
Total	**55**	**55**	**-**	**-**	**-**	**-**	**2**

4. Benchmarking

We include for your reference comparative benchmarking data of the number and ranking of recommendations made for audits of a similar nature in the previous financial year.

Area	High	Medium	Low	Total	
GDPR/ FOI					
Average number of recommendations in similar audits	-	1	2	3	
Recommendations at Ayrshire College	-	-	-	-	
Payroll					
Average number of recommendations in similar audits	-	1	1	2	
Recommendations at Ayrshire College	-	-	1	1	
Staff Recruitment					
Average number of recommendations in similar audits	-	2	2	4	
Recommendations at Ayrshire College	-	-	1	1	
IT Systems Administration					
Average number of recommendations in similar audits	-	3	1	4	
Recommendations at Ayrshire College	-	-	-	-	
Total c/f					
Average number of recommendations in similar audits c/f	**-**	**7**	**6**	**13**	
Recommendations at Ayrshire College c/f	**-**	**-**	**2**	**2**	

4. Benchmarking (continued)

Area	High	Medium	Low	Total	
Total b/f					
Average number of recommendations in similar audits c/f	**-**	**7**	**6**	**13**	
Recommendations at Ayrshire College c/f	**-**	**-**	**2**	**2**	
Student Recruitment					
Average number of recommendations in similar audits	-	-	1	1	↩
Recommendations at Ayrshire College	-	-	-	-	
Overall Financial Controls					
Average number of recommendations in similar audits	-	1	1	2	↩
Recommendations at Ayrshire College	-	-	-	-	
Total					
Average number of recommendations in similar audits	**-**	**8**	**8**	**16**	↩
Recommendations at Ayrshire College	**-**	**-**	**2**	**2**	

As noted above, Ayrshire College has a lower number of recommendations in comparison with the colleges it has been benchmarked against.

4. Benchmarking (continued)

For each review, we benchmark the number and ranking of recommendations made for audits of a similar nature in the previous financial year. Please refer to the key below for an explanation of the benchmarking symbols used:

Key	
	Indicates a lower number of recommendations in comparison with the colleges it has been benchmarked against.
	Indicates a similar number of recommendations in comparison with the colleges it has been benchmarked against.
	Indicates a higher number of recommendations in comparison with the colleges it has been benchmarked against.

4. Benchmarking (continued)

We have set out below in graphical format an analysis of the Benchmarking totals by grade of recommendation made.
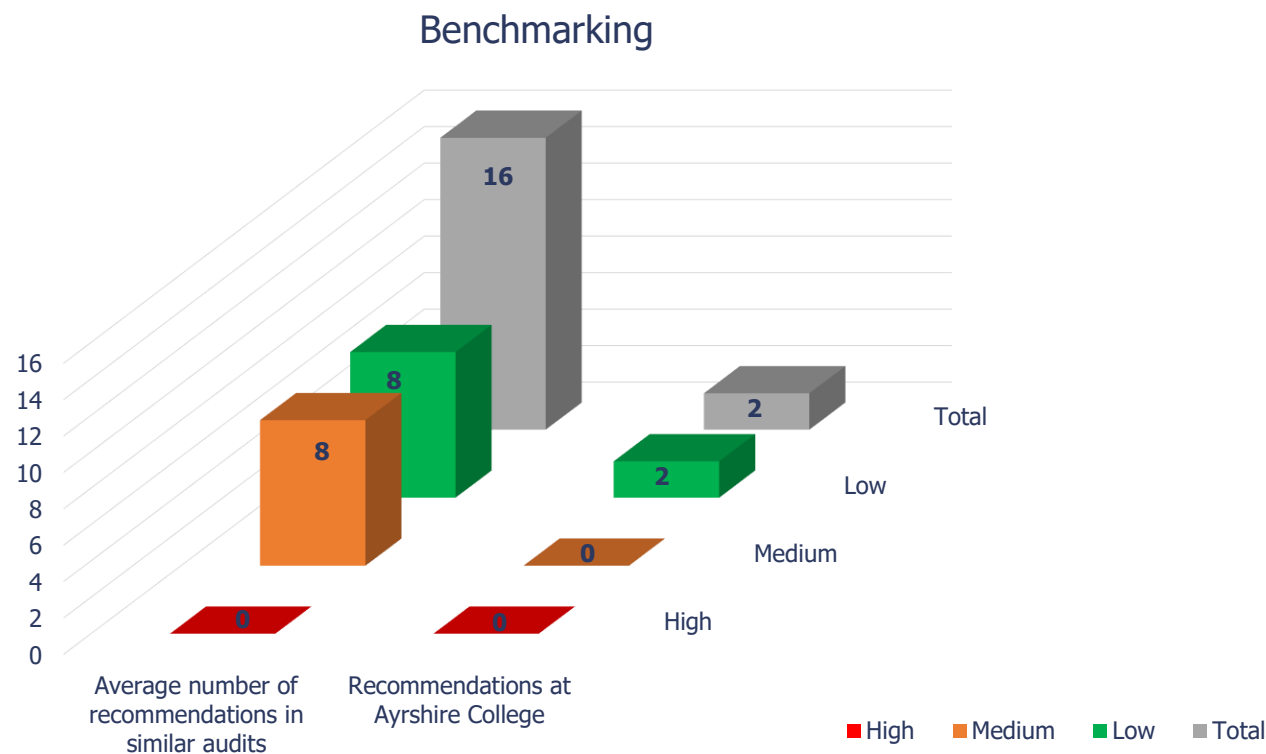
Benchmarking

As noted above, Ayrshire College has a lower number of recommendations in comparison with the colleges it has been benchmarked against.

5. Key Performance Indicators

Performance Indicator	Target	Actual
Internal audit days completed in line with agreed timetable and days allocation	100%	100%
Draft scopes provided no later than 10 working days before the internal audit start date and final scopes no later than 5 working days before each start date	100%	100%
Draft reports issued within 10 working days of exit meeting	100%	100%
Management provide responses to draft reports within 15 working days of receipt of draft reports	100%	100%
Final reports issued within 5 working days of receipt of management responses	100%	100%
Recommendations accepted by management	100%	100%
Draft annual internal audit report to be provided by 31 December each year	100%	100%
Attendance at Audit & Risk Committee meetings by a senior member of staff	100%	100%
Suitably experienced staff used on all assignments	100%	100%

Appendix A

Grading Structure

A. Grading Structure

For each area of review, we assign a level of assurance in accordance with the following classification:

Assurance	Classification
Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately

For each recommendation, we make we assign a grading either as High, Medium or Low priority depending upon the degree of risk assessed as outlined below:

Assurance	Risk	Classification
High	High risk	Major weakness that we consider needs to be brought to the attention of the Audit & Risk Committee and addressed by Senior Management of Ayrshire College as a matter of urgency
Medium	Medium risk	Significant issue or weakness which should be addressed by Ayrshire College as soon as possible
Low	Low risk	Minor issue or weakness reported where management may wish to consider our recommendation

Ayrshire College *(Paper 13)*

Title of Meeting:	**Board of Management**
Date:	**11 December 2025**
Subject:	**2024-25 Freedom of Information Annual Report**

Purpose: The Freedom of Information (FOI) Annual Report is presented to the Audit and Risk Committee to provide assurance that the College is meeting its statutory obligations under the Freedom of Information (Scotland) Act 2002 and related regulations.

Recommendation: The Board of Management is requested to note the content of the report and consider whether the Internal Audit Plan requires to be reviewed.

1.   Executive Summary

1.1.   The 2024-25 Freedom of Information (FOI) Annual Report (**Appendix 1 and 2**) demonstrates the College's ongoing commitment to statutory compliance, governance and risk management under the Freedom of Information (Scotland) Act 2002 and related regulations. The report is presented to the Audit and Risk Committee to provide assurance that the College maintains robust internal controls, monitors trends, and supports continuous improvement in transparency and information management.

Key Highlights

1.2.   **Compliance and Assurance:** The College achieved a 100% on-time response rate to FOI and Environmental Information Requests (EIR) in 2024-25, improving from 95% in the previous year. This reflects strengthened internal tracking and information gathering processes.

1.3.   **Request Volume and Nature:** There was a decrease in total requests (33 in 2024-25 vs. 39 in 2023-24), with a significant drop in EIR requests, suggesting reduced public concern over environmental issues. However, the College continues to monitor areas like RAAC in buildings and environmental management for potential risk recurrence.

1.4.   **Stakeholder Trends:** The profile of requestors shifted, with more requests coming from private companies (24%) and fewer from unions and the Scottish Parliament. This may indicate changing stakeholder interests or increased external scrutiny, which could introduce new reputational or compliance risks.

1.5. **Types of Requests:** Salary and staff information remain high-interest areas, with requests focusing on principal's salary, staff earning over £50k, and staff departures. These topics are sensitive and require careful management to mitigate reputational and compliance risks.

1.6. **Risk Areas:** The report identifies ongoing risks in environmental compliance and the handling of sensitive staff data. The Audit and Risk Committee is advised to keep these areas under scrutiny and consider whether the Internal Audit Plan requires review.

Conclusion

1.7. The College's FOI performance in 2024-25 reflects positive progress in statutory compliance, stakeholder engagement and risk mitigation. Continued vigilance is recommended in environmental and HR-related disclosures to uphold public trust and accountability.

1.8. This oversight ensures compliance, strengthens governance and mitigates risks associated with transparency and information management. By reviewing the report, the Committee validates internal controls, monitors trends and supports continuous improvement, reinforcing the College's commitment to accountability and public trust.

2. Associated Risks

2.1. There are no further risks required to be considered because of this report.

3. Equality and Diversity Impact Assessment

3.1. An EDIA is not applicable to this paper given the subject matter.

4. Publication

4.1. This paper will be published on the College website

Sara Rae
Vice Principal, Skills and Enterprise
2 December 2025

1. Background

1.1. The College is subject to the Freedom of Information (Scotland) Act 2002 and associated Environmental Information Regulations. These documents require public bodies to respond to information requests within statutory timescales and maintain transparency in operations. A failure to comply can result in reputational damage, regulatory sanctions and loss of public trust.

Volume and Nature of Requests

- **2023–24:** 39 requests (34 FOI, 5 EIR)
  Notably, there was an increase in EIR requests, with topics including RAAC in buildings, emissions, litter and fly-tipping.

- **2024–25:** 33 requests (32 FOI, 1 EIR).
  The overall number of requests decreased by 6, and EIR requests dropped significantly**.**

1.2. The reduction in EIR requests indicates less of a public concern or fewer environmental issues reported. Given the previous year's spike (especially around RAAC and environmental management) the College continues to keep these areas under review for potential risk recurrence.

1.3. **Timeliness of Responses**

- **2023–24:**
  - 95% of requests were answered within the statutory timescale.
  - 2 requests were late—one due to a lost original request, another due to delays in gathering information.

- **2024–25:**
  - 100% of requests were answered on time.

1.4. The improvement in response rate is positive. However, the previous year's late responses highlight a risk around internal tracking and information gathering processes. The College continues to invest in this area to ensure robust systems are maintained to prevent future lapses.

1.5. **Internal Reviews and Appeals**

- **2023–24:** Three internal reviews requested (two for the same request). No appeals to the Scottish Information Commissioner.
- **2024–25:** No internal reviews or appeals.

1.6. The drop in internal reviews is a positive move which highlights improved satisfaction with the Colleges initial responses.

Requestor Profile and Trends

- **2023–24:** Requests mainly from Unions (23%), "What Do They Know" website (21%), and Scottish Parliament (18%).

- **2024–25:** Requests mainly from private companies (24%), Unions (21%), and Scottish Parliament (12%).

1.7. The shift towards more requests from private companies may indicate a changing in other stakeholder interests or scrutiny. The College will continue to monitor this trend and consider if this reflects a new reputational or compliance risk.

Types of Requests

- **2023–24:** Staff information (annual leave, redundancies, job evaluation), salary/expenses (lowest paid FTE, senior leadership remuneration), student information (strike impact, foetal alcohol syndrome).

- **2024–25:** Salary information (Principal's salary, staff earning over £50k, staff departures before pay award), staff information (headcount, FTE, individual staff queries), student information (disciplinaries, dismissals).

1.8. Salary and staff information remain high-interest areas, which can be sensitive and potentially reputationally risky. The College will continue to ensure transparency and accuracy in these disclosures and monitor for any patterns that could indicate underlying HR or financial risks.

**Risks and Issues for Audit and Risk Committee Attention**

1.9. A review of the report indicates that the key risks areas are:

- **Environmental Concerns:** The spike in EIR requests in 2023–24 (RAAC, emissions, waste management) suggests ongoing risk in facilities and environmental compliance. Even though requests dropped in 2024–25, these areas should remain under scrutiny.

- **Sensitive Information Requests:** Persistent interest in salary and staff data could pose reputational or compliance risks if not managed transparently and accurately.

- **Stakeholder Shifts:** The increase in requests from private companies may signal new external scrutiny or commercial interest, which could bring different risks compared to union or parliamentary requests.

Freedom of Information – Key Facts 2024/2025 *(Paper 13a)*
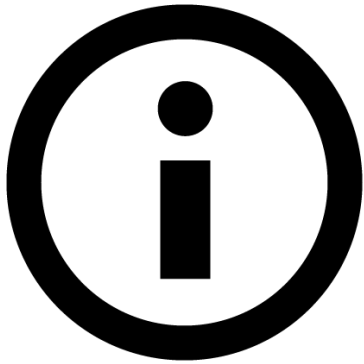
33 requests for information

Requestor Type

- 21% Unions
- 12% Scottish Parliament
- 24% Private Companies
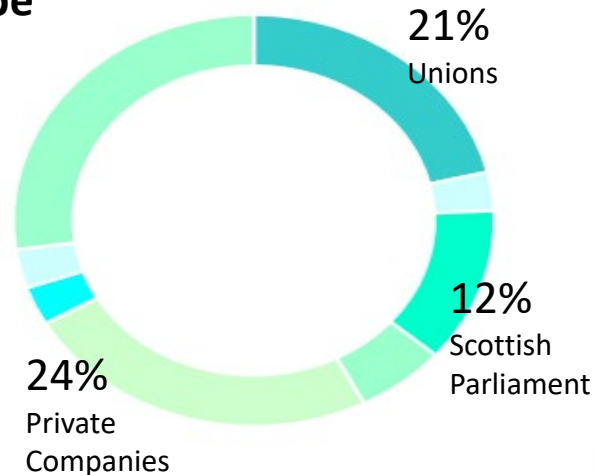
100% responded to in timescale

0 requests for an internal review

Top 3 Request Types

- Systems/IT Information
- Procurement Information
- Salary Information

10 subject access requests

**Freedom of Information Report
August 2024 – July 2025**

Ayrshire College

Executive Summary

This report summarises the College position on Freedom of Information (FOI) and Environmental Information Regulation (EIR) requests for 2024-25.

The number of requests received has slightly decreased since 2023-24, with 6 less requests being received.

The College has responded to 100% of all requests within the required timescale.

The types of request received do not indicate any emerging risks that require to be addressed.

There were no internal reviews received and no appeals received from the Scottish Information Commissioner.
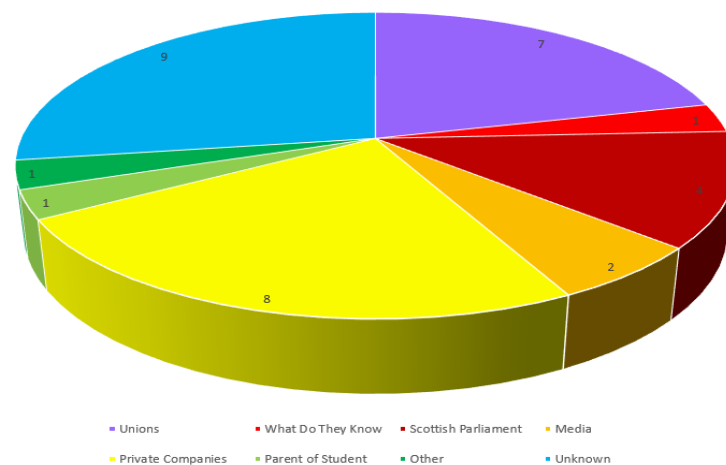
FOI/EIR Requests Received

33 requests were received in total. 32 were Freedom of Information requests and 1 Environmental Information Regulation request.

The chart on the right shows the number of FOI/EIR requests received by requestor type.

24% were received from private companies, 21% from the Unions and 12% were received from the Scottish Parliament.

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

FOI/EIR requests received, split by requestor type

Legend: Unions, What Do They Know, Scottish Parliament, Media, Private Companies, Parent of Student, Other, Unknown

FOI/EIR requests received, split by month
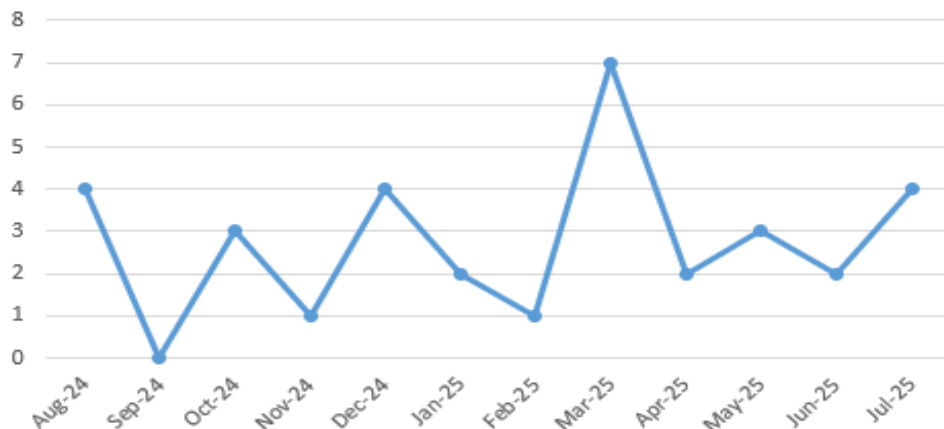
FOI/EIR requests received, split by internal review requested

Legend: No, Yes — 33

3
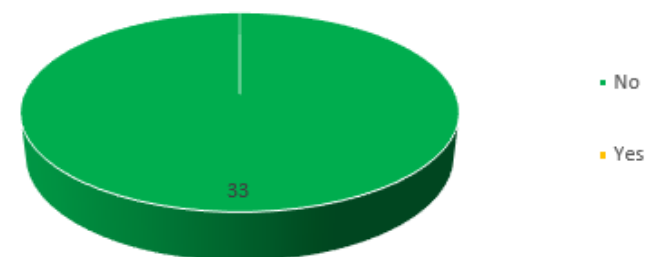
FOI/EIR Requests Received – 5 Year Trend

The chart below show the number of FOI/EIR requests received over the last 5 academic years.
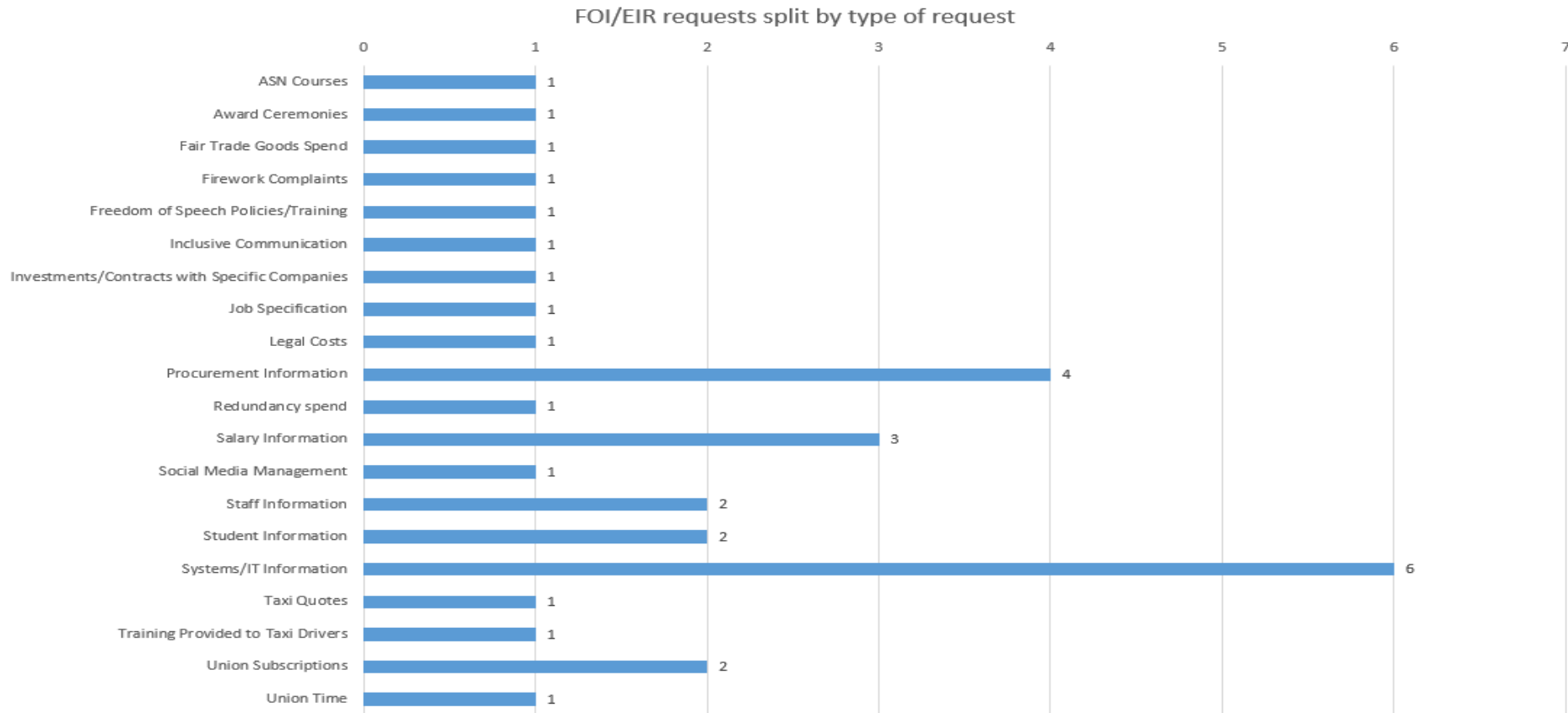

FOI/EIR requests received - 5 year trend

FOI/EIR Request Type

FOI/EIR requests split by type of request

Type of request	Count
ASN Courses	1
Award Ceremonies	1
Fair Trade Goods Spend	1
Firework Complaints	1
Freedom of Speech Policies/Training	1
Inclusive Communication	1
Investments/Contracts with Specific Companies	1
Job Specification	1
Legal Costs	1
Procurement Information	4
Redundancy spend	1
Salary Information	3
Social Media Management	1
Staff Information	2
Student Information	2
Systems/IT Information	6
Taxi Quotes	1
Training Provided to Taxi Drivers	1
Union Subscriptions	2
Union Time	1

The Salary Information category had requests for the Principal's salary, number of employees with salaries over £50,000 and information on staff numbers who left the College before the 2022 pay award.

In the Staff Information category requests were received for information on a staff member and the College headcount and FTE.

We received two requests in relation to Student Information. One request asked for information about a student and the other about the number of disciplinaries and dismissals and the reasons for these.

5

Information Provided

FOI/EIR requests received, split by information provided

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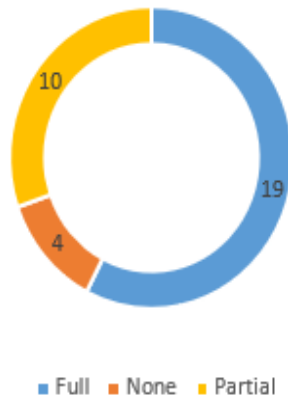
The chart to the left shows the number of FOI/EIR requests where the information requested was provided in full, some of the information requested was provided or none of the information was provided.

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

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

Information not held   Identify individuals   Request Withdrawn
Exemption Applied   Vexatious   Cost
Information not held & Exemption Applied
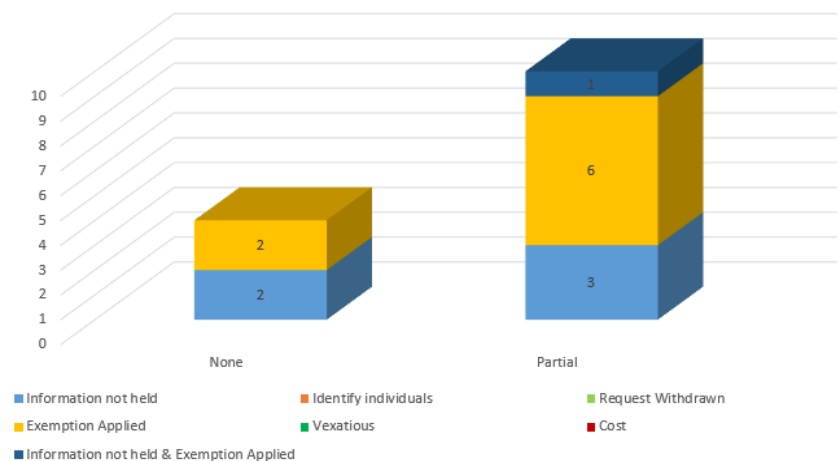
FOI/EIR Requests – Curriculum/Service Area

FOI/EIR requests received, split by curriculum/service area
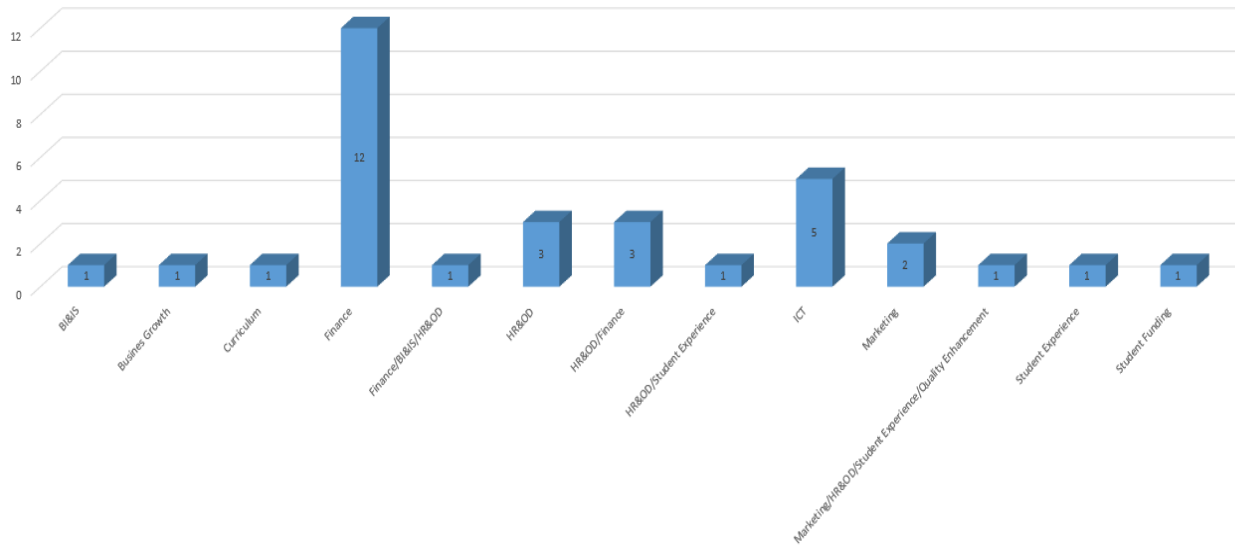
The chart on the left shows the FOI/EIR requests received, split by curriculum/service area. 18% of requests received asked for information from more than one area.

Percentage of FOI requests received, closed within timescale split by curriculum/service area
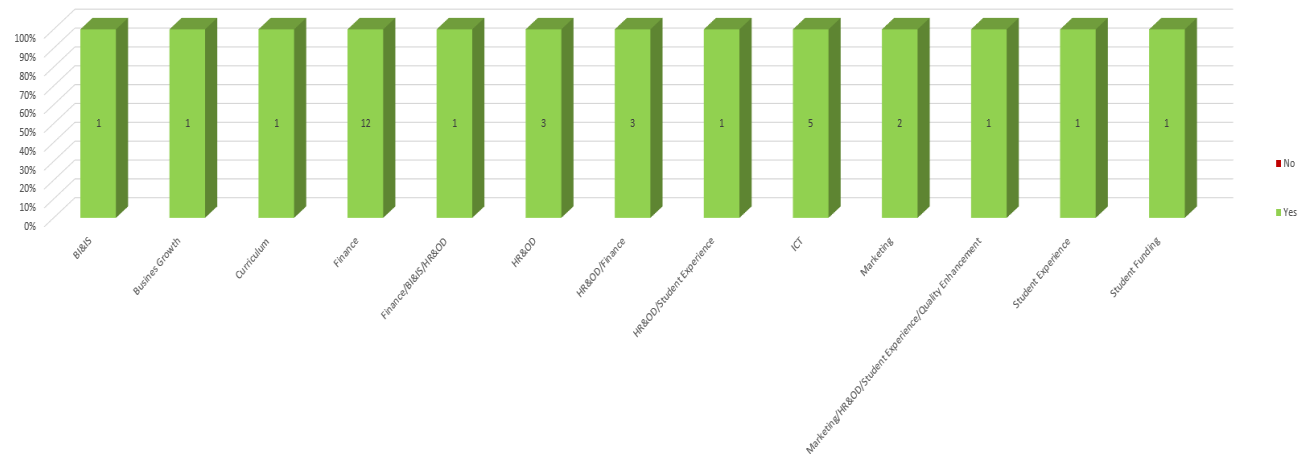
The chart on the right shows the percentage of FOI/EIR requests issued within the 20 working day timescale.

7

Ayrshire College *(Paper 15)*

Title of Meeting: **Board of Management**

Date: **11 December 2025**

Subject: **2024-25 Complaints Annual Report**

Purpose: This paper presents the 2024-25 Complaints Annual Report for consideration by the Committee as part of the overall College assurance reporting.

Recommendation: The Board of Management is invited to note the report findings and consider whether any adjustments to the Internal Audit Plan are required in light of the trends and risks identified.

---

1.   **Executive Summary**

1.1.   The Annual Complaints Report (**Appendix 1 and 2**) is part of the College's assurance framework, specifically as a first line of defence. This type of assurance comes directly from those responsible for delivering objectives and operations. While it may lack independence, its value lies in its direct insight into College operations, culture and day-to-day challenges.

1.2.   This report compares the 2024-25 and 2023-24 Annual Complaints Reports, highlighting key movements, trends and areas of concern for the Audit and Risk Committee. The analysis covers overall complaint volumes, resolution performance, complaint categories, sub-category trends and notable risks or emerging issues.

Headline Movements Year-on-Year

1.3.   The total number of issues received was up on the previous year by 14% (from 158 to 180). Of these 180 issues 156 were considered as complaints with 14 issues being treated as unrelated to College activities and 10 policy issues. Complaints have increased by 8% (from 145 to 156):

- 2024/25: 180 issues received (156 complaints, 8 withdrawn)
- 2023/24: 158 issues received (145 complaints, 8 withdrawn)

1.4.	Overall, the College has seen an improvement in early resolution and timeliness of dealing with complaints: the number of complaints dealt with at Stage 1

- Stage 1 (a simple and straightforward complaint that can be responded to within five working days or less) Resolution:
  - 2024/25: 76% at Stage 1
  - 2023/24: 64% at Stage 1

- Closed within Scottish Public Services Ombudsman (SPSO) Target Timescale:
  - 2024/25: 78%
  - 2023/24: 72%

- Closed within Extended Timescale:
  - 2024/25: 100%
  - 2023/24: 99%

Complaint Outcomes

1.5.	The College has seen a slight, but not material, decrease in the proportion of upheld/partially upheld complaints:

- 2024/25: 12% upheld, 12% partially upheld (total 36/148, 24%)
- 2023/24: 15% upheld, 16% partially upheld (total 42/137, 31%)

1.6.	The improved performance in closing complaints within target timescales is positive, but the overall increase in complaint volumes may put future pressure on resources and response times.

1.7.	In terms of actions and service improvements there has been a slight increase in actions and completion rate, but some actions remain outstanding year-on-year. This is to be expected.

- 2024/25: 78 actions identified, 71 (91%) completed, 7 outstanding
- 2023/24: 75 actions identified, 67 completed (89%), 8 outstanding

Key Areas of Movement by Category

1.8.	A review of the categories of complaints highlighted the following trends:

- Staff Conduct
  - Increased from 49 to 62 complaints
  - Main driver: More complaints about how students were treated/spoken to by staff

- o The rising number of complaints about staff behaviour and communication could suggest a need for a continued focus on staff training, communication standards and support for staff-student interactions. However, given the number of students who attend the College (12,000), 62 complaints is a minimal number. The level of complaints in this area will continue to be monitored.
  - o Risk: Reputational risk and potential impact on student experience and retention.

- Progression, Articulation & Withdrawal
  - o Increased from 3 to 10 complaints
  - o Main driver: More complaints about inability to progress to next course level
  - o The increase in complaints about progression could indicate issues with communication of progression criteria, support for students at risk or course management. The nature of these complaints is reviewed each quarter and the College does not consider the upward trend to be concerning.
  - o Risk: Student dissatisfaction, appeals, and negative impact on progression rates.

- Maintenance, Lifts, Car Parking
  - o Increased from 5 to 12 complaints
  - o Main driver: More complaints about car parking and inappropriate parking
  - o The significant increase in complaints about car parking and facilities points to ongoing operational challenges. The College aims to address this trend through the introduction of a car park management system at Kilmarnock campus.
  - Risk: Health and safety concerns, accessibility issues, and community relations.

- Student Conduct
  - o Decreased from 8 to 1 complaint
  - o Main driver: Fewer complaints about student behaviour and lack of action

- Learning & Teaching
  - o Remained stable year-on-year

- Providing Learning Support
  - o Not highlighted as a significant movement in 2024/25, but was an area of increase in 2023/24

2.   Conclusion

2.1.   The 2024-25 Complaints Annual Report demonstrates the College's ongoing commitment to transparency, accountability and continuous improvement in complaints handling.

2.2.   The College has seen a notable increase in the total number of issues and complaints received compared to the previous year, rising by 14% and 8% respectively. Despite this, performance in early resolution and timeliness has improved, with a higher proportion of complaints resolved at Stage 1 and within the Scottish Public Services Ombudsman (SPSO) target timescales.

2.3.   While the proportion of upheld or partially upheld complaints has decreased slightly, the overall increase in complaint volumes highlights the importance of maintaining robust processes and adequate resources to manage future demand.

2.4.   The College remains compliant with all legislative requirements for complaints handling, and the publication of this report reinforces its commitment to openness. Continued focus on staff training, communication, and operational improvements will be essential to sustaining positive trends and addressing emerging challenges.

3.   Associated Risks

3.1.   There are no further risks required to be considered because of this report.

4.   Equality and Diversity Impact Assessment

4.1.   An EDIA is not applicable to this paper given the subject matter.

5.   Publication

5.1.   This paper will be published on the College website.

Sara Rae
Vice Principal, Finance and Infrastructure
02 December 2025

Complaints – Key Facts 2024/2025

180 issues (156 complaints, 14 cannot directly assist, 10 policy issue)

Complainant Type

- 51% Current student
- 11% Member of the public
- 23% Family member/carer

Campus Split

- Kilwinning 19%
- Kilmarnock 45%
- Ayr 36%

Top 3 Complaint Categories

- Staff Conduct

- Application, Admission, Interview, Enrolment, Induction

- Progression, Articulation & Withdrawal

Complainant Satisfaction

84% Thought their complaint was taken seriously.

72% Thought their complaint was thoroughly investigated.

76% Thought they received a fair and objective response.

80% Thought they received a clear response.

78% closed in timescale

1 76% stage 1

UPHELD 13%

PARTIALLY UPHELD 12%

RESOLVED 55%

78 actions logged

Annual Complaints Report 2024/2025

Ayrshire College

Total Issues Received

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

156 complaints were received, 8 of these were withdrawn. 14 issues were recorded as cannot directly assist and 10 as policy issue.

Of the 14 recorded as cannot directly assist, 5 were from parents /grandparent complaining on behalf of the student without authority, 4 complaints were about comments made by suspected students/staff on social media, 2 were anonymous complaints, where there was not enough information given to investigate the complaint, 1 from a staff member about students vaping, 1 was an allegation of an assault outwith college by an alleged student and 1 was an allegation of a threatening comment on social media of an alleged future student.

The 10 issues recorded as policy issues were all about the behaviour of students. These were referred to be dealt with through the Student Conduct policy.

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

Issues received, split by month and type of issue

Issues received, split by month and campus

Issues received, split by campus and type of issue

Complaints Received

Complaints received, split by stage

- Stage 1
- Stage 2
- Escalated from stage 1 to 2

156 complaints were received, 8 of these were withdrawn.

The chart on the left shows the remaining 148 complaints received, split by stage.

113 out of 148 complaints received were dealt with at stage 1, which equates to 76% of complaints.

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

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

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

78% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in

- Closed within set timescale
- Closed within extended timescale
- Not closed within extended timescale
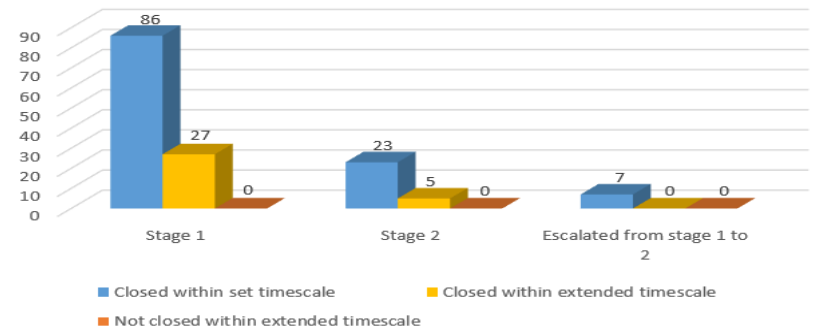
Complaints received, split by outcome as a percentage

- Not upheld
- Partially upheld
- Upheld
- Resolved
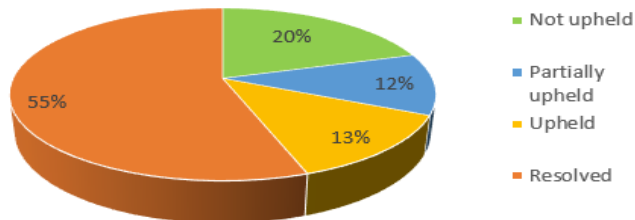
Of the 148 complaints received, 13% of complaints were upheld, with a further 12% partially upheld. This combines to 36 out of 148 complaints. 82 complaints were resolved.

3

Complaints Comparison

	COMPLAINTS HANDLING PROCEDURE INDICATORS	Q1		Q2		Q3		Q4		YTD		2023/2024	
1.0	Total number of complaints received & complaints received per 100 population												
1.1	Number of complaints Received	40		39		49		20		148		137	
1.2/1a	College Population and Number of Complaints received per 100 population	8395	0.5	8802	0.4	8806	0.6	7258	0.3	8806	1.7	8662	1.6
2.0	Number of complaints closed at each stage and as a % of all complaints closed												
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	30	75.0%	27	69.2%	41	83.7%	15	75.0%	113	76.4%	87	63.5%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	8	20.0%	10	25.7%	6	12.2%	4	20.0%	28	18.9%	41	29.9%
2.3/2c	Number of complaints closed after Escalation and % of total closed	2	5.0%	2	5.1%	2	4.1%	1	5.0%	7	4.7%	9	6.6%
2.4	Open	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.0	Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage												
3.0	Stage 1												
3.1/3a	Number and % of complaints upheld at Stage 1	5	16.7%	3	11.1%	4	9.8%	1	6.7%	13	11.5%	17	19.5%
3.2/3b	Number and % of complaints partially upheld at Stage 1	0	0.0%	0	0.0%	2	4.9%	0	0.0%	2	1.8%	3	3.5%
3.3/3c	Number and % of complaints not upheld at Stage 1	6	20.0%	6	22.2%	2	4.9%	3	20.0%	17	15.0%	26	29.9%
3.4/3d	Number and % of complaints resolved at Stage 1	19	63.3%	18	66.7%	33	80.4%	11	73.3%	81	71.7%	41	47.1%
3.0	Stage2												
3.5/3e	Number and % of complaints upheld at Stage 2	3	37.5%	1	10.0%	1	16.7%	0	0.0%	5	17.9%	3	7.3%
3.6/3f	Number and % of complaints partially upheld at Stage 2	4	50.0%	7	70.0%	1	16.7%	1	25.0%	13	46.4%	16	39.0%
3.7/3g	Number and % of complaints not upheld at Stage 2	1	12.5%	1	10.0%	4	66.6%	3	75.0%	9	32.1%	20	48.8%
3.8/3h	Number and % of complaints resolved at Stage 2	0	0.0%	1	10.0%	0	0.0%	0	0.0%	1	3.6%	2	4.9%
3.0	Escalated												
3.9/3i	Number and % of complaints upheld after Escalation	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	0	0.0%
3.10/3j	Number and % of complaints partially upheld after Escalation	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2	28.6%	3	33.3%
3.11/3k	Number and % of complaints not upheld after Escalation	1	50.0%	1	50.0%	1	50.0%	1	100.0%	4	57.1%	5	55.6%
3.12/3l	Number and % of complaints resolved after Escalation	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	11.1%
4.0	Total working days and average time in working days to close complaints at each stage												
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	162	5.4	115	4.3	175	4.3	81	5.4	533	4.7	390	4.5
4.2	Total working days and average time in working days to close complaints at Stage 2	185	23.1	182	18.2	139	23.2	78	19.5	584	20.9	1043	25.4
4b	Escalation	30	15.0	40	20.0	36	18.0	19	19.0	125	17.9	192	21.3
5.0	Number and % of complaints closed within set timecales (S1=5 workings days; S2=20 working days ; Escalated = 20 working days)												
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	19	63.3%	23	85.2%	34	82.9%	10	66.7%	86	76.1%	65	74.7%
5.2/5b	Number and % of Stage 1 complaints not closed with 5 working days	11	36.7%	4	14.8%	7	17.1%	5	33.3%	27	23.9%	22	25.3%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	5	62.5%	9	90.0%	5	83.3%	4	100.0%	23	82.1%	26	63.4%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	3	37.5%	1	10.0%	1	16.7%	0	0.0%	5	17.9%	15	36.6%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	2	100.0%	2	100.0%	2	100.0%	1	100.0%	7	100.0%	7	77.8%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	22.2%
6.0	Number and % of complaints closed at each stage where extensions have been authorised												
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	11	100.0%	4	100.0%	7	100.0%	5	100.0%	27	100.0%	22	100.0%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	3	100.0%	1	100.0%	1	100.0%	0	0.0%	5	100.0%	14	93.3%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.7%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

- 148 complaints received, an increase of 8% from 2023/2024.

- 76% of complaints were handled at stage 1 in 2024/2025, compared to 64% for 2023/2024.

- 78% of complaints were closed within the target timescale in 2024/2025, compared to 72% in 2023/2024.

- 100% of complaints were closed within the extended timescale in 2024/2025, 99% of complaints were closed within the extended timescale in the same period in 2023/2024.

Complaints – Sub-category

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

Complaints recevied, split by sub-category and outcome

Not upheld   Partially upheld   Upheld   Resolved
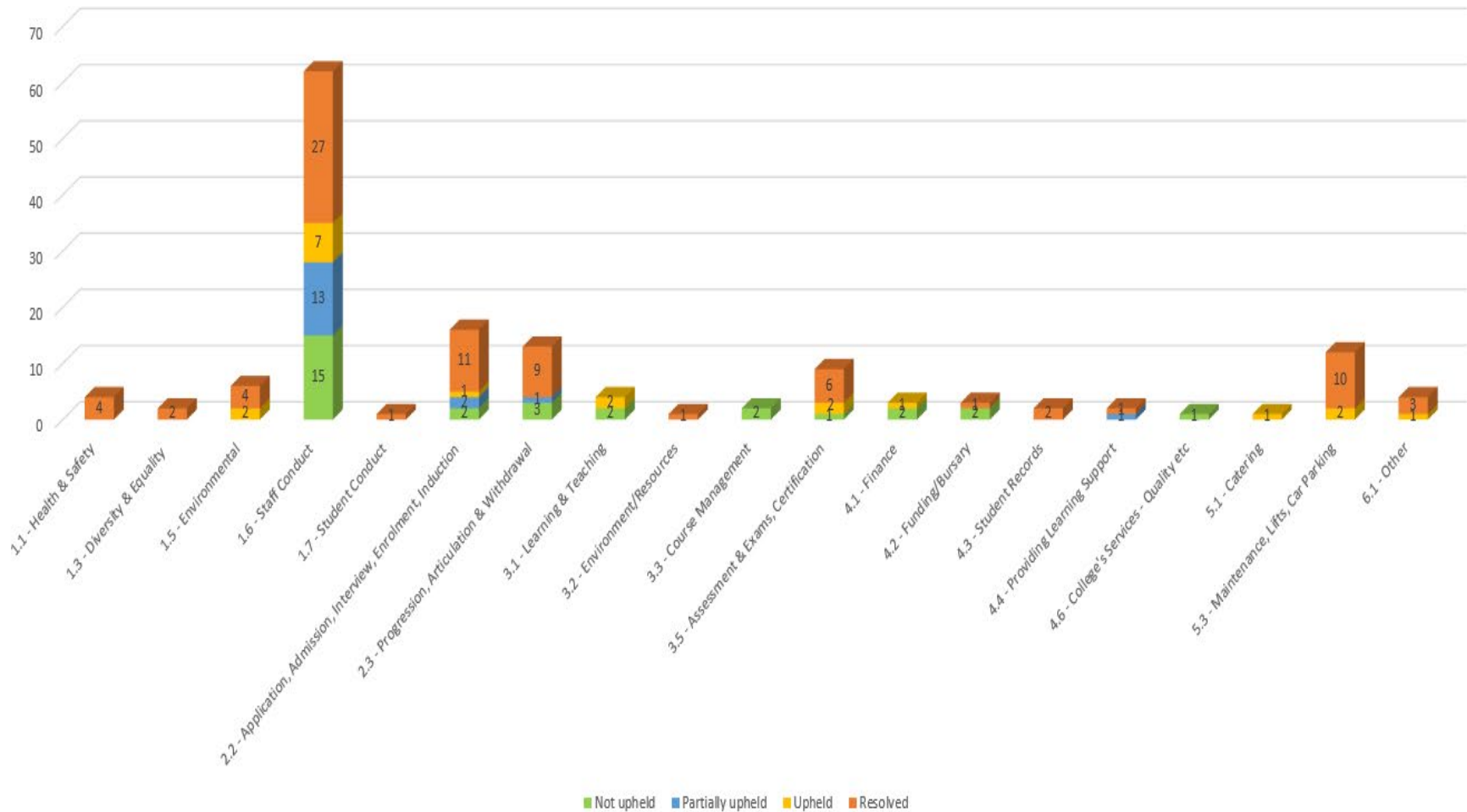
Complaints – Sub-category

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

Staff Conduct
- Treatment of students by staff member
- Unhappy with the way they were spoken to by a member of staff
- Unhappy staff member sent survey about personal interests to class group
- Unhappy deaf awareness sessions delivered by someone who does not have a hearing impairment
- Unhappy did not follow Student Conduct Policy and went straight to a hearing
- Unhappy allowed another student to come back to college after a previous incident
- Member of staff mispronounced their name
- Staff member came behind treatment curtain and made them feel uncomfortable
- Staff member would not allow students into class who were late, unprofessional remarks made
- Unhappy with abrupt manner in interview, lack of engagement and communication
- Unhappy staff member made derogatory comments about their business during interview
- Unhappy staff member would not authorise absence
- Lack of support provided by staff member
- Lack of communication, no response to emails/Teams messages
- Not received outcome to hearing meeting and no response to emails
- Staff member was unprofessional
- Lack of information provided, incorrect information provided
- Unsupportive, did not take any action when reported other students behaviour and lack of response
- Unhappy refused to carry out phone interview and lack of empathy
- Did not receive requested feedback following an interview

*Pages 16-18 show all the categories and sub-categories available

Application, Admission, Interview, Enrolment, Induction
- Unhappy receiving emails to apply for funding/support when already withdrawn
- Offered an interview but no interview slots available
- Unhappy not offered a place on the course applied for
- Offered a waiting list place but website still showing places available
- Lack of communication about application
- Invited for an interview when course was already full
- Didn't receive email when applications opened, registered interest on website
- Unhappy unable to change interview date and lack of response
- Not advised of the conditions that were not met

Progression, Articulation & Withdrawal
- Incorrect withdrawal date recorded and provided to SAAS
- Unhappy asked to withdraw or were withdrawn from course
- Unhappy given a continuing offer, which was then withdrawn
- Unhappy unable to progress to next level
- Did not support student to complete application for next level course
- Delay in advising unable to progress, lack of support when conversation took place, no support in place for continuing interview

Maintenance, Lifts, Car Parking
- Stuck in the lift and accused of breaking the lift
- Handryer not working and furniture dirty
- Unhappy cars parked on double yellow lines in campus carparks
- Unhappy alarm was sounding over the weekend
- Cars blocking zebra crossing/wheelchair access
- Deliveries driving down street in Ayr instead of round the back of the building
- Desks and computers in classroom not clean
- Attended campus for event and received parking ticket, as space not reserved
- Cannot get a space in carpark, as carpark being used by non-college users

Assessment & Exams, Certification
- Unhappy results not submitted so not received qualification/cannot progress or affecting progression in work place
- Other students allowed to use own laptop during assessment
- Does not have an assessor and work submitted not assessed
- Unable to continue with placement with no explanation

6

Complaints – Sub-category Comparison

The chart below shows the complaints received, split by sub-category, compared to complaints received, split by sub-category, in 2023/2024.

Complaints Received by Sub-category 2024/2025 vs 2023/2024
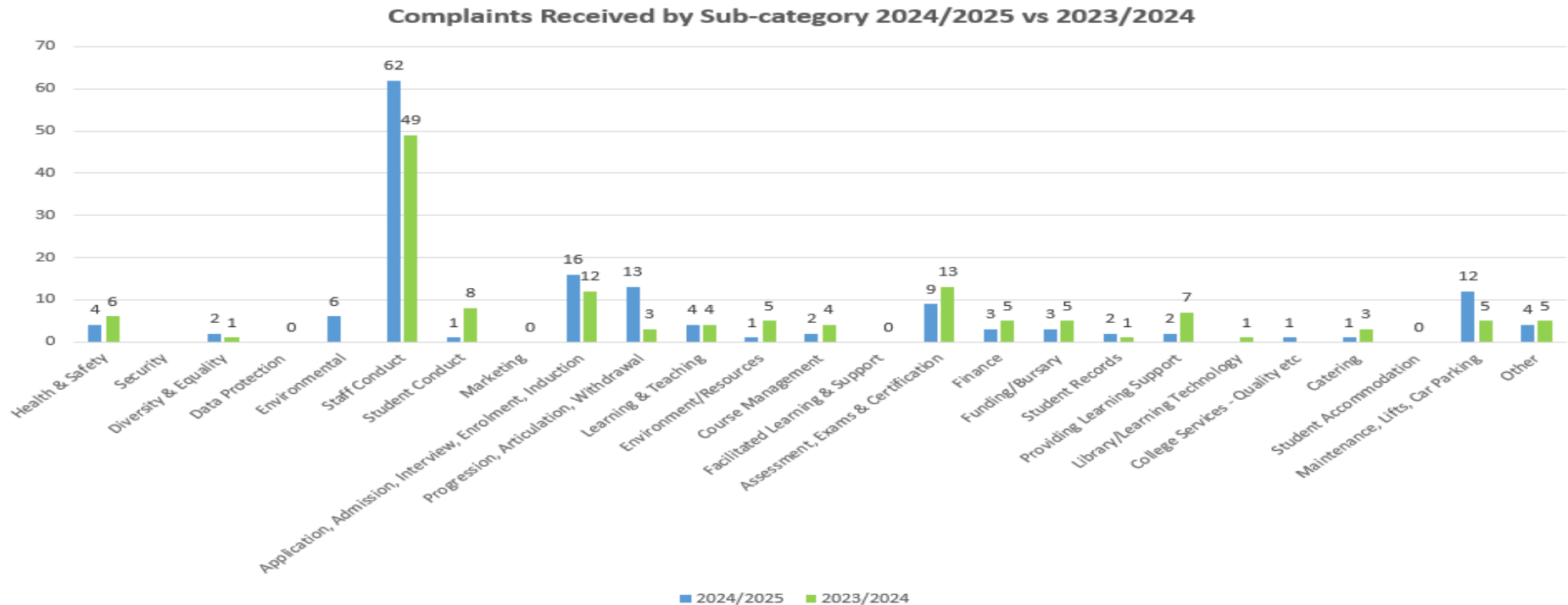
■ 2024/2025   ■ 2023/2024

- Increase in complaints received in the staff conduct sub-category from 49 in 2023/2024 to 62 in 2024/2025. This is due to an increase in complaints about the way students have been treated/spoken to by a member of staff.

- Increase in complaints received in the progression, articulation, withdrawal sub-category from 3 in 2023/2024 to 10 in 2024/2025. This is mainly due to an increase in complaints about students not being able to progress to the next level of course.

- Decrease in complaints received in the student conduct sub-category from 8 in 2023/2024 to 1 in 2024/2025. This is due to a reduction in complaints about students' behaviour being reported and no action being taken.

- Increase in the complaints received in the maintenance, lifts, car parking sub-category from 5 in 2023/2024 to 12 in 2024/2025. This is mainly due to an increase in complaints about car parking and people parking where they shouldn't be on crossings, double yellow lines etc.

- Complaints received in the learning & teaching sub-category have remained the same from 2023/2024 to 2024/2025.

7

Complaints – Curriculum/Service Area

The chart below shows issues received each month, split by curriculum/service area.
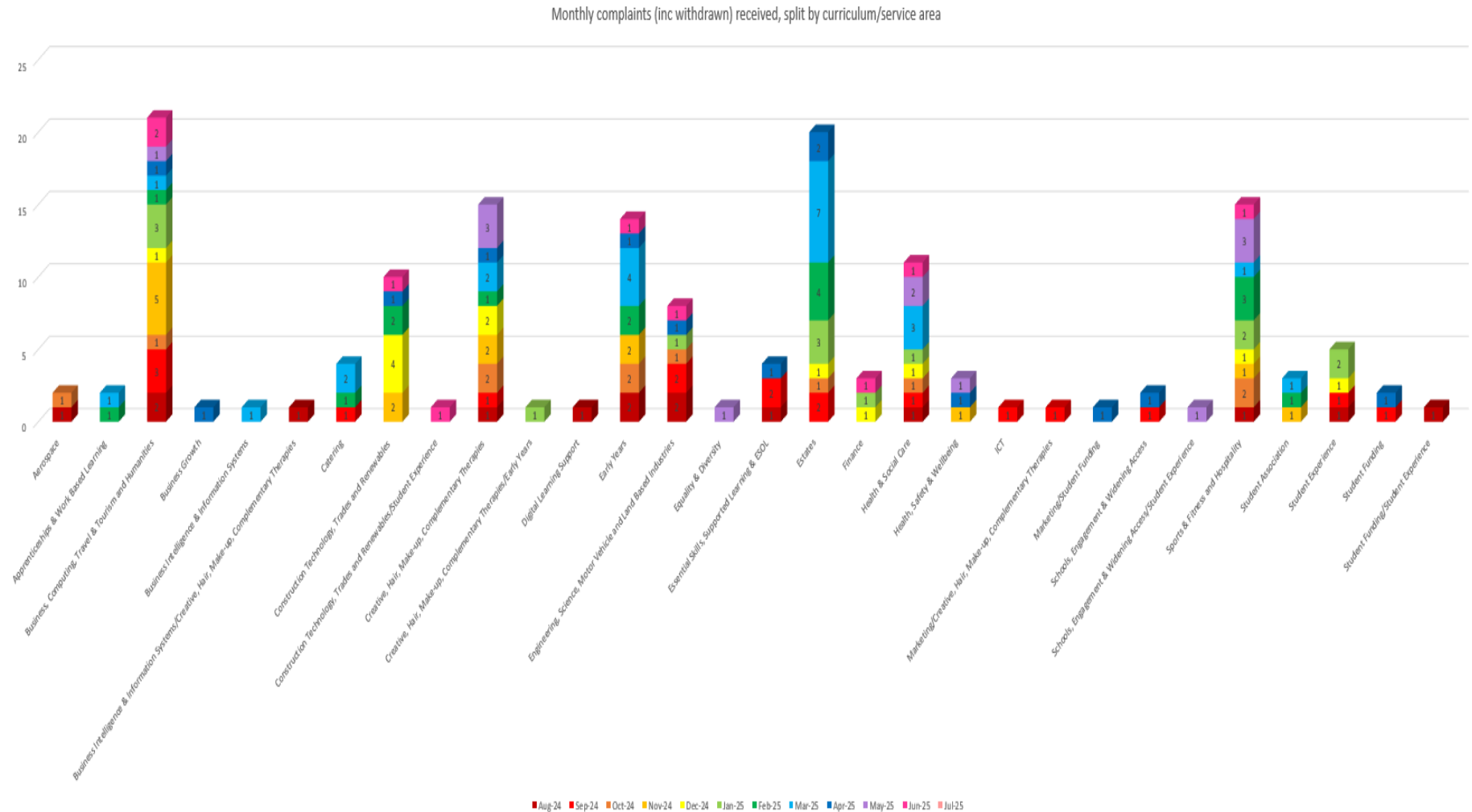
Monthly complaints (inc withdrawn) received, split by curriculum/service area

8

Complaints – Curriculum/Service Area

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

Complaints received, split by outcome and curriculum/service area

Not upheld ■ Partially upheld ■ Upheld ■ Resolved
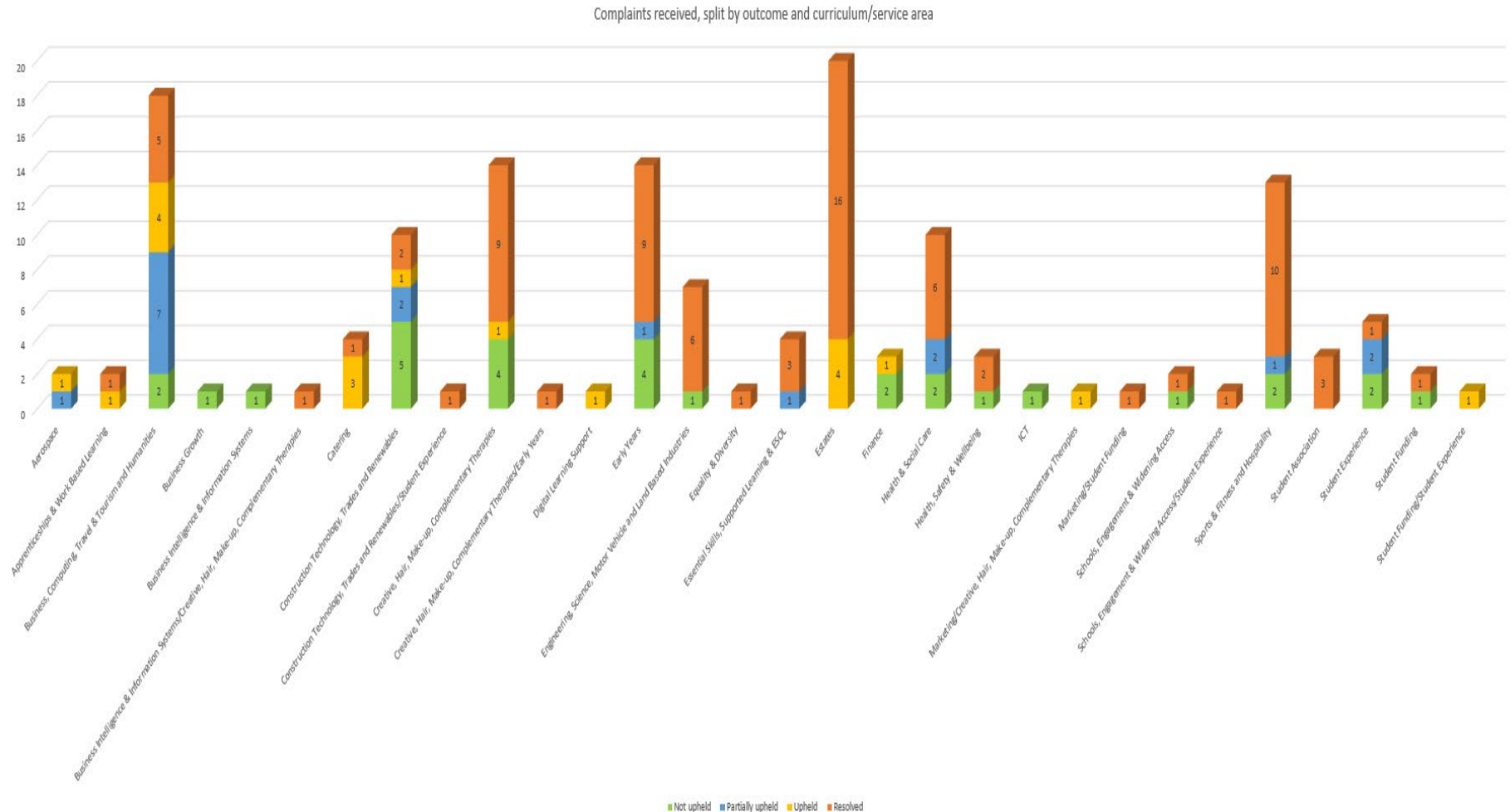
The chart below shows the percentage of complaints received, that were closed within the SPSO set timescale (5 or 20 working days), split by curriculum/service area.

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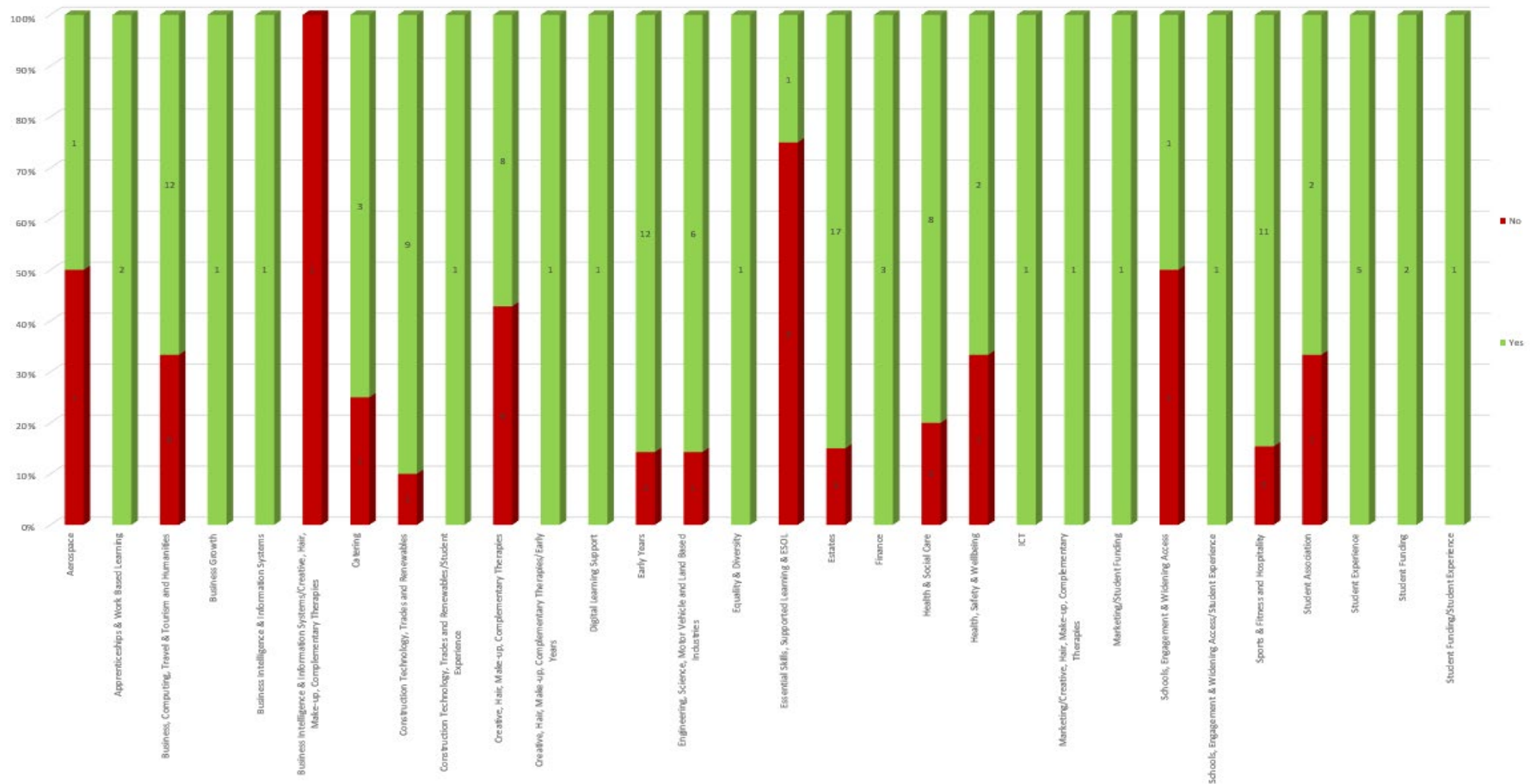
Actions

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	40	37	3
2. Applications, Admissions & Progression	16	15	1
3. Course Related	7	6	1
4. Services	5	5	0
5. Facilities	8	6	2
6. Others	2	2	0
Total	**78**	**71**	**7**

Service Improvements

Issue	Actions
Student unhappy with the noise coming from rehearsal rooms beside classrooms, as they cannot concentrate.	Moved the whole class and another class to other classrooms away from the rehearsal rooms.
Students unhappy they were stuck in the lift and with the way they were spoken to, as were accused of breaking the lift but other students were shaking the lift doors.	Staff will be more understanding if someone is stuck in the lift and less accusatory. Quotes to be obtained to have the alarm from the lifts in the Riverside building connected to the monitoring station. Notices placed in the lift to advise what you should do if the lift gets stuck and contact numbers.
Anonymous student unhappy they have to give permission to the college over personal devices to access college email.	Updating the guidelines for installing to emphasise that we do not have a requirement to gain administrative permission on students' devices so that they can install Office. There is a tick box that does enable this.
Student unhappy one of the hand dryers in the male toilet in Kilwinning campus is not working and the sofas throughout the campus are dirty.	Hand dryers in the male toilet were checked and all in working order. Sofas were deep cleaned. Considering replacing them, depending on cost.
Parent unhappy student's name was pronounced incorrectly when read out at graduation.	Reviewed the process for requesting and providing a copy of the phonetics, given on graduation forms, so the person reading out the names is given a copy of this.
Member of the public unhappy the prices charged in the restaurant were different to the prices on the website.	Removed the sample menus from the website until they can be updated.
Student unhappy as felt member of staff degraded them in front of the class about leaving early because they needed to collect their child.	With consultation with other students in the class, class times adjusted throughout the day so class will now finish earlier.
Student unhappy students smoking and vaping at the entrance to the building, which is affecting their health condition and the College is not taking any action.	Short life working group established. Agreed that smoking shelters will be reinstated on all campuses.
Grandparent of a student unhappy with the way their grandchild was treated when they came for an interview, member of staff was abrupt and did not engage with the applicant, unaware that an aptitude test would be completed and there was no communication about the course, their current situation or feedback about why they were unsuccessful.	Aptitude test reviewed to make this more suitable for level 4 applicants. Interview process reviewed to ensure applicants have an interview/discussion with member of staff not just the test.

Service Improvements

Issue	Actions
Students were unhappy the manager would not authorise their absence to go on holiday.	Manager and a member of the Student Experience Team spoke with all students in the class to promote positive attendance.
Student unhappy with the lack of support from Education Support, unaware a questionnaire to complete for the Educational Psychologist was needed, felt should have received forms sooner.	Process updated so that Education Support students will be sent a follow-up email, detailing their needs assessment, support plans, DSA guidance, etc. This will be clarified in the initial meeting. Communication will be clear and detailed, considering each student's additional support needs and adjusting accordingly. This will be agreed upon at the start. The DSA process booklet will be up-to-date and provide clear guidance on each step, shared with students after their initial needs assessment. It will include the Educational Psychologists process within the wider DSA guidance. Process updated so this will be shared with the student immediately after the initial needs assessment if DSA is identified as the next step.
Employability Facilitator unhappy a young person they support came for an interview and felt humiliated in front of other applicants.	Entry requirements on the website updated to confirm all aspects of the interview that will take place including a practical skills test, a written aptitude test and a discussion with a lecturer.
Local resident unhappy staff and students are parking in their residents' carpark in Kilmarnock and being disrespectful.	Posters displayed throughout the campus reminding staff and students not to park in residents' carparks. Student Induction for 2025/2026 includes information about parking and that students should not park in residents' carparks.
Student unhappy member of staff questioned their autism diagnosis.	Member of staff undertook autism awareness training.
Student unhappy cars are parking over the zebra crossing going from the campus building to the football parks and they are unable to cross the road at the lowered pavement, meaning they are missing out on activities	Communication issued to staff and students using the carpark that they should park responsibly. Police style cones ordered and placed at pedestrian crossing.

Service Improvements

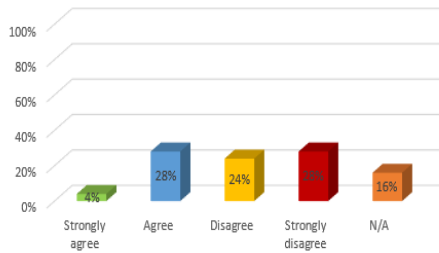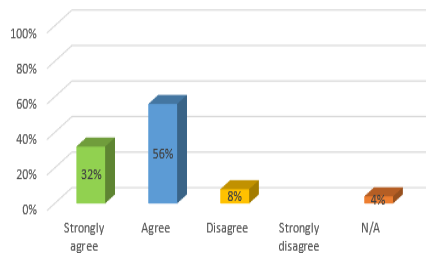| Issue	Actions
Local resident at Ayr unhappy delivery van driving up and down their street, instead of round the back of the building as the sign states.	Contacted the company and asked they remind their delivery drivers not to use Content Avenue and to go up and round the back of the College.
Local resident at Ayr unhappy deliveries being made at 02:45 causing lots of noise and waking them up, they are also using their street and not going round the back of the College and concerned for food lying outside with the potential to perish and attract gulls and rats.	Contacted the company and asked them to remind their drivers of the correct access route and that no deliveries should be made before 6am.
Student unhappy classroom at Kilmarnock campus is not to a satisfactory standard of cleanliness, desks are marked and dusty.	Arranged for the desktops to be cleaned.
Local resident at Kilmarnock unhappy alarm was sounding from 9pm on Saturday until 9am on Sunday.	Reports received from keyholders, alarm receiving centre and Dalkia, all state alarm did not activate on the Saturday at the time given. However, alarm did activate at 8am on Sunday, keyholders attended at 08:20am and fault cleared. Fault reported and has now been fixed.
Student unhappy as feels lecturer has not supported them, as not replied to Teams messages.	Curriculum team to consider adapting the assessment schedule in their pre-course delivery event for next academic year, to facilitate more ongoing assessment and the reduction of assessment burden at the end of the course. Curriculum team to review their 'Getting to Know You' activities and records, perhaps through the Personal Development log book, to facilitate a good understanding of students' needs on online courses.
Parent unhappy child only told two days before the end of the course that they were not getting to progress to the next level and not given support.	Reinforced to Curriculum Quality Managers that they should engage with Student Experience staff where students are at risk or not engaging.

Customer Satisfaction

A total of 132 surveys have been sent, with 25 responses received, this equates to a 19% response rate. The results from the responses received are shown in the charts below.

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

Response	%
Strongly agree	4%
Agree	28%
Disagree	24%
Strongly disagree	
N/A	16%

Q3 - I found the complaints process easy to access

Response	%
Strongly agree	32%
Agree	56%
Disagree	8%
Strongly disagree	
N/A	4%

Q4 - I found the complaints form easy to use

Response	%
Strongly agree	12%
Agree	48%
Disagree	4%
Strongly disagree	
N/A	32%
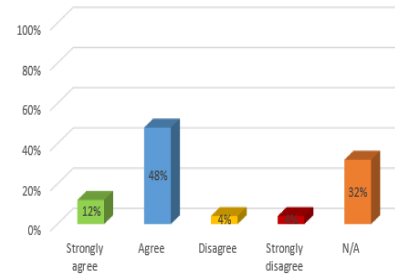
Q5 - I was able to access information and assistance in making my complaint where this was required

Response	%
Strongly agree	24%
Agree	36%
Disagree	8%
Strongly disagree	
N/A	20%
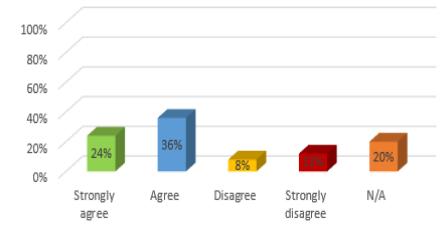
Q6 - I received a prompt acknowledgment of my complaint
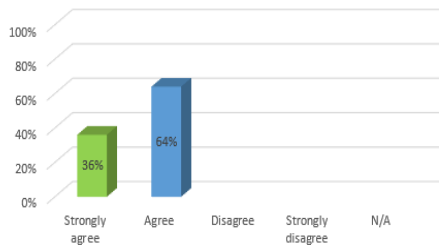
Response	%
Strongly agree	36%
Agree	64%

Q7 - I felt my complaint was taken seriously

Response	%
Strongly agree	44%
Agree	40%
Disagree	4%
Strongly disagree	

Q8 - I felt my complaint was thoroughly investigated
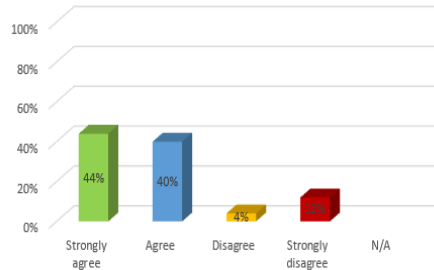
Response	%
Strongly agree	20%
Agree	52%
Disagree	8%
Strongly disagree	
N/A	8%
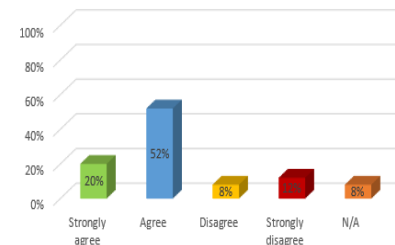
Q9 - I received a fair and objective response to my complaint

Response	%
Strongly agree	28%
Agree	48%
Disagree	8%
Strongly disagree	
N/A	8%
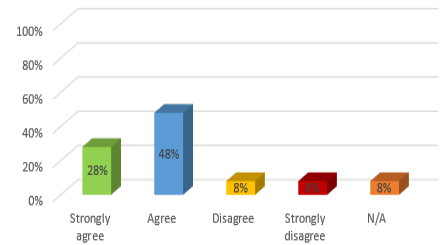
Q10 - I received a clear response to my complaint

Response	%
Strongly agree	36%
Agree	44%
Disagree	12%
Strongly disagree	
N/A	8%
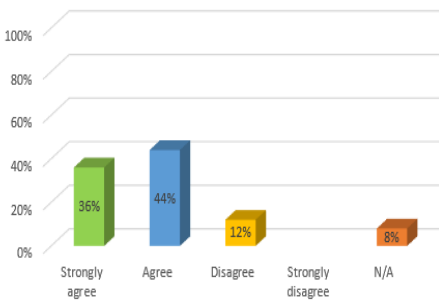
Q11 - I received a response to my complaint within an appropriate timescale

Response	%
Strongly agree	28%
Agree	64%
Disagree	8%
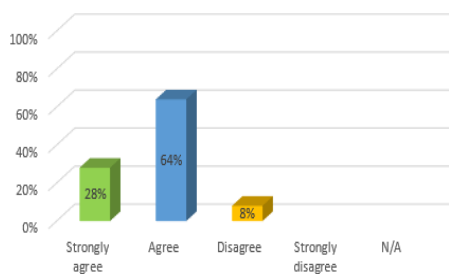
Q12 - I was dealt with courteously at all times

Response	%
Strongly agree	44%
Agree	40%
Disagree	8%
Strongly disagree	
N/A	4%

15
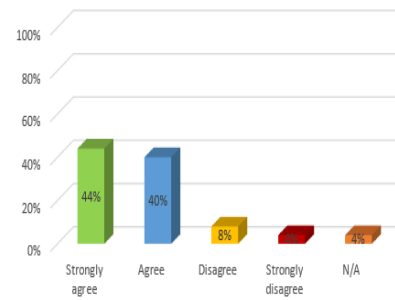
Appendix

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

1.0	CUSTOMER CARE	
	Sub-Category	Examples
1.1	Health & Safety	• Alleged misuse of disability car parking spaces • Subject to passive smoking in no smoking area • Tripping hazards in workshop
1.2	Security	• Theft of personal property • Padlock on bicycle locker cut by Estates staff
1.3	Diversity & Equality *(Protected Characteristics)*	• Failure to make reasonable adjustments under the terms of Equality Act • Visitor complains of poor accessibility to toilets and lifts • Student not allowed to progress on course due to additional support not being available to support disability • Textbook contains racist material
1.4	Data Protection	• E-mail address divulged to other people • Staff shared student personal data with others during classroom discussion
1.5	Environmental	• Housing Association complains of students littering outside tenants' properties • Neighbour complains of noise from construction work at College • Residents complain that students and staff used private car-parking spaces
1.6	Staff Conduct	• Poor customer service • Failure to respond to requests by e-mail/phone etc. • Requests handled impolitely, discourteously
1.7	Student Conduct	• Student complains that disciplinary procedure was applied unfairly • Students damage neighbouring properties

Appendix cont...

2.0	APPLICATIONS, ADMISSIONS, PROGRESSION	
	Sub-Category	Examples
2.1	Marketing	• Unable to find evening class information on College website • Misleading information in College prospectus
2.2	Application, Admission, Interview, Enrolment, Induction	• No acknowledgement of application • Criteria for rejecting application was unfair • Placed on waiting list despite applying quickly • No information on College website to inform applicant course was already full and only found out weeks later • Applicant travelled long distance for interview only to be told they didn't have the necessary entry requirements • Applicant invited to wrong campus for interview
2.3	Progression, Articulation & Withdrawal	• Student unhappy that they were not allowed to progress to next level having successfully achieved the previous level • Student complains withdrawal process was not followed • University not supplied with student reference as requested

3.0	COURSE RELATED	
	Sub-Category	Examples
3.1	Learning & Teaching	• Quality of teaching not to the standard expected • Teaching from powerpoint for 3 hours without a break • Lecturer unapproachable when requiring support
3.2	Environment/Resources	• Classrooms/desks not fit for purpose • Wifi unreliable • Broken smartboard • Workshops too cold • Not enough computers for size of class
3.3	Course Management	• Class cancelled at short notice • No contingency for staff absence • Lecturer arrives late/finishes class early
3.4	Facilitated Learning Support	• Guidance class not held • Staff do not provide printed materials in format stipulated in PLSP • Staff unaware of changes to PLSP
3.5	Assessment & Exams, Certification	• Assessments crammed into end of block • Student not provided with opportunity for re-sit • Delay in providing results/certificates • Not receiving certificate due to College failing to attach student to group award • Noise disruption during exam

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Appendix cont...

4.0	SERVICES	
	Sub-Category	Examples
4.1	Finance	• Former student unhappy to be threatened with legal proceedings for unpaid fees • Student unhappy not to have course fees refunded after withdrawing from course
4.2	Funding/Bursary	• Delay in processing bursary application • Application for hardship fund handled unfairly
4.3	Student Records	• Student personnel data is incorrect/not updated
4.4	Provided Learning Support	• Delay in arranging DSA assessment • Student unhappy that they could not have the same support worker for every class • Student unhappy that additional support requirements have not been put in place
4.5	Library/Learning Technology	• Student complained that library overdue book notification system was unfair • Lack of support provided by the College with regards to provision of IT on evening class • Library opening hours
4.6	College Services – Quality etc	• Delay in handling complaint

5.0	FACILITIES	
	Sub-Category	Examples
5.1	Catering	• Coffee shop frequently runs out of soya milk • Choice on offer
5.2	Student Accommodation	• Poor wifi service • Cleanliness of accommodation
5.3	Maintenance, Lifts, Car Parking	• Lifts out of order • College does not provide sufficient car parking space • College signage is misleading

6.0	OTHERS	
	Sub-Category	Examples
6.1		• No College wide 2 minute silence on Remembrance Day

Ayrshire College   *(Paper 16)*

Title of Meeting:	Board of Management
Date:	11 December 2025
Title:	**2024-25 Procurement Annual Report**
Purpose:	To summarise the Colleges performance, in relation to procurement for the period 1 August 2024 to 31 July 2025.
Recommendation:	Following approval by the People, Infrastructure and Finance Committee, the Board of Management are asked to approve the report for publication.

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1.   Executive Summary

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

Key Highlights

- **Total Procurement Spend:** £7,517,451 (ex VAT), a 42% increase from 2023/24, mainly due to the digital transformation programme and the setup of SAI Ltd, the College's new commercial aviation venture.

- **Contracted Regulated Spend:** £6,200,210 (82% of procurement expenditure) was under contract. In the Higher and Further Education sector, regulated spend typically ranges between 60–75%, depending on the institution's size, procurement maturity, and use of collaborative frameworks.

- **Collaborative Spend:** £3,317,402 (44% of procurement spend) was through collaborative contracts. Collaborative spend across Scottish public bodies typically ranges from 25% to 35% of total regulated procurement spend. The College's 44% collaborative spend suggests a strong engagement with national or sectoral frameworks and an effective procurement strategy aligned with best practice.

- **Direct Savings:** £175,375 (3% of contracted spend) in direct savings from contracted spend.

- **Supplier Engagement:** The College worked with 659 companies, with 225 (22%) based in Ayrshire. 499 SMEs accounted for 72% of total spend.

- **Regulated Procurements:** 10 regulated procurements were awarded above the Public Contracts (Scotland) Regulations 2015 threshold, totalling £1,061,550. Of these, 7 contracts (84% of value) were awarded to SMEs.

- **Community Benefits:** The College included community benefit requirements in all regulated and lower-value procurements, with specific benefits detailed in Section 3 of the report.

- **Procurement Skills:** 87 staff participated in procurement training as part of the Evolve management and leadership programme. An e-learning module for procurement awareness was launched in November 2024.

- **Compliance:** All regulated procurements were conducted in line with the principles of equal treatment, non-discrimination, transparency, proportionality, and mutual recognition.

- **Prompt Payment:** Over 99% of invoices (10,174 processed) were paid on time, with an average payment time of 25 days.

- **Sustainability and Fair Work:** The College embedded sustainability, fair work, and living wage considerations in procurement processes. Three regulated suppliers were accredited Living Wage employers.

This report demonstrates the College's commitment to strategic, ethical and sustainable procurement, supporting local suppliers, SMEs and community benefits, while ensuring compliance with statutory requirements and delivering value for money.

2. Associated Risks

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

3. Equality and Diversity Impact Assessment

An EqIA is not required.

4. Publication

This paper and report will be published on the College website.

<div align="right">

Liz Walker
Chief Financial Controller
11 December 2025

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Ayrshire College

Annual Procurement Report
2024 - 25

Empowering People
for a **Changing World**

Contents

Executive Summary

The Procurement Reform (Scotland) Act 2014 (PRA) requires any public organisation which has an estimated annual regulated[1] spend of £5 million or more to develop a [Procurement Strategy](#) and then review it annually. They are also required to publish an Annual Procurement Report (APR) which summaries how the organisation has performed in its procurement activities and in the delivery of the strategic objectives set out in its strategy.

This Annual Procurement Report for Ayrshire College covers the period of 1 August 2024 to 31 July 2025 and is the eighth report published by the College.

1. Procurement Dashboard Figures for 2024-25

1.1 Spend Analysis

Ayrshire College has analysed its non-pay expenditure and has identified that over the period covered by this report and the table below compares the headline figures for a year-on-year comparison over past 4 years.

Year	2021/22	2022/23	2023/24	2024/25[2]
Procurement Spend[3] ex VAT	£5,978,957	£7,436,313	£5,259,577	£7,517,451
Contracted Regulated Spend	£4,772,152 80%	£5,656,114 76%	£4,891,407 93%	£6,200,210 82%
Collaborative Contracted Spend (% of procurement spend)	£2,134,149 36%	£2,563,547 35%	£3,591,178 68%	£3,317,402 44%
Direct Savings from Contracted Spend[4]	£108,325 2%	£205,049 4%	£127,738 3%	£175,375 3%

Ayrshire College's procurement expenditure for 2024-25 was **£7,517,451,** up **42%** from 2023-24 with much of the increase in delivery the college's digital transformation programme and from the setup of SAI Ltd which is Ayrshire College's forthcoming commercial aviation venture, with **£6,200,210 (82%)** of procurement expenditure under contract.

1.2 Compliance

10 regulated procurements awarded during 2024-25 above the Public Contracts (Scotland) Regulations 2015 Threshold with a value of **£1,061,550** (see Appendix 1)[5]. **1** of these, a C1 collaborative contract with New College Lanarkshire for soft drinks and confectionery has a contract value over the GPA threshold of £213,477 (inc VAT) for goods and services.

No works contracts over the GPA threshold were awarded during the reporting period and there were **4** single source regulated procurements, worth **£440,413** in 2024-25. More information on the regulated procurements awarded during the reporting period, sorted into procurement categories, is provided in sections 1 and 2 and Appendix 1.

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[1] 'Regulated' procurements are those with an estimated value equal to or greater than £50k (≥ £12,500 per annum over a four-year contract period excluding VAT) for goods and services (or £2,000,000 excluding VAT for a public works contract).

[2] Figures still to be finalised and verified by APUC as the MI is still being collected.

[3] Influencable non-pay spend after rent, rates, subscriptions etc have been removed

[4] BT1 savings- Direct Price Based Savings

[5] The source of this data is the institution dashboard contained within the APUC Buyer's Guide Portal (APUC Collaboration Site).

1.3 Supplier Profile

Ayrshire College has a strategic objective to be a 'Partner of Choice' with a commitment to the Ayrshire region. For this reason, engaging with and supporting local suppliers, wherever possible, remains a key element of the college's Procurement Strategy. As shown below, the College did business with a total of **659** companies in the reporting period 2024-25 and placed orders with **225** suppliers (**22%**) based in Ayrshire During 2024-25, the College did business with **499** SMEs and **72%** of the total spend.
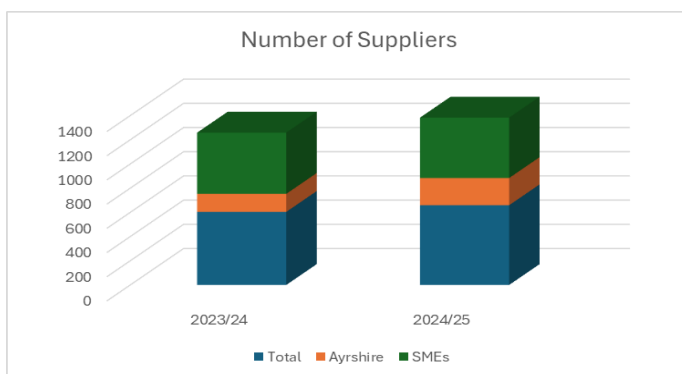
1.4 Savings and Benefits

As shown in the table above, in 2024-25 there was **£550,905** of BT1[6] and BT2[7] savings which is **9%** of contracted spend for the year.

The College considers what Community Benefits can be included in all regulated and lower value procurements and more detail of the community benefits realised in 2024-25 is given in Section 3 of this report.

1.5 Procurement Skills

In delivering the strategic aim of enhancing the experience and capability of procurement practitioners, staff taking part in the college's Evolve management and leadership training programme were given training on the procurement journey, the procurement function in the college and on contract and supplier management, in early 2025, with **87** from senior leadership to curriculum managers staff attending.

A procurement awareness e-learning module on the college's intranet procurement page, aimed at all staff involved in purchasing, also became active in November 2024

This report has been produced by the Procurement Manager and approved by Ayrshire College's Board of Management on 11 December 2025

Signed: …………………………………………………….

            Angela Cox

Position: Principal and Chief Executive

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[6] Benefit Type 1: direct price based savings calculated versus previous price paid (for re-tenders) or against the average price of top 5 compliant bids (for new or ad hoc requirements).

[7] Benefit Type 2: price versus market savings calculated against market prices to identify savings that would have been lost if the procurement had not been conducted.

Section 1: Summary of Regulated Procurements Completed

Full details of the regulated procurements that Ayrshire College completed during the reporting period of 2024-25 are set out in **Appendix 1**. That information, coupled with the publication of Ayrshire College Contracts Register and the use of Public Contracts Scotland and Quick Quotes to publish tender notices and lower value procurements, assists in providing visibility of the College's procurement activity over the reporting period to as many potential suppliers as possible.

In summary, there were **10** contracts with estimated values over the £50,000 regulated procurement threshold, awarded during 2024/25, with a total contract value of **£1,061,550**. Of these **7** were awarded to SME's with an estimated total contract value of **£894,050**, i.e. **84**% of total contract value awarded during the reporting period. This is an increase of **18**% on the previous year.

Collaboratively, the college awarded **6** regulated contracts under national and sector frameworks with a total value of **£493,900.**

With the setting up of the college's commercial aerospace project at the new location at Prestwick airport and the specialist nature of what was required, there were **4** single source regulated procurements, worth **£440,413** in 2024-25 (see Appendix 1).

Section 2: Review of Regulated Procurement Compliance

Successful delivery against the procurement strategy objectives is part of a customer valued, continual improvement process that seeks incremental improvements to process and outcomes over time. Procurement activities at Ayrshire College are subject to regular, independent review. In June 2024 the college underwent the new PCIP Pulse Check lite review which confirmed progress in all areas moving the college into silver banding. The table below provides an update of the actions and progress against the objectives that appear in the procurement strategy action plan.

Procurement Strategic Objective	Delivery and compliance in 2024/25
To sustain and further develop partnerships within the sector, with other publicly funded bodies, with professional bodies and appropriately with supply markets that will yield intelligence, innovation and deliver value to users of procurement service	APUC issue a quarterly Supply Chain Market Intelligence report which the Procurement Manager (PM) examines to understand any supply issues that may impact the college in delivery of its objectives, alerting the relevant budget holder to these as necessary. A summary of this data is circulated to SLT information. The PM also attends collaborative meeting with the 3 Ayrshire Councils, Scot Govt and APUC with membership of the Procurement Strategy Group – Colleges (PGS-C), Open Forums, networking events, regional team meetings and also Environmental Association of Universities and Colleges (EAUC) meetings
To work with internal academic budget holders, professional support service colleagues and suppliers to deliver innovation and best value to the teaching and learning, and service support communities, through the development of an effective and coordinated purchasing effort within the College	The college launched its College Connections/Ayrshire Way Hub internal e-platform for staff and a Procurement site was developed with information to back up the training and e-module available. This resource includes buyers guides to generic categories such as books, stationery and transport as well other topical procurement information which wasn't available before. The PM is a member of the Digital Governance and Transformation Group, the Facilities Management group and is also on the Social. Economic, Environment Sustainability (SEES) group.
To promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities	Having identified an area of non-regulated spend in soft drinks and confectionery, in 2024-25 Ayrshire College teamed up with New College Lanarkshire to research the market and put in place a competitively priced collaborative contract. The use of the collaborative frameworks continues to provide value with **£3,317,402 (44%)** of the college's procurement spend going through collaborative frameworks. The PM attends the APUC input Contracts Priorities Workshop to shape the collaborative Agenda for the upcoming year
To seek out professional development opportunities to enrich and enhance experience and capability of procurement practitioners and to work with the supply chains to ensure continued value, managed performance and minimal risk throughout the	As part of the college's Evolve management and leadership training programme, 87 staff from senior leadership to curriculum managers were given training on the procurement journey, the procurement function in the college and on contract and supplier management, in early 2025.

Procurement Strategic Objective	Delivery and compliance in 2024/25
life of contracts for the benefit of college staff and students.	A procurement awareness e-learning module on the college's intranet procurement page, aimed at all staff involved in purchasing, became active in November 2024. The PM attends national and sector procurement events, conferences and training as part of as part of their continual performance review and development process. Key contracts are managed by contract leads and the procurement manager and by measuring supplier performance with regular reviews to ensure delivery of value to the college.
To develop sound and useful procurement management information in order to measure and improve procurement and supplier performance in support of corporate planning conducted through a fair and transparent process	Spend data and contract compliance along with procurement performance is analysed monthly and reported to the college senior leadership team on a quarterly basis and key suppliers managed to monitor their performance under college contracts and call-off frameworks. This data is used to inform and prioritise the College 2 year forward procurement plan for 2025-2027.
To embed sound ethical, social and environmental policies within the College's procurement function and to comply with relevant Scottish, UK and where still relevant, EU legislation in performance of the sustainable procurement duty	When compiling a contract strategy the PM works with stakeholders to ensure that the sustainable procurement duties are met, with on particular focus on the following areas- reducing scope 3 emissions and considering the economic and social impacts. 6 of the regulated contracts let in 2024/25 had sustainability objectives and criteria embedded in them and all college contracts have Living Wage and Fair Work practice considerations embedded in the terms and conditions.

In making its regulated procurements, every care has been taken to ensure that the College awards the business to suppliers who are capable, reliable and who can demonstrate that they meet high ethical standards and values in the conduct of their business. Ayrshire College has conducted all its regulated procurements in compliance with Public Contracts (Scotland) 2015 principles of equal treatment, non-discrimination, transparency, proportionality and mutual recognition.

The following section details the College compliance and performance during 2024-25 against the general duties and specific measures of the Procurement Reform (Scotland) Act 2014 that institutions are required to report on:

Procurement Reform (Scotland) Act 2014 duties and measures	Ayrshire College Compliance and Performance
Contribution of Procurement to the Carrying Out of its Functions and Achievements of its Purpose	To contribute to Ayrshire College's achieving its strategic ambition of 'Enabling learning which provides our people with the skills to be successful and our economy to thrive', the Procurement service analyses non-pay expenditure on a quarterly basis to identify tender and efficiency opportunities and plan procurement activity.

	The regulated procurements completed in the reporting period have been carried out with the involvement and consultation of relevant stakeholders and tender or project strategies have considered the risk, value and strategic importance of the procurement how they align to the College's strategic aims and objectives.
Delivering Value for Money	All procurement exercises consider the best balance of cost, quality and sustainability and whole-life costing through discussions with curriculum and support sectors of the College to understand the budget allocations and constraints as well of requirements. Contract and supplier management is used to ensure requirements are being met and value is being delivered. A review of the continued need for the contract and the performance of the contractor is carried out before any contract is extended or re-tendered. Collaborative contracts are used where the terms and sustainable procurement outcomes benefit the college. In 2024-25 Ayrshire College used collaborative contracts for **£3,317,402 or 44%** of its purchases which is lower than in 2023-24 due to the unique spend on the aerospace project in partnership with Prestwick Airport this year. These sector and national frameworks have delivered **£175,375 (3%)** of direct savings Category A and B spend in 2024-25.
Acting in a Transparent and Proportionate Manner and Treating Relevant Economic Operators Equally And Without Discrimination	Ayrshire College strives to conduct all its regulated procurements in compliance with Public Contracts (Scotland) 2015 principles of equal treatment, non-discrimination, transparency, proportionality and mutual recognition with procurement documentation as straightforward as possible and following a standard format. Tender notices are all published via the Public Contracts Scotland (PCS) portal and to make procurement opportunities accessible to smaller and local businesses lower value procurements are published through PCS Quick Quote. Guidance for suppliers about the College's procurement process is on the [Procurement webpage](#) which also has a link to the [Contracts Register](#). In 2024-25, the college published **3** regulated tender notices for category C/C1 contracts (see Appendix 1). In addition to this, **7** quick quotes were issued – **4** if which were further competition invites for regulated value call off contract and **3** for under threshold purchases such as Apprenticeship Student transport. A total of **148 suppliers** were invited to quote. The College continues to seek opportunities to encourage SMEs to participate in procurement activity. For example, during the reporting period **7** regulated contracts awarded were to SMEs (see Appendix 1) and **1** of the **7** quick quotes
Consulting and engaging with those affected by its procurements.	When a procurement tender strategy is being developed, market research is carried out and internal and external stakeholders consulted to consider the affect of the resultant contract such as the impact on services for students, or could a local contract be combined with other similar institutions' needs. Such consultation will always be on a scale and approach relevant to the procurement in question. The feedback informs Ayrshire College of possible

	necessary adjustments and improvements to strategies, specification and the contract performance criteria. Suppliers who have participated in any procurement with the college are offered feedback. This is offered to both successful and unsuccessful suppliers to encourage ongoing improvement and to ensure an understanding of the evaluation process.
Prompt Payment Performance	The college's finance staff processed **10,174** invoices in 2024-25 and paid over **99%** of its invoices within the period and those out with that timescales were delayed due to queries or disputes over evidence of delivery or price. On average, the college paid invoices within **25** days which was up on the previous average of **26** days. The College's conditions of contract include the prompt settlement clause that requires contractors to pay their sub-contractors within the same timeframe, in accordance with the government's policy to embed prompt payment policies throughout supply chains involved in public procurement.
Sustainable Procurement Duty and Response to the Global Climate Emergency	Consideration is given to the environmental, ethical, economic and social impacts in all regulated procurements during the tender strategy, specification and criteria development and throughout the procurement journey. Use is made of the sustainability tools and systems such as the Sustainability Test and whole life cycle mapping. The College continues to use the Ecovadis sustainability assessment scheme where environmental, labour and human rights ethics and sustainable procurement is evaluated for those key suppliers that are participating in the scheme. In response to the climate emergency, Ayrshire College has formed a Social, Economic and Environmental Sustainability (SEES) group to implement and follow the Association of Colleges (AoC) and EAUC Roadmap and introduce the Sustainability Leadership Scorecard (SLS) to work towards the UN's Sustainable Development Goals (SDG's). The Procurement Manager is a member of the Partnership and Engagement group, which focuses on community and public engagement, procurement and supplier engagement, business and industry interface, and the food and drink sector. In accordance with the Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Amendment Order 2020, the college reports in the Public Bodies Climate Change Duties (PBCCD) annual report its targets for reducing indirect emissions of greenhouse gases such as supply chain Emissions. These emissions are calculated from suppliers spend and using these the college assesses how it can align spending plans and use of resources to contribute to reducing emissions and delivering emissions reduction targets.
Community Benefits	The College considers what Community Benefits can be included in all regulated and lower value procurements and more detail of the community benefits realised in 2024-25 is given in Section 3 of this report.

Fair and Ethically Traded Goods and Services	The college actively sources goods that are fairly and ethically traded where possible. Sustainability including fairly and ethically traded goods and services are considered throughout the procurement journey in our regulated procurements from project strategy to contract and supplier management. In 2024-25 the college spent **£11,705** sourced Fair Trade hot drinks ingredients**.** Ayrshire College has published its own [Modern Slavery and Human Trafficking Statement](#) and complies with its duties under the Modern Slavery Act by seeking to only to contract with suppliers that comply with all appropriate and relevant legislation and updated annually.
The provision of food to improve the health, wellbeing and education of communities in the authority's area and promote the highest standards of animal welfare.	The College is always striving to offer nutritious and seasonal food throughout its refectories, cafes and training restaurants with the vast majority of food and catering requirements purchased through APUC and TUCO framework agreements. The products and services under these agreements comply with the highest standards of animal welfare. The college continues to source hot beverage ingredients from fair trade suppliers. The College has several initiatives that contribute to improving health and wellbeing by continuing to offer students a free breakfast of cereal or porridge and lunch of soup and roll following its success in previous years.
Living Wage	Ayrshire College is a living wage accredited employer and where relevant and proportionate, Fair Work practices and the Living Wage have been considered for all regulated procurements. A Living Wage statement has been incorporated within each invitation to tender or quote document and scored where appropriate as part of Fair Work award criteria**. 3** of the regulated contracted suppliers are living wage accredited.
Health and Safety at Work Act 1974	All contractors and sub-contractors must comply with the Health and Safety at Work Act 1974 (c.37) and any provision made under that Act. All contractors conducting works within the College campuses must be Site Safety in Procurement (SSIP) scheme members and submit risk assessments and method statements prior to work commencing on site and must evidence that staff have the relevant training and certification. They are made aware that these requirements apply to all their agents and sub-contractors involved.

Section 3: Community Benefits Summary

In line with the Procurement Reform Act and sustainable procurement, the College's policy on identifying community benefit requirements is to consider on a case-by-case basis, the relevance and proportionality to the subject matter of the procurement. The requirement is then built into the procurement specification and into the eventual conditions of contract performance.

As part of the tendering process suppliers were invited to describe their approach to delivering community benefits or achieving social value through a contract, where relevant. Relevant community benefits included the following:

- **Financial contributions** such as funding for local projects, or support community initiatives.

- **In-kind support** which could be the donation of equipment, or direct investment in local infrastructure like roads, community centres, or shared facilities.

- **Skills development**: This can involve offering training, educational opportunities, or creating jobs for local residents, helping them gain skills for skilled employment.

- **Local sourcing and contracts** through encouraging contractors to use local businesses for sub-contracting opportunities or to purchase goods, services or works from the community.

- **Environmental initiatives** by supporting local environmental projects, such as community gardens areas made wildlife friendly.

In 2024-25, although no contract over £4m was awarded, the following community benefits and sustainability benefits were fulfilled:

> - interactive learning sessions and a practical competition, delivered in partnership with Polypipe Building Products, giving students valuable insights into the plumbing industry and hands on experiences with modern tools and materials.

Section 4: Supported Business Summary

The College reviews each procurement to determine whether it could be fulfilled by a Supported Business, whilst remaining compliant with GPA and Scottish Procurement Legislation and ensuring value for money for the College (using the only Supported Business Register currently available and published by STUC).

In 2024-25 Ayrshire College did not reserve any new contracts with a supported business. It did spend **£1,734** with Hansel Alliance, a supported business in Ayrshire, for laundry services under a local contract and **£5,322** with Hey Girls CIC on sanitary products through the existing framework for washroom solutions and sanitary products.

Section 5: Future Regulated Procurements Summary

It is a mandatory requirement of the Procurement Reform (Scotland) Act 2014 that the college includes in its annual procurement report, a list of regulated procurement that the college expects to commence in the next 2 years. This list is outlined in **Appendix 2**.

In summary, there are a total of **30** potential contracts to be extended and/or re-let with a value of **£4,363,808** in the next 2 years.

From discussions with managers about future requirements and analysis of spend over last 4 years, there are areas where regulated contracts will be required such as minor works for repairs and maintenance in Estates. This is especially so now that the college's Kilwinning campus is now under the ownership and management of the college with the PFI funding completed in June 2025. From this, **3** potential contracts have been identified with an approximate value of **£320,000.**

ICT professional managed services for the college's cloud hosted estate and software will also be tendered during the coming period, worth an estimated **£168,000** over 5 years.

In preparing this forward projection of anticipated regulated procurements, it is difficult to be precise about the details of the actual College requirements. Over a forecast period of two years, it is very probable that circumstances and priorities will change so the list of projected individual regulated procurement exercises outlined in **Appendix 2** should be viewed with this in mind.

Appendix 1: List of Regulated Procurements (Compliant and Non-Compliant) Completed in 2024-25

Compliant:

Category Subject	Supplier Name	Date of Award	Owner: Cat A/B/C or C1	Start Date	End Date	Value over contract Period ex VAT	SME status	Supported Business
Student PPE Clothing and Equipment for Ayrshire College	ALJ Industrial Supplies Ltd	16/07/2025	C	10/07/2025	09/07/2026	£121,000	Small (10-49 employees)	no
Supply of Apple Equipment to Ayrshire College	Sync (a trading name of GBM Digital Technologies Limited)	25/06/2025	B	13/06/2025	12/06/2029	£92,500	Large (over 250 employees)	no
Vehicle Leasing	Alphabet (GB) Limited	14/04/2025	A	14/04/2025	13/04/2029	£100,000	Medium (50-249 employees)	no
Thin Client OS Licence Support Service for Ayrshire College	I-Konic Ltd	04/03/2025	B	19/02/2025	18/02/2028	£91,400	Small (10-49 employees)	no
Supply of Confectionery and Soft Drinks	Glencrest Ltd	12/02/2025	C1	19/02/2025	18/02/2027	£270,000	Small (10-49 employees)	no
Staff Compliance Course eLearning and Assessment On-line Platform	Think Associates Ltd T/A Think Learning	07/01/2025	C	11/11/2024	10/11/2026	£62,650	Medium (50-249 employees)	no
Kitchen and Ventilation System Deep Cleaning Service	Perfect Service Solutions Ltd	15/10/2024	B	15/10/2024	14/10/2026	£75,000	Small (10-49 employees)	no
ICT VEEAM Renewal	Academia Ltd	15/10/2024	B	15/10/2024	14/10/2027	£60,000	Large (over 250 employees)	no
On-line Apprenticeship Student Portfolio Assessment Platform	Onefile Ltd	24/09/2024	C	16/09/2024	15/09/2027	£114,000	Medium (50-249 employees)	no
Citrix Licences 2024	Phoenix Software Ltd	19/09/2024	B	01/10/2024	30/09/2025	£75,000	Large (over 250 employees)	no
					TOTAL	**£1,061,550**		

Non-Compliant

Category Subject	Supplier Name	Date of Award	Owner: Cat A/B/C or C1	Start Date	End Date	Value over contract Period ex VAT	Background	Proposed Solution[8]
SOC Software Support	Phoenix Software Ltd	01/12/2024	C	01/02/2025	31/11/2025	£55,320	As part of the college's digital transformation and move from campus based servers to cloud hosted, a temporary arrangement was put in place to guide the college and to identify the future requirements of a cloud managed support service	Research will be done to identify the most suitable framework to source a call-off contract via a further competition.
Aeroplane Purchase and Escrow	Insured Aircraft Title Service LLC	11/11/2024	C	16/10/2024	n/a	£231,893	In 2024-25 Ayrshire College set up it's new commercial aviation training venture (SAI Ltd). These procurements were very specialised in nature	All future and recurring requirements will be under the commercial entity SAI Ltd
Electric Vehicle Chargers Installation and Management	Connekt Ltd	30/09/2024	C	01/10/2024	30/09/2025	£53,200		Market research will be used and where there is more than one potential supplier identified, and to ensure value for money, invitations to quote or tender will be issued.
Creation of Augmented Reality Content	Sigma IO	10/09/2024	C	01/09/2024	31/03/2025	£100,000		
					Total	**£440,413**		

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[8] Procurement Reform (Scotland) Act 2014 Part 2 Section 18 (2) (c)

Appendix 2: List of Regulated Procurements planned to commence in next two Financial Years, 2025/26 & 2026/27

Category Subject	Owner: Cat A/B/C or C1?	New, extended or re-let procurement	Expected contract notice publication date	Expected Start Date	Expected End Date	Estimated Value over contract period
Waste Services	B	extended	03/06/2025	01/10/2025	30/09/2026	£78,000
Washroom Solution for Ayrshire College	B	extended	03/06/2025	01/10/2025	30/09/2026	£188,000
Cloud Hosted Azure Managed Service	B	new	10/10/2025	01/11/2025	31/10/2030	£168,000
Internal Audit	B	extended	03/04/2026	01/08/2026	31/07/2027	£75,000
Hospitality Students Clothing and Kits	C1	extended	03/04/2026	01/08/2026	31/07/2027	£50,000
Hair and Beauty- Hair Kits	B	extended	03/04/2026	01/08/2026	31/07/2027	£50,000
Hair and Beauty- Beauty Kits	B	extended	03/04/2026	01/08/2026	31/07/2027	£50,000
Estates Minor Works Framework	C	new	04/10/2025	01/02/2026	31/01/2028	£120,000
Health Surveillance Service	B	re-let	12/10/2025	09/02/2026	08/02/2028	£204,000
Supply of Biomass Pellets	C	extended	26/12/2025	25/04/2026	24/04/2028	£160,000
Ayrshire College Inter-site WAN Connectivity 2023	B	extended	27/12/2025	26/04/2026	25/04/2028	£168,308
Student Records System Support and Maintenance	B	extended	03/04/2027	01/08/2027	31/07/2028	£84,000
Similarity Detection Service	B	re-let	13/04/2026	11/08/2026	10/08/2028	£128,000
Microsoft Campus Agreement	B	extended	25/04/2026	23/08/2026	22/08/2028	£240,500
Supply of Mobile Telephony Service	B	re-let	04/07/2025	01/11/2025	31/10/2028	£50,000
Azure Managed Services	B	new	04/07/2025	01/11/2025	31/10/2028	£150,000
Staff Compliance Course E-Learning Platform	C	extended	14/07/2026	11/11/2026	10/11/2028	£135,000
Lift Servicing and Maintenance	B	new	03/08/2025	01/12/2025	30/11/2028	£50,000
Catering Supplies- Confectionery and Soft Drinks	C1	extended	27/10/2026	24/02/2027	23/02/2029	£270,000
ICT Firewall	B	re-let	03/04/2027	01/08/2027	31/07/2029	£50,000
Adobe Campus License	B	re-let	16/04/2026	14/08/2026	13/08/2029	£165,000
Supply of Electricity	A	re-let	02/12/2026	01/04/2027	31/03/2030	£188,000
Water and Wastewater Services	A	re-let	02/12/2026	01/04/2027	31/03/2030	£270,000
Supply of Natural Gas	A	re-let	02/12/2026	01/04/2027	31/03/2030	£700,000
Copy and Print Solution	B	re-let	03/03/2027	01/07/2027	30/06/2030	£150,000
Waste Services	B	re-let	03/06/2026	01/10/2026	30/09/2029	£78,000
Washroom Solution for Ayrshire College	B	re-let	03/06/2026	01/10/2026	30/09/2029	£188,000
Internet Design, Support and Hosting	C	re-let	25/06/2026	23/10/2026	22/10/2029	£90,000

Category Subject	Owner: Cat A/B/C or C1?	New, extended or re-let procurement	Expected contract notice publication date	Expected Start Date	Expected End Date	Estimated Value over contract period
Student Psychological Assessments	C	re-let	12/07/2026	09/11/2026	08/11/2027	£84,000
TQFE Training Programme	B	re-let	17/02/2027	17/06/2027	16/06/2029	£70,000
Internal Audit	B	re-let	03/04/2027	01/08/2027	31/07/2029	£150,000
Hospitality Students Clothing and Kits	C1	re-let	03/04/2027	01/08/2027	31/07/2030	£150,000
Hair and Beauty- Hair Kits	B	re-let	03/04/2027	01/08/2027	31/07/2028	£50,000
Hair and Beauty- Beauty Kits	B	re-let	03/04/2027	01/08/2027	31/07/2028	£50,000
					TOTAL	£4,851,808

Glossary of Terms

Contract Categories-A, B, C and C1 Contracts

Category A	Collaborative Contracts available to all public bodies • Scottish Procurement • Crown Commercial Services
Category B	Collaborative Contracts available to public bodies within a specific sector • Scottish Procurement • APUC • Scotland Excel • NHS National Procurement
Category C	Local Contracts for use by individual public bodies
Category C1	Local or regional collaborations between public bodies

APUC- Advanced Procurement for Universities and Colleges (APUC Ltd Reg. No. SC314764)

APUC's Sustain Supply Chain Code of Conduct APUC and its client community of colleges and universities is committed to carrying out procurement activities in an environmentally, socially, ethically and economically responsible manner and to entering into agreements and contracts with suppliers that share and adhere to its vision. To demonstrate this commitment, current and potential suppliers are asked to acknowledge their compliance with the principles of the APUC Sustain Supply Chain Code of Conduct with respect to their organisation and their supply chain.

BT14 – Sustainability Based Benefits - sustainability benefits where costs are not normally relevant can be reported but will normally be described in narrative including but not limited to the following areas:

· Reduction in waste – packaging and / or further use of residue from processes etc.

· Reduction in consumption - use of raw materials (consumables, utilities etc.)

· Recycling and/or reuse of products

· Enhanced Reputation and/or marketing opportunities

· Community Benefits delivery

· Carbon Reduction

Social, equality and / or environmental improvements

Category Subject is a collection of commodities or services sourced from the same or similar supply base, which meet a similar consumer need, or which are inter-related or substitutable.

College Dashboard – the area within the APUC Buyers Portal being developed by the APUC eSolutions team providing easy access to Colleges' key management reporting data being recorded centrally through **Hunter**. The dashboard currently hosts key regulatory procurement information on Contracts Registers, forward contracting plans, expenditure reporting and Annual Procurement Report Data. The list of reports is planned to expand to cover savings and Procurement & Commercial Improvement Programme dashboard data.

Community Benefits are requirements which deliver wider benefits in addition to the core purpose of a contract. These can relate to social- economic and or environmental. Benefits. Community Benefits clauses are requirements which deliver wider benefits in addition to the core purpose of a contract. These clauses can be used to build a range of economic, social or environmental conditions into the delivery of college contracts.

Contracts Registers these typically provide details of the procurement exercise to capture key information about the **contract** (the goods and services, values, date started, expiry date, procurement category etc.).

Cost Avoidance The act of eliminating costs or preventing their occurrence in the first place. It tends not to show up on, but materially impacts, the bottom-line cost and is normally referred to as a "soft" cost saving i.e. negating supplier requests to increase costs, procuring services/goods/ works under budget, obtaining prices lower than the market average/median.

Contract management or contract administration is the management of contracts made with customers, suppliers, partners, or employees. Contract management activities can be divided into three areas: service delivery management; relationship management; and contract administration.

Government Procurement Agreement (GPA) Procurement Thresholds The Thresholds as set out by the World Trade Organisation. The present thresholds are inclusive of VAT:

Contract Type	1st January 2024 to 31st December 2025
Supply, Services and Design	£214,904 inc. VAT (£179,087 ex VAT)
Works	£5,372,609 inc. VAT (£4,477,174 ex VAT)

Hub (Spikes Cavell) – The Scottish Procurement Information Hub is provided by Spikes Cavell as a spend analysis tool allowing organisations to: -

- Identify non-pay spend on external goods and services
- Identify key suppliers and how many transactions are made with each
- Highlight common spend across suppliers and categories
- Identify spend with SMEs and/or local suppliers

This information means that individual organisations and Centres of Expertise can identify where collaborative opportunities might exist and where transactional efficiencies could be made. For more information, visit the Scottish Government's Hub page.

Hunter – Hunter has been developed by the eSolutions team. It is a database solution which uses standard Microsoft packages (Access and SQL Server) enabling organisations to effectively monitor and report on collaborative contracting activities.

As a solution, it is operational within the HE/FE sector in Scotland and is also being utilised by the HE consortia in England and Wales that also provide collaborative contracting services to the sector. Hunter has a multi-level structure which allows consortia to share collaborative agreements, make them visible to their member organisations, and in turn enabling them to record their own contracts.

Living Wage - this is the real Living Wage. It is a voluntary age rate of pay that is enough to ensure that those receiving it can have an acceptable standard of living, and applies to all employees 18 and over. It is calculated by the Resolution Foundation and overseen by the Independent Living Wage Commission. The rate is reviewed annually by the Living Wage Foundation. The payment of the real Living Wage can be mandated in relevant and proportionate contracts as part of fair work considerations

Lotting - the Public Contracts (Scotland) Regulations 2015 encourage the use of lots (regulation 47), to promote competitiveness and to facilitate the involvement of SMEs in the public procurement market, by considering the appropriateness of dividing contracts into lots to smaller contracts.

Non-core expenditure/spend – third-party expenditure excluded from the scope of the Procurement Regulations.

Non-pay expenditure/spend - covers all third-party expenditure including non-core expenditure It excludes directly employed workers and associated costs such as national insurance, pension contributions and administration costs.

Output Specification requirements are set out in terms of what you want to achieve, leaving the tenderers to decide on how they will deliver those requirements. This can lead to innovation by the tenderers. The services detailed in the output specification should be capable of objective assessment so that the performance of the supplier can be accurately monitored.

Prioritisation - the Sustainable Public Procurement Prioritisation Tool which is a tool to aid all procuring organisations across the Scottish Public Sector designed to bring a standard structured approach to the assessment of spend categories.

Procurement Journey is public procurement toolkit with guidance and templates on the procurement process to facilitate a standardised approach to the market and contract and supplier management.

Procurement & Commercial Improvement Programme (PCIP) replaced the previous Procurement Capability Assessment (PCA) and focuses on the policies and procedures driving procurement performance and more importantly, the results they deliver.

PCS (Public Contracts Scotland) - the national advertising portal used to advertise all public sector goods, services or works contract opportunities.

PCS-Tender is the national eTendering system and is centrally funded by the Scottish Government. The system is a secure and efficient means for buyers and suppliers to manage tender exercises online. The standard templates enable buyers to create consistent tender documentation.

Scope 3 Emissions - Greenhouse gas emissions are categorised into three groups or 'Scopes' by the most widely-used international accounting tool, the Greenhouse Gas (GHG) Protocol. Scope 1 covers direct emissions from owned or controlled sources. Scope 2 covers indirect emissions from the generation of purchased electricity, steam, heating and cooling consumed by the reporting company. Scope 3 includes all other indirect emissions that occur in a company's value chain.

GHG emissions have been estimated on the economic value of goods and services purchased and multiplying it by using Department for Business, Energy & Industrial Strategy (BEIS), formerly DEFRA conversion factors. The calculation tool has been developed by the Responsible Procurement Group Scope 3 sub-group, UKUPC, EAUC and HEPA.

Segmentation the division and grouping of suppliers or contracts in relation to spend and its criticality to business.

Small and Medium Sized Enterprises (SMEs) encompass –

Micro enterprises: enterprises which employ fewer than 10 persons and whose annual turnover and/or annual balance sheet total does not exceed £1.57 million.

Small enterprises: enterprises which employ fewer than 50 persons and whose annual turnover and/or annual balance sheet total does not exceed £7.86 million.

Medium enterprises: enterprises which are neither micro nor small, which employ fewer than 250 persons and which have an annual turnover not exceeding £39.28 million, and/or an annual balance sheet total not exceeding £33.78 million.

Social Enterprises are revenue-generating businesses with primarily social objectives whose surpluses are reinvested for that purpose in the business or in the community, rather than being driven by the need to deliver profit to shareholders and owners.

Supply Chain encompasses all activities, resources, products etc. involved in creating and moving a product or service from the supplier to the procurer.

Supported business means an economic operator whose main aim is the social and professional integration of disabled or disadvantaged persons, and where at least 30% of the employees of the economic operator are disabled or disadvantaged persons.

Supported employment programme means an employment programme operated by an economic operator, the main aim of which is the social and professional integration of disabled or disadvantaged persons, and where at least 30% of those engaged in the programme are disabled or disadvantaged persons.

Sustainable Procurement A process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis and generates benefits, not only for the organisation but also to society, the economy and the environment.

Third-Party Expenditure is calculated based upon the total value of invoices paid per annum, excluding VAT, to all suppliers for the purchase of goods and services. It is defined as including:

- Goods – tangible products such as stationery, which are often also known as supplies.

- Services – provision of an intangible product such as refuse collection, elderly home care, whether carried out internally or externally.
- Works – including construction works and utilities, i.e. energy costs.

It excludes employee costs, non-cash expenditure (e.g. depreciation), grants, trust payments and other non-controllable payments to other publicly funded bodies but should include spending on agency staff, capital expenditure and programme spend on commodities and services.

[NOTE: reference to contract is also to be construed as meaning a Framework Agreement]

1. Organisation and report details

a) Contracting College Name	Ayrshire College
b) Period of the annual procurement report	01/08/24 to 31/07/25
c) Required by s18 Procurement Reform (Scotland) Act 2014 to prepare an annual procurement report? *(Yes / No)*	Yes

2. Summary of Regulated Procurements Completed

a) Total number of regulated contracts awarded within the report period	10
b) Total value of regulated contracts awarded within the report period	£1,061,550
c) Total number of unique suppliers awarded a place on a regulated contract awarded during the period	10
i) how many of these unique suppliers are SMEs	7
ii) how many of these unique suppliers how many are Third sector bodies	0

3. Review of Regulated Procurements Compliance

a) Number of regulated contracts awarded within the period that complied with your Procurement Strategy	10
b) Number of regulated contracts awarded within the period that did not comply with your Procurement Strategy	4

4. Community Benefit Requirements Summary

Use of Community Benefit Requirements in Procurement:

a) Total number of regulated contracts awarded with a value of £4 million or greater.	0
b) Total number of regulated contracts awarded with a value of £4 million or greater that contain Community Benefit Requirements.	0
c) Total number of regulated contracts awarded with a value of less than £4 million that contain a Community Benefit Requirements	6

Key Contract Information on community benefit requirements imposed as part of a regulated procurement that were fulfilled during the period:

d) Number of Jobs Filled by Priority Groups *(Each contracting college sets its own priority groups)*	0
e) Number of Apprenticeships Filled by Priority Groups	0
f) Number of Work Placements for Priority Groups	0
g) Number of Qualifications Achieved Through Training by Priority Groups	0
h) Total Value of contracts sub-contracted to SMEs	0
i) Total Value of contracts sub-contracted to Social Enterprises	0
j) Total Value of contracts sub-contracted to Supported Businesses	0
k) Other community benefit(s) fulfilled	0

5. Fair Work and the real Living Wage

a) Number of regulated contracts awarded during the period that have included a scored Fair Work criterion.	0
b) Number of unique suppliers who have committed to pay the real Living Wage in the delivery of a regulated contract awarded during the period.	10
c) Number of unique suppliers who are accredited Living Wage employers and were awarded a regulated contract awarded during the period.	3

6. Payment performance

a) Number of valid invoices received during the reporting period.	10174
b) Percentage of invoices paid on time during the period ("On time" means within the time period set out in the contract terms.)	99%
c) Number of regulated contracts awarded during the period containing a contract term requiring the prompt payment of invoices in public contract supply chains.	10
d) Number of concerns raised by sub-contractors about the timely payment of invoices within the supply chain of public contracts.	0

7. Supported Businesses Summary

a) Total number of regulated contracts awarded to supported businesses during the period	0
b) Total spend with supported businesses during the period covered by the report, including:	£7,056
i) spend within the reporting year on regulated contracts	0
ii) spend within the reporting year on non-regulated contracts	£7,056

8. Spend and Savings Summary

a) Total procurement spend for the period covered by the annual procurement report.	£7,517,451
b) Total procurement spend with SMEs during the period covered by the annual procurement report.	£5,412565
c) Total procurement spend with Third sector bodies during the period covered by the report.	£1,734
d) Percentage of total procurement spend through collaborative contracts.	44%
e) Total targeted cash savings for the period covered by the annual procurement report	Target not set
f) Total delivered cash savings for the period covered by the annual procurement report	£175,375

9. Future regulated procurements

a) Total number of regulated procurements expected to commence in the next two financial years	30
b) Total estimated value of regulated procurements expected to commence in the next two financial years	£4,363,808

Ayrshire College - Summary Strategic Risk Register

Risk Number	Oversight Committee	Name	Risk Description	Risk Owned and Managed by	Inherent Risk Score	Previous Residual Risk Score	Residual Risk Score	Movement	Risk Appetite	Status
1	BRIC	Financial Sustainability	There is a risk of the College becoming financially unsustainable because of the uncertainty surrounding SFC core grant, accounting for SFC estate maintenance funding, other external funding sources, the level of inflation and an inability to generate alternative income resulting in the College being unable to achieve its Strategic Ambition 2024-2027 and constraints being placed on its operating model.	Vice Principal Finance and Infrastructure	20	25	25	↔	Minimal	Mitigating actions to be taken
2	BRIC	Data Security	There is a risk of College systems and processes being the victim of a cyber-attack because of increased virtual working and deliberate targeting of the education sector resulting in the loss of key data, financial loss, students being unable to successfully progress on their learning journey and significant reputational damage.	Vice Principal Finance and Infrastructure	20	16	16	↔	Minimal	Mitigating actions to be taken
3	BRIC	Job Evaluation	There is a risk that the College would receive equal pay claims because of significant and ongoing delays on the national job evaluation project with no clear plan or timescales and no tangible outcomes available to date. There is also a risk that local employee relations would deteriorate, causing general staff dissatisfaction amongst Professional Services staff. Resulting in: (i) industrial action (ii) a destabilisation of the College's current pay and grading structures, (iii) the potential for financial impacts arising from equal pay claims, (iv) the College required to absorb the management, risk and delivery of a local job evaluation project out with the scope of the national project (v) disputes lodged against the College arising from pursuing a local process (vi) reputational damage to the College.	Vice Principal People, Performance and Transformation	20	15	20	↑	Cautious	Mitigating actions to be taken
4	LTQC BRIC	Climate Change	There is a risk that the College will not achieve its climate change targets because of lack of internal capacity, access to wider government funding or a lack of sectoral strategic focus resulting in the College not being able to meet its environmental responsibilities.	Principal	20	12	12	↔	Cautious	Mitigating actions to be taken

Risk Number	Oversight Committee	Name	Risk Description	Risk Owned and Managed by	Inherent Risk Score	Previous Residual Risk Score	Residual Risk Score	Movement	Risk Appetite	Status
5	LTQC BRIC	Curriculum Offer	There is a risk of curriculum activity not being linked to current and future skills requirements or social and economic recovery needs and issues because of reduced engagement / communication, insufficient planning, impact of changes to HE institutions admission policy and real term reduction in SFC funding resulting in the College failing to deliver a portfolio that is relevant, flexible and responsive to employer and industry needs.	Vice Principal Skills and Enterprise	20	12	12	↔	Open	Mitigating actions to be taken
6	LTQC BRIC	Recruitment and Retention of Staff	There is a risk of the College not being able to recruit / retain qualified and experienced staff to 'difficult to recruit to' roles: because of the limitations of national bargaining, specifically the inability to offer competitive salaries, resulting in gaps in the delivery of some College services.	Vice Principal People, Performance and Transformation	16	12	12	↔	Cautious	Mitigating actions to be taken
7	BRIC	AI Framework	There is a risk that without a clearly defined AI Framework, using a common language, that the investment, development or application of AI solutions fails to deliver the anticipated benefits because of a knowledge gap and a misalignment to the College strategic objectives resulting in the various parties involved in AI governance, implementation and management will have misunderstandings, resulting in ineffective decision making and risk management.	Vice Principal Finance and Infrastructure	16	12	12	↔	Open	Mitigating actions to be taken
8	LTQC BRIC	People and Culture	Organisational review activity to address the financial sustainability challenges would lead to a deterioration in positive local employee relations and culture across the College: resulting in an increase in staff dissatisfaction which will impact negatively on staff moral and wellbeing and a reduction in engagement by staff to the detriment of the College students.	Vice Principal People, Performance and Transformation	16	9	9	↔	Cautious	Mitigating actions to be taken
9	BRIC	Investing in College Infrastructure	There is a risk that the College is unable to deliver on the objectives set in the College Infrastructure Strategy because of SFC capital funding allocations and capital funding restrictions resulting in the failure to develop and maintain an inspirational college experience through an integrated and high-quality infrastructure.	Vice Principal Finance and Infrastructure	15	9	9	↔	Open	Mitigating actions to be taken

Ayrshire College Strategic Risk Register

Overall Risk Rating

	Insignificant	Minor	Significant	Major	Extreme
Almost certain	5	10	15	20	25
Likely	4	8	12	16	20
Possible	3	6	9	12	15
Unlikely	2	4	6	8	10
Rare	1	2	3	4	5

Probability

Impact

Detailed Description of Risks

The risk matrix below demonstrates how RAG classifications are applied based on the risk score:

RAG SCORE KEY	LEVEL OF RESPONSIBILITY
1-4	**VERY LOW RISK**
5-8	**LOW RISK** Very minimal concern or on Target - Under Management Control When Blue, controls and assurances are adequate/effective in proportion to the risk
9-14	**MODERATE RISK** Minimal concern or on Target - Under Management Control When Green, controls and assurances are adequate/effective in proportion to the risk
15-19	**MEDIUM RISK** At Risk or Late – Under Management Control When Amber, some areas of concern over the adequacy / effectiveness of the controls in place and assurances obtained in proportion to the risk
20-25	**HIGH RISK** At Risk or Late – Not Under Management Control – Action Required When Red, significant concerns over the adequacy/effectiveness of the controls in place and assurances obtained in proportion to the risk

Risk Appetite Statement

	0 NONE Avoidance of risk is a key organisational objective.	1 MINIMAL Preference for very safe delivery options that have a low degree of inherent risk and only a limited reward potential.	2 CAUTIOUS Preference for safe delivery options that have a low degree of residual risk and only a limited reward potential.	3 OPEN	4 SEEK Eager to be innovative and to choose options offering higher business rewards (despite greater inherent risk).	5 SIGNIFICANT Confident in setting high levels of risk appetite because controls, forward scanning and responsive systems are robust.
FINANCIAL How will we use our resources?	We have no appetite for decisions or actions that may result in financial loss.	We are only willing to accept the possibility of very limited financial risk.	We are prepared to accept the possibility of limited financial risk. However, VFM is our primary concern.	We are prepared to accept some financial risk if appropriate controls are in place. We have a holistic understanding of VFM with price not the overriding factor.	We will invest for the best possible return and accept the possibility of increased financial risk.	We will consistently invest for the best possible return for stakeholders, recognising that the potential for substantial gain outweighs inherent risks.
REGULATORY How will we be perceived by our regulator?	We have no appetite for decisions that may compromise compliance with statutory, regulatory of policy requirements.	We will avoid any decisions that may result in heightened regulatory challenge unless essential.	We are prepared to accept the possibility of limited regulatory challenge. We would seek to understand where similar actions had been successful elsewhere before taking any decision.	We are prepared to accept the possibility of some regulatory challenge as long as we can be reasonably confident, we would be able to challenge this successfully.	We are willing to take decisions that will likely result in regulatory intervention if we can justify these and where the potential benefits outweigh the risks.	We are comfortable challenging regulatory practice. We have a significant appetite for challenging the status quo to improve outcomes for stakeholders.
REPUTATIONAL How will we be perceived by the public and our partners?	We have no appetite for decisions that could lead to additional scrutiny or attention on the organisation.	Our appetite for risk taking is limited to those events where there is no chance of significant repercussions.	We are prepared to accept the possibility of limited reputational risk if appropriate controls are in place to limit any fallout.	We are prepared to accept the possibility of some reputational risk if there is the potential for improved outcomes for our stakeholders.	We are willing to take decisions that are likely to bring scrutiny of the organisation. We outwardly promote new ideas and innovations where potential benefits outweigh the risks.	We are comfortable to take decisions that may expose the organisation to significant scrutiny or criticism as long as there is a commensurate opportunity for improved outcomes for our stakeholders.
QUALITY How will we deliver safe services?	We have no appetite for decisions that may have an uncertain impact on quality outcomes.	We will avoid anything that may impact on quality outcomes unless essential. We will avoid innovation unless established and proven to be effective in a variety of settings.	Our preference is for risk avoidance. However, if necessary, we will take decisions on quality where there is a low degree of inherent risk and the possibility of improved outcomes, and appropriate controls are in place.	We are prepared to accept the possibility of a short-term impact on quality outcomes with potential for longer-term rewards. We support innovation.	We will pursue innovation wherever appropriate. We are willing to take decisions on quality where there may be higher inherent risks but the potential for significant longer-term gains.	We seek to lead the way and will prioritize new innovations, even in emerging fields. We consistently challenge current working practices to drive quality improvement.
PEOPLE How will we be perceived by the public and our partners?	We have no appetite for decisions that could have a negative impact on our workforce development, recruitment and retention. Sustainability is our primary interest.	We will avoid all risks relating to our workforce unless essential. Innovative approaches to workforce recruitment and retention are not a priority and will only be adopted if established and proven to be effective elsewhere	We are prepared to take limited risks with regards to our workforce. Where attempting to innovate, we would seek to understand where similar actions had been successful elsewhere before taking any decision.	We are prepared to accept the possibility of some workforce risk, as a direct result from innovation if there is the potential for improved recruitment and retention, and developmental opportunities for staff.	We will pursue workforce innovation. We are willing to take risks which may have implications for our workforce but could improve the skills and capabilities of our staff. We recognize that innovation is likely to be disruptive in the short term but with the possibility of long-term gains.	We seek to lead the way in terms of workforce innovation. We accept that innovation can be disruptive and are happy to use it as a catalyst to drive a positive change.

The College recognises that its appetite for risk varies according to the activity undertaken, and that its acceptance of risk is subject always to ensuring that potential benefits and risks are fully understood before developments are authorised, and that sensible measures to mitigate risk are established.

In terms of priorities, the need to avoid financial, regulatory and reputational risk will take priority over other factors e.g. it will be acceptable to undertake risks in development activities providing they do not expose the College to undue financial, regulatory and reputational risk. Similarly, the College is open to innovation in education and student experience if this supports and enhances its reputation and does not expose it to undue finance or regulatory risks. A balanced assessment must be taken of risks – in many cases there are risks attached to both doing something and doing nothing

The College's appetite for risk across its activities is provided in the following statements:

1) **FINANCIAL** – The College aims to maintain its long-term financial sustainability and its overall financial strength. Whilst targets for financial achievement will be challenging the College has a minimal appetite for risk that puts in peril the long-term sustainability of the College.

2) **REGULATORY**– The College places great importance on governance, and has no appetite for any breaches in statute, regulation, professional standards, bribery or fraud. It wishes to maintain accreditations related to courses or standards of operation, and has no appetite for risk relating to actions that may put accreditations in jeopardy

3) **REPUTATIONAL** – It is regarded as critical that the College preserves its high reputation. The College therefore has a cautious appetite for risk in the conduct of any of its activities that puts its reputation in jeopardy, could lead to undue adverse publicity, or could lead to loss of confidence by the political establishment and funders of its activities.

The above statements take priority over the statements of areas of risk appetite below.

4) **QULAITY**– The College wishes to stimulate students to develop a wish to engage in lifelong learning, encourage an independent attitude and an aspiration to achieve success. It recognises that this should involve an increased degree of risk in developing education and the student experience and is comfortable in accepting this risk subject always to ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risk are established.

5) **PEOPLE** – The College aims to value, support, develop and utilise the full potential of our staff to make the College a stimulating and safe place to work. It places importance on a culture of equality and diversity, dignity and respect, collegiality, annual reviews, the development of staff, and the health and safety of staff, students and visitors. It has a cautious appetite for any deviation from its standards in these areas.

Ayrshire College *(Paper 18)*

Title of Meeting: Board of Management

Date: 11 December 2025

Title: Committee Chair's Report - Learning Teaching and Quality Committee Meeting, 27 November 2025.

Purpose: To Inform, update, and alert the Board to any areas of escalation raised at Board Committee level.

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

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1. **Executive Summary**

   To provide the Board with a summary of significant items considered by the Learning Teaching and Quality Committee (LTQC) meeting in advance of the approved minutes being submitted to the Board in March 2026.

   The LTQC Chair requests the Board to note:
   - The volume and range of activities by the Student Association.
   - The Learning, Teaching & Student Experience Strategy progress.
   - The positive overall position for the Employer Engagement & Innovation Department at this point in the year against the forecasted position.

2. **Strategic Objectives**

   This paper supports our Strategic Ambition through helping fulfil our strategic objectives to deliver outstanding experiences, to be the partner of choice and to play a key role in enabling the future. This is demonstrated by the progress reports and further planned changes detailed in the strategy update, along with the agenda items as described within this quarterly update report.

   Associated Risks

3. There is a risk that the Committee could fail to demonstrate that it was fulfilling the requirements of its Terms of Reference because it has not updated the Board of Management, resulting in a failure to evidence compliance with governing legislation and regulation, and the Board's governance requirements.

4. **Equality and Diversity Impact Assessment**

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

5. **Publication**

   This paper will be published on the College website.
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6. **Background**

A meeting of the Learning Teaching and Quality Committee Meeting took place on 27 November 2025.

7. **Current Situation**

The Committee considered, noted, or approved the following:

Learning, Teaching & Student Experience Strategy Update
The Committee were updated on progress, with an explanation of the BRAG status helping demonstrate progress is generally on track across all the strategy objectives, with some areas having a longer lead in time until completion. The slides are available for all Board members in the Teams Knowledge Bank.

Student Association Report Q2
Main activities were highlighted from the report, with verbal updates on activities since the report submission. There was particular reference made to the two pillars of the Student Association's work, namely the Student Voice and the Student Community, to further ensure that the student voice is heard in all relevant forums.

2025-26 Pulse Surveys Analysis
The Committee were updated on the results of the 2025-26 First Impressions Pulse Survey and the actions arising from the results.

Final 2025-26 Self Evaluation Report and Action Plan
The Committee were provided with the details of the Final 2025-26 Self Evaluation Report and Action Plan. Members reviewed the paper and agreed to provide the paper to the Board of Management for information.

2024-25 Outcomes Framework and Assurance Model Contextual Commentary and Case Studies
The Committee were provided with a verbal update and advised that the final Contextual commentary will be submitted following the next Engagement meeting with the Scottish Funding Council in early December. The case studies information is now not required until Spring 2026.

Performance Dashboard
The Committee received an update and overview of performance information.

Employer Engagement and Innovation Report
The Committee were advised on the overall position for the Employer Engagement & Innovation Department which is positive at this point in the year against the forecasted position. The directorate remains committed to advancing the core objectives outlined in the Employer Engagement Strategy.

Strategic Risk and Opportunities Register
The Committee reviewed and approved the Strategic Risk & Opportunities Register for consideration and approval to the Board of Management.

8.   Proposal

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

9.   Resource Implications

No further resource implications require to be noted.

10.   Consultation

LTQC Chair, LTQC Vice Chair and Board Governance Adviser.

11.

Conclusion

The full Learning Teaching and Quality Committee meeting minutes will be brought to the next Board of Management meeting for information following their approval at the next Learning Teaching and Quality Committee meeting.

Alison Sutherland
Chair, Learning Teaching and Quality Committee
11 December 2025

Ayrshire College   *(Paper 19)*

Title of Meeting: Board of Management

Date: 11 December 2025

Title: Committee Chair's Report – Joint PIFCo & ARC Meeting plus PIFCo Meeting 18 November 2025.

Purpose: To Inform, update and alert the Board of Management to any areas of escalation raised at Board Committee level.

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

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1.   **Executive Summary**
       To provide the Board of Management with a summary of significant items considered by the People, Infrastructure and Finance Committee (PIFCo) meeting in advance of the approved minutes being submitted to the next Board meeting in March 2026.
       The Chair requests the Board to note:
       • The consistently positive audit results within the internal & external audit reports.
       • The progress within the strategy updates, and the further positive developments and actions planned.
       • The financial sustainability challenges for the next 12 months

2.   **Strategic Objectives**
       This paper supports our Strategic Ambition through helping fulfil our strategic objectives to deliver outstanding experiences, to be the partner of choice and to play a key role in enabling the future.

       This is demonstrated by the process within the annual reports and further planned changes detailed in the strategy updates, along with the agenda items as described within this quarterly update report.

       Associated Risks
3.   There is a risk that the Committee could fail to demonstrate that it was fulfilling the requirements of its Terms of Reference because it has not updated the Board of Management, resulting in a failure to evidence compliance with governing legislation and regulation, and the Board's governance requirements.

4.   **Equality and Diversity Impact Assessment**
       An impact assessment is not applicable given the subject of this paper.

5.   **Publication**
       This paper will be published on the College website.
       _____

1. Background

The Business, Resources & Infrastructure Committee Meeting took place on 09 September 2025.

2. Current Situation

The Joint Committees considered, noted or approved the following:

- **2024-25 Audit and Risk Committee Annual Report**
  The ARC Committee members reviewed and recommended approval of the 2024-25 Audit and Risk Committee Annual Report.to the Board of Management.

- **2024-25 Credits / EMA / Student Funds Audit Reports**
  The Joint Committees were presented with the 2024-25 SFC student activity audit report (credits), Educational Maintenance Allowance (EMA) and Student Support Funds audit reports as part of the year end audit reporting suite. Members noted the conclusions reached; that there were no recommendations from the prior year, and that the auditors did not make any recommendations in relation to 2024-25. Feedback and recognition of the consistent hard work resulting in positive audit outcomes to be passed back to the teams involved.

- **2024-25 Internal Audit Annual Report**
  The Joint Committees were presented with the 2024-25 Internal Audit Annual Report as part of the annual assurance suite of reports.

- **2024-25 Audit Report to the BOM and Auditor General**
  The Joint Committee members were updated on the main issues identified in the 2024-25 Audit Report to the Board of Management and the Auditor General, and noted the content in their consideration of the 2024-25 Board of Management Report and Financial Statements.

- **2024-25 BOM Report and Financial Statements**
  The Joint Committee members were advised on the 2024-25 Financial Statements, and the Internal & External Auditors were thanked for their reports, support and advice. The Joint Committees reviewed and recommended approval of the 2024-25 Board of Management Report and Financial Statements to the Board of Management.

- **Letter of Representation**
  The Joint Committees reviewed and recommended approval of the Letter of Representation to the Board of Management.

The PIFCo Committee then considered, noted or approved the following:

- **Health, Safety and Wellbeing Annual Report 2024 – 25**
  The Committee were provided with an annual report on the College's performance in relation to health, safety and wellbeing for the period 1 August 2024 to 31 July 2025. The Committee recommended the Health, Safety and Wellbeing Annual Report to the Board of Management for approval.

- **Infrastructure Strategy Annual Review**
  Members were updated on the College's Infrastructure Strategy 2024–27 which set out a vision to maximise asset utilisation, enhance digital and physical environments, minimise environmental impact, foster collaboration, and strengthen cybersecurity. The strategy was structured around six core objectives, each supported by targeted initiatives and performance metrics. Updates were provided on the six objectives.

- **Facilities and Sustainability Update Report**
  Members were updated on the College Facilities and Sustainability, and were requested to note the content of the report.

- **Annual Procurement Report 2024 – 25**
  Members reviewed and approved the Annual Procurement Report 2024 – 25 for publication.

- **Management Accounts as at 30 September 2025**
  The Committee were provided with a summary of the College's financial position with an outline of the key variances. The Committee reviewed and recommended the Management Accounts as of 30 September 2025 to the Board of Management for approval.

- **Financial Matters Update Report**
  The Committee were updated on several key matters including Key Stakeholder Engagement; External / Internal Audit; Taxation; Banking and Loans.

- **People Strategy Quarterly Report**
  Members were introduced the new people dashboard providing a link to the most up to date workforce data for staff absences, development, recruitment and health, safety and wellbeing.

- **SAI Operations Update**
  The Committee were provided with a verbal update, noting accreditation approval for Part 147 and progress to date for the appointment of SAI Board members.

- **Strategic Risk & Opportunities Register**
  The Committee reviewed and approved the Strategic Risk & Opportunities Register for consideration and approval to the Board of Management.

3 Proposal

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

4 Resource Implications

No further resource implications require to be noted.

5 Consultation

Chair PIFCo, Vice Chair PIFCo, Chair ARC, Vice Chair ARC, Board Governance Adviser.

6 Conclusion

The full PIFCo meeting minutes will be brought to the next Board of Management meeting for information following their approval at the next PIFCo meeting.

Matthew Wilson
Chair, People, Infrastructure & Finance Committee
11 December 2025

Ayrshire College   *(Paper 20)*

Title of Meeting: Board of Management

Date: 11 December 2025

Title: Committee Chair's Report – Joint ARC & PIFCo Meeting 18 November & ARC Meeting, 02 December 2025.

Purpose: To Inform, update and alert the Board to any areas of escalation raised at Board Committee level.

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

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1.   **Executive Summary**

To provide the Board with a summary of significant items considered by the Audit and Risk Committee meeting in advance of the approved minutes being submitted to the next Board meeting in March 2026.

The Chair requests the Board to note:
- The first joint ARC & PIFCo meeting to consider the financial papers
- The consistent high standard of internal & external audit results
- The volume of proactive work being taken forward to provide further assurance.

2.   **Strategic Objectives**

This paper supports our Strategic Ambition through helping fulfil our strategic objectives to deliver outstanding experiences, to be the partner of choice and to play a key role in enabling the future. This is demonstrated by the favourable audit reports, along with the agenda items as described within this quarterly update report.

3.   **Associated Risks**

There is a risk that the Committee could fail to demonstrate that it was fulfilling the requirements of its Terms of Reference because it has not updated the Board of Management, resulting in a failure to evidence compliance with governing legislation and regulation, and the Board's governance requirements.

4.   **Equality and Diversity Impact Assessment**

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

5.   **Publication**

This paper will be published on the College website.

1. **Background**

    A joint meeting of the Audit and Risk Committee with the People, Infrastructure and Finance Committee took place to cover the financial papers on 18 November 2025, plus a meeting of the Audit and Risk Committee Meeting took place on 02 December 2025.

2. **Current Situation**

    The Joint Committees considered, noted or approved the following:

    - **2024-25 Audit and Risk Committee Annual Report**
    The ARC Committee members reviewed and recommended approval of the 2024-25 Audit and Risk Committee Annual Report.to the Board of Management.

    - **2024-25 Credits / EMA / Student Funds Audit Reports**
    The Joint Committees were presented with the 2024-25 SFC student activity audit report (credits), Educational Maintenance Allowance (EMA) and Student Support Funds audit reports as part of the year end audit reporting suite. Members noted the conclusions reached; that there were no recommendations from the prior year, and that the auditors did not make any recommendations in relation to 2024-25. Feedback and recognition of the consistent hard work resulting in positive audit outcomes to be passed back to the teams involved.

    - **2024-25 Internal Audit Annual Report**
    The Joint Committees were presented with the 2024-25 Internal Audit Annual Report as part of the annual assurance suite of reports.

    - **2024-25 Audit Report to the BOM and Auditor General**
    The Joint Committee members were updated on the main issues identified in the 2024-25 Audit Report to the Board of Management and the Auditor General, and noted the content in their consideration of the 2024-25 Board of Management Report and Financial Statements.

    - **2024-25 BOM Report and Financial Statements**
    The Joint Committee members were advised on the 2024-25 Financial Statements, and the Internal & External Auditors were thanked for their reports, support and advice. The Joint Committees reviewed and recommended approval of the 2024-25 Board of Management Report and Financial Statements to the Board of Management.

    - **Letter of Representation**
    The Joint Committees reviewed and recommended approval of the Letter of Representation to the Board of Management.

The ARC Committee Members held their annual meeting with External and Internal Auditors without staff members present, as per their Terms of Reference.

The ARC Committee considered, noted or approved the following:

- **2024-25 Freedom of Information Annual Report**

The Committee considered that no adjustments were required to the Internal Audit Plan and approved the Freedom of Information Annual Report for publication to the Board of Management.

- **2024-25 Complaints Annual Report**

The Committee noted the report findings, considered that no adjustments were required to the Internal Audit Plan in light of the trends and risks identified, and approved the report for publication to the Board of Management.

- **Internal Audit Reports**

The External Communications audit provided a strong level of assurance over the College's external communications methods, with one low level recommendation to enhance the Website Management Procedure and Guidance document.

The Student Voice audit provided a strong level of assurance over the College's student voice arrangements, and no recommendations were raised.

- **Internal Audit Progress Report**

The Committee were updated on the audit assignments plan, with Visit 1 now completed, and future audit work plans for 2026 explained, setting out the scope and objectives of the work, allocating resources and establishing target dates for the completion of the work.

- **Cyber Incident Response Plan**

The Committee were presented with the proposed approach for the College's Cybersecurity Incident Response Plan (CSIRP), and an outline of the process for ongoing monitoring, assurance and consultation to ensure the CSIRP remains effective and up to date. The Committee considered and approved the proposed approach to the College's Cybersecurity Incident Response Plan.

- **Assurance Map**

The Committee noted, reviewed and approved the proposed next steps for finalisation and implementation of the Assurance Map.

- **Strategic Risk & Opportunities Register**

The Committee reviewed and approved the updated Strategic Risk Register for consideration and approval to the Board.

- **Review of effectiveness of the External Auditor**

The Committee reviewed the report and confirmed they were content with the outcome of the review of effectiveness of the External Auditor as presented.

3. Proposal

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

4. Resource Implications

No further resource implications require to be noted.

5. Consultation

Chair & Vice Chair ARC, Chair & Vice Chair PIFCo, Board Governance Adviser.

6. Conclusion

The full Audit and Risk Committee meeting minutes & the Joint Committee minutes will be brought to the next Board of Management meeting for information following their approval at the next ARC meeting & the next PIFCo meeting.

Jane Grant
Chair, Audit and Risk Committee
11 December 2025

Minute of the Learning, Teaching and Quality Committee Meeting
Held by Hybrid Attendance at Kilmarnock Campus and via Microsoft Teams
Thursday 04 September 2025

Present:

Alison Sutherland	Chair LTQC
Jane Grant	Non-Executive Board Member
Gillian Longmuir	Non-Executive Board Member
Michael Ross	Non-Executive Board Member
Iain Shearer	Non-Executive Board Member
Gayle Watson	Co-opted Committee Board Member
Chris Boyce	Elected Member, EIS/FELA
Angela Cox	Principal, Ex-officio
Marko Prororic	Elected Member, Professional Services/Support Staff.
Connor Skipsey	Elected Member, Student Vice President
Janette Steel	Elected Member, Curriculum Staff

In attendance:

Jennifer Anderson	Assistant Principal, Skills and Innovation
David Davidson	Vice Principal, People, Performance and Transformation
Gavin Murray	Assistant Principal, Skills and Innovation
Sara Rae	Vice Principal, Skills and Enterprise
Alan Ritchie	Vice Principal, Finance and Infrastructure
Alistair Rodgers	Director of Enterprise Development
Doreen Wales	Assistant Principal, Student Experience & Quality Enhancement
Richard Simson	Head of Business Intelligence & Information Systems (Item 10 only)
Hilary Denholm	Board Governance Advisor
Katelyn Kilbride	Executive Assistant (Minutes)

1. Welcome and Declarations of Interest

Alison Sutherland, Chair of the Learning, Teaching and Quality Committee, welcomed everyone to the meeting, including new members and new attendees. The Chair requested all attendees introduce themselves and their roles.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

2. Apologies

Apologies were received from Brian Green, Vice Chair LTQC, Lisa Keggans, Elected Member, UNISON, Darcie Hamilton, Elected Member, Student President and Jason Currie, Non-Executive Board Member.

3. Minutes of the previous meeting held on 29 May 2025 *(Paper 1) (C/P)*

The minutes of the meeting held on 29 May 2025 were approved as a correct record.

Proposed: Gillian Longmuir   **Seconded**: Angela Cox

3.1 Action Tracker *(Paper 1a)*

The Committee noted that there were no outstanding actions.

4. Student Association Report Q1 (Paper 2) (P)

C Skipsey highlighted the main activities from the report and verbally updated the Committee on activities since the report submission.

> **The Committee noted:**
>
> - The Student Association (SA) team attended the sparqs 'Lead and Change' two-day residential conference in August and are undertaking a further review of the sparqs SLE model.
>
> - A campaign plan is underway for Dyslexia Awareness week in October.
>
> - Freshers events are organised to take place in Kilmarnock on Wednesday 10 September, Ayr on Thursday 11 September and Kilwinning on Friday 12 September.
>
> - The SA have introduced the opportunity to win a £100 gift card to students for engaging with NEXUS.
>
> - The Brighten Our Campus project is progressing positively. Flowers have been planted at each campus and furniture has been purchased to establish a well-being garden in Kilwinning.
>
> - The Ayrshire College flower (Blue Columbine) has been planted in various locations around campus, and the Student Association team hope to celebrate with a small ceremony.
>
> The Committee welcomed the report and noted informative updates.

5. Student Association Presentation – The Nexus

> C Skipsey presented the NEXUS video to members.
>
> **The Committee noted:**
>
> - J Steele praised the Student Association for their efforts and reinforced the positive impact of the NEXUS platform.
>
> - D Wales noted almost 600 visits to the NEXUS and highlighted 295 of those visits occurred following the Festival of Practice.
>
> - A Cox highlighted the importance of reaching students like apprentices and ensuring engagement with the NEXUS platform. C Skipsey advised the first step is to launch the NEXUS at Freshers and then the focus will shift to engagement with students. It was agreed Vice Principal Skills and Enterprise and Director Enterprise Development would assist with helping to encourage engagement amongst Modern Apprentices.

- A Cox also highlighted the prospect of expanding the NEXUS into more specific areas in the future.

- A Sutherland queried the functionality of the questions tab. C Skipsey advised there is an AI generated responder who has knowledge of the College website and Class Ambassadors video. D Wales added that the questions received are moderated.

The Committee welcomed the presentation.

6. **2025-26 Committee Terms of Reference & Work Plan** (Paper 3) (P)

H Denholm highlighted the suggested changes to the Committee Terms of Reference and updates to the 2025/26 Committee Workplan.

The Learning, Teaching and Quality Committee were asked to review the revised Terms of Reference and the 2025/26 Work Plan for the Learning, Teaching and Quality Committee, and recommend approval to the Board.

A Cox queried page 4 of the paper under heading 'meetings:'

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

It was agreed that the Terms of Reference will be reviewed by the Chair and Hilary Denholm.

The Committee is asked to note the current Committee Membership.

Decision: LTQ49-D01: The Committee reviewed the revised Terms of Reference and the 2025/26 Work Plan for the Learning, Teaching and Quality Committee and recommended approval to the Board subject to the review of the following statement: "The Committee shall normally meet on a quarterly basis but shall meet on a minimum of three occasions per annum."

7. **2024-25 Interim Ayrshire College Performance Indicator Report** (Paper 4) (P)

S Rae presented on the interim 2024-25 Performance Indicators and noted the following:

- Further Education Full-Time is positive.

- Further Education Part-Time is positive.

- Higher Education Full-Time is positive.

- Higher Education Part-Time was initially recorded as being significantly lower however this was due to outstanding results. The most recent internal data showed only a 0.4% variance from last year.

- S Rae advised the data shows the recognised challenges faced by the College, and the wider Sector, in 2023-24 and the efforts made in 2024-25.

- A very positive picture was presented on successful outcomes linked to priority groups.

The presentation will be circulated with the minute.

The Committee welcomed the report and noted the informative updates.

8. **2023-24 College Sector KPI Benchmarking Report** (Paper 5) (P)

S Rae presented the 2023-24 College Sector KPI Benchmarking Report.

The Committee noted:

- Members were reminded of Industrial Action throughout 2023-24 which impacted KPIs and noted the change in universities providing unconditional offers.

- S Rae noted the focus on priority groups and the exceptional results for the College in 10% Deprived, 20% Deprived, Disability and Care Experienced categories.

- G Murray highlighted the Skills and Enterprise Team are reviewing how courses are delivered to understand the differences and implement good practices across all areas.

- J Anderson reiterated the changes in her area and noted that areas for improvement are being reviewed. Jennifer also noted that College 3C time is being utilised to review KPI data and discuss innovative ideas to tackle areas of concern and all management received Evolve Leadership training as part of this.

- D Wales advised that the Curriculum Improvement process has been reintroduced and Heads/CQMs are being encouraged to review and understand KPIs. This has included training sessions for CLT which were delivered by Scottish Funding Council colleagues.

The presentation will be shared with the minute.

Members noted the report as presented.

14. **AOB**

The Chair noted key points will be shared with Board Members and welcomed feedback on the format of meetings.

No other business noted.

Date of Next Meeting: Thursday 27 November at G93, Dam Park, Ayr Campus.

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

RESERVED ITEMS ON THE NEXT PAGE

Minute of the Business, Resources and Infrastructure Committee
Hybrid meeting held at Kilmarnock Campus and via Microsoft Teams on
Tuesday 9 September 2025

Present:

Matthew Wilson	Chair
Tracey Dalling	Vice Chair
Alicia Clyde	Non-Executive Board Member
Jason Currie	Non-Executive Board Member
Angela Cox	Principal, Ex-Officio
Janette Steel	Elected Member, Curriculum

In attendance:

Sara Rae	Vice Principal – Skills and Enterprise
David Davidson	Vice Principal – People, Performance and Transformation
Alan Ritchie	Vice Principal – Finance and Infrastructure
Gillian Brown	Strategic People Partner
Martin Hammond	Head of Health, Safety and Wellbeing
Brad Johnstone	Director of Digital Infrastructure
Liz Walker	Chief Financial Controller
Hilary Denholm	Board Governance Advisor
June Northcote	Executive Assistant (Minute)

1. **Welcome and Declarations of Interest**

   The Chair welcomed everyone to the meeting, including new members Alicia Clyde and attendee Sara Rae.

   The Chair announced the new Vice Chair as Tracey Dalling, going on to express thanks to Michael Ross for his contribution to BRIC, as he left to take up the post of ARC Vice Chair.

   The meeting was confirmed as quorate.

2. **Apologies**

   Apologies were noted from Lisa Keggans, Elected Member (Unison) and the Elected Student President, Darcie Hamilton.

3. **Minutes of the Previous Meeting held on 3 June 2025** *(Paper 1) (P)*

   The minute was approved as an accurate account.

   Proposed: Angela Cox   Seconded: Tracey Dalling

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

   The Committee noted all previous decisions and completed actions. It was also noted that two actions were due for completion in November.

4.   Matters Arising

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

10.   Procurement Framework *(Paper 6) (P)*

L Walker summarised the Colleges Procurement Framework 2025-28, which sets out the College's strategic direction and objectives in terms of procurement.

Those present were advised that the Framework would be reviewed annually to ensure it remained relevant, with progress measured through a six-month report to the Senior Leadership Team, annual action plan reviews and the publication of the College Annual Procurement Report.

The Committee noted the five core outcomes.

1. Robust and Transparent Procurement Process: Adhering to relevant legislation and ensuring fairness, equality and non-discrimination in procurement.

2. Maximising Efficiency and Collaboration: Securing value for money by engaging early with stakeholders, delivering financial savings and generating community benefits.

3. Embedding Sustainability in Procurement: Implementing ethical, social and environmental policies aligned with the Scottish sustainable procurement duty.

4. Procurement Skills Enhancement: Expanding procurement knowledge across all staff levels through training and professional development.

5. Driving Innovation and Digital Transformation: Expanding e-procurement platforms, contract lifecycle management systems and exploring AI and automation.

Decision BRIC33-D03: The Committee recommended the Procurement Framework to the Board of Management for approval.

15.   AOB

No other items of business were noted.

16.   Date of Next Meeting

The next meeting is scheduled to take place on Tuesday, 18 November 2025 from 4pm (joint meeting with ARC for the financial papers then BRIC only from 5pm onwards).

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

RESERVED ITEMS ON THE NEXT PAGE

Minute of the Audit and Risk Committee
Held by Hybrid Attendance at Kilmarnock Campus
Thursday 16 September 2025

Present:

Jane Grant	Chair
Michael Ross	Vice Chair
Brian Green	Non-Executive Board Member
Chris Boyce	Elected EIS-FELA Staff Member
Marko Prorocic	Elected Professional Services Staff Member

In attendance:

David Davidson	Vice Principal, People, Performance & Transformation
Hilary Denholm	Board Governance Advisor & Minutes
Brad Johnstone	Director of Digital Infrastructure
Sara Rae	Vice Principal, Skills & Enterprise
Alan Ritchie	Vice Principal, Finance & Infrastructure
Liz Walker	Chief Financial Controller
Siobhan Hamilton	Wbg – Internal Auditor Manager
Andy Reid	Azets – Director, External Auditors

1. Welcome and Declarations of Interest

The Chair welcomed all present to the meeting including new members & attendees.

There were no Declarations of Interest presented.

The meeting was confirmed as quorate.

2. Apologies

Apologies were received Gillian Longmuir, Non-Executive Board Member.

3. Minutes of the Previous Meeting held on 10 June 2025 *(Paper 1)* C/P

The minutes were approved as a correct record.

Proposed: Chris Boyce **Seconded:** Gillian Longmuir *(confirmed via email post meeting)*

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

The Committee noted all previous decisions and actions were completed.

4. Matters Arising

There were no other outstanding matters arising from the minutes.

5. 2025-26 Committee Terms of Reference and Workplan *(Paper 3) (P)*

H Denholm & A Ritchie highlighted the main proposed updates to the Committee Terms of Reference (ToR), and the associated annual workplan revisions.

The Committee was asked to:
a) Review & approve the revised Terms of Reference (Appendix 1).
b) Review and approve the 2025-26 Committee Work Plan (Appendix 2).
c) Note the current Committee Membership (Appendix 3).

The Committee noted:

- Areas of strong alignment with best practice within the ToR included clear remit and scope; independence and membership; Audit oversight; risk management / reporting and transparency.

- Opportunities for enhancement to the ToR included cyber security governance, performance management, stakeholder engagement and succession planning.

Discussion took place around additional verbal alterations within membership & meeting sections which were also approved.

Decision: ARC49-D01 - The Committee reviewed and approved the revised Terms of Reference subject to additional verbal alterations and the 2025-26 Committee Workplan.

7. 2025-26 Internal Audit Plan Paper 4 (P)

The Committee were presented with the final 2025-26 Internal Audit Plan following the review undertaken at the June Committee meeting. The Audit and Risk Committee were requested to approve the 2025-26 Internal Audit Plan.

The Committee noted:

- The revised plan incorporates updates from the June 2025 review including a revised contract extension to 31 July 2026 with an optional further year, updated assignment personnel, a reduction of follow-up review days from five to two and the addition of three days for assurance mapping consultancy.
- The plan maintains consistency in audit areas and days while including minor editorial refinements.

Discussion took place around training topics with agreement that cyber training would be offered in a twilight session along with BRIC members, with Risk Management and the role of the Board being offered in February 2026 for all Board members.

Action: ARC49-A01 CDN Finance for Non-Financials training information to be circulated to ARC members.

Decision: ARC49-D02 - The Committee reviewed and approved the revised 2025-26 Internal Audit Plan.

9.Assurance Mapping update Verbal (P)

The Committee received a verbal update from A Ritchie on the progress with the Assurance Mapping project to bring a visual representation of all assurance work undertaken across the College. The ELT will be reviewing the first draft next month, which will then be brought back to the Committee.

Discussion took place around information on Assurance Mapping for the new ARC members, and it was agreed to circulate the previous information on Assurance Mapping form the March ARC meeting.

ARC49-A02: Assurance Mapping information from March 2025 meeting to be circulated to new ARC members

14. AOB

There was no other business.

Date of Next Meetings:

Joint ARC & BRIC 18 November 2025 (4-5pm) – Financial Statements only

ARC Tuesday 02 December 2025 (4–5pm)

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

RESERVED ITEMS ON THE NEXT PAGE

Ayrshire College *(Paper 24)*

Board of Management

11 December 2025

Title: AY 2024-25 Outcome Agreement Self-Evaluation Report

Purpose: To provide members with details of the final AY 2024-25 Outcome Agreement and Self-Evaluation Report.

Recommendation: Members are invited to review the final AY 2024-25 Outcome Agreement and Self-Evaluation Report for information.

1. Executive Summary

College and University Outcome Framework and Assurance Model Guidance

The Scottish Funding Council introduced a revised approach to assurance and accountability from AY 2024-25. Outcomes Framework and Assurance Model (sfc.ac.uk)

AY 2024-25 Outcome Agreement Self-Evaluation Report

In order to complete the AY 2024-25 Outcome Agreement cycle, each college must produce a short self-evaluation report for AY 2024-25 (Appendix 1) and produce two case studies to accompany the report. We are still awaiting guidance on the contextual statement and case studies requirements from SFC.

2. Associated Risks

The Outcome Agreement (OA) between SFC and the College provides assurance on and accountability for the use of allocated funding in Academic Year (AY) 2024-25.

3. Equality and Diversity Impact Assessment

EqIA not required.

4. Publication

Due to the commercially sensitive information contained in this paper, it will not be published on the College's website.

Sara Rae
Vice Principal, Skills and Enterprise
20 November 2025

Ayrshire College Self-Evaluation and Action Plan AY 2024-25

Empowering People
for a **Changing World**

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Ayrshire College Self Evaluation and Action Plan – November 2025

The College and its context

Ayrshire College is a large regional college that serves approximately 12,000 students each year across three campuses in Ayr, Kilmarnock, and Kilwinning. As a critical driver of socio-economic development in Ayrshire and beyond, the College delivers education, skills training, and personal development aligned with regional priorities and industry needs.

The curriculum offer reflects the Ayrshire Growth Deal and regional plans, with core strengths in Engineering, Construction, and the Wellbeing Sector. Strategic partnerships—such as the Aerospace, Space and Technology Application Centre (ASTAC), which is being developed as a Technology, Skills and Training Hub within the Prestwick Aerospace Cluster, and the 5G Innovation Region—position the College at the forefront of innovation, enabling students to gain expertise in emerging technologies including augmented and virtual reality. These strategic partnerships present significant opportunities for growth in delivery. By leveraging these partnerships, the College can expand its curriculum to include more advanced technology courses, thereby attracting a larger student base and meeting the evolving needs of the industry

The College maintains active collaboration with East, North, and South Ayrshire councils, local schools, employers, and community partners to promote economic growth and social inclusion. We play a vital role in supporting students from diverse backgrounds, particularly in East and North Ayrshire, areas with some of the highest rates of multiple deprivation and child poverty in Scotland outside Glasgow.

Ayrshire College is committed to equality outcomes and prioritises the needs of care-experienced students. Like many institutions, we face funding challenges that require strategic financial planning and resource allocation. Through our commitment to partnership and innovation, the College continues to advance skills development and deliver opportunities that support the region's prosperity and social wellbeing.

A significant amount of work has been undertaken recently to develop and operationalise the College ambition and underpinning strategies. This includes the launch of the new Strategic Ambition 2024-27 Empowering People for a Changing World, which features three strategic objectives: to deliver outstanding experiences, to be a partner of choice, and to play a key role in enabling the future.

To support the Strategic Ambition, four enabling strategies have been introduced: the Learning, Teaching and Student Experience Strategy, focused on delivering outstanding, inclusive, and transformative learning; the Employer Engagement Strategy, designed to create partnerships with key employers and stakeholders and align the skills offer with regional priorities; the People Strategy, which supports staff development and wellbeing; and the Infrastructure Strategy, aiming for a high-quality, technologically advanced, and sustainable environment. All activities now align with these strategies, with clear mechanisms in place to monitor progress and a shared understanding of our direction.

Principle 1   Excellence in Learning, Teaching and Assessment

Strategic Leadership of Learning and Teaching

The Learning, Teaching and Quality Steering Group, chaired by the Vice Principal Skills and Enterprise, was fully established in AY 2024-25 to oversee the delivery and monitoring of the Learning, Teaching and Student Experience Strategy 2024-27. The Steering Group, which reports to the Learning, Teaching and Quality Committee of the Board, contributes to the strategic leadership of learning and teaching at Ayrshire College. The Learning, Teaching and Student Experience Strategy, one of four underpinning College strategies, is monitored on a regular basis by the Senior Leadership Team through strategic actions which are set out in the College Operating and Enhancement Plan (COEP). In AY 2024-25, a number of College Leadership Team (CLT) workshops, focusing on the enhancement of learning and teaching, were delivered by facilitators including Education Scotland.

Reflection on available student outcomes/performance data for AY 2024-25

SFC audited statistical data, for AY 2024-25, has not yet been published. Therefore, the data presented in this report is based on Ayrshire College's figures prior to SFC publication. The most recent Scottish Funding Council (SFC) College Performance Indicators publication is for AY 2023-24

SFC Activity Target

Table 1 provides detail of the SFC core credit activity target and the College's outturn position. The College exceeded its core credit activity target by 861 credits.

	Target	Final Audited Position	Over/under
SFC Core Credit target	111,480	112,933	453

Key Performance Indicators (KPIs)

Changes to SFC reporting mean that from AY 2023-24, the non-completion outcome has been introduced and early withdrawals (i.e. students withdrawing from their course before the funding qualifying date) have been excluded from the main section of the SFC Student Outcomes report and instead are reported in a separate section. The College will continue to analyse early withdrawal rates alongside rates of non-completion to understand any potential trends and areas for improvement.

Early Withdrawal
The continued focus on improving retention saw the early withdrawal rate for learners on full-time FE programmes improve by 1.3% and by 1.1% for learners on full-time HE programmes (Table 2). The figure for part-time FE learners also improved by 0.9%. However, the rate decreased by 0.5% for part-time HE learners.

Table 2 - AY 2024-25 – Early Withdrawal rates

Mode of attendance	2024-25 Early Withdrawal rates %	% Difference 2023-24
FE FT	3.9	1.3
FE PT	3.8	0.9
HE FT	3.4	1.0
HE PT	3.6	0.5

Non-completion

In AY 2024-25, non-completion rates improved across all programmes apart from part-time HE programmes. The overall non-completion rate for learners on full-time FE programmes was 17.9%, a 3.6% improvement on AY 2023-24. The non-completion rate for learners on part-time FE programmes was 5.5%. This represents a 1.2% improvement on the previous year. The non-completion rate for learners on full-time HE programmes was 18.3% in AY 2024-2025, which was 3.4% lower than the previous year.

The non-completion rate for learners on part-time HE programmes was 5.5% in AY 2024-2025, an increase of 0.3% from the previous year.

Table 3 - AY 2024-25 – Non-completion rates

Mode of attendance	2024-25	% Difference 2023-24
FE FT	17.9	3.6
FE PT	5.5	1.2
HE FT	18.3	3.4
HE PT	5.5	0.3

Partial Success and Success rates

FE Full Time and FE Part Time

Partial success and completed successful rates for FE FT are shown in Table 1.

Table1

Further Education – Full Time			
	2023-24	2024-25	Difference
Partial Success	10.1%	7.2%	2.9%
Completed Successful	68.4%	74.4%	6.0%

Partial success and success rates for FE PT are shown in Table 2.

Table 2

Further Education – Part Time			
	2023-24	2024-25	Difference
Partial Success	7.8%	5.1%	2.7%
Completed Successful	85.4%	88.4%	3.0%

HE Full Time and HE Part Time

Partial success and success rates for HE FT are shown in Table 3.

Table 3

Higher Education – Full Time			
	2023-24	**2024-25**	**Difference**
Partial Success	14.2%	11.9%	2.3%
Completed Successful	63.7%	68.6%	4.9%

Partial success and success rates for HE PT are shown in Table 4.

Table 4

Higher Education – Part Time			
	2023-24	**2024-25**	**Difference**
Partial Success	4.9%	4.7%	0.2%
Completed Successful	88.9%	82.2%	6.7%

Professional Development, Peer Review and Evaluation of Learning and Teaching

During AY 2024-2025, Ayrshire College developed the Knowledge, Skills and Behaviour Framework in collaboration with staff and managers. This initiative aims to provide curriculum staff with a structured tool to identify and develop the skills required to deliver high-quality learning and teaching. For AY 2025-2026, the Framework will be implemented across all curriculum areas, with processes created to support staff recruitment and retention. The integration of the Framework, alongside the launch of the "Great Conversations" initiative, is intended to assist in forming individual and team development plans and highlighting skills gaps and learning opportunities.

To further enhance quality in learning and teaching, several professional development sessions were conducted throughout AY 2024-25 involving Heads of Learning and Curriculum Quality Managers (CQMs). Education Scotland contributed by facilitating a workshop focused on using data to drive performance improvements.

A significant outcome from the SEAP AY 2023-24 was the establishment of a Learning and Teaching Academy (LTA), officially launched in January 2025. The LTA's mission is to foster continuous improvement, innovation, and collaboration, ensuring an excellent learning experience for all students. It focuses on standardising teaching practices, promoting peer learning and sharing best practice, and providing pedagogical-based continuing professional development (CPD) resources.

The LTA has identified three priority projects for AY 2025-26: embedding the Peer Review Model, establishing Communities of Practice, and supporting new lecturers. The Peer Review Pilot involved 64 staff members, with feedback used to refine the process. The updated Peer Review Model for AY 2025-26 was launched at the Festival of Practice event in August 2025, with participation expected from all lecturing staff throughout the year.

To build collaborative learning environments, several Communities of Practice have been created, focusing on areas such as meta skills, neurodiversity, and trauma-informed practice. Digital platforms like Viva Connections and Viva Engage support staff in sharing knowledge and experiences, while the Student Association hosts its own community.

Recognising gaps in support for new lecturers, especially those without teaching backgrounds, a new Lecturer Support Programme has been introduced. This includes a peer mentoring scheme and pedagogical resources, ensuring lecturers can update their knowledge and skills and adapt to rapidly changing technology.

A self-reflection model is also being rolled out, designed to complement the Peer Review Model. Supporting documentation is being finalised, with staff encouraged to engage in self-reflection alongside peer reviews. This practice will also be embedded in the New Lecturer Support Programme. Throughout AY 2025-26, the LTA will continually evaluate and monitor the progress and impact of these key projects, driving ongoing enhancement in learning and teaching across the College.

Connect and Reflect

In AY 2024-25, the College extended its sharing practice sessions with the delivery of five Connect and Reflect sessions. A total of 213 members of staff attended the Connect and Reflect sessions and a further 41 members of staff facilitated the sessions. The following feedback from participants highlights the positive impact of the sessions:

"I really enjoyed that it was colleagues sharing information about what was working well for them practically and hearing about and learning from all the different approaches across the departments. I thought it was really important that the atmosphere was supportive to encourage people to share what they're doing (and it was!)".

"People discussing project or approaches and how they use them was good, it made me reflect and consider where I could use different tools and approaches".

Maintenance of Academic Standards

In AY 2024-25, there were 42 External Verification (EV) visits to Ayrshire College by a number of Awarding Bodies and materials were sent to SQA for two central Quality Assurance activities. This was a decrease of 23 external verification activities from AY 2023-24, which reflects Ayrshire College's continuing low risk status. Of these 42 external verification activities 39 were deemed Successful/High Confidence at the first visit. There were two identified actions for the unsuccessful visit which were actioned timeously, ensuring no impact on student certification.

Actions from EV activities inform Team Operating and Enhancement Plans (TOEPs) and are monitored by the Quality Enhancement Team. Many External Verifiers recorded areas of good practice including candidate feedback, the use of integrated and holistic assessment approaches and candidate information and support.

Ayrshire College also participated in a Provider Monitoring Visit by SQA Accreditation and two Qualification Approval visits. Each visit included an audit of the College's systems, policies and processes, which support the delivery and assessment of Awards and Qualifications. Ayrshire College was found to be fully compliant at all visits.

These EV activities provided robust evidence that the College is maintaining high academic standards and continuing to develop good practice in inspiring and innovative ways. The College will continue to embrace and welcome the opportunity to work with our Awarding Bodies.

Enhancing the Learning Environment, Resources and Technologies

During AY 2024-25, the College replaced any laptops that were situated within classrooms and bookable through our Learning Resource Centres (LRCs) and made them accessible through LapSafe lockers. 625 laptops are now distributed across 9 locker stations covering the 3 main campuses. The solution provides a more accessible student-controlled system where students can pre-book or collect whenever suits their needs. Initial feedback has been very positive and the College will continue to monitor and evaluate the use and impact of this change in AY 2025-26.

The College also finalised its proof of concept on Microsoft Azure Virtual Desktop (AVD). This has resulted in a marked improvement in performance for students, alongside a more streamlined backend infrastructure, removing some of the complexities of the previous solution. AVD will be the main desktop solution for students in AY 2025-26, providing access to resources both inside and outside of our campuses.

Curriculum planning, design and delivery – meeting the needs of students and employers

The College plays a pivotal leadership role in bringing partners together to ensure that the learning and skills offer is planned on a regional basis and is aligned to the needs of employers in the Ayrshire region. The alignment of the curriculum with regional and industry needs is crucial for growth. Curriculum planning is informed by the latest labour market information for Ayrshire and Scotland, the Ayrshire Regional Economic Strategy (RES) Ayrshire Growth Deal and the Ayrshire Regional Skills Investment Plan. This ensures that the curriculum offer remains relevant and attractive to both students and employers, leading to increased enrolment and enhanced delivery.

Enhancing Industry Partnerships and Apprenticeships

In AY 2024-25, the College strengthened industry partnerships and expanded apprenticeships to address workforce needs, especially in key regional sectors. Collaborations with companies like GE Aerospace and Spirit Aerosystems enabled the College to deliver specialised training tailored to industry demands, enhancing its impact on workforce development and growth.

Commercial SVQs
Recruitment for commercial SVQs is ongoing throughout the academic year. Health & Social Care SVQ provision for South Ayrshire Council continued throughout AY 2024-25, with ongoing demand for individual SVQs in Health & Social Care. There is increased interest in Engineering SVQs, particularly from Spirit Aerosystems and Ryanair.

Composites
The College has made positive advances in aerospace industry training, notably in composites - a speciality area. Both GE Aerospace and Spirit Aerosystems have commissioned courses, with GE Aerospace expected to bring delegates from its US and Hungarian sites. This strengthens the College's position as a regional and international leader in advanced manufacturing training.

GE Hungary Composite Material Training
Discussions are ongoing to deliver composite materials training to operational staff at GE Caledonian's Hungarian site near Budapest. If successful, lecturers will deliver multiple 3-day training courses

through AY 2025-26, with the contract valued at approximately £75,000. A scoping visit to GE Hungary took place in June 2025 to clarify requirements. This initiative aligns with the College's ambition to be a national and international aerospace training partner.

Ayr Utd FC Modern Apprenticeship
In AY 2024-25, Ayrshire College partnered with Ayr Utd Football Club to deliver seven Modern Apprenticeships in Achieving Excellence in Sports Performance. This unique approach integrates the club's coaching staff in apprenticeship delivery, supporting apprentices' ambitions to become professional footballers.

Bridgend Motor Group
Bridgend Motor Group, a family-run car dealership in Ayrshire with over 280 employees at 7 branches, has launched a training academy to boost youth recruitment and retention through in-house and OEM courses. After discussions with the College, they plan to recruit trainees from the College's full-time students into their academy, leading to a Modern Apprenticeship. Ten applicants will join the College's automotive apprenticeship programme.

A&L Mechanical Installations Ltd
A&L Mechanical Installations, an engineering firm servicing the water supply industry since 1990, has increased its UK profile through a robust growth strategy. Although new to the Modern Apprenticeship programme, the company has shown interest following constructive College engagement, including a scheduled staff tour.

Modern Apprenticeship in Regulatory Services
Environmental Health Services and Trading Standards face significant challenges, with reductions in the workforce of 23% and 20% respectively and a limited pipeline for new entrants. The College, together with SOCOTSS, REHIS, and Edinburgh College, has developed a new Modern Apprenticeship for Regulatory Services, offering alternative entry points to these professions. Eight young people have joined across multiple local authorities, representing the first cohort of apprentices in this field in Scotland.

East Ayrshire Council Whitelee Skills and Employability Programme
East Ayrshire Council has launched an apprentice recruitment incentive through the Whitelee Skills and Employability Programme, aiming to deliver apprenticeships, pre-apprenticeship programmes (internal & external), and graduate internships. The targeted sectors include Food & Drink, Tourism & Hospitality, Engineering & Manufacturing, Construction, Health & Social Care, Renewables, and Digital. Ayrshire College is the primary training provider, and the fund is expected to support robust apprenticeship recruitment from East Ayrshire in AY 2025-26.

Aerospace and Space Technology

Aerospace is a key driver of the Ayrshire economy and a regional specialist sector. The local cluster currently accounts for a turnover of about £575 million, with aspirations to expand this to £1.6 billion. Prestwick stands out as Scotland's principal hub for the Aeronautical & Aerospace sector, housing 70% of the sector's employment in Ayrshire and employing over 4,800 people.

Ayrshire College leads the Workforce and Skills sub-group of the Prestwick Aerospace Operational Group, a workstream of the Ayrshire Growth Deal. The College has responded to industry needs by expanding its senior phase programme and apprenticeship opportunities, as well as offering upskilling courses—such as composites repair and testing—to Prestwick cluster industry partners. These

specialised courses ensure staff are trained to specific aircraft manufacturers' standards, thereby boosting manufacturing efficiency, quality and productivity.

In AY 2024-25, the College continued work on becoming a Civil Aviation Authority (CAA) Part 147 Approved Maintenance Training Organisation with approval being received early in AY 2025-26. The aircraft hangar at Prestwick Airport is now operational for PEO provision and practical training in relation to our Part 147 ambitions. This setting gives students hands-on experience in an authentic hangar environment, mirroring industry practices and deepening their learning.

Ayrshire College also collaborates with South Ayrshire Council to advance the Ayrshire Growth Deal Aerospace, Space and Technology Application Centre (ASTAC), aiming to establish a National Training and Skills Academy within the Prestwick cluster. The College's goal is to support Ayrshire's ambition to be recognised as a global leader in aerospace and space technology.

Enhancing the Student Experience through collaboration with external partners

In AY 2024-25, the Social Science and Humanities curriculum team partnered with the South Ayrshire Green Health and Active Living Group to create resources promoting Green and Blue health spaces. The group led workshops for students, who then organised community walks and produced brochures on health benefits and access. This project was integrated into coursework and improved community engagement, especially benefiting Police Studies students.

Students in the HN Administration, and PDA Medical Administration programmes were given the opportunity to work alongside several organisations across Ayrshire such as GP surgeries and the Alloway Tunnel project team. This allowed them to gain invaluable real-life experience supporting the project team and administration staff, offering students the opportunity to take their learning beyond the classroom and implement their knowledge and skills in a practical setting.

In AY 2024-25, the Computing Curriculum Team collaborated with external stakeholders to align the curriculum with industry standards and workforce needs. Students attended workshops with BBC and Barclays, gaining insights into career options, technological advances, and essential skills.

Elsewhere, the Early Years Team held a Learning Festival that brought together external partners to celebrate the sector. The event was attended by the three local authorities, governing bodies and the private sector. This provided a platform to ensure that the curriculum offer represents the needs of the wider sector and is aligned to the national priorities of the Scottish Government to ensure that every child in Scotland has the best possible start in life.

In AY 2024-25, the Forest Kindergarten programme became a core part of learning and teaching. Staff, students, and families gave positive feedback, noting outdoor sessions support positive mental health and holistic learning. All three local authorities support students with initiatives like Nurture Training, Read, Write, Count, and visits to North Ayrshire's new Early Years Centre, Marress House.

Responding to the needs of employers and upskilling the workforce of the future

Building on the successful delivery of the PDA Acute and Community Care for Ayrshire and Arran Health Board's clinical teams in AY 2023-24, the award was rolled out to their mental health services teams in AY 2024-25. The upskilling of these cohorts of students resulted in them progressing from Band 3 to Band 4 level in the NHS Career Framework. A celebratory event for AY 2024-25 was hosted

by the Health Board in August 2025. A further cohort for community based teams in AY 2026-27 is being discussed with the Health Board.

Working with East Ayrshire Health and Social Care Partnership (EAHSCP), the College recruited a cohort of care services staff for a day release HNC Social Services Award. At their request it was delivered January 2024 to December 2024. An evening HNC Social Services class is planned for AY 2025-26 and will include EAHSCP staff. This award meets the Scottish Social Services Council (SSSC) registration requirements for a number of Social Services job roles.

In collaboration with the Ayrshire Hospice, the College has been promoting the NPA in Palliative and End of Life Care to their network. A small cohort of their staff achieved this award in April 2025 and have gone on to enhance care service delivery for individuals affected by life limiting illness.

The Health and Social Care Team continued to work in partnership with North Ayrshire's Recovery College (NARC), funded by North Ayrshire's Health and Social Care Partnership (NAHSCP), to develop and deliver the PDA in Mental Health Peer Support for AY 2025-26. This award will provide educational and career progression for individuals who have been unable to work as a result of mental health challenges.

Responding to industry trends, the Hair, Beauty and Complementary Therapies Team developed shorter accredited courses with Si Spa, offering 12- and 18-week dual-track programs combining workplace and classroom training. This partnership, which grew from the team's Beyond the Surface events, supports skills development aligned with spa needs and strengthens recruitment pipelines.

Innovation in Learning, Teaching and Assessment

In AY 2024-25, the College continued to embed and expand upon the positive developments initiated in AY 2023-24 with the online learning framework. There have been notable improvements across all aspects of digital learning, including MyLearning (VLE), online assessment, AI guidance for students, AI in Learning and Teaching and VR learning.

MyLearning (VLE)

The use of interactive learning materials (including online assessments) increased by 9% for AY 2024-25, building on the previous year's 13% increase. This trend has improved VLE accessibility and reduced reliance on static documents, leading to higher student satisfaction. In the AY 2024-25 SSES survey, 93% of students said online materials helped them learn, up 2% from the previous year. Jisc will carry out a full review of the VLE in AY 2025-26, to highlight areas of good practice and support the College to develop an action plan to address areas for further improvement.

Artificial Intelligence

A key action from last year's SEAP was to further integrate Artificial Intelligence (AI) and Virtual Reality (VR) into learning and teaching by supporting staff development in the use of tools like Teachermatic and Bodyswaps. In AY 2024-25, the College increased Teachermatic licenses from 50 to 150. The benefits of this tool were demonstrated at the recent Connect and Reflect event, through workshops, and were also showcased at the Festival of Practice staff event in August 2025. Data analysis shows lecturers saved about 1,465 hours creating online content for MyLearning.

In AY 2024-25, the Learning Resource Centre held over 20 sessions on ethical AI use for about 300

students. For AY 2025-26, staff guidance will be developed following new SQA, JCQ, and Jisc recommendations. The College will also join an AI in Assessment pilot with Jisc and partner colleges in AY 2025-26.

VR (Bodyswaps)

After a successful pilot in AY 2024-25, Bodyswaps was launched for all students. In total, 424 students participated in 36 VR sessions across various subject areas, with 85% rating them positively, 90% endorsing the format, and 93% appreciating the content. Custom AI-generated curriculum content has proven effective, driving further growth in Digital Learning. In AY 2025-26, Digital Learning Support will work with Business Innovation to consider a commercial Bodyswaps course due to external interest.

Principle 2   Supporting Student Success

Enabling student success – wellbeing, inclusion, equality, student support

In AY 2024-25, students continued to face significant social, emotional and economic challenges, and planning for the academic year took account of factors such as the increase in demand for mental health support, the ongoing cost-of-living crisis and the financially challenging environment for all institutions.

In response, the College reviewed its Preparation for College activities, creating a more staged induction process and allowing students more time to settle into college life. For AY 2025-26 this work has continued with the creation of a series of College Life information videos, available via the MyAyrshire College app. The College's Liaison Officers updated the range of workshops that they deliver for students throughout the academic year, providing them with strategies and resources to support their wellbeing.

College support services and curriculum teams continued to have weekly retention meetings, focusing on supporting students at risk of withdrawal. The College introduced a Wellbeing Concern Form and Wellbeing Support Plan to ensure consistent reporting and monitoring of student wellbeing. In AY 2025-26, the Safe Space reporting tool will be developed and rolled out across the College, enabling staff and students to report incidences of Hate Crime and Safeguarding concerns. The Information Hub extended the range of support and information it offered to students, providing direct access to support with SAAS applications as well as information, advice and guidance on financial support, community-based resources and wellbeing support. The College also continued to offer free soup and porridge to all students.

Mainstreaming Equality and Equality Outcomes

The College published its [Mainstreaming Equality 2023-2025 and Equality Outcomes 2021-2025 Report in April 2025](#). Following on from a consultation exercise to set the new Equality outcomes, which included over three hundred and fifty members of staff and Student Association representatives, the College also introduced a new set of Equality Outcomes 2025 – 2029, which are included in the report.

In response to the mainstreaming Equality action from the SEAP 2023-24, the Equality and Diversity Performance Lead delivered a session on Mainstreaming Equality to the College's Heads' Forum with a follow up workshop session on the Equality Outcomes to the College Leadership Team and

presentation to the Senior Leadership Team and BRIC committee.

The four new College Equality Outcomes 2025 – 2029, which have been aligned to the National Equality Outcomes, have been embedded into TOEPs with capacity building activity underway to support teams to create actions which support the outcomes.

In order to monitor and support the delivery of the outcomes through the TOEP process, the governance and accountability structure has been revised to appoint an Equality Outcome Lead for each of the four Equality outcomes. The Equality Outcome Leads, along with the Equality and Diversity Performance Lead and Vice Principal of People, Performance and Transformation will work with the College Leadership Team to monitor, support, and report on the implementation and progress of the Equality Outcomes. The group will support the College to meet its statutory equality duties and advance equality, diversity, and inclusion across all areas of its operation through the Equality Outcomes.

In AY 2024-25, the College undertook a review of the Equality Impact Assessment (EqIA) Process with a new digital EqIA form being introduced, along with guidance and a half day, in person EqIA training session, which was delivered to over sixty staff in leadership roles within the College.

College Leaver Destinations Survey - AY 2023-24

The most recent survey report focused on students who studied a course in AY 2023-24 and completed their course in June 2024 with a successful outcome. The data reports on their position as of 31 March 2025.

The College achieved a return rate of 90.4% (up 2% from the previous year) confirming the destinations of 2,975 college leavers out of a total of 3,292. This exceeded the SFC completion target of 80%. Full results from the CLDR Survey are not yet available. It is expected that SFC will publish these before the end of 2025. The College will carry out a full analysis of the results at that time.

Achieving positive outcomes for every learner

Students from deprived areas have fair access and are supported to succeed

The College continues to support a high number of students living in the 10% most deprived postcode areas and aims to ensure that the percentage of students living in the 10% most deprived postcode areas is representative of the Ayrshire region. In AY 2024-25, the volume of credits delivered to the 10% most deprived postcode areas was 21,958 credits - 19.5% of the total delivery.

The College is committed to ensuring that students living in the 10% most deprived postcode areas achieve at the same rate as their peers. In AY 2024-25, 74.5% of FE FT students from a SIMD 10 postcode successfully completed their programme. This is higher than the figure for other SIMD postcode areas and represents a 7.8% increase compared with AY 2023-24. For HE FT students, the figure was 68.2%, which was 1.3% lower than the comparative peer group but a 10.1% increase on AY 2023-24.

Students with protected characteristics and vulnerable students have fair access and are

supported to succeed

The College's Corporate Parenting, Student Carers and Estranged Students Steering Group continue to implement and monitor progress against the actions outlined in the Corporate Parenting Action Plan and the Student Carers Action Plan. The volume of credits delivered to Care Experienced students in AY 2024-25 was 12,573 credits – 11.2% of the total delivery. This was a 0.4% increase on AY 2023-24.

In AY 2024-25, the College continued to work towards the targets set out in the SFC's National Ambition for Care Experienced Students to reduce the gap in successful completion rates for Care Experienced students compared with non-Care Experienced students and to achieve parity of outcomes by 2030. The successful completion rate for full-time HE Care Experienced students was 59%, which was 11.1% lower than the rate for non-Care Experienced HE full-time students. Disappointingly, the completion gap is greater than the College target of 5%, which was set in last year's SEAP. The rate for full-time FE Care Experienced students was 66.3%, compared with 74.8% of non-Care Experienced full-time FE students. This was below the SFC completion gap target of 10%. The College will continue to set actions to close the gap in AY 2025-26.

In AY 2024-25, the College aimed to improve retention and attainment rates by 5% for full-time FE and HE Student Carers. Successful completion rates for full-time FE Student Carers increased by 9% to 73.8% in AY 2024-25. The College also exceeded the target for HE Student Carers with an increase of 6.1% to 64.8% in AY 2024-25.

Successful completion rates for students with a declared disability studying on FE full-time programmes increased by 1.7% to 73.1%. The rate for HE full-time students increased by 7.3% to 66%. Successful completion rates for students aged 16-19 years on full-time FE programmes increased by 7% to 73.3%. In AY 2025-26, the College will continue to focus on improving retention and attainment for vulnerable students and reducing the successful completion gap between Care Experienced students and non-Care Experienced students.

Complaints

The College's Complaints Handling Policy is fully compliant with the SPSO Model Complaints Handling Procedure for the Further Education Sector. Complaints are viewed as opportunities for learning. The outcomes of complaints investigations are logged and any areas for development and identified actions are monitored and evaluated. Complaints reports are received by the Senior Leadership Team on a quarterly basis and an annual report is presented to the Board's Learning, Teaching and Quality Committee. These are published on the College website.

In AY 2024-25 the number of complaints received increased by 8% from the previous year. There was an increase in the number of complaints completed at Stage 1 to 76% from 64% the previous year. This is reflective of the training provided to staff to encourage them to take ownership of, and attempt to resolve, complaints when they are received. The largest increase in the number of complaints was in the Staff Conduct sub-category. Most of these were also the most complex complaints. 32% of the Stage 2 complaints were not upheld while 46% of stage 2 complaints were partially upheld.

Effective and Successful Transitions

In AY 2024-25, embedding transition support within Ayrshire College was a fundamental aspect of ensuring students experience a seamless journey from school through college and into employment or higher education. By integrating support mechanisms early—through needs assessments, tailored support plans, and dedicated roles such as the Transition Support Advisor—the College creates a nurturing framework that supports students at every stage. In AY 2024-25 164 school students received support via transition meetings and Personal Learning Support Plans (PLSPs).

Ayrshire College placed significant emphasis on sustained collaboration with community partners and employers, ensuring that support mechanisms continually evolved to meet students' needs. In AY 2024-25, Skills Development Scotland (SDS) relocated to the Ayr campus, which has enhanced collaboration with the College and improved support for students.

Early engagement initiatives such as school visits, orientation visits and more are equipping prospective students and their families with the necessary information and assurance for a confident transition into college. This strategic approach not only anticipates and responds to individual needs but also strengthens collaboration with partner organisations, creating a supportive environment where students can thrive.

School/college partnerships

The College works in close partnership with local secondary schools and authorities to ensure the School-College Partnership (SCP) programme complements and extends existing vocational pathways. Each year, the SCP offering is carefully planned with local authorities, using key performance data to match both school and College curriculum needs. In AY 2024-25, 854 Senior Phase pupils enrolled in College courses, down from 981 the previous year. The College ensures that SCP activity is strategically aligned with the priorities outlined in the Ayrshire Regional Economic Strategy and Ayrshire Growth Deal, supporting regional skills development and economic growth.

All 23 Ayrshire secondary schools participate in SCP courses at College campuses, while 20 schools also host College-delivered courses on-site. The College runs PEO Engineering programmes in partnership with five schools across the region. After reviewing its schools and community delivery, the College created a dedicated Schools and Community Engagement Team to better coordinate and expand its programmes, strengthening ties with school communities. The effectiveness of this new team will be fully evaluated in AY 2025-26

Articulation

SFC have reported that there has been a delay to the publication of the National Articulation Statistics for AY 2023-24. It is expected that these will be published before the end of 2025. The College will analyse this information when it becomes available. In the meantime, the College continues to work closely with several universities through strategically focused forums to ensure a continued sustainable infrastructure for articulation to university routes. Articulation pathways are available to students both within and outwith the region. The College expects the proportion of students articulating to degree programmes with advanced standing to be 65% in AY 2023-24.

Embedding Support, Early Intervention and Collaboration

In AY 2024-25, Ayrshire College took significant steps toward fostering a culture of support, inclusion, and mental health awareness by establishing an Engagement and Wellbeing Team. This initiative aligned with national policy, notably the Scottish Government's Student Mental Health Action Plan (2024), and the College's vision of a trauma-informed environment.

A detailed review of safeguarding data showed that many referrals stemmed from unmet mental health and emotional needs rather than immediate safety concerns. In response, a comprehensive Student Wellbeing Plan for AY 2024-25 was created, prioritising early intervention to keep students engaged and supported. With mental health issues impacting a notable percentage of young people in Scotland—15% for young men and 20% for young women—the plan equips students and staff with strategies to build resilience, motivation, and self-care skills.

Since adopting this strategy, the College has observed a shift toward proactive support: staff logged 321 wellbeing concerns compared to 106 safeguarding actions, indicating a move from crisis management to early intervention. A coordinated approach across departments means students only need to share their story once, allowing for consistent, discreet support. Lecturers are better equipped to assist learners, reducing classroom disruption and preserving student privacy.

The College's Engagement and Wellbeing Team, in close partnership with College Counsellors, supported 201 students through counselling services, receiving highly positive feedback. Collaboration with the Alcohol and Drugs Liaison Officer, Police Liaison Officer, and external partners such as Megan's Space and Beautiful Inside & Out further enhanced support networks. Additionally, the Promoting Wellbeing Group organised mental health events, extending benefits to students, staff, and the wider Ayrshire community.

Developing Essential Skills and Careers Support

In Academic Year 2024-25, Ayrshire College continued its focus on enhancing essential and meta skills across vocational departments. By embedding delivery staff within these departments, the College improved its quality assurance, supported by Microsoft Teams to facilitate sharing best practice across campuses. External verification confirmed the success of this new approach.

Departments assumed greater responsibility for essential and meta skills delivery, with the Head of Essential Skills working closely with Curriculum Quality Managers to maintain the visibility and promotion of meta skills throughout the curriculum. One example of good practice comes from the Health and Social Care Team, where meta skills have been embedded in all FE level programmes through student-led projects. This has resulted in enhanced employability skills and stronger relationships with external partners including local charities, care homes, ASN schools and East Ayrshire Council. This work has been nominated for CDN's Skills Development Award.

In April 2025, a sharing practice event showcased progress in relation to meta skills and launched the Meta Skills Community of Practice, designed to foster creativity and innovation. Another sharing event is planned for Semester 1 of AY 2025-26.

Additionally, the College formed a dedicated Careers and Employability Team in AY 2024-25 to guide students through employment, further education, and training transitions. Working in partnership with Skills Development Scotland (SDS), the team delivers Careers Information, Advice and Guidance (CIAG) in line with national guidelines. Students benefit from tailored career planning, employability workshops, and timely labour market insights, ensuring strategic, student-centred support for

successful outcomes in a changing job market.

Learning Resource Centres – supporting student skills development

The Learning Resource Centre experienced a notable increase in engagement during AY 2024–2025, suggesting a strengthened support system that can significantly enhance students' time at college.

- Enquiries increased by 7%, which reflects growing engagement with LRC services such as card access, Wi-Fi, device support, and PC troubleshooting.
- Workshop delivery increased by 93%. This rise highlights a proactive approach to skills development, offering students more opportunities to build digital and study skills.
- 1-to-1 support sessions increased by 41.6%, highlighting the LRC's commitment to personalised learning support, which can be especially beneficial for students needing tailored guidance in areas like referencing, digital tools, and assistive technologies.

Principle 3   Enhancement and Quality Culture

The College's First Institutional Liaison Meeting (ILM) with QAA took place in June 2025. The meeting explored developments in, and the impact of, the College's approach to enhancement supported by the Self Evaluation and Action Plan (SEAP) for AY 2023-24. QAA representatives provided positive feedback on the College's SEAP for AY 2023-24. The Tertiary Quality and Enhancement Review of Ayrshire College is scheduled to take place in AY 2029-30.

During the ILM, it was noted that in response to an area of improvement highlighted in the final Education Scotland Annual Engagement Visit in May 2024, the delivery of Essential Skills has been adapted from a stand-alone delivery model to an integrated model, with Essential Skills staff now fully integrated within curriculum teams. The aim of this approach is to improve the contextualisation of essential skills and the development and embedding of meta skills.

Embedding the College and Team Operating and Enhancement Plan Process

During the College's first Institutional Liaison Meeting (ILM) with QAA in June 2025, it was noted that the College Operating and Enhancement Plan (COEP) and Team Operating and Enhancement Plan (TOEP) process was working well and understood by staff.

The COEP aligns high-level activity with strategic objectives and COEP actions are communicated to individual teams, who subsequently develop their respective Team Operating and Enhancement Plans (TOEPs). TOEP actions are identified through the Team Evaluation process and are aligned to the College Operating and Enhancement Plan (COEP) and the College's Equality Outcomes. Standardised templates are used across all teams to ensure consistency and clarity.

In AY 2024-25, the College focused on ensuring that the COEP and TOEP processes were understood and embedded across all curriculum and professional services teams. In order to support this, all teams were allocated dedicated quality enhancement time, referred to as 3C time, comprising two hours per week. The "3C" stands for **Communication, Collaboration, and Consistency**, and is designed to give teams structured time to:

- **Communicate** with colleagues to share insights and reflect on practice
- **Collaborate** on curriculum and service development, evaluation, and improvement
- Improve **Consistency** in terms of processes, systems, or enhancements that support the student experience

Throughout AY 2024-25, this time has been embedded into the College's quality framework and supports the continuous improvement cycle. Teams typically use it to review progress on their TOEPs, share best practice, and align their work with the strategic priorities outlined in the COEP.

TOEPs are also in place for the Student Association and all professional services teams, ensuring a whole-institution approach to continuous improvement. These plans are live, working documents that support the identification and sharing of best practice.

In AY 2025-26, the College will undertake a review of all Quality Enhancement processes, including the COEP and TOEP process, focusing specifically on impact and the effectiveness of monitoring.

A Curriculum Area Improvement process was introduced in AY 2024-25 to scrutinise KPIs in curriculum areas where there are trends of poorly performing courses. Meetings took place with four curriculum areas where the reasons for poor performance were discussed and improvement actions agreed. These will be reviewed as part of the Team Evaluation meetings in June and September 2025.

Principle 4 Student Engagement and Partnership

Student Engagement and Partnership

At Ayrshire College, the Student Association is dedicated to embedding a culture of partnership, ensuring students are not just participants but co-creators of their learning experience. This commitment is evident at every level of engagement, from curriculum design to strategic decision-making.

In AY 2024-25, the Student Association worked with curriculum teams to ensure that Class Ambassadors were consistently involved in curriculum planning, programme design and the evaluation of learning and teaching. Summary notes from monthly Class Ambassador meetings were collated and shared with stakeholders, leading to meaningful changes such as adjustments to courses, assessment planning, course development and improved response rates for student learning support requests.

In AY 2024-25, students continued to be actively involved in institutional self-evaluation, enhancement planning and strategic committees, including Board of Management and Senior Leadership Team meetings. Thematic Class Ambassador meetings, based on the Student Learning Experience (SLE) model, were introduced to ensure the student voice shapes reflective practice and continuous improvement. The College and Student Association will continue to work together to further embed the SLE model in AY 2025-26.

Inclusivity is central to the Student Association's ethos. Students from all departments and backgrounds have the opportunity to become Class Ambassadors or Student Officers, representing groups such as LGBT+, ESOL, Carers, and Care Experienced students. The College uses a variety of feedback mechanisms to ensure every student has a platform to be heard, with input gathered online, in person, in writing and through a wide variety of key stakeholders.

Ayrshire College's Student Association maintains a robust student representation system, supported

by training, recognition through Volunteer Awards, and the inclusion of Student Officers. Volunteer contributions have led to tangible change, such as improvements to ICT infrastructure, healthier food options, and the adaptation of college practice, clubs, and groups in response to student feedback.
In AY 2024-25, the College and the Student Association have established a closed feedback loop, ensuring all feedback is not only collected and disseminated but also acted upon, resulting in improvements students can clearly identify.

Student Satisfaction and Engagement Survey (SSES)

In AY 2024-25, overall student satisfaction levels remained high at 95.2% for FE FT and 87% for HE FT. In AY 2023-24, the College set out an action to increase the SSES response rate to 50% for all modes of delivery. Disappointingly, the College did not achieve this target in AY 2024-25.

The completion level for FE FT was 49%, which was 10.6% below the sector average of 59.6%. The satisfaction rate was the same as the sector average of 95.2%. The completion level for HE FT was 48.1%, a 3% increase on AY 2023-24 but below the sector average of 54.2%. The HE FT satisfaction rate was 87% against a sector average of 93%.

The College is committed to enhancing the student experience across all campuses, subjects and modes of delivery. Curriculum Teams review SSES survey results, discuss them in meetings, and plan improvements through the TOEP process. Team reports show that student feedback leads to positive changes. In AY 2025-26, the College will continue to engage with the Student Association to increase SSES participation and gather direct feedback via Class Ambassadors and other feedback mechanisms.

Ayrshire College Action Plan 2025 - 2026

Principle and Area for development	Action(s) and planned impact/ outcomes	Target date	Responsible/ Lead
Principle 1 KPIs	Review and enhance the Curriculum Improvement process to ensure robust and consistent monitoring of poorly performing courses and targeted action planning to address areas of concern. Impact: Improved KPIs and enhanced student experience.	June 2026	Head of Quality Enhancement and Heads of Learning and Skills
Principle 1 Innovation in Learning, Teaching and Assessment	Carry out a review of myLearning (VLE) in collaboration with Jisc and develop an action plan to address areas for development and ensure greater consistency of use across all curriculum areas. Impact: Improved accessibility and enhanced end user experience of myLearning for students and staff.	January 2026	Head of Digital Learning Support
Principle 1 Innovation in Learning, Teaching and Assessment	Continue to increase and enhance the use of digital technologies in learning, teaching and assessment across all curriculum areas through continuing to extend the use of AI and VR in learning and teaching. Impact: Increased student engagement, improved KPIs and enhanced student experience.	June 2026	Head of Digital Learning Support, Head of Quality Enhancement and Heads of Learning and Skills
Principle 1 Professional Development, Peer Review and Evaluation of L&T	Review and evaluate the impact of the Learning and Teaching Academy, with a particular focus on the Peer Review Process, Communities of Practice and New Lecturer Support Programme. Impact: Enhancement of lecturers' skills through sharing practice and peer support. Lecturers report increased confidence and skills in relation to learning and teaching. Student experience is enhanced.	June 2026	Assistant Principal Student Experience and Quality Enhancement and Head of Quality Enhancement

Principle 2 Mainstreaming Equality Outcomes	Develop and introduce a web-based Mainstreaming and Equality Outcome Report and an annual Diversity Monitoring Report. Develop and deliver a Data in Action Workshop Session for staff. This will be rolled out to support mainstreaming capacity building during the 2025-2026 Academic Session.	June 2026	Equality and Diversity Performance Lead
Principle 2 Wellbeing and Inclusion	Develop and launch the Safe Space reporting tool and Student Gateway portal. Impact: Students and staff have an accessible mechanism to directly report Hate Crime incidents and Safeguarding concerns. Students feel safe at Ayrshire College.	April 2026	Head of Student Experience and Equality and Diversity Performance Lead
Principle 2 Supporting Vulnerable Students to Succeed	Reduce the successful completion gap for HE and FE Care Experienced students by 2% and improve retention and attainment for vulnerable students in line with their peers. Impact: Retention and attainment for vulnerable students is improved. Improved student experience.	June 2026	Head of Student Experience
Principle 3 Enhancement & Quality Culture	Review and evaluate key Quality Enhancement processes to ensure they fully align with the TQEF and support the CDP process. Impact: Quality Enhancement processes are robust and fully aligned to the TQEF and CDP process.	June 2026	Assistant Principal Student Experience and Quality Enhancement and Head of Quality Enhancement
Principle 4 Student Engagement and Partnership	Fully embed engagement with Student Learning Experience (SLE) model in all curriculum areas. Impact: Student Voice fully embedded across all curriculum areas. Enhanced student experience.	June 2026	Head of Quality Enhancement and Heads of Learning and Skills
Principle 4 SESS	Increase FE and HE SESS response rates to achieve the SFC target of 50%. Impact: College achieves the SFC response rate target. Student Voice continues to be strengthened.	June 2026	Head of Quality Enhancement

SEAP Guidance Annex B: Statement of Assurance

Statement of Assurance: *As the Accountable Officer for Ayrshire College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2024-25, including the scope and impact of these. I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.*

Signature:
Accountable Officer: **Date:**

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