

Business, Resources & Infrastructure Committee - Action and Decision Log
Meeting No 20 – 31 May 2022

(Paper 1a)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
08/03/22	Mainstreaming Equality and Equality Outcomes Progress Report (2022-25)	BRIC19: D01	The Mainstreaming Equality and Equality Outcomes Progress Report (2022-25) was recommended for approval to the Board on 24 March 2022.	NA	NA	Decision	Approved
08/03/22		BRIC19: A01	ELT to further discuss the opportunity to undertake an inclusion and diversity exchange with N Bone.	ELT	09.03.22	Action	Completed
08/03/22	2021-22 Management Accounts position as at 31 January 2022	BRIC19: D02	The 2021-22 Management Accounts (position as at 31 January 2022) was approved.	NA	NA	Decision	Approved
08/03/22	2021-22 SFC Capital Expenditure as at 19 February 2022	BRIC19: D03	The 2021-22 SFC Capital Expenditure as at 19 February 2022 was approved.	NA	NA	Decision	Approved
08/03/22	Draft Digital Strategy (2022-25)	BRIC19: D04	The Draft Digital Strategy (2022-25) was recommended for approval to the Board on 24 March 2022.	NA	NA	Decision	Approved
08/03/22	Draft Procurement Strategy (2022-24)	BRIC19: D05	The Draft Procurement Strategy (2022-24) was approved.	NA	NA	Decision	Approved
08/03/22	2021-22 Corporate Risk Register – BRIC Extract	BRIC19: D06	The Committee agreed to the inclusion of BRIC 4 as a new risk to reflect the current situation.	NA	NA	Decision	Approved

Ayrshire College # 484082
05/30/2022 10:16:29

Business, Resources and Infrastructure Committee

31 May 2022

Subject: 2021-22 Management Accounts at 30 April 2022

Purpose: The paper provides a summary of the College's financial position as at 30 April 2022 and outlines the key variances for members' information.

Recommendation: The Business, Resources and Infrastructure Committee approves the 2021-22 Management Accounts for the period ended 30 April 2022.

1 Background

The Budget for AY 2021-22 was approved by the BRIC Committee and the Board on 17 June 2021. This showed a budgeted income and expenditure surplus for the year of £186,488 with a favourable cash flow impact of £247,997.

2 Current Situation

This paper summarises the actual position to date for the period ended 30 April 2022. A complete set of the management accounts is included for reference within the background information section of Admin Control.

Actual Position to Date

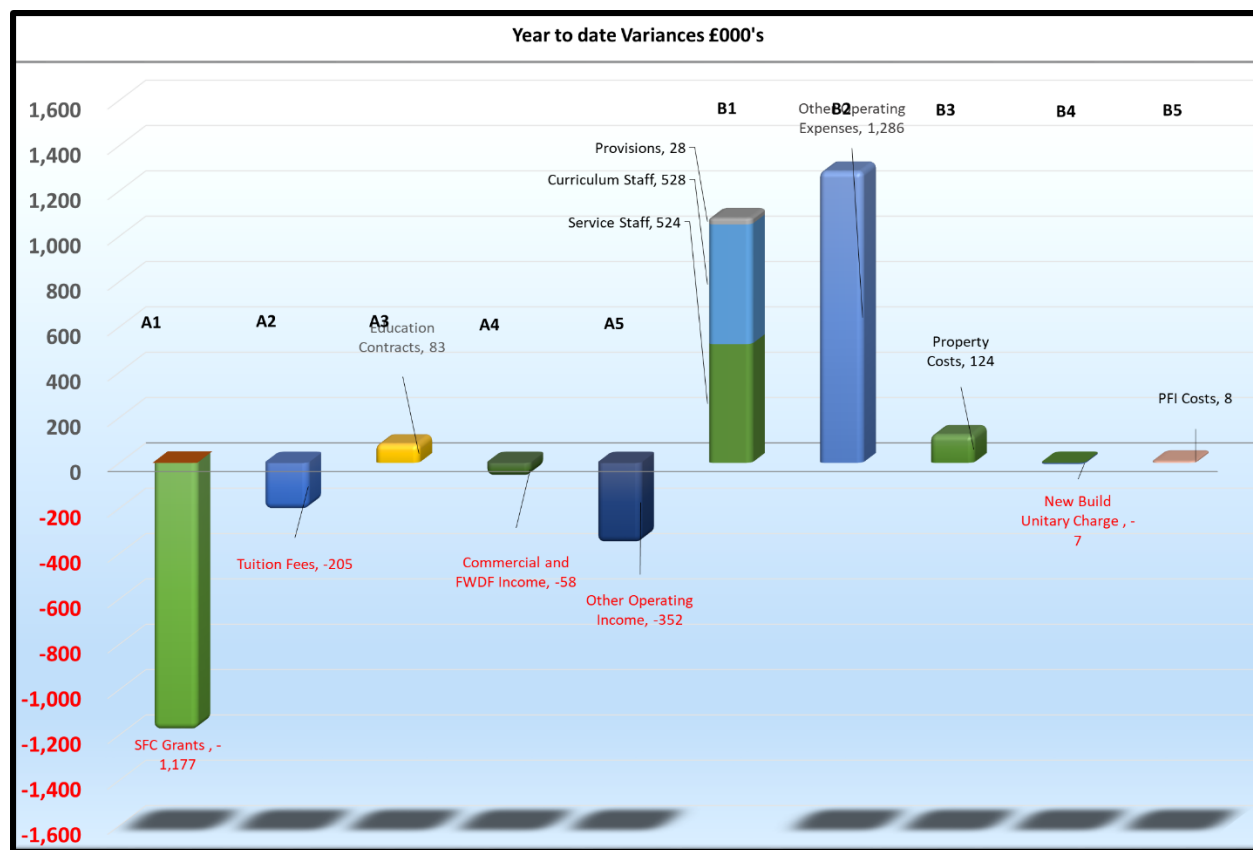
The management accounts for the period ended 30 April 2022 show a year to date operating surplus of £1,117,011. When compared to the expected budgeted position for 30 April 2022 this is a favourable variance of £370,275. The year to date position is set out in Table 1.

Table 1 – Year to Date, as at 30 April 2022

	2021-22 YTD Budget (£)	2021-22 YTD Actual (£)	2021-22 Variance (£)
Total Income	£37,788,312	£36,079,097	£(1,709,215)
Total Expenditure	£36,092,481	£33,600,861	£2,491,620
Operating Surplus /(Deficit)	£1,695,831	£2,478,236	£782,405
Exceptional Costs	£0	£0	£0
Operating Surplus/Deficit after Exceptional Costs	£1,695,831	£2,478,236	£782,405
Net Depreciation	£(2,018,133)	£(2,430,261)	£(412,128)
Capital Income	£1,069,038	£1,069,036	£(2)
Operating Results after Net Depreciation and Capital Income	£746,736	£1,117,011	£370,275

Members will note that whilst there is an overall adverse variance on the year to date position there are variances within both income and expenditure. The principal variances are shown in Diagram 1 with further information provided in the subsequent text.

Diagram 1 – Principal Variances Year to Date, as at 30 April 2022 (Excluding Exceptional Costs)



The trading variances in the year to date amount to a net £782,405. The main variances are as follows:

(A) Income variances (net £1,709,215 adverse) mainly being:

- (A1) SFC Grants - £(1,177,308) for Foundation Apprenticeships £(147,392) & Deferred Students £(710,678). There has also been reduction in SFC Grant in Aid £(341,739) to reflect the clawback for under delivery of ESF credits now confirmed by SFC. There has also been favourable variances in SFC Maintenance Grant £17,755, Mental Health Support £1,618 and SFC NPD Funding £3,128.
- (A2) Tuition Fees - £(204,691) adverse variance due to HE FT Fees £(261,351), Other HE/FE Tuition Fees £(20,258), FE Tuition Fees SNIFEFF £(8,018) & Evening Classes £(6,433) being lower than budgeted and FE Tuition Fees CITB £77,886 & FE Tuition Fees SECTT £13,482 being higher than budgeted.
- (A3) Education Contracts - £82,989 favourable variance.
- (A4) Commercial Income and FWDF - £(57,682) adverse variance. Income is lower than budgeted in FWDF Income £(77,465) and higher than budgeted in Commercial Income £19,783.
- (A5) Other Operating Income - £(352,522) adverse variance mainly due to Catering Income.

(B) Expenditure variances £2,491,620 (net favourable) mainly being:

- (B1) Salary Costs- £1,080,278 favourable variance. This includes turnover savings of £365,000.
- (B2) Other Operating Expenses - £1,285,665 favourable variance. The favourable variance reflects actual spend to date and the budgets have been reduced to reflect these figures. Budget efficiency savings of £1,052,059 have been identified and are shown in a separate line.
- (B3) Property Costs – £124,357 favourable variance. There are savings across expenditure lines in this area, however SLT has agreed to ensure that any variances are fully utilised in 2021-22.
- (B4/5) PFI Costs - £8,156 favourable variance.

Forecast at 30 April 2022

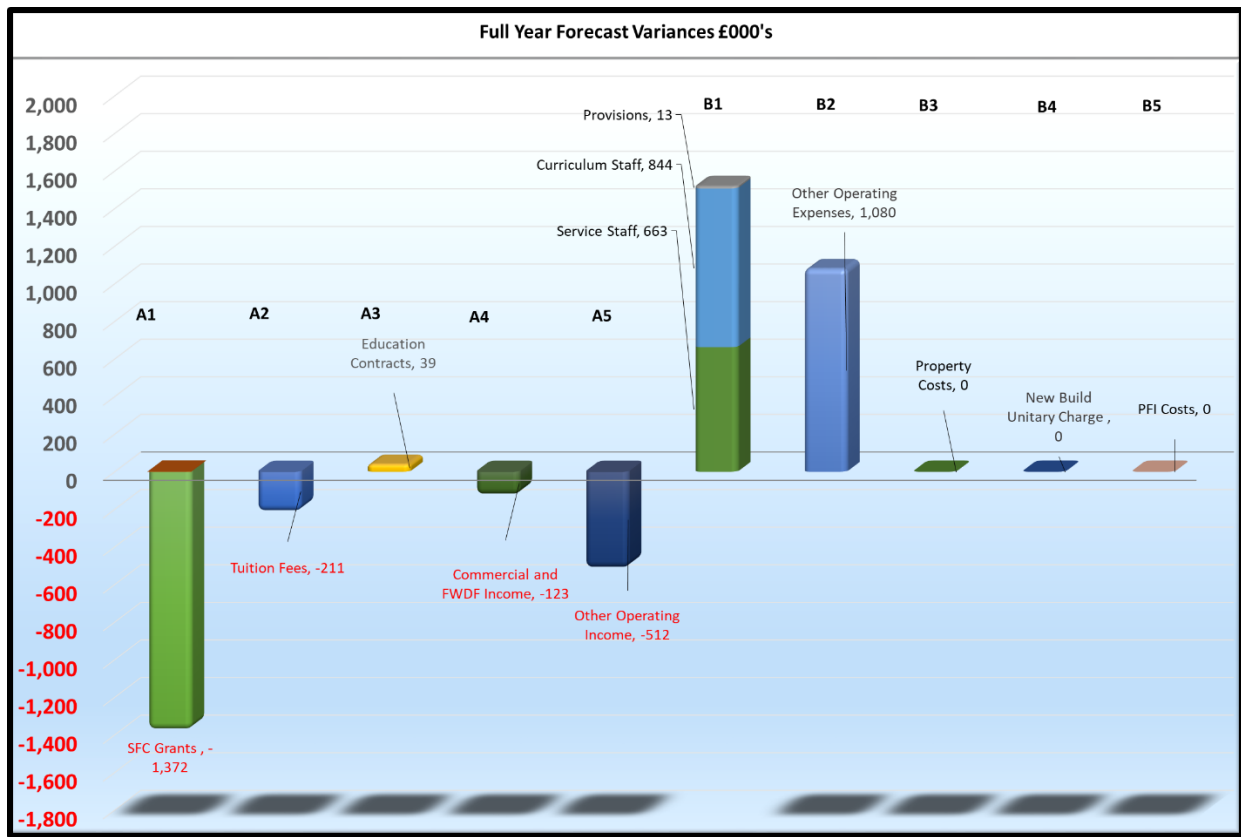
The management accounts for period ended 30 April 2022 show a full year forecast operating surplus of £20,460. When compared to the annual budget for 2021-22 this is an adverse variance of **£(166,028)**. The full year forecast, as at 30 April 2022, is set out in Table 2.

Table 2 - Forecast at April 2022

	2021-22 Annual Budget (£)	2021-22 Forecast (£)	2021-22 Variance (£)
Total Income	£51,702,982	£49,523,231	£(2,179,751)
Total Expenditure	£50,251,026	£47,650,652	£2,600,374
Operating Surplus /(Deficit)	£1,451,956	£1,872,579	£420,623
Exceptional Costs	£0	£0	£0
Operating Surplus/Deficit after Exceptional Costs	£1,451,956	£1,872,579	£420,623
Net Depreciation	£(2,690,849)	£(3,277,500)	£(586,651)
Capital Income	£1,425,381	£1,425,381	£0
Operating Results after Net Depreciation	£186,488	£20,460	£(166,028)

Ayrshire College # 484082
05/30/2022 10:16:29

Diagram 2 – Principal Variances Forecast, as at 30 April 2022 (Excluding Exceptional Costs)



The main trading variances in the full year forecast as at 30 April 2022 are as follows:

(A) Income variances (net £(2,179,751) adverse) mainly being:

- (A1) SFC Grant in Aid - £(455,654). This reflects the clawback for under delivery of ESF credits now confirmed by SFC. SFC Other Grants - £(917,062) adverse variance due to Foundation Apprenticeships £(147,392) and Deferred Students £(710,678). These variances reflect the shortfall in projected credits against targeted reported to SLT. In addition, there is a reduction in SFC Mental Health Support Funding of £(130,000) due to a compensating decrease in expenditure of £130,000. The income and expenditure have been carried forward to 2022-23. Favourable variance of £71,008 for SFC Maintenance Grant Received also included relating to increased SFC Maintenance Grant announced for FY 2022-23.
- (A2) Tuition Fees - £(211,465) adverse variance due to HE FT Fees £(261,351) due to reduction in HE Full time numbers compared to target, £(18,000) adverse variance in Other HE/FE Tuition Fees, £(10,000) adverse variance in Evening Class Fees. These adverse variances are however offset by additional income from CITB FE Tuition Fees of £77,886. This additional income was not budgeted.
- (A3) Education Contracts - £39,685 – This is due to a favourable variance in HN Articulation Monies of £24,685 and a favourable variance of £15,000 in VQ Commercial Income.

- (A4) Commercial Income - £(123,203) adverse variance - Gas courses, Commercial Evening Classes & FWDF are expected to be down compared to budget. Commercial short courses & industry are higher than budgeted.
- (A5) Other Operating Income - £(512,052) adverse variance mainly due to Catering Income. This is due to the forecast being revised due to campus closures. The College has projected catering income will be down by 60% against budget. This reduction in activity is also reflected in the Catering supplies costs.

(B) Expenditure variances (net £2,600,374 favourable) mainly being:

- (B1) Salary Costs - £1,520,000 favourable variance due to projected salary savings. These include savings of £663,203 from Curriculum staff budgets. Savings accruing from posts not been filled in non-Curriculum areas are forecast at £844,141. Other Salary Costs favourable variances of £12,656 relates to Salary Provisions and Living wage costs. The additional costs of increased Employers NI contributions from April 2022 are included in the forecast
- (B2) Other Operating Expenses - £1,080,374 favourable variance. There are forecast savings in most lines at this stage of the year. The variance is down to a saving in Admin & Central Services £1,133,874 and Commercial FWDF Costs £66,500. There are adverse variances in Curriculum Expenditure £(60,000) and Catering Supplies £(60,000).

3 Balance Sheet – Executive Summary Commentary

The Management Accounts for the period ended 30 April 2022 include the College's Balance Sheet, as at 30 April 2022. A summary of the balance sheet position compared with the final position disclosed in the 2020-21 statutory accounts is set out below in Table 3. It is also included within the background information folder for this meeting on Admincontrol.

Ayrshire College # 484082
05/30/2022 10:16:29

Table 3 – Balance Sheet as at 30 April 2022

	Period				
	9/2022				
	ACTUAL	PRIOR MONTH	MOVEMENT ON MONTH	PRIOR YEAR END	MOVEMENT FROM PRIOR YEAR
FIXED ASSETS					
Land	6,671,000	6,671,000	0	6,671,000	0
Freehold Buildings - Ayr	37,219,077	37,328,285	-109,208	38,172,993	-953,916
Leasehold Buildings	384,647	391,219	-6,572	443,794	-59,148
Kilwinning	22,257,860	22,306,568	-48,708	22,683,000	-425,140
Kilmarnock	59,734,881	59,845,673	-110,792	60,732,000	-997,119
Computer Equipment	844,197	887,446	-43,248	941,999	-97,802
Other Equipment	469,144	483,046	-13,903	561,699	-92,555
	127,580,806	127,913,236	-332,430	130,206,486	-2,625,679
CURRENT ASSETS					
Stocks	53,335	53,394	-58	29,699	23,636
Trade Debtors	316,176	384,498	-68,322	315,308	868
Other Debtors	50,888	94,920	-44,032	191,586	-140,699
Prepayments and Accrued Income	2,926,849	2,944,475	-17,626	3,031,674	-104,825
Bank & Cash	13,430,636	11,927,347	1,503,288	8,201,307	5,229,329
	16,777,884	15,404,635	1,373,250	11,769,574	5,008,310
CURRENT LIABILITIES					
Bank Loans and Overdrafts	0	0	0	0	0
Trade Creditors	-403,459	-230,499	-172,959	-214,473	-188,986
Other Creditors	-911,909	-868,940	-42,969	-828,096	-83,813
SAAS	-7,710	-6,425	-1,285	-5,140	-2,570
SFC Monies	-2,324,992	-676,250	-1,648,742	-1,177,492	-1,147,500
PAYE/NIC	-683,793	-628,766	-55,026	-632,298	-51,495
VAT	-12,598	-10,096	-2,502	-16,640	4,042
SSF (SFC and SAAS)	-2,018,499	-1,496,319	-522,180	-549,541	-1,468,957
Accruals	-3,388,936	-3,558,122	169,186	-2,838,068	-550,868
	-9,751,895	-7,475,418	-2,276,477	-6,261,747	-3,490,148
TOTAL ASSETS	134,606,796	135,842,453	-1,235,658	135,714,313	-1,107,517
Early Retiree Provisions	-1,365,322	-1,372,696	7,374	-1,430,550	65,228
Other Provisions	-590,500	-590,500	0	-590,500	0
PFI Capital Creditor	-3,576,389	-3,856,379	279,990	-4,416,359	839,970
NPD Capital Creditor	-40,788,932	-40,910,191	121,259	-41,854,570	1,065,638
Deferred Capital Grants	-9,667,165	-9,724,638	57,473	-9,920,857	253,692
	-55,988,308	-56,454,404	466,096	-58,212,836	2,224,528
NET ASSETS EX PENS LIABILITY	78,618,488	79,388,050	-769,562	77,501,477	1,117,011
Pension Liability	-20,543,000	-20,543,000	0	-20,543,000	0
NET ASSETS	58,075,488	58,845,050	-769,562	56,958,477	1,117,011
RESERVES					
Reserves brought forward	18,197,309	18,197,309	0	18,197,309	0
Year to date Trading	1,117,011	1,886,572	-769,562	0	1,117,011
	19,314,320	20,083,882	-769,562	18,197,309	1,117,011
Pension Reserve	-20,543,000	-20,543,000	0	-20,543,000	0
Total I&E Reserves	-1,228,680	-459,118	-769,562	-2,345,691	1,117,011
Restricted Reserves	465,482	465,482	0	465,482	0
Revaluation Reserve	58,838,686	58,838,686	0	58,838,686	0
TOTAL RESERVES	58,075,488	58,845,050	-769,562	56,958,477	1,117,011

4 Resource Implications

No further resource implications require to be noted in this paper.

5 Consultation

No formal consultation is required to be completed. The Management Accounts have been approved by the College Senior Leadership Team (SLT) and financial monitoring meetings are held monthly with budget holders.

6 Risks

The failure to ensure financial sustainability is a key risk noted in the College's Strategic Risk Register. One of the existing controls in place to manage the risk is that Management Accounts are produced monthly and reviewed by SLT with summaries presented to the Business, Resource and Infrastructure Committee for approval at each meeting.

7 Equality Impact Assessment

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

8 Recommendation

The Business, Resources and Infrastructure Committee approves the 2021-22 Management Accounts for the period ended 30 April 2022.

Michael Breen
Vice Principal, Finance
23 May 2022

(James Thomson, Assistant Principal Finance, Student Funding & Estates)

Publication

This paper will be published on the College's website.

Ayrshire College # 484082
05/30/2022 10:16:29

Business, Resources and Infrastructure Committee**31 May 2022****Subject:** Commercial Due Diligence Policy**Purpose:** To present members with the proposed Commercial Due Diligence Policy for review, discussion and approval**Recommendation:** Members are asked to approve the Commercial Due Diligence Policy**1 Background**

This policy was presented to the Senior Leadership Team on 26 April 2022. The SLT approved the budget and recommended it to the BRIC Committee for its consideration and approval.

An internal audit of commercial income generating programmes was undertaken in June 2021. The audit identified some areas in where the College could improve existing controls including highlighting that currently no formally documented processes are in place for undertaking due diligence checks for new companies, such as background checks of potential clients prior to entering a contract for commercial activity. In response to this audit recommendation, the Business Growth team is proposing a Commercial Due Diligence Policy, which is attached as Appendix 1.

2 Current Situation

Our Statement of Ambition places greater emphasis on growing commercial income and the Business Growth team anticipates new contracts and business opportunities being generated with companies, organisations and public sector bodies across Ayrshire and beyond.

A high proportion of the companies, stakeholders and other organisations the College engages with in relation to commercial activities and contracts will be locally based and, in many instances, will flow from established relationships and connections. However, there will be some opportunities where there is no existing or direct relationship and a Commercial Due Diligence policy is, therefore, required to ensure we access intelligence and information to make an informed business decision regarding risk and reward.

The purpose of the policy document is to:

- Formalise the due diligence policy in relation to commercial contracts
- Ensure there is a consistent and transparent approach in relation to commercial contracts which is commensurate with the financial levels involved
- To ensure there is transparency in relation to delegated authority and decision-making

Due diligence checks fall into three main categories:

- Financial
- Reputational
- Legal

The policy attached as Appendix 1 details the due diligence checks involved at each financial threshold with associated processes and documentation, to ensure the College is able to demonstrate a robust risk-based approach to determine the suitability or not of new business opportunities.

3 Proposals

No further proposals are contained in this report.

4 Consultation

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

5 Resource Implications

No specific resource implications require to be noted.

6 Risks

The proposed Commercial Due Diligence Policy addresses a number of key risks which the College may face, including reputation, financial and legal risks.

7 Equality Impact Assessment

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

8 Conclusion

Members are asked to approve the College's Commercial Due Diligence Policy.

Michael Breen
Vice Principal, Finance
23 May 2022

(Nuala Boyle, Head of Business Growth)

Ayrshire College #484082
05/30/2022 10:16:29

(Business, Resources and Infrastructure Committee, 31 May 2022 - Paper 6)



Commercial Due Diligence Policy

Policy	Commercial Due Diligence Policy
Approving Committee/Team	Senior Leadership Team
Date of approval	April 2022
Responsible person	Vice Principal - Finance
Next review date	April 2024

Ayrshire College # 484082
05/30/2022 10:16:29

Contents

Index:		Page
1	Introduction	3
2	Governance	3
3	Due Diligence Policy – Key Principles	4
4	Commercial Due Diligence Process	7
5	Commercial Contract Register	8
6	Commercial Contract Management	8
7	Contract Review and Exit	9
8	Freedom of Information (Scotland) Act 2002 (FOI)	9
9	UK General Data Protection Regulations (UK GDPR)	10
Appendices:		
Appendix A	Due Diligence Process for Commercial Contracts	11
Appendix B	Due Diligence Checklist	Online

Ayrshire College # 484082
05/30/2022 10:16:29

1 Introduction

1.1 Purpose of Commercial Due Diligence Policy

Our Statement of Ambition places greater emphasis on growing commercial income

and we anticipate new contracts and business opportunities being generated with companies, organisations and public sector bodies across Ayrshire and beyond. A high proportion of the companies, stakeholders and other organisations the College engages with in relation to commercial activities and contracts will be locally based and, in many instances, will stem from established relationships and connections. However, there will be some where there is no direct existing or relationship and a Commercial Due Diligence policy is, therefore, required to ensure we access intelligence and information to make an informed business decision regarding risk and reward.

The purpose of this document is to:

- Formalise the due diligence policy in relation to commercial contracts
- Ensure there is a consistent and transparent approach in relation to commercial contracts which is commensurate with the financial levels involved
- To ensure there is transparency in relation to delegated authority and decision-making

It should be noted that separate processes will be undertaken with respect to other training funds received such as Flexible Workforce Development Funding (FWDF). FWDF and other such funds will be administered in line with the conditions attached to these funds.

2 Governance

- 2.1 This policy requires approval by the Senior Leadership Team (SLT). The SLT is responsible for ensuring that College management and staff adhere to this policy.

The Vice Principal - Finance has lead responsibility for the Business Growth team who in turn manage commercial income activities.

The Head of Business Growth is responsible for leading and developing commercial training opportunities and activities in relation to reskilling, upskilling and wider training activities and is responsible for embedding the policy across the Business Growth team.

This Policy applies to all staff who are involved or engage in commercial training contracts. Such contracts should be referred to the Business Growth team who in turn will support the implementation of the Due Diligence Policy. All staff involved in the commercial contract process must declare any conflicts of interest prior to the commencement of the due diligence being undertaken. Any member of staff who declares an interest may be removed from taking part in the process dependent on the nature of the disclosure.

This Policy will be held on the Ayrshire College Intranet, College Areas, Business Growth.

2.2 Review of Due Diligence Policy and Procedure

The Vice Principal - Finance is responsible for continuous review of the Due Diligence Policy and submitting any changes to the SLT for approval.

3 **Due Diligence Policy – Key Principles**

3.1 The College will not enter into commercial contracts or partnerships that are overly restrictive and in particular those that:

- does not fulfil the College's mission or charitable purpose
- require illegal or unethical acts, hinder governance or administration, or compromise the College's accreditation or reputation
- impose upon the College burdensome administrative or other costs, or financial or other risk;
- create an unacceptable conflict of interest or duty
- disproportionately damage the reputation of the College
- disproportionately damage the College's relationship with its beneficiaries, students, benefactors, partners, collegiate community, or other external stakeholders.
- interfere with or influence the College's capacity to fully control the management, operations, and direction of its affairs,
- contain restrictions that unlawfully discriminate on the basis of race, creed, colour, citizenship, national origin, religion, sexual orientation, gender identity, gender expression, age or disability; or
- afford the business or organisation influence over the hiring or continued employment of specific personnel

3.2 When conducting due diligence and entering into commercial contracts, the College must:

- Refuse to accept standard blanket confidentiality clauses with commercial third parties - they are unlikely to be enforceable and would breach the terms of the official Code of Practice for public sector bodies: <http://www.scotland.gov.uk/Resource/Doc/25725/0025717.pdf>
- Refuse to include terms which purport to restrict the disclosure of information beyond the restrictions permitted in the Freedom of Information Act;
- Refuse to hold information received from third parties in confidence if it is not confidential in nature;
- Only accept information from third parties in confidence if it is necessary to obtain that information in connection with the exercise of any of the College's functions which would not otherwise be provided;
- Accept confidentiality provisions only if there are good reasons that are capable of being justified to the Scottish Information Commissioner;
- Ensure anything which can be defined as a trade secret is included in a confidentiality clause;
- Be aware that commercial confidentiality may be time dependent and exemptions successfully applied at the time of awarding a Contract or Framework Agreement may well cease to apply at a later stage in the relationship.

3.3 Due Diligence Checks

Due diligence checks fall into three main categories:

- Financial
- Reputational
- Legal

The level of due diligence and nature of the checks should be proportionate to the:

- size and nature of the commercial proposal
- amount of income and expenditure involved in the delivery of the proposal
- nature of the existing and planned activities
- existing versus new relationships
- risk tolerance
- reputational, financial and ethical risk assessments
- cost factors
- resources

3.4 Commercial Due Diligence Checks and Delegated Authority

Due diligence will be undertaken at levels commensurate with the financial contract value involved.

This policy applies to annual contract value and consideration will also be given to cumulative and total values.

Five delegated authority levels are included within this policy, which are detailed in the table on the following page. It is anticipated that a lighter touch approach will be adopted for contracts up to £35k and for existing relationships. Areas such as IP are also captured as part of the due diligence process.

Ayrshire College # 484082
05/30/2022 10:16:29

Level	Financial Level	Due Diligence Activities	Authorisation
1	Up to 35k	<ul style="list-style-type: none"> – Companies House verification – Credit score check – Web/desk research – Due Diligence checklist completed and forwarded for authorisation/approval 	Head of Business Growth
2	£35k to £99k	<ul style="list-style-type: none"> – Companies House verification – Credit score check – Reputational risk – press scanning, web research – Due Diligence checklist completed and forward for authorisation/approval 	Vice Principal - Finance
3	£100k to £249k	<ul style="list-style-type: none"> – Companies House verification – Credit score check – Reputational risk – press scanning, web research – Outsourced due diligence support/resources for contracts £100k+ – Due Diligence checklist completed and forward for authorisation/approval 	Principal
4	£250k to £499k	<ul style="list-style-type: none"> – Companies House verification and review annual accounts – Credit score check – Desk based research eg reputational, financial risks – Outsourced due diligence support/resources – Due Diligence checklist completed and forwarded for authorisation/approval 	Business Resources and Infrastructure Committee (BRIC)
5	£500k+	<ul style="list-style-type: none"> – Companies House verification and desk-based research – Credit score check – Outsourced due diligence support/resources – Due diligence checklist completed and forwarded for authorisation/approval 	Board of Management

3.4 External Due Diligence

Third party companies will undertake due diligence on behalf of the College producing a briefing from reputable sources and identifying risks where Commercial contract values are over **£100,000**. The College will procure services from third party companies in line with the provisions contained within the procurement policy.

4 **Commercial Due Diligence Process**

The Due Diligence process is captured in **Appendix A**.

4.1 Due Diligence checklist

The due diligence checklist (**Appendix B**) is the formal documentation for capturing and recording key information as well as identifying risks or areas for further consideration/assessment. In addition to legal, financial and reputational risks, wider aspects will be considered as part of its decision-making – examples could include the following:

- **Living wage employer** – the College expects businesses and organisations to adopt a positive approach to fair work practices as part of a fair and equitable employment and reward package.
- **Modern Slavery statement** – the College is committed to the protection of and respect for all human rights and has adopted a zero-tolerance position to slavery and human trafficking in all its forms. The College would encourage businesses and wider organisations to consider adopting a similar approach
- **Equality and Diversity** – the College is fully committed to challenging discrimination, advancing equality of opportunity, promoting inclusion and celebrating the diversity of all of its students, staff, visitors and College partners. The College would actively encourage businesses and other organisations to consider adopting a similar approach
- **Reputation** – the college recognises the potential impact that working with certain sectors might have on the College's reputation which will be reflected in the due diligence process
- **Sustainability** – the College will consider environmental, social and economic impacts within its due diligence process and encourage businesses and organisations to adopt similar approaches

4.2 Conflict/declaration of interest

Examples of where a conflict of interest can arise are as follows:

- an employee stands to benefit from the award of a commercial contract and that person is in a position to influence the decision
- an employee has a controlling interest in a tenderer as a shareholder, director or senior manager which might affect the delivery of commercial contracts

- an employee has a relationship with a prospective partner in a commercial contract.

All staff involved in the commercial contract process must declare any conflicts of interest prior to the commencement of the due diligence being undertaken. Any member of staff who declares an interest may be removed from taking part in the process dependent on the nature of the disclosure.

If a member of staff is uncertain whether or not he/she is in a position of conflict of interest, advice must be immediately obtained from the Vice Principal - Finance. Whatever the outcome, the issue and the advice must be documented

4.3 Bribery

It is an offence under the Bribery Act 2010 for personnel to request, agree to receive or accept a bribe.

It is essential that those personnel involved in a due diligence process to ensure that their personal judgement and integrity cannot reasonably be seen to be compromised by the acceptance of benefits of any kind from a third party.

4.4 Hospitality/Gifts

It is essential that those involved in commercial contracts are at all times, and are seen to be, above reproach in their actions. They must ensure that their personal judgement and integrity cannot reasonably be seen to be compromised by the acceptance of benefits of any kind from a third party. Gifts/Hospitality of nominal value eg pens, calendars, diaries, notepads etc., are acceptable. Beyond nominal value, staff should seek advice from the Vice Principal - Finance before accepting a gift or benefit of any kind from a potential supplier.

4.5 Corruption

It is an offence under Bribery Act 2010 for Ayrshire College personnel to corruptly solicit, receive or agree to receive inducements of any kind, and payable to any person for doing (or agreeing not to do) something relating to commercial contracts.

5 Commercial Contract Register

- 5.1 Once a commercial contract is in place, information shall be recorded by the Business Growth team via the Training Management Software (TMS) system. The TMS will record all commercial proposals and contracts at different stages of development.

6 Commercial Contract Management

- 6.1 Once a commercial contract is in place, the contract lead(s) shall take ownership of the contract.

7 Contract Review and Exit

- 7.1 Depending on the value, scale and risk of a contract, a review of the requirements and contract performance should be undertaken and where there is an option to extend, a new proposal and contract should be established. Regular reviews should be undertaken for contracts lasting for one year or more with a formal review 3-6 months before the contract end date. New contracts to be captured on the TMS.

8 Freedom of Information (Scotland) Act 2002 (FOI)

The FOI Act is intended to ensure a culture of openness in public sector bodies and the public has the right to access information held. This right of access is subject to certain strictly defined legal exemptions.

The College cannot contract out of its FOI obligations. From a contractual point of view, the FOI Act reduces the force of commercial confidentiality clauses for new contracts and for contracts already in place when the Act came into force (due to the FOI Act's retroactive effect).

There are two relevant exemptions in the FOI Act. The first covers disclosure that would be an actionable breach of confidence (ie someone would have the right to sue the College successfully for breach of confidence if the information were disclosed). The second exemption covers information, the disclosure of which could substantially prejudice someone's commercial interests (including those of the College and its commercial and academic partners). This latter exemption is subject to a public interest test and even damaging information may have to be released in response to an FOI request there is a sufficiently compelling interest.

In practice, this means that if a request for particular information is received and the College holds that information, it must be released unless:

- It would cost too much for the College to retrieve/provide the information (if over £600, equating to 40 hours staff time)
- There is an applicable exemption in the FOI Act.

If the Business Growth team or any other staff member receives a FOI request directly from an outside party, then the request must be referred immediately to the Assistant Principal, Human Resources and Organisational Development who has responsibility for Freedom of Information. They shall oversee or advise on the composition of a response, for issue before the mandatory 20 days deadline.

Standard wording will be included in the Terms and Conditions to alert prospective commercial clients and/or partners to the College's FOI Act responsibilities. Commercial clients and/or partners are invited to identify any information they would prefer that the College did not release as part of the commercial contract. If the College agrees to their designation, it can be reflected with appropriate clauses in the ensuing contract.

9 UK General Data Protection Regulations (UK GDPR)

UK GDPR puts data subject rights at the forefront and emphasises that data subjects continue to 'own' data. The College must comply with these regulations.

The legislation itself sets out the minimum scope required of contracts placed with data processors (anyone handling personal data). This states that a legal contract, which includes Purchase Order, must ensure that the processor:

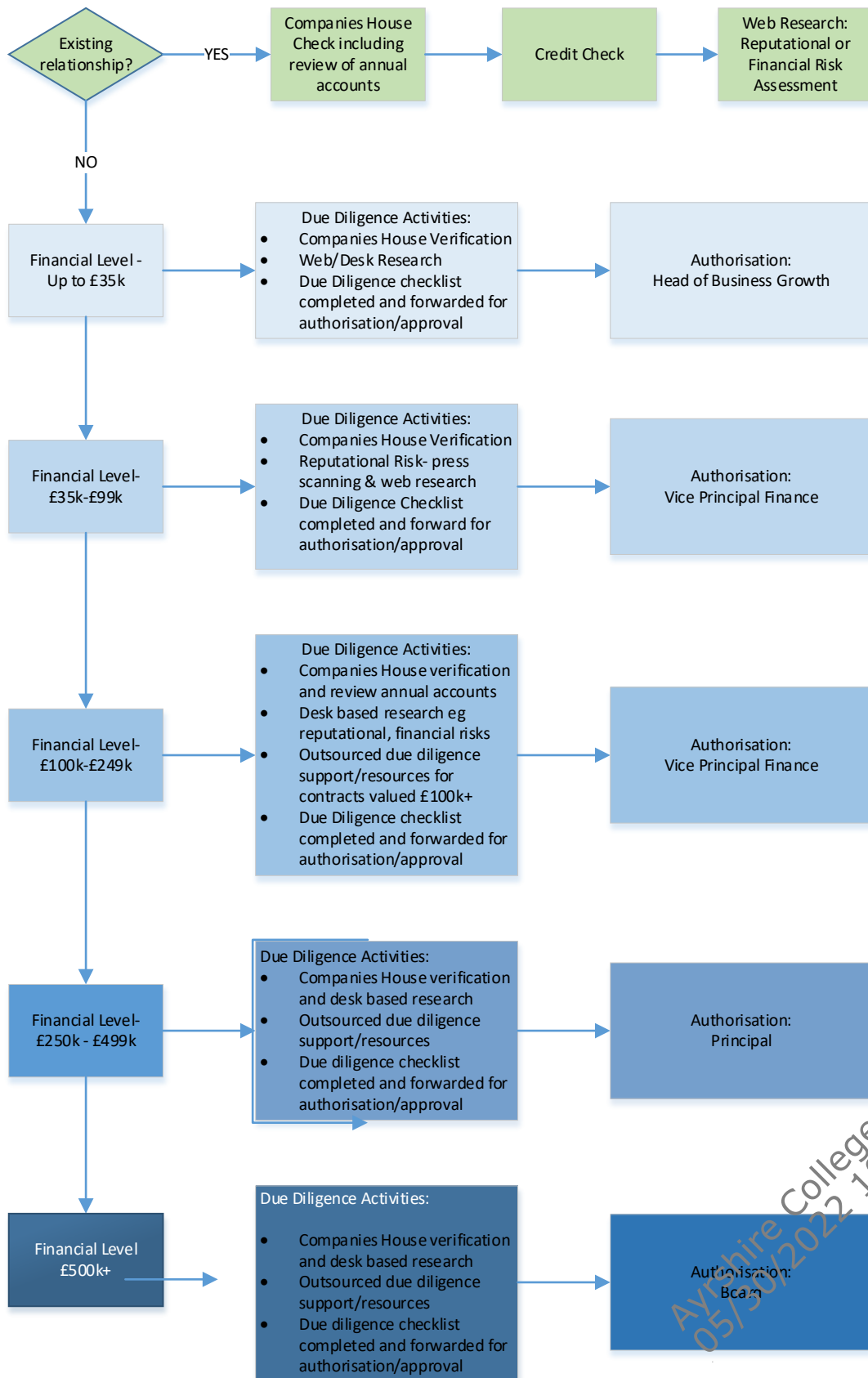
- Processes the personal data only on documented instructions from the controller
- Ensures that persons authorised to process the personal data observe confidentiality
- Takes appropriate security measures
- Respects the conditions for engaging another processor
- Assists the controller by appropriate technical and organisational measures
- Assists the controller in ensuring compliance with the obligations to security of processing
- Deletes or returns all the personal data to the controller after the end of the provision of service
- Makes available to the controllers all information necessary to demonstrate compliance with the regulation

This means that suppliers to Ayrshire College need to be assessed for GDPR relevance, and contractual arrangements, action plans and ongoing contract management being adapted accordingly to these suppliers and their sub-suppliers as appropriate.

Guidance and documentation is being developed by APUC in-line with ICO advice and the Procurement Manager continues to work with contract owners to ensure that the UK GDPR risk is assessed and that the correct clauses are included in quote and tender documents.

Ayrshire College # 484082
05/30/2022 10:16:29

Appendix A: Due Diligence Process for Commercial Contracts



Ayrshire College # 484082
05/30/2022 10:16:29

Business, Resources and Infrastructure Committee

31 May 2022

Subject: Business Growth Strategy 2022-24
Purpose: To present the College Business Growth Strategy (2022-24)
Recommendation: Members are invited to discuss and approve the Business Growth Strategy (2022-24)

1 Background

This strategy was presented to the Senior Leadership Team on 26 April 2022. The SLT approved the budget and recommended it to the BRIC Committee for its consideration and approval.

The College's Statement of Ambition places greater emphasis on growing commercial income and increasing our engagement with businesses. The Business Growth Strategy, which is attached as Appendix 1, has been developed to contribute to both areas with particular emphasis on the following strategic objectives:

- Work with partners, including businesses, to co-create and deliver a portfolio of learning and skills that is relevant, dynamic, flexible, and responsive to employer and industry needs, to current and future skills requirements and contributes to social and economic recovery.
- Provide an inspirational college experience which supports and enables students to overcome the disruption to learning caused by the pandemic and to successfully progress on their learning journey.

The Business Growth strategy will contribute to the following key measures of success:

- Increasing the number of businesses we engage with and support through upskilling, reskilling and improving productivity
- Exceeding SFC and other contract targets and increasing our commercial/other income to ensure continued financial sustainability

2 Current Situation

The Business Growth Team is responsible for ensuring that Ayrshire College delivers the Scottish Government's Flexible Workforce Development Fund (FWDF) and for securing commercial training and learning contracts through

the provision of courses that meet market needs and deliver a commercial surplus to reinvest in services, facilities and equipment.

Business Growth activities were significantly impacted during the pandemic and our attention was focussed on delivering the Flexible Workforce Development Fund. Some of our commercial activities effectively ceased e.g. evening courses and wider commercial activities were pursued on a reactive basis.

As we emerge from the pandemic into a new chapter and world of business and working, our focus will be to grow our commercial income streams across evening, short and industry courses as well as deliver FWDF annual income targets. Many commercial activities will be testing new markets within the context of rising inflation, soaring energy costs and global supply and demand challenges all of which will have implications for our business base and wider community.

The new Business Growth Strategy has been developed to focus on growing and diversifying our income streams, delivering high quality training support and enhancing the customer journey and learning experience.

The Strategy is shaped around three interrelated aims:

Aim 1 Grow commercial income - *grow and diversify sustainable business development opportunities and income streams through our commercial activity*

Aim 2 Create a dynamic, responsive and flexible training portfolio - *collaborate with partners, businesses and learners to co-create a training portfolio which meets current and future skills requirements and contributes to social and economic recovery*

Aim 3 Achieve quality and excellence in everything we do – *recognised as a one-stop shop for skills training and lifelong learning*

These aims will be achieved through the delivery of a range of activities which will be embedded in the Business Growth and College's operational planning processes.

3 Proposals

The Business Growth Strategy (2022-24) is presented to the Business, Resources and Infrastructure Committee for approval.

4 Consultation

A consultation process was organised with the Business Growth team and a separate session organised with the College Leadership Team

5. Equality Impact Assessment

An Equality Impact Assessment has been completed for this strategy.

6. Conclusion

Members are invited to discuss and approve the Business Growth Strategy (2022-2024)

Michael Breen
Vice Principal Finance
23 May 2022

(Nuala Boyle, Head of Business Growth)

Ayrshire College # 484082
05/30/2022 10:16:29

BUSINESS GROWTH STRATEGY

2022 – 2024

Supporting skills training for businesses to grow,
develop and succeed

Ayrshire College # 484082
05/30/2022 10:16:29

Statement of ambition

Ayrshire College will be an inspirational place of learning where individuals can excel and realise their full potential. A place where businesses and communities can access skills, expertise and innovation that supports local and national economic development and inclusive growth. We will achieve this through strong collaboration and partnership working and by investing in and valuing our staff and students.

The Business Growth Strategy contributes to the overall achievement of the College's Statement of Ambition and in particular Ambition 3:

- To be a high-performing, environmentally responsible college recognised for excellence, equality, and integrity and, in particular, *"we will continue to grow sustainable business development opportunities through our commercial activity."*

Over the next 2 years (2022-24), the Business Growth Strategy will contribute to the following strategic objectives outlined in the College's Refresh and Renew Plan:

- Work with partners, including businesses, to co-create and deliver a portfolio of learning and skills that is relevant, dynamic, flexible, and responsive to employer and industry needs, to current and future skills requirements and contributes to social and economic recovery.
- Develop and support staff and students to work and learn in new and innovative ways to enable excellence in all aspects of learning and teaching and service delivery.

Business growth – introduction

The global pandemic has dramatically changed our world, our college and business sectors across Scotland and beyond. The effects of the pandemic continue to present both challenges and opportunities. These include rising energy costs, access to talent and labour, inflation, demand and supply issues. These form an important, unpredictable and dynamic economic, social and political context for businesses and organisations. As a Business Growth team, we will continue to support businesses, in Ayrshire and beyond, by flexing and responding to the changing needs of employers and employees to support a skills led economic recovery.

The pandemic shone a spotlight on the digital agenda, accelerating the Fourth Industrial Revolution at an unprecedented pace, transforming and impacting our lives. It has heralded the need for new leaders and managers with new mindsets and skillsets; emphasised the importance of big data and cyber security; and our new reality is placing greater emphasis on the need for green and inclusive economic growth. Many employers have been resilient and agile, meeting new challenges and pivoting their business; some have grown via acquisition; many have survived and thrived, others have not; and many are regrouping and recovering. Boosting productivity, employment, innovation and skills are at the heart of economic recovery. Ayrshire College's Statement of Ambition places individuals,

businesses and communities at the heart of our strategy. As we move through this next chapter, targeted upskilling and reskilling will be critical for economic recovery.

Ayrshire College and the Business Growth Team are well placed to respond to the skills challenges that lie ahead. The pandemic transformed the way we engage and support employers, how we work together as a team and fundamentally how we respond and deliver training to our clients. We have demonstrated an ability to adapt and change; to be nimble, flexible and creative; and to continuously seek to improve our services and support to employers across our region and beyond. Our portfolio of learning and skills will continue to be dynamic, flexible and responsive to employer and industry needs, to current and future skills requirements and will contribute to economic and social recovery.

About us

The Business Growth team is responsible for delivering the Scottish Government's Flexible Workforce Development Fund (FWDF) and for securing commercial training and learning contracts through the provision of courses that meet market needs and deliver a commercial surplus to allow reinvestment in services, facilities and equipment.



Strategic aims

Our three strategic aims for the period 2022-24 are:

Aim 1 Grow commercial income

grow and diversify sustainable business opportunities and income streams through our commercial activity

Aim 2 Create a dynamic, responsive and flexible training portfolio

collaborate with partners, businesses and learners to co-create a training portfolio which meets current and future skills requirements and contributes to social and economic recovery

Aim 3 Achieve quality and excellence in everything we do

recognised as a one-stop shop for skills training and lifelong learning



Our guiding principles

- Forward thinking, nimble, adaptive and innovative in everything we do

- Listening to, responding and engaging our employers, partners and stakeholders

- Great customer experience and satisfaction levels

- High quality, relevant and engaging learning and training

- Growing sustainable and profitable commercial income streams

- High quality, 'can do' service which is efficient, effective and customer responsive



Aim 1 Grow commercial income

grow and diversify sustainable business opportunities and income streams through our commercial activity

The Business Growth team will achieve this aim by:

- Diversifying and growing sustainable commercial income each year that provides a surplus for reinvestment
- Committing to and delivering annual FWDF programmes resulting in client retention, repeat business as well as growth, particularly SMEs
- Developing and delivering a portfolio of high quality, highly relevant short, evening and industry courses as well as bespoke products which are responsive to the changing labour market, employer and wider client needs
- Providing the best customer and learning experience by regularly seeking, responding to, and monitoring, client and learner feedback
- Securing new business opportunities from existing and new clients including large employers, SMEs, public sector and the wider community
- Working collaboratively and in partnership (strategically and operationally) with stakeholders, partners and employers across the region and beyond
- Creating a commercial culture internally and 'College team' approach by working closely with curriculum and service areas to identify and exploit opportunities



Aim 2 Create a dynamic, responsive and flexible training portfolio

collaborate with partners, businesses and learners to co-create a training portfolio which meets current and future skills requirements and contributes to social and economic recovery

The Business Growth team will achieve this aim by:

- Being futures oriented and responsive to the changes, issues, trends and opportunities impacting on Scotland, our region, businesses and individuals
- Working collaboratively with curriculum areas to develop bespoke offerings
- Listening and responding to existing and new clients to shape our future training portfolios and products
- Transforming and enriching our learning activities incorporating new technologies such as Artificial Intelligence and Virtual Reality
- Delivering high quality, immersive learning experiences that are engaging and responsive to our diverse client base
- Growing and developing a pool of high quality, highly experienced vocational, specialist and associate trainers to ensure we can respond to current and future client needs
- Regularly seeking, responding to, and monitoring, client and learner feedback



Aim 3 Achieving excellence and quality in everything we do

recognised as a one-stop shop for skills training and lifelong learning

The Business Growth team will achieve this aim by:

- Being externally recognised by employers and individuals as a one-stop shop across Ayrshire for high quality, innovative skills training and lifelong learning
- Demonstrating through customer satisfaction levels, repeat business, growth and profitable income
- Working collaboratively with Accredited bodies to ensure quality standards are met and maintained
- Enhancing external visibility via marketing, promotional activities and wider activities such as networking, business and stakeholder engagement and partnership agreements
- Providing the best learner and customer journey and experience from initial meeting/enquiry, to booking, training and aftercare

How we will measure success

Business growth aim	Success measures	2022 – 2023	2023 – 2024
Aim 1 Grow commercial income	Increasing FWDF income Commercial income growth No. of businesses engaged	90% funds committed + 80% claimed 20% 10% increase levy payers 50% increase SMEs 10 new commercial clients	95% funds committed + 85% claimed 30% 5% increase levy payers 20% increase* 20 new commercial clients (*additional FWDF funds required)
Aim 2 Dynamic, responsive and flexible training portfolio	Number of businesses engaged Enhanced, flexible delivery models incorporating digital technologies	See above Secure funding for 1 x VR training product to act as a demonstrator	See above Grow VR portfolio in line with business demand
Aim 3 Excellence and quality	Achieved external recognition Learner and client satisfaction levels	Measured by business engagement & income growth 95%	Measured by business engagement & income growth 95%



Ayrshire College # 484082
05/30/2022 10:16:29



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Business, Resources and Infrastructure Committee

31 May 2022

Subject: 2021-22 Student Support Funds Position as at 10 May 2022

Purpose: To update Members on the Student Support Funds position and projections as at 10 May 2022

Recommendation: Members are asked to note the contents of this paper

1 Background

The College is responsible for administering student support funds on behalf of the Scottish Funding Council (SFC), the Scottish Government and Student Awards Agency for Scotland (SAAS).

2 Current Situation

The following sections of this paper provide details of the position of each student support fund as at 10 May 2022.

Members should note that while projected expenditure figures are included within this report there are a significant number of variables still to be factored in, including student retention rates, and actual awards still outstanding.

Financial projections will continue to be refined throughout the year for reporting to both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee.

2.1 SFC Funds provided for Bursary Support

The initial 2021-22 SFC Student Support Funds allocation was £10,807,570. Table 1 below details the bursary support funds provided by SFC for 2021-22 together with projected expenditure figures as at 10 May 2022.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£9,510,662	£6,975,698	£2,534,964
FE Childcare	£491,745	£314,623	£177,122
HE Childcare	£264,785	£121,815	£142,970
FE Discretionary	£540,378	£1,300,849	£(760,471)
Total	£10,807,570	£8,712,965	£2,094,585

The figures in Table 1 are based on the most up to date information on student applicants based on all students continuing with the College. The underspend projected reflects the current student numbers and the shortfall in credits.

The Student Funding Team continues to identify and pursue options to the use the funds available to maximise the financial support for our students.

The figures set out in Table 1 include circa £2,259,783 which relates to 361 care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. Therefore the level of support and the number of identified care experienced students has increased during AY2021-22.

In the current climate the ability to accurately forecast student withdrawals and levels of engagement (attendance) has been significantly compromised. Student Funding will continue to monitor student numbers and projected bursary support closely. Any significant changes or anomalies to withdrawals or engagement levels will be reported to members as part of the regular reporting arrangements.

Additional Bursary Funding

On 14 February 2022, SFC announced a further £6,375,000 of student support funding for 2021-22. This was made up of additional discretionary funding and additional funding for digital inclusion. Ayrshire College received £230,608 in additional discretionary funding and £259,434 of digital inclusion funding.

SFC has provided specific guidance on how the digital inclusion funding is to be utilised and the College has yet to allocate spend against this funding stream. For members' convenience spend against this funding support is reported separately in this paper (Table 2).

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
Digital Inclusion Funding	£259,434	£0	£259,434
Total	£259,434	£0	£259,434

The College received winter COVID-19 discretionary funding for FE student support. This funding needs to be reported separately to SFC. The College received an additional £230,608 of FE discretionary funding as part of SFC's in-year redistribution process. Table 3 sets the details the funds provided for 2021-22 together with projected expenditure figures as at 10 May 2022.

Table 3

Student Support Fund	Budget	Projected Expenditure	Difference
COVID-19 FE Discretionary 2021-22	£425,489	£424,231	£1,258
Total	£425,489	£424,231	£1,258

2.2 Educational Maintenance Allowance (EMA)

EMA funding is provided by the Scottish Government to support eligible 16 to 18 year-old students. The College's allocation for AY2021-22 is £800,000 and total EMA spend is currently projected at £471,300.

There is no financial risk in this area. Members are asked to note that actual amounts paid out are reimbursed in full to the College a month in arrears.

2.3 SAAS Funds Provided for Higher Education Discretionary Support

The College is also allocated funding from SAAS for eligible students completing HE programmes. This budget is administered in line with SAAS guidance.

Table 4 below details the HE Discretionary Fund Budget made available by SAAS for 2021-22 together with expenditure as at 10 May 2022.

Table 4

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional	£275,592	£189,609	£85,983
Total	£275,592	£189,609	£85,983

SAAS announced an additional HE discretionary fund for the college sector. Table 5 sets the details the funds provided for 2021-22 together with projected expenditure figures as at 10 May 2022.

Table 5

Student Support Fund	Budget	Projected Expenditure	Difference
Winter COVID-19 HE Discretionary 2020-21	£218,798	£115,444	£103,354
Total	£218,798	£115,444	£103,354

3 **Proposals**

No further proposals are noted in this paper.

4 **Consultation**

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

5 **Resource Implications**

No further resource issues require to be noted in this paper.

6 **Risks**

The disbursement of student support funds and financial monitoring arrangements are key areas of financial risk for the College. In addition, issues arising from the management of the student support funds can impact significantly on the reputation of the College.

7 Equality Impact Assessment

An impact assessment was completed in respect of the 2021-22 Student Funding Policy and Procedures.

8 Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance
23 May 2022

(James Thomson – Assistant Principal Finance, Student Funding and Estates)

Ayrshire College # 484082
05/30/2022 10:16:29

31 May 2022

Subject: Human Resource and Staff Learning and Development Report

Purpose: To provide members with an update for the reporting period February to April 2022

Recommendation: That members note and take account of the reporting and monitoring information provided

1 Human Resources Update

1.1 Recruitment and Selection

A total of four external adverts were placed during the reporting period.

Seven internal candidates were appointed to new roles within the College, and thirty-one new members of staff commenced employment with the College across a range of posts.

1.2 Sickness Absence

Sickness absence levels for the reporting period are as follows:

Term	February 2022	March 2022	April 2022
Long Term	2.54%	2.80%	2.86%
Short Term	0.95%	1.57%	0.91%
Total absence	3.49%	4.37%	3.77%

In comparison, the College sickness absence levels for the same period in 2020-21 were as follows:

Term	February 2021	March 2021	April 2021
Long Term	1.75%	0.88%	0.68%
Short Term	0.41%	0.24%	0.25%
Total absence	2.16%	1.12%	0.93%

Ayrshire College # 484082
05/30/2022 10:16:29

1.2.1 Sickness Absence Reasons

Absence Reason	February 2022		March 2022		April 2022	
	Days Lost	Staff Affected	Days Lost	Staff Affected	Days Lost	Staff Affected
Stress non-work related	97	7	72	4	44	4
Depression/Anxiety/ Psychological	88	5	134	9	135	8
Headache/migraine/ neurological	56.5	5	55	6	47	4
Cancer/malignancy	44	3	59	4	63	4
Back pain/sprain/ strain/ musculoskeletal	42	6	111	11	68	8
Heart/Cardiovascular	32	4	56	4	13	2
Stress work related	1	1	48	3	63	3

The overall absence rate for the College has increased during the reporting period and when compared to the same period in 2020/21. It is of note that absence levels fluctuated during the reporting period from 3.49% in February, increasing by 0.88% to 4.37% in March, before decreasing by 0.6% to 3.77% in April. By comparison, in April 2021 the total absence rate was 0.93% which is 2.84% lower than that recorded in April 2022.

One of the reasons for the sustained levels of absence is the continuing level of long-term absences which has consistently remained above 2.5% during the reporting period and was at its highest in April at 2.86%. This continues to reflect staff experiencing long term health conditions including mental health concerns such as stress, depression and anxiety, as well as musculoskeletal concerns and cancer diagnoses. A small number of these staff are being supported to explore ill health retirement options through occupational health, linked to their circumstances and pension options.

In contrast, short term absence levels have remained consistent overall at around 0.9%, with the exception of March where an increase to 1.57% was recorded. The increase in short term absences can be directly linked to staff reporting the occurrence of minor illnesses such as colds/flu, viral illnesses and other short term conditions.

The HR Team continue to monitor absence trends and review the support available for staff to enable appropriate actions to be considered and implemented by line managers.

It is also of note, that across the three month period, there were 112 working days lost to work related stress, which arose from three members of staff being absent from work. Absences of this nature continue to be monitored closely by the HR Team.

1.2.2 Covid-19 Reporting Information

During the period February to March 2022, the College recorded the following data relating to the covid-19 pandemic:

Covid-19 Recording Category	February 2022	March 2022	April 2022
Self-Isolation	29	31	6
Positive Cases	21	99	27

The College's Covid-19 guidance for staff and students was updated from 1 May 2022 in accordance with public health advice. Formal recording, by the College, of Covid-19 cases also ceased on 30 April 2022.

1.3 Maternity, Paternity and Adoption Leave

During the reporting period February to April 2022, eight members of staff were on maternity leave, four of which returned to work in March 2022.

1.4 Employment Relations

In the period February to March 2022, there were three disciplinary investigations ongoing. One of the staff members was suspended from work pending investigation.

There was also one stage one capability process linked to performance, during the period.

1.5 Flexible Working Requests

During the reporting period, four members of staff submitted flexible working requests. One request was to support caring responsibilities for a relative, the second was to support the staff members own health and wellbeing, the third was for childcare reasons, and the fourth to support work life balance. The applications have all been approved in principle, with final arrangements to be determined on working hours and patterns of work for academic year 2022/23.

1.6 UK Government Kickstart Scheme

The College submitted an application to the UK Government's Kickstart Scheme, which had been set up to support organisations to provide meaningful employment opportunities for young people aged 16-24, who were in receipt of Universal Credit. The scheme offered funding to organisations to provide six months of paid employment (25 hours per week), with each young person receiving the minimum wage appropriate to their age category.

On 31 March 2022, 12 successful young people commenced employment with the College, through the Scheme. The trainees are undertaking opportunities in the following roles:

- Assistant Technician – Arts, Media and Sound Production
- Customer Service Intern
- Digital Learning Assistant x2
- Digital Marketing Intern
- Finance Trainee
- IT Technician Intern x3
- Schools, Engagement and Widening Access Assistant
- Trainee Learning Resources Assistant
- Workshop Assistant – Horticulture and Construction

Ayrshire College #184082
05/30/2022 10:16:22

A key component of the six month employment opportunity, is for the young people to gain key employability skills through formal and informal training routes. To support these aims, the College utilised some of the funding available to provide a laptop for each young person. The young people will be able to retain the laptop at the end of their employment to support them in their onward career journey. Alongside this, the young people will also be supported to gain certificated qualifications in leadership and ICT skills.

2 Staff Learning and Development Update

2.1 February to April 2022 CPD Events

Prevent Awareness

During March, Police Scotland delivered online workshops for staff on the Prevent Strategy, and how to recognise the vulnerabilities that make individuals susceptible to radicalisation. A total of three, one-hour workshops were delivered.

Strengthening Personal Resilience

During February and March, Strengthening Personal Resilience workshops were delivered to staff within Hair, Beauty, Complementary Therapies and Make Up Artistry. A total of three, two hour online workshops were delivered.

2.2 LinkedIn Learning

During the period February to April 2022, 584 courses and 2489 videos were viewed, with 2111 videos completed. The most popular content during this period related to computer security and internet safety, with 'Cybersecurity at Work' being the most viewed course. Other popular content related to MS Office 365 apps, such as Teams and Sway.

2.3 GTCS – College Lecturer Registration

The national rollout of GTCS registration continues to be a priority area for the College, with registration being mandatory for lecturers and curriculum managers with a GTCS recognised teaching qualification from a Scottish University. On 31 March, which was the final date for registration in 2021-2022, a total of 208 staff had registered.

Phase 2 of the registration process is now underway, for lecturers and curriculum managers who obtained teaching qualifications outside of Scotland. As part of the Qualified Outside of Scotland (QoS) process, GTCS has been provided with details of the appropriate staff to initiate the registration and application process. These staff require to complete a qualification assessment to ensure equivalency prior to the registration process commencing. This process is due to conclude by 30 June 2022.

2.4 Aspire Growing Leaders Programme

To support the College's Statement of Ambition 2030 the Staff Learning and Development team developed the Aspire Growing Leaders Programme. Aspire is the College's commitment to investing in staff who are not currently in leadership or management roles, to develop skills and experience for the future. A key focus of the programme is to support succession planning and recruitment to leadership roles over the next 5 years and beyond.

The Aspire Growing Leaders Programme was launched on 5 May 2022, with applications invited. The programme will have an initial cohort of 10 delegates, split equally between curriculum and support staff. As part of the programme, candidates will be assigned a mentor who will come from within the current group of managers and heads of department. A development programme has also been introduced to support those leaders who will mentor the candidates.

Staff have responded very positively to Aspire and a range of applications were received from across the College. Applications will be reviewed by a panel in order to identify the initial cohort of candidates, and the programme will run from August 2022 to March 2023.

David Davidson
Assistant Principal HR and Organisational Development
23 May 2022

(Gillian Brown, Head of HR)

Ayrshire College # 484082
05/30/2022 10:16:29

Business, Resources, and Infrastructure Committee**31 May 2022****Subject:** Health, Safety and Wellbeing and Equality and Inclusion Report**Purpose:** To provide members with an update for the reporting period February to April 2022.**Recommendation:** That members note and take account of the reporting and monitoring information provided.**1 Health, Safety and Wellbeing Update****1.1 Mandatory and Online Training**

Mandatory training completions during the reporting period:

Course	Completions
Introduction to Working Safely	71
Fire Detection & Response	78
Infection Control	111

A total of 26 staff also completed the First Aid at Work training course. In addition, 16 staff with line management responsibilities completed the IOSH Managing Safely programme.

1.2 Accidents and Incidents

There were thirty incidents recorded during the reporting period, detailed as follows:

Campus	Riddor	>3 days <7 days	Minor Injury	No Injury	Near Miss	Ill Health	Total
Ayr	0	0	10	0	4	1	15
Kilmarnock	0	0	6	1	1	0	8
Kilwinning	0	0	4	1	2	0	7
Dean Park	0	0	0	0	0	0	0
Irvine	0	0	0	0	0	0	0
Nethermains	0	0	0	0	0	0	0
Total	0	0	20	2	7	1	30

Notable Incidents

Ayr Campus	February 2022	Technical Theatre	Hit by moving, flying, or falling object
During a routine operation of a lighting rig chain hoist, a pair of scissors located in the bottom of a chain bag were caught on the slack end of the chain, and subsequently fell to the floor below the chain bag. No injuries were sustained. As the chain bag is always located at height other than when statutory maintenance is carried out twice per year, it is high likely that the scissors fell into the bag during an earlier inspection.			

Visual checks of the chain bags will be carried out following statutory inspection, before raising to height and their flown position.

Kilmarnock Campus	March 2022	Motor Vehicle	Hit by moving, flying, or falling object.
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A small piece of concrete fell from the motor vehicle workshop ceiling and struck a member of staff on the shoulder. No injuries were reported. Repairs to the ceiling were carried out during the Easter holiday period.

1.3 Fire Safety

Fire Evacuations (included as near miss in incident statistics)

Date	Campus	Details
01/02/2022	Ayr – Dam Park	Fire alarm activated due to fault within refectory kitchen extraction system. Contractor visited the campus the following day and rectified the matter. Scottish Fire & Rescue attended, and the campus was evacuated safely.
15/02/2022	Kilmarnock	Fire alarm activated due to a product reaction which had been applied to a “sally head” prior to drying. An excessive amount of product had been applied, and this resulted in the production of smoke from the hair dryer. Scottish Fire & Rescue attended, and the campus was evacuated safely.
16/03/2022	Kilwinning	A call point which had been used by Bellrock FM to activate the fire alarm as part of the weekly test, developed a fault. The fire alarm was subsequently silenced, and Bellrock FM’s specialist contactor attended the campus to reset the alarm and replace the call point. During this period, fire monitoring was carried out by the Head of Health, Safety and Wellbeing and Bellrock FM staff. Scottish Fire & Rescue assistance was not required
15/03/2022	Ayr – Dam Park	Fire alarm activated due to fault within the refectory kitchen extraction system. The contractor visited the campus and the detector head was changed and relocated. This related to the earlier incident noted above. Scottish Fire & Rescue attended, and the campus was evacuated safely.

1.4 Claims

The College currently has one outstanding liability claim.

1.5 Risk Assessment

The College overarching Covid-19 risk assessment continues to be reviewed by the *Campus Operations Steering Group* and is available to all staff. This risk assessment takes account of the guidance from Scottish Government, NHS and the

Health and Safety Executive (HSE). This will remain in place for the remainder of the current academic year.

Fire risk assessments, which were undertaken by a specialist external contractor, were completed for each of the buildings on the Ayr Campus. The actions are currently being taken forward by the Health, Safety and Wellbeing and Estates and Sustainability teams.

1.6 Supporting Academic Year 2021/2022

1.6.1 Covid-19 stats

The following table details the number of positive cases, however, it is important to note that not all of these cases had been on campus.

Campus	Staff	Students	Total
Ayr	75	144	219
Kilmarnock	52	202	254
Kilwinning	47	170	217
Nethermains	2	9	11
Dean Park	1	3	4
Irvine	0	1	1
Craigengillan	0	5	5
Total	177	534	711

Data covers the period 10 January – 30 April 2022.

As highlighted in the HR and Staff Learning and Development report, formal recording of Covid-19 cases ceased on 30 April 2022.

1.6.2 Campus Operations Steering Group

The Health, Safety and Wellbeing team continue to support the Campus Operations Steering Group.

The Head of Health, Safety and Wellbeing attended the Regional Education meetings on a weekly basis. These meetings ended on 30 April 2022, however, Public Health are currently working on guidance for the local education sector.

Lateral Flow Device (LFD) testing kits were readily available to all staff and students throughout the reporting period. The distribution of these ceased on 17 April 2022, however, the College has retained a small stock of LFD kits in the event of a future outbreak.

The College continues to promote the guidance messaging on distance aware and covid sense to staff and students. Updated covid sense posters are now displayed around the campuses.

Campus covid-19 vaccination clinics were organised for staff, students, and members of the public to attend in February and March 2022. Over four hundred vaccinations were administered through these clinics.

1.7 Health and Wellbeing

A new three year Promoting Wellbeing action plan has been developed by the Promoting Wellbeing Group (attached as Appendix A). The plan builds on the earlier work of the Group and also sets out actions to address the wellbeing challenges which became more apparent during the Covid-19 pandemic. The action plan will be monitored on an ongoing basis to identify progress and impact.

A range of health and wellbeing themes were also promoted during the review period:

- The HSW team have been making the final arrangements for the health surveillance programme to commence in June.
- Eleven members of staff participated in the cycle to work scheme.
- A Menopause support group has been established and met for the first time.
- National Walking month was promoted across the College to staff and students.
- A number of College staff and students will be taking part in the 'Roon the Toon' 10K race in June.
- A travel survey has been circulated to staff and students in Kilwinning campus. The results will help inform the funding application for new bike storage facilities.
- HSW continue to share information and ideas on the Staff Wellbeing Teams page and in the College newsletter.

1.8 Legislative Update

- Employers' responsibilities to workers regarding the provision of personal protective equipment (PPE) came into effect on 6 April 2022. Under Personal Protective Equipment Regulations (PPER) 2022, the types of duties and responsibilities on employers and employees under PPER 1992 will remain unchanged but will extend to limb (b) workers, as defined in PPER 2022.

The College does not currently engage limb workers.

- Linked smoke and heat alarms in domestic premises came into effect in February 2022 and was communicated to staff and students.
- The College continues to promote the Scottish Government Covid-19 guidance.

2 **Equality and Inclusion Update**

2.1 Mainstreaming Equality and Equality Outcomes 2021-2025 progress report

The annual Mainstreaming Equality and Equality Outcomes 2021-2025 Progress report has now been published, following approval by the Committee and Board of Management in the previous meeting cycle:

[Ayrshire College Mainstreaming Equality and Equality Outcomes 2021-2025 Progress Report and Equality Outcomes 2021-2025 Report](#)

2.2 Committed to LGBT+ inclusion digital badge

In February 2022, to coincide with LGBT History Month, a new 'Committed to LGBT+ Inclusion' staff digital badge was introduced. Staff are able to achieve this badge by completing three e-learning courses (Sexual Orientation; Gender Matters; and Trans and Non-binary Awareness) on the Equality Matters section of the Staff Learning Portal.

From June 2022, in addition to the digital badge, staff will also receive a 'Committed to LGBT+ Inclusion' pin badge.

2.4 International Women's Day (March 2022) / key activities

To mark International Women's Day, the College held and participated in a number of activities including the re-launch of Ayrshire Connects; a special Rockpool Podcasts episode with Elaine Hutton, Assistant Principal; Early Years Conversation Café and local Reclaim the Night walks.

2.3 LGBT Youth Scotland Charter

Following feedback received by the Student Association, the College is now working towards the LGBT Youth Charter Mark, Foundation accreditation. The Foundation accreditation is organisation-wide and once achieved will be held for four years by the College before renewal. LGBT Youth Scotland are an organisation focussed on improving the lives and experiences of LGBT+ young people and adults aged between 13-25 years.

To support the achievement of this Charter Mark, a working group will be established to progress towards accreditation.

2.4 Report + Support

The College introduced the Report and Support tool in October 2021, through the work of the Fearless Glasgow consortium of universities and colleges, based in the west of Scotland.

An evaluation survey for staff involved in the Report + Support process is now available. Staff have been asked to complete the survey by the end of June 2022. The Tool will be promoted during the student induction process in August 2022.

2.5 TransEdu Community of Practice event

The College's Equality and Inclusion Advisor, as co-Chair of the sector TransEdu Community of Practice, is supporting the planning, organisation and delivery of a half-day event for higher and further education colleagues to share good practice, learn and network in relation to trans and gender diverse students and staff experiences. The event will take place on Friday 10 June 2022 at City of Glasgow College.

David Davidson
Assistant Principal HR & Organisational Development
23 May 2022

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



Ayrshire College – Promoting Wellbeing Action Plan 2021-2024

Introduction

The Promoting Wellbeing Group was established to promote the positive wellbeing of staff and students at Ayrshire College by providing leadership on the development, implementation and review of the College's Promoting Wellbeing Action Plan. Ayrshire College's Promoting Wellbeing Action Plan 2021-24 builds on the progress made throughout the reporting period 2018-21. The Action Plan outlines the College's ongoing commitment to supporting the positive wellbeing of all students and staff. The Action Plan represents a whole-college approach, recognising that promoting positive wellbeing and tackling stigma around mental health is the responsibility of us all.

The increasingly known impact of mental health and wellbeing on individual experience requires a proactive, ambitious but achievable response. The Promoting Wellbeing Group believes this action plan will deliver these aims for the College community. It provides clear, focused actions and seeks to support the College to deliver fully on its vision, mission and strategic goals.

The aims outlined in the Promoting Wellbeing Action Plan reflect the College's key strategic objectives, which are detailed in the Statement of Ambition 2030, the Refresh and Renew Plan 2021-24 and the Equality Outcomes 2021-25.

The College has a positive and productive relationship with NHS Ayrshire and Arran and it was felt important to use their Mental Health and Wellbeing Strategy 2015-27 and associated Action Plans as a guide to developing the College's Promoting Wellbeing Action Plan 2021-24. In particular, the Promoting Wellbeing Group used two of the six identified areas considered necessary for positive mental health and wellbeing as a framework.



Outcome 1: Promote positive wellbeing within the College

Outcome 2: Develop and sustain resources within the College

Outcome 3: Work with internal and external partners to support student and staff recovery from the Covid-19 pandemic

	Key Action(s)	Responsible	Timescale	Impact	Outcome Reference	COEP Reference
1	Develop and promote activities and resources including the Wellbeing Hub, workshops and monthly wellbeing updates to raise awareness of mental health and wellbeing amongst all students, with a particular focus on male students and priority groups.	MHLO MH Champions SS Advisors	June 2024	Students report an increased awareness of mental health and wellbeing resources and activities to support wellbeing. An increased number of students access online resources. The number of male students accessing resources and support for mental health is increased. Improved KPIs	1	SO1, SO6
2	Conduct annual wellbeing survey for students	Promoting Wellbeing Group (PWG)	June 2023	College has a clear understanding of factors affecting student wellbeing. There is a clear process in place to measure the impact of the Promoting Wellbeing Action Plan from a student perspective.	1	SO1, SO6
3	Promote staff benefits, initiatives, local events and encourage staff to use self-help resources including the College's Employee Assistance Programme to support wellbeing through	HSW Team	June 2024	An increased number of staff members engage with initiatives and self-help resources.	1, 2	SO6



	Key Action(s)	Responsible	Timescale	Impact	Outcome Reference	COEP Reference
	email updates, the Wellbeing App and the Stay Connected newsletter					
4	Plan and deliver an annual staff wellbeing event.	HSW Team	June 2024	Staff feel valued by the College. All staff members have the opportunity to take part in wellbeing activities.	1	SO6
5	Explore the opportunity to embed wellbeing funding within team budgets and support staff teams to make use of allocated budgets to plan and deliver team wellbeing activities.	HSW Team PWG	June 2024	Teams have greater ownership of wellbeing activities and there is increased staff 'buy in'.	1	SO6
6	Plan, deliver and evaluate three College wide promotional campaigns throughout the academic session: #MyMentalHealthMatters month Mental Health Awareness Week Time To Talk Day	PWG	June 2024	Increased staff and student awareness of strategies to support wellbeing. Increased levels of engagement and participation in campaigns. Reduced stigma in relation to mental health.	1	SO1, SO6
7	Identify and develop new ways of celebrating staff achievements and success.	Marketing PWG Head of HR Services	June 2024	Staff feel valued and recognised for their achievements. There is an opportunity to highlight success to a wider audience.	1	SO2



	Key Action(s)	Responsible	Timescale	Impact	Outcome Reference	COEP Reference
				Staff are inspired by good practice.		
8	Identify suitable contemplation and wellbeing spaces on each campus for staff and students.	PWG	Sep 2022	The College is able to provide a suitable therapeutic space for Counselling. Students and staff have access to a quiet space to support their wellbeing. Students and staff have an appropriate space for prayer and reflection. The College is more inclusive.	1	SO1, SO6
9	Ensure information about wellbeing support and resources is included in College Welcome Campaign and Student and Staff Inductions.	Marketing Head of Student Experience Head of HR Services	June 2024	Students and staff have an understanding of the support available to them at College.	1	SO1, SO6
10	Recruit three Mental Health Champions to support student wellbeing by working collaboratively with curriculum teams to embed wellbeing resources and activities within the curriculum.	Head of Student Experience MH Champions	January 2022	Mental health and wellbeing is embedded with course programmes. Staff have a greater understanding of strategies to support wellbeing and increased confidence in supporting student wellbeing.	2	SO6, SO1
11	Develop and implement a Student Wellbeing Ambassador model in partnership with the Student Association.	MH Champions Student Association	Sept 2022	Students have access to peer support in relation to wellbeing. Students are involved in shaping and developing services to support wellbeing	2	SO1, SO2, SO6
12	Continue to encourage staff teams to make use of	Head of Schools,	Ongoing to June 2023	Mental health and wellbeing activities are embedded across all areas of the College.	2	SO1, SO6



	Key Action(s)	Responsible	Timescale	Impact	Outcome Reference	COEP Reference
	additional mental health funding.	Engagement and Widening Access		All staff have an opportunity to contribute to the development and delivery of a sustainable wellbeing model.		
13	Continue to identify and promote key mental health and wellbeing e-learning resources for staff including the Resilience Toolkit, Understanding Mental Health Issues in FE Students and the NHS Mentally Healthy Workplace course for managers.	PWG	June 2024	Staff have an increased understanding of mental health issues. Managers are able to more effectively support staff members in relation to their mental health and wellbeing.	2	SO6
14	Continue to build the capacity of staff and students to promote good mental health and wellbeing by delivering a programme of student workshops and at least three Mental Health Improvement: A Practical Approach training sessions per year.	MHLO		Staff and students are equipped with a better knowledge and understanding of strategies to support positive mental health and wellbeing.	2	SO1, SO6
15	Develop and deliver a model of Health and Wellbeing Coaching for staff and a wellbeing check for managers to better support and understand staff wellbeing concerns.	Head of HSW Head of HR Services	Sept 2022	Managers are equipped to more effectively support staff members in relation to their health and wellbeing.	2	SO2, SO6



	Key Action(s)	Responsible	Timescale	Impact	Outcome Reference	COEP Reference
16	Develop a mechanism for sharing best practice with regards to wellbeing	PWG	June 2024	Staff are more aware of how to make the most of resources. Staff are inspired to develop wellbeing resources.	2	SO1, SO6
17	Further develop and enhance the College's Student Counselling Service.	Head of Student Experience	June 2024	An increased number of students have access to an effective, high quality Counselling Service. Students report that Counselling had a positive impact on their student experience.	2	SO1, SO6
18	Continue to take a pro-active approach in managing the impact of Covid-19 on students and staff.	Head of HSW PWG	June 2024	Staff and students feel safe and supported at the College in relation to Covid-19.	3	SO1, SO6
19	Continue to develop partnerships with the NHS, local Public Health and Health Improvement Teams, Local Authority and Third Sector services and other external organisations to identify opportunities and initiatives to support student and staff wellbeing.	PWG	June 2024	Staff and students are aware of community based services and resources to support mental health and wellbeing. Staff and students have access to a range of benefits and initiatives to support wellbeing.	3	SO1, SO6
20	Continue to develop and implement the College's Hybrid Working Framework and flexible hybrid working	Head of HSW Head of HR Services	June 2023	Staff have the opportunity to engage in the College's hybrid working model if appropriate.	3	SO6



	Key Action(s)	Responsible	Timescale	Impact	Outcome Reference	COEP Reference
	pilot programme to support staff wellbeing and the delivery of a blended learning model.			Staff report improved wellbeing as a result of the hybrid working model.		
21	Identify opportunities to engage in local community volunteering and “giving back” initiatives and support staff and students to participate in these. Do we need to develop a process/procedure first to identify parameters?	Curriculum Teams Student Association	Ongoing	Students and staff have the opportunity to acquire additional skills and experiences. Participants report a positive impact from these experiences.	3	SO1, SO6
22	Develop and implement strategies to support positive digital wellbeing for staff and students.	Digital Wellbeing Group	Ongoing	Staff and students have a better understanding of how to look after their digital wellbeing.	3	SO1, SO5, SO6

Ayrshire College # 484082
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**Quarterly Complaints Report
2021/2022
Quarter 1 (August – October 2021)**

Ayrshire College # 484082
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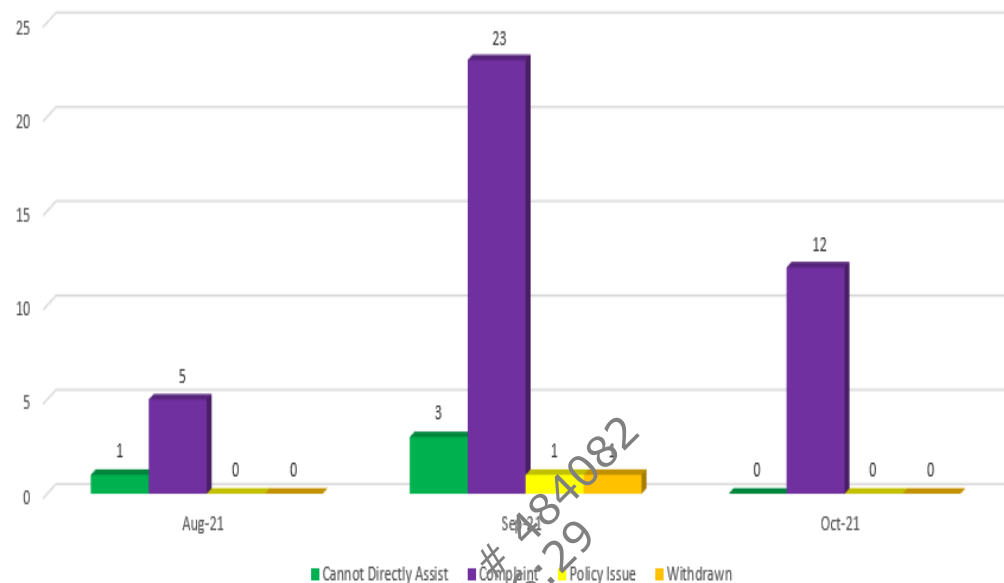
Total Issues Received

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

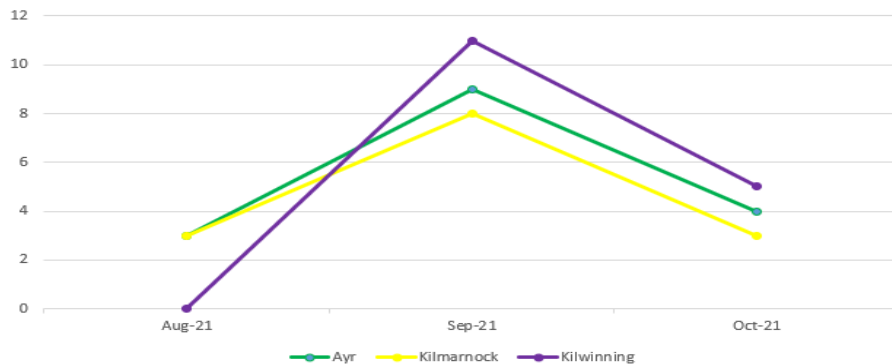
41 complaints were received, 1 of these was withdrawn.

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

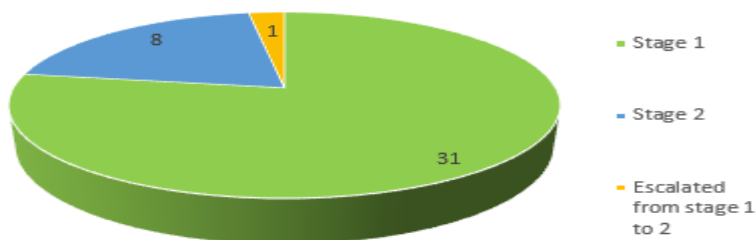


Issues received, split by campus and type of issue



Complaints Received

Complaints received, split by stage



41 complaints were received, 1 of these was withdrawn.

The chart on the left shows the remaining 40 complaints received, split by stage.

31 out of 40 complaints received were dealt with at stage 1, which equates to 78% of complaints.

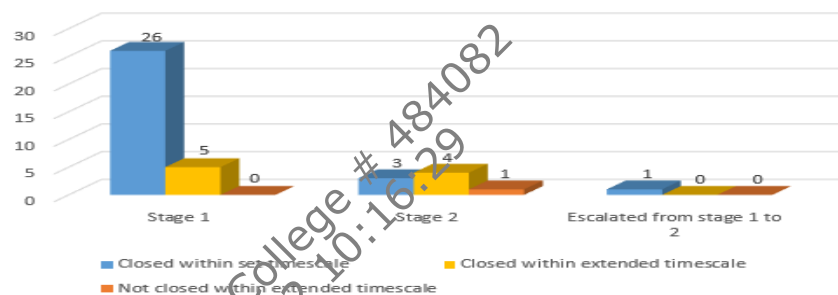
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

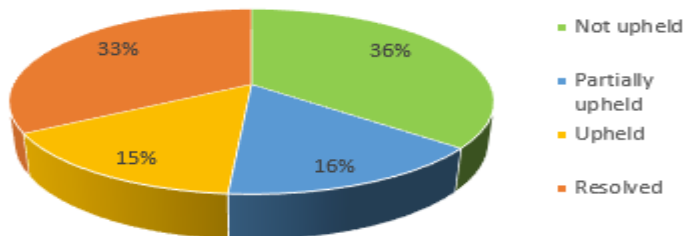
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

75% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in



Complaints received, split by outcome as a percentage



Of the 40 complaints received, 15% of complaints were upheld, with a further 16% partially upheld. This combines to 12 out of 40 complaints. 13 complaints were resolved.

**1 complaint remains open so these figures will change.

Complaints Comparison

Quarterly Complaints Report – Q1, 2021/2022

COMPLAINTS HANDLING PROCEDURE INDICATORS		Q1 2021/2022		Q1 2020/2021	
1.0	Total number of complaints received & complaints received per 100 population				
1.1	Number of complaints Received	40		43	
1.2/1a	College Population and Number of Complaints received per 100 population	9568	0.4	8299	0.5
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	31	77.5%	32	74.4%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	7	17.5%	3	7.0%
2.3/2c	Number of complaints closed after Escalation and % of total closed	1	2.5%	8	18.6%
2.4	Open	1	2.5%	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	6	19.4%	18	56.2%
3.3/3b	Number and % of complaints not upheld at Stage 1	12	38.7%	14	43.7%
3.5/3c	Number and % of complaints resolved at Stage 1	13	41.9%	0	0.0%
3.0	Stage 2				
3.4/3d	Number and % of complaints upheld at Stage 2	6	85.7%	1	33.3%
3.6/3f	Number and % of complaints not upheld at Stage 2	1	14.3%	2	66.7%
3.0	Escalated				
3.7/3g	Number and % of complaints upheld after Escalation	0	0.0%	4	50.0%
3.9/3i	Number and % of complaints not upheld after Escalation	1	100.0%	4	50.0%
4.0	Total working days and average time in working days to close complaints at each stage				
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	18	3.8	161	5.0
4.2	Total working days and average time in working days to close complaints at Stage 2	175	25.0	56	18.7
4b	Escalation	20	20.0	273	34.1
5.0	Number and % of complaints closed within set timescales (S1=5 working days; S2=20 working days; Escalated = 20 working days)				
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	26	83.9%	23	71.9%
5.2/5b	Number and % of Stage 1 complaints not closed within 5 working days	5	16.1%	9	28.1%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	3	42.9%	3	100.0%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	5	71.4%	0	0.0%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	1	100.0%	6	75.0%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	2	25.0%
6.0	Number and % of complaints closed at each stage where extensions have been				
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	5	100.0%	8	88.9%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0.0%	1	11.1%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	4	80.0%	0	0.0%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	1	20.0%	0	0.0%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	2	100.0%

- 40 complaints received, a decrease of 7% from Q1 2020/2021.
- 78% of complaints were handled at stage 1 in Q1 2021/2022, compared to 74% for the same period in 2020/2021.
- 75% of complaints were closed within the target timescale, compared to 74% in Q1 2020/2021.
- 98% of complaints were closed within the extended timescale in Q1 2021/2022, compared to 93% closed within the extended timescale in the same period in 4/15 2020/2021.

Complaints – Sub-category

The chart below shows the complaints received, split by sub-category and outcome. Noted below are the reasons for complaint in each of the top 5 sub-categories:

Staff Conduct

- Lack of/no communication from staff
- Unhappy with information provided by staff member
- Feels discriminated against at placement and unsupported
- Lack of support provided during pregnancy
- Attitude and behaviour of staff member
- Lack of social distancing from staff member, not wearing a mask
- Treatment of students by staff member
- Misgendered/not recognised as female by members of staff
- Unhappy staff member being distracted during lessons
- Staff member unprepared for lessons, speaking inappropriately, late for lessons, instructions not clear
- Received invoice for laptop that had already been returned but record not updated

Funding/Bursary

- Not received bursary and unhappy with the way they were spoken to
- Unhappy with time taken to assess discretionary funding application
- Funding placed on hold due to attendance

Course Management

- Course not running as noted in timetable
- Unhappy went to Kilmarnock campus but course was delivered at Ayr campus and originally advertised as open learning
- Unhappy course delivered online and not face to face
- Breakdown with College when doing SVQ and looking for refund

Assessments & Exams, Certification

- Did not receive certificate for HND course
- Not given results of assessments, assessments not taken into account in overall grade and bereavement not taken into account
- Certificate sent to incorrect address

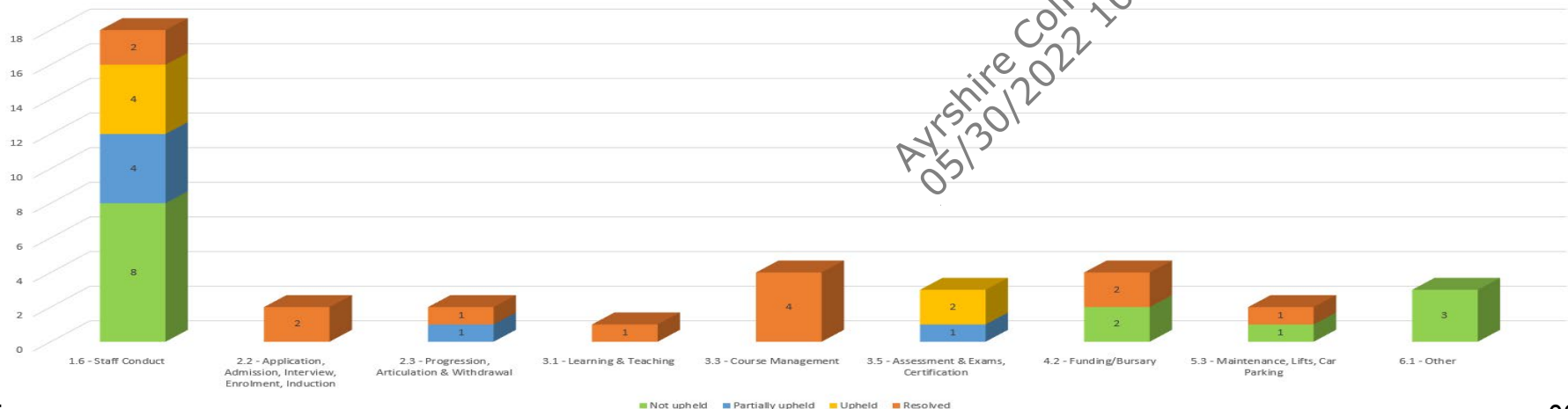
Other

- Unhappy graduation changed to online virtual event

*Pages 13-15 show all the categories and sub-categories available

**1 complaint remains open so the figures below will change.

Complaints received, split by sub-category and outcome

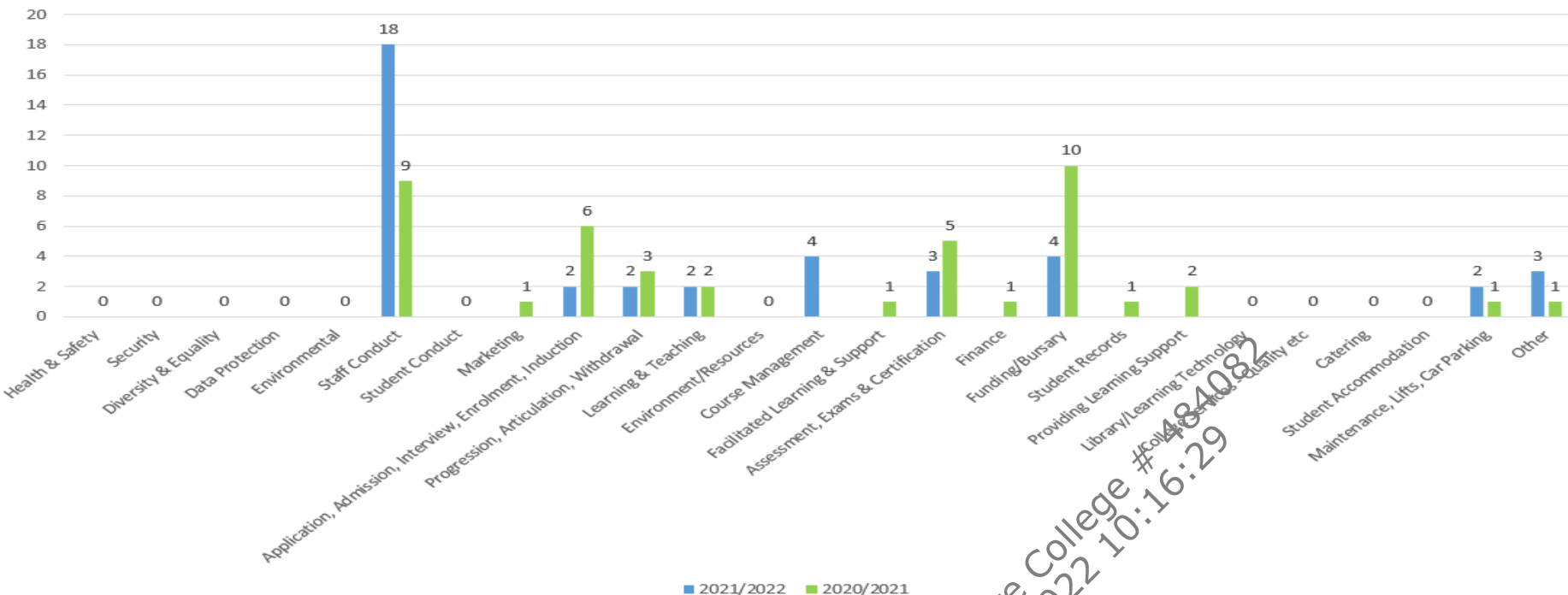


Complaints – Sub-category Comparison

Quarterly Complaints Report – Q1, 2021/2022

The chart below shows the complaints received, split by sub-category, compared to complaints received, split by sub-category, in Q1 2020/2021.

Complaints Received by Sub-category Q1, 2021/2022 vs Q1, 2020/2021



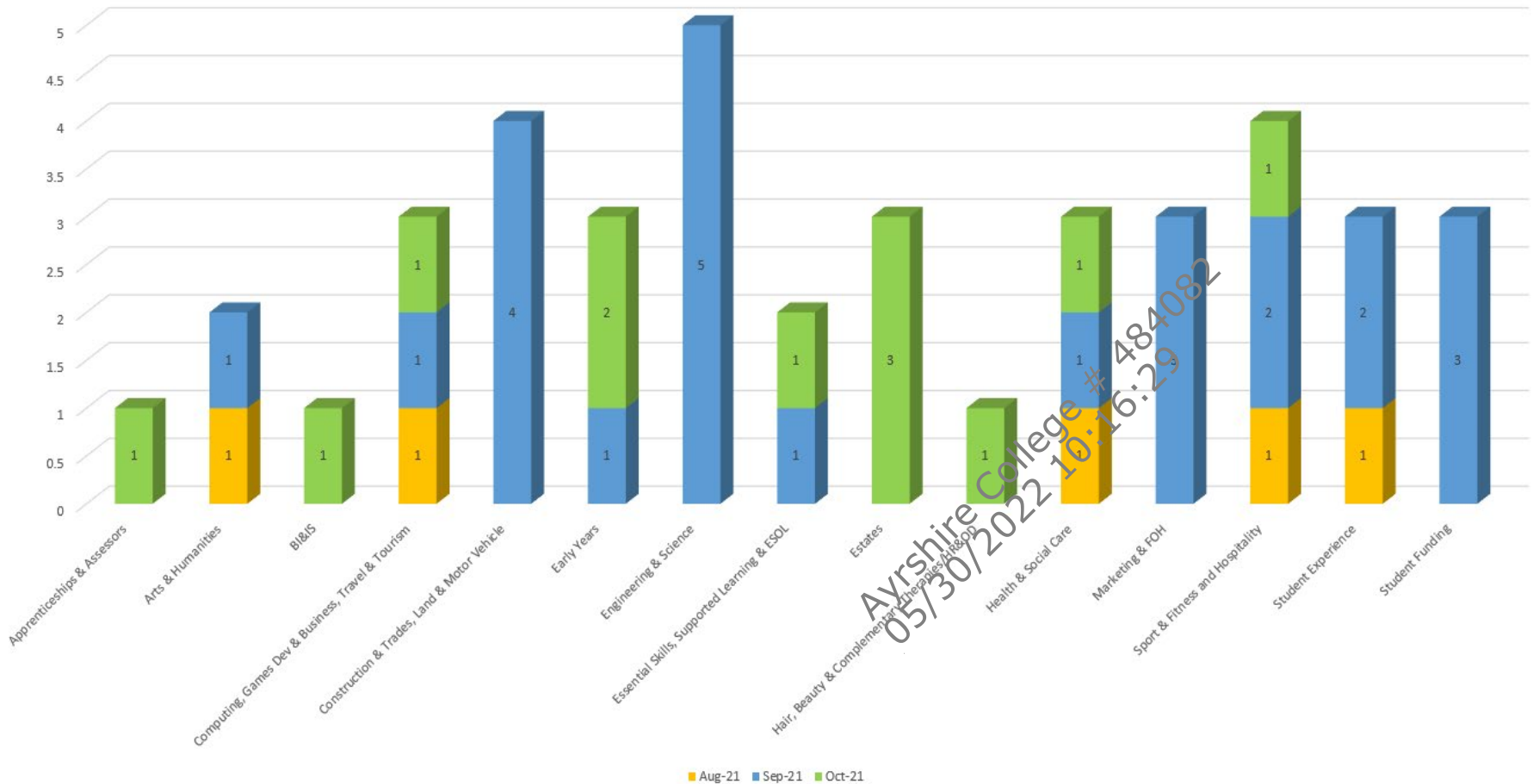
- Increase in complaints received in the staff conduct sub-category from 9 in Q1, 2020/21 to 18 in Q1, 2021/2022. This is due to an increase in complaints about the treatment of students by staff members.
- Decrease in complaints received in the funding/bursary sub-category from 10 in Q1, 2020/2021 to 4 in the same period of 2021/2022. This is mainly due to a reduction in complaints about funding not being in place or about the information being requested.
- Increase in complaints received in the course management sub-category from 0 in Q1, 2020/2021 to 4 in Q1, 2021/2022. This is due to an increase in complaints about how courses are being delivered.
- Complaints in the learning & teaching sub-category remain the same from Q1 2020/2021 to Q1 2021/2022.

Complaints – Directorate

Quarterly Complaints Report – Q1, 2021/2022

The chart below shows issues received each month, split by directorate.

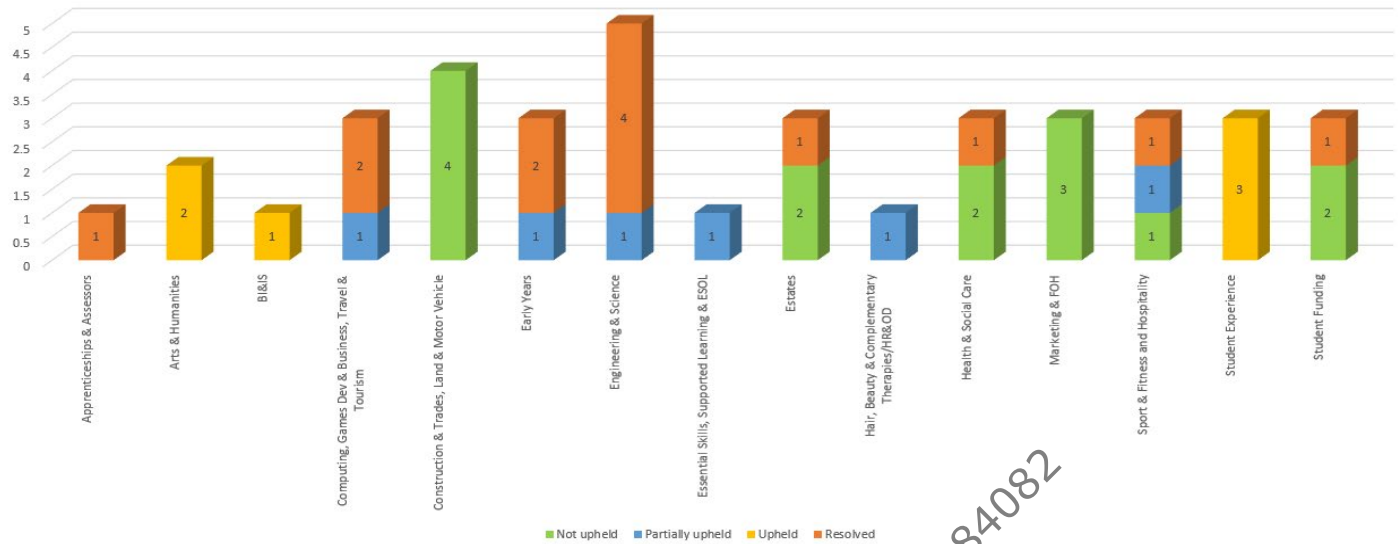
Monthly complaints (inc withdrawn) received, split by directorate



Complaints – Directorate

Quarterly Complaints Report – Q1, 2021/2022

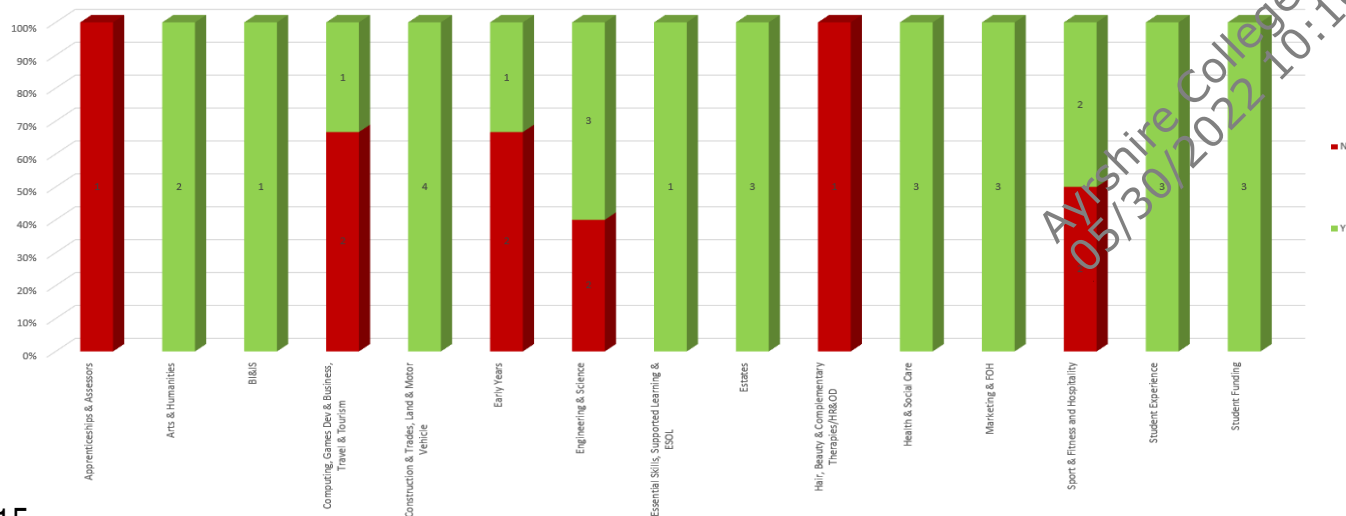
Complaints received, split by outcome and directorate



The chart on the right shows the complaints received, split by outcome and directorate.

**1 complaint remains open so the figures on the right will change.

Percentage of complaints received, closed within timescale split by directorate



The chart on the left shows the percentage of complaints received, that were closed within the SPSO set timescale (5 or 20 working days), split by directorate.

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Actions

Quarterly Complaints Report – Q1, 2021/2022

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	7	5	2
2. Applications, Admissions & Progression	2	2	0
3. Course Related	3	3	0
4. Services	2	1	1
5. Facilities	1	1	0
6. Others	0	0	0
Total	15	12	3

Ayrshire College # 484082
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Service Improvements

Quarterly Complaints Report – Q1, 2021/2022

Issue	Actions
Students contacted their MSP unhappy they have not received their HND certificates.	Updated the group award on SQA system so triggered HND qualification.
Student unhappy with the way they were spoken to by a member of staff and felt they were really unhelpful.	<p>Staff PCs in the Learning Resource Centre have now been replaced and updated so staff are able to provide more help.</p> <p>Staff member provided with training on how to download MyAyrshire College App so they can support students.</p> <p>Staff member given a Chromebook so they had experience of using this and can therefore better support students.</p>
Student unhappy with the learning and teaching from the lecturer.	<p>Students now on campus on both Mondays and Thursdays so students having difficulty with a topic will be able to ask for additional assistance after the class, which should cause less repetition during the lesson itself.</p> <p>All mathematics classes now delivered face to face.</p>
Parent unhappy lecturer took student's hand. Also unhappy lecturer taught the class without wearing a mask.	<p>Staff reminded of Covid protocols in the classroom.</p> <p>Lecturer reviewed and implemented the Covid protocols.</p> <p>Lecturer will be more mindful of personal space with students in the future and avoid physical contact with students or ask permission.</p>
Student unhappy they were not given results of assessments and not taken into account in result.	Clear communication will take place with all students about the difference in passing units and the award, lecturers will ensure consistent approach on how this is communicated to all students.

Service Improvements

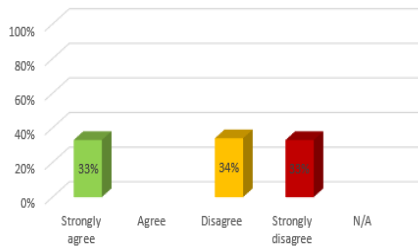
Quarterly Complaints Report – Q1, 2021/2022

Issue	Actions
<p>Visitor to the Kilmarnock campus unhappy there are no signs in the carpark to advise the front door is shut and to use the back door.</p>	<p>Removed the priority access sign, as the accessible door at the front is not operational.</p> <p>Additional signs added to both ends of the carpark to advise entry to the building via the back door.</p> <p>Staff/students will advise visitors, when taking a booking by phone, to use the back door.</p> <p>Online booking system updated to remove reference to the back door only being used during the summer to gain entry to the building.</p>
<p>Student unhappy with how the course has been run and that lecturer being interrupted during lessons.</p>	<p>Staff member offered the opportunity to work on either Kilwinning or Kilmarnock campus to deliver online learning, so as not to impact on their home environment.</p> <p>Staff members attended forest kindergarten training and will share this with the other staff involved on the programme.</p> <p>Curriculum Manager and VQ assessor are working together to ensure a standardised approach to forest kindergarten sessions.</p>
<p>Student unhappy lecturer misgendered them.</p>	<p>Staff will undertake further equality and diversity training with new online modules.</p>
<p>Student unhappy with a lack of communication from one of the lecturers, waited in class for over an hour to then be told to go home. This had an affect on attendance and bursary payments.</p>	<p>Raised awareness with staff that students in practical classes may not have access to phones to see messages sent on the day, through Teams or any other online forums.</p> <p>College funding page shared with staff so that students have information on attendance and bursary payments through their essential skills lecturer.</p> <p>Level 4 classes to receive in campus learning as much as possible, in line with current public health and college advice on covid restrictions.</p>

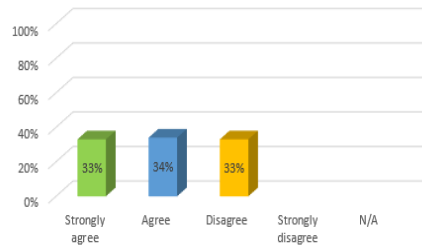
Customer Satisfaction

A total of 31 surveys have been sent, with 3 responses received, this equates to a 10% response rate. The results from the responses received are shown in the charts below.

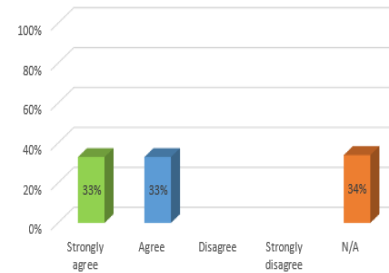
Q2 - I was aware of the complaints procedure before I needed to make a complaint



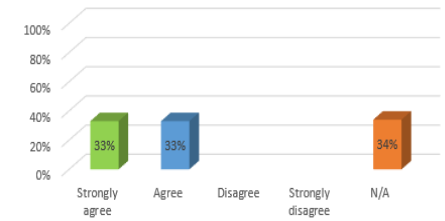
Q3 - I found the complaints process easy to access



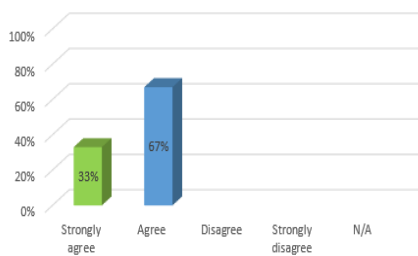
Q4 - I found the complaints form easy to use



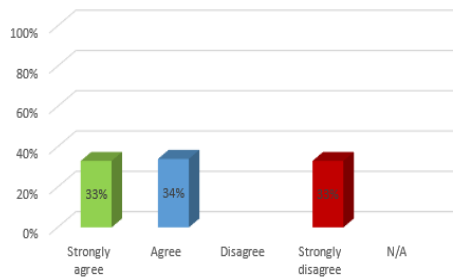
Q5 - I was able to access information and assistance in making my complaint where this was required



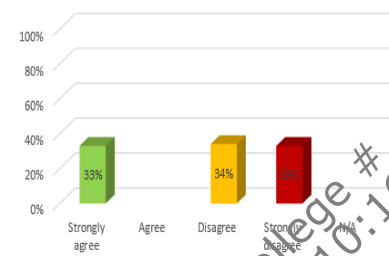
Q6 - I received a prompt acknowledgment of my complaint



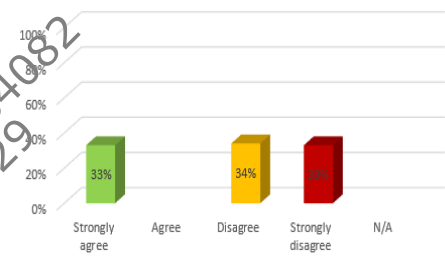
Q7 - I felt my complaint was taken seriously



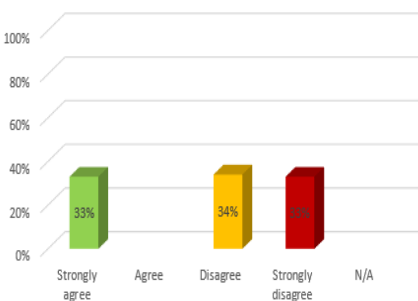
Q8 - I felt my complaint was thoroughly investigated



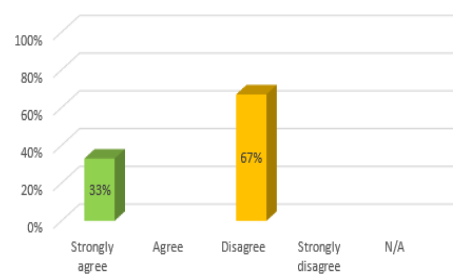
Q9 - I received a fair and objective response to my complaint



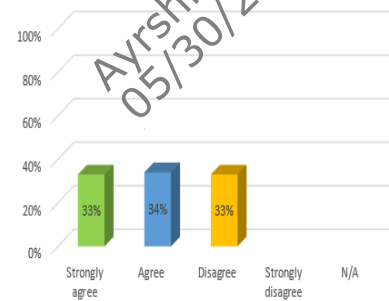
Q10 - I received a clear response to my complaint



Q11 - I received a response to my complaint within an appropriate timescale



Q12 - I was dealt with courteously at all times



Ayrshire College # 484082
05/30/2022 10:16:29

Appendix

The tables below show the College Development Network categories and sub-categories, which we have adopted.

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

Ayrshire College # 484082
05/30/2022 10:16:29

Appendix cont...

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

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

Ayrshire College # 484082
05/30/2022 10:16:29

Appendix cont...

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

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

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

Ayrshire College # 484082
05/30/2022 10:16:29

(Paper 11)

**Quarterly Complaints Report
2021/2022
Quarter 2 (November 2021 –
January 2022)**



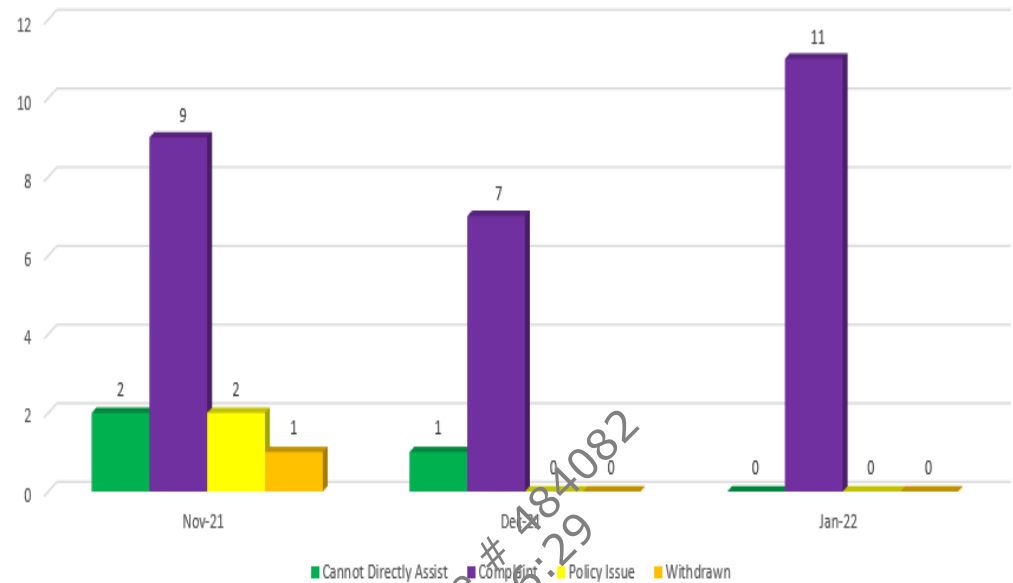
Total Issues Received

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

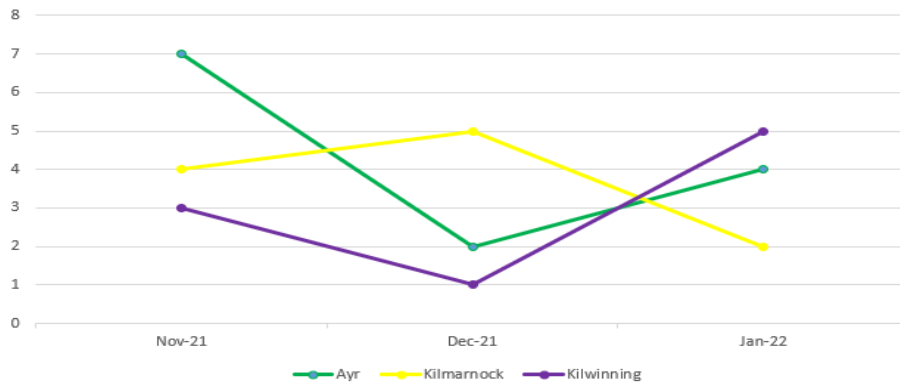
28 complaints were received, 1 of these was withdrawn. 3 issues were recorded as cannot directly assist and 2 as policy issues. The issues recorded as cannot directly assist were a complaint about comments by a student on social media, students making inappropriate comments to a visitor and an anonymous complaint from a student but no information was provided to enable this to be investigated. The issues recorded as policy issue were about the decision to discipline a student and a student making disrespectful and threatening comments to another student. These were 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

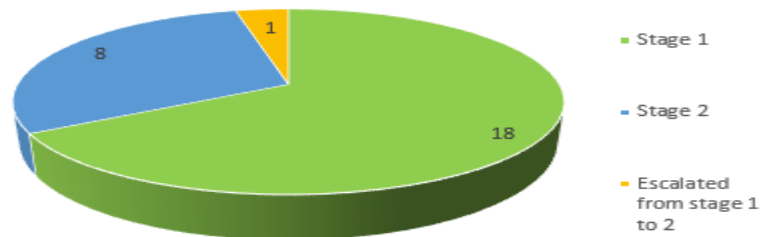


Issues received, split by campus and type of issue



Complaints Received

Complaints received, split by stage



28 complaints were received, 1 of these was withdrawn.

The chart on the left shows the remaining 27 complaints received, split by stage.

18 out of 27 complaints received were dealt with at stage 1, which equates to 67% of complaints.

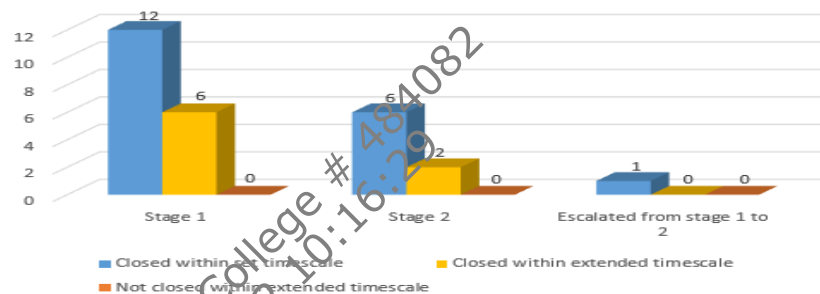
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

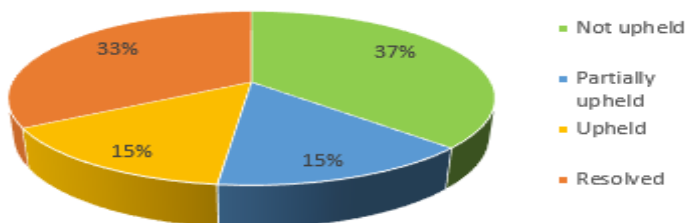
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

70% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in



Complaints received, split by outcome as a percentage



Of the 27 complaints received, 15% of complaints were upheld, with a further 15% partially upheld. This combines to 8 out of 27 complaints. 9 complaints were resolved.

Complaints Comparison

Quarterly Complaints Report – Q2, 2021/2022

COMPLAINTS HANDLING PROCEDURE INDICATORS		Q2 2021/2022		Q2 2020/2021		YTD 2021/2022		YTD 2020/2021	
1.0	Total number of complaints received & complaints received per 100 population								
1.1	Number of complaints Received	27		35		67		78	
1.2/1a	College Population and Number of Complaints received per 100 population	9644	0.3	8070	0.4	9644	0.7	8299	0.9
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	18	66.7%	25	71.4%	49	73.1%	57	73.1%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	8	29.6%	6	17.1%	15	22.4%	9	11.5%
2.3/2c	Number of complaints closed after Escalation and % of total closed	1	3.7%	4	11.4%	2	3.0%	12	15.4%
2.4	Open	0	0.0%	0	0.0%	1	1.5%	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	4	22.2%	13	52.0%	10	20.4%	31	54.4%
3.3/3b	Number and % of complaints not upheld at Stage 1	5	27.8%	12	48.0%	17	34.7%	26	45.6%
3.5/3c	Number and % of complaints resolved at Stage 1	9	50.0%	0	0.0%	22	44.9%	0	0.0%
3.0	Stage 2								
3.4/3d	Number and % of complaints upheld at Stage 2	3	37.5%	4	66.7%	9	60.0%	5	55.6%
3.6/3e	Number and % of complaints not upheld at Stage 2	5	62.5%	2	33.3%	6	40.0%	4	44.4%
3.8/3f	Number and % of complaints resolved at Stage 2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.0	Escalated								
3.7/3g	Number and % of complaints upheld after Escalation	1	100.0%	0	0.0%	1	50.0%	4	33.3%
3.9/3h	Number and % of complaints not upheld after Escalation	0	0.0%	4	100.0%	1	50.0%	8	66.7%
3.11/3i	Number and % of complaints resolved after Escalation	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4.0	Total working days and average time in working days to close complaints at each stage								
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	87	4.8	120	4.8	205	4.2	281	4.9
4.2	Total working days and average time in working days to close complaints at Stage 2	191	23.9	148	24.7	366	24.4	204	22.7
4b	Escalation	20	20.0	80	20.0	40	20.0	353	29.4
5.0	Number and % of complaints closed within set timescales (S1=5 working days; S2=20 working days; Escalated = 20 working days)								
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	12	66.7%	19	76.0%	38	77.6%	42	73.7%
5.2/5b	Number and % of Stage 1 complaints not closed within 5 working days	6	33.3%	6	24.0%	11	22.4%	15	26.3%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	6	75.0%	4	66.7%	9	60.0%	7	77.8%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	2	25.0%	2	33.3%	7	46.7%	2	22.2%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	1	100.0%	4	100.0%	2	100.0%	10	83.3%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	2	16.7%
6.0	Number and % of complaints closed at each stage where extensions have been								
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	5	100.0%	5	83.3%	11	100.0%	13	86.7%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0.0%	1	16.7%	0	0.0%	2	13.3%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	2	100.0%	2	100.0%	6	85.7%	2	100.0%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	1	14.3%	0	0.0%
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%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	2	100.0%

- 27 complaints received, a decrease of 23% from Q2 2020/2021.
- 67% of complaints were handled at stage 1 in Q2 2021/2022, compared to 71% for the same period in 2020/2021.
- 70% of complaints were closed within the target timescale, compared to 77% in Q2 2020/2021.
- 100% of complaints were closed within the extended timescale in Q2 2021/2022, compared to 97% closed within the extended timescale in the same period in 2020/2021.

Complaints – Sub-category

The chart below shows the complaints received, split by sub-category and outcome. Noted below are the reasons for complaint in each of the top 3 sub-categories:

Staff Conduct

- Treatment of students by staff member, allegation of bullying, treated unfairly
- Lack of response to emails/calls/messages
- Not taken additional needs into account
- Questioned medical appointment, reported to school for not sitting assessment
- No action taken when reporting other student’s behaviour
- Unhappy with feedback, the way this was given and attitude of staff member
- Marked absent when in class, not responding to messages

Learning & Teaching

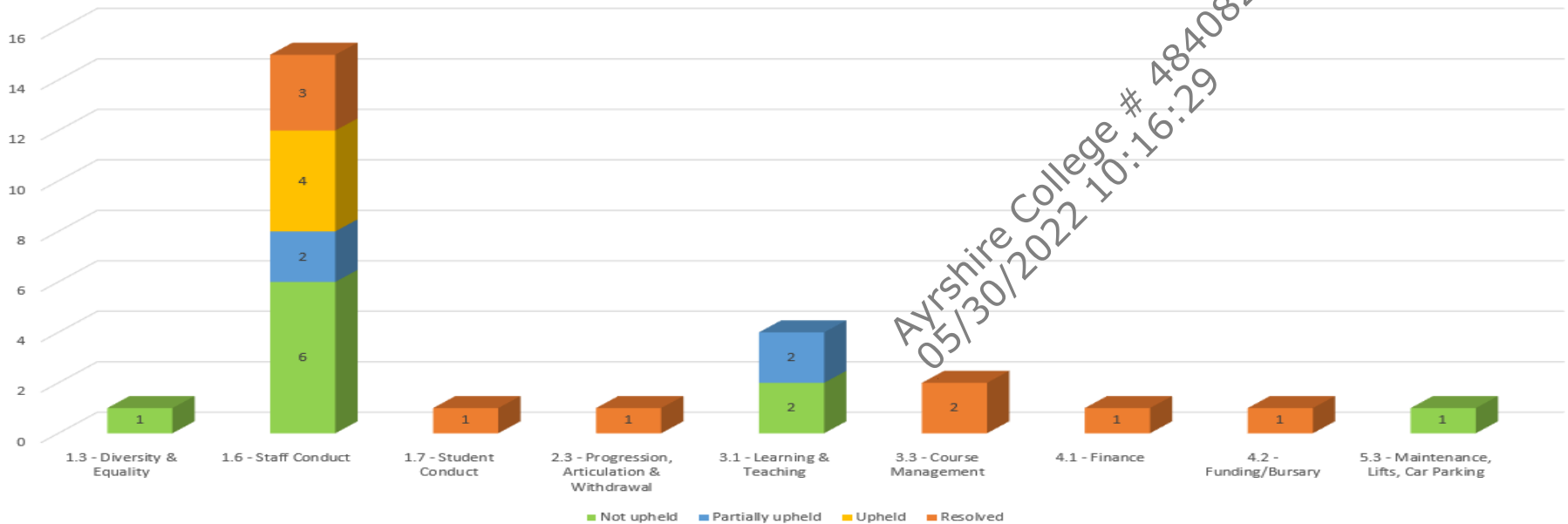
- Unhappy with learning & teaching
- Unhappy with teaching methods, does not answer questions, unapproachable, does not use camera on Teams, using pre-recorded lessons, lack of support
- Unhappy with teaching methods, not provided with printed module packs, classes always finish early, course delivered online

Course Management

- Parents unhappy learning and teaching delivered online and not on campus

*Pages 12-14 show all the categories and sub-categories available

Complaints received, split by sub-category and outcome

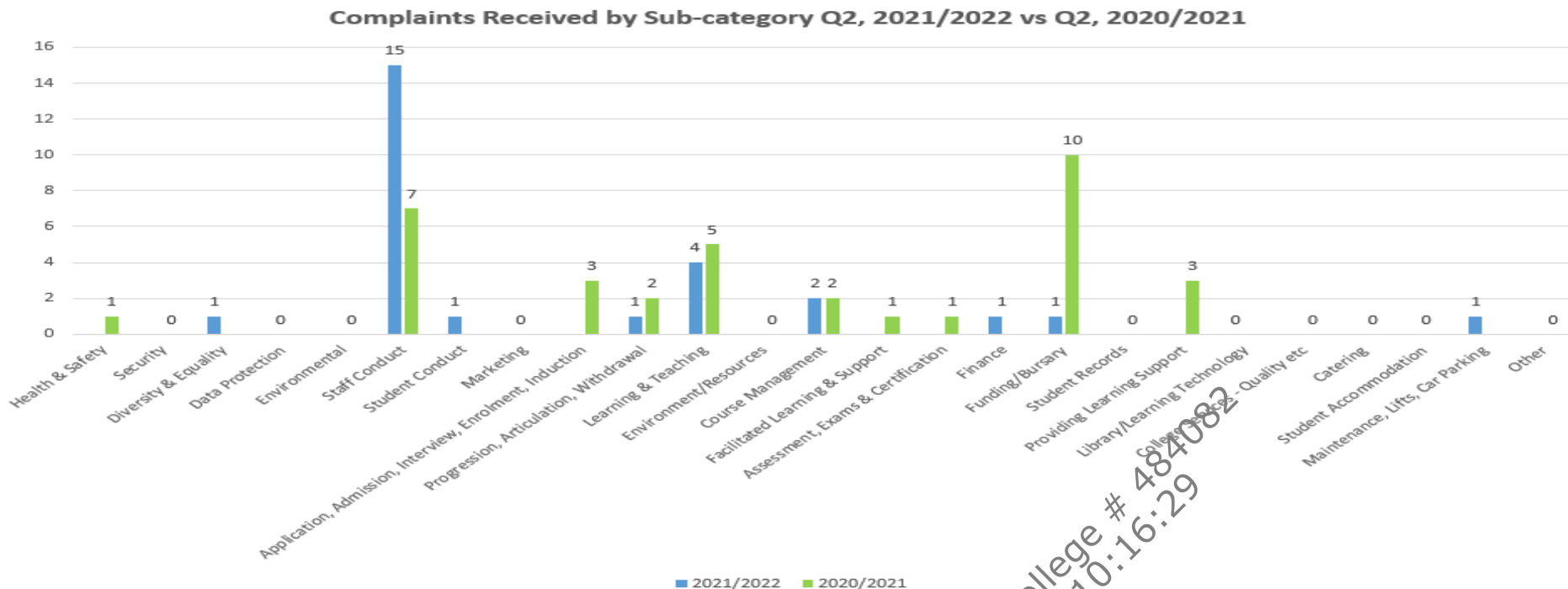


Ayrshire College # 484082
05/30/2022 10:16:29

Complaints – Sub-category Comparison

Quarterly Complaints Report – Q2, 2021/2022

The chart below shows the complaints received, split by sub-category, compared to complaints received, split by sub-category, in Q2 2020/2021.



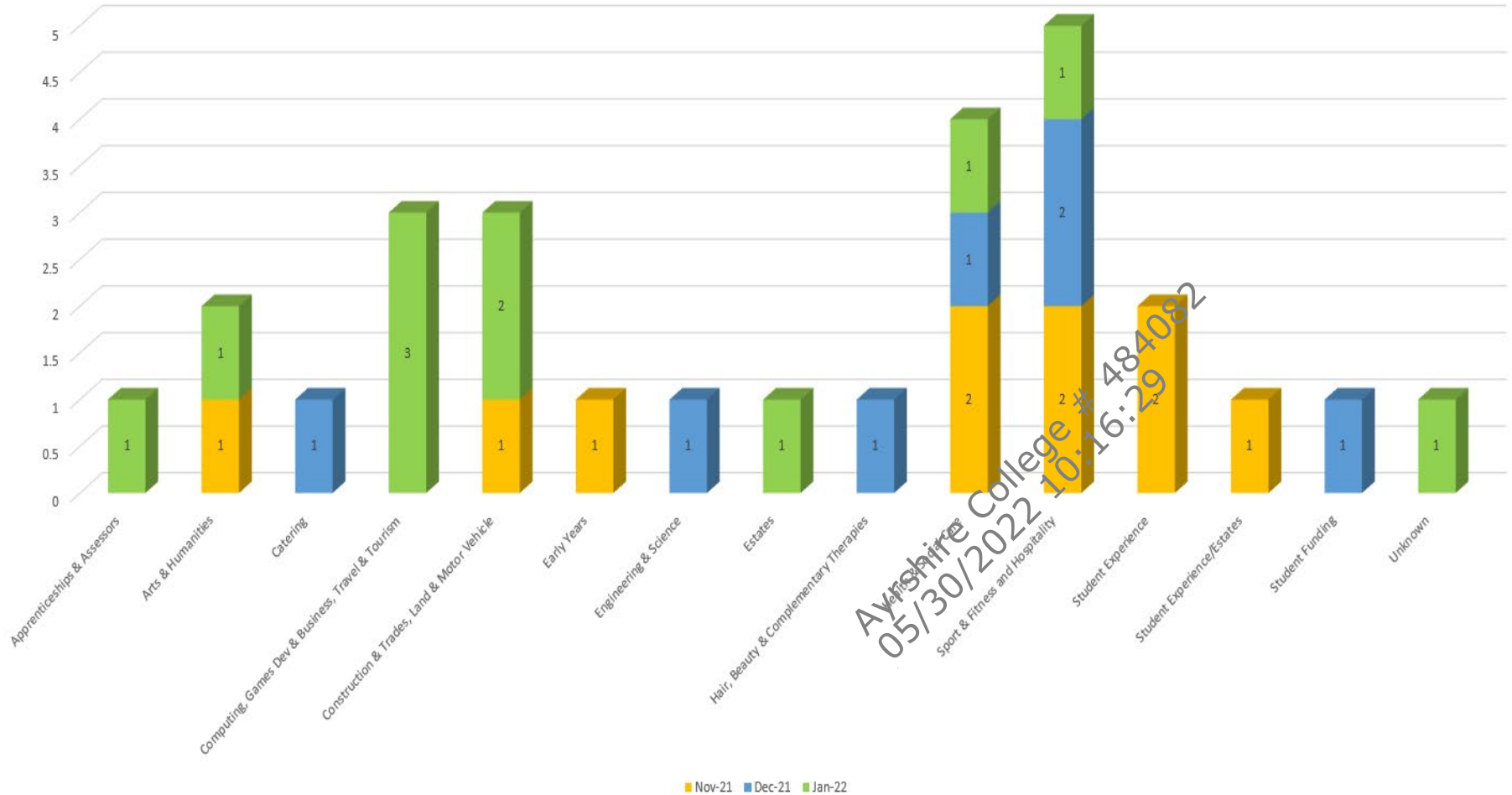
- Decrease in complaints received in the funding/bursary sub-category from 10 in Q2, 2020/2021 to 1 in Q2, 2021/2022. This is mainly due to a reduction in complaints about the information being requested to pay bursaries or that bursary payments have been placed on hold due to attendance or lack of engagement.
- Increase in complaints received in the staff conduct sub-category from 7 in Q2, 2020/2021 to 15 in the same period of 2021/2022. This is mainly due to an increase in complaints about the way students are treated by a staff member or the lack of response from staff.
- Decrease in complaints received in the application, admission, interview, enrolment, induction sub-category 3 in Q2, 2020/2021 to 0 in Q2, 2021/2022. This is mainly due to a reduction in complaints about applicants not receiving a response after submitting an application.
- Decrease in complaints received in the provided learning support sub-category from 3 in Q2, 2020/2021 to 0 in the same period of 2021/2022. This is due to a decrease in complaints about the support received or lack of support received.
- Complaints in the course management sub-category remain the same from Q2 2020/2021 to Q2 2021/2022.

Complaints – Directorate

Quarterly Complaints Report – Q2, 2021/2022

The chart below shows issues received each month, split by directorate.

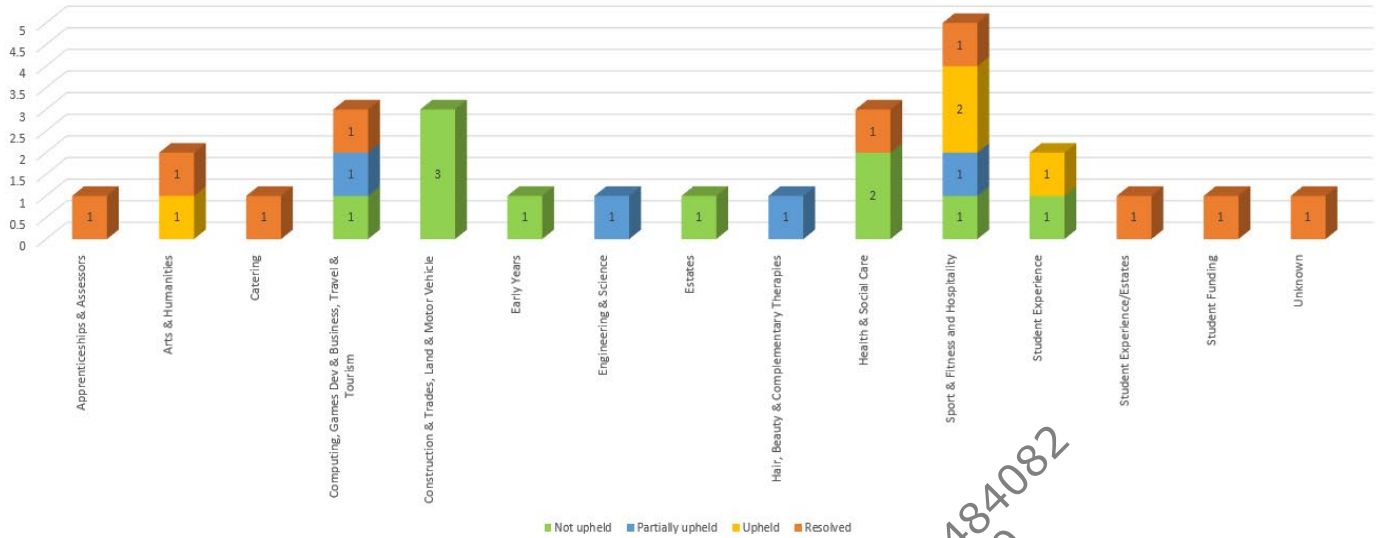
Monthly complaints (inc withdrawn) received, split by directorate



Complaints – Directorate

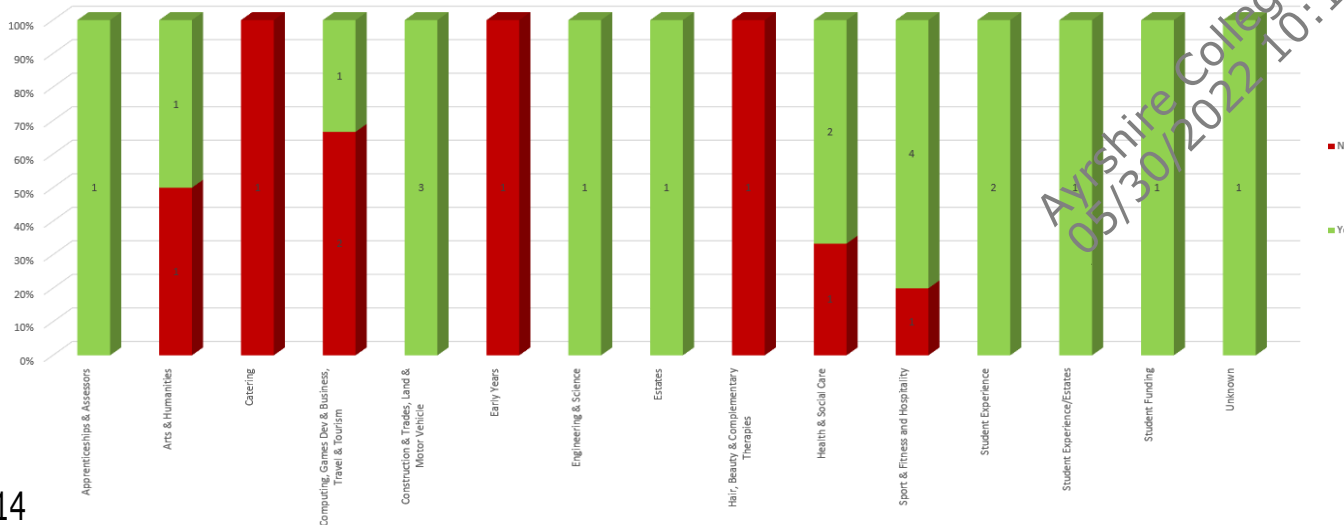
Quarterly Complaints Report – Q2, 2021/2022

Complaints received, split by outcome and directorate



The chart on the right shows the complaints received, split by outcome and directorate.

Percentage of complaints received, closed within timescale split by directorate



The chart on the left shows the percentage of complaints received, that were closed within the SPSO set timescale (5 or 20 working days), split by directorate.

Ayrshire College # 484082
05/30/2022 10:16:29

Actions

Quarterly Complaints Report – Q2, 2021/2022

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	4	2	2
2. Applications, Admissions & Progression	0	0	0
3. Course Related	4	2	2
4. Services	1	1	0
5. Facilities	0	0	0
6. Others	0	0	0
Total	9	5	4

Ayrshire College # 484082
05/30/2022 10:16:29

Service Improvements

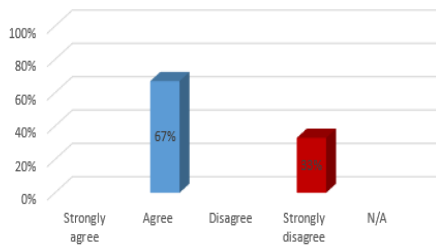
Quarterly Complaints Report – Q2, 2021/2022

Issue	Actions
<p>Member of the public was unhappy there were no signs at the front of the Kilmarnock campus advising to use the back door.</p>	<p>There were signs on the fencing at the front of the campus but Estates arranged for additional signs to be displayed advising to use the back door for entry to the campus.</p>
<p>Student unhappy they had raised issues with another student's behaviour with lecturers and no action had been taken and that staff are not enforcing the student wear a mask.</p>	<p>Students in the class to undertake some development to further promote understanding of equality and inclusion i.e. understanding and respecting the diversity of protected characteristics, disabilities, including transgender, visual, mobility impairment and hidden disabilities.</p>
<p>Student unhappy with the learning and teaching of the class and one of the lecturers.</p>	<p>Lecturer will make lessons more interactive after speaking to the class.</p> <p>Meeting arranged with the class around the merger of classes and established the best options for the class and individual circumstances within it.</p> <p>Lecturers introduced team working for the merged classes so they can get to know each other.</p> <p>Feedback given to staff around the volume of tutorials and feedback given on them.</p> <p>Additional classes for a specific topic run during the remediation week. Additional classes will also be run during the graded unit time if required.</p> <p>Feedback given to staff on the scheduling of outcomes, if a different lecturer is teaching the same subject, so this is standardised.</p>
<p>Parent of a student unhappy lecturer had questioned the student about a hospital appointment, unhappy with learning and teaching, student reported to school for not sitting an assessment they understood had been rearranged. Lecturer asked class for feedback following receipt of the complaint.</p>	<p>Feedback given to the lecturer to support them to improve the timing and nature of their methods of obtaining feedback from students.</p>
<p>Student unhappy with lecturer's teaching methods, does not answer questions, unapproachable, does not turn camera on, uses pre-recorded lessons, lack of help and support.</p>	<p>Meeting arranged with students, lecturer and Curriculum Manager to discuss expectations of timescales for queries to be answered, issues with online learning, expectations on students and lecturers (use of cameras on Teams), expectations on participation in class, role of personal development lecturer and the delivery of a specific unit.</p>

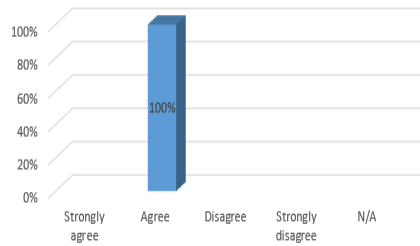
Customer Satisfaction

A total of 24 surveys have been sent, with 3 responses received, this equates to a 13% response rate. The results from the responses received are shown in the charts below.

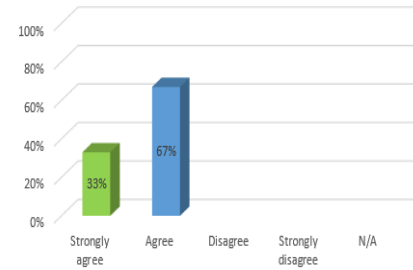
Q2 - I was aware of the complaints procedure before I needed to make a complaint



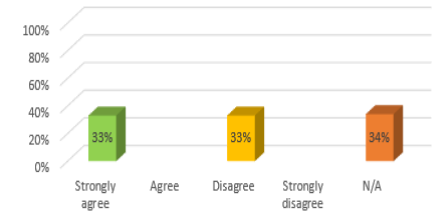
Q3 - I found the complaints process easy to access



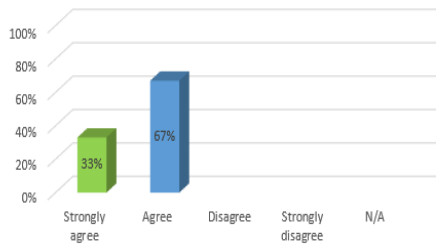
Q4 - I found the complaints form easy to use



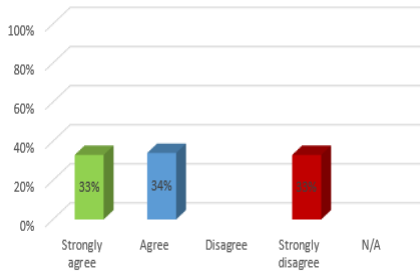
Q5 - I was able to access information and assistance in making my complaint where this was required



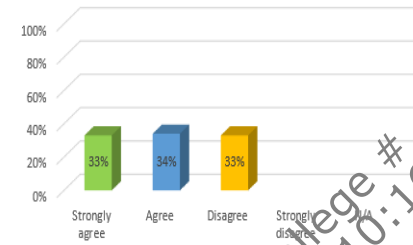
Q6 - I received a prompt acknowledgment of my complaint



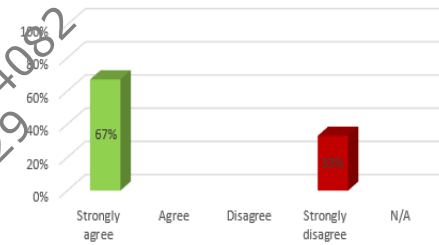
Q7 - I felt my complaint was taken seriously



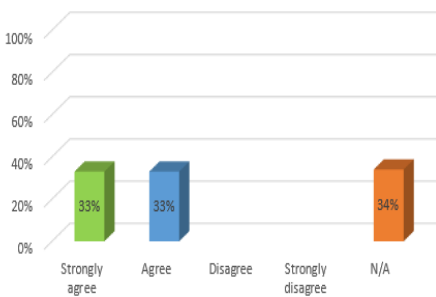
Q8 - I felt my complaint was thoroughly investigated



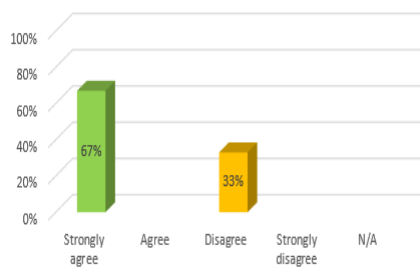
Q9 - I received a fair and objective response to my complaint



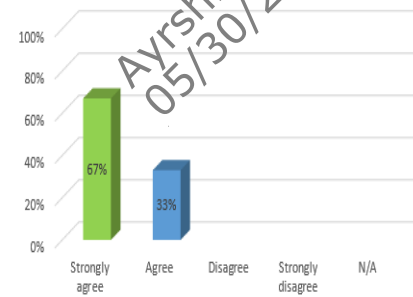
Q10 - I received a clear response to my complaint



Q11 - I received a response to my complaint within an appropriate timescale



Q12 - I was dealt with courteously at all times



Ayrshire College # 484082
05/30/2022 10:16:29

Appendix

The tables below show the College Development Network categories and sub-categories, which we have adopted.

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

Ayrshire College # 484082
05/30/2022 10:16:29

Appendix cont...

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

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

Ayrshire College # 484082
05/30/2022 10:16:29

Appendix cont...

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

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

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

Ayrshire College # 484082
05/30/2022 10:16:29

Business, Resources and Infrastructure Committee**31 May 2022****Subject:** ICT Quarterly Report (February – April 2022)**Purpose:** This paper provides members with a quarterly ICT update including key developments for the period February – April 2022**Recommendation:** Members are asked to note the content of this paper.**1. Background**

The College's ICT Service is responsible for overseeing back-office infrastructure, cyber security and end point devices to provide our users access to College resources. Ayrshire College has a proven record of successfully investing in its ICT infrastructure. This has included investment in ICT and Digital Technologies. The Team is overseen by the Head of ICT Services, supported by two team leaders.

This paper summarises the ICT activity for the period under consideration.

2. General ICT Update

This section of the report outlines general activities and duties of the ICT Services Team. The information included provides members with an understanding of the volume and type of work as well as the role of ICT Team in supporting staff and students during the period under consideration.

2.1 Statistics from Service Desk

ICT Services utilise a service desk to manage requests or support issues. Underpinning the monitoring and management of this system are agreed service level agreements (SLAs). Appendix A provides an overview of the SLAs used by the ICT Services Team.

Table 1 details the number of requests reported through the ICT service desk for the period under consideration, together with the percentages of those requests which met the ICT Team's SLA targets.

Table 1

SLA Summary	February	March	April	Total
Total Number of Requests	637	595	380	1,612
Responses achieved within SLA targets	95%	87%	88%	91%
Responses not achieved within SLA targets	5%	13%	12%	8%

Overall, the ICT Services Team aims to resolve at least 90% of requests within the SLA targets set.

Members are asked to note that the 1,612 requests recorded in Table 1 does not include all requests made of the ICT Services Team during the period. This is because some staff and students present to the three campus based ICT service areas for direct support.

These requests are addressed at the time and therefore resolved well within the SLA set by ICT.

2.2 Tip of the Month

ICT staff continue to seek opportunities for how the Team can improve and enhance the support it gives to colleagues. Following discussions within the Team and analysis of feedback from staff and students the ICT Team developed a 'Tip of the Month' campaign.

'Tip of the Month' looks to share information that can help staff get the most out of the ICT resources in the College.

Starting in December 2021 the ICT Team has provided four tips to staff covering different resources including MS Teams. These tips are communicated through the staff newsletter and are also available via the staff intranet, following this link:

<https://intranet.ayrshire.ac.uk/portals/intranet/FinanceCollegeSystems/ICT/SitePages/Home.aspx>

2.3 Blog Posts

ICT Services are keen to find different ways to share key information with staff and students. Therefore, the Head of ICT created a series of blogs on key ICT issues. To make effective use of College resources, the Head of ICT worked with the Marketing Team to effectively communicate these messages. An example of this is the post on Cyber Security (<https://www1.ayrshire.ac.uk/blog/2022/it-blog-passwords/>). Future blogs will be released in 2022.

The complete list of blogs can be viewed here https://bit.ly/The_IT_Blog

3. **ICT Security**

This section of the report outlines security activities and duties of the ICT Services Team. The information included provides members with an understanding of the volume of work involved and the role of ICT services in supporting staff and students during the period under consideration.

3.1 Email Statistics

The Microsoft Office solution provides a number of inherent protections for email security. However, in addition, the College has invested in enhanced systems to further identify and protect the College from security threats in relation to phishing, spam and malicious emails.

Table 2 details the number of emails received during the period under consideration and how many of these were blocked due to them being identified as phishing, spam or malicious. Additionally, Table 2 sets out how many emails were sent from College email accounts in the period.

Table 2

Email statistics	February	March	April	Total
Emails received	827,486	909,573	592,413	2,329,472
Blocked as phishing	179	177	150	506
Blocked as spam	1546	1586	1662	4794
Blocked as malicious	4680	4786	4892	14,358
Emails Sent	170,767	175,662	107,087	453,516

Members are asked to note that during the period under consideration the College systems successfully prevented c.20,000 suspicious emails from being delivered.

3.2 Firewall Statistics

The College protects its network from external threats through firewall provisions. These systems monitor all the data that comes in and out of the College network. Where the firewall provision identifies known threats, threat characteristics or malicious sites the system will block these and keep a record of this action.

Table 3 provides an overview of threats that have been blocked by the College's firewall for the period under consideration. Members are asked to note that this includes both incoming threats and blocking outgoing threats, i.e. links to known malicious sites or thematic areas that have been blocked by the College, such as gambling sites.

Table 3

Firewall	February	March	April	Total
Incoming threats	194,981	276,419	162,772	634,172
Outgoing threats	228,240	285,114	173,900	687,254

Members will note that during the period under consideration the College blocked over 1.3 million incoming and outgoing threats. This statistic emphasises the continued risk around cyber security facing the College.

3.3 Office 365 Access Attempts from Outside UK

To further mitigate ICT security risks, the College blocks access to its office365 accounts from anyone outside of the UK. This protects the College from known states/agents who are continually looking to gain access to public sector systems and / or disrupt services. Where staff or students require access from outside of the UK (i.e. when travelling with work) ICT will enable access on a case-by-case basis. The relevant systems are then monitored for the period of time that the staff member is away.

Table 4 provides the number of login attempts from outside the UK that were blocked by the College during the period under consideration.

Table 4

Office365	February	March	April	Total
Login attempts from outside the UK	5,998	6,372	4,698	17,068

3.4 Virus / Malware on end points

The ICT security software package Sophos is also installed on the College's ICT end points, e.g. computers, laptops and Servers. This package provides the College with additional protection from viruses and malware threats. Like the firewall provision, this package blocks any known threats or characteristics at source.

Table 5 provides the number of virus and malware attempts blocked through the Sophos package.

Table 5

Sophos	February	March	April	Total
Malware	22	30	119	171
Suspicious applications	83	179	56	318

Members are asked to note that whilst the numbers in Table 5 are lower than in other tables detailed in this report, the areas blocked by the Sophos package represent a significant risk to the College ICT resources and security.

4. Infrastructure

This section of the report outlines infrastructure activities and duties of the ICT Services Team. The information included provides members with an understanding of the volume/type of work involved and the role of ICT in supporting staff and students during the period under consideration.

4.1 Starter / Leavers and User Figures

The College has a process to manage the creating and deletion of College IT accounts for staff through our starter and leaver process. All requests are made by line managers and approved by the HR department.

Table 6 provides the number of staff account creations and deletions for the period under consideration.

Table 6

Staff Account	February	March	April	Total
Creations	4	21	5	30
Deletions	7	3	1	11

Managing the life cycle of College IT accounts is a key part of cyber security processes. Within a hybrid working model creating accounts through a structured process allows starters to have access to resources without the need to come onto campus.

4.2 Statistics from Office365 (Teams, OneDrive)

Office365 is now a key component of the College's software tools. Accounts are created, updated and removed in Office365 for students as part of our automated life cycle management tool which is underpinned by student record processes.

Table 7 provides the number of accounts the College has in Office365 (enrolled users) and the number that have been active for the period under consideration.

Table 7

Office365 accounts (staff and students)	February	March	April
Enrolled Users	13,381	13,228	13,102
Active users	6634	6393	5783

Since 2020 the College has increased the use of Microsoft Teams. Table 8 therefore provides detail on the College's Teams' activity.

Table 8

Teams	February	March	April	Total
Calls	1946	2131	1256	5333
Chat Messages	4946	4938	4062	13,946
Meetings	4877	4491	3805	13,173

Due to the size of data held in cloud storage ICT monitors the numbers of files stored and the usage of these files (Table 9). This data will be reported as part of the regular ICT quarterly reports for Members' information.

Table 9

OneDrive	February	March	April	Total
Files stored			3,800,000	3,800,000
View & Edits	86,729	91,597	50,660	228,986
Synced	546	1,000	7,326	8,872
Shared Internally	743	812	404	1,959

4.3 Statistics on Backups

The College backs up all servers and the data located within the College campuses on a nightly basis. On occasion a backup may not successfully complete at the first attempt. This can be due to a number of minor technical factors/ issues that front-line ICT staff are able to resolve within one day. The informal target set by ICT is that 95% of all backups are completed within 24 hours. In the event it fails for longer than one day the issue would be escalated to the Infrastructure Team Leader.

Table 10 provides an overview of backups during the period under consideration and the timescales for their completion.

Table 10

440 Backups per month	February	March	April
Backups successfully completed first time	99%	98%	99%
Backup completed within 24 hours	1%	2%	1%
Backup completed after more than 1 day	0%	0%	0%

Members are asked to note that all backups were completed within 24 hours.

5. **Key Developments in the Last Three Months**

This section of the report provides members with a summary of key ICT developments that were undertaken during the previous three months.

5.1 Journey to the cloud (Microsoft Azure)

As part of the five-year investment plan the College approved investigating the possibility of utilising cloud technologies for its back-office infrastructure. The ICT Infrastructure Team therefore worked with its Microsoft partner to complete work on identifying the server and storage cloud needs for the College. This work is now complete and allows the College to prepare for the planned work in 2022-23 of moving to new servers and cloud storage.

Throughout this engagement Infrastructure staff shadowed all the work to build on their knowledge. Working with its partner ICT was able to access funding of £12,000 which allowed the College to maximise the budget. ICT will continue to investigate further external funding options as the investment plan progresses.

5.2 Itrent – Human Resource Application

ICT continues to monitor its server estate to make sure the College meets all its security requirements. As part of its rolling review programme the ICT Team identified that whilst the servers supporting the HR system met current requirements these could be improved. Working with the HR department the Infrastructure Team successfully migrated to six new servers with minimal downtime or disruption to staff.

5.3 Azure Fundamentals Training

The ICT Investment Plan also included funding for CDP for ICT staff to further develop their skills in cloud technologies. This CPD is to support the project work and to ensure that the intelligence and learning from the project is retained within the College. The CPD began in the last three months and three members of the ICT have now completed their certificated training. This is the first part of a three-stage accreditation for staff.

6. **Key Developments in the Next Three Months**

This section of the report provides members with a summary of key ICT developments that are planned for the next three months.

6.1 Upgrade of Servers

The ICT Team has identified servers that require upgrading to the latest version. The ICT Team will therefore upgrade servers that support the following applications:

- Student funding application
- Finance application
- Qlikview application

Discussions have already taken place with the relevant College areas and dates for the work being finalised.

The migration of the finance system to new servers has also been aligned with the upgrade to the latest version of the application with roll out expected at the end of May 2022. The effective joint working between the Finance Team and the ICT Infrastructure Team Leader has been a key element in the successful development of this project.

Members are asked to note that all of these existing servers continue to be secure. The work being undertaken is to update the servers to the best version of the applications available.

6.2 Ayr Network Upgrade

The ICT Investment Plan included the project to replace the wired and wireless networks in Ayr, bringing it in line with the Kilmarnock and Kilwinning campuses. This work has been planned and it is anticipated that the work will be completed in July 2022. This timeline is, however, dependent on the College's vendor being able to obtain all the necessary equipment in time due to the current global shortages being experienced in ICT equipment.

6.3 Video Conferencing Rooms

The development of a video conferencing room in Kilmarnock was agreed as part of the investment plan. This room is on schedule to be installed and ready for the beginning of June 2022. Due to successful procurement processes the College was able to make enough savings to undertake the installation of a second video conferencing room in Kilwinning. The installation of the Kilwinning video conference room will take place during July 2022. Members are asked to note that both video conference rooms are being installed in the current partnership rooms.

6.4 Print Tender

The Head of ICT has worked closely with relevant colleagues to move forward the print solution tender. The new print solution will be installed during June 2022 and be fully operational by July 2022. Members will be pleased to note that the tender exercise has enabled the College to significantly reduce the size and cost of its new print solution.

7. **Resource Implications**

No specific resource implications require to be noted.

8. **Risks**

This paper is relevant to the following risk from the College's strategic risk register:
BRIC 7 – There is a risk of College systems and processes being the victim of a successful cyber-attack due to increased virtual working, resulting in the loss of key data or financial loss.

9. **Equality and Impact Assessment (EqIA)**

An EqIA is not required, given the content of this paper.

10. **Conclusion**

Members are asked to note the content of this paper.

Michael Breen
Vice Principal, Finance
13 May 2022

(Brad Johnstone, Head of ICT Services)