Learning, Teaching & Quality Committee - Action and Decision Log
Meeting No 37 – 01 September 2022

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
26/05/22	2020-21 College Sector Performance Indicator Report	LTQ36: A01	In discussion, it was agreed that benchmark information with comparative colleges will be included in future reports to provide the committee with comparative context more specifically relevant to the College.	A Campbell	March 2023	Action	
26/05/22	2021-22 SFC Student Satisfaction and Engagement Survey	LTQ36: A02	The final 2021-22 SFC Student Satisfaction and Engagement Survey will be submitted to the November LTQ Committee meeting.	A Campbell	15/11/2022	Action	
26/05/22	2021-22 Corporate Risk Register – LTQC Extract	LTQ36: D01	The Committee approved the Risk Register – Learning, Teaching and Quality Committee Extract at November 2021 for submission to ARC.	NA	NA	Decision	Approved

Ayrshire College   *(Paper 2)*

Learning, Teaching and Quality Committee

01 September 2022

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

1. **Background**

   The Student Association team for 2022 consists of two elected officers. The Student President, Ellie Jamieson, and Student Vice President, Robert Kean. The elected officers are supported by volunteer student officers who fill the positions of LGBTQI+ Officer, Women's Officer, Care Experienced Students' Officer, Student Carers Officer and Welfare Officer. The work of the Student Association is supported by Student Association Advisor, Charlotte Mitchell and is overseen by Head of Quality Enhancement, Ann Heron.

2. **Current Situation**

   Following a successful Student President Election, the Student Association has welcomed its Sabbatical Officers and has been working on its operational plan for 2022/23. The summer has been a period of evaluation, planning, training and development.

3. **Association Activity**

   Student President Elections 2022

   The Student Association successfully returned a Student President and Student Vice President in the Student President Elections which took place in May. Ellie Jamieson was re-elected as Student President for a second term, and we welcome new Student Vice President, Robert Kean, to the team. Robert previously attended Ayrshire College where he completed courses in Working with Communities and Social Services before going on to UWS to complete his Degree in Social Care. Robert returned to Ayrshire College to study Mathematics, at which time he decided to nominate himself for the position of Student President. Both officers officially took up their posts on the 1 July 2022 and will undertake the role for one year.

   A total of 680 votes were cast in the 2022 Student President Elections. This is in contrast to the figure of 168 in the 2021 Student Elections.

Student Association Operational Plan 2022/23

The Student Association has been working on its operation plan for 2022/23 (see Appendix I) and welcomes comment and feedback from members of the committee.

Constitutional Review

The review of the constitution is almost concluded with the final draft being available no later than Friday 5 August. The replacement constitution proposed will be available for the first Board of Management Meeting of the new academic year and upon ratification by the Board of Management, will be adopted as the Student Association's new governing document with immediate effect. The new constitution will be a more concise and accessible document reflecting the evolution of the association and its work, and the changing learner landscape, over the past few years

Student Mental Health Agreement Review

The Student Association is reviewing the Student Mental Health Agreement. Work on the new agreement, which will replace the existing mental Health Agreement, is supported by the NUS Scotland Think Positive project. Due to annual leave, and new staff appointments, the first meeting of the working group will now take place in August.

To view the existing Student Mental Health Agreement, please follow the link:

[Student Mental Health Agreement 19/20](#)

Freshers Planning

Freshers planning is underway. This year's Freshers will see a return to an event on each campus and will form part of a larger Student Wellbeing Festival which is being delivered in partnership with the College's Promoting Wellbeing Group. The Student Association is organising an Information Village on each campus on the following days:

30 September Kilmarnock Campus
31 September Kilwinning Campus
1 September Ayr Campus

These marketplace events will be complimented by a range of wellbeing activities students can get involved in, such as Yoga, Joyworks laughter workshops, meditation and sports challenges as well as sign-ups for clubs, societies and volunteering opportunities.

College Lead & Change

The Student President attended the NUS College Lead and Change event on July 12th, 13th, and 14th, with one day in person and two days online. The training's goal is to provide sabbatical officers with the opportunity to network and develop the skills they will need for the coming year, as well as to assist officers in identifying what they

will need to achieve their manifesto goals and to share knowledge, skills, and enthusiasm to help them thrive in their roles.

That's Quality! College Event

On Thursday, June 16th, the Student President participated in sparqs That's Quality! a one-day online event followed by an online self-study module that provides sabbatical officers with a more detailed overview of quality in Scotland. The final day of the event will be a two-day residential event in Dundee on the 8th and 9th of August 2022.

Prepare for College Programme

The Student Association took part in the College's Prepare for College Programme during the summer break with attendance at sessions being divided between the Student President and Student Vice President. Due to staff capacity and annual leave, where the SA was unable to attend, there was a welcome video from the Student President embedded in the Student Association section of the presentation. The delivery of the programme lent itself better to teams who have more capacity on each campus and we will work with the College on the feedback with regards to this. The Student Association have been thinking of ways in which new students could receive all the information they need for coming to college in an alternative format and would like to explore the idea of an open evening on each campus.

Student Association Visibility

Following on from feedback from both students and staff from the recent Education Scotland Progress visits, the Student Association is looking at ways in which it can maximise its visibility and accessibility to students. We are looking at availability of student spaces and how we can better utilise the limited space we have. We have begun overhauling offices and bringing them back to basics to ensure that they remain true to function and are welcoming adaptable spaces students want to visit and use.

The Student Vice president has worked with estates on Kilwinning campus to make the office space usable, including the welcome addition of a sofa, and we are undertaking a similar exercise on the Ayr campus. There are talks underway with regards to the SA space on Kilmarnock campus with which we have accessibility and space issues.

In addition to this we will be building upon our existing communication platforms with a shift of all student emails from the Student Association Advisor's account to the dedicated Student Association account, which means that email communications will state they are from the 'Student Association'. With the shift of the SA information on MyLearning to the website, we have requested administration rights to the SA page, once this has been set up we will be able to create a more dynamic area on the website. We also welcome the addition of a Student Association tile on the Ayrshire College App. A campus office calendar will be created which will details all SA planned activity and will include drop in sessions, open office sessions and lunch clubs etc.

The Student President has been working with John McBlain of the College's Rockpool Podcasts on organising a series of four podcasts on topics relating to the Student Association. The idea is to reach students and staff who do not engage with the Student Association via our normal means and are missing some of the vital messages as a result, such as student ability to influence curriculum creation. We hope this additional reach will raise the profile of the SA.

<u>Class Ambassadors</u>

The Student Association in partnership with the Quality Enhancement Team is planning the roll out of this year's Class Ambassador Model of Feedback. An evaluation of the delivery of the programme during the last year has resulted in the decision to resume regular on campus Class Ambassador meetings, as well as the focus group activity. This will allow classes to regularly discuss and deal with any issues which come up throughout the year. We will be going out to Curriculum staff upon their return in August to prepare for the selection, registration, training and support of the Class Ambassadors. The Student Association will work with the curriculum teams with regards to feedback received from Education Scotland to ensure that all Class Ambassadors are fully supported and that all classes are represented. We intend to focus feedback work on our apprenticeship students as a priority group this year.

Future Activity

<u>Curriculum Evaluation Sessions</u>

The Student Association welcomes the invitation to take part in the curriculum evaluation sessions taking place in September. This gives the SA the opportunity to hear about the good work taking place in different curriculum areas and allows us to react accordingly in the work which we do to support the students, the sessions also help us to develop and strengthen our relationships with curriculum areas.

<u>Virtual College Expo 2022</u>

The Student President will attend the CDN virtual college expo, which will take place over two days on August 23rd and 24th. This year's theme is "Rewrite the College Story: Learning Experiences, Skills Development, Anchoring Communities." This theme runs throughout the action-packed programme, which includes a variety of inspirational keynotes, workshops, seminars, and panel discussions.

4. **Proposals**

   N/A

5. **Risks**

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

6. **Equality Impact Assessment**

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

7.   Conclusion

ACSA will continue to work alongside staff in order to best support and encourage students to work towards making the 2022/23 session both enjoyable and successful.

<div align="right">

Ellie Jamieson
Student President
29 July 2022

</div>

Publication
This paper will be published on the College website

Student Association Operational Plan 2022-23

	Not actioned ON	In progress ON	Complete ON		
ACTIONS	Status	Assigned to	Target Date	Date Completed	Progress and Evidence
ACSA Constitutional Review	(yellow)	CM	30-Jul-22		
Develop Executive Committee Officer roles	(yellow)	CM/EJ/RK	30-Jul-22		
Organise a weekly catch up with SA Team	(yellow)	CM	30-Jul-22		
Develop ACSA generic volunteering role	(yellow)	CM	30-Aug-22		
SA Communication and Promotion Strategy to increase visibility	(red)	All	30-Aug-22		
Review Class Ambassador model and further develop model of Ambassador recruitment, registration, training and support. Incorporating regular Class Ambassador on campus meetings as well as Microsoft Teams support.	(yellow)	CM	30-Aug-22		
Review Student Mental Health Agreement with SA Team, MH Liaison Offier and Mental Health Champions	(yellow)	CM/EJ/RK	30-Aug-22		
Organise a weekly lunch club on each campus for students	(red)	EJ/RK	30-Aug-22		
Develop the SA Offices on each campus to become usable, dynamic spaces	(yellow)	All	30-Aug-22		
Develop content on Ayrshire College Website and on My Learning	(yellow)	CM	30-Aug-22		
Explore ways of increasing the use of technology to communicate and engage with students.	(yellow)	All	30-Aug-22		
Develop and distribute a student questionnaire to gather feedback on all aspects of the Student Association service.	(red)	CM	30-Aug-22		
Confrim Capacity on each campus for Marketplace events	(yellow)	CM	31-Aug-22		
Reintroduce Funding Request Form and notes	(yellow)	CM	31-Aug-22		
Organise regular meetings with key contacts in Marketing to improve communication and information sharing.	(yellow)	CM	31-Aug-22		
Plan and Deliver an effective Freshers Event on each campus	(yellow)	CM/EJ/RK	1-Sep-22		
Create a College Chaplaincy team on Kilwinning and Ayr campuses based upon the Kilmarnock campus model	(red)	CM/RK	1-Sep-22		
Develop training plan for SA officers	(yellow)	CM	1-Sep-22		
Request the all student email function is moved to a general SA Email account	(yellow)	CM	1-Sep-22		
Develop a SA on campus Rota and accompanying promotional strategy to increase on campus visibility	(yellow)	CM	1-Sep-22		
Develop a Sabbatical Officer Exit Support Process	(red)	CM	1-Sep-22		
Launch of LGBT+ Pride Collection in LRC	(red)	CM/EJ	1-Sep-22		
Develop Calendar of campaign events throughout the year	(red)	All	1-Sep-22		
Update SA Offices internal layout for flexible use	(yellow)	EJ/RK	1-Sep-22		
Devlop a robust process of recording and measuring impact	(red)	CM	30-Sep-22		
Identify a suitable alternative to the SA office in Kilmarnock Campus or a way in which the current office could be more accessible	(yellow)	CM/EJ	30-Sep-22		
Establish a baseline of students' preferred way of communication and use this information to enhance student engagement.	(red)	CM	30-Sep-22		
Reintroduce the SA Newsletter (4 per year)	(yellow)	All	30-Sep-22		
Work with Head of Essential Skills to develop processes in which we can include supported learners to effectively engage in the feedback process	(red)	CM/RK	1-Oct-22		

Work with Apprentices to support them to support them to effectively engage in the feedback process. Link these students with the National Society of Apprentices.		CM/EJ	1-Oct-22	
Develop a workshop on Active Citizenship to be offered to class groups.		CM/EJ/RK	1-Oct-22	
Work with Team Leaders in Student Experience and Curriculum teams to raise awareness of SA and promote a greater understanding of all SA functions.		CM	30-Oct-22	
Arrange to attend 1 Curriculum Team meeting to communicate the functions of the SA and how they and their students can get involved		All	30-Oct-22	
Recruit and Train Executive Committee Members for 2022-23		CM	31-Oct-22	
Organise Regular Executive Committee Meetings		EJ	31-Oct-22	
Organise Regular on campus Class Ambassador Meetings		CM	31-Oct-22	
Explore ways of engaging with students earlier in their learner journey to build relationships, increase levels of engagement and enhance the student experience.		CM	1-Nov-22	
Undertake Mental Health First Aid Training		EJ/RK	31-Dec-22	
Long term sustainability of free Soup and Porridge - Identify funding sources		CM/EJ	30-Jan-23	
Student Election Review		CM	31-Jan-23	
Develop LGBT+ Support Pack for leavers		CM/EJ	1-Apr-23	
Deliver successful and well engaged Student Election		CM	31-May-23	
Continue to offer a flexible model of service delivery which will include the delivery of online, remote support via Teams and the provision of in campus support for students		All	30-Jun-23	
Develop, maintain and support Clubs and Societies		EJ/RK	30-Jun-23	
Achieve LGBT+ Chart Mark		CM/EJ	1-Jul-23	
Develop a Student Association tile on the My Ayrshire College App as a means of enhancing communication with students.		CM		1-Jul-22

Ayrshire College *(Paper 3)*

Learning, Teaching and Quality Committee

01 September 2022

Subject:	Student Association Constitution Review
Purpose:	To update members on changes to the Student Association Constitution and to obtain feedback with regards to the proposed Constitution in preparation for a final draft to be presented at the College Board of Management Meeting for ratification
Recommendation:	That Committee Members note the content of the proposed Student Association Constitution and feedback with regards to any recommendations for improvement.

---

1. **Background**

The purpose of the Student Association is to empower students to take collective action to improve the student experience and to act as a critical friend, enabling the College to develop robust quality and governance processes. Speak with an autonomous voice in discussions and decision making which affects students. Come together to strengthen the student voice at a national level and be the legally representative voice of students at Ayrshire College.

The Student Association Constitution is the governing document of the Student Association. It is the tool by which students can hold the Student Association's elected officers to account. It ensures that both the Student Association and College fulfil their obligations as laid out in Education Legislation (1994 Education Act & Post-16 Education (Scotland Act 2013).

The Constitution lays out what the Student Association exists to do, how it fulfils its duties and what powers it has to run an effective and sustainable Student Association.

2. **Current Situation**

The Student Association undertakes a full review of the Student Association Constitution at least every five years. The current Constitution, which was created after the College merger, and based upon a National Union of Students template, whilst has been subject to review, is no longer fit for purpose and is not accessible to Student Association members.

The Student Association wanted to create a robust constitution which is less formal, more relevant to the activities and obligations of a modern Student Association, and which Officer and Student Association members can take ownership of and engage with.

It was decided that rather than update the existing Constitution to reflect these changes, that the Student Association would create a completely new, bespoke constitution.

3.   **Risks**

The Student Association Constitution is a legal document and therefore requires due diligence with regards to its creation, application and review process.

4.   **Equality Impact Assessment**

The Student Association Constitution is subject to an Equality Impact Assessment and this will be completed prior to the final draft being presented to the College Board of Management for ratification.

Ellie Jamieson
Student President
24 August 2022

Publication
This paper will be published on the College website

Ayrshire College Student Association Constitution

Ayrshire College Student Association is the student body of Ayrshire College.

As soon as you enrol at Ayrshire College you automatically become a member of Ayrshire College Student Association.

The Student Association acts as a voice for our members and their educational interests and welfare.

This constitution is our governing document. It sets out what the Student Association can and cannot do, how it operates and how members can raise any concerns or issues.

Ayrshire College Board of Management recognises the Student Association as a democratically run organisation committed to representing and serving the students of Ayrshire College.

The funding and support that the Student Association receives each year from Ayrshire College helps us to meet our aims and objectives and ensures that Ayrshire College Board of Management fulfil their obligations with regards to Section 22 of the Education Act (1994).

The Student Association is governed by a student Executive Committee of volunteer officers, led by an elected Student President and Student Vice President.

The Student Executive Committee and College Board of Management will review this document in partnership every five years.

Date approved:	
Takes effect from:	
To be reviewed by:	31/07/2027
Version:	

Contents

Ayrshire College Student Association Constitution

There shall be a Student Association within the meaning of the 1994 Education Act at Ayrshire College. It will be known as 'Ayrshire College Student Association'.

1. Aims and Objectives

a) To enhance the experience of students at Ayrshire College
b) Provide support, advice, and signposting to students with regards to personal and educational challenges
c) Provide a channel of communication between the student body and the College
d) Support the development of student opportunities
e) Support and facilitate the creation of student clubs and societies to enhance the social, educational and cultural provision at Ayrshire College
f) Provide channels through which the views of its members can be co-ordinated and expressed on matters of common concern to the appropriate external bodies
g) Provide a mechanism for liaison with other Students' Associations or Unions
h) To work with national bodies (e.g. The National Union of Students) to facilitate and support the above objectives
i) Engage in any other activity not mentioned that is conducive to the above objectives

2. Powers

The Student Association shall have the following powers:

a) To appoint and dismiss such officers as are provided for in the constitution, in line with the schedule detailed
b) To enter into such reasonable contracts and agreements in line with the college's financial regulations as are necessary to pursue the objectives of the Association, under direct supervision of the Student Association Advisor
c) To hold such property and equipment as is necessary to pursue the objectives of ACSA
d) To report to Ayrshire College Board of Management on a regular basis
e) To enter into membership of any body, corporate or otherwise, whose aims and objectives are in keeping with those of the Association with agreement of college management
f) To propose amendments to the terms of the constitution in accordance with the procedures contained herein.
g) To appoint committees and sub-committees as required.

3.Membership

The members of the Student Association are:

a) All registered students attending Ayrshire College shall be deemed Ordinary Members of ACSA, regardless of mode of attendance
b) Any student can opt-out of ACSA membership by submitting a request in writing to the ACSA Student Association Advisor

4. Finance

The finances of the Student Association will be determined annually by the College senior leadership team. The constitutional procedures are as follows:

a) The budget allocation to the Student Association will be decided annually by the Senior Leadership Team as part of the overall College budget, and as approved by the college Board of Management
b) The budget allocation can only be used in pursuit of the Association aims and objectives
c) All monies received by any member of the Student Association, on behalf of the Student Association, shall be lodged through the College's Finance Team
d) The Student Association Advisor shall be responsible for the management of funds allocated for Student Association activity and will administrate expenditure according to the College's financial processes
e) Financial records shall be kept with the College Finance Team
f) All fund allocations will be properly record
g) The student association shall be subject to the standard College audit process
h) The financial year of the Student Association shall begin on the 1 August
i) A financial account of the income and expenditure of the Student Association shall be prepared by the Student Association at the end of June; and the financial report will be made available to the College Board of Management and all members of the Association

5. Governance

The Student Executive Committee is the governing body of the Student Association.

a) The Student Executive Committee of ACSA shall consist of the ACSA Sabbatical Officers and the Student Executive Officers
b) The members of the committee are members by virtue of the office they hold. Consequently, should they leave their position, they will cease to be members of the executive committee.
c) The function of the Executive Committee shall be to exercise control generally on all matters relating to the work of ACSA
d) The Executive Team have the power to appoint ad-hoc committees and to determine their remit
e) Executive officers shall be appointed no later than 31 October each year

6. Executive Committee Meetings

a) The Executive Team will meet a minimum of three time during the academic year.
b) The quorum for the Executive Committee will be no less than 50% plus one of the current members of the Executive Committee.
c) The first Executive Committee meeting shall take place within 2 weeks of the appointment of the executive officers.
d) any item for inclusion on the agenda of an Executive Team Meeting shall be submitted to the ACSA office in writing
e) All motions shall bear the names of the proposer and seconder and should be submitted five working days prior to the meeting
f) Proxies may attend meetings of the Executive Team where they have been selected to act as such and shall have the right to participate in meetings and vote in absence of the regular member. Prior notice must be given by any officer intending to send a proxy.

7. Appointment of the Student President and Student Vice President

The Student President and Student Vice President will be democratically elected each year by means of a Student President Election.

a) Any Student Association member over the age of 16 (at the time of taking up the position) is eligible to stand in the Student President Elections.
b) All Student Association members are eligible to cast one vote in the Student President Elections.
c) Officers shall be voted in on the following terms:

   i. Presidential terms will run for one calendar year beginning 1 July to 30 June the following year.
   ii. Vice Presidential terms will run for one calendar year beginning 1 July to 30 June the following year.
   iii. Terms shall not overlap, the outgoing Sabbatical officer must finish their term before the incoming officer takes up their position.
   iv. The maximum term any student can spend as a Sabbatical officer is 2 years.

Full details on the election process and rules can be found in Schedule 4 on Page 13.

8. Appointment of Student Executive Officers

Student Executive Officers will be appointed whose titles and roles will be defined by the sitting Student President and Vice President to best support the manifesto, the Student Association's Operational Plan, and the needs of the membership.

Students may undertake the role of an Executive Officer on the following basis:

a) Any member of ACSA is eligible to put themselves forward for an Executive Officer position

b) Where an executive position represents a specific community, the role bearer must self
c) Identify as being part of that community
d) Executive Officers are selected each year by no later than 31 October
e) Officers are selected by means of an application and selection process at an Executive Committee meeting.
f) Students cannot hold any more than one executive position at the same time
g) Post holders will remain in post until they resign or are no longer a student at the College.
h) There is no time limit for the length of term of a Student Executive Officers

9. Removal of Student Association President or Vice President

An elected Student President or Vice President shall be removed from office if:

a) They resign
b) They fail to attend three Executive Committee Meetings with no reasonable explanation or prior agreement with the Student President.
c) They are removed from office by:

    i. A motion of no confidence in the officer is passed a simple majority of student members voting in a Referendum. Such motion shall only be triggered by a petition signed or agreed by at least 10% of full-time student members.

    ii. A motion of no confidence in the elected officer is passed by a two thirds majority in the vote of the Executive Committee. Such a motion shall only be triggered by a secure petition signed or agreed to by at least 10% of full-time student members.

    iii. Provided that such removal shall be subject to the Student Association having first carried out any steps it is required to take under the Sabbatical Officer's contract of employment and/or the applicable disciplinary procedure and otherwise in accordance with good employment practice.

10. Removal of non-elected Student Executive Officers

A non-elected Student Executive Officer can be removed from office if:

a) They resign
b) They are no longer a student at Ayrshire College
c) They are removed by means of an extraordinary Executive Committee Meeting where in a secret ballot, 50% plus one of the existing committee members vote in favour to remove the officer.

11. Class Ambassadors

Each class shall be entitled to appoint one class representative called a Class Ambassador by whichever means is agreed by the class.

The purpose of the Class Ambassador is to act as an interface between the students within their class, the curriculum team, and the Student Association.

Class Ambassadors are required to:

a) Inform the Student Association of their appointment
b) Attend Class Ambassador training as provided by the Student Association
c) Keep up to date with information communicated to them by the Student Association
d) Attend regular Class Ambassador meetings
e) Gather feedback from their class and communicate this to their curriculum team
f) Deliver at least one focus group to their class during the academic year
g) Attend curriculum team meetings
h) Feedback information from the curriculum and Student Association where appropriate to their class

12. Clubs and Societies

The Association has a duty to support and facilitate student clubs and activities as desired by membership where the club or society's aims are compatible with those of the Association and within reason of capacity of the Association.

Any club or society wishing to formalise their structure by creating a committee and/or constitution, can do so with the support of the Student Association Advisor.

If any club or society is found to be acting contrary to the values of the Association, it may be disbanded by a majority vote of the Executive Committee.

13. Review and Amendments to the Constitution

Any proposed changes to the constitution will be discussed and decided by the Student President, Student Vice-President and Student Association Advisor prior to consideration by the Learning and Teaching Committee, the Senior Leadership Team and the College Board of Management

The Constitution can be amended by a resolution passed by the Student Executive Committee by at least 50% plus one of the current Executive Committee members.

Amendments to the constitution must be ratified by the College Board of Management, either at its own meeting or at a meeting of the Learning and Teaching Committee.

The constitution must be reviewed by the Student Association every five years.

Schedule 1

Code of Conduct

General Principle

- In common with many membership governed organisations, it is important to clarify expectations surrounding the relationship between members and officers.
- Members and Officers should feel able to critically appraise the work of Ayrshire College Student's Association, but this should be through the appropriate channels as set out within the Code of Conduct
- This code applies at meetings and events organised by the Student Association, and in communication that refers to the Association and/or its officers, including on social media platforms such as Facebook and Twitter.

Standards of Behaviour

All members will:

- Treat each other with respect
- Raise complaints through appropriate channels as set out in the complaints procedure
- Avoid behaviour that is damaging to the Association or its reputation
- Support a culture of kindness and respect

You may be excluded from membership if your conduct is deemed to be detrimental to the Association, its interests or its members

Officers in addition will:

- Provide leadership to the Association
- Be accountable to members for their performance
- Carry out duties and responsibilities, as set out in the role descriptions for their position
- Treat member information with respect and confidentiality and in accordance with data protection regulations
- Promote a culture of inclusion, equality, support, and respect

Protection from Harassment

Members, officers, and Staff are entitled to protection from any form of harassment

Harassment may result in the Member, Officer or Staff Member withdrawing the support or withdrawing from the event at which the harassment is taking place. The person or persons subjected to the harassment should bring this to the attention of the Student Association Advisor as soon as possible to discuss what action would be appropriate.

Reports of Harassment will be recorded by the Student Association Advisor. Action may then be taken under the terms of this code, or the College Student Disciplinary Procedure.

Data Protection

Members, officers and staff are duty bound to protect themselves and other members data from being unnecessarily used, stored, and passed on. All members, officers and staff are required to comply and adhere to the Colleges Data Protection Policy.

Freedom of Speech

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

Breaches of Code of Conduct

Members who breach the code may be suspended or removed from the Association. Procedures for dealing with a breach of the Code are as follows:

- Concerns about potential breaches of the Code of Conduct should be reposted to the Student Association Advisor as soon as possible. The Advisor will take this to a panel of three members of the Executive Committee including the Student President and Student Vice President
- The panel will agree the appropriate course of action and the decision will be communicated to the member within 5 working days of the meeting
- Appeals should be submitted to the Student Association Advisor within 30 days of the notification of the panel's decision.
- The appeal will be looked at by at least three members of the executive committee who were not involved in the earlier decision, supported by the Head of Quality Enhancement.
- The decision of the appeal panel will be communicated within 5 working days of the meeting.
- If the potential breach of the Code of Conduct relates to a member of the Executive Committee, they will take no part in the decision-making process.
- If the potential breach of the Code of Conduct relates to the Student President or Student Vice President, the matter will be referred to the Head of Quality Enhancement and will be taken forward through the appropriate measures as laid down in this constitution.

Schedule 2

Complaints Procedure

Members, Association Volunteers, Executive Officers, and Class Ambassadors may give feedback, raise issues or questions about the Student Association directly to the Student President and/or Student Association Advisor or through the Executive Committee Meetings.

Concerns, criticisms, or complaints about the performance and/or behaviour of individual office bearers should be made directly to the Student Association Advisor.

Complaints regarding the Student Association Advisor should be raised directly with the Head of Quality Enhancement

Complaints about members of staff out with the Student Association should be made through the Colleges Complaints Procedure

Students who remain dissatisfied with their dealings with the Student Association may refer their complaint to the Colleges Complaints Procedure

Criticism of officers and staff not communicated through the procedures outlined in this procedure may be considered harassment and dealt with accordingly

Schedule 3

Ayrshire College Student Association

President Job Role/Description

    (i)   Represent all members of the Association across Ayrshire College.

    (ii)   Support the Class Ambassador model of Student Feedback within the College.

    (iii)   Lead on the strategic direction and support the Association's future development.

    (iv)   Deliver on the Association's strategic direction and operational plan.

    (v)   Lead the Association with regards to activity, policies and ethos as directed by the Executive Committee.

    (vi)   Participate as a member of the college Board of Management and/or relevant Board Committees as identified by the Board of Management.

    (vii)   Ensure that the Association is meeting its set objectives.

    (viii)   Chair and support the Executive Committee meetings.

    (ix)   Ensure that the Association's budget is effectively managed.

    (x)   Build and maintain a positive, high profile and partnership ethos within the Association and across the college, encouraging students to become involved.

    (xi)   Work in partnership with staff across the college to ensure that the Association has an active role in enhancing the quality of the student experience at Ayrshire College.

    (xii)   Represent Ayrshire College students with organisations at a national level, for example, NUS.

    (xiii)   Undertake delegated responsibilities from the other sabbatical officers, the Student Association Advisor, and the Head of Quality Enhancement.

    (xiv)   Work in partnership with the Quality Enhancement Team, Equality and Inclusion and Health, Safety and Wellbeing in addition to the college management and external stakeholders to ensure there is a consistent, high quality student support system across the region.

    (xv)   Ensure open communication channel between the college, Executive Committee, and the Student's Association's members as a whole

    (xvi)   Communicate effectively with the Student Vice President, Head of Quality Enhancement, and the Student Association Advisor

    (xvii)   Ensure that the safety and wellbeing of the Associations members is at the forefront of all Student Association Activity and be familiar with your duties under the College's Health Safety and Wellbeing Policy HSP001.

    (xviii) Provide a PVG certificate that does not go against the Association's aims and objectives or impair their ability to carry out the job description.

Schedule 4

Ayrshire College Student Association

Vice President Job Role/Description

- (i) Represent all members of the Association across Ayrshire College.
- (ii) Support the Class Ambassador model of Student Feedback within the College.
- (iii) Assist the President in leading on the strategic direction and support the Association's future development.
- (iv) Work with the Student President and Student Association Advisor to ensure the delivery of the Association's strategic direction and operational plan.
- (v) Along with the Student President, lead the Association with regards to activity, policies and ethos as directed by the Executive Committee.
- (vi) Participate as a member of the college Board of Management and/or relevant Board Committees as identified by the Board of Management.
- (vii) Ensure that the Association is meeting its set objectives.
- (viii) Chair and support the Class Ambassador meetings.
- (ix) Ensure that the Association's budget is effectively managed.
- (x) Build and maintain a positive, high profile and partnership ethos within the Association and across the college, encouraging students to become involved.
- (xi) Work in partnership with staff across the college to ensure that the Association has an active role in enhancing the quality of the student experience at Ayrshire College.
- (xii) Represent Ayrshire College students with organisations at a national level, for example, NUS.
- (xiii) Undertake delegated responsibilities from the Student President, the Student Association Advisor and the Head of Quality Enhancement.
- (xiv) Work in partnership with the Quality Enhancement Team, Equality and Inclusion and Health, Safety and Wellbeing in addition to the college management and external stakeholders to ensure there is a consistent, high quality student support system across the region.
- (xv) Ensure open communication channel between the college, Executive Committee and Association members as a whole
- (xvi) Communicate effectively with the Student President, Head of Quality Enhancement, and the Student Association Advisor
- (xvii) Ensure that the safety and wellbeing of the Associations members is at the forefront of all Student Association Activity and be familiar with your duties under the College's Health Safety and Wellbeing Policy HSP001.
- (xviii) Provide a PVG certificate that does not go against the Association's aims and objectives or impair their ability to carry out the job description.

Appendix 1

Election Regulations

1. General

1.1.   The Elections of the Student President and Vice-President shall be carried out in accordance with these regulations.

1.2. The Student Association Advisor shall implement the Election process

1.3. The elections shall be by secret ballot of all members of the Association

1.4. In addition to the Regulations, the Association will be obligated to comply with;

(a) The College rules, regulations, and policies

(b) Association rules, regulations, and policies

(c) The laws of Scotland

2. Returning Officer

2.1 The Returning Officer Shall be an independent person chosen by ACSA in advance of each election. They shall not be a member of ACSA.

2.2 They shall be responsible for the good and fair conduct of the Student Elections.

2.3 They shall be responsible for investigating any complaints made with regards to the proper and fair running of the elections.

2.4 The Returning Officer's interpretation of election regulations shall be final.

2.5 Any ACSA member who is not satisfied with any decisions made by the Returning Officer can submit a formal complaint through the college's normal complaints process.

2.6 The Student Association Advisor shall, in acting on behalf of the returning officer as Deputy Returning Officer, may carry out the following functions.

(a) Oversee the procedure for the acceptance of nominations and the determination and publication of valid nominations
(b) Fix the date of the elections and publication of the notices giving information about the date of the elections and the election arrangements
(c) Supervise the election online process

(d) Announce the result

3. Nominations

3.1 Any member of the Student Association over the age of 16 is eligible to stand as a candidate for the election

3.2 The Student Association Advisor will post on the outside of each Student Association offices and send to all students via all student email, at least eight college days before the nominations open stating the:

> (a) period of nominations
>
> (b) posts for which nomination can be made
>
> (c) where the nomination form can be obtained
>
> (d) the closing date for nominations

3.4 Candidates are required to submit a manifesto alongside their nomination form. All manifestos will be collated and published by the Association.

3.5 On closing of nominations the Student Association Advisor will collate all nominations and check that they comply with the regulations

3.6 The Student Association Advisor will draw up a list of candidates and will communicate this to all student via all student email as soon as is practically possible, alongside dates and arrangements for voting

3.7 The Student Association Advisor will arrange to meet all candidates to deliver a candidate's briefing at which they will brief the candidates on the election process and procedure

4. Campaigning

4.1 As soon as is reasonably practical following the close of nominations the Student Association Advisor will publish the list of nominations and manifestos

4.2 The campaigning period shall commence at the end of the candidates briefing at a time announced by the Student Association advisor and shall close upon close of voting

4.3 Any coverage of the elections by the Association shall be fair and balanced, providing exposure to all candidates, as reasonably practical

4.4 Each candidate will receive an electronic copy of their Manifesto as prepared by the Association that they can use in their campaigns.

4.5 Each candidate may receive a small budget from the Association for canvassing materials and no other monies shall be spent by the candidate. Finances shall be confirmed at the candidates briefing.

4.6 No offensive or derogatory election material shall be produced during the campaign by any candidate.

4.7 The Returning Officer and Student Association staff reserve the right to remove any election material which in their reasonable opinion is inappropriate or poses a health and safety risk

5. Elections

5.1 The Student President Election shall be held no later than the final Friday in May of each academic year.

5.2 In the event that at least one post remains vacant, it will be reasonable to hold further elections to fill the vacant post. The decision whether a further election should be held and what the arrangements should be are at the discretion of the returning officer.

5.3 In such cases the additional election should take place no later than the last Friday of November of the relevant year.

6. Voting

6.1 The responsibility for ensuring voting is conducted in accordance with this regulation shall rest with the returning officer and any deputy appointed

6.2 Voting shall take place electronically at times to be decided by the returning officer

6.3 Members of the Association may vote once with their college login as being their proof of eligibility to vote

6.4 Candidates and their supporters should not be present in any of the Learning resource Centre areas whilst voting takes place

7.Administration

7.1 A quota will be calculated as follows:

(a) The candidate with the highest number of votes will be deemed to be elected to the position of Student President.

(b) The candidate with the second highest number of votes will be elected into the position of Student Vice President.

(c) In the event that the electronic ballot results in there being fewer than five votes of a difference between candidates, the returning officer will decide whether it is necessary to return nominations and whether a new election is necessary. The returning officer's decision shall be final.

8. Candidates

8.1 Candidates already in office shall be given the same privileges and restrictions as any other candidate.

8.2 Candidates may only benefit from what is openly available to all candidates

8.3 Campaigns should be conducted in accordance with the Student Association and Colleges ethos and values and in line with the Code of Conduct and Health and Safety policy.

9. Tenure of Office

9.1 The tenure of officer for any elected officer shall be 12 months commencing the 1 July in the same year of the election.

9.2 An elected officer may stand for re-election at the close of their first tenure of office.

9.3 The maximum period a of office for any sabbatical officer is two tenures.

10. Complaints and Appeals

10.1 The procedure for the consideration of complaints relating to the elections shall be as follows:

10.2 Formal complaints must be submitted in writing with any supporting evidence to the Returning Officer

10.3 The returning Officer reserves the right to investigate any unsound activity and make any rulings which are fair and reasonable in the circumstances

10.4 The returning officer shall investigate any formal complaints in a timely manner to minimise disruption to the election process and will decide what action shall be taken, including but not limited to the disqualification of any candidate concerned, or the annulment of the relevant election

10.5 Disqualified candidate may appeal the decision of the returning officer in writing to a designated College staff member appointed by the Student Association who shall set up an appeals panel.

10.6 Opens open to the appeals panel include but are not limited to:

10.7 Upholding or dismissing the appeal

10.8 Request a r-run of the elects

10.9 Any other reasonable request

Ayrshire College   *(Paper 4)*

Learning, Teaching and Quality Committee

01 September 2022

Subject:	Committee Terms of Reference and 2022/23 Work Plan.
Purpose:	To present the outcome from the annual review of the Committee Terms of Reference and the corresponding work plan and the current Committee membership.
Recommendations:	The Committee is asked to review and provide any comment on the revised Terms of Reference and the 2022/23 Work Plan for submission to the Board of Management and note the current Committee Membership.

___

1. **Background**

   At the first quarterly meeting of the Committee, in each academic year, the Committee will consider its Terms of Reference and corresponding work plan for the forthcoming academic year.

   - The Committee work plan is designed to ensure that the Committee is in fulfilment of the requirements as set out in its Terms of Reference. The Terms of Reference and corresponding work plan will be submitted to the September meeting of the Board of Management for formal approval.

2. **Current Situation**

   The 2022/23 Terms of Reference and work plan have been reviewed in discussion with the Vice-Principal, Curriculum (Executive Lead for the Learning, Teaching and Quality Committee).

3. **Proposals**

   Terms of Reference (Appendix 1): the Terms of Reference were reviewed in detail, September 2021. Minor changes only are therefore proposed, tracked for review and are as reflected in all the Standing Committee Terms of Reference.

   Work Plan 2022/23 (Appendix 2): the current plan as presented reflects any legislative reporting requirements as well as reporting against key strategic programmes of work and is in alignment with the proposed Terms of Reference. This will not preclude reporting on any other significant issues within the Committee remit, as they occur.

   Committee Membership (Appendix 3): for information only, the current committee membership is attached and may be subject to review following appointment of a new Chair.

   The Committee is asked to note that Elaine Anderson has resigned from the Board and Steven Fegan has resigned as the Elected Member (Service/Support Staff). These members are therefore no longer included in the Committee Membership.

The position of Elected Member (Service/Support Staff) is out to recruitment with a closing date for receipt of nominations of 31 August 2022. A verbal update on progress will be provided at the meeting.

4. **Consultation**

The Executive Leadership Team has been engaged in developing the proposals. The outline proposals have been discussed with the Chair of the Learning and Teaching Committee.

Following approval by the Board, the Standing Orders of the Board will be updated accordingly.

5. **Resource Implications**

No specific resource implications have been identified.

6. **Risks**

There is a risk that the Committee could fail to demonstrate that it was fulfilling the requirements of the Terms of Reference because it has not prepared, approved, and implemented a work plan, resulting in a failure to evidence compliance with governing legislation and regulation, and the Board's governance requirements.

7. **Equality and Diversity Impact Assessment**

None required in this instance.

8. **Conclusion**

The Committee is asked to note the recommendations as detailed and advise accordingly.

Pauline Donald
Board Governance Advisor
September 2022

Ayrshire College

Learning, Teaching and Quality Committee
Terms of Reference 2022-23

Introduction

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

The Committee will be ~~known as the Learning, Teaching and Quality Committee of the College Board and will be~~ a Standing Committee of the Board of Management. For the purposes of the Terms of Reference, unless otherwise indicated, 'the Board' means the Ayrshire College Board of Management.

Remit

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

Committee Membership

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

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

Quorum

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

Attendance

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

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

Meetings

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

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

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

Duties

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

- To seek assurance that the Curriculum Delivery Plan is in alignment with government priorities, the strategic direction of the College and meets the requirements of the Ayrshire College National Outcome and Impact Framework.

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

- To review and monitor the progress and outcomes of the College's Evaluative Report and Enhancement Plan.

- To review and monitor plans and processes to support learning, teaching and assessment and the student experience.

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

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

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

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

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

- To receive and consider a Student Satisfaction Annual Report.

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

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

- To receive and consider reports on apprenticeship and work-based learning programmes.

- To celebrate success with staff and students.

Authority

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

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

Reporting Arrangements

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

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

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

September 2022	November 2022	March 2023	June 2023
Reports to this meeting			
2022-23 Terms of Reference & Work Plan	2023-24 Draft Curriculum Delivery Plan	2021-22 College Sector KPIs	
	2021-22 Interim Ayrshire College Performance Indicator Report 2022-23 Draft National Outcome and Impact Framework*	2022-23 Draft National Outcome and Impact Framework*	2022-23 Final National Outcome and Impact Framework*
Education Scotland Safeguarding Report	2019-20 SFC College Leaver Destination Survey	2022-23 Semester 1 Student Satisfaction Survey outcome	2022-23 SFC Student Satisfaction and Engagement Survey
2022-23 Student Recruitment Report			
2021-22 External Verification Report			
Reports to each meeting			
Student Association Report Q1	Student Association Report Q2	Student Association Report Q3	Student Association Report Q4
2022-23 Evaluative Report and Enhancement Plan - Progress Report**	2022-23 Evaluative Report and Enhancement Plan - Progress Report**	2022-23 Evaluative Report and Enhancement Plan - Progress Report**	2022-23 Evaluative Report and Enhancement Plan - Progress Report**
2021-22 Final Credit Position Report at August 2022	2022-23 Credit Activity Target & Early Withdrawals Position	2022-23 Credit Activity Target & Early Withdrawals Position	2022-23 Credit Activity Target Progress Report
2021-22 Student Support Funds: Final Position at July 2022	2022-23 Student Support Funds position update	2022-23 Student Support Funds position update	2022-23 Student Support Funds position update
2022-23 Apprenticeships and Work Based Learning Report	2022-23 Apprenticeships and Work Based Learning Report	2022-23 Apprenticeships and Work Based Learning Report	2022-23 Apprenticeships and Work Based Learning Report
2022-23 Corporate Risk Register (V1): LTC Extract	2022-23 Corporate Risk Register (V2): LTC Extract	2022-23 Corporate Risk Register (V3): LTC Extract	2022-23 Corporate Risk Register (V4): LTC Extract

Dependent on SFC Guidance and reporting timelines.
Dependent on Education Scotland Guidance. Content covered in various documents

Learning, Teaching and Quality Committee Structure
AY 2022-23

Alison Sutherland
Chair

**Vacant
Non-Executive
Board Member

Beth Clelland
Non-Executive
Board Member

Steve Graham
Non-Executive
Board Member

Mary McClung
Non-Executive
Board Member

Sharon Morrow
Non-Executive
Board Member

Mike Stewart
Non-Executive
Board Member

Steven Wallace
Non-Executive
Board Member

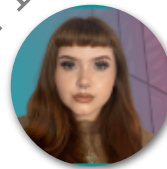Gordon Neil
Co-opted Committee
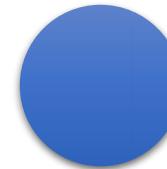Member

Angela Cox
Principal ex-Officio

*Vacant
Elected Member -
Service Staff

Janette Moore
Elected Member -
Curriculum Staff

Ellie Jamieson
Elected Member -
Student President

Robert Kean
Elected Member -
Student Vice
President

*Elections in process
**Board Member recruitment process 2022/23 to be confirmed

Ayrshire College

Ayrshire College   *(Paper 5)*

Learning, Teaching and Quality Committee

1 September 2022

Subject:	Education Scotland safeguarding and child protection visit – June 2022
Purpose:	To present the findings of Education Scotland's safeguarding and child protection visit in June 2022
Recommendation:	Members are invited to note the contents of the paper

---

1.   **Background**

Education Scotland carried out a safeguarding and child protection visit in June 2022. The visit examined the College's arrangements for protecting children and young people and assessed how effective the College's arrangements are in ensuring that all staff are aware of and carry out their child protection responsibilities.

The scope of the visit also assessed the College's safeguarding arrangements including:

- **Curriculum**: developing learners' understanding and awareness of safeguarding issues and developing their resilience.
- **Digital technology**: ensuring learners use the internet, social media and mobile technology safely.
- **Gender-based violence**
- **Prevent**
- **Arrangements for risk assessments**

Finally, Education Scotland examined the College's Corporate parenting arrangements.

The Education Scotland team examined the College's strategies, polices, procedures, self-evaluation documents and conducted professional dialogue sessions with staff across the College.

2.   **Current Situation**

The report (Appendix 1) identifies several areas of positive practice and three areas for further development – two of which are already complete.

3.   **Conclusion**

Members are invited to note the contents of this paper.

<div align="right">

Anne Campbell
Vice Principal Curriculum
23 August 2022

</div>

Summary of findings *(Paper 5 – Appendix 1)*

Safeguarding Visit   Ayrshire College – 20 June 2022

To be completed by college HMI/LI/member of the evaluation team

I have discussed with relevant staff the safeguarding, Child Protection and care experienced returns provided by the college. Based on the evidence provided by the establishment, we have agreed the following with the college:

Areas of positive practice:

- The college has robust and comprehensive arrangements for Safeguarding and Child Protection. College managers review and update these arrangements regularly.

- The Safeguarding Team has effective links with Local Authorities, schools and external partners that help to identify and provide appropriate support for learners.

- All staff complete mandatory Safeguarding training each year, which outlines their responsibilities and the actions they should take if they encounter Safeguarding concerns. The college is rolling out training for Mental Health first aiders and has trained 70 members of staff in third party reporting directly to the police and other partner agencies.

- Learners can access a programme of online self-directed study modules for their digital safety and wellbeing. These cover a broad range of topics including, Resilience, Introduction to Mental Health and e-Safety. This programme has been shortlisted for a Blended Learning Consortium Award.

- The college has recorded a year-on-year rise in safeguarding concerns and report that the issues learners are facing are becoming increasingly complex. Options for raising a concern can be individual, via a third party and anonymous.

- The college provides a very good range of support services and agency support across all three campuses. These include campus police liaison, mental health and counselling staff. Some services are offered on a one-to-one basis, whilst others are delivered to class groups. Learners can also access counselling support online.

- Learners view the college as a safe space to discuss issues and receive support. Learners can access the online Wellbeing Hub and the Report and Support tool through MyLearning content and the MyAyrshireCollege App.

- The college communicates well with learners to inform them about the range of advice, support and awareness raising opportunities to keep them safe. These include, direct messaging to learners during the pandemic, third party stands, college liaison officer workshops, awareness-raising events, a timetabled personal development slot each week, a Feel Good Festival at fresher's week and the HIVE for learners that are more vulnerable.

- College Liaison Officers deliver mandatory workshops to all level 4 learners. Topics covered include Hate Crime, Mental Health Awareness and Drug and Alcohol Awareness. The college has also reinstated the Safe and Included Group to lead and coordinate Gender Based Violence and Hate Crime support within the College.

- The college provides a supportive environment for staff, which promotes good peer support. This encourages a culture of intelligence-led support for emerging themes. For example, drug and alcohol and mental health liaison officers have provided workshops for the STEM curriculum area due to the rise in drug use and gambling addiction.

- The college is a member of the Ayrshire PREVENT Group, which provides a regular update for PREVENT awareness and staff, can access the Action Counters Terrorism (ACT) programme online.

- The college has a strong focus on Care Experienced learners. A Care Experienced, Student Carers and Estranged Students Steering Group has been established which has regular and effective engagement with external partners.

- College staff work well with Student Association (SA) staff to review and update policies and procedures to support learner safety and wellbeing.

- The SA have led a number of successful campaigns including the provision of free soup and porridge for learners. A focus on keeping learners safe and included within the college community was a focus of Fresher's Week.

2

Education
Scotland
Foghlam Alba

Areas for further development:

- The college should ensure that all staff under external contracts undertake mandatory safeguarding training to the standard expected by the college.

- The college is planning to improve the identification marker system for Care Experienced learners to help staff to identify any support these learners may require.

- The college should facilitate gender specific groups appropriately.

These issues have been drawn to the attention of appropriate senior staff. Accountability for appropriate action that needs to be taken to address these issues now resides with the senior managers within the college/centre.

Signature of senior manager or college/centre nominee	*[signature]*
Post held	Vice Principal Curriculum
Date	13/07/2022

Signature of College HMI/LI:	Ian Beach
Name	IanBeach
Date	27/06/2022

3

Ayrshire College   *(Paper 6)*

Learning, Teaching and Quality Committee

1 September 2022

Subject:	2021-22 External Verification Report
Purpose:	To inform members of the overall results of external verification activity during AY 2021-22
Recommendation	Members are invited to note the contents of this paper

---

1.   External Verification Activity AY 2021-22

In 2021-22, the College hosted 44 External Verification activities for several Awarding Bodies and submitted materials to SQA for 1 central Quality Assurance activity. This was an increase of 21 external verification activities from 2020-21 as Awarding Bodies began to scale up their quality assurance activities.

The activities that were hosted in 2021-22 included:

- 34 SQA visits (11 in 2020-21)
- 1 SQA central verifications (3 in 2020-21)
- 10 visits from other Awarding Bodies (10 in 2020-21)

Of the 45 external verification activities which were carried out, 42 were deemed Successful/High Confidence at the first visit while on one occasion some minor further actions were required. The actions were completed quickly and the external verification report updated to a successful outcome.

The College disagreed with the overall outcome of two SQA external verification activities and is currently pursuing this through SQA's formal process. The final outcome and subsequent reports of these activities are expected soon. The College has been informed, by SQA, that no candidate will be negatively impacted by this and their certificates will be awarded in the usual manner.

Many External Verifiers recorded examples of good practice including:

- Assessor feedback was accurate, detailed and highly supportive of the candidates.

- Assessor and Internal Verifier CPD records demonstrate commitment to maintain their professional development with current training opportunities, guidance and legislation relevant to the awards being delivered.

- Assessors support candidates with frequent communication, feedback and 1-2-1 support.

- The team meet once a month for 'Share and Shape' type meetings during which people share practice, ask questions and find answers. These have the very useful purpose of standardising practice and strengthening teams as an interactive and practical group task.

- The centre now uses video recording software for live summative assessment with learners. It has the facility to allow learners to fill their screen with their presentations and not be able to see themselves. However, those who observe see a screen that presents both the presentation and live video of the learner presenting. This helps learners do presentations because they feel less self-conscious when they cannot see themselves on screen, but the assessor can see them so still assess non-verbal communication.

- The centre uses Microsoft 365 as standard with learners with features like dictate and immersive reader being used as standard with all learners which helps them to understand better how to use punctuation to effect and to create writing that flows better. Significantly, this seems to have removed stigma for learners with learning difficulties because the technology is used with all students. This is excellent creative thinking in response to the pandemic and very useful solutions to typical problems either side of the pandemic.

- The positive, inclusive and nurturing one to one feedback to students both in writing and verbally seems a constant feature throughout the team in all different locations. Throughout such a large organisation, this seems to impart a sense of individualised learning and care for students.

- The use of innovative technology for learning and assessment (Recording Glasses) supports unobtrusive assessment with candidates in salon environments.

- Assessors provided excellent, detailed feedback on every unit they assessed for their candidates. Lists of suggested words to use in reflective accounts were included, and hints and tips to make these more interesting and detailed. This is good practice with online portfolios.

- A key strength of the Centre is the formative candidate feedback activities that is effective in supporting the student cohort in achieving progression

- Throughout sampled video evidence the assessors used good probing questions to check knowledge, understanding of construction practices and work sequencing throughout the observation.

- The detailed approach to delivery and tailoring assessments to student needs is commendable.

- Feedback from student led focus groups is used to improve facilities and processes within the department.

The College also participated in an SQA Centre Monitoring activity and a City and Guilds Systems Visit. The College received positive feedback from both activities and the College's quality assurance processes were validated.

Although disruption to learning still occurred throughout AY 2021-22, External Verification activities were scaled up by most Awarding Bodies. There remained real concern about the opportunities available for students to complete their course and attain their qualifications. Therefore, most Awarding Bodies agreed to continue with the mitigations and adaptations to Assessment that had been followed in 2020-21.

To comply with this approach, the College continued to conduct Internal Quality Assurance (IQA) Panels to consider the objectivity, fairness and accuracy of Course Team assessment judgements made using the SQA/Ayrshire College Assessment of Student Evidence 2021-22 guidance. The main objective of the IQA was to assure the quality of assessment and certification decisions made by course teams and internal verifiers particularly where new or adapted assessment practice/s was employed.

An IQA Panel was held for each Head of Learning and Skill's curriculum area and was chaired by the VP Curriculum or the Head of Quality Enhancement and included one Independent Director of Curriculum or Head of Learning and Skills, one Head of Learning and Skills for the curriculum area, the Head of Student Experience and/or a Student Representative plus other appropriate staff.

The IQA panel was attended by the Curriculum Managers from the Curriculum Area and Internal Verifiers or Assessors representing the Course Team who presented evidence and answered queries.

The IQA panels proved to be very effective mechanisms for the quality assurance of a wide range of qualifications. The professional discussions which underpinned the IQA panel activities provided many examples of good practice as well as identifying required improvements. These will be incorporated into Team Evaluation activities and will inform improvement actions in Team Operating and Enhancement Plans.

2. **Conclusion**

External Verification activities provide robust evidence and confirmation that the College is maintaining high standards and continuing to develop good practice in inspiring and innovative ways. The sector showed, through its continuing response to the challenges in the delivery of learning, teaching and assessment throughout 2021-22, that Colleges are able to adapt and respond quickly to change, while maintaining academic standards. The College will continue to embrace and welcome the opportunity to work with its Awarding Bodies.

Members are invited to note the contents of this paper.

Ann Heron
Head of Quality Enhancement
1 August 2022

Ayrshire College *(Paper 7)*

Learning, Teaching and Quality Committee

1 September 2022

Subject:	2021-22 Credit Position Report - Final Position for Audit
Purpose:	To advise members of the 2021-22 credit position, as at 4 August 2022, and to provide an analysis of actual performance against SFC activity target
Recommendation:	Members are invited to note the contents of this paper

1. Background

A key strategic aim, of the College, is to meet the annual credit activity target agreed with the Scottish Funding Council (SFC) as part of the Regional Outcome Agreement process.

The activity target, agreed for AY 2021-22, is **124,793** credits which comprises a combination of core and ESF credits. Table 1 provides a breakdown of credits.

Table 1

	2021-22
SFC Core credit target	123,202
ESF credits	1,591
Total SFC credit target	**124,793**

For AY 2021-22, SFC also allocated additional places to colleges to accommodate deferred students from AY 2020-21 and to manage the transition for Foundation Apprenticeships. Table 2 provides a breakdown of these credits.

Table 2

	2021-22
Foundation apprenticeship credit target	1,518
Credits for deferred students	2,566

2. Current Situation

Core and ESF credits

The table below provides a summary of the current position and the projected final position for AY 2021-22. The College will exceed its core target of 123,202. As of 4 August 2022, it is anticipated that the College will not meet its ESF target by approximately 601 credits. A more detailed summary is provided in Appendix 1.

Core + ESF target	Current position as at 4 August 2022	Remaining Provision	Total Projection	Over/under
123,202	123,924	0	123,924	722
1,591	990	0	990	-601
124,793	124,914	0	124,914	121

Foundation Apprenticeship credits

The Foundation Apprenticeship programmes have not recruited to the planned target of 1,518 and 1,022 credits will be claimed for this activity. The College is under target by 496 credits.

FA Target	Current position as at 4 August 2022	Remaining Provision	Total Projection	Over/under
1,518	1,022	0	1,022	-496

Deferred credits

Information, on deferred students, was asked of the College, by SFC, at a time when it was estimated that students and staff would not have sufficient access to on-campus learning to be able to successfully conclude learning, teaching and assessment in AY 2020-21. The return of more students to campus from 17 May 2021, alongside the substantial summer programme meant that despite the challenges and significant disruption to learning, most students who remained on course were supported to successfully conclude their studies by the end of AY 2020-21.

The College will not meet its deferred target of 2556 credits. As of 4 August 2022, the College will be undertarget by approximately 2434 credits.

Def Target	Current position as at 4 August 2022	Remaining Provision	Total Projection	Over/under
2,566	132	0	132	-2,434

3. **Resource Implications**

Members should be aware that, ordinarily, the SFC reserves the right to clawback funding should the College not meet the agreed activity target. SFC, on 28 January 2022, asked all colleges for an end of year projection. Though the College is yet to receive feedback on its submission, Anne Campbell and James Thomson met with SFC colleagues on 7 April 2022 and again on 18 July 2022 to discuss the College's position. SFC advised that it would not formally indicate any clawback penalty until October 2022. In the absence of this information, the College has budgeted for full clawback on ESF, deferral and Foundation Apprenticeship shortfalls.

The College Principals' Group, The Vice Principal Curriculum Group and the Finance Directors continue to meet and lobby on behalf of the sector.

4. **Risks**

As well as a financial risk to the College, the failure to meet the SFC credit activity target also presents a reputational risk to the College and may affect future activity levels. These risks are included in the corporate risk register.

5. **Conclusion**

It is expected that there will be slight variations to the figures noted above as the College completes the final stages of the Further Education Statistics (FES) return. Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
4 August 2022

Publication

This paper will be published on the College website

2021-22 Credit Summary *(Paper 7 - Appendix 1)*

Core + ESF target	Current position as at 4 August 2022	Remaining Provision	Total Projection	Over/under
123,202				
1,591				
124,793	124,914	0	124,914	121
FA Target	**Current position as at 4 August 2022**	**Remaining Provision**	**Total Projection**	**Over/under**
1,518	1,022	0	1,022	-496
Def Target	**Current position as at 4 August 2022**	**Remaining Provision**	**Total Projection**	**Over/under**
2,566	132	0	132	-2,434

Curriculum Area	2021-22 Baseline	Current position as at 4 August 2022	Remaining Provision	Total Projection
ACES, Computing, Games Development, Business including Travel & Tourism - Total	**46,516**	**40,744**	**0**	**40,744**
ACES, Computing, Games Development, Business including Travel & Tourism	*45,536*	40,271	0	40,271
ACES, Computing, Games Development, Business including Travel & Tourism - Foundation Apprenticeships	*980*	473	0	473
Creative, Social Science, Sport and Hospitality - Total	**37,059**	**36,803**	**0**	**36,803**
Care, Essential Skills, Supported Learning and ESOL - Total	**35,764**	**36,969**	**0**	**36,969**
Care, Essential Skills, Supported Learning and ESOL	*35,504*	36,786	0	36,786
Care, Essential Skills, Supported Learning and ESOL - Foundation Apprenticeships	*260*	183	0	183
Schools, Engagement and Widening Access - Total	**4,738**	**4,669**	**0**	**4,669**
Schools, Engagement and Widening Access	*4,194*	4,303	0	4,303
Schools, Engagement and Widening Access - Foundation Apprenticeships	*544*	366	0	366
Apprenticeships and Work Based Learning	**2,550**	**5,230**	**0**	**5,230**
Community	**2,000**	**1,521**	**0**	**1,521**
Deferrals - Total	**2,566**	**132**	**0**	**132**
Deferrals - ACES	291	6	0	6
Deferrals - Creative	80	38	0	38
Deferrals - Care	65	88	0	88
One-plus total	**3,100**	**0**	**0**	**0**
One-plus - ACES	1,000	0	0	0
One-plus - Creative	1,000	0	0	0
One-plus - Care	1,100	0	0	0
Sub-Total	**134,293**	**126,068**	**0**	**126,068**
Less UWS Articulation Agreement	-150			
Total	**134,278**	**126,068**	**0**	**126,068**

Summary	Total
Current Position	126,068
Remaining	0
Total	126,068
Total Projected Delivery	126,068
Less UWS Credits	0
Credit target	128,877
Over/Under Target	-2,809

Ayrshire College   (*Paper 8*)

Learning, Teaching and Quality Committee

1 September 2022

Subject: 2021-22 Student Support Funds Position as at 31 July 2022

Purpose: To update Members on the Student Support Funds final position
                     as at July 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 final position of each fund
as at 31 July 2022.

2.1   <u>SFC Funds provided for Bursary Support</u>

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 actual expenditure figures as at 31 July 2022.

Table 1

Student Support Fund	Budget	Actual Expenditure	Difference
SFC Bursary	£9,510,662	£6,974,379	£2,536,283
FE Childcare	£491,745	£295,361	£196,384
HE Childcare	£264,785	£112,909	£151,876
FE Discretionary	£540,378	£1,349,648	£(809,270)
Total	**£10,807,570**	**£8,732,297**	**£2,075,273**

The figures set out in Table 1 include circa £2,054,672 which relates to 362 care
experienced students.

Members are asked to note that the College is able to amend these budgets within
the year to reflect actual spend for audit purposes. The underspend in SFC Bursary
was therefore used to offset the overspend in FE Discretionary.

<u>Additional Bursary Funding</u>

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

SFC 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	Actual Expenditure	Difference
Digital Inclusion Funding	£259,434	£0	£259,434
Total	**£259,434**	**£0**	**£259,434**

The College received an additional £425,489 of FE discretionary funding during 2021-22. Table 3 sets the details the funds provided for 2021-22 together with actual spend as at 31 July 2022.

Table 3

Student Support Fund	Budget	Actual Expenditure	Difference
COVID-19 FE Discretionary 2021-22	£425,589	£425,481	£108
Total	**£425,589**	**£425,481**	**£108**

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 was £800,000. Total EMA spend during 2021-22 was £381,600.

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 31 July 2022.

Table 4

Student Support Fund	Budget	Actual Expenditure	Difference
HE Discretionary Additional	£275,592	£196,307	£79,285
Total	**£275,592**	**£196,307**	**£79,285**

SAAS announced an additional HE discretionary fund for the college sector. Table 5 sets the details the funds provided for 2021-22 together with expenditure figures as at 31 July 2022.

Table 5

Student Support Fund	Budget	Projected Expenditure	Difference
Winter COVID-19 HE Discretionary 2020-21	£218,798	£161,544	£57,254
Total	**£218,798**	**£161,544**	**£57,254**

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
15 August 2022

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

Ayrshire College _(Paper 9)_

Learning, Teaching and Quality Committee

1 September 2022

Subject:	Apprenticeships and Work Based Learning Report
Purpose:	To advise Members of the in-year position of Apprenticeship and Work-Based Learning provision
Recommendation:	Members are asked to note the contents of this paper

1. Background

Apprenticeships are a significant part of Scottish Government's work to address youth employment and develop Scotland's workforce.

Scotland's Apprenticeship Family consists of three strands, Modern Apprenticeships, Foundation Apprenticeships and Graduate Level Apprenticeships. Ayrshire College delivers the Modern and Foundation elements of this family.

In a Modern Apprenticeship, a paid employee, usually a young person, learns on the job and works towards a recognised qualification. The College supports and assesses this in-work learning and, in many industries, provides off–the-job courses to underpin this development.

Foundation Apprenticeships are designed to help young people in S5 and S6 gain valuable, real work experience and a recognised qualification while accessing work-based learning as part of the senior phase at school.

Alongside the apprenticeship programmes, the College also supports work-based learning for a significant number of Ayrshire's current and future workforce each year. These courses support registration for regulated industry sectors and help provide in-work skills and career development opportunities.

2.   Ayrshire College Apprenticeships Provision

Modern Apprenticeships (MAs)

The Modern Apprenticeship contract year runs from April to March each year. The volume of starts presented is in relation to the Skills Development Scotland contract year, while the financial targets and claim values are presented in relation to the College's academic year.

Recruitment

Modern Apprentice Starts
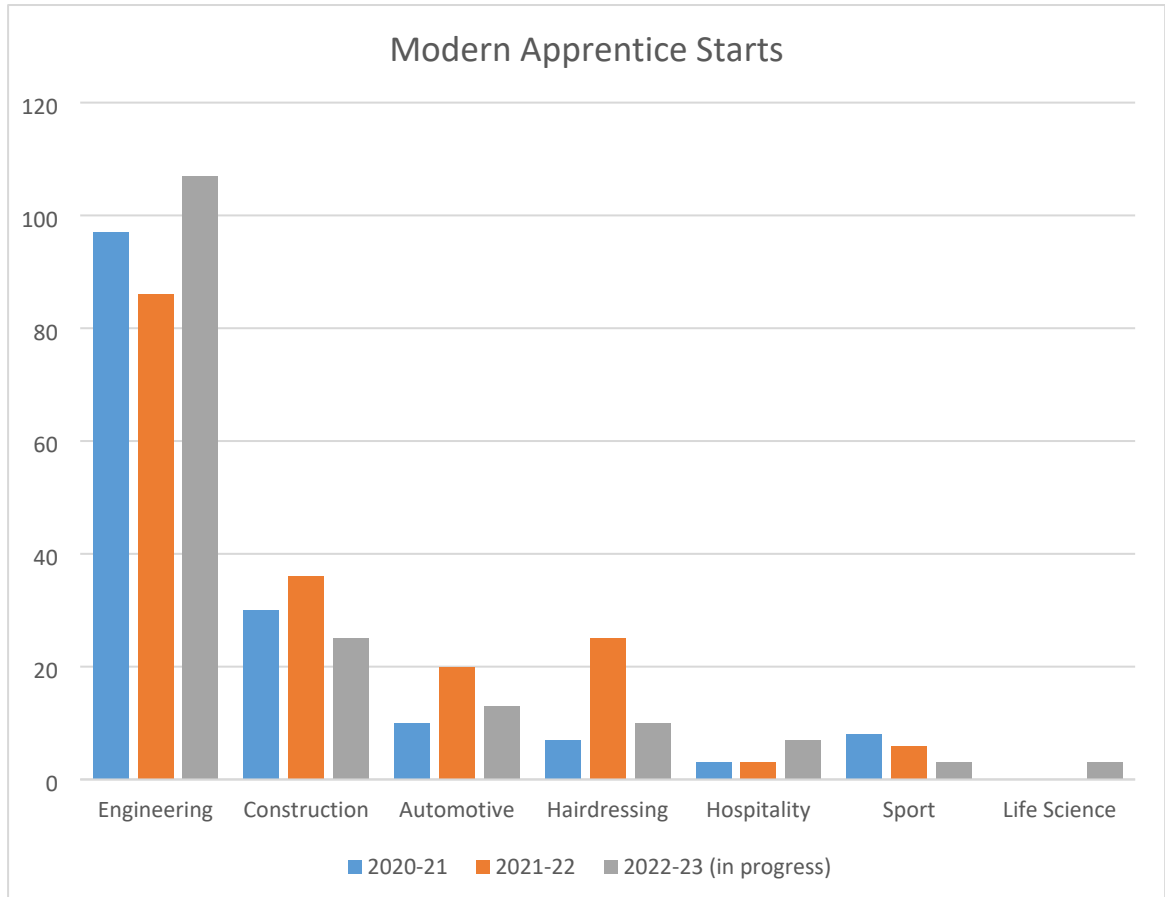
2020-21 Total Modern Apprentice Starts	- 155
2021-22 Total Modern Apprentice Starts	- 176
2022-23 In Progress	- 169

2022-23 recruitment figures are an early snapshot of current applications and will change.

Recruitment is ongoing for all sectors. Based on current trends and figures, the early expectation is that 2022-23 is likely to see overall growth compared to 2021-22, though will likely vary by sector.

East Ayrshire Young Persons Guarantee Apprentice Employer Grant

In partnership with East Ayrshire Council, and funded by the Young Persons Guarantee, the College will be administering a £5000 grant to employers to incentivise them to recruit East Ayrshire young people into apprenticeship positions. This grant will be used to incentivise 20 apprenticeships for East Ayrshire residents.

To date, three grants have been distributed to SMEs in the Hospitality, Automotive and Hairdressing industries. More are currently in process and this will increase through the main recruitment phase. It is expected that all 20 grants will be distributed.

Income as at 31 Jul 2022

Modern Apprentice income is drawn down by the submission of claims related to quarterly progress reviews or milestone achievements, depending on the sector.
Claims were processed throughout the year on a timely basis and the income target for the year has been exceeded.

Sub Contracted Modern Apprenticeships

Alongside the contract held directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Normally, around 350 apprentices are supported by these contracts, with the majority being employed in construction trades.

Recruitment

The construction sector saw a significant increase in apprentice recruitment in 2021-22. This was reflected in our own Modern Apprentice contract as well as new starts recruited to trade body and local authority contracts. Sub-contracted starts to the construction sector are summarised below, compared to 2020-21.

Sub-Contracted Modern Apprentice Starts (Construction)
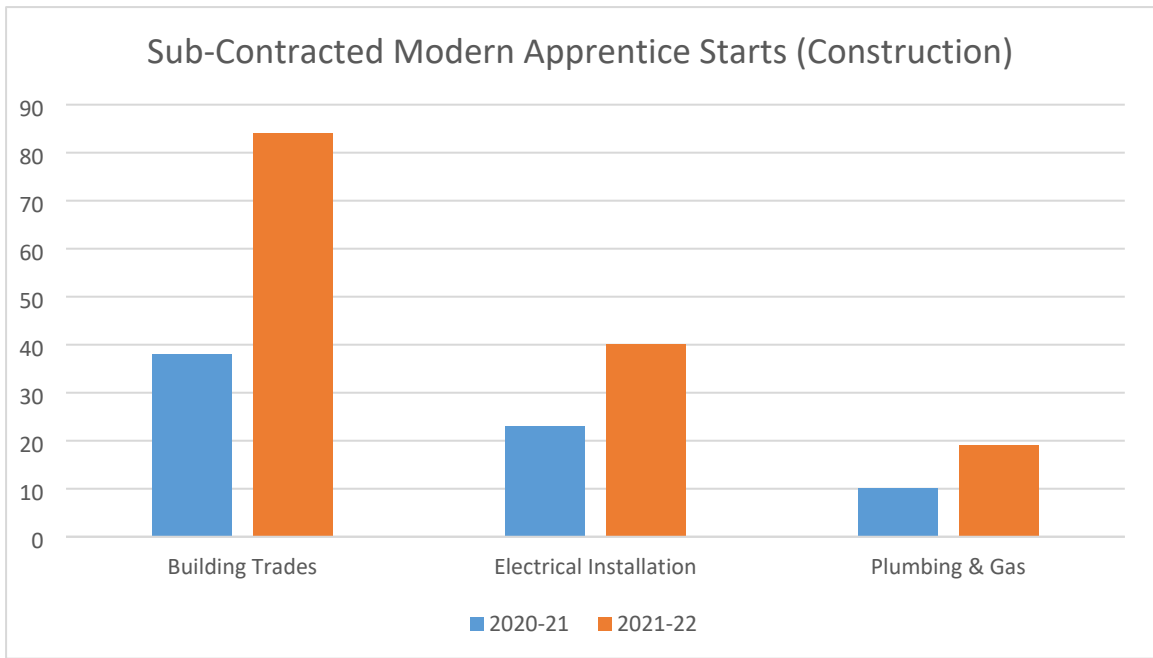
This strength is also mirrored in other sub-contracted MA provision delivered for Local Authorities and other partners. Recruitment and retention has been positive in all cases.

Current indications are that recruitment will remain strong for 2022-23, based on the number of places requested by CITB, SECTT and Local Authorities.

Confirmation of recruitment numbers will be provided as this information becomes available.

Income as at 31 Jul 2022

Sub-contract Modern Apprentice income is drawn down in line with specific contractual arrangements with each partner. The current income level has significantly exceeded the original target of £295,000.
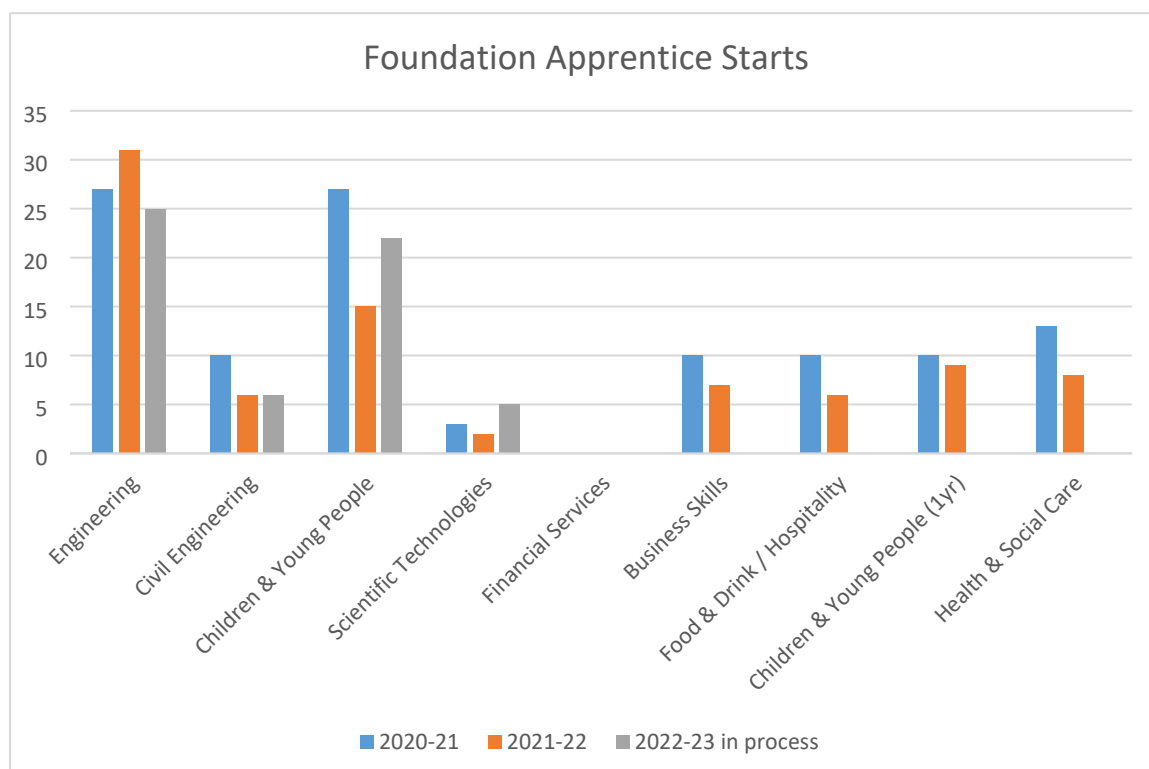

Foundation Apprenticeships (FAs)

Foundation apprenticeships for 2021-22 are funded via a combination of additional, enhanced, credits from SFC and further income from SDS. SFC

credits are drawn down in line with mainstream course funding, while SDS funding is claimed using their traditional milestone model.

It has been confirmed that this model will continue in 2022-23.

Recruitment

Recruitment for the Foundation Apprenticeship Cohort is summarised in the graph below compared to the previous years:

Foundation Apprentice Starts

| 2020-21 Foundation Apprentice Starts | - 110 |
| 2021-22 Foundation Apprentice Starts | - 91 |

2022-23 recruitment is in process and will be confirmed at the start of the new academic year. Local Authority recruitment is unclear at this point.

Income as at 31 Jul 2022

Annual SDS income targets for Foundation Apprenticeships are set based on historical trends of achievement, recruitment, and withdrawals. £192,000 was drawn down from SDS at 31 July, achieving the annual target.

3. Commercial SVQs

Recruitment to commercial SVQs has been positive this year due, in the main, to significant contracts from South and East Ayrshire Councils, alongside SVQs delivered to individuals and companies predominantly in the Health & Social Care sector. The annual income target of £120,000 has been exceeded.

Income as at 31 Jul 2022

4. Conclusion

Members are invited to note the information contained in the report.

Gavin Murray
Assistant Principal, Curriculum
11 August 2022

(Stuart Millar - Head of Apprenticeships and Work-based Learning)

Publication
This paper will be published on the College website

Ayrshire College   *(Paper 11)*

Learning, Teaching and Quality Committee

1 September 2022

Subject:	Overview of items under Part D – For information
Purpose:	This paper provides an overview of items under Part D of the agenda
Recommendation:	Members are asked to note the contents of this paper.

1.   **Ayrshire Regional Skills Investment Plan 2022-2025 (Paper 11a)**

The Ayrshire Regional Skills Investment Plan 2022-2025 was published in June 2022. It was developed with partners across Ayrshire and is an evidenced-based report which highlights opportunities for investment in skills across Ayrshire. It will be aligned to the priorities of the Ayrshire Regional Economic Strategy which is currently under development.

The development of the (RSIP) was managed on behalf of the Ayrshire Skills group by a Steering Group that included Skills Development Scotland (SDS), University of the West of Scotland (UWS), the Programme Management Office (PMO) of the Ayrshire Growth Deal (AGD) and the College.

Governance of the RSIP will be through a newly established sub-committee of the Ayrshire Joint Committee involving the three local authorities, SDS, UWS and the College.

<div align="right">

Anne Campbell
Vice Principal, Curriculum
23 August 2022

</div>

Publication
This paper will be published on the College website

Ayrshire Regional Skills Investment Plan 2022 - 2025

Skills Development Scotland

south **AYRSHIRE** COUNCIL Comhairle Siorrachd Àir a Deas

Making a Difference Every Day

North Ayrshire Council Comhairle Siorrachd Àir a Tuath

East Ayrshire Council Comhairle Siorrachd Àir an Ear

AYRSHIRE GROWTH DEAL

Executive Summary

Developed and delivered with partners across Ayrshire, our Regional Skills Investment Plan (RSIP) is an evidence-based report that draws on local insight and expertise to highlight opportunities for Ayrshire-focused skills investment across the three local authorities.

The Ayrshire RSIP aims to create an agile and responsive skills system that supports an inclusive, sustainable and competitive regional economy, offering opportunities for everyone to thrive and progress, and enhance Ayrshire's attractiveness as a great place to invest, live and work.

Building on existing national and regional strategy and policy such as the National Strategy for Economic Transformation and the Ayrshire Growth Deal, the Ayrshire RSIP intends to promote a place and asset-based approach to support community wealth building and sustainable inclusive growth across the region.

The Ayrshire RSIP will be aligned to the priorities of the Ayrshire Regional Economic Strategy, which aims to enhance regional collaboration and support recovery in response to the COVID-19 pandemic and will ensure that regional opportunities are capitalised on by maximising activity and efforts in Ayrshire's key growth sectors.

In addition, the Ayrshire RSIP acknowledges the importance of sectors in the foundational economy and identifies areas for investment to address skills supply challenges and shortages. This includes ensuring that pathways into sectors aligned to the regional economy such as Aerospace, Marine, Manufacturing and Tourism are clearly defined throughout skills provision.

The Ayrshire RSIP acknowledges the impact of the pandemic across the regional economy, as well as the climate emergency, and aims to promote inclusive growth to ensure that economic recovery and growth is green and accessible to all.

Following a review of the existing data and listening to the voices of Ayrshire's employers and industry and regional workforce including young people, the following Strategic Goals have been identified:

1. Invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand.

2. Ensure that pathways into regional employment opportunities are clearly defined, and support both new entrants and job changers in the labour market.

3. Encourage and support investment in upskilling and reskilling provision for the existing workforce.

4. Improve employability outcomes across Ayrshire by addressing existing employment barriers and promoting inclusive growth.

The Ayrshire RSIP development was managed on behalf of the Ayrshire Skills Group by a Steering Group that included Skills Development Scotland (SDS), Ayrshire College (AC), University of the West of Scotland (UWS) and the Ayrshire Growth Deal (AGD) Programme Management Office (PMO). Particular thanks are due to Anne Campbell, Allison Craig and Marcus Ross for their input.

Implementation will be taken forward by the lead and supporting partners identified in the Action Plan.

Governance of the Ayrshire RSIP will be through a newly established sub-committee of the Ayrshire Joint Committee involving SDS, East Ayrshire Council (EAC), North Ayrshire Council (NAC), South Ayrshire Council (SAC), AC and UWS. This group will also have responsibility for the Ayrshire Growth Deal Ayrshire Skills Fund.

Foreword

Today's rapidly changing economy presents a series of opportunities and challenges for the people and businesses of Ayrshire.

The COVID-19 pandemic presented unprecedented difficulties for much of Ayrshire's regional industries, labour market and economy, but we are emerging from that stronger than many anticipated, with a renewed focus on meaningful change and collaboration across the region. Investment in business and in our people will be at the heart of Ayrshire's economic recovery and future success.

The signing of the Ayrshire Growth Deal (AGD) in late 2020 signified the regional partners' commitment to inclusive economic prosperity and investment in Ayrshire, as well as their intentions to support existing industry and attract new business to the area.

The AGD is uniquely placed to influence real sustainable growth to the benefit of the people and places across Ayrshire. The Ayrshire Regional Skills Investment Plan (RSIP) acknowledges the region's intrinsic industrial strengths and emerging growth sector opportunities, as well as providing a tangible skills action plan for the partners of the Ayrshire Growth Deal and Regional Economic Partnership to deliver collaboratively.

Capitalising on the region's foundational industrial strengths such as tourism, food and drink, aerospace and health and social care will be important if Ayrshire is to embed inclusive growth across the regional economy, ensuring that all individuals can access fair and rewarding work.

The Ayrshire RSIP illustrates that responding not only to emerging needs, but also to existing industrial needs, will be crucial to building resilience and future success.

New and innovative key sectors across Ayrshire such as space, low carbon manufacturing, and cross-cutting digital technologies have the potential to accelerate economic development and attract new business investment to the region.

Central to this will be ensuring that Ayrshire has a diverse and accessible skills pipeline to meet growing demand across these key growth sectors, ensuring that employers can fill existing and emerging vacancies to unlock their potential.

To address skills challenges outlined in the RSIP it is important that the regional partners and all three local authorities work together to promote Ayrshire as a vibrant and viable place to visit, work, and live.

The pandemic has seen an increasing number of individuals choosing to live and work in rural areas, and if communicated well by all partners, this could operate as a catalyst to attract new people to the region and encourage people already residing across the region to stay in Ayrshire.

To ensure that the skills requirements of the current and future labour supply are met, the partners of the Ayrshire Growth Deal and Regional Economic Partnership must look forward and envision a regional economy and labour market where individuals have the necessary skills to remain active and participating, whilst tackling existing historical inequalities across the region and in key sectors.

In this respect, it's essential that the RSIP complements Scottish Government's National Strategy for Economic Transformation and takes account of the changes evident in the global economy, from the growth in green jobs and skills to the increasing pace of digitisation and automation in the workplace.

There is a need to simplify the skills and enterprise landscape, and the challenge is for partners to think innovatively about how to overcome any complexities or barriers to collaboration, in order to futureproof our local industry and businesses.

Targeted engagement with all partners in Ayrshire's Skills sphere will be key to achieving this, with genuine and meaningful engagement amongst all stakeholders being central to the delivery of this plan. The challenges and opportunities facing Ayrshire's skills system cannot be solved or realised by one individual partner alone.

The increased regional partnership working that has begun to emerge in Ayrshire means that now is the perfect time to launch the Ayrshire Regional Skills Investment Plan to help shape the activities of local partners going forward. We must continue to work together and build on these partnerships if we wish to maintain the momentum driving regional change.

The RSIP marks a transition to a more collaborative Ayrshire that has the interests of the regional industry, business, population, and economy at heart.

Alistair Dobson
Managing Director
Arran Dairies/Taste of Arran
Chair of Ayrshire Regional Economic Strategy Working Group

Contents

1. Background

1.1 Plan Objectives

Our Regional Skills Investment Plan (RSIP) is Skills Development Scotland (SDS) and local partners' commitment to collaborative working across local authority boundaries. It embeds an evidence-based approach to skills planning, investment and delivery that is aligned to the needs of employers and the regional economy.

The aims of the Ayrshire RSIP are to:

- **inspire action** through setting out the purpose for its development, and the benefits to Ayrshire from co-design, collaboration and joint implementation to respond to the skills needs of the region

- **understand the regional skills issues** by developing consensus on the opportunities and challenges for Ayrshire - focusing on individuals and employers, particularly in the current economic context

- **set out the skills response** to existing and emerging skills needs of the region and the articulation of the agreed priority areas for skills action

- ensure that underpinning each of these priority areas has full consideration of **promoting equality, diversity and inclusion**

- **articulate timescales** associated with opportunities and challenges driven by investment identified over the short, medium, and long-term, with actions that are both achievable and agile in responding to emerging opportunities and investment in the region, as well as acknowledging the pace of change in labour markets and workplaces which has been accelerated by the COVID-19 pandemic

- develop an agreed **Action Plan** for implementation by regional skills partners.

1.2 Developing the Ayrshire RSIP

The Ayrshire RSIP development was managed on behalf of the Ayrshire Skills Group by a Steering Group that included SDS, Ayrshire College (AC), University of the West of Scotland (UWS) and the Ayrshire Growth Deal (AGD) Programme Management Office (PMO).

The plan is evidence-based, drawing on the most recent Ayrshire Regional Skills Assessment, built up from existing official datasets and forecasts including data from Oxford Economics, Burning Glass (jobs postings), Office for National Statistics, Annual Population Survey, National Records of

Scotland, Department for Work and Pensions, and the Scottish Employer Skills Survey.

Following an initial workshop with the Ayrshire Skills Group, individual consultations were conducted with more than 25 regional stakeholders representing the main institutions and sectors engaged with the Ayrshire economy and skills system. An online survey and two focus groups with regional employers gathered a further 70 responses. Finally, three focus groups with senior school pupils and Ayrshire College students were also held.

We are grateful to all the individuals and organisations that contributed their insights on the current and future challenges and opportunities for the Ayrshire economy and skills system, and their ideas and input that helped shape the set of strategic goals and actions set out in this plan.

2. Policy Context

2.1 Introduction

A review of existing national and regional strategies and policy outlines the operating environment in which the Ayrshire RSIP has been developed. Table 2.1 below provides an overview of the main documents considered for the development of the plan. The National Strategy for Economic Transformation (published in March 2022) provides important strategic context, with its vision that "Scotland in 2032 is a wellbeing economy: thriving across economic, social and environmental dimensions, one that delivers economic prosperity for all Scotland's people and places".

Table 2.1: Strategic Review – Key National and Regional Policies	
National	**Regional**
National Strategy for Economic Transformation	South Ayrshire Strategic Economic Plan: Vision 2030
Programme for Government 2021/22	East Ayrshire's Delivery Plan for the Economy and Skills 2021-24: Partnership Actions
Scotland's Future Skills Action Plan	North Ayrshire Economic Development and Regeneration Strategy Refresh 2016-25
Sector Skills Investment Plans	North Ayrshire Tourism Action Plan 2018-22
Sectoral Skills Assessments	Ayrshire Growth Deal
Skills Action Plan for Rural Scotland	North Ayrshire Council Community Wealth Building Strategy
Climate Emergency Skills Action Plan	
Developing the Young Workforce	
No One Left Behind	
Covid-19 Labour Market Insights	

2.2 Strategic Insights and Implications

Ayrshire has a robust set of policies and organisations that can support economic development at a regional and local level. The focus of policy and strategy is primarily on using local resources to implement a place based approach to sustainable and inclusive growth.

Principally through the Ayrshire Growth Deal, regional priorities are aligned to key sectors (including aerospace and space, energy, food, marine, manufacturing, and tourism) and the need to build essential infrastructure (both physical and digital). Proposed interventions around digital skills and community wealth building seek to provide an "ecosystem of support" to build business and individual resilience and readiness for future growth.

The Ayrshire Growth Deal represents a £250m investment which is estimated to leverage a further £300m private investment, with the potential of creating up to 7,000 new jobs by 2029/30. This is a significant impact for the region which currently has a workforce of approximately 145,000.

The Ayrshire Growth Deal is based on the achievement of inclusive economic growth with a focus on addressing the issues of innovation, productivity and inequality across the regional economy.

Five programmes are underway: Space and Aerospace, Communities, Economic Infrastructure, Energy, Circular Economy and Environment, and Tourism.

The economic development policy landscape is dynamic and continues to evolve in response to the impact of COVID-19 and Brexit, as well as other major systemic changes that reflect digitisation and automation and the climate emergency. Agencies at all levels are continuing to take stock, revisit and (where appropriate) refresh strategic ambitions and priorities in light of the impact of the pandemic and changes in trade regulations. The Scottish Government's Resource Spending Review outlines the financial challenges currently facing the public sector, and the need for partners to develop a responsive skills system for the region which can adapt and respond resourcefully to changes.

These recent uncertainties add to longer recognised challenges for the Ayrshire economy in terms of low productivity and wage levels, over-reliance on the public sector for employment, locations of high unemployment, and youth unemployment.

The COVID-19 pandemic has had a substantial impact on some of Ayrshire's key growth sectors (such as retail, hospitality and accommodation and food services) and those that contribute to the region's economic growth including aerospace and aviation, manufacturing, and construction. Many of these sectors have experienced challenges with recruitment and retention of staff because of the national and local lockdowns, supply chain issues due to social distancing measures, and/or trade regulations associated with Brexit. These challenges coupled with pre-existing skills shortages in the area have resulted in a mismatch in skills demand and supply across the region.

The Ayrshire Regional Economic Partnership is currently working to develop a new Regional Economic Strategy (RES). The RES will promote enhanced regional collaboration and ensure resources are directed towards supporting the recovery of sectors most affected by the pandemic, or those which provide greatest leverage to support the recovery process to move into renewal.

Synthesising the national and regional strategies identifies key priorities for Ayrshire:

- aiding regional economic recovery from the pandemic, led by green growth, fairness, and wellbeing
- creating a resilient, responsive, and sustainable skills system, by offering access to upskilling and reskilling opportunities, and focusing on improving the learner journey
- focusing on climate emergency priorities at a regional level which build on the

Climate Emergency Skills Action Plan and mobilises businesses towards net zero emissions (energy transition, construction, transport, manufacturing, and agriculture and land-use management)
- ensuring that the region's strategic vision to become a centre for digital technologies and the next generation of manufacturing is achieved, as well as achieving the other sectoral priorities set out in the Ayrshire Growth Deal (AGD) associated with tourism, aerospace/space, green economy, and advanced manufacturing
- maximising the value of the AGD (and future regional and national funding opportunities) to local people and businesses by ensuring that training provision meets the needs of local industry
- providing early-stage enterprise support and supporting Ayrshire to become a dynamic, ambitious, and diverse entrepreneurial region in Scotland
- facilitating workforce development through upskilling and reskilling to equip the current workforce with the skills necessary to embrace technological change

- fostering and embedding meta-skills[1] in the workforce through provision, particularly among young people and those furthest from the labour market
- creating a labour market that is supportive of young people and contributes to a fairer, more equal society by continuing activities associated with the Developing the Young Workforce Regional Group and increasing the range and take-up of apprenticeships on offer in line with regional needs
- promoting inclusive growth by working with communities to raise aspiration and ambition, providing employment and skills support, and improving access to jobs through innovative community empowerment, employability programmes, and fair work
- ensuring that skills provision meets the needs of industry and employers in rural areas and is promoted and accessible to all
- continuing and enhancing regional delivery through growth deals and economic partnerships and collaborations.

A key priority for Ayrshire includes creating a labour market that is supportive of young people and contributes to a fairer, more equal society, and increasing the range and take-up of apprenticeships on offer

1   Skills Development Scotland – Meta-skills Toolkit

3. The Ayrshire Economy and Labour Market

This section draws on data analysis and intelligence to highlight the key economic and labour market issues across the region. It explores skills supply and demand by highlighting some of the key regional opportunities and challenges, and outlines a range of strategic insights that have informed the development of the Action Plan.

3.1 Labour Market Overview

Ayrshire has an ageing population resulting in a declining working age population. In 2020, the number of individuals of working age (between 16 to 64) across the region was 222,400. This is a decrease of 6% from 2010 (14,900 individuals)[2]. This trend is projected to continue and by 2043 the regional working age population is forecast to have contracted by 17% - presenting challenges for the vibrancy and vitality of the regional economy.

A decline in the working age population will result in skills supply challenges for the regional business base. In 2021 there were approximately 10,000 businesses across Ayrshire, predominately in industries such as construction (13%), professional, scientific and technical (13%), and agriculture, forestry and fishing (11%)[3]. The regional business base has expanded by 4% (a similar rate to the national

level) between 2015 and 2021, with growth concentrated in construction, education and business administration. The industries that have experienced the largest decline were retail and motor trades.

In 2021, total employment for Ayrshire (measured by people) was estimated to be 138,000 - 5.4% of Scotland's total employment[4]. Between October 2020 and September 2021, the regional employment rate for the working age population was 69.8% - lower than the Scottish rate of 72.9%. This means that roughly three in 10 of the region's working age population were unemployed (4.8%) or economically inactive (26.7%). More people in Ayrshire worked full-time than part-time (in line with the national trend), however Ayrshire has a higher percentage of part-time workers at 29.9% than Scotland overall (25.6%)[5].

Across the region, there is a reliance on public sector employment. The sectors with the largest share of regional employment in 2020 were human health activities (11.7%), retail trade (10.1%), education (8.1%), public administration and defence (6.3%) and social work (5.9%).

In addition to employment opportunities in the public sector, industries such as motor trades, accommodation and food services, financial

and insurance activities, and arts, entertainment and recreation all experienced a growth in employment between 2015 and 2020 of 17%[6]. Ayrshire also has unique regional employment opportunities in the Tourism industry which employed 13,000 individuals in 2018[7] however, the pandemic has had an impact on many of these sectors and their associated skills demand in the short term.

Ayrshire currently has a higher rate of economic inactivity at 26.7%, compared to the national rate of 23.9%[8]. Many individuals may have returned to further or higher education due to the instability of the labour market because of the pandemic or may be balancing caring responsibilities or illnesses. Businesses should consider implementing fair work principles into employment contracts to allow for flexibility and attract candidates to roles.

Across Ayrshire, the claimant count (those seeking unemployment-related income support) rose sharply following the initial lockdown measures in March 2020, peaking at 18,500 in August 2020. The claimant count has gradually decreased to 16,800 in December 2021, however, remains higher than pre-pandemic levels[9]. This suggests individuals are across the region are struggling to obtain employment that offers income security.

---

2   National Records of Scotland (June 2021), Population Estimates Time Series Data, available online

3   UK Business Counts (October 2021), accessed via NOMIS

4   Oxford Economics, SDS Regional Skills Assessment – Ayrshire

5   Annual Population Survey, accessed via NOMIS

6   Business Register and Employment Survey (2021), Accessed via NOMIS

7   Scottish Annual Business Statistics (2020) https://www.gov.scot/publications/scottish-annual-business-statistics-2018/

8   Annual Population Survey, accessed via NOMIS

9   Claimant Count – not seasonally adjusted, accessed via NOMIS

Between October 2020 and September 2021, youth unemployment (those aged 16 to 24) was 12.2% compared to the national level of 10.4%[10]. The impact of the pandemic on the labour market was felt most acutely by individuals from minority ethnic backgrounds, women, individuals with disabilities, those in long-term unemployment and young people.

However, most recent unemployment data for the region has found that more males than females are currently unemployed across the region. This could be due to the increased skills demand across traditionally female dominated sectors such as health and social care and retail.

The Ayrshire skills response should focus on ensuring that employment and training opportunities are available for (and targeted at) those who have been hardest hit by the pandemic. Policy and strategy should also concentrate on narrowing the gap in employment, economic activity and unemployment indicators between Ayrshire and the rest of Scotland.

3.2   Skills Supply and Demand

Young people across all three local authorities in Ayrshire are becoming increasingly higher skilled with an increase in the number of

individuals achieving at least one or more SCQF Level 5 or above qualification. Between 2015 and 2021, North Ayrshire experienced the largest increase in the number of young people leaving school with one or more SCQF Level 5 or above qualification, followed by South Ayrshire and East Ayrshire[11].

Despite this, between October and September 2021, Ayrshire continued to have a marginally lower proportion of individuals employed in high-skilled occupations compared to Scotland. Of those in high-skilled employment at a national level, 8.5% were employed as managers, directors, and senior officials, compared to 8.1% at a regional level[12]. For professional occupations, the disparity was greater with 24% of individuals employed at a national level, and 18.5% at a regional level.

Ayrshire has a marginally greater proportion of its workforce employed in medium-level occupations (such as skilled trades occupations, caring, leisure and other service occupations) and a higher rate of individuals employed in low-skilled occupations (such as elementary occupations) at 12.2% compared to the national rate of 10.2%. Women also tend to be employed in lower-skilled and lower-paid occupations, so despite having higher employment rates, the quality and security of their employment may be considerably poorer than their male counterparts.

Most recent data provided shows that across Ayrshire, more males (7,400 individuals) were employed in higher-skilled occupations such as managers, directors, and senior officials than females (4,100). Occupations such as sales and customer service occupations had a larger share of female employment (10,500) than male employment (3,800)[13].

This influences average earnings. In 2021, weekly median pay in both North Ayrshire and South Ayrshire for full-time workers was below the Scottish average (£622.40), at £597.20 and £616.90 respectively. The weekly median pay in East Ayrshire was higher at £721.70[14]. Weekly pay across all three local authorities has increased year on year since 2018, in line with the national trend.

Across Ayrshire's three local authorities in 2021, males received a higher weekly gross pay at £621.57 than females at £445.33 - a difference of £176.23[15]. This pay gap between male and female weekly gross pay has only decreased marginally since 2011, where the disparity was £180.10. More efforts could be taken to address the quality of work for females across the region and address the existing equality imbalances.

There was a sharp decrease in the number of job postings across the region in March 2020,

---

10   Annual Population Survey, accessed via NOMIS

11   Scottish Government (2022) Summary Statistics for Attainment and Initial Leaver Destinations, No. 4: 2022 Edition, available online

12   Annual Population Survey (October 2020 – September 2021) , accessed via NOMIS

13   Annual Population Survey (Jan 2021 – December 20210, accessed via NOMIS

14   Annual Survey of Hours and Earnings – Workplace Analysis (2021), Accessed via NOMIS

15   Annual Survey of Hours and Earning – Workplace Analysis (2021), Accessed via NOMIS

following initial national lockdown measures to mitigate the impact of the COVID-19 pandemic. However, with the reopening of key sectors the number of job postings have returned to pre-pandemic levels.

Between February 2021 and January 2022, there were 20,200 job postings across Ayrshire accounting for 3.6% of all job postings in Scotland. Job postings were primarily concentrated in Ayr, Kilmarnock and Irvine and occupations with the highest number of postings were care workers and home carers, nurses, and other administration occupations.

The Scottish Employers Skills Survey, conducted during the height of the pandemic and over a period where restrictions on businesses were fluctuating under review, identified that 10% of Ayrshire employers reported having skills gaps in the workforce, compared to 12% nationally. The density of these skills gaps (the proportion of the workforce considered to lack full proficiency) is higher in Ayrshire (and rising) at 7.4% than in Scotland at 4%.

Skills gaps across Ayrshire in 2020 were concentrated in occupations such as caring, leisure and other service occupations, elementary staff, and machine operatives. Employers reported that an inability to recruit staff with the required skills (51%) and training
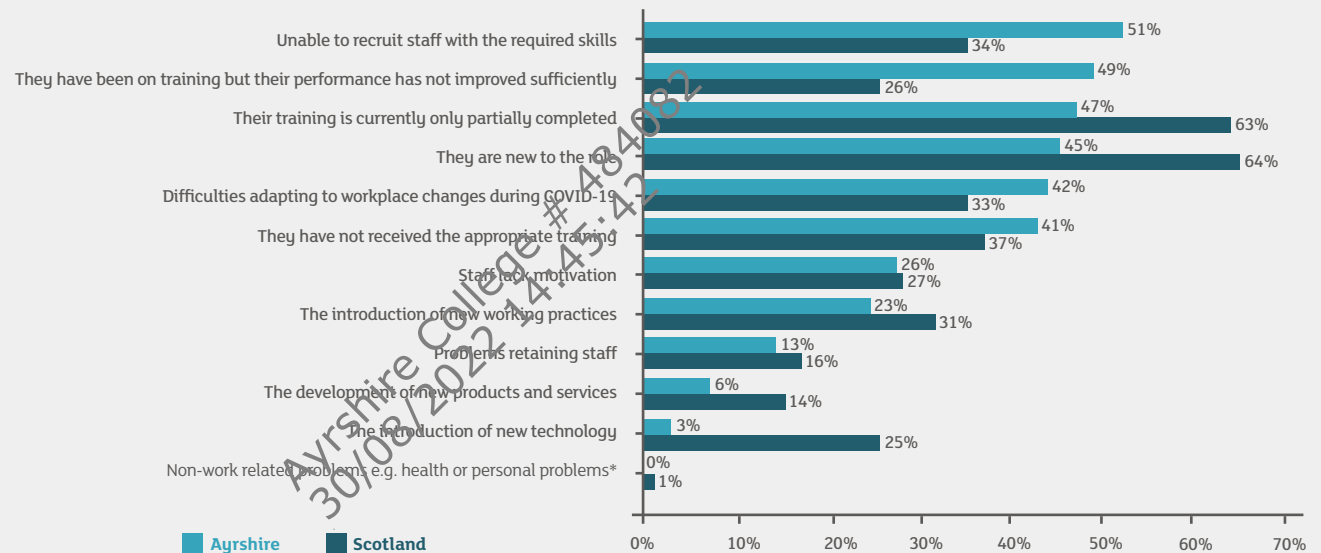
not sufficiently improving performance (Figure 1) were the main causes of skills gaps in Ayrshire.

The proportion of all establishments with any skill-shortage vacancies has fallen from 5% in 2017 to 1% in 2020. Skills-shortage vacancies occur when there is a shortage of applicants with the right experience, skills or knowledge required to successfully fill a job vacancy.

This decline could be attributed to alternative

priority issues that employers faced during the period of reporting such as forced workplace closures, transitioning to home working and new legislation and operating measures. Recent insight suggests some key sectors and industries (for example those associated with the digital economy) are now struggling to recruit due to increased competition for skillsets.

Figure 1: Scottish Employer Skills Survey – Causes of Skills Gaps

Cause	Ayrshire	Scotland
Unable to recruit staff with the required skills	51%	34%
They have been on training but their performance has not improved sufficiently	49%	26%
Their training is currently only partially completed	47%	63%
They are new to the role	45%	64%
Difficulties adapting to workplace changes during COVID-19	42%	33%
They have not received the appropriate training	41%	37%
Staff lack motivation	26%	27%
The introduction of new working practices	23%	31%
Problems retaining staff	13%	16%
The development of new products and services	6%	14%
The introduction of new technology	3%	25%
Non-work related problems e.g. health or personal problems*	0%	1%

3.3 Employment Forecasts

Over the mid-term between 2021 and 2024, a total of 18,600 job openings are forecast across the region[16]. This will be mostly made up by a replacement demand (individuals retiring or leaving the labour market) of 15,500 people, and an expansion demand (the creation of new jobs) of 3,100 people. A large proportion of these openings will be concentrated in a few sectors (wholesale and retail, health and social work, accommodation and food services, and transportation and storage).

Long-term forecasts between 2024 and 2031 indicate that job growth is not anticipated to continue in Ayrshire. However, opportunities created by replacement demand means that there could be approximately 37,100 jobs during this time. Four sectors account for 59% of these job openings (wholesale and retail trade, human health and social work, accommodation and food services, and administrative and support services).

The forecasts indicate that there will be healthy growth in key occupations across the region in the medium-term. The increased reliance on technology for homeworking as a result of the pandemic means that geographical boundaries are no longer a barrier for some roles in the labour market.

Whilst these roles cannot be definitively identified at this stage it highlights the potential for new opportunities for Ayrshire and the need for business and individuals to embrace new ways of working through digital technology.

3.4   Education and Training

There are opportunities to obtain further and higher education qualifications in all three local authority areas, at Ayrshire College in Ayr, Kilwinning and Kilmarnock, and University of the West of Scotland in Ayr[17]. A wide portfolio of courses is offered which broadly seeks to align to the main sectors of the regional economy.

The Ayrshire Growth Deal enhances the skills infrastructure through additional education and training centres and further education partners in growth sector areas (Table 3.1).

Regional projects include the HALO Enterprise and Innovation Centre[18] based in Kilmarnock - a net zero carbon mixed-use site, which offers the opportunity to increase Ayrshire's entrepreneurial talent, skills development, employment opportunities and local economic growth. The Centre also aims to increase digital skills provision and support new business start-ups and scale-ups of all sizes.

There are further and higher education opportunities in all three Ayrshire local authorities

---

16   Oxford Economics (2021), SDS Regional Skills Assessment – Ayrshire

17   Ayrshire College and University of the West of Scotland
18   HALO Projects

Table 3.1 Ayrshire Growth Deal Skills-related Projects

Project	Activities	Partners
Community Renewable Energy Project, CORE Centre of Excellence, Cumnock	Research and innovation STEM education from early years to further education Entrepreneurship education Apprenticeships	University of Strathclyde Prince's Trust, Ayrshire College, schools Ayrshire College Schools/Ayrshire College/University of the West of Scotland
Aerospace and Space Innovation Centre, Prestwick	Aircraft decommissioning pathway training for unemployed and at-risk of redundancy	Ayrshire College, University of Strathclyde, Chevron Aircraft Maintenance
I3 Digital Processing Manufacturing Centre, Irvine	Training for young people and existing workers in digital skills	University of Strathclyde, National Manufacturing Institute Scotland, Ayrshire College
International Marine Science & Environment Centre, Ardrossan	Applied marine sciences Marine education and training	Stirling University North Ayrshire Council
The HALO Enterprise and Innovation Centre, Kilmarnock	Green Energy Hub Encourage entrepreneurship ecosystem Create new jobs Develop new digital and cyber security projects	Industry East Ayrshire Council Ayrshire College
Ayrshire Manufacturing Investment Corridor, East Ayrshire	Centre for excellence delivering manufacturing and digital skills Innovation Centre	Strathclyde University East Ayrshire Council Transport Scotland

At a national level, and a regional level, Modern Apprenticeship (MA) starts declined between 2019/20 and 2020/21, due to delivery challenges associated with the COVID-19 pandemic. However, across Scotland and Ayrshire, numbers are recovering, with almost 800 new trainees starting an MA in Ayrshire in Q3 of 2021/22.

In addition, over the last four years the number of Ayrshire schools offering Foundation Apprenticeships (FA) has been growing. In 2020, 100% of schools in North Ayrshire had pupils undertaking an FA at SCQF Level 6, an increase from 22.2% in 2016[19]. Additionally, East Ayrshire has experienced an increase from having no schools offering FAs in 2016, to 71.4% in 2020, and South Ayrshire increased from 12.5% in 2016 to 87.5% in 2020.

Apprenticeship offerings across Ayrshire are broadly aligned to industry demand and regional opportunities with offerings in subjects including aerospace manufacturing repair and maintenance, general manufacturing, engineering and laboratory science, and digital skills. More could be done to promote Graduate Apprenticeships offerings across the region.

3.5 Strategic Insights and Implications

The analysis of the Ayrshire economy and labour market suggest several important areas of focus. These relate to:

- maximising the opportunities through the Ayrshire Growth Deal skills-related projects by ensuring efficient progress in each of the project's activities through collaborative governance and regional partnerships

- taking focused action to lower Ayrshire's unemployment rate, with a particular focus on young people, looking to increase activity rates and earnings relative to the Scottish average

- ensuring that employment across the region is secure and offers a fair standard of living for all individuals, whilst addressing existing inequalities in the labour market such as the regional gender pay gap and occupational/industrial segregation

- addressing Ayrshire's relatively high density of skills gaps by encouraging and supporting employers to offer learning and development 'on the job'

- acknowledging and responding to challenges for the future, such as, the long-term decline in manufacturing employment due to automation and digitalisation

- meeting the demand for health and social care workers, who currently form a large part of the existing labour market, including improving the attractiveness of these jobs and building secure career pathways

- focusing on the expansion and uptake of apprenticeship opportunities in areas where there are predicted skills shortages and future growth opportunities, including the opportunities emerging from the transition to a net zero economy

- ensuring that individuals in Ayrshire have access to an excellent range of opportunities and skills provision through Ayrshire College and University of the West of Scotland and wider provision (and look to identify and address any gaps), with further and higher education provision partners seeking to capitalise on the new Ayrshire Growth Deal innovation and skills facilities that may bring specialist provision and operate as a catalyst for new partnerships across the region.

19   Skills Development Scotland (2021) Foundation Apprenticeships Progress Report, available online

4. Stakeholder Perceptions and Priorities

Regional Partners

Key regional stakeholders and partners were approached for consultation to explore the existing and emerging skills challenges and opportunities for Ayrshire that could be addressed through the Ayrshire RSIP. In addition, consideration was given to the potential for the Ayrshire RSIP to maximise the workforce development initiatives delivered through Ayrshire Growth Deal investments and leveraging the benefits of coordinated regional action.

The consultations were reviewed and thematically coded, with the skills challenges set out in relation to the three key thematic areas of Strategic Drivers, Employers and Industry, and Individuals and Workforce.

4.1   Skills Issues and Challenges

Strategic Drivers

Strategic Drivers at a national level have had an impact on the skills challenges facing Ayrshire's regional economy and labour market. The pace of technological change which accelerated because of the pandemic has radically increased the digital skills needs of the labour market. In addition, the policy drivers moving the Scottish economy towards net zero has seen increased demand for decarbonisation of some industries and as a result many existing jobs could be replaced with new 'greener' occupations or may take a greener focus.

This increased reliance on digital technology and the transition to net zero will require significant upskilling and reskilling of individuals within Ayrshire's labour market. Efforts to address the challenges will need to deliver at all stages of the learner journey from school-level instruction in subjects such as digital, coding, and cyber technologies, through to continuing professional development for tutors in further and higher education to ensure they can keep up with the pace of change.

The further and higher education systems could also increase the number of short flexible courses with early certification on offer to upskill existing workers.

Employers and Industry

Ayrshire needs to focus investment both on the large employing foundational economy sectors, including health and social care, tourism, and hospitality, as well as the aspirational growth sectors, such as space/aerospace, green energy, and advanced manufacturing. This is to ensure that Ayrshire can benefit not only economically from its key growth sectors, but also to ensure that the welfare and basic needs of its population are being met by addressing skills challenges in sectors such as health and social care.

Partners will also need to guarantee that the skills system can respond to the skills demands of Ayrshire's employers and industry, not only in the short-term, but in the medium to long-term too. This includes a recognition of the time that it takes to fully train individuals. For example, to train a new nurse takes four years and does not meet the immediate demand and shortage across the regional health and social care sector.

Improved partnership working and evidence-based decision making will be required to ensure that the skills system remains agile and responsive to employer demand. Employers

may need additional support when it comes to advertising vacancies to ensure that they can attract a wide range of candidates, and employers expressed that they would be more inclined to take on young people if provided with additional incentives (such as Kickstart) or support.

Employer participation in setting the skills agenda and investing in skills is vital, both in terms of informing skills development and supporting delivery, for example, through offering placements, internships, and business projects. Alongside qualifications, employers are looking for experience of the workplace, and increased promotion of, and engagement with, Scottish Apprenticeships will be central to Ayrshire's skills system.

Consultation with employers across the region has identified their expressed willingness to work with the education system and support apprenticeships which could increase the experience of individuals in the labour market. The RSIP prioritises greater communication and engagement between employers and other stakeholders (including students, schools, higher and further education providers).

This would facilitate a shared understanding and provide a basis for actions to be taken. By doing so career pathways will be clear to

potential regional candidates, and employers will have an opportunity to help shape regional skills supply. To be effective, the Skills Plan must be bespoke to Ayrshire to fit and showcase its particular regional strengths and opportunities.

Individuals and Workforce

Consultations identified that there is a need to challenge individuals understanding and perception of the types of jobs that are available across Ayrshire and ensure that they are aware of all the existing opportunities. Young people do not see themselves as well-versed in the Ayrshire economy and this means there could be missed opportunities to retain talent young people locally. This could be addressed by showcasing pathways into emerging career opportunities.

There is also a need to recognise that some key roles that are vacant due to skills shortages may not be able to be filled from the resident workforce in the short term, and that talent attraction may be necessary at a wider strategic level. This could include initiatives to encourage the return of Ayrshire graduates to the regional labour pool.

There is a range of cross-cutting skills which are needed generally within the current and

future workforce to ensure that individuals are equipped to take on new opportunities. However, many young people were unaware of the central importance of cross-cutting skills in the labour market and world of work. These skills should be built into existing provision and include:

- **meta-skills**[18] across self-management, social intelligence and innovation

- **enterprise skills**

- **digital – basic skills** and keeping pace with system upgrades

- **digital – advanced skills,** e.g., XR (mentioned around aerospace), web and app development, security and network management.

Developing these underpinning cross-cutting skills will be of primary importance to young people to ensure that they can successfully be considered for existing employment opportunities and can compete in a labour market that has tended to favour candidates with experience and that have had longer to develop these skillsets.

When discussing career support, young people believed that they would benefit from increased touchpoints with careers guidance,

18   SDS (2018) Skills 4.0 A Skills Model

before starting courses, during, and towards the end, and that careers guidance should have an additional focus on mature students in the further and higher education system as well as young people. This plan will implement the recommendations of the National Career Review.

4.2   Skills-related Opportunities

The Ayrshire Growth Deal is regarded as a significant and transformational investment in the regional economy. Sourcing and supplying the right mix of skills is seen as vital to achieving the potential impact of the capital investments currently underway.

Shorter-term priorities aligned to the ambitions of the Ayrshire Growth Deal were identified:

- invest in and encourage more engagement with apprenticeship opportunities in regional key growth sectors such as construction, engineering, tourism, hospitality and culture, electric vehicles, aerospace, digital, health and social care

- priority to engage and inspire young people to increase understanding of opportunities in the region and provide an "anchor" - retaining talent for the future

- a mapping exercise for capitalising on significant clean growth employment opportunities - with public sector, academic and industry partners engaged

- completion of the Ayrshire Energy Masterplan to clarify direction of travel and skills requirements.

Medium to longer-term opportunities were identified:

- opportunities for young people in Hunterston and the surrounding area, with investment promotion underway to develop land at the port. This requires monitoring and scoping with industry partners

- in the blue economy, following more scoping work with industry and academic partners to understand Ayrshire's assets and position in the market

- increased investment and talent attraction is required to raise awareness of opportunities in Ayrshire and the quality of life on offer. There are wider policy implications around housing, transport, and travel to increase the attractiveness of Ayrshire as a place to live and work.

4.3   Skills Infrastructure and Interventions

Ayrshire's skills infrastructure is well connected to the regional economy, with new assets bringing the potential to enhance skills in growth sectors.

Ayrshire College and the University of the West of Scotland are both well-established within the regional economy and have excellent relationships with a wide range of regional employers and institutions. They remain crucial for future success of the regional skills system.

In addition, there are some important developments of facilities within the Ayrshire Growth Deal infrastructure including the aerospace training at Aerospace and Space Innovation Centre (ASIC) in Prestwick, the Digital Processing Manufacturing Centre (DPMC) in Irvine and low carbon energy technologies and solutions in Cumnock and Hunterston.

Work is also currently ongoing to scope out marine technology priorities at the International Marine Science and Environment Centre (IMSE) in Ardrossan, and Ardeer is one of the short-listed sites for the UK's prototype fusion energy plant.

It is hoped that the Ayrshire Growth Deal and other investments will bring together and complement wider higher education and private sector providers, as well as the local further and higher education institutions.

Within the school system there are examples of excellent business/education partnerships, but there is an inconsistency in approach and quality of networks. Some schools in the region need support to increase their engagement and capacity. In addition to challenges associated with capacity, there are issues with resourcing capital expenditure for equipment in further and higher education, however, the potential exists for industry partnerships to share financial burden.

4.4 Effective Delivery of the Ayrshire RSIP

Stakeholders identified that more work is required to mature the Regional Economic Partnership and ensure effective delivery of the Ayrshire RSIP. Greater strategic impact can be achieved by utilising and building upon the existing evidence base, to achieve a shared understanding of the regional skills issues and opportunities, engaging with industry partners as well as public sector colleagues, fostering cross-collaboration and sharing resources.

Regional partners noted that there are a wider range of underpinning issues that will impact on the ability of Ayrshire to present a compelling economic and skills offer. This includes aspects such as housing, connectivity, culture and leisure, etc. These issues are outside the scope of the Ayrshire RSIP but may be considered as part of the Regional Economic Partnership development.
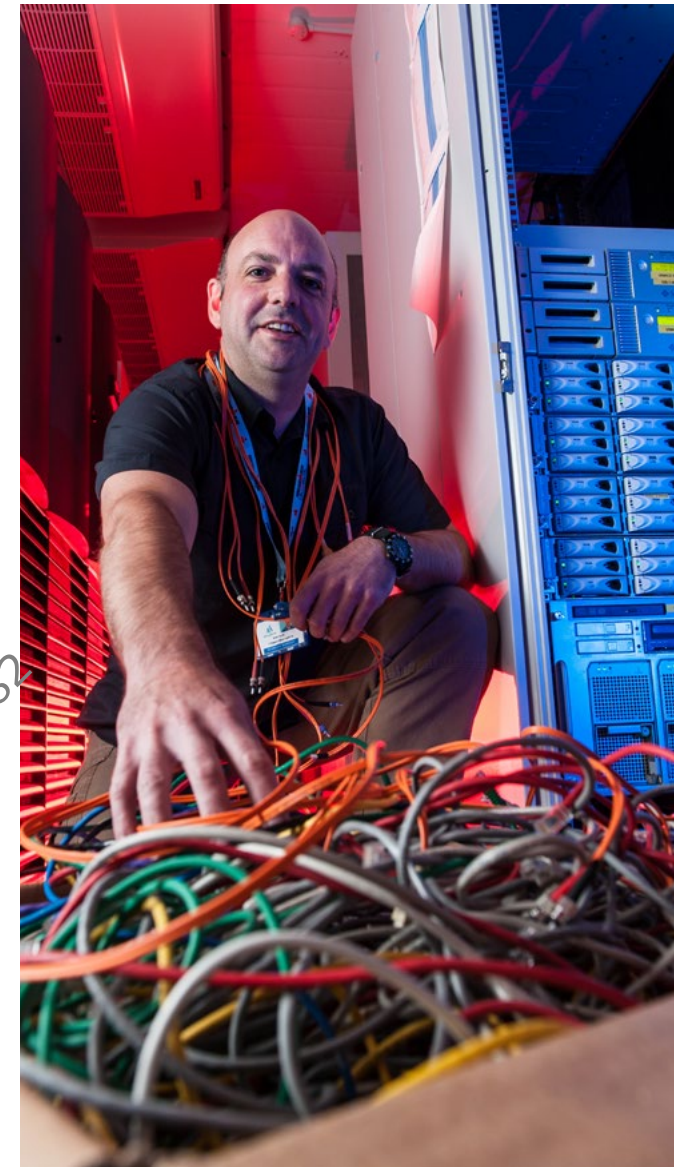
Ayrshire's skills infrastructure is well connected to the regional economy, with new assets bringing the potential to enhance skills in growth sectors

5. Regional Challenges and Opportunities

Drawing on the desk-based review of the evidence base and further informed by stakeholder consultations, this section summarises the key regional challenges and opportunities that provide the context for the development of the Action Plan.

Table 5.1 Regional Challenges and Opportunities		
	Challenges	**Opportunities**
Demographics	Ageing workforce - retirements Declining population	Attract new talent and families with new growth sectors and lifestyle opportunities
Economic conditions	Covid recovery – large loss of jobs Brexit impact on labour supply and exporting	Promote reskilling into sectors experiencing skills shortages and recruitment challenges
Drivers of change	Automation Digitalisation	Community wealth building Ayrshire Growth Deal investment
Labour market	Lower wages Areas of high economic inactivity	Encourage employers to embed fair work principles into employment opportunities
Existing workforce	Large retiring workforce in next decade Relatively high skills gap density Small employers have barriers to investing in skills	Upskilling and reskilling Increasing qualification levels in workforce Promote lifelong learning
Future workforce	High youth unemployment. Meta-skills are becoming increasingly important for career paths Difficult to pinpoint future skills requirements Time lag developing new courses	Upskilling and reskilling Growing apprenticeships Enterprise education promoting entrepreneurial people and culture Increased investment in careers guidance

Table 5.1 Regional Challenges and Opportunities continued	Challenges	Opportunities
Sectors	Reliance on public sector employment Hunterston decommissioning Covid impact on aerospace sector Identifying niche in blue economy Forecast decline in manufacturing jobs	Space Foreign Direct Investment Green growth Health and social care transformation Digital processing Advanced manufacturing
Education and skills infrastructure	Fast-changing environment requires flexible and adaptable skills system	New sector-based facilities
Regional partnerships	Aligning local authorities Need to improve intelligence and data sharing UK/national/regional policy tensions	Cross-Ayrshire Growth Deal project potential Strategic business/education collaboration
Equality, diversity and inclusion	Some sectors have been, and continue to be, dominated by specific genders or equality characteristics Some equality groups (such as those who are neurodivergent) may be underemployed or unemployed across the region	More can and should be done to increase attractiveness of sectors to all equality groups creating a fairer and more equal society Diversity in the regional labour market increases innovation and productivity – (evidence suggests individuals that are neurodivergent are well suited to some occupations in sectors such as digital)

6. Action Plan

6.1   Mission

Through engagement with the Ayrshire RSIP Steering Group, building on the analysis of the desk-based review and consultations with stakeholders a skills mission has been agreed for the region.

"To create an agile, responsive skills system that supports an inclusive, sustainable and competitive regional economy, offers opportunities for everyone to thrive and progress, and enhances Ayrshire's attractiveness as a great place to invest, live and work".

6.2   Strategic Goals

Developing Ayrshire's skills base and capitalising on the opportunities flowing from the Ayrshire Growth Deal and wider investment requires clear strategic direction. Four strategic goals have been identified:

1.   Invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand

2.   Ensure that pathways into regional employment opportunities are clearly defined, and support both new entrants and job changers in the labour market

3.   Encourage and support investment in upskilling and reskilling provision for the existing workforce

4.   Improve employability outcomes across Ayrshire by addressing existing employment barriers and promoting inclusive growth.

Section seven translates these strategic goals into a series of actions that have been agreed by regional economic development and skills partners for implementation.

A key strategic goal is to invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand

7. Priority Actions

GOAL 1: Invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand			
Rationale: Ensuring that the education and skills systems deliver targeted provision that meets both employer and industry demand will be central to the success of the Ayrshire Growth Deal and to ensuring that individuals progress in growth sectors of the future.			
Action	Lead and partners	Timescales	Outcomes
Increase awareness and involvement of education providers in Ayrshire Growth Deal developments (e.g. utilising the Aerospace and Space Innovation Centre visitor hub for school and college student engagement).	Ayrshire Growth Deal PMO, local authority, education providers, Developing the Young Workforce	Start in 2022	Schools and colleges have a better understanding of regional opportunities resulting in increased talent retention. Young people are exposed to local industry.
Work with regional employers and education providers to ensure that meta-skills are embedded in all vocational training programmes and qualifications.	Skills Development Scotland, Scottish Qualifications Authority, University of the West of Scotland, Ayrshire College, Scottish Funding Council	By 2025	Regional vocational training programmes and qualifications have meta-skills embedded as core principles of delivery, improving resilience of the workforce.
Develop provision and training that meets the needs of and industry in key growth sectors such as aerospace and space, green jobs, digital and care and aligns to areas of economic opportunity.	Education departments, Skills Development Scotland, University of the West of Scotland, Ayrshire College	Ongoing	A pipeline of work-ready candidates equipped with the relevant skills needed to transition into regional employment.
Promote employer engagement with Scottish apprenticeships in key growth sectors across Ayrshire.	Skills Development Scotland, local authorities, Ayrshire College, employers	By 2023	Increased awareness amongst employers of the benefits of Scottish Apprenticeships would result in additional regional apprenticeship opportunities for local talent.
Improve digital skills provision across Ayrshire with a particular focus on rural and islands communities. Ensure that digital skills provision supports the targets set out in the Ayrshire Growth Deal.	Ayrshire College, University of the West of Scotland, Skills Development Scotland, local authorities	Start in 2022	Digital skills provision is available across Ayrshire regardless of geography and allowing individuals to benefit local digital opportunities and developments.

GOAL 2: Ensure that pathways into regional employment opportunities are clearly defined, and support both new entrants and job changers in the labour market			
Rationale: Evidencing current and future demand will allow skills gaps in the regional labour market to be addressed more quickly and ensure that skills amongst the existing workforce are not underutilised.			
Action	**Lead and partners**	**Timescales**	**Outcomes**
Partners to work together to develop a catalogue of innovative pathways into emerging regional opportunities, based on previous models of successful pathways.	Local authorities, Skills Development Scotland, Ayrshire College and University of the West of Scotland	By 2024	Better informed pupils and parents and streamlined progression through education and skills systems.
Ensure existing key growth sector apprenticeship models meet regional industry and individual skills needs.	Skills Development Scotland, Ayrshire College, University of the West of Scotland, employers, schools	Start in 2022	Gaps in existing apprenticeship provision for Ayrshire key growth sectors identified and potential for pilot models explored.
Support all Ayrshire schools to strengthen their plan for employer engagement and identify gaps through the current brokerage service between industry and education.	South west education improvement collaborative, Developing the Young Workforce, schools, Skills Development Scotland	By 2023	Improved education and business networks, enhanced knowledge in schools about local industry.
Provide additional support for enterprise education.	Ayrshire College, University of the West of Scotland	Start in 2023	Increased enterprise support for individuals and for those looking to transition into self-employment.
Improve digital skills provision across Ayrshire with a particular focus on rural and islands communities. Ensure that digital skills provision supports the targets set out in the Ayrshire Growth Deal.	Ayrshire College, University of the West of Scotland, local authorities	Start in 2022	Digital skills provision is available across Ayrshire regardless of geography and allowing individuals to benefit local digital opportunities and developments.

GOAL 3: Encourage and support investment in upskilling and reskilling provision for the existing workforce

Rationale: The pace of digital transformation, the transition to net zero, automation, and other strategic drivers in the labour market means that the skills needs of the workforce are changing. Individuals and communities need to be supported to benefit from opportunities in a transforming economy.

Action	Lead and partners	Timescales	Outcomes
Community Wealth Building (CWB), fair work: promote upskilling at work. Anchor institutions build progression routes for workers.	Local authorities, other anchor organisations	Start in 2022	Higher productivity and job satisfaction. Improved career prospects.
Deliver national upskilling and reskilling programmes (e.g. Flexible Workforce Development Fund/Individual Training Accounts/University Upskilling Fund)	Skills Development Scotland, Ayrshire College, University of the West of Scotland,	Ongoing	Higher workforce skills leading to higher-value jobs and decrease skills shortages.
Review the upskilling needs of SMEs and continue to fund short skills programmes that address the gaps.	SMEs, Ayrshire College, University of the West of Scotland, Scottish Enterprise, Skills Development Scotland	Start in 2022	Improved business confidence and success rates amongst SMEs, improved economic activity.
Implement the findings of the Career Review in Ayrshire to ensure that services meet the needs of people and the labour market.	Skills Development Scotland, Ayrshire College, University of the West of Scotland	Ongoing	Enhanced career support for all in the labour market regardless of their current position.
Support a just transition in Ayrshire by ensuring that emerging green opportunities are promoted to individuals in jobs and sectors impacted by the transition to net zero.	Skills Development Scotland, Scottish Enterprise, Ayrshire College, University of the West of Scotland	By 2025	Workforce in sectors that do not promote a carbon neutral economy upskill and reskill into sectors that support the green economy.

GOAL 4: Improve employability outcomes across Ayrshire by addressing existing employment barriers and promoting inclusive growth

Rationale: Through embedding inclusive growth in the skills system and supporting employers to adopt principles of fair work, we can tackle barriers to employment. Utilising and building on Ayrshire's existing evidence base will allow the region to identify communities in need of employability support and measure overall progress.

Action	Lead and partners	Timescales	Outcomes
Create and deliver an integrated approach to employability across Ayrshire that fosters enhanced collaboration and partnership between further and higher education employability services and Skills Development Scotland and provides targeted employability and skills interventions.	Local authorities, Skills Development Scotland, Ayrshire College, University of the West of Scotland, Department of Work and Pensions, third sector	By 2024	Better informed support for young people and an awareness of industry skills needs. Reduction in unemployment, underemployment and economic inactivity.
Ayrshire Growth Deal Working for a Healthy Economy - continue to develop health, wellbeing and work programme for people with health barriers to employment.	Local authorities, NHS Salus	Ongoing	More people with employability health barriers secure employment.
Support employer engagement with the Ayrshire Growth Deal Fair Work Strategy and the principles of fair employment, moving towards a region that pays the living wage and offers job security.	Local authorities, Community Wealth Building Commission Lead Officers Group, Skills Development Scotland	Start in 2022	Increased productivity and employment across the region. Improved worker wellbeing and progression.
Work across all partners to help deliver a fairer and more equal Ayrshire.	All partners	Ongoing	An improved understanding of regional employment and skills barriers and responsive action to address these.

8. Delivering the Plan

8.1 Financing the Plan

There is already significant investment in skills across Ayrshire from Skills Development Scotland, Scottish Funding Council, local authorities, businesses and others. To deliver the actions outlined in the Ayrshire RSIP, regional partners must prioritise making the best use of the available resources.

Recent developments in terms of the Flexible Workforce Development Fund and the National Transition Training Fund have highlighted the need for a focus on upskilling and reskilling. Evidence of demand for this type of activity is a key feature in the Plan.

Funding is available to support employability through programmes such as Fair Start Scotland, Developing the Young Workforce and No One Left Behind.

In addition to the skills and inclusion funding already secured through the Ayrshire Growth Deal, including the Ayrshire Skills Fund, there are a number of complementary opportunities in terms of regional funding, including Community Renewal Funds, Levelling Up Funds, and UK Shared Prosperity.

All of these opportunities need to be mapped out against the agreed actions in the Ayrshire RSIP and investigated further, with specific proposals developed to secure appropriate resource.

8.2 Implementation, Governance and Monitoring

While Skills Development Scotland, Ayrshire College, University of the West of Scotland and the Ayrshire Growth Deal Programme Management Office have led the development of the Ayrshire RSIP, its successful implementation is dependent on the input of wider partners. The ownership of this Plan must be shared by all the key regional stakeholders, led in partnership by the Ayrshire Skills Group, under the direction of the Ayrshire Economic Joint Committee and Regional Economic Partnership.

For this RSIP to achieve its goals, it must be seen as a shared responsibility. In addition to the Ayrshire Skills Group, the regional sectoral groups will have a critical role to play. These groups will help to develop detailed sector and industry plans that will identify specific challenges and opportunities that will articulate the demand for and provide the basis to secure a pipeline of skills for the future.

In order to truly adopt shared ownership and responsibility of the Plan, a communication strategy will be critical to ensure all stakeholders and potential beneficiaries are aware of the ambitions.

The Ayrshire RSIP provides a framework to guide partnership action and inform the investment decisions that will improve the performance of the regional labour market in the short, medium and longer-term. However, it should be recognised as a starting point from which more fine-grained activities will emerge. The further implementation and expansion of this Plan will require the ongoing inputs and ideas from a wide range of regional and sectoral partners providing the necessary information, strategy and leadership and a commitment to identifying the necessary resource.

This is particularly true with the work underway to develop the Regional Economic Strategy, as well as other workstreams to develop the Energy Masterplan, Digital Plan, etc. — all of which will help to inform future iterations of the Ayrshire RSIP. In this fast-changing environment, it is vital that the Plan is a living document, that is able to flex to changing needs and requirements and makes good use of existing resources and partnerships.

The Plan must be shared with the region's sectors, education and training providers, schools, and other partners to take forward and enhance the high-level actions set out here.

An annual implementation report and summit should report on and discuss progress against the delivery of the actions, and the changing economic and social conditions, and address new challenges and opportunities.

This should include a number of key performance indicators, in line with the agreed actions.

Acknowledgements

We are particularly grateful to all those who inputted to the plan development, particularly to:

- Auchrannie Resort
- Ayrshire & Arran Destination Alliance
- Ayrshire Chamber of Commerce
- Ayrshire College (Steering Group and Ayrshire Skills Group member)
- Ayrshire Growth Deal PMO (Steering Group and Ayrshire Skills Group member)
- Business representatives
- DSM
- DYW Ayrshire (Ayrshire Skills Group member)
- East Ayrshire Council (Ayrshire Skills Group member)
- HALO
- Microtech
- National Air Traffic Services
- NHS Ayrshire and Arran
- North Ayrshire Council (Ayrshire Skills Group member)
- Scottish Enterprise (Ayrshire Skills Group member)
- Scottish Funding Council (Ayrshire Skills Group Member)
- Skills Development Scotland (Steering Group and Ayrshire Skills Group member)
- South Ayrshire Council (Ayrshire Skills Group member)
- South West Regional Education Improvement Collaborative (Ayrshire Skills Group member)
- Taste of Arran
- The Ayrshire Community Trust (Ayrshire Skills Group member)
- University of the West of Scotland (Steering Group and Ayrshire Skills Group member)
- VisitScotland (Ayrshire Skills Group member)

@skillsdevscot

Skills Development Scotland

sds.co.uk