Business, Resources & Infrastructure Committee

07/03/2023

Strategic Objective Reference:	Choose an item.	SO2 - Embedding diversity and inclusion
	Choose an item.	Choose an item.
	Choose an item.	Choose an item.
	Choose an item.	
Subject:	Mainstreaming Equality 2021-2023 and Equality Outcomes 2021-25 Report	
Purpose:	That members note, consider and approve the progress achieved in relation to mainstreaming equality across the College.	
Action Required:	Approve	
Appendices:	Yes	

1. Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

The Mainstreaming Equality 2021-2023 and Equality Outcomes 2021-25 report is a legislative requirement, to highlight the College's progress in meeting the requirements of the public sector equality duty (PSED). The PSED was created under section 149 of the Equality Act 2010 and in Scotland, all public sector bodies are legally obliged to meet the general equality duty and the specific duties. The specific duties were created by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and are intended to support public sector bodies in Scotland to better perform the general equality duty.

The purpose of the paper is for members to consider and approve the progress achieved on mainstreaming equality across the College and also progress against the equality outcomes 2021-2025.

2. Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

Following the last formal review in 2021, as part of the PSED cycle, the College took the decision to publish an annual progress report in addition to our legislative requirements. The first annual progress report was published in April 2022 and the mainstreaming report builds on this document.

3. Assessment (outline your assessment of the current state, apply to any supporting appendices)

The Mainstreaming Equality 2021-2023 and Equality Outcomes 2021-25 report, sets out the current progress the College has achieved against the four equality outcomes. The report is attached as Appendix 1.

The four equality outcomes were identified by the College to tackle what were considered to be the most significant and persistent inequalities impacting on staff and students. Key actions were also identified which would be progressed over the four-year period to make a difference to the lives and experiences of those most beset by inequality on the basis of their protected characteristic(s).

The equality outcomes are as follows:

Equality Outcome 1:

Students and staff with protected characteristics most likely to experience hate, report that they feel safe while engaged in study or work.

Equality Outcome 2

Curriculum areas with courses that have a male or female student gender imbalance greater than a 75:25 ratio have improved.

Equality Outcome 3

The rates of disclosure, retention and attainment of male students with a mental health condition have improved.

Equality Outcome 4

The recruitment and disclosure rates of staff with a disability have improved.

The report sets out the progress that has been achieved against the four equality outcomes, as well as our wider actions to mainstream equality and improve the experiences of staff and students working and studying at the College. The impact of these actions over the last two years are detailed in the attached report, together with further actions and progress that will be taken forward over the final two years of the current reporting cycle.

Alongside the equality outcomes set by the College in 2021, new National Equality Outcomes were published in February 2023, which have been considered together with our existing outcomes and this has been acknowledged in the attached report. Further integration of the National Equality Outcomes will be reflected in future reporting.

| 4. | **Proposals and Recommendations** (outline the proposals and recommendations being put forward and the corresponding justification) |

The Mainstreaming Equality 2021-2023 and Equality Outcomes 2021-25 Report is presented to BRIC for consideration and approval.

| 5. | **Risks** (reference the corresponding risk from the risk register that this paper relates to) |

The College is legislatively required to set out its progress in relation to mainstreaming equality and also to publish and deliver equality outcomes. In addition, embedding equality across all areas is a key strategic objective to ensure that the College continues to be inclusive and accessible by all.

Business, Resources & Infrastructure Committee 07 March 2023

2

6.   Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7.   Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

The focus of the report is to set out the College's progress in mainstreaming and advancing equality for both students and staff.

8.   Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

In order to be a sustainable organisation, it is essential that the College can take all necessary steps to advance equality of opportunity. This is a key requirement in delivering accessible and inclusive learning and teaching and also to support a workforce that is sustainable in the longer term.

9.   Consultation/Input (state who has reviewed/approved/contributed to this report)

The paper has been drafted by the Equality and Diversity Lead, reviewed and supported by the Head of HR Services and the Assistant Principal of HR and Organisational Development.

The information contained within the report has been collated through the membership of the College's VIEW Group and its associated sub-groups, who lead on the outcomes and actions identified. Data and information has also been provided by the Business Intelligence and Information Systems team and the Quality Enhancement team with regard to student data, whilst staff data has been provided by the HR Services team.

The report will be shared across all networks, both internally and externally, with feedback received through this process.

David Davidson
Assistant Principal
HR and Organisational Development

28 February 2023

This paper will be published on the College website

Mainstreaming Equality 2021-2023 and Equality Outcomes 2021-2025

April 2023

1

Foreword

In April 2021, Ayrshire College published its Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025 report. It was a report defined by its time; that is, the College, like others in the Sector, business, industry and elsewhere, was responding to both the reality and uncertainty of the global Covid-19 pandemic. In particular, the College had to make decisions which could help to mitigate against the potential of the pandemic to exacerbate already existing inequalities and at the same time still fulfil a commitment to support the inclusion and wellbeing of its people and promote the social and economic prosperity of its local communities and the region.

Two years on, that commitment remains true. Ayrshire College is a successful and ambitious college. It is proud to be a safe, inclusive and diverse place in which to learn, work and develop. As Principal and CEO, my mission is to lead the College to even greater success with inclusion and diversity at the heart of everything we do to advance equality of opportunity for all.

During the past two years, there are many examples, set out in this report, of the progress made by the College on its commitment. The progress against the current Equality Outcomes at this mid-way point is clear, and we will continue to work hard on achieving the Outcomes, believing they tackle the most significant and persistent inequalities experienced by our students and staff. The focus for the next two years is to improve the way in which we, in effect, mainstream equality throughout the College and push for increased impact in terms of experience and outcomes through our Equality Outcomes. By doing this, and by doing it well, the College can truly unlock its full potential and make good on the ambitions it has set itself.

It will take leadership and collaborative efforts and the College will be a driving force in these key areas.

This is an exciting time for the College. It has much to offer to its students, staff, communities, partners, and the Sector. I look forward to updating you in the future on the College's progress to mainstream equality and achieving its Equality Outcomes 2021-2025.

Angela Cox

Principal and CEO, Ayrshire College

About this report

The purpose of this report is to demonstrate Ayrshire College's progress in meeting the requirements of the public sector equality duty (PSED). The PSED was created under section 149 of the Equality Act 2010 and in Scotland, all public sector bodies, like the College, are legally obliged to meet the general equality duty and the specific duties. The specific duties were created by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and are intended to support public sector bodies in Scotland to better perform the general equality duty.

This is the College's fifth, formal report in response to this Duty with the last review in April 2021. Following that last review, the College made the decision to publish an annual progress report in addition to the PSED cycle to primarily improve its monitoring, accountability, and transparency in fulfilling and exceeding its legislative requirements. The first annual report was published in April 2022.

To view the report, click here:

https://www1.ayrshire.ac.uk/media/9899/mainstreaming-equality-and-equality-outcomes-progress-report-2022-25.pdf

As such, this report should be read in conjunction with the annual report published in April 2022.

In January 2023, the Scottish Funding Council (SFC) published a set of National Equality Outcomes (NEOs) for colleges and universities to consider and adopt going forward. These NEOs have been aligned[1] to the College's Equality Outcomes 2021-2025 and between now and April 2025, steps will be taken by the College to contribute to the achievement of these NEOs taking account of the College's context, students, and staff. The College is still of the belief that the equality outcomes it set itself in April 2021 afford the best opportunity to make a difference to the lives and experiences of those most beset by inequality based on protected characteristic(s). It is for this reason the College is continuing to progress with these equality outcomes also.

To view information on the NEOs, click here:

https://www.sfc.ac.uk/about-sfc/how-we-operate/equality-diversity/equality-diversity.aspx

---

[1] Where a NEO has not been aligned to the College's current Equality Outcomes 2021-2025, this will be taken through other existing College and SFC reporting mechanisms.

3

In this report

Life at Ayrshire College: key highlights at a glance

01

Our people

02

Equal pay

03

Mainstreaming equality 2021-2023

04

Equality Outcomes 2021-2025

Appendix 1: Workforce diversity

Appendix 2: Equality Outcomes 2021-2025 action plan: progress update

4

An increase to

7%

of staff with a disability or long-term health condition

Rockpool Podcasts, the College's podcast show, won the College Development Network (CDN) Inclusive College Award in December 2021

Number of male students enrolled on Health and Social care courses has increased to

13%

Held the first ever hate crime conference in Ayrshire at Kilmarnock Campus in October 2022

In the Student Satisfaction and Engagement Survey
83% of students
agreed with the statement
'I feel that I am part of the college community'

Achieved near parity between male and female at the most senior levels of College management

The Student Association added three new roles to its Student Executive Committee bringing the total equality roles on the Committee to six

135 students

participated in a project to raise awareness of domestic abuse and coercive control and showcased their work as part of 16 days of action 2022

77.6%

of responses in the IiP survey strongly agreed and agreed with the statement that the College is committed to diversity

81

staff completed the LGBT Youth Scotland online learning course

4.8% improvement

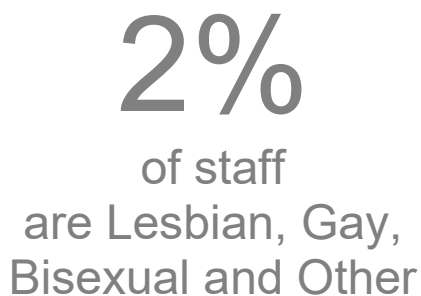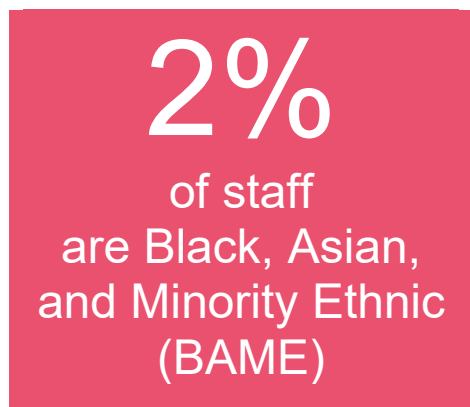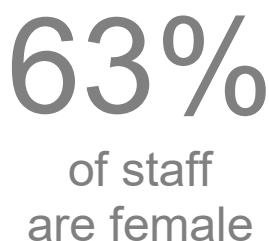in attainment by male students with a declared mental health condition

During their monthly meetings, a member of the Senior Leadership Team (SLT) is now a nominated Equality Champion to strengthen the College's strategic commitment to equality, diversity and inclusion

5

01

Our People

Workforce equality profile in numbers: at a glance

April 2020 – December 2022

789
Ayrshire College staff

8%
of male staff
work part-time

23%
of staff
are aged between
16-40 years

63%
of staff
are female

37%
of staff
are male

7%
of staff
have a disability or long-term health condition

2%
of staff
are Black, Asian,
and Minority Ethnic
(BAME)

2%
of staff
are Lesbian, Gay,
Bisexual and Other

2%
of staff
are of a non-Christian religious
belief

6

Improving workforce diversity: key challenges and successes

In April 2021, the College identified some key challenges regarding its workforce diversity including an ageing workforce and a low representation from minority groups in relation to disability, ethnicity, religion or belief, and sexual orientation. These challenges remain.

To meet these, the College is taking actions across the full employee journey including recruitment and selection, staff learning and development opportunities, and specifically through those outlined in Equality Outcome 1 and Equality Outcome 4. The College's continued commitment to improve its workforce diversity and ensure its people work and develop in an inclusive, supportive culture and environment, is realising some positive change in these regards. It is particularly encouraging that the College is increasingly attracting diverse candidates at application stage and its current workforce diversity is broadly on par with or, for some protected characteristics, exceeding local public sector counterparts in Ayrshire and the Further Education sector in Scotland. [2]

Moreover, from the Investors in People (IiP) survey results, it was shown that 77.6% of responses strongly agreed and agreed with the statement that the College is committed to diversity and 73.8% of responses strongly agreed and agreed with the statement that the College values and respects individual differences. In September 2022, the College was awarded Gold level in the IiP We Invest in People accreditation having previously achieved Standard level.

In that same year, the College actioned its commitment to refresh and enhance its Exit Interview and included a question related to bullying, discrimination, and harassment based on protected characteristic(s). Through this, the College is now in an improved position to intervene positively, if required, regarding its culture and environment and its potential impact upon staff recruitment and retention. An important caveat here, however, is the total number of staff who leave the College is relatively low. And when staff do leave through resignation (55), it is shown, based on information from April 2020 to December 2022, a low number are Black, Asian, and Minority Ethnic (BAME) (2), lesbian, gay, or other (6), of a non-Christian religion or belief (6), and have a disability (18).

Improving workforce diversity: steps being taken

The College recognises a series of sustained, inter-related actions are required to bring about the changes it is ambitious to achieve in terms of its workforce diversity. In the College's annual Mainstreaming Equality and Equality Outcomes 2021-2025 progress report, published in April 2022, some of the steps being taken by the College to improve its workforce diversity were highlighted including the Hiring Manager Toolkit and the #WeAreAyrshireCollege campaign. Both examples, as well as the further development of the College's Growing Leaders Framework, demonstrate the way in which staff recruitment and selection and retention are being considered as key in promoting and furthering equality, inclusion, and diversity. The #WeAreAyrshireCollege campaign, for example, is an ongoing campaign which aims to celebrate diversity and foster inclusion through student and staff photographs taken by students studying on Photography courses. The campaign, first launched as part of LGBT History Month in February 2022, is continuing to evolve and is now also part of the College's marketing to attract and recruit staff.

---

[2] Some partners from the Ayrshire Equalities Partnership (AEP) participated in a benchmarking exercise, using workforce data reported in April 2019, in August 2020. College Staffing Data 2020-21 (sfc.ac.uk) publication

Improving workforce diversity: aims for the future

The College is a key employer in Ayrshire and as such, it wants its people to reflect the diverse communities in which it serves and to support the economic wellbeing of the region. It is important therefore, that the College uses available, up-to-date local, national and Sector data, to critically assess its current situation and take informed actions regarding its workforce diversity.

By April 2025, the College aims to have:

- Increased the total number of staff aged between 16-40 years and continued to monitor the significance of age and gender in relation to College leadership positions

This is because currently the total number of staff aged between 16-40 years is 23%. The highest concentration of staff is in the 41-55 years category (45%). In the period from April 2020 to December 2022, 7% of applicants aged between 16-25 years and 42% of applicants aged between 26-40 years were successfully appointed to a College position. The split between lecturing staff (319) and support staff (399) aged between 16-40 years is 64 lecturing staff to 111 support staff.

In terms of age and gender in relation to College leadership positions[3], of the 117 female staff aged between 16-40 years, four are in Curriculum Manager roles and one is in a Head role. In comparison, of the 71 male staff aged between 16-40 years, one is in a Head role. The divergence in age and gender in relation to College leadership positions is more apparent in the age range 41-55 years where 14 female staff in comparison to 21 male staff are in a Curriculum Manager, Head, Senior Management or Executive Leadership role. In the Executive Leadership Team (ELT) and Senior Leadership team (SLT), the number of those in the age range 41-55 years is five. The ratio of male to female in the ELT and SLT is three males to four females.

- Increased the total number of staff recruited with a disability and improved the disability declaration rate

This is because currently the total number of staff with a disability is 7% while 12% of staff have not provided information on their disability status. The College through continuing focused activity and actions set out in Equality Outcome 4, has been able to improve its staff disability declaration rate year on year. The College is acutely aware that 1 in 5 working aged people in Scotland have a disability and that inequalities in gaining employment still exist. In the period from April 2020 to December 2022, the total number of applications received from candidates with a disability was 13% and 25% of these candidates were successfully appointed to a role in the College. In terms of College leadership positions, the total number with a disability is five. A higher number of Support staff than in comparison to Lecturing staff have a disability and the difference between staff with a disability in full-time employment and part-time employment is small.

---

[3] Leadership positions have been defined here as follows: Curriculum Manager, Head, Assistant Principal, Vice Principal and Principal

8

- Continuously monitored the total number of Black, Asian and Minority Ethnic (BAME) staff in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

This is because currently the total number of BAME staff is 2%. This figure remains relatively unchanged from previous years and is comparative to the diversity profile of Ayrshire reported in the Scotland Census 2011. In the period from April 2020 to December 2022, the total number of applications received from BAME candidates was 5% and 12% of these candidates were successfully appointed to a role in the College. In terms of College leadership positions, 16% are BAME. A marginally higher number of Lecturing staff in comparison to Support staff are BAME and the difference between BAME staff in full-time employment and part-time employment is small.

- Continuously monitored the total number of staff who are of a non-Christian religion or belief in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

This is because currently the total number of staff who are of a non-Christian religion or belief is 2%. A high number of staff (41%) stated that they had no religion or belief. The Church of Scotland is the most followed religion or belief by staff (25%) in comparison to all other religions or beliefs. In the period from April 2020 to December 2022, the total number of applications received from candidates of a non-Christian religion or belief was 4% and 14% of these candidates were successfully appointed to a role in the College. In terms of college leadership positions, one member stated their religion or belief as 'Another religion or belief' while 14 selected the option 'Prefer not to say'. Overall, the total number of staff who selected the option 'Prefer not to say' is 11%.

- Continuously monitored the total number of staff who are lesbian, gay, bisexual, or other in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

This is because currently the total number of staff who are lesbian, gay, bisexual, or other is 2%. In the period from April 2020 to December 2022, the total number of applications received from candidates who are lesbian, gay, bisexual, or other was 8% and 18% of these candidates were successfully appointed to a role in the College. At application stage, 6% of applicants selected the option 'Prefer not to say'. In terms of College leadership positions, none stated they were lesbian, gay, bisexual, or other and 10 staff selected the option 'Prefer not to say' or the information was not provided. Overall, the total number of staff who selected the option 'Prefer not to say' is 4%.

- Continuously monitored the total number of staff who are trans and gender diverse in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

The College currently has no members of staff who have indicated their gender is different to the one assigned at birth and five members of staff who have selected the option 'Prefer not to say'. In the reporting period, one member of staff, on a fixed term contract, indicated their gender was different to the one assigned at birth.

Student equality profile in numbers: at a glance

Academic Year 2022-2023

12,361 Ayrshire College students enrolled

39% of students are aged between 16-19 years

7% of students are Lesbian, Gay, Bisexual or Other

48% of students are male

46% of students are female

0.52% of students are trans or gender diverse

82% of students are White Scottish

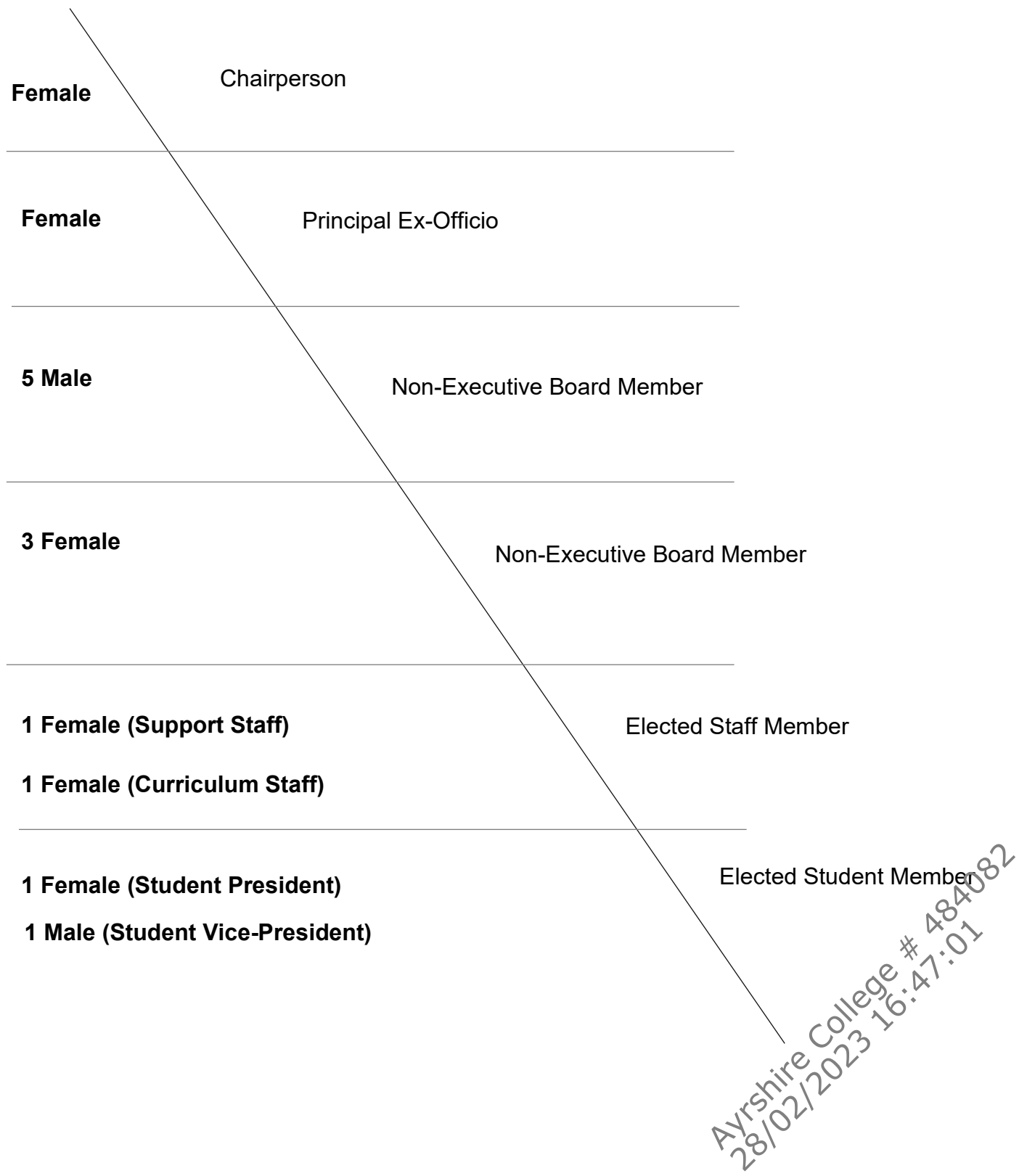**27%** of students stated they do not have a disability

66% of students stated they had no religion or belief

Ayrshire College # 484082
28/02/2023 16:47:01

10

Board of Management gender profile: at a glance

To learn more about the Board of Management, click here:
https://www1.ayrshire.ac.uk/about-us/management-team/board-of-management/

Female   Chairperson

Female   Principal Ex-Officio

5 Male   Non-Executive Board Member

3 Female   Non-Executive Board Member

1 Female (Support Staff)   Elected Staff Member

1 Female (Curriculum Staff)

1 Female (Student President)   Elected Student Member

1 Male (Student Vice-President)

11

02
Equal Pay

Committed to Equal Pay

In April 2021, the College published its Equal Pay Statement and through this, reaffirmed its commitment to ensure all staff receive equal pay for work of equal value, for the same work or broadly similar work and work rated as equivalent.

To view the College's Equal Pay Statement, click here: https://www1.ayrshire.ac.uk/media/9188/ayrshire-college-equality-report-2021-25-accessible_compressed.pdf

Gender pay gap: potential contributing factors

The College also reaffirmed its commitment to addressing its gender pay gap. The gender pay gap is the difference between men's and women's average hourly pay. It is not the same as the issue of equal pay. The gender pay gap is complex and is symptomatic of gender inequality. It is for this reason the College has long taken a whole-college approach to gender equality.

The College understands that its position as both an employer and educational institution is intertwined; that if it advocates for and brings about change, including encouraging current and future students, no matter their gender, to enrol on courses of study that reflect their interests and career aspirations, this will reflect positively in the workforce of the future and contribute to reducing the gender pay gap. The consequence if not, as an employer, is the continuation of applicants at recruitment stage being weighted to male or female dependent on occupation and role. Indeed, in reviewing applications from April 2020 to December 2022, there are some instances where no males or females applied for a job role which is seen as traditionally male or female.

As such, long-term changes are needed to reverse the significant and persistent occupational imbalances and much of this arguably goes beyond employment law and practice. In Scotland, higher numbers of women in comparison to men work part-time and less women than men hold senior management positions[4]. In the College, 41% of staff work part-time - 33% are female staff and 8% are male staff. And while there is almost near parity between male and female staff in College leadership positions, a higher number of female staff (73%) earn between £19,838 and £32,123 than male staff (27%) and the gap between female staff (53%) and male staff (47%) who earn £50,394 and above is relatively small (6%). Incidences such as these, all contribute to the College's gender pay gap both positively and negatively.

---

[4] https://www.closethegap.org.uk/content/gap-statistics/

12

Moreover, the College acknowledges the emergence of a potential concern when age and gender are considered together in relation to its leadership positions. This is because the College has a higher number of males (12) than in comparison to females (5) in the age range 41-55 years in its Executive Leadership Team (ELT), Senior Leadership Team (SLT) and College Leadership Team (CLT). This itself may not be indicative of a problem related to College practices or processes. However, it perhaps does show and reflect that the female experience of employment is different to that of the male experience. To bring a focus to this, and in context also of the Covid-19 pandemic known to have economically disproportionately affected women more than men, the College introduced female staff progression as a mainstreaming theme in April 2021 and it remains vigilant to looking for opportunities that support continued female employment and progression.

Actions to address the gender pay gap

By providing both opportunities and enabling staff to succeed in their career development, the College is seeking to address the gender pay gap directly. The College recognises a modern and diverse workforce, encouraged to use their talents and develop their skills, is integral to success. And this is why, the College is investing in its people through, for example, the development of its Growing Leaders programme and the offering of funded accreditations as well as supporting, where possible, opportunities to work flexibly.

In April 2021, the College identified the development of its Growing Leaders Framework as a priority action because of its potential to improve and sustain a diverse leadership talent pipeline. In August 2022, the Aspire Growing Leaders programme was introduced to support the development of staff who aspire to succeed in leadership roles across the College.

The Aspire Growing Leaders programme is designed around the principles of 70:20:10 which enables candidates to learn 70% of their knowledge from challenging experiences and assignments, 20% from developmental relationships, and 10% from coursework and training. Through workshops, including one on Equality and Diversity, peer learning, practical application, and mentoring, candidates learn the essential skills, capabilities, and behaviours to lead successfully and inclusively. Following a competitive application process, ten candidates (seven females and three males) were selected from 45 applicants (64% female) to become the first cohort of staff to take part in the six-month programme. From this cohort, three staff (two females and one male) have now been successfully appointed to promoted posts in the College, with one of these being a female progressing into a traditionally male dominated job role.

Moving forward, the College will continue to encourage staff from underrepresented protected characteristics to pursue career development opportunities including applying to the Aspire Growing Leaders programme. The College acknowledges these alone won't be enough to tackle the challenges it faces but, they are an important and available means to make some impact in terms of its gender pay gap and its ongoing ambition to be a diverse and inclusive employer.

To view the College's actions to address occupational segregation, click here:
https://www1.ayrshire.ac.uk/media/9188/ayrshire-college-equality-report-2021-25_accessible_compressed.pdf

To view the College's previous progress to address the gender pay gap, click here:
https://www1.ayrshire.ac.uk/media/9899/mainstreaming-equality-and-equality-outcomes-progress-report-2022-25.pdf

13

Workforce gender breakdown

- The gender breakdown of Ayrshire College staff is 63% female and 37% male. This figure overall is not significantly different in comparison to the earlier review in April 2021 and is consistent with the College sector as a whole[5]
- A higher number of female staff (29%) in comparison to male staff (8%) work part-time in the College
- A marginally higher number of female staff (5%) are on a fixed term contract in comparison to male staff (2%)
- A higher number of female staff (72%) in comparison to male staff (28%) are Support staff
- A marginally higher number of female staff (54%) in comparison to male staff (46%) are Lecturing staff
- There is near parity between male and female in the ELT and SLT with 3 males to 4 females
- There is near parity between male and female at Head level with 12 males to 10 females
- At Curriculum Manager level, the ratio of male to female is 13 males to 18 females
- At Team Leader level and equivalent, the ratio of male to female is 11 males to 24 females
- At Assistant level, including Administration Assistant, Campus Assistant, and Catering Assistant, the ratio of male to female is 33 males to 129 females
- The total number of Cleaning staff is 41 – 4 females full-time and 32 females part-time in comparison to 5 males part-time

Gender pay gap review[6]

1. The mean gender pay gap on the basis of full-time hours is 12.67%. The mean gender pay gap on the basis of part-time hours is 13.90%
2. The mean/average hourly rate (full-time) for men is £20.19 while the mean/average hourly rate (full-time) for women is £17.64. The mean/average hourly rate (part-time) for men is £19.29 while the mean/average hourly rate (part-time) for women is £16.61
3. The median gender pay gap on the basis of full-time hours is 30.52%. The median gender pay gap on the basis of part-time hours is 31.53%
4. The median (full-time) hourly rate for men is £22.74 while the median (full-time) for women is £15.80. The median (part-time) hourly for men is £22.74 while the median (part-time) for women is £15.57

---

[5] College Staffing return data shows a gender staff split of 61% female and 39% male
https://www.sfc.ac.uk/publications-statistics/statistical-publications/2022/SFCST022022.aspx
[6] Based on figures reported in April 2021

14

03

Mainstreaming Equality 2021-2023

To mainstream equality is to embed equality into the everyday functions, activities, and processes of the College so that it can show it is:

- eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advancing equality of opportunity between people from different protected characteristic groups
- fostering good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

In this way, equality becomes part of the fabric of 'who we are' as an organisation; that the value placed on inclusion and diversity are more than words and instead, is a way of being. As such, this enables the College to continue to improve student and staff experiences and contribute meaningfully to the inclusion and wellbeing of the communities it serves.

In April 2021, the College identified the following six focus areas and reported its progress to mainstream equality against each of these:

1. Strategic vision, approach and governance arrangements
2. Curriculum content and/or design
3. Raising awareness
4. Supporting student success
5. Supporting staff success
6. Partnership working

At this time, the College also introduced the concept of mainstreaming themes 2021-2023 to further progress and monitor specific equality needs. The College's three mainstreaming themes are:

- Equally Safe – Gender-based violence (GBV)
- Student participation in feedback processes
- Female staff progression

In April 2022, the College reported its progress to mainstream equality against the following three focus areas:

- Strategic vision, approach and governance arrangements
- Curriculum content and/or design
- Supporting staff success

To view progress, at that time, in mainstreaming equality against these focus areas and the College's themes, click here:
https://www1.ayrshire.ac.uk/media/9899/mainstreaming-equality-and-equality-outcomes-progress-report-2022-25.pdf

Progress being made to mainstream equality 2021-2023

Strategic vision, approach and governance: key updates

Having previously explicitly positioned equality and inclusion as a key ambition in its Statement of Ambition 2030 and as a strategic objective in its Refresh and Renew Plan 2021-2024, the College has implemented a new College Operating and Enhancement Plan (COEP) and Team Operating and Enhancement Plan (TEOP) process to enable continued success. In a further demonstration of the College's strategic commitment to Equality and Inclusion, a member of the Senior Leadership Team (SLT) takes on the role of Equality Champion during meetings, and the Values, Inclusion, Equality, and Wellbeing (VIEW) steering group has established five operational, sub-groups. Moreover, the Equality Impact Assessment (EqIA) process has been refreshed and all Board and Committee papers, where required, must include an EqIA. Since April 2021, several College policies have been introduced, renewed, or adopted including a Sector Menopause Policy for staff. The College is also continuing to invest in its estate to improve accessibility and promote inclusion including the creation of counselling rooms and contemplation/wellbeing/prayer spaces across its three main campuses. To support student and staff success, in Academic Year 2022-2023, College campuses became warm spaces to assist students and staff during the cost of living crisis.

Curriculum content and/or design: key updates

Mainstreaming equality into curriculum delivery is a key College ambition and since April 2021 there are many examples which demonstrate progress towards this ambition not least the ongoing success of the award-winning initiatives "Passing Positivity" and "Rockpool Podcasts" as well as partnership activities with Ayrshire Sportsability and Connecting Communities. The College is also exploring new ways to deliver learning and teaching to foster inclusion and advance equality of opportunity, such as its new partnership with Centrestage, and through the Ayrshire College Foundation funding innovative projects such as Essential Radio. Essential Radio is the College's new radio station, led by the Essentials Skills team at Kilwinning Campus, which aims to support the development of students Essential Skills, including oral presentation, literacy development, ICT, and numeracy skills, through real-life, practical experience. Like Passing Positivity and Rockpool Podcasts, Essential Radio is embedded within curriculum delivery and enriches the learning and teaching experience for students.

Supporting staff success: key updates

The Equality Matters section on the Staff Learning Portal is continuing to enable staff to enhance and develop their skills, knowledge and understanding across all protected characteristics as well as topics of importance such as sexual harassment, domestic abuse and Allyship. The College has introduced a new 'Committed to LGBT+ Inclusion' digital badge and a lanyard pin badge for all staff who have completed the e-learning modules in relation to gender reassignment and sexual orientation. All 81 members of staff who completed the LGBT Youth Scotland e-learning module in September 2022 also received the 'Committed to LGBT+ Inclusion' lanyard pin badge. Following the College Development Network (CDN) publication 'Workforce survey analysis report' in September 2022, in which 33% of staff in the Sector reported they required more support, guidance, and training regarding gender identity, the College was further reassured that it was taking positive steps to support its staff in this regard. In late May 2022, the College introduced a new mandatory Equality and Diversity e-learning module.

Raising Awareness

Good practice example: fostering good relations
LGBT Youth Scotland Foundation Charter Mark

Following student feedback, gathered by the Student Association, the decision was made in late March/early April 2022 for the College to work towards achieving the LGBT Youth Charter Mark Foundation accreditation. The Foundation accreditation, part of LGBT Youth Scotland's Charter programme, supported by the Scottish Government, is organisation-wide and once achieved will be held for four years by the College before renewal. To support achievement, the College's Equality and Diversity Lead and Student President, co-chair the LGBT Charter Mark working group which reports to the VIEW Safe and Included group. In September 2022, 81 members of staff, the Student President, and Student Vice President, completed the LGBT Youth Scotland e-learning module and in October 2022, 20 members of staff attended a workshop facilitated by LGBT Youth Scotland.

Cameron Bell, Head of Learning and Skills – Construction and Trades, Land and Motor Vehicle said of the e-learning module: 'Really interesting and really useful – it has made me think about a few behaviours I didn't consider previously.'

Supporting student success

Good practice example: advancing equality of opportunity
Student Association

The Student Association plays a crucial role in supporting student success through its Student Executive Committee and by leading or being involved in student clubs, forums, and societies as well as initiatives such as the Student Mental Health Agreement (SMHA) and the Pride Collection. In September 2022, the Student Association added three new roles to the executive committee - the Trans Officer's role, the Equality Officer's role and the ESOL students' Officer role. These roles, added to the existing Women's and Accessibility officer roles, bringing the total equality roles on the Student Executive Committee to six. The Student Executive Officers support the Student President and Vice President to deliver the Student Association's operational plan which includes the Student Association's obligations as detailed in, for example, the College's SMHA 2023-2025. The SMHA 2023-2025 sets out the College's and Student Association's commitment to improving student mental health.

The Student Association also successfully secured funding from NUS's Think Positive Small Grants Scheme which enabled the College to purchase 31 books written by or about LGBT+ people. The student LGBT+ group named this collection of books the Pride Collection. The Pride Collection was officially launched as part of LGBT History Month. Students, staff, including the Principal, and the Board of Management Chair, added personal messages about LGBT+ inclusion to each book. Sarah Prager, the author of 'Queer, there, and everywhere', speaks about her book in the Rockpool Podcasts episode 'Your story, your song'

Partnership working

Good practice example: fostering good relations
Ayrshire Equality Partnership (AEP)

The College, with its partners in the Ayrshire Equality Partnership, held the first ever hate crime conference in Ayrshire, called 'Empowering communities in Ayrshire to end hate crime', at Kilmarnock Campus in October 2022. The Conference, attended by over 120 delegates, including students from the NC Police Studies course, aimed to inspire and empower delegates to challenge the attitudes, behaviours and actions which underpin hate crime. Hosted by Dave Scott, Campaign Director of Nil by Mouth, a national anti-sectarianism charity, the Conference featured keynote addresses from Dr Christian Harrison, Reader in Leadership – University of West of Scotland, and Dr Khadija Mohammed, then Senior Lecturer – University of West of Scotland.   Delegates rated the Conference positively, with a high number indicating the information provided improved their knowledge and understanding and would enhance their practice.

To listen to Dave Scott, partners, and delegates reflect on the impact of the Conference, click here:

https://open.spotify.com/episode/1uhjuTSehYQb9xS45Ix8do?si=VP-U0E0GQMacctvHYNcotw

As a follow-on from this, in March 2023, through the Ayrshire Equality Partnership, the College hosted senior, strategic leads from the main public sector bodies in Ayrshire for an event with Purple Wisdom. The event, held on the International Day for the Elimination of Racial Discrimination, saw participating partners commit their organisations to actions to tackle racism as well as work together to support the ongoing development and fostering of safe, inclusive communities in Ayrshire.

In October 2021, the College launched its own hate crime pledge. It has also signed the Sector Anti-racism Declaration and partnered with the Nelson Mandela Memorial Foundation to raise awareness of the legacy of Nelson Mandela and the importance of an anti-racist curriculum.

It is through this partnership working, and the actions taken by the College, which show the College's commitment to improve the experiences of those in its College community as well as the local communities it serves. Indeed, 71.8% of responses in the IiP survey strongly agreed and agreed with the statement that the College has a positive impact on society.

Mainstreaming themes 2021-2023: progress update

Equally Safe – Gender-based violence (GBV)

The level of violence against women and girls nationally and globally are near epidemic with this type of violence shown to disproportionately affect the lives and experiences of women more than any other gender[7]. Because of this, the College committed itself to raise awareness and tackle gender-based violence in all its forms as a mainstreaming theme to ensure this equality concern was given a specific focus.

---

[7] For example, APPG-UN-Women_Sexual-Harassment-Report_2021.pdf (unwomenuk.org)

Since April 2021, the College has taken several actions to fulfil this commitment including: introducing a staff GBV policy, providing staff learning and development opportunities, partnering with the Star Centre to host a Gender Equality Youth Action Group, working with partners in local Violence against Partnerships (VAW) and Sector partners in Fearless Glasgow, being the venue for the East Ayrshire Reclaim Night walk, and marking 16 days of action annually.

To mark 16 days of action 2022, the College held a student exhibition, including a marketplace of support organisations and Police Scotland, in each of its campuses between the 5-7 December. The exhibition showcased students work from eight different College courses (135 students) and aimed to raise awareness of domestic abuse and coercive control. The College's Equality and Diversity Lead and Police Liaison Officer had developed this innovative student project to embed awareness of GBV within curriculum delivery and for four of the courses, the students work was used for assessment purposes.

To listen about the project and its impact on students and staff, click here:

https://open.spotify.com/episode/6HKmFYbOlsKYQDD8CbwbQA?si=jjlM9Jl6TvK1oGsATaGGaw

Level 6 Photography students photographs have now been gifted to local Police Offices and South Ayrshire's Women's Aid office. To view these photographs, click here:

https://sway.office.com/qQ42OELZpFIwcnTj?ref=Link

In addition to this, the College's Equality and Diversity Lead and Police Liaison Officer held three staff sessions to improve knowledge and understanding about domestic abuse and coercive control. Evaluative feedback was very positive with nearly all participants rating the session as 'excellent' and many stated their confidence had improved because of attendance. One participant, for example, stated: 'I will be more confident to deal with potential cases of GBV. I have become aware of and more vigilant in identifying potential instances of GBV. I will be able to provide more accurate information to students and direct them more effectively.'

In AY 2022-2023, the College made available to students, through Student Services, a choice of panic alarms, door wedges and window vibration alerts. During this time, the College's three Liaison Officers continued to provide class groups with USBs preloaded with support information included in relation to GBV and Report + Support.

In October 2021, the College implemented Report + Support, an online reporting tool for students and staff to report to the College incidents related to, for example, GBV, racism and hate crime. The number of reports submitted from October 2021 to January 2023 is low and the number related to GBV is very low for both students and staff. For this same reporting period, the information article 'What is GBV?' is the third highest accessed page on the College Report + Support webpage. It is also evident when reviewing data from October 2022 to January 2023 that Q1 in the named report submission was accessed 103 times followed by a high drop-off rate suggesting some work is required to promote confidence in the reporting tool.

In AY 2022-2023, the number of student Safeguarding concerns recorded as GBV is low with domestic abuse the highest reported concern within this category. In the Student Satisfaction and Engagement Survey Semester 1 AY 2022-2023, 94% of responses agreed with the statement 'I know about Student Services and how to access support to help me learn'. This is a 6% improvement from the same survey question in AY 2021-2022.

The number of staff accessing support related to GBV through HR from April 2021 to January 2023 is low.

In January 2023, the Scottish Funding Council (SFC) introduced two GBV related National Equality Outcomes (NEOs) for colleges and universities in Scotland.

These are:

- Staff and students know how to access support about violence, harassment, and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.
- Institutions can evidence approaches that prevent and respond to violence, harassment, and abuse

Student participation in College feedback processes

The Student Association's development of its Student Executive Committee will improve the representation of diverse students in college feedback processes. The six student Officers with remits related to equality have been invited to join the VIEW Safe and Included group and moving forward, this group may seek a student co-chair to ensure a joined-up approach. The Student Association also administer the College's formal model of student feedback: the Class Ambassadors. There are currently 271 Class Ambassadors. The College, through its three Mental Health and Wellbeing Champions, is continuing to develop a student Wellbeing Champions model. To support the College's decision-making with regard to its student Mental Health Fund, the Mental Health and Wellbeing Champions alongside student Wellbeing Champions facilitated a talking wall in October 2022 to gather student feedback.

Female staff progression

The College is taking actions to support female staff progression. These actions can be viewed in sections 01: Our People and 02: Equal Pay of this report.

20

04

Equality Outcomes 2021-2025

One way to describe equality outcomes is, they are the means in which an identified, evidenced equality need is being addressed. In April 2021, the College made it clear, it would use its new set of equality outcomes to tackle the most significant and persistent inequalities being experienced and that it would take the opportunity over the next four years to make a difference to the lives and experiences of those most beset by inequality on the basis of their protected characteristic(s). For lasting impact, realistically, the College's current equality outcomes needed to reflect the journey that the College had already started with its previous equality outcomes. In other words, the College's current equality outcomes are part of something bigger than their four-year cycle. Indeed, they also reflect the deep societal and cultural injustices and contradictions of our times – hate crime; student gender imbalances on courses traditionally seen as male or female; male mental health; and staff disability declaration – and as such, the College is both measured in its aspirations and ambitious to make long-term, sustainable change through the actions it takes against each of these.

See Appendix 2 for a progress update on the actions set by the College to support the achievement of its Equality Outcomes 2021-2025.

Equality Outcome 1:
Students and staff with protected characteristics most likely to experience hate, report that they feel safe while engaged in study or work.

The College has set itself the following indicators to measure success:

- Improved awareness and analysis of student experience in relation to safety and inclusion
- Improved student and staff uptake in accessing support
- Improved student awareness of hate crime and support available
- Improved staff awareness of hate crime and support available

Known impact so far:

- In the Student Satisfaction and Engagement survey AY 2021-2022, 92% of students agreed with the statement 'I believe all students at the college are treated equally and fairly by staff'. This is a 7% improvement from the same survey question in AY 2018-2019
- In the Student Satisfaction and Engagement survey AY 2021-2022, 83% of students agreed with the statement 'I feel that I am part of the college community'. This is an 8% improvement from the same survey question in AY 2020-2021
- In the Student Satisfaction and Engagement survey AY 2022-2023 Semester 1, 93% of students agreed with the statement 'Lecturers challenge inappropriate behaviours/attitudes/language from students, in an appropriate way'. This is a 13% improvement from the same survey question in AY 2019-2020

21

- In the Student Satisfaction and Engagement Survey Semester 1 AY 2022-2023, 94% of responses agreed with the statement 'I know about Student Services and how to access support to help me learn'. This is a 6% improvement from the same survey question in AY 2021-2022
- In AY 2022-2023 Semester 1, a low number of student Safeguarding concerns related to hate crime or bullying, discrimination and harassment based on protected characteristic(s)
- From October 2021 to January 2023, a low number of reports submitted through Report + Support related to hate crime, racism and bullying, discrimination and harassment based on protected characteristic(s)
- From April 2021 to January 2023, 39 complaints were recorded that related to a specific protected characteristic concern. None of these complaints related to hate crime. The highest number of complaints related to disability eg accessibility challenges. Of the 39 complaints, 19 were not upheld
- From April 2021 to January 2023, the College Police Liaison Officer delivered a mandatory Level 4 Hate Crime workshop to 82 classes = 994 students
- In October 2022, 120 delegates, including staff and students, attended the 'Empowering communities in Ayrshire to end hate crime' Conference. Staff also have available to them a range of e-learning module across all protected characteristics

Equality Outcome 2
Curriculum areas with courses that have a male or female student gender imbalance greater than a 75:25 ratio have improved

The College has set itself the following indicators to measure success:

- Priority actions related to gender imbalances fully embedded into operational team working and quality-related processes including team evaluation
- Increased applications from underrepresented genders in identified Curriculum areas with the most persistent and significant gender imbalances
- Improved retention and attainment for minority gender students

Known impact so far:

- The number of female students enrolled on Construction Technology and Trades courses has remained at 8% from AY 2021-2022 to AY 2022-2023. This is a slight increase of 3% from AY 2020-2021. In AY 2021-2022, 5% of female students withdrew from their course. Female attainment on these courses improved by 9% between AY 2020-2021 (72%) and AY 2021-2022 (81%)
- The number of female students enrolled on Aeronautical Engineering courses has decreased by 3% from AY 2021-2022 to AY 2022-2023 and is currently, 6%. In AY 2021-2022, 10% of female students withdrew from their course. Female attainment on these courses improved by 3% between AY 2020-2021 (75%) and AY 2021-2022 (78%)
- The number of female students enrolled on Engineering and Renewables courses has increased by 1% from AY 2021-2022 to AY 2022-2023 and is currently, 4%. In AY 2021-2022, 3% of female students withdrew from their course. Female attainment on these courses improved by 6% between AY 2020-2021 (63%) and AY 2021-2022 (69%)
- The number of female students enrolled on Computing courses has decreased by 2% from AY 2021-2022 to AY 2022-2023 and is currently, 7%. In AY 2021-2022, 7% of female students withdrew from their course. Female attainment on these courses improved by 11% between AY 2020-2021 (58%) and AY 2021-2022 (69%)
- The number of female students enrolled on Games Development courses has increased by 1% from AY 2021-2022 to AY 2022-2023 and is currently, 7%. In AY 2021-2022, no female students withdrew from their course. Female attainment on these courses improved by 38% between AY 2020-2021 (33%) and AY 2021-2022 (71%)

- The number of male students enrolled on Early Years Education courses has decreased by 1% from AY 2021-2022 to AY 2022-2023 and is currently, 4%. In AY 2021-2022, 5% of male students withdrew from their course. Male attainment on these courses declined by 4% between AY 2020-2021 (61%) and AY 2021-2022 (57%)
- The number of male students enrolled on Hairdressing, Beauty, Complementary Therapies and Make-up Artistry courses has increased by 3% from AY 2021-2022 to AY 2022-2023 and is currently, 5%. In AY 2021-2022, 3% of male students withdrew from their course. Male attainment on these courses improved by 3% between AY 2020-2021 (62%) and AY 2021-2022 (65%). Hairdressing courses continue to have the highest number of male students enrolled in comparison to Beauty, Complementary Therapies, and Make-up Artistry courses
- The number of male students enrolled on Health and Social Care courses has increased by 3% from AY 2021-2022 to AY 2022-2023 and is currently, 13%. In AY 2021-2022, 13% of male students withdrew from their course. Male attainment on these courses improved by 14% between AY 2020-2021 (46%) and AY 2021-2022 (60%)

Equality Outcome 3
The rates of disclosure, retention and attainment of male students with a mental health condition have improved

The College has set itself the following indicators to measure success:

- Improved student awareness of positive mental health and wellbeing strategies and support available
- Improved staff awareness of mental health and wellbeing and ways to support students positively

Known impact so far:

- In AY 2022-2023, the total number of students declaring a mental health condition is 4.6%. The number of male students declaring a mental health condition is 29.4% in comparison to 67.4% female students. In AY 2021-2022, the number of male students declaring a mental health condition was 29.1% in comparison to 69% of female students. Prior to this, in AY 2020-2021, the number of male students declaring a mental health condition was 28.4%. As such, there is an upwards trend year on year in the number of male students declaring a mental health condition
- In AY 2021-2022, the retention rate of male students with a declared mental health condition was 26%. This is a 4% decline from AY 2020-2021 (30%)
- In AY 2021-2022, the attainment rate of male students with a declared mental health condition was 66%. This is a 4.8% improvement from AY 2020-2021 (61.2%)
- In AY 2021-2022, Semester 2, a suicide prevention and awareness input, focusing on mental health and cocaine, delivered by the College's Mental Health Liaison Officer and Alcohol and Drugs Liaison Officer, was piloted with students studying STEM at Level 4 and 5. In AY 2022-2023, Semester 1, this workshop was delivered to 29 classes = 378 students. Similar planned activities are ongoing with Trades, Computing and Games Development courses at Level 4 and 5
- The Anxiety e-learning pack, on the Wellbeing Hub on Moodle, has the highest number of views with 330 views from May 2020 to February 2023 followed by Emotional Wellbeing – Mental Health drop-in clinics 2022 at 255 views

23

The College has set itself the following indicators to measure success:

- Increased applications from disabled candidates
- Improved staff awareness of reasons and benefits of sharing their protected characteristics information
- Improved line manager awareness on ways to support staff with a disability or long-term health condition

Known impact so far:

- The total number of staff with a declared disability is 7%. This is figure is part of an upwards trend year on year of staff declaring they have a disability or long-term health condition
- In the period from April 2020 to December 2022, the total number of applications received from candidates with a disability was 13% and 25% of these candidates were successfully appointed to a role in the College
- From the Investors in People (IiP) survey results, it was shown that 77.6% of responses strongly agreed and agreed with the statement that the College is committed to diversity and 73.8% of responses strongly agreed and agreed with the statement that the College values and respects individual differences
- The Aspire Growing Leaders Framework was launched in August 2022, with workshops on Equality and Diversity and HR recruitment processes, reflecting on unconscious bias with particular relevance to those applicants who declare a disability at application stage. This programme has been designed to support the College's succession planning aims and ambitions

Concluding Remarks

The College's progress in relation to mainstreaming equality and working towards its Equality 2021-2125 has been set out in this report.

Significant work has been undertaken, across a range of initiatives, which builds on programmes which have been a key focus for the College spanning a number of equality outcome and mainstreaming cycles. There are some signs and signals of encouragement, particularly around male students accessing health and social care and hair, beauty and complementary therapy programmes and improvements in both male and female attainment in programmes with significant gender imbalance. The number of males students declaring a mental health condition is also showing signs of sustained improvement. A range of innovations have also been introduced in order to embed equality within curriculum delivery and the Essential Radio station is a clear example of this work.

The recent Investors in People review provided clear feedback that staff considered the College culture to be strongly committed to equality and supporting diversity, which is a key requirement in mainstreaming and embedding equality. In terms of staff disability, 25% of applicants who have declared a disability during the recruitment process have been successfully appointed to roles within the College. In addition, the College's Aspire, leadership and development progamme, which ran for the first time during AY 2022-2023 has included seven female

members of staff from a total of 10. Of this number, two of the female participants have achieved promotion to more senior roles and one within an area which is traditionally male dominated.

Over the next two years of the current reporting cycle, significant work will continue in order to sustain the progress achieved to date and make inroads across areas which are proving to be particularly challenging. A key area will be a focus on hate crime and in particular students reporting and gaining support who experience hate. The recently published national equality outcomes will also be integrated within the College's current equality outcomes, which have been the focus of this report.

The College is strongly encouraged by the progress achieved to date in relation to the current equality outcomes, and also recognises the challenges which arise through the persistent inequalities which continue to be the primary focus in relation to mainstreaming equality and progressing the current equality outcomes.

A key requirement is the continuing collective efforts of the College community and all stakeholders in making a real difference to the lives and experiences of our people

David Davidson
Assistant Principal
Human Resource and Organisational Development

Equality Outcomes 2021-2025 action plan: progress update

	National Equality Outcome(s)	Disabled staff and students report feeling safe in the tertiary system Trans staff and students report feeling safe to be themselves in the tertiary system Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist

	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
Equality Outcome 1 Students and staff with protected characteristics most likely to experience hate, report that they feel safe while engaged in study or work at Ayrshire College	Disability Gender reassignment Race Religion/Belief Sexual orientation	• Improved awareness and analysis of student experience in relation to safety and inclusion • Improved student and staff uptake in accessing support • Improved student awareness of hate crime and support available	Collect and analyse student feedback related to hate crime through existing student consultation processes and mechanisms	April 2023	Head of Quality Enhancement, Student Association Advisor and Equality and Diversity Lead	Further progress is required to advance this action so that all potential existing student consultation processes and mechanisms are specific to hate crime or/and related behaviours. In the Student Satisfaction and Engagement survey AY 2021-2022, 92% of students agreed with the statement 'I believe all students at the college are treated equally and fairly by staff'.

1

		• Improved staff awareness of hate crime and support available				In the Student Satisfaction and Engagement survey AY 2021-2022, 83% of students agreed with the statement 'I feel that I am part of the college community'. This is an 8% improvement from the same survey question in AY 2020-21.
			Implement a Report and Support tool and use the information gathered to develop targeted College initiatives and policies	April 2023	Assistant Principal of Human Resources and Organisational Development, Head of Student Experience, and Equality and Diversity Lead	In October 2021, Report + Support, a product from Culture Shift, was implemented. Report + Support is an online reporting tool enabling students and staff to report, including anonymously, to the College incidents related to, for example, hate crime, racism and GBV. From October 2021 to January 2023, 27 student reports and 1 staff report had been submitted – 11 reports were anonymous.

2

						The highest number of incidents reported related to bullying – 7 of these, sexual orientation was stated as bisexual, lesbian, gay or other; 8 of these, a disability was declared; 1 of these, ethnicity was stated as BAME; 2 of these, gender identity was male including trans male; 8 of these, gender identity was female; and 1 of these, gender identity stated was non-binary. The lowest number of incidents reported related to GBV, hate crime, and racism. The outcome for 12 of these reports was support.
			Develop and implement a mandatory Level 4 workshop focused on hate crime and support delivery across other Levels of study	April 2023	Head of Student Experience and Police Liaison Officer	From April 2021 to January 2023, 82 classes = 994 students at Level 4 had a mandatory hate crime workshop delivered by the College's Police Liaison Officer.

3

						As part of Hate Crime Awareness week 2021, students, and staff, were able to access information and support through three Hate Crime Conversation cafes and campus drop-in sessions.
			Develop and implement an annual College campaign focused on promoting diversity, equality and inclusion	April 2023	Equality and Diversity Lead	The #WeAreAyrshireCollege campaign was launched in February 2022 as part LGBT History Month. In October 2022, the College launched a hate crime pledge and through the VIEW Safe and Included group is progressing this work.
			Achieve 'Keep Safe' accreditation in all Campuses and develop mechanisms to support its usage across the College	April 2023	Head of Student Experience and Equality and Diversity Lead	In July 2021, Ayr, Kilmarnock and Kilwinning campuses achieved Keep Safe status – 70 staff have been trained to support its success.

4

| | | | Develop staff learning and development resources and training on hate crime and related behaviours | April 2025 | Staff Learning and Development Advisor and Equality and Diversity Lead | The College has in place e-learning modules across all protected characteristics and continues to develop its Equality Matters section on the Staff Learning Portal.

Rockpool podcasts episodes continue to highlight equality focuses. Rockpool Podcasts is available on Spotify.

In March 2022, the College partnered with Borders College, Dumfries and Galloway College, and UWS to host a session with Nil by Mouth. This was part of an expected series of student and/or staff sessions called 'Conversation to Change' which will be rolled out further in AY 2022-2023.

As part of the TransEdu Community of Practice, a small event (41 participants) for Sector staff was held in June 2022. |
|---|---|---|---|---|---|---|

5

						In October 2022, students and staff were part of the 120 delegates in attendance at the Empowering communities in Ayrshire to end hate crime Conference at Kilmarnock campus.
			Explore opportunities to develop a pilot student Equality Ambassador model	April 2025	Equality and Diversity Lead and Student Association Advisor	The Student Executive Committee has increased the number of equality and related student Officer roles. These Officers have been invited to join the VIEW Safe and Included group.

6

	National Equality Outcome(s)	Institutions will have regard to significant imbalances on courses and take action to address it.

	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
Equality Outcome 2 Curriculum areas with courses that have a male or female student gender imbalance greater than a 75:25 ratio have improved	Sex	• Priority actions related to gender imbalances fully embedded into operational team working and quality-related processes including team evaluation process	Relevant Curriculum teams will identify and action priority actions to tackle gender imbalances as part of their operational delivery	April 2023	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead	Relevant Heads are identifying and setting annual priority actions as part of their TOEP for AY 2023-2024 and these are being aligned to the COEP.

7

			Outcome / Success Measure	Action	Date	Responsibility	Progress
			• Increased applications from underrepresented genders in identified Curriculum areas with the most persistent and significant gender imbalances • Improved retention and attainment for minority gender students	Student Services and Curriculum teams will work together, through Retention meetings, to identify, monitor and support the retention and attainment of minority gender students	April 2023	Head of Student Experience and Heads of Learning and Skills	Retention meetings are ongoing.
				Re-establish the purpose and scope of Ayrshire Connects to improve minority gender students' recruitment, retention and attainment	April 2025	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead	Ayrshire Connects was re-launched on International Women's Day 2022 through an event with invited speakers. The event was online and open to students and staff. Following this, as a result of discussions in the Gender Leadership Group, the decision was made to have a singular Ayrshire Connects opposed to separate curriculum ones and throughout AY 2023-2024 themed events will be held.

8

			Implement a College-wide mechanism or tool to keep in touch with and track outcomes of participants attending targeted gender imbalance events or activities	April 2025	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead	Focus has been on the re-establishment of the Gender Leadership Group and as such, this action has not been progressed.

9

	National Equality Outcome(s)	The success and retention rates of college and university students who declare a mental health condition will improve
		Men (staff and students) know how to access mental health support (recognising intersectionality within that group)

	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
Equality Outcome 3 The rates of disclosure, retention and attainment of male students with a mental health condition have improved	Disability Sex	• Improved student awareness of positive mental health and wellbeing strategies and support available • Improved staff awareness of mental health and wellbeing and ways to support students positively	Implement a mandatory mental health student input for students studying Engineering and Science programmes at Levels 4 and 5	April 2023	Head of Engineering and Science and Head of Student Experience	In AY 2021-2022, Semester 2, a suicide prevention and awareness input, focusing on mental health and cocaine, delivered by the College's Mental Health Liaison Officer and Alcohol and Drugs Liaison Officer, was piloted with students studying STEM at Level 4 and 5. In AY 2022-2023, Semester 1, this workshop was delivered to 29 classes = 378 students.

10

| | | | Develop a College suicide awareness/ prevention campaign | April 2023 | Mental Health Liaison Officer and Equality and Diversity Lead | In September 2021, the S Word campaign was launched supported by a series of activities including a Sway and Rockpool Podcasts special episodes 'Let's Talk…' with the College's Mental Health Liaison Officer.

In AY 2022-2023, the VIEW Promoting Wellbeing Group held a student Feel Good Festival in Ayr, Kilmarnock and Kilwinning Campuses. The Feel Good Festival included keynote speakers Brian Costello, Headstrong, and Dr Punam Krishnan, GP, Lifestyle Medic, Tutor, Author, and BBC Morning Live Presenter. |
| | | | Develop and deliver a staff learning and development programme focused on student mental health for STEM and related staff | April 2023 | Staff Learning and Development Advisor and Equality and Diversity Lead | The Staff Learning Portal enables all staff to improve their skills, knowledge and understanding of mental health and wellbeing through a range of e-learning modules. Further progress is required to advance this action. |

11

			Further develop the 'Wear it on your sleeve' initiative including the recruitment of additional student and staff champions	April 2025	Student Association Advisor and Equality and Diversity Lead	The Student Association, in partnership with the VIEW Promoting Wellbeing Group, facilitate a male mental health support forum exclusively for students who identify as male, where students and staff come together to share support information on male mental health and help break down the stigma of talking about mental health. Currently there are 41 student members of this group and 15 staff members.
			Explore opportunities to implement a mandatory mental health student input for students studying Construction and Trades programmes and Computing programmes at Levels 4 and 5	April 2025	Relevant Heads of Learning and Skills and Head of Student Experience	In AY 2022-2023, Trades Level 4 students are receiving a suicide prevention and awareness input. The College's Mental Health Liaison Officer is also working to deliver a planned programme of activity to Computing and Games Development students.

	National Equality Outcome(s)	Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts

	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
Equality Outcome 4 The recruitment and disclosure rates of staff with a disability have improved	Disability	• Increased applications from disabled candidates • Improved staff awareness of reasons and benefits of sharing their protected characteristics information	Develop and implement a College employer recruitment campaign including the further development of the 'Work for us' section on the College website	April 2023	Head of HR Services, Equality and Diversity Lead, and Digital Marketing Team Leader	The #WeAreAyrshireCollege campaign has been adopted, with staff images being utilised to brand staff recruitment adverts on the College social media platforms, with the next stage being a video series of staff, with a key focus on working at the College and the range of job roles available.

13

		• Improved line manager awareness on ways to support staff with a disability or long-term health condition	Develop an internal staff campaign focused on the reasons and benefits of sharing protected characteristic information	April 2023	Head of HR Services and Equality and Diversity Lead	The Equality and Inclusion newsletter 'Equality Matters' has supported this through the sharing of personal staff experiences within the workplace. This area will be further developed with staff encouraged to share their experiences with colleagues in the future.
			Undertake a review of the College Recruitment and Selection Procedures to identify and remove, where possible, potential barriers for disabled applicants	April 2023	Head of HR Services	Through the VIEW Positive about Disability group, staff who support those with a disability and staff with a disability undertook an exercise where they tested the College's application process through the lens of potential applicants with a disability to enable an understanding of any barriers that may be experienced. The feedback from this exercise is being considered to support future development of the recruitment application process.

14

						One action that will be piloted at the interview stage, will be for applicants to receive a copy of the interview questions, in advance of the interview, to explore the impact of this on the selection process.
			Explore opportunities to establish a staff disability support network	April 2023	Equality and Diversity Lead	The VIEW Positive about Disability group met with staff who identified as having a disability and were part of the staff disability forum Teams page, to develop and support a structured support network and staff disability advisory group. This group were open to participating in an advisory network for the College and identified the need for greater awareness raising and support to encourage and enable an increased network of support. The feedback from this will be considered and actioned.

15

			Further develop guidance and resources for line managers in relation to supporting staff with a disability or long-term health condition	April 2023	Head of HR Services, Equality and Diversity Lead, and Staff Learning and Development Advisor	Through the Equality Matters section on the Staff Learning Portal, line managers can access a range of e-learning modules related to disability including managing employees with a disability. A disability e-learning pathway will be further developed and rolled out to managers across the College, to broaden their knowledge and understanding.
			Explore opportunities to further develop the Growing Leaders programme	April 2025	Head of HR Services and Staff Learning and Development Advisor	In August 2022, the Aspire Growing Leaders programme was introduced, with a specific workshop focusing on Equality and Diversity, being developed and led by the Equality and Diversity Lead.

16

						This was further supported by the HR workshop which focused on recruitment and supported candidates to understand unconscious bias with particular relevance to those applicants who declare a disability at application stage. This was the first cohort of this programme and although there was a low number of candidates with a declared disability applied for or succeeded in participating in the first cohort, this is an area of focus for future cohorts to understand and consider any potential barriers.
				Explore opportunities to develop and implement an employee passport scheme which supports a member of staff throughout their employment journey at Ayrshire College	April 2025	Head of HR Services	The VIEW Positive about Disability group supported the development of an employee journal, which will be utilised to support staff returning to work from long term sick leave, where they have a long term health condition or disability.

17

						The journal will be part of an initial pilot during March and April 2023 and will be then reviewed and evaluated to develop into an employee passport, based on feedback received.

18

Business, Resources & Infrastructure Committee - Action and Decision Log
Meeting No 23 – 7 March 2023

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
31/05/2022	Commercial Due Diligence Policy	BRIC20: A03	Changes to the financial thresholds as outlined in the Commercial Due Diligence Policy will be updated within the forthcoming review of the financial regulations.	M Breen	To be advised	Action	Complete
15/11/2022	Health, Safety and Wellbeing Annual Report August 2021 – July 2022	BRIC22: D01	The Committee recommended the Health, Safety and Wellbeing Annual Report August 2021 – July 2022 to the Board for approval.	NA	NA	Decision	Approved
15/11/2022	2021-22 Financial Statements to July 2022 – Before Audit Finalisation	BRIC22: D02	The Committee recommended the 2021-22 Financial Statements to July 2022 for approval through the Audit and Risk Committee (22 November 2022) and thereafter to the Board on 8 December 2022.	NA	NA	Decision	Approved
15/11/2022	2022-23 Management Accounts as at September 2022	BRIC22: A01	Risk register to be updated to reflect possible future pressures related to inflationary pressures, credit targets and pay awards.	J Thomson	16.11.22	Action	Complete
15/11/2022	Ayrshire College Financial Regulations as at November 2022	BRIC22: D03	The Committee recommended the Ayrshire College Financial Regulations as at November 2022 to the Board for approval.	NA	NA	Decision	Approved
15/11/2022	2021-22 Annual Procurement Report	BRIC22: D04	The Committee recommended Annual Procurement Report for approval by the Board on 8 December 2022.	NA	NA	Decision	Approved
15/11/2022	2022-23 Corporate Risk Register (V2) – BRIC Extract	BRIC22: A02	Risk BRIC1 – In-year financial sustainability – to be updated to reflect the Committee comments earlier in the agenda.	J Thomson	16.11.22	Action	Complete
		BRIC22: D05	The Committee approved the Risk Register – BRIC Extract at November 2022 for submission to ARC.	NA	NA	Decision	Approved
15/11/2022	Strategic Allocation of Cash Balances – November 2022	BRIC22: D06	The Committee recommended the proposals set out in the Strategic Allocation of Cash Balances – November 2022 for approval by the Board on 8 December 2022.	NA	NA	Decision	Approved

1

Business, Resources & Infrastructure Committee

07/03/2023

Strategic Objective Reference:	Choose an item.		Choose an item.
	Choose an item.		Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance		Choose an item.
	Choose an item.		
Subject:	2022-23 Management Accounts at 31 January 2023		
Purpose:	The paper provides a summary of the College's financial position as at 31 January 2023 and outlines the key variances for members' information.		
Action Required:	Approve		
Appendices:	No		

1.   Summary of Key Points (what is the significant information that members need to be made aware of as related to the purpose of the paper)

This paper summarises the actual position to date for the period ended 31 January 2023 and a full year projection to 31 July 2023. A complete set of the management accounts is included for reference within the background information section of the Committee's papers.

2.   Background (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

The Budget for AY 2022-23 was approved by the BRIC Committee and the Board on 16 June 2022. This showed a budgeted income and expenditure deficit for the year of **£(278,200)** with a favourable cash flow impact of £42,550.

3.   Assessment (outline your assessment of the current state, apply to any supporting appendices)

2.1 Year to Date Position

The management accounts for the period ended 31 January 2023 show a year to date operating surplus before exceptional costs of £2,115,207. When compared to the expected budgeted position for 31 January 2023 this is a favourable variance of £505,531. The year to date position is set out on the next page in Table 1.

Table 1 – Year to Date, as at 31 January 2023

	2022-23 YTD Budget (£)	2022-23 YTD Actual (£)	2022-23 Variance (£)
Total Income	£25,409,386	£25,154,744	£(254,642)
Total Expenditure	£23,799,710	£23,039,537	£760,173
Operating Surplus/ (Deficit)	£1,609,676	£2,115,207	£505,531
Exceptional Costs	£0	£474,510	£(474,510)
Operating Surplus/ (Deficit) after Exceptional Costs	£1,609,676	£1,640,697	£31,021
Net Depreciation	£(1,539,058)	£(1,557,614)	£(18,556)
Capital Income	£745,182	£745,181	£(1)
Operating Results after Net Depreciation and Capital Income	£815,800	£828,264	£12,464

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

Diagram 1 – Principal Variances Year to Date, as at 31 January 2023 (Excluding Exceptional Costs)
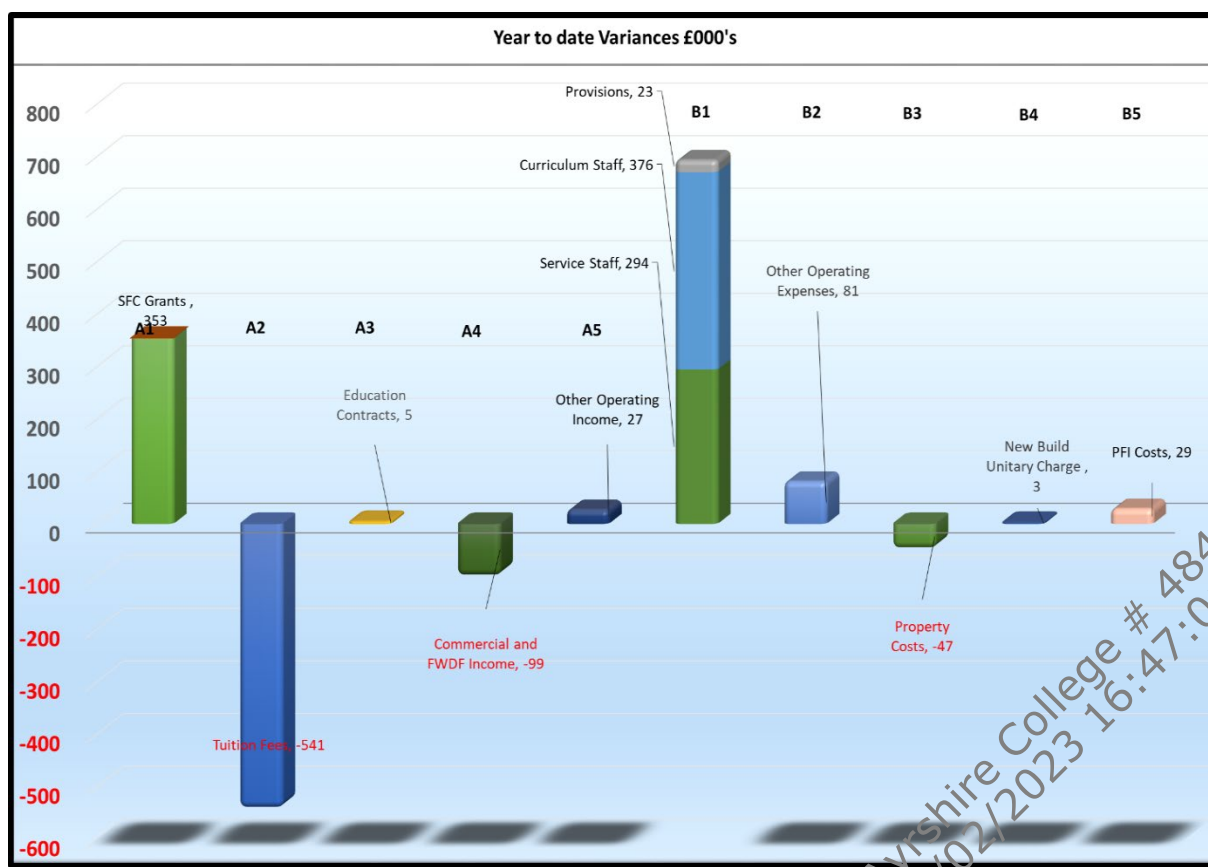
The operating surplus for the year to date (before Exceptional Costs) is £2,115,207. This is a favourable variance of £505,531 against the budgeted position.

Business, Resources & Infrastructure Committee 07 March 2023

2

The main trading variances in the forecast are as follows:

(A) Income variances (net £(254,642) adverse) mainly being:

- (A1) SFC Other Grants – £353,252 favourable variance. This is primarily due to a carry forward of funding for Digital Costs and release of 20/21 SFC Sustainability funds £219,603. There is also £30,047 relating to SFC Counsellor Funding, however this is offset by counsellor salary costs.
- (A2) Tuition Fees - £(540,518) adverse variance. This is mainly due to full time and part time advanced fees.
- (A4) Commercial Income and FWDF -£(99,352) adverse variance. This is due to adverse variances in Commercial income and FWDF. Forecast Commercial Income has been reduced.
- (A5) Other Operating Income - £27,462 favourable variance. Additional income of £98,768 is being offset with adverse variances of £(71,305) within catering. Additional income includes Kickstart trainees not budgeted for. The trainees were only in post until 30th September 2022. This variance is however offset by matching additional expenditure. There is also a favourable variance in trading income due to school holiday sports camps.

(B) Expenditure variances £760,173 (net favourable) mainly being:

- (B1) Salary Costs- £692,904 favourable variance. This includes turnover savings of £400,000, which are now fully utilised.
- (B2) Other Operating Expenses £81,192 favourable variance.
  The Curriculum Consumables under-spend of £9,659 is potentially related to a delay in invoices being processed. The full year forecast is that this budget will be fully spent. Curriculum spend also includes a saving for Princes Trust of £13,194 as the classes budgeted for did not take place.
  There is a favourable variance within Catering Supplies of £97,590 in line with the income adverse variance.
  Total Admin adverse variance is £(55,410). This includes an increased spend under ICT software due to an increase in annual costs for our payroll/HR system that was not expected. Forecast spend has been increased.
- (B3) Property Costs – £(46,779) adverse variance. This includes an adverse variance of £(55,120) within gas costs due to increased consumption during colder weather in December and January. Forecast spend has been increased.
- (B4/B5) NPD/PFI Costs – £32,855 favourable variance. This is mainly due to a refund re overcharged PFI costs from previous years relating to an error in the indexation calculation which was picked up by the College finance team. Forecast for PFI has been reduced to reflect this.
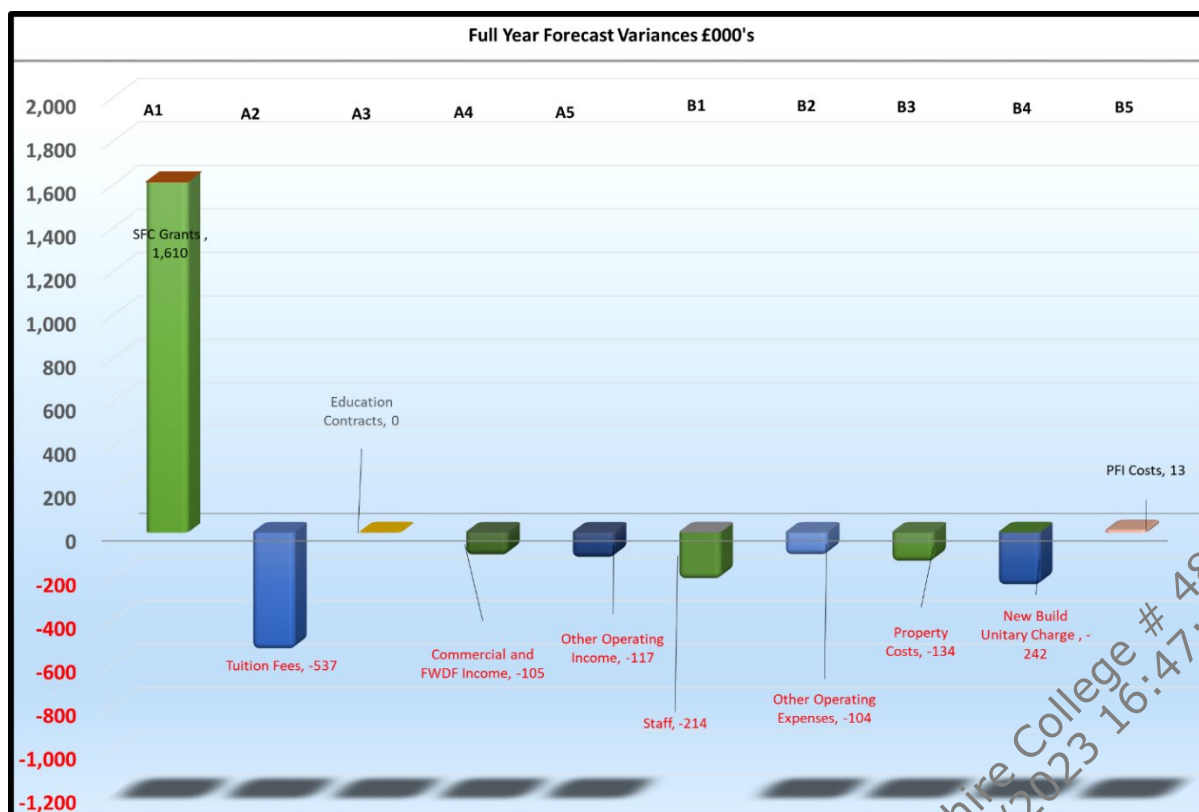
2.2 Full Year Forecast

The management accounts for the period ended 31 January 2023 project a full year forecast operating surplus before exceptional costs of £1,479,425. When compared to the expected budgeted position for the full year this is a favourable variance of £851,708. The full year forecast position is set out in Table 2.

Table 2 – Full Year Forecast, as at 31 January 2023

	2022-23 Annual Budget (£)	2022-23 Full Year Forecast (£)	2022-23 Variance (£)
Total Income	£50,328,170	£51,179,248	£851,078
Total Expenditure	£49,018,607	£49,699,823	£(681,216)
Operating Surplus/ (Deficit)	£1,309,563	**£1,479,425**	**£169,862**
Exceptional Costs	£0	£474,510	£(474,510)
Operating Surplus/ (Deficit) after Exceptional Costs	£1,309,563	**£1,004,915**	**£(304,648)**
Net Depreciation	£(3,078,125)	£(3,078,125)	£0
Capital Income	£1,490,362	£1,490,362	£0
Operating Results after Net Depreciation and Capital Income	£(278,200)	**£(582,848)**	£(304,648)

The principal variances are shown in Diagram 2 with further information provided in the subsequent text.

Diagram 2 – Principal Variances Full Year Forecast, as at 31 January 2023 (Excluding Exceptional Costs)

The operating surplus for the full year (before Exceptional Costs) is £1,479,425. This is a favourable variance of £169,862 against the budgeted position

The main trading variances in the forecast are as follows:

(A)   Income variances (net £851,078 favourable) mainly being:

- (A1) SFC Other Grants - £1,409,339 favourable variance. This includes the assumption of additional funding to offset a projected pay award of 5%. The favourable variance also includes release of 20/21 SFC Sustainability funds of £219,603 and digital funds & counsellor funding being released along with expenditure.

- (A1) SFC New Build Funding - £200,000 favourable variance. This relates to additional SFC income received, though this variance is in line with the increased NPD expenditure (see below)

- (A2) Tuition Fees - £(537,065) adverse variance. For full time advanced fees the budgeted numbers were 1,730 and actual enrolled is 1,344, at present. Tuition fees have been received from SAAS for the majority of students and there are also self-financing students. The projected adverse variance is currently £(497,065). There is also a projected shortfall in part time course fees of £(40,000).

- (A4) Commercial Income - £(104,646) adverse variance. This is made up of adverse variances in short courses income of £(20,000); commercial industry courses of £(64,646) and gas courses of £(20,000).

- (A5) Other Operating Income - £(116,550) adverse variance. There is a reduction of £(169,000) in catering income relating mainly to the closure of coffee shops. This income variance is offset by additional income of £22,205 was received for Kick-Start; £10,000 of additional income from Kilmarnock Football Club and £20,000 additional funds for ELS.

(B)   Expenditure variances £(681,216) adverse) mainly being:

- (B1) Salary Costs – £(213,819) adverse variance. The College has made staffing savings through not filling vacant posts, efficiencies in staffing models delivered in year and reductions in curriculum staffing, in line with the lower level of credits being delivered.

  The full year adverse variance figure is however due to a projected nationally agreed pay award of 5%. The projected pay award is in line with those awarded to other public sector areas. Members are asked to note however that these additional costs have been offset by assumed additional income from Scottish Government.

- (B2) Other Operating Expenses £(104,185). This adverse variance is primarily due to contractual inflationary uplifts.

- (B3) Property Costs – £(133,780) adverse variance. This is due to expected contractual price increases, especially in utility costs with higher than anticipated consumption.

- (B4) New Build Unitary Charge - SFC- £(200,000) adverse variance. This is due to contractual price increases linked to inflation from April 2023. The increase in the SFC proportion of the charge is funded by additional income.

- (B4) New Build Unitary Charge - College- £(42,336) adverse variance. This is due to contractual price increases linked to inflation from April 2023.

Business, Resources & Infrastructure Committee 07 March 2023

- (B5) PFI Costs - £12,904 adverse variance. A saving has been made due to a credit re overcharges from previous years as mentioned above, this has largely offset contractual price increase in 22/23 linked to inflation.

2.3 Full Year Projections if Pay Awards Are Unfunded by Scottish Government

The budget approved by the Board in June 2022 was based on a nationally agreed pay award of 2%, public sector pay policy for 2022-23. The projections detailed in section 2.2 (above) are based on a 5% pay award, with the additional expenditure being fully funded by the Scottish Government. This assumption of additional funding to meet the gap is reflective of funding provided to other parts of the public sector for pay rises above public sector pay policy.

If the additional costs of a nationally agreed pay award above 2% is unfunded by the Scottish Government, this will have a material impact on the College's financial position for 2022-23. For example, if the national pay award is 5% the College would need to provide for additional salary costs of £(1,032,578). This would result in the College moving from an operating surplus before exceptional costs of £1,479,425 to an operating surplus of £446,847 (Table 3). Members are asked to note that the college sector continues to lobby SCF and the Scottish Government for additional funding for any pay award agreed above 2%.

Table 3 – Full Year Forecast for Funded and Unfunded Pay Awards, as at 31 January 2023

	2022-23 Full Year Forecast Fully Funded Pay Award (£)	2022-23 Full Year Forecast Unfunded Pay Award (£)	2022-23 Variance (£)
Total Income	£51,179,248	£50,146,670	£(1,032,578)
Total Expenditure	£49,699,823	£49,699,823	£0
Operating Surplus/ (Deficit)	**£1,479,425**	**£446,847**	**£(1,032,578)**
Exceptional Costs	£474,510	£474,510	£0
Operating Surplus/ (Deficit) after Exceptional Costs	**£1,004,915**	**£(27,663)**	**£(1,032,578)**
Net Depreciation	£(3,078,125)	£(3,078,125)	£0
Capital Income	£1,490,362	£1,490,362	£0
Operating Results after Net Depreciation and Capital Income	**£(582,848)**	**£(1,615,426)**	**£(1,032,578)**

Colleges are required to submit Mid-Year Returns (MYR) to SFC by 31 March. It is therefore proposed that the College prepares its MYR based on a 5% pay award that is unfunded by the Scottish Government. This approach will ensure that the figures demonstrate the material impact on Ayrshire College and ensures we can continue to lobby for full funding for any pay award above 2%. This approach is in line with other colleges in the sector.

3 Balance Sheet – Executive Summary Commentary

The Management Accounts for the period ended 31 January 2023 include the College's Balance Sheet, as at 31 January 2023. A summary of the Balance Sheet position

Business, Resources & Infrastructure Committee 07 March 2023

compared with the final position disclosed in the 2021-22 statutory accounts is set out below in Table 3. It is also included within the background information folder for this meeting on Admincontrol.

Table 3 – Balance Sheet as at 31 January 2023

Ayrshire College Balance Sheet

Period 6/2023

	ACTUAL	PRIOR MONTH	MOVEMENT ON MONTH	PRIOR YEAR END	MOVEMENT FROM PRIOR YEAR
FIXED ASSETS					
Land	6,741,200	6,741,200	0	6,741,200	0
Freehold Buildings - Ayr	36,284,607	36,393,914	-109,308	36,940,452	-655,846
Leasehold Buildings	325,499	332,071	-6,572	364,931	-39,432
Kilwinning	22,856,360	22,794,716	61,643	22,088,201	768,159
Kilmarnock	58,737,507	58,848,333	-110,826	59,402,471	-664,964
Computer Equipment	866,481	885,501	-19,021	818,958	47,523
Other Equipment	382,065	393,666	-11,601	439,406	-57,341
	126,193,718	126,389,402	-195,684	126,795,619	-601,901
CURRENT ASSETS					
Stocks	47,347	51,037	-3,690	42,936	4,411
Trade Debtors	172,411	262,705	-90,293	155,944	16,468
Other Debtors	21,936	-2,415	24,351	20,805	1,131
Prepayments and Accrued Income	3,752,278	3,866,405	-114,127	4,007,971	-255,693
Bank & Cash	14,165,438	12,156,144	2,009,294	12,713,121	1,452,317
	18,159,411	16,333,876	1,825,535	16,940,777	1,218,633
CURRENT LIABILITIES					
Bank Loans and Overdrafts	0	0	0	0	0
Trade Creditors	-592,907	-59,287	-533,620	-435,924	-156,983
Other Creditors	-713,300	-733,037	19,737	-1,074,945	361,645
SAAS	-14,135	-105,838	91,703	-5,140	-8,995
SFC Monies	-636,475	-988,618	352,143	-1,531,003	894,528
PAYE/NIC	-602,138	-620,180	18,042	-943,863	341,725
VAT	-21,829	-17,734	-4,095	-9,839	-11,989
SSF (SFC and SAAS)	-2,383,893	-2,237,772	-146,121	-1,001,816	-1,382,077
Accruals	-3,890,049	-3,901,151	11,103	-3,661,057	-228,992
	-8,854,725	-8,663,616	-191,109	-8,663,587	-191,138
TOTAL ASSETS	135,498,404	134,059,662	1,438,742	135,072,809	425,595
Early Retiree Provisions	-1,143,212	-1,150,668	7,456	-1,187,953	44,741
Other Provisions	-590,500	-590,500	0	-590,500	0
PFI Capital Creditor	-2,704,893	-3,000,646	295,753	-3,296,399	591,506
NPD Capital Creditor	-39,685,026	-39,808,305	123,279	-40,429,189	744,163
Deferred Capital Grants	-10,518,387	-10,432,799	-85,587	-9,540,646	-977,741
	-54,642,018	-54,982,918	340,901	-55,044,687	402,669
NET ASSETS EX PENS LIABILITY	80,856,386	79,076,744	1,779,643	80,028,122	828,264
Pension Liability	11,518,000	11,518,000	0	11,518,000	0
NET ASSETS	92,374,386	90,594,744	1,779,643	91,546,122	828,264
RESERVES					
Reserves brought forward	22,258,252	22,258,252	0	22,258,252	0
Year to date Trading	828,264	-951,379	1,779,643	0	828,264
	23,086,515	21,306,873	1,779,643	22,258,252	828,264
Pension Reserve	11,518,000	11,518,000	0	11,518,000	0
Total I&E Reserves	34,604,515	32,824,873	1,779,643	33,776,252	828,264
Restricted Reserves	465,482	465,482	0	465,482	0
Revaluation Reserve	57,304,389	57,304,389	0	57,304,389	0
TOTAL RESERVES	92,374,386	90,594,744	1,779,643	91,546,122	828,264

Business, Resources & Infrastructure Committee 07 March 2023

4. Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

No further proposals are included within this paper

5. Risks (reference the corresponding risk from the risk register that this paper relates to)

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

6. Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7. Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (Positive or negative)).

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

8. Sustainability (how will the proposals support the sustainability of the college and as related to the sustainability strategy)

The College has put sustainability at the core of its curriculum operations and service delivery. Financial sustainability ensures that the College has sufficient resources to meet its current commitments but also that it can invest in and support sustainability activity to deliver its net-zero objectives.

9. Consultation/Input (state who has reviewed/approved/contributed to this report)

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

James Thomson
Vice Principal – Finance
28 February 2023

This paper will be published on the College website

Business, Resources & Infrastructure Committee

07/03/2023

Strategic Objective Reference:	Choose an item.		Choose an item.
	Choose an item.		Choose an item.
	SO5 - high performing college underpinned by excellence in stewardship and governance		Choose an item.
	Choose an item.		
Subject:	2022-23 Student Support Funds Position as at 9 February 2023		
Purpose:	To update Members on the Student Support Funds position and projections as at 9 February 2023		
Action Required:	To Note		
Appendices:	No		

---

1.   **Summary of Key Points** (what is the significant information that members need to be made aware of as related to the purpose of the paper)

The sections of this paper provide details of the position of each student support fund as at 19 January 2023.

> **Members should note that while projected expenditure figures are included within this report there are a significant number of variables that continue to be factored including student retention rates, actual awards still outstanding and the actual impact from January 2023 start courses.**

The current annual projected forecast and spend highlights an overall underspend postion for FE student support funds. The current projected and actual spend for HE Discretionary funding shows that funds are now fully committed.

2.   **Background** (sum up the background to the paper, including its prior journey, and/or previous versions, and identifying why this paper has been drafted)

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).

Updated financial projections for student support funds are reviewed on a monthly basis and refined throughout the year for reporting to both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee. These projections will also be refined to reflect the information reported by curriculum on student numbers.

3.1 <u>SFC Funds provided for Student Support 2022-23</u>

Total 2022-23 SFC Student Support Funds are £10,377,347. Table 1 below details the bursary support funds provided by SFC for 2022-23 together with projected expenditure figures as at 9 February 2023.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£8,890,118	£6,834,827	£2,055,291
FE Childcare	£403,157	£243,361	£159,796
HE Childcare	£217,084	£141,147	£75,937
FE Discretionary	£866,988	£1,958,968	£(1,091,980)
Total	**£10,377,347**	**£9,178,303**	**£1,199,044**

The above figures are based on the most up to date information on student applicants based on all students continuing with the College.

Student Funding will continue to review and revise the numbers to take account of student withdrawls, once these have been confirmed by the curriculum areas. The figures also include projections for current students on courses, who have yet to complete the funding process.

The figures set out in Table 1 include £2,793,392 relating to 414 care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. Therefore, the level of support and the number of identified care experienced students may continue to increase during the remainder of AY2022-23.

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

3.2 <u>Educational Maintenance Allowance (EMA)</u>

EMAs are provided by the Scottish Government to support eligible 16 and 17 year-old students. The College's allocation for AY2022-23 is £800,000. The College is currently projecting EMA spent of £574,350 at this time. Members are asked to note that this figure includes January 2023 courses.

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

3.3   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 2 details the HE Discretionary Fund Budget made available by SAAS for 2022-23 together with expenditure as at 9 February 2023.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Allocation	£199,873	£199,873	£0
Total	**£199,873**	**£199,873**	**£0**

At this stage we cannot allocate more than the original budget of £199,873. SAAS has not yet confirmed if additional funding will be available in 2023 for redistribution and this is not guaranteed. The College can however submit a request for additional funding support if funds do become available and if additional funding is required.

The level of additional funding requested will be based on the level of student demand at that time. Members are asked to note that the College can however also provide financial support to our most vulnerable students for essential costs, for example travel costs, from other budgets.

4.   Proposals and Recommendations (outline the proposals and recommendations being put forward and the corresponding justification)

No further proposals are included within this paper

5.   Risks (reference the corresponding risk from the risk register that this paper relates to)

There is a risk that the College is unable to process student support fund payments to students/third party service provider's as per published payment schedules because of system/server failure, processing error, shortage of staff with expert system and processing knowledge, or mismanagement of funds. This would cause financial hardship for both students and service providers, negative impact on attendance and retention, and reputational damage.[1]

6.   Resource Implications (finance, HR, Estates, ICT, etc)

No further resource implications require to be noted.

7.   Equality and Diversity Impact Assessment (provide a summary of what was considered during the EQIA process and the impact on protected characteristics (positive or negative)).

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

---

[1] Source - Operational Risk Register Student Infrastructure Services
Business, Resources & Infrastructure Committee 07 March 2023

3

The regular analysis and reporting of all student support funds contributes to strong corporate governance, financial sustainability, eliminates and highlights potential risk, and identifies opportunities to aid retention, engagement, and progression.

9.   Consultation/Input <small>(state who has reviewed/approved/contributed to this report)</small>

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

James Thomson
Vice Principal – Finance
23 February 2023

This paper will be published on the College website

Ayrshire College *(Paper Y)*

Business, Resources and Infrastructure Committee

7 March 2023

Subject:	Human Resource and Staff Learning and Development Report.
Purpose:	To provide members with an update for the reporting period.
Recommendation:	That members note and take account of the reporting and monitoring information provided.

1 Human Resources Update

1.1 Recruitment and Selection

A total of four internal and twenty-seven external adverts were placed during the reporting period. It is also important to note that in the reporting period the HR team re-advertised nine vacancies, some on more than one occasion, due to a limited number of applicants or interest in the posts, which continues to be a trend across the wider labour market.

Nine internal candidates were appointed to new roles within the College, with one being to a promoted role. Twenty-three new members of staff commenced employment with the College across a range of posts.

1.2 Sickness Absence

Sickness absence levels for the reporting period are as follows:

Term	November 2022	December 2022	January 2023
Long Term	3.14%	3.63%	3.23%
Short Term	2.32%	2.55%	2.55%
Total absence	5.46%	6.18%	5.78%

In comparison, the College sickness absence levels for the same period in 2021-22 were as follows:

Term	November 2021	December 2021	January 2022
Long Term	2.21%	3.17%	2.58%
Short Term	2.31%	1.73%	0.99%
Total absence	4.52%	4.90%	3.57%

1.2.1   Sickness Absence Reasons

Absence Reason	November 2022		December 2022		January 2023	
	Days Lost	Staff Affected	Days Lost	Staff Affected	Days Lost	Staff Affected
Stress work related	115	9	120	8	121	8
Back pain/sprain/ strain/ musculoskeletal	106	10	115	7	110	12
Stress non-work related	71	8	127	8	90	6
Debility/Fatigue	59	7	40	3	12	2
Cold/Flu	58	21	125	27	68.5	18
Asthma/Bronchitis/ Respiratory	44	6	77	9	78	8

The overall absence rate for the College has increased significantly during the reporting period, to the highest levels recorded post pandemic. During the last reporting period, absence levels had steadily increased to 4.55% in October and this trend continued over the late autumn and winter months with absence levels increasing by 0.9% to 5.46% in November. This trend continued with an increase of 0.72% in December to 6.18%, which is the highest recorded absence rate this academic year and is a 1.28% increase when compared to December 2021. In January 2023, a small decrease of 0.4% to 5.78% was recorded, which was noted as a 2.2% increase when compared to January 2022.

The earlier trend reported for the increase in the College's overall absence level was directly attributable to long term absences. During this reporting period, whilst long term absences have remained high and above 3% across the three month period, it has been an increase in short term absence that has significantly contributed to the overall absence level. In October 2022, short term absence was reported at 1.33%, this changed significantly in November with an increase of 0.99% to 2.32%, and then by a further 0.22% to 2.55% in December and January. This increase in short term absence is related to an increase in seasonal illness, particularly cold and flu viruses, which resulted in 125 working days lost in December.

Long term absences across the reporting period, continue to be of concern to the College and highlight the significant number of staff who are experiencing health conditions including mental health concerns such as stress, depression and anxiety, as well as musculoskeletal concerns and the requirement for surgical or medical interventions. It continues to be acknowledged and reported by staff that delayed or cancelled procedures, combined with longer waiting lists for treatment have been significantly impacting staff's ability to maintain attendance at work or return to work within a shorter timescale. The HR Team continue to support managers and staff to enable access to appropriate services through Occupational Health and Employee Counselling, as necessary and appropriate.

1.2   Maternity, Paternity and Adoption Leave

During the reporting period November 2022 to January 2023, six members of staff were on maternity leave, one of whom returned to work in December.

1.3 Employment Relations

In the period November 2022 to January 2023, there were three disciplinary investigations ongoing and one Disciplinary Hearing. Three of the staff members were suspended from work pending the outcome of the disciplinary investigations.

There was also one dignity at work investigation ongoing, during the period.

1.4 Flexible Working Requests

During the reporting period, three members of staff submitted flexible working requests. Two of the requests were made to support childcare arrangements and were not approved due to the preferred working hours and pattern being outwith the normal operational requirements of the team and College. Alternative options were discussed and agreed. The third request was to support a reduction in hours prior to retirement, which was approved.

2 Staff Learning and Development Update

2.1 November 2022 to January 2023 CPD Events

During the reporting period the Staff Learning and Development team continued to signpost and provide staff with access to a range of online and face to face training opportunities to support continuing development.

One specific area of training focussed on Domestic Abuse and Coercive Control which was aligned with the national 16 days of action campaign. This involved three training sessions held during November and December, which were delivered by Equality and Inclusion Lead, Sara Turkington and Police Liaison Officer, Claire Bysouth. The sessions aimed to strengthen staff knowledge and understanding of domestic abuse and coercive control to enable participants to spot the signs and provide appropriate support to students and/or colleagues.

2.2 LinkedIn Learning

During the period November 2022 to January 2023, 653 courses and 1628 videos were viewed, with 23 courses and 1061 videos completed. The most popular content during this period related to computer security and internet safety, with 'Cybersecurity at Work' being the most viewed course. This can be attributed to the mandatory training course 'Understanding Cybersecurity at Ayrshire College,' which consists of LinkedIn Learning content.

2.3 GTCS – College Lecturer Registration

The College has continued to support eligible curriculum staff and their managers to engage and complete the GTCS registration process, during the reporting period.

A national update session by GTC Scotland has been scheduled to take place on 27 March 2023, to advise on the process for staff who obtained their teaching qualifications outside of Scotland.

2.4 Aspire Growing Leaders Programme

The first Aspire cohort is now nearing the completion of the formal stage of the programme. The cohort are currently engaged in the project phase, with the 10 delegates split equally into two project groups. The project stage will conclude in March, with the outcomes and recommendations being presented to the College Leadership Team.

Project topic areas are as follows:

Reward & Recognition

Aligning with the College Operating and Enhancement Plan the project will research and recommend approaches for a values driven Reward and Recognition Scheme which demonstrates appropriate acknowledgement and appreciation of College staff, in a transparent, fair and timely manner.

Sustainability

In line with the action set out in the 2022/23 College Operating and Enhancement Plan (Strategic Objective 4), how can the College incorporate sustainability as a key consideration within all College business decisions to truly become a sustainable organisation?

The projects are very much centred on research, analysis and recommendations, with the next stage being for the CLT to progress the recommendations and embed them into wider College projects as appropriate.

As the first Aspire programme reaches conclusion, a full evaluation of the current cohort will take place to ensure that learning can inform future cohorts. The evaluation will include a range of qualitative and quantitative research to determine the return on investment of the programme.

David Davidson
Assistant Principal HR and Organisational Development
23 February 2023

(Gillian Brown, Head of HR Services)

Ayrshire College   *(Paper Y)*

Business, Resources and Infrastructure Committee

7 March 2023

Subject: Health, Safety and Wellbeing and Equality and Inclusion Report

Purpose: To provide members with an update for the reporting period November 2022 to January 2023.

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

---

1   Health, Safety and Wellbeing Update

1.1   Mandatory and Online Training

Mandatory training completions during the reporting period:

Course	Completions
Introduction to Working Safely	119
Fire Detection & Response	124

Four staff with line management responsibilities also completed the IOSH Managing Safely programme in the reporting period.

1.2   Accidents and Incidents

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

Campus	RIDDOR	>3 days <7 days	Minor Injury	No Injury	Near Miss	Ill Health	Other	Total
Ayr	2*	0	5	1	6	0	0	14
Kilmarnock	0	0	10	0	1	0	0	11
Kilwinning	0	0	2	2	1	0	1	6
Dean Park	0	0	0	0	0	0	0	0
Irvine	0	0	0	0	0	1	0	1
Nethermains	0	0	0	0	0	0	0	0
Total	2	0	17	3	8	1	1	32

1.2.1   Riddor Incidents

Ayr Campus	November 2022	Riverside building	Hit by moving, flying, or falling object
A mop bucket was stored below a shelf with the spring handle being held in position under the shelf. Staff member, injured person (IP) pulled the mop bucket out, the handle sprung forward into the upright position striking the IP on the nose. IP obtained ice from the refectory and applied to nose. IP attended GP several days after accident with suspected a broken nose. The mop bucket is now stored behind the door to mitigate the risk.			

Nethermains Campus	January 2022	Joinery	Contact with moving machinery or material being machined
Staff member, injured person (IP) was cutting timber using the table saw. On removing the waste material, their thumb made contact with the blade resulting in a cut which required stitches. IP stated that the waste material should have been left or used the push stick to clear it away. IP absent for 7 days or more.			

Ayr Campus*	November 2022	Hair salon	Struck against stationary object
Student was walking through the hair salon talking to another student when her hand hit the large structural pillar within the salon. This resulted in two broken bones within her wrist. Ample space was available around the pillar and it appears to be an unfortunate accident and, therefore, not reported under RIDDOR.			

1.2.2 Notable Incidents

Ayr Campus	January 2023	Car park / Courtyard	Near miss – damage to property / equipment
Due to the strong winds one weekend in January, metal sheeting and insulation from the plant equipment blew off the Dam Park roof landing in the rear car park and courtyard. A contractor attended and removed the loose material and is in the process of insulating and re-sheeting the plant equipment.			

Ayr Campus	January 2023	LRC	Near miss – hit by moving, flying, or falling object
Two ceiling panels within the LRC fell to the ground. Area cordoned off. The LRC was closed for one day to allow the contractor to attend to repair the ceiling and replace the tiles.			

Ayr Campus	December 2022	Ramp to Riverside building	Minor injury – slip, trip or fall
Student slipped walking down the ramp towards the Riverside building. Estates checked the area and the ramp appeared free of ice, however, additional salt was applied as a precautionary measure. Gritting contractor had gritted the area the previous night. The student was also wearing footwear which may not have provided adequate grip.			

Kilmarnock Campus	November 2022	Engineering workshop	Near miss – contact with electricity
On entering the workshop first thing in the morning, the rear access door to the Doosan Lynx was observed to be open. This gives access to the machine's electronics and has a hazardous voltage sign displayed. The door should always be closed, and only open whilst maintenance is being carried out. The door has a microswitch that will prevent the machine being operated whilst the panel is open, and anyone accessing the rear panel could damage the machine or injure themselves. It is possible that the door was not correctly secured after the October maintenance, and it gradually worked its way open through vibration caused by the machine being in use. Spie were notified of the near miss. The panel door was secured and machine returned to use.			

Kilmarnock Campus	December 2022	Pavement / car park	Minor injury – Slip, trip or fall
During the cold weather in December, a student was leaving the campus via the west door, slipped and fell to the ground injuring her arm and right leg. The gritting contractor confirmed the area had not been gritted; however, weather data showed that it was in the parameters that would have warranted gritting. Estates have discussed this with the gritting contractor. Follow-up calls were made to the student to check on their wellbeing and the student responded positively. Spie were also informed as there had been reports of a build-up of moss in this area.			

Kilwinning Campus	January 2023	Main foyer	Minor injury – physical assault
A student was assaulted by another in the main foyer. The incident was broken up by passing members of staff and police called. The person assaulted also received first aid. Student conduct procedure followed and final written warnings issued to both students involved. Panic alarms are located at the information hub desks.			

Irvine Campus	December 2022	Engineering workshop	First aid report - Ill health
Staff member started to feel unwell and experienced dizziness and chest pains, and, therefore, contacted the emergency services. As they were informed that the ambulance would take up to three hours, the member of staff made separate arrangements to attend hospital. Following tests, it is believed the member of staff had experienced a supraventricular tachycardia (SVT) of the heart. Staff member currently completing a phased return to work.			

A separate reporting mechanism is in place for ill health / out of College injuries. Seventeen incidents, broken down to 14 ill health and 3 out of College injuries, were reported with the main reasons being faint / panic attack, self-harm, ill-health, and pre-existing health condition e.g., epilepsy.

1.3 <u>Fire Safety</u>

Fire Evacuations (included as near miss in incident statistics)

Date	Campus	Details
02/11/2022	Kilwinning	During the weekly fire alarm test, an issue developed with the fire alarm reset, resulting in a full evacuation. Scottish Fire and Rescue did not attend.
07/11/2022	Ayr (Riverside)	Break glass call point activated maliciously. The following day a student called the College and confirmed the alarm had been activated by a member of the public, her friend. Scottish Fire and Rescue attended, and the campus evacuated safely.

1.4 Claims

The College currently has one outstanding liability claim.

1.5 Risk Assessment

A review of the Kilwinning campus fire risk assessment was undertaken by an external consultant in January 2023. A full report has recently been received and actions are being discussed between the College and Bellrock FM.

1.6 Audits and Inspections

Update on outstanding actions from 2021 – 2022 audit reports.

Audit Type	No. Completed	No. of Actions	Completed Actions	Actions in Progress
Department	2	131	110 (83.9%)	21 (16.1%)

No audits were completed within the reporting period.

1.7 Public Health

The Head of Health, Safety & Wellbeing attends a quarterly meeting with local Health Protection and Education bodies to discuss all health protection matters. The meeting in December 2022 focussed on the strep / scarlet fever outbreak and guidance was shared with curriculum teams.

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

1.8 Health and Wellbeing

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

− Flu vaccine clinics were arranged on each main campus for staff during early November 2022 with168 staff attending in total.
− 'Twelve Days of Christmas' booklet was designed to provide guidance for maintaining health, safety and wellbeing during the festive period.
− 'New Year, Happy You!' booklet was issued for staff to focus on their personal wellbeing and setting themselves healthy, realistic goals for 2023.
− Four secure bike storage units are currently being installed on Kilwinning Campus as part of the Cycle Friendly Campus Award.
− The HSW team continue to promote wellbeing activities organised by external organisations to staff and students, e.g., Active Travel Hub.

Future wellbeing initiatives:

− The BRIT challenge (1 – 23 March 2023)

A range of challenges are currently being planned by students, staff and teams, which will also include a fund raising element.

– Cycle to work scheme

The cycle to work scheme will open during March and April 2023 to provide staff with an opportunity to purchase a bike through the salary sacrifice scheme.

1.9 Legislative Update

There were no legislation updates during the reporting period. The College is currently reviewing its procedures in preparation for the change to Scottish Fire & Rescue's response to unwanted fire alarm signals (UFAS) which comes into effect on 1 July 2023.

2 Equality and Inclusion Update

2.1 National Equality Outcomes: Update

In January 2023, the Scottish Funding Council (SFC) published the document 'Tackling persistent inequalities together' in which they set out expectations for colleges and universities regarding 16 National Equality Outcomes (NEOs).

The College is already in a PSED cycle and set itself, as legally required, equality outcomes for the reporting period from April 2021 to April 2025. As such, the College will continue with the current four equality outcomes it has set itself believing these are still the most significant and persistent inequalities experienced by students and staff, in addition to those set by the SFC.

The College will publish its progress report on mainstreaming equality 2021-20-2023 and current Equality Outcomes 2021-2025 no later than 30 April 2023.

2.2 Sixteen Days of Action 2022

To mark 16 days of action 2022, the College held a student exhibition, including a marketplace of support organisations and Police Scotland, in each of its campuses between 5 - 7 December. The exhibition showcased students work from eight different College courses (135 students) and aimed to raise awareness of domestic abuse and coercive control. The College's Equality and Diversity Lead and Police Liaison Officer had developed this innovative student project to embed awareness of GBV within curriculum delivery and for four of the courses, the students work was used for assessment purposes.

To listen about the project and its impact, click here: https://open.spotify.com/episode/6HKmFYbOlsKYQDD8CbwbQA?si=jjIM9Jl6TvK1oGsATaGGaw

Level 6 Photography students' photographs have now been gifted to local Police Offices and South Ayrshire's Women's Aid office. To view these photographs, click here: https://sway.office.com/qQ42OELZpFIwcnTj?ref=Link

As referenced within the Staff Learning and Development report, the College's Equality and Diversity Lead and Police Liaison Officer held three staff sessions to improve knowledge and understanding about domestic abuse and coercive control.

Evaluation feedback was very positive with nearly all participants rating the session as 'excellent' and many stated their confidence had improved because of

attendance. One participant, for example, stated: 'I will be more confident to deal with potential cases of GBV. I have become aware of and more vigilant in identifying potential instances of GBV. I will be able to provide more accurate information to students and direct them more effectively.'

2.3 <u>LGBT Youth Scotland Charter</u>

Progress continues towards the College achieving the LGBT Youth Scotland Foundation accreditation by June 2023, with 81 members of staff completing the e-learning module and 20 staff participating in a workshop facilitated by LGBT Youth Scotland. To support this work, the Student Association successfully secured funding from NUS's Think Positive Small Grants Scheme which enabled the College to purchase 31 books written by or about LGBT+ people. The student LGBT+ group named this collection of books the Pride Collection. For LGBT History Month 2023, the Pride Collection will be officially launched. Students, staff, the Principal and Chair of the Board of Management, have added personal messages about LGBT+ inclusion to individual books. Sarah Prager, the author of 'Queer, there, and everywhere', will speak about her book in the Rockpool Podcasts episode 'Your story, your song' in February.

<div align="right">

David Davidson
Assistant Principal HR and Organisational Development
27 February 2023

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

</div>

New Year, Happy
You PDF.pdf

Quarterly Complaints Report 2022/2023
Quarter 1 (August – October 2022)

Ayrshire College # 484082
28/02/2023 16:17:01

Ayrshire College

Total Issues Received

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

34 complaints were received, 3 of these were withdrawn. 3 issues were recorded as cannot directly assist and 2 as policy issue.

The issues recorded as cannot directly assist were 2 complaints from members of the public about inappropriate comments made on social media they thought was a member of staff and one 1 about videos shared in a group chat by a student on social media. The issues recorded as policy issue were a complaint about inappropriate comments on social media by a student and an allegation of a student selling illegal substances, which was passed to the Police Campus Liaison Officer.

The charts below show the total issues received each month by campus and the total issues received split by campus and type of issue.

Issues received, split by month and type of issue
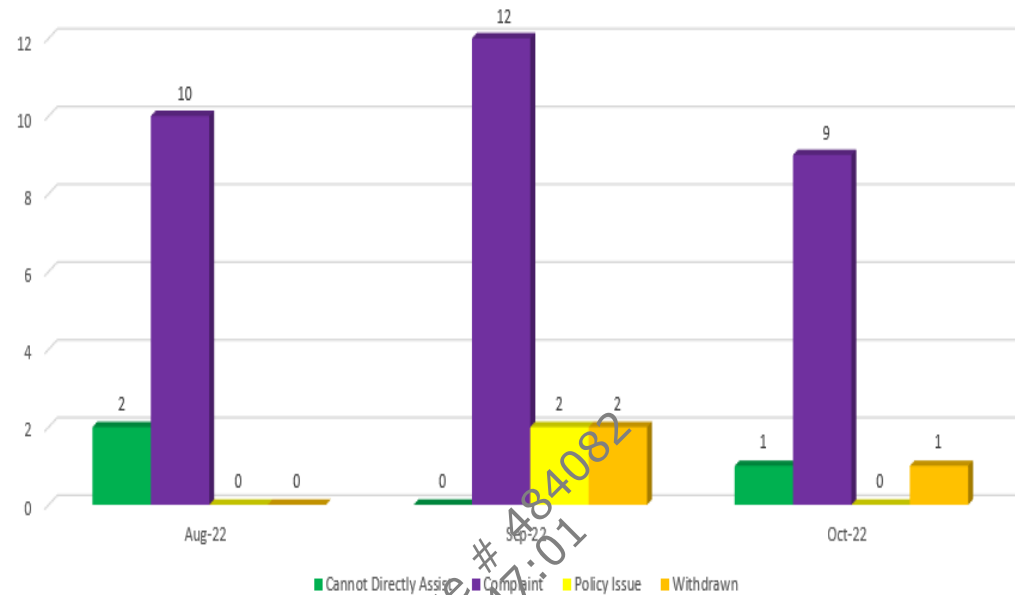
Issues received, split by month and campus
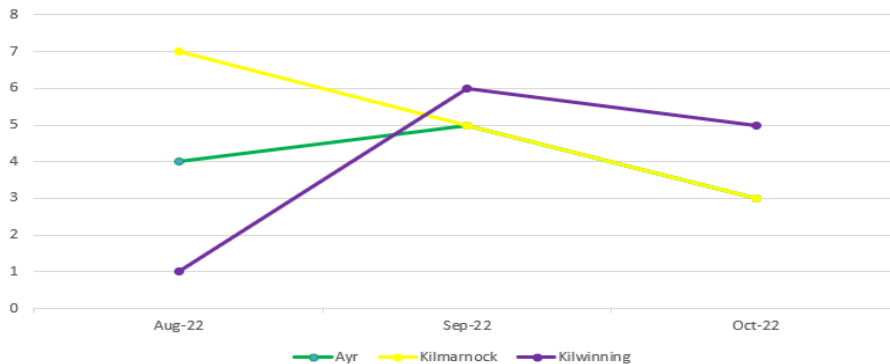
Issues received, split by campus and type of issue
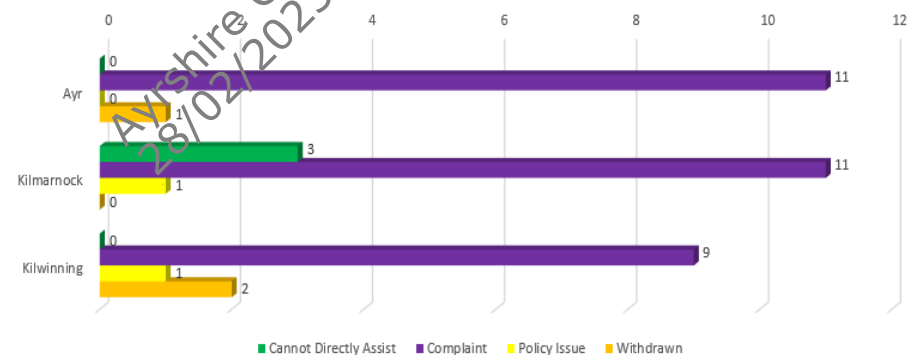
2

Complaints Received

Complaints received, split by stage

- Stage 1
- Stage 2
- Escalated from stage 1 to 2
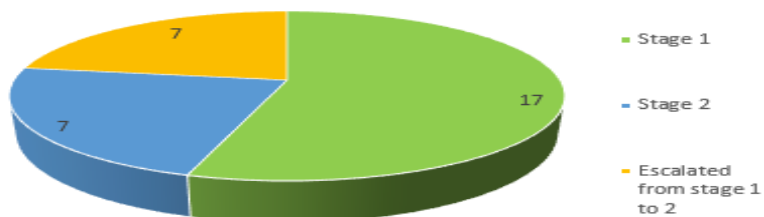
34 complaints were received, 3 of these was withdrawn.

The chart on the left shows the remaining 31 complaints received, split by stage.

17 out of 31 complaints received were dealt with at stage 1, which equates to 55% of complaints.

Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days
Stage 2 – SPSO set timescale is 20 working days and extended timescale is 40 working days
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

81% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in

- Closed within set timescale
- Closed within extended timescale
- Not closed within extended timescale
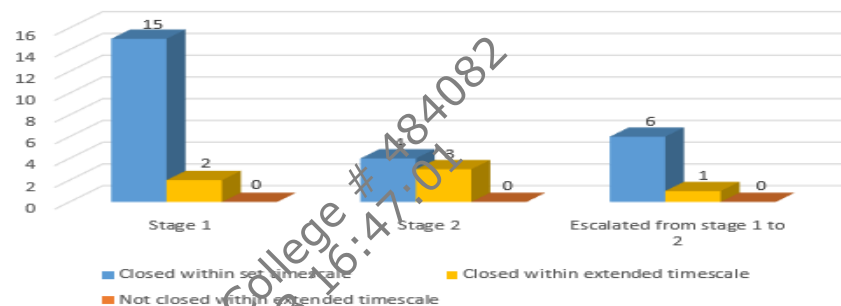
Complaints received, split by outcome as a percentage

- Not upheld
- Partially upheld
- Upheld
- Resolved
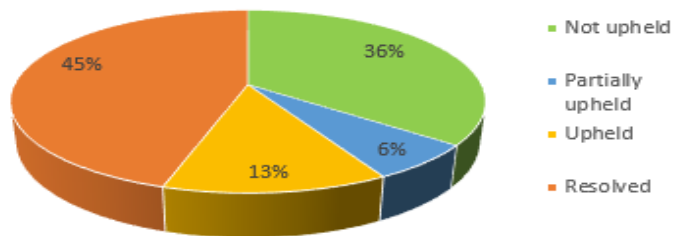
Of the 31 complaints received, 13% of complaints were upheld, with a further 6% partially upheld. This combines to 6 out of 31 complaints. 14 complaints were resolved.

3

Complaints Comparison

	COMPLAINTS HANDLING PROCEDURE INDICATORS	Q1 2022/2023		Q1 2021/2022	
1.0	**Total number of complaints received & complaints received per 100 population**				
1.1	Number of complaints Received	31		40	
1.2/1a	College Population and Number of Complaints received per 100 population	9015	0.3	9568	0.4
2.0	**Number of complaints closed at each stage and as a % of all complaints closed**				
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	17	54.8%	31	77.5%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	7	22.6%	7	17.5%
2.3/2c	Number of complaints closed after Escalation and % of total closed	7	22.6%	1	2.5%
2.4	Open	0	0.0%	1	2.5%
3.0	**Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage**				
3.0	**Stage 1**				
3.1/3a	Number and % of complaints upheld at Stage 1	2	11.8%	6	19.4%
3.3/3b	Number and % of complaints not upheld at Stage 1	1	5.9%	12	38.7%
3.5/3c	Number and % of complaints resolved at Stage 1	14	82.4%	13	41.9%
3.0	**Stage2**				
3.4/3d	Number and % of complaints upheld at Stage 2	2	28.6%	6	85.7%
3.6/3e	Number and % of complaints not upheld at Stage 2	5	71.4%	1	14.3%
3.8/3f	Number and % of complaints resolved at Stage 2	0	0.0%	0	0.0%
3.0	**Escalated**				
3.7/3g	Number and % of complaints upheld after Escalation	2	28.6%	0	0.0%
3.9/3h	Number and % of complaints not upheld after Escalation	5	71.4%	1	100.0%
3.11/3i	Number and % of complaints resolved after Escalation	0	0.0%	0	0.0%
4.0	**Total working days and average time in working days to close complaints at each stage**				
4.1/4a	Total working days and average time in working days to close complaints at Stage 1		4.1	118	3.8
4.2	Total working days and average time in working days to close complaints at Stage 2	163	23.3	175	25.0
4b	Escalation	107	15.3	20	20.0
5.0	**Number and % of complaints closed within set timecales (S1=5 workings days; S2=20 working days ; Escalated = 20 working days)**				
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	15	88.2%	26	83.9%
5.2/5b	Number and % of Stage 1 complaints not closed with 5 working days	2	11.8%	5	16.1%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	4	57.1%	3	42.9%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	3	42.9%	5	71.4%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	6	85.7%	1	100.0%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	1	14.3%	0	0.0%
6.0	**Number and % of complaints closed at each stage where extensions have been**				
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	2	100.0%	5	100.0%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0.0%	0	0.0%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	3	100.0%	4	80.0%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	1	20.0%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	1	100.0%	0	0.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%

- 31 complaints received, a decrease of 23% from Q1 2021/2022.

- 55% of complaints were handled at stage 1 in Q1 2022/2023, compared to 78% for the same period in 2021/2022.

- 81% of complaints were closed within the target timescale, compared to 75% in Q1 2021/2022.

- 100% of complaints were closed within the extended timescale in Q1 2022/2023, compared to 98% closed within the extended timescale in the same period in 2021/2022.

4

Complaints – Sub-category

The chart below shows the complaints received, split by sub-category and outcome. Noted below are the reasons for complaint in each of the top 4 sub-categories:

Staff Conduct
- Unhappy staff told potential employer incorrect information
- Unhappy with the way they were spoken to by staff member
- Advised could redo course but no places available, feels discriminated against
- No response to email
- Lack of support, not listened to or respected
- Treatment of students by staff member
- Staff member unable to work technology, goes off on tangent, raises voice unnecessarily, unapproachable
- Unsupportive with assessment, shared confidential information with other staff
- Behaviour of staff member

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

Application, Admission, Interview, Enrolment, Induction
- Unhappy did not secure a place on chosen course due to application and interview process
- Length of time of the induction, not shown around or advised some classes in different location

Progression, Articulation & Withdrawal
- Unhappy given conditional offer on next level course but did not secure a place
- Unhappy withdrawn from the course
- Offered a waiting list place but this did not become an offered place

Student Funding
- Unhappy cannot be in receipt of carers allowance and bursary
- Delay to receive funding, cannot get through to the Student Funding team, no response to emails
- Not received bursary but supplied all information requested

Complaints recevied, split by sub-category and outcome

5/15

100/129

Complaints – Sub-category Comparison

The chart below shows the complaints received, split by sub-category, compared to complaints received, split by sub-category, in Q1 2021/2022.

Complaints Received by Sub-category Q1, 2022/2023 vs Q1, 2021/2022
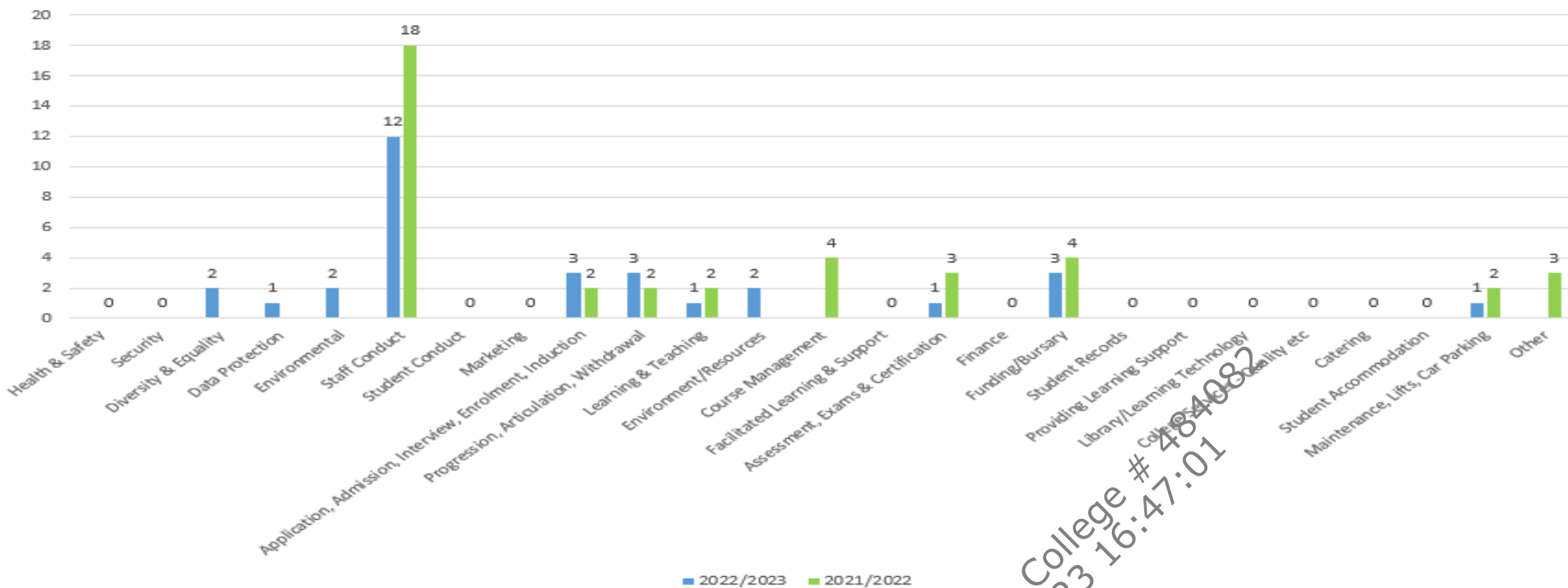
- Increase in complaints received in the diversity & equality sub-category from 0 in Q1, 2021/22 to 2 in Q1, 2022/2023. This is due to an increase in complaints about students not being able to do courses because of a disability or English not being strong enough.

- Increase in complaints received in the environmental sub-category from 0 in Q1, 2021/22 to 2 in the same period of 2022/2023. This is due to an increase in complaints from local residents of students parking in their residential carpark/street.

- Decrease in complaints received in the staff conduct sub-category from 18 in Q1, 2021/2022 to 12 in Q1, 2022/2023. This is mainly due to a reduction in complaints about treatment of students by staff.

- Decrease in complaints received in the course management sub-category from 4 in Q1, 2021/2022 to 0 in the same period of 2022/2023. This is due to a decrease in complaints about how courses are being delivered.

Complaints – Curriculum/Service Area

The chart below shows issues received each month, split by curriculum/service area.

Monthly complaints (inc withdrawn) received, split by curriculum/service area
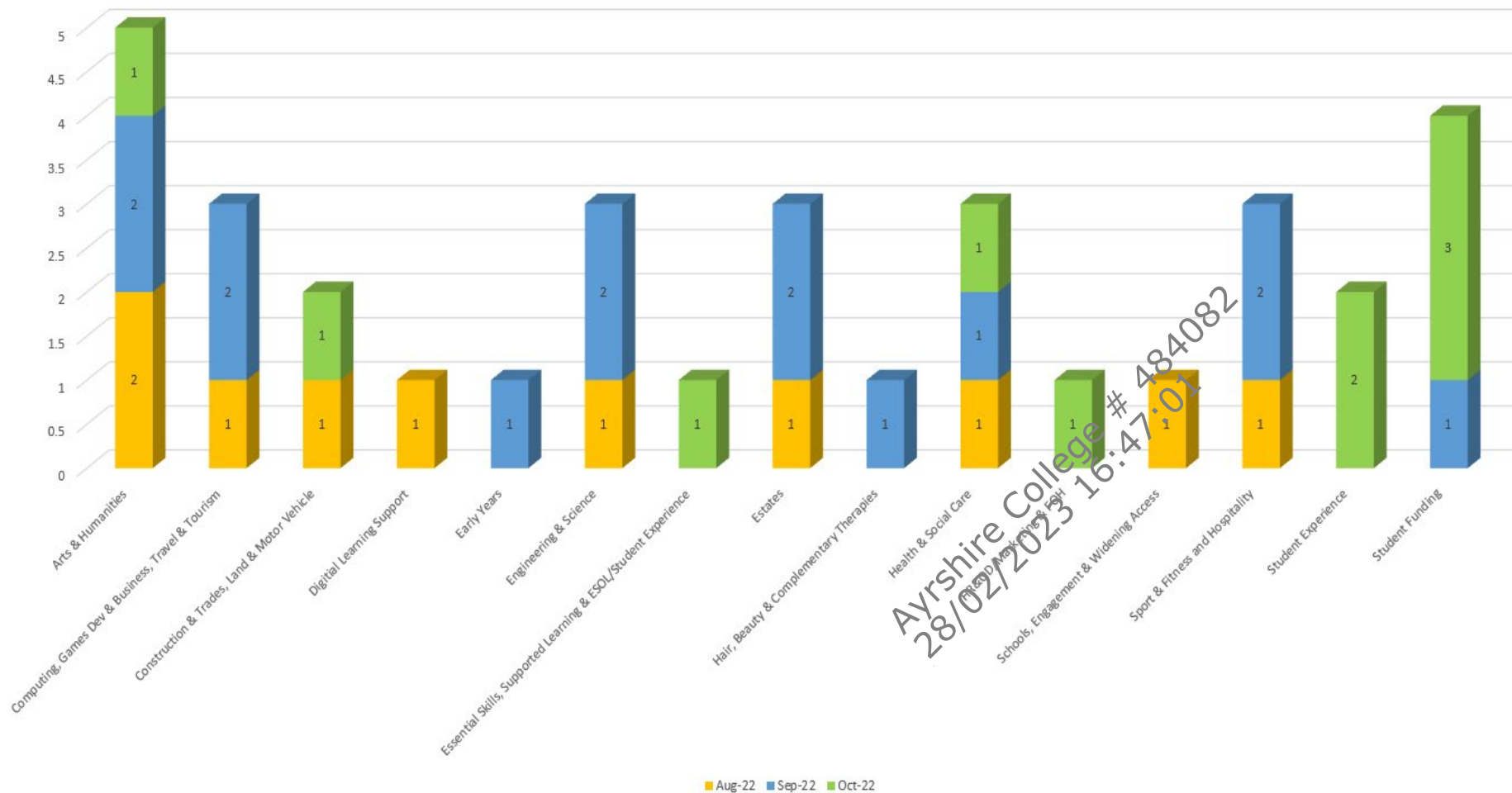
Aug-22 ■ Sep-22 ■ Oct-22

Complaints – Curriculum/Service Area

Complaints received, split by outcome and curriculum/service area
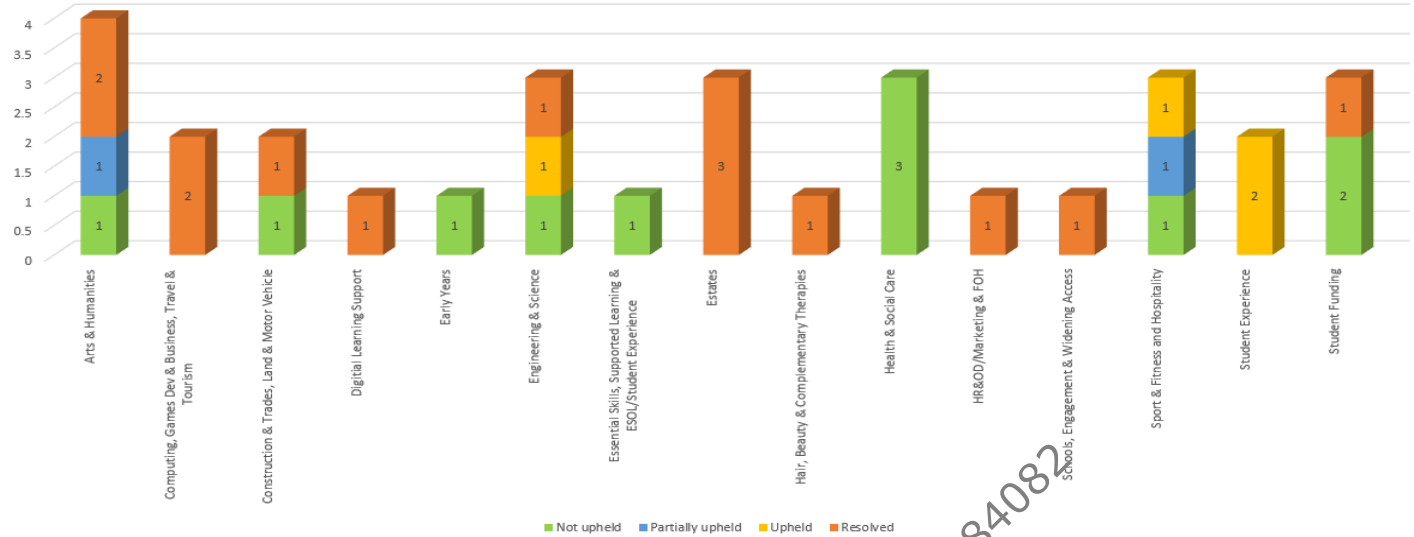
The chart on the right shows the complaints received, split by outcome and curriculum/service area.

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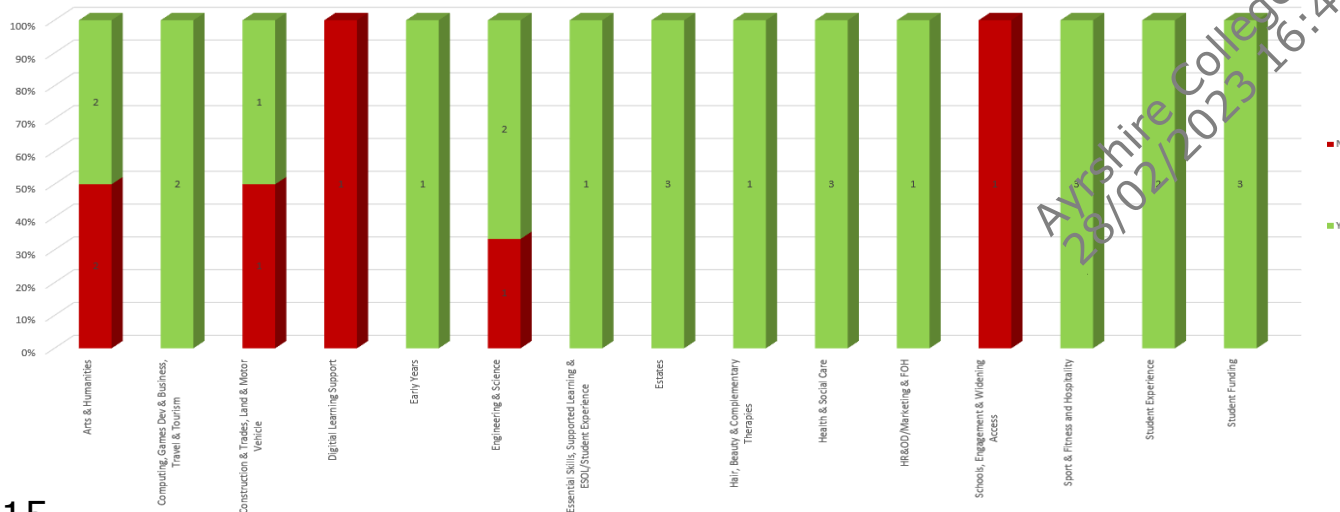
The chart on the left shows the percentage of complaints received, that were closed within the SPSO set timescale (5 or 20 working days), split by curriculum/service area.

8/15

103/129

8

Actions

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	11	10	1
2. Applications, Admissions & Progression	6	4	2
3. Course Related	2	1	1
4. Services	2	2	0
5. Facilities	1	1	0
6. Others	0	0	0
Total	**22**	**18**	**4**

Service Improvements

| Issue	Actions
Parent unhappy their son had not been successful in securing a place due on their chosen course, due to the application and interview process	Process for notifying school pupils of interview format and support available for interview amended so that this information will now be sent directly to applicants rather to the schools to be passed onto pupils.
Student unhappy they applied for a level 7 course but now told they were doing a level 6 course, which is not on the SQA qualifications. This will affect further education.	All changes to courses will be communicated to students in writing in future, by text message and email.
Parent unhappy son was given a conditional place for progression to HND, met the conditions, but has not secured a place.	Student did not meet all of the conditions but review the wording on the conditional offer letter so that it is clear that students will also be benchmarked against their peers and the best performing students will be successful in securing a place.
Parent unhappy a member of staff told an employer that his son had not passed his College course, when he had passed this.	Develop guidance or a policy about the provision of references for students/former students. Privacy notice for students to be updated to reflect that information will be shared (via references) with potential employers/apprenticeship providers. Curriculum Heads to review the third party request for information guidance to ensure that all staff are clear about the process.
Resident of Content Avenue in Ayr unhappy students are dropping litter in the street and when they spoke with the students they were abusive. Students also driving too fast up the street and parking in Content Avenue.	Estates doubled staff resources at the Content Avenue side of the campus to try to deter students from dropping litter.
Relative of student unhappy with the length of time of the induction and that the student was not shown around or made aware that one of their classes on the first day was in Irvine.	Feedback given to staff member to ensure in future the induction presentation prepared is discussed with the students, they are given a tour of the campus and clear instructions are given on how to get to facilities outwith campus.

Service Improvements

| Issue	Actions
Unhappy with the learning and teaching from their lecturer. Lack of support and not providing examples.	Another lecturer allocated to the class and adjustments made to ensure students given the best opportunity to succeed. Curriculum Manager regularly reviewing the learning and teaching approach for the module until the end of the module. Review the teaching material and unit specification for the module as there is a large volume of teaching materials.
Student unhappy with their lecturer and that they are unable to work technology and putting resources on different platforms. Lecturer goes off on tangent, which drags out the lesson. Lecturer raises voice unnecessarily and comes across as unapproachable.	Lecturer to upskill in technical and digital resources for learning & teaching.
Applicant unhappy they were offered a waiting list place but this did not turn into an actual place on the course and that we did not contact them to confirm they had not been successful in securing a place.	Review the process for notifying applicants when they are on the waiting list but a place does not come available and consider sending communication to advise applicant they have been unsuccessful.
Parent unhappy with delay for their son to receive funding, that they had called 25 times and cannot get through to Funding and no response to emails.	Staff reminded not to provide individual work email addresses for information to be sent to and to always give group email box.
Parent of student unhappy that there was not a banister available at the stairs at graduation and their daughter tripped. Unhappy with the way they were dealt with on the night.	Reviewed graduation processes and venues in response to banister being needed. Accessibility will be given the highest priority when considering suitable venues.
Student unhappy with the way the lecturer spoke to them in front of the class and spoke about them not completing a piece of work. When asked what they had missed the lecturer told them to speak with their classmates.	Lecturer will be mindful of their tone when speaking to students. Lecturer will provide guidance to students who need to catch up on missing classes and not refer them to other students in class.

11/15

Customer Satisfaction

A total of 29 surveys have been sent, with 5 responses received, this equates to a 17% response rate. The results from the responses received are shown in the charts below.
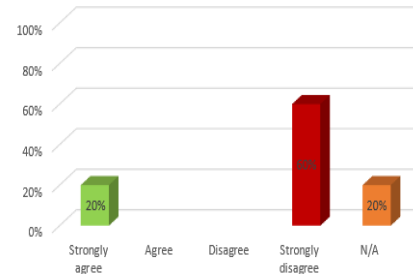

Q2 - I was aware of the complaints procedure before I needed to make a complaint
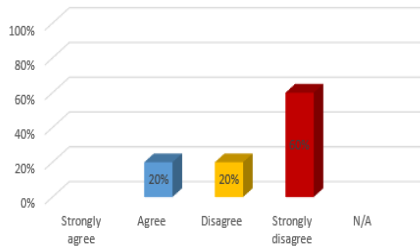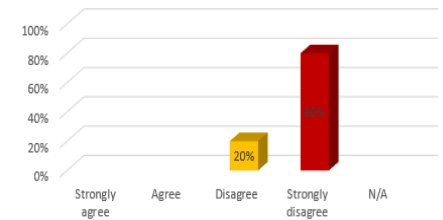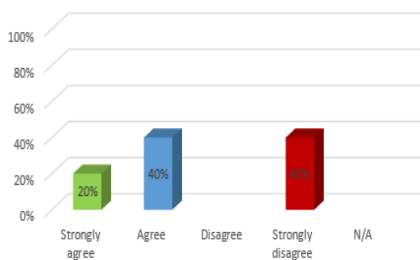

Q3 - I found the complaints process easy to access
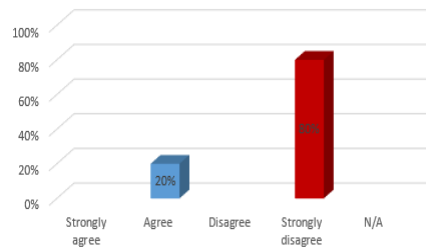
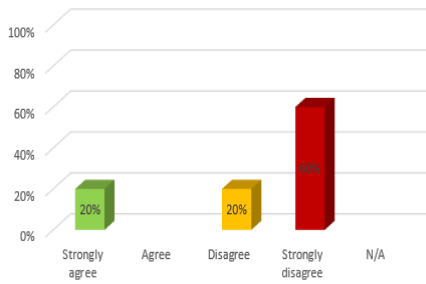Q4 - I found the complaints form easy to use

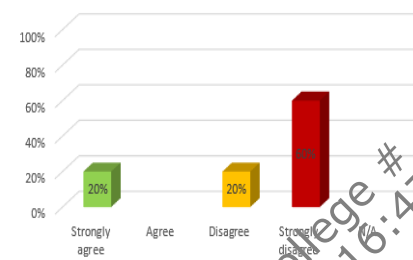Q5 - I was able to access information and assistance in making my complaint where this was required

Q6 - I received a prompt acknowledgment of my complaint

Q7 - I felt my complaint was taken seriously

Q8 - I felt my complaint was thoroughly investigated

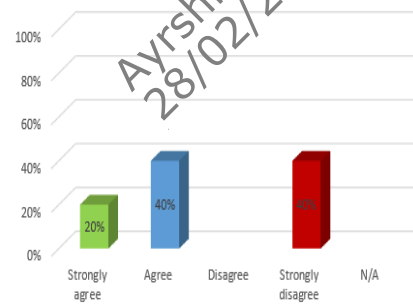Q9 - I received a fair and objective response to my complaint
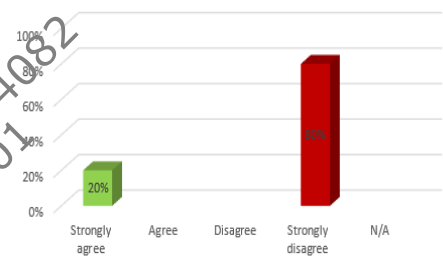
Q10 - I received a clear response to my complaint
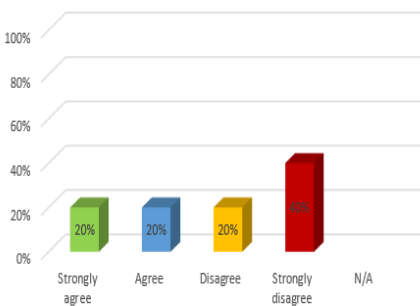
Q11 - I received a response to my complaint within an appropriate timescale
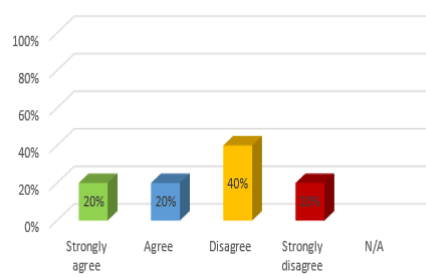
Q12 - I was dealt with courteously at all times

12

Appendix

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

1.0	CUSTOMER CARE	
	Sub-Category	Examples
1.1	Health & Safety	• Alleged misuse of disability car parking spaces • Subject to passive smoking in no smoking area • Tripping hazards in workshop
1.2	Security	• Theft of personal property • Padlock on bicycle locker cut by Estates staff
1.3	Diversity & Equality *(Protected Characteristics)*	• Failure to make reasonable adjustments under the terms of Equality Act • Visitor complains of poor accessibility to toilets and lifts • Student not allowed to progress on course due to additional support not being available to support disability • Textbook contains racist material
1.4	Data Protection	• E-mail address divulged to other people • Staff shared student personal data with others during classroom discussion
1.5	Environmental	• Housing Association complains of students littering outside tenants' properties • Neighbour complains of noise from construction work at College • Residents complain that students and staff used private car-parking spaces
1.6	Staff Conduct	• Poor customer service • Failure to respond to requests by e-mail/phone etc. • Requests handled impolitely, discourteously
1.7	Student Conduct	• Student complains that disciplinary procedure was applied unfairly • Students damage neighbouring properties

13

Appendix cont...

2.0	APPLICATIONS, ADMISSIONS, PROGRESSION	
	Sub-Category	Examples
2.1	Marketing	• Unable to find evening class information on College website • Misleading information in College prospectus
2.2	Application, Admission, Interview, Enrolment, Induction	• No acknowledgement of application • Criteria for rejecting application was unfair • Placed on waiting list despite applying quickly • No information on College website to inform applicant course was already full and only found out weeks later • Applicant travelled long distance for interview only to be told they didn't have the necessary entry requirements • Applicant invited to wrong campus for interview
2.3	Progression, Articulation & Withdrawal	• Student unhappy that they were not allowed to progress to next level having successfully achieved the previous level • Student complains withdrawal process was not followed • University not supplied with student reference as requested

3.0	COURSE RELATED	
	Sub-Category	Examples
3.1	Learning & Teaching	• Quality of teaching not to the standard expected • Teaching from powerpoint for 3 hours without a break • Lecturer unapproachable when requiring support
3.2	Environment/Resources	• Classrooms/desks not fit for purpose • Wifi unreliable • Broken smartboard • Workshops too cold • Not enough computers for size of class
3.3	Course Management	• Class cancelled at short notice • No contingency for staff absence • Lecturer arrives late/finishes class early
3.4	Facilitated Learning Support	• Guidance class not held • Staff do not provide printed materials in format stipulated in PLSP • Staff unaware of changes to PLSP
3.5	Assessment & Exams, Certification	• Assessments crammed into end of block • Student not provided with opportunity for re-sit • Delay in providing results/certificates • Not receiving certificate due to College failing to attach student to group award • Noise disruption during exam

14

Appendix cont...

4.0	SERVICES	
	Sub-Category	Examples
4.1	Finance	• Former student unhappy to be threatened with legal proceedings for unpaid fees • Student unhappy not to have course fees refunded after withdrawing from course
4.2	Funding/Bursary	• Delay in processing bursary application • Application for hardship fund handled unfairly
4.3	Student Records	• Student personnel data is incorrect/not updated
4.4	Provided Learning Support	• Delay in arranging DSA assessment • Student unhappy that they could not have the same support worker for every class • Student unhappy that additional support requirements have not been put in place
4.5	Library/Learning Technology	• Student complained that library overdue book notification system was unfair • Lack of support provided by the College with regards to provision of IT on evening class • Library opening hours
4.6	College Services – Quality etc	• Delay in handling complaint

5.0	FACILITIES	
	Sub-Category	Examples
5.1	Catering	• Coffee shop frequently runs out of soya milk • Choice on offer
5.2	Student Accommodation	• Poor wifi service • Cleanliness of accommodation
5.3	Maintenance, Lifts, Car Parking	• Lifts out of order • College does not provide sufficient car parking space • College signage is misleading

6.0	OTHERS	
	Sub-Category	Examples
6.1		• No College wide 2 minute silence on Remembrance Day