

BOARD OF MANAGEMENT ACTION TRACKER

COMMITTEE: Business Resources and Infrastructure Committee: 1 June 2021

(Paper 1a)

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
16.03.18	4	The Board of Management and the College's Executive Management Team to ensure that SFC and the Scottish Government continue to be kept informed on the impact the contractual PFI payments are having on the fiscal health of the College, until an appropriate and agreed solution is found.	To become a standing item on the agenda.	Board Chair/Principal	In Progress	UPDATE - September 2020: This will remain a constant work in progress and a standing agenda item for future Committee meetings.
04.06.19	16	The Committee to receive future papers setting out the background relationship to HR Strategy, challenges, benefits, and, where appropriate, a cost benefit analysis of Investors in People	March 2021	J McKie	In Progress	<p>UPDATE – September 2020: The first stage of the liP review and re-accreditation process began in November 2019 and was halted due to the COVID-19 lockdown. The process is expected to resume in late 2020 and the Committee will be provided with the requested information at its scheduled meeting in March 2021.</p> <p>UPDATE – March 2021: The requested information was subject to delay and will be provided to the Committee and its scheduled meeting in June 2021.</p>
09.03.21	6	M Breen to circulate an update to members on receipt of the SFC Offer of Grant.	ASAP	M Breen		

Ayrshire College # 484082
05/28/2021 14:46:00

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
09.03.21	13	Y Melvin to circulate future editions of the Equality Matters e-Newsletter to Board members as provided by S Fegan.		Y Melvin		
09.03.21	19	The wording used to describe the risk in BRIC4 be updated to read 'External funding and cost pressures during 2021-22 result in the College not being financially sustainable and unable to meet its liabilities' to provide clarity on the period of cover.	ASAP	J Thomson	Completed	

* **Not Started** / **In Progress** / **Completed**

Ayrshire College # 484082
05/28/2021 14:46:00

Business, Resources and Infrastructure Committee**1 June 2021**

- Subject:** 2020-21 Management Accounts at 30 April 2021
- Purpose:** The paper provides a summary of the College's financial position as at 30 April 2021 and outlines the key variances for members' information.
- Recommendation:** The Business, Resources and Infrastructure Committee approves the 2020-21 Management Accounts for period ended 30 April 2021.

1 Background

The Budget for AY 2020-21 was approved by the BRIC Committee and the Board on 24 September 2020. This showed a budgeted income and expenditure deficit for the year of **£(635,363)** with an adverse cashflow impact of **£(327,676)**.

2 Current Situation

This paper summarises the actual position to date for the period ended 30 April 2021. A complete set of the management accounts is included for reference within the background information section of Admin Control.

Actual Position to Date

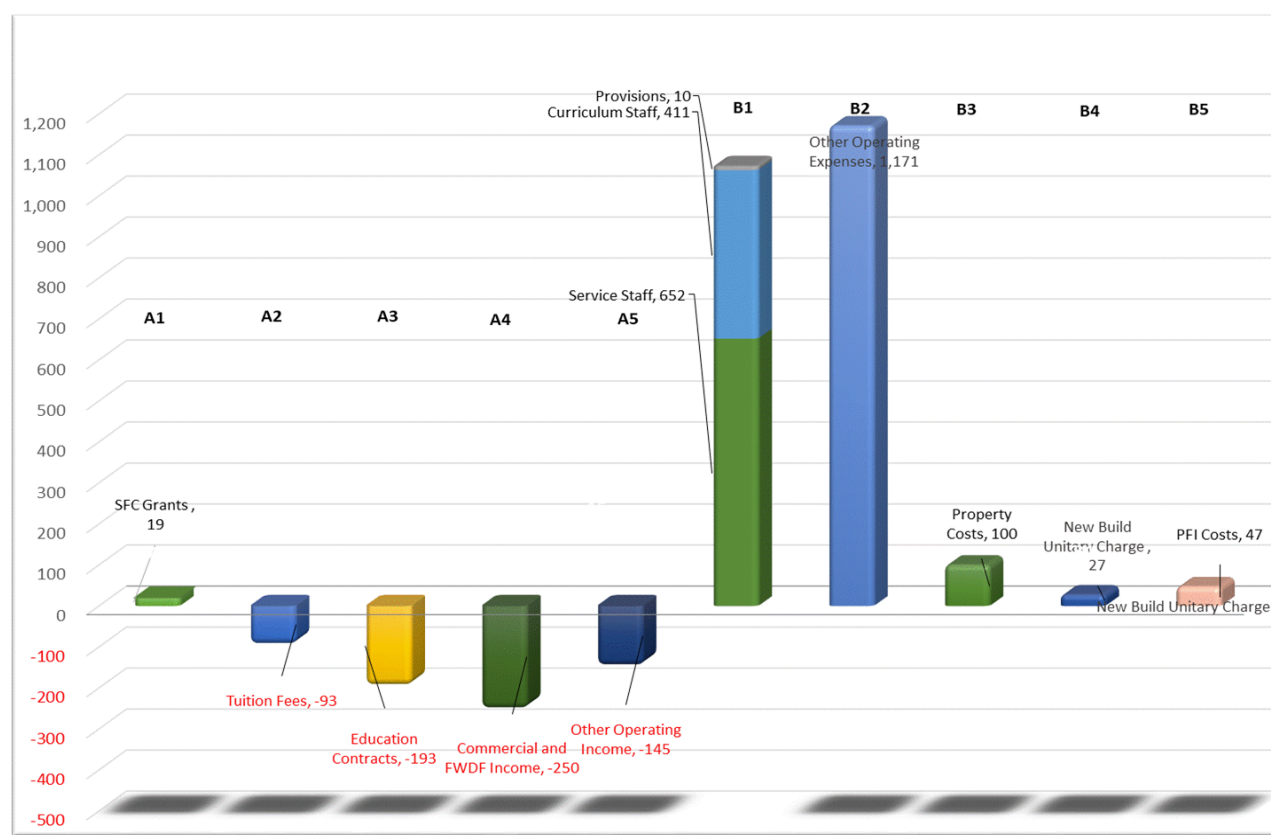
The management accounts for period ended 30 April 2021 show a year to date operating surplus of £1,978,840. When compared to the expected budgeted position for 30 April 2021 this is a favourable variance of £1,755,748. The year to date position is set out in Table 1.

Table 1 – Year to Date, as at 30 April 2021

	2020-21 YTD Budget (£)	2020-21 YTD Actual (£)	2020-21 Variance (£)
Total Income	£35,524,829	£34,862,536	£(662,293)
Total Expenditure	£35,301,737	£32,883,696	£2,418,041
Operating Surplus/ (Deficit)	£223,092	£1,978,840	£1,755,748
Exceptional Costs	£0	£(4,513)	£(4,513)
Operating Surplus/ (Deficit) after Exceptional Costs	£223,092	£1,974,327	£1,751,235
Net Depreciation	£(2,113,602)	£(2,141,819)	£(28,217)
Capital Income	£1,541,271	£1,541,267	£(4)
Operating Results after Net Depreciation and Capital Income	£(349,239)	£1,373,775	£1,723,014

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 30 April 2021 (Excluding Exceptional Costs)



The trading variances in the year to date amount to a net £1,755,748. The main variances are as follows:

(A) Income variances (net £(662,293) adverse) mainly being:

- (A1) SFC New Build Funding - £19,280 favourable variance.
- (A2) Tuition Fees - £(93,466) adverse variance. There is an adverse variance for other HE/FE Tuition Fees of £(82,664), Evening class fees £(62,016) and FE Tuition Fees SECTT £(5,135). This has been offset by the following favourable variances: FE Tuition Fees CITB £50,548, HE FT Fees £2,139 and FE Tuition Fees SNIPEFF £3,663.
- (A3) Education Contracts - £(193,082) adverse variance. The College recorded favourable variances for SDS MA Contracts of £121,498 and PIN Articulation Monies £52,241. VQ Commercial income to April 2021 however has an adverse variance of £(54,615) and Foundation Apprenticeships income has an adverse variance of £(312,213).
- (A4) Commercial Income and FWDF -£(250,098) adverse variance. This is due to adverse variances in Commercial Gas income, Commercial Short Courses, Commercial Evening & Commercial Industry £(112,680) and FWDF £(137,418). Work is ongoing within the Business Growth Team to deliver more

commercial courses for the rest of the Academic Year. The full year forecast is however still projected to be adverse.

- (A5) Other Operating Income and Interest - £(144,928) adverse variance. This adverse variance is primarily due to adverse variances for Extended Learning Support (ELS) £(38,504) and Catering Income £(366,401). The adverse variances in ELS and Catering are however offset by an increase in the COVID-19 Job Retention Scheme income of £269,197 which was not budgeted to continue in 2021. In addition, the impact of the adverse variances in ELS and Catering are offset by related savings in expenditure in both areas.

(B) Expenditure variances (net £2,418,041 favourable) mainly being:

- (B1) Salary Costs - £1,072,582 favourable variance. This includes turnover savings of £350,000. There is a favourable variance in curriculum staff of £410,650 and favourable variance in non-curriculum staff of £652,229. Further details on salary cost variances are provided later in the report. The full year forecast has been revised and updated for this area due to the continuing favourable monthly variances.
- (B2) Other Operating Expenses - £1,171,246 favourable variance. Of this total variance, 34% relates to Curriculum Expenditure and 26% relates to Admin and Central Services Expenditure. In general expenditure is down in many areas and this is being reflected in the full year forecast.
- (B3) Property Costs – £100,041 favourable variance. There are adverse variances within electricity costs, maintenance and washroom supplies. These are however offset by savings within waste management and equipment revenue.
- (B4/5) NPD & PFI Costs - £74,172 favourable variance.

Exceptional Costs

The actual spend for the period to April 2021 is £4,513 which is the start of the VS payments being made.

Forecast at 30 April 2021

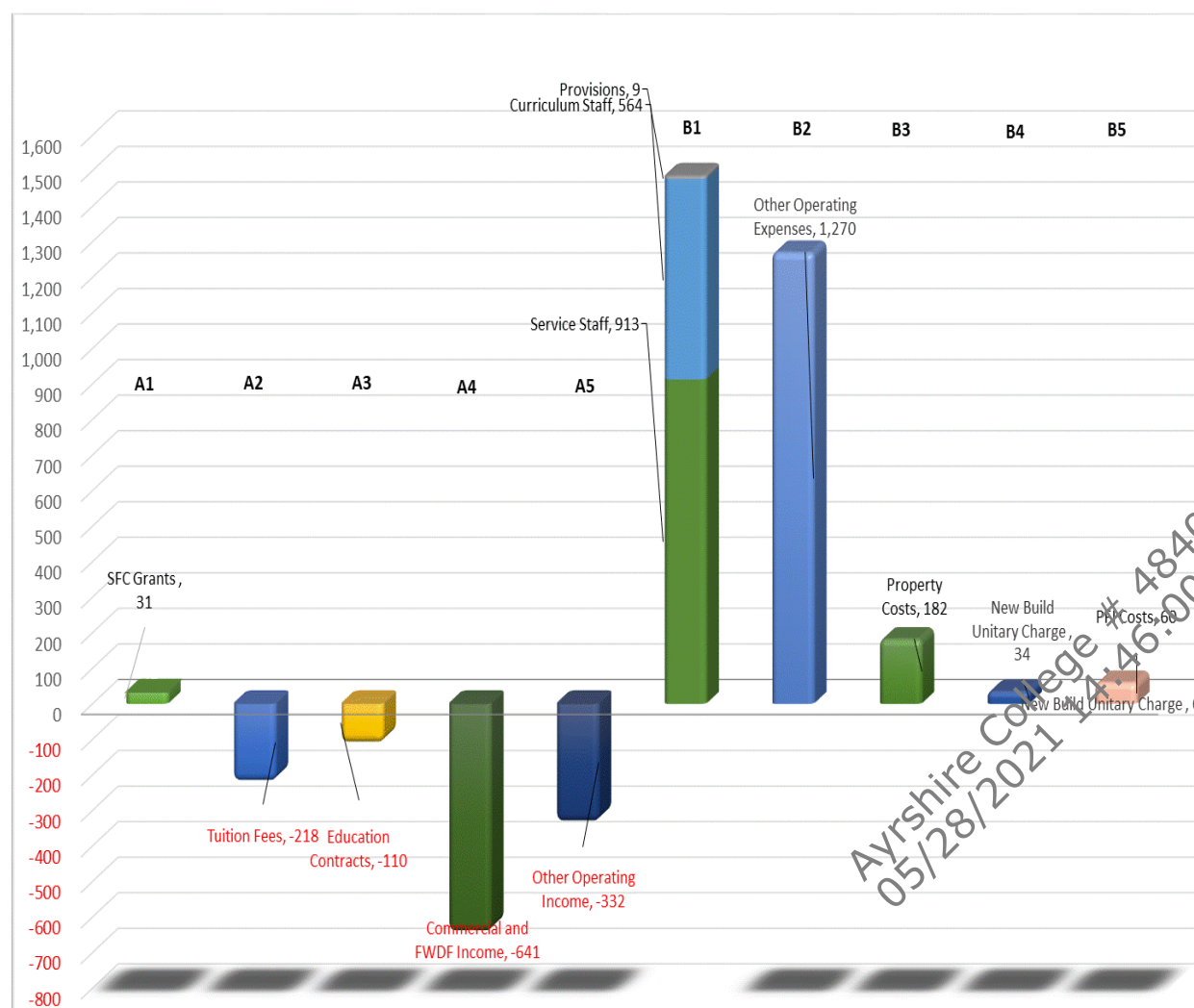
The management accounts for period ended 30 April 2021 show a full year forecast surplus of £636,692. When compared to the annual budget for 2020-21 this is a favourable variance of £1,272,055. The full year forecast, as at 30 April 2021, is set out in Table 2.

Ayrshire College #184082
05/28/2021 14:46:00

Table 2 - Forecast at 30 April 2021

	2020-21 Annual Budget (£)	2020-21 Forecast (£)	2020-21 Variance (£)
Total Income	£49,132,900	£47,862,651	£(1,270,249)
Total Expenditure	£49,010,260	£45,977,612	£3,032,648
Operating Surplus/ (Deficit)	£122,640	£1,855,039	£1,762,399
Exceptional Costs	£0	£470,000	£(470,000)
Operating Surplus/ (Deficit) after Exceptional Costs	£122,640	£1,415,039	£1,292,399
Net Depreciation	£(2,813,027)	£(2,833,371)	£(20,344)
Capital Income	£2,055,024	£2,055,024	£0
Operating Results after Net Depreciation and Capital Income	£(635,363)	£636,692	£1,272,055

Diagram 2 – Principal Variances Forecast, as at 30 April 2021 (Excluding Exceptional Costs)



The main trading variances in the full year forecast as at 30 April 2021 are as follows:

(A) Income variances (net £(1,270,249) adverse) mainly being:

- (A1) SFC New Build Funding - £31,042 favourable variance.
- (A2) Tuition Fees - £(217,702) adverse variance. This is due to the cancellation of a number of evening classes at HN and NC levels.
- (A3) Education Contracts - £(110,366) adverse variance mainly due to forecast reduction in Foundation Apprenticeship Income.
- (A4) Commercial Income and FWDF - £(641,368) adverse variance as commercial income targets and FWDF income targets are not being achieved due to COVID-19.
- (A5) Other Operating Income and Interest - £(331,854) adverse variance. This is mainly due to adverse variances for Catering Income £(544,763) Extended Learning Support £(40,223), and other trading income, including salons and restaurants £(20,392). These variances are however offset by a favourable variance in the COVID-19 Job Retention Scheme (CJRS) of £273,524. This variance is due to the CJRS being extended beyond the period budget for.

(B) Expenditure variances (net £3,032,648 favourable) mainly being:

- (B1) Salary Costs - £1,486,440 favourable variance due to projected salary savings. These include savings of £564,064 from Curriculum staff budgets. Other savings accruing from posts not been filled in non-Curriculum areas are forecast at £913,473. The forecast is based on the current favourable variance continuing at this level while allowing for additional costs related to temporary lecturers holiday pay and additional cleaning costs.
- (B2) Other Operating Expenses - £1,269,995 favourable variance. Mainly due to the reduction in Catering Supplies and Commercial FWDF Costs reflecting reductions in income.
- (B3) Property Costs – £181,579 favourable variance primarily due to maintenance and estates work not required due to COVID-19 and campus closures.
- (B4/5) NPD & PFI Costs - £94,634 adverse variance.

3 Balance Sheet – Executive Summary Commentary

The Management Accounts for period ended 30 April 2021 include the College's balance sheet, as at 30 April 2021. A summary of the balance sheet position compared with the final position disclosed in the 2019-20 statutory accounts is set out below in Table 2. It is also included within the background information folder for this meeting on Admincontrol.

Table 2 – Balance Sheet as at 30 April 2021

		Ayrshire College Balance Sheet			
		ACTUAL	PRIOR MONTH	MOVEMENT ON MONTH	9/2021 PRIOR YEAR END
FIXED ASSETS					
Land	4,690,000	4,690,000	0	4,690,000	0
Freehold Buildings - Ayr	29,583,055	29,680,801	-97,746	30,455,485	-872,430
Leasehold Buildings	463,512	470,084	-6,572	522,658	-59,146
Kilwinning	17,647,516	17,689,445	-41,929	18,024,869	-377,353
Kilmarnock	50,236,899	50,324,645	-87,746	51,026,607	-789,708
Computer Equipment	1,173,488	1,227,158	-53,670	1,037,584	135,905
Other Equipment	619,786	639,186	-19,399	797,310	-177,524
	104,414,257	104,721,319	-307,062	106,554,513	-2,140,256
CURRENT ASSETS					
Stocks	37,353	36,455	898	29,915	7,439
Trade Debtors	217,120	374,371	-157,251	178,343	38,777
Other Debtors	18,107	120,075	-101,968	74,244	-56,137
Prepayments and Accrued Income	2,123,564	2,730,539	-606,975	2,317,454	-193,889
Bank & Cash	10,465,314	9,056,832	1,408,482	3,912,447	6,552,866
	12,861,458	12,318,272	543,186	6,512,402	6,349,055
CURRENT LIABILITIES					
Bank Loans and Overdrafts	0	0	0	0	0
Trade Creditors	-94,899	-657,087	562,188	-163,565	68,665
Other Creditors	-794,640	-820,368	25,727	-856,704	62,064
SAAS	-3,855	-6,425	2,570	-17,990	14,135
SFC Monies	-2,558,071	-1,626,552	-931,519	-208,962	-2,349,109
PAYE/NIC	-647,869	-627,238	-20,631	-621,407	-26,463
VAT	-1,409	531	-1,940	-11,114	9,705
SSF (SFC and SAAS)	-1,957,921	-1,594,194	-363,727	-197,557	-1,760,364
Accruals	-2,636,842	-2,432,461	-204,382	-1,899,337	-737,506
	-8,695,506	-7,763,793	-931,713	-3,976,635	-4,718,872
TOTAL ASSETS	108,580,208	109,275,798	-695,590	109,090,281	-510,072
NET ASSETS EX PENS LIABILITY					
Early Retiree Provisions	-1,409,048	-1,416,332	7,284	-1,474,420	65,372
Other Provisions	-461,382	-461,382	0	-461,382	0
PFI Capital Creditor	-4,681,425	-4,946,492	265,067	-5,476,625	795,200
NPD Capital Creditor	-42,193,662	-42,306,245	112,582	-43,209,593	1,015,931
Deferred Capital Grants	-10,253,137	-10,329,078	75,941	-10,260,482	7,346
	-58,998,655	-59,459,528	460,873	-60,882,503	1,883,848
NET ASSETS EX PENS LIABILITY	49,581,553	49,816,270	-234,717	48,207,778	1,373,775
Pension Liability	-27,344,000	-27,344,000	0	-27,344,000	0
NET ASSETS	22,237,553	22,472,270	-234,717	20,863,778	1,373,775
RESERVES					
Reserves brought forward	14,761,070	14,761,070	0	14,761,070	0
Year to date Trading	1,373,775	1,608,492	-234,717	0	1,373,775
	16,134,845	16,369,562	-234,717	14,761,070	1,373,775
Pension Reserve	-27,344,000	-27,344,000	0	-27,344,000	0
Total I&E Reserves	-11,209,155	-10,974,438	-234,717	-12,582,930	1,373,775
Restricted Reserves	465,482	465,482	0	465,482	0
Revaluation Reserve	32,981,226	32,981,226	0	32,981,226	0
TOTAL RESERVES	22,237,553	22,472,270	-234,717	20,863,778	1,373,775

4 Resource Implications

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

5 Consultation

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

6 Risks

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

7 Equality Impact Assessment

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

8 Recommendation

The Business, Resources and Infrastructure Committee approves the 2020-21 Management Accounts for period ended 30 April 2021.

Michael Breen
Vice Principal, Finance
24 May 2021

(James Thomson, Director of Finance, Student Funding & Estates)

Publication

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

Ayrshire College # 484082
05/28/2021 14:46:00

Business, Resources and Infrastructure Committee**1 June 2021**

- Subject:** College Capitalisation and Accounting Policy
- Purpose:** To provide the Committee with a proposal to increase the College's existing policy for capitalisation of assets.
- Recommendation:** Members after consideration and discussion, approve the updated capitalisation levels.

1 Background

Financial regulations are one of the key strategic documents for any organisation and ensure appropriate levels of financial control, delegation and authority exist.

The College requires financial regulations which continue to be fit for purpose in the environment in which it operates and, therefore, the financial regulations are kept under regular review.

The current Ayrshire College Financial Regulations (V4) were approved by the Business, Infrastructure and Resources Committee in November 2019.

2 Current Situation

The College's current capitalisation policies are set out in Table 1.

Table 1 – Current Capitalisation Policy

Asset Type	Single Items	Groups of Related Items
ICT Assets	£1,000	£5,000
Other Assets	£5,000	£10,000

Based on the College's capital allocation of for FY 2021-22 and recent capital allocations for previous years, it is clear that the capital expenditure proposals will continue to be significantly limited.

The current capitalisation policy limits the College's ability to use revenue funding to purchase higher value assets. Therefore it is proposed that members approve a revised capitalisation policy for Ayrshire College. Increasing the current capitalisation thresholds would enable the College to make more effective use of its capital and revenue funding allocations. It provides greater flexibility than the previous system. For example, a budget holder can now purchase one time, or a group of items, up to the value of £9,999 using their revenue budget. The change also sees one capitalisation limit. This should enable easier understanding of the policy and give clarity for budget holders.

The proposed revised capitalisation policy is set out in Table 2.

Table 2 – Proposed Revised Capitalisation Policy

Asset Type	Capitalisation Threshold
ICT Assets	£10,000
Other Assets	£10,000

Subject to members' approval, the revised capitalisation policy would apply from 1 August 2021. This would mean that there would be no requirement for the College to restate its annual accounts for any assets which had already been purchased.

3 Proposals

No further proposals are contained in this paper.

4 Consultation

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

5 Resource Implications

All resource implications are detailed in section 2 above.

6 Risks

Financial sustainability and internal control processes are key risk areas. Therefore, in terms of risk management and mitigation actions it is critical that the College has an approved set of financial regulations which are fit for purpose and continue to be relevant to the operating environment. Financial Regulations are a key control measure to ensure appropriate levels of financial control and authority exist within the College.

Compliance with Statutory and other obligations and failure to comply with Purchasing and Tendering Policies are also key risks noted within the Corporate risk register.

7 Equality Impact Assessment

No formal equality impact assessment is required given the subject of this paper.

8 Conclusion

Members after consideration and discussion, approve the updated capitalisation policy.

Michael Breen
Vice Principal, Finance and Skills
24 May 2021

(James Thomson, Director of Finance, Student Funding and Estates)



Feedback Report

Investors in People

Organisation Name:

AYRSHIRE COLLEGE

Undertaken By: Ruth Kelling
On behalf of Remarkable – the home of Investors in People in Scotland

Project Reference Number: 19/4615

Date: 4 December 2020

Ayrshire College # 484082
05/28/2021 14:46:00

Contents

	Page Number
1 Introduction	3
- Background	3
- Context	3
- Methodology	4
2 Summary Findings	5
3 Outcome	5
4 Findings and Recommendations	6
- Findings and Recommendations against IIP indicators and linked to your business priorities	6
- Recommendations	15
5 Next Steps	15
Appendix 1: Heatmap Table As Is	17
Appendix 2: As Is Matrix	18
Appendix 3: The Four Disciplines of Execution	19

Ayrshire College # 484082
05/28/2021 14:46:00

1. Introduction

Background

You are a Further Education establishment spread across five sites; however, you have three main campuses in Ayr, Kilmarnock and Kilwinning.

You employ around 850 people in a range of roles both teaching and support. Your structure is relatively flat. You are led by an Executive Leadership Team made up of The Principal and three Vice Principals. Each Vice Principal has a responsibility for different functional areas within the College, with one having a specific remit for Curriculum. In addition, there are five Directors providing leadership to curriculum areas and key support functions. The Executive Leadership Team and Directors make up the Senior Leadership Team (SLT). Each Curriculum area has subject Heads. The remainder of the academic element is made up of a range of teaching staff aligned to a subject-specific area within each Directorate. These are employed on a mix of employment arrangements - permanent, fixed term, part time and full time - in order to provide flexibility of offering. These individuals are line managed by Curriculum Managers, who, as the title implies, are also responsible for subject specific teaching areas. The College also has a support staff structure that complements the academic structure described. It is flatter in structure with first line manager and Team Leader roles being responsible for line management of assistants, administrators and officers depending on the function.

You have been recognised as an Investor in People since 1998 under the auspices of Ayr College pre-merger with Kilmarnock College and Kilwinning campus of James Watt College in 2013. You were last reviewed for accreditation against Generation 6 of the framework in November 2019. You are currently accredited at Standard. **The date of your reaccreditation is June 2022**

Context

At the context meeting with the SLT, we talked through current issues and priorities for the College.

The College has of course been impacted by Covid with most staff now working from home. To continue to provide teaching, you have had to create a blended learning approach. Teaching staff are back on campus only one or two days per week, but otherwise are providing learning remotely through digital platforms. Support staff are mainly working from home, where this is possible.

You carried out a staff survey in August and were encouraged by the positive results it showed. It highlighted three key areas – communications, digital skills, and wellbeing/CPD – which you will explore further outwith this review.

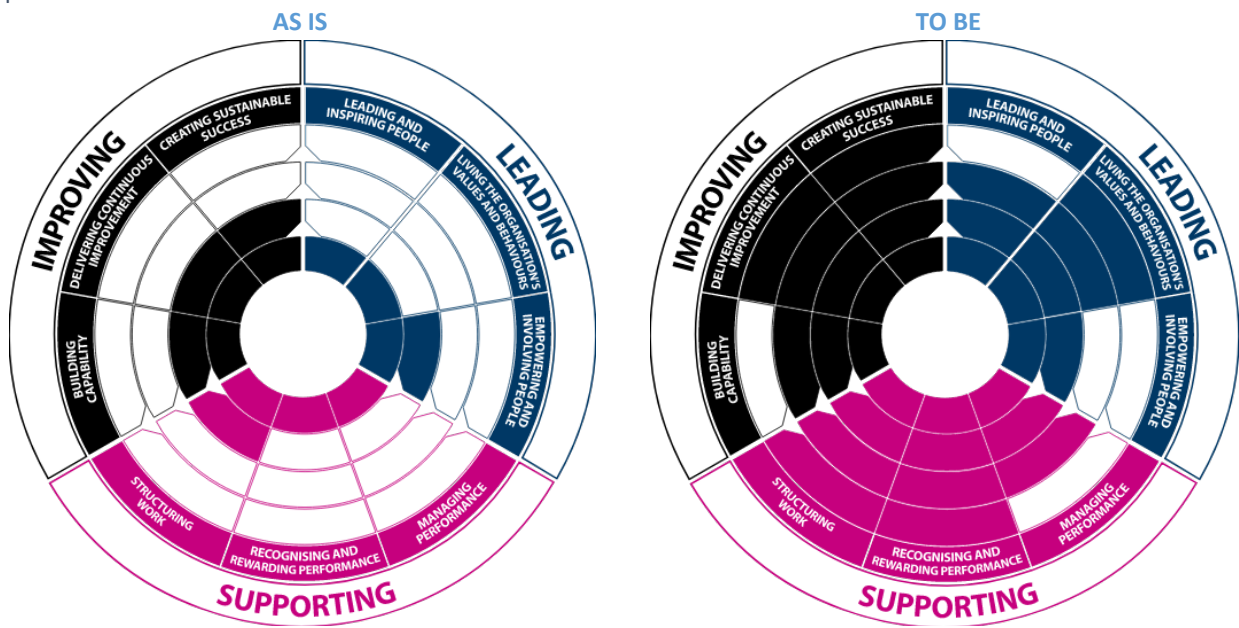
You would prefer to use this review to explore emerging themes:

- What do staff feel about how they are being led?
- What is leaders' experience of Covid and how are they faring?
- How are managers coping with the fact that their role is no longer about managing tasks, but performance based on outcomes?
- How are Covid constraints impacting on how people do their job?
- How empowered do people feel?
- Team working – how people are working across different areas of the College.
- Staff perception about collaboration – how internal communication eases this.
- How much control do staff feel they have – can they make sense of what they are being asked to do?
- How well are people adapting to continual and sometimes enforced change?
- The development of innovative practices in response to new ways of working.
- Do staff still feel part of Ayrshire College?
- What is the College getting right at this challenging time?

Your current accredited **As Is** position against the IiP framework is illustrated in the figure on the left. At the beginning of your review cycle I asked you to project forward to your time of accreditation and indicate where you would like to

Ayrshire College # 484082
05/28/2021 14:46:00

be against the framework. You are still working towards this position. It is shown in the figure on the right – your **To Be** position.



Methodology

We have agreed to continue to explore the framework, dividing it up into three sections and speaking to a full sample at each of the three reviews within the annual review plan, as this allows you to focus findings on issues specific at the time of review.

At this review I explored issues relating to **Indicators 1, 3 and 8**.

We will cover the remaining six Indicators at the next two reviews within this cycle to ensure full coverage and appoint accreditation in **June 2022**.



As this was an interim review you did not undertake the Online Assessment.



I spoke to a total sample of 30 individuals representing 3.8% of your staff compliment. This is within the recommended sample banding 2%-4% when there is a valid online assessment response.

This sample comprised a range of roles including senior leaders, middle managers, first line managers, and front line staff from curriculum staff and support staff groups. All meetings were held remotely due to the restrictions created by the Covid pandemic. I held one to one or paired meetings with people. These were open discussions around the framework topics. Meetings lasted 25 - 40 minutes.



I was shown JISC Capabilities Discovery Tool by screen share.

Ayrshire College # 494082
05/28/2021 14:46:00

2. Summary Findings

Your practices remain good in relation to the Indicators under review at this time. I can see some improvements since I last explored them. You are to be commended for this given the very difficult circumstances we are all currently operating under.

As my meetings happened during the Covid-19 pandemic, your people were working from home in compliance with the national guidance to practice social distancing. My immediate impression was of people's positivity despite the challenging circumstances. People believe that you have responded very well to the current crisis. The solutions that you have put in place seem to provide sufficient support for individuals whilst working remotely. People are reassured by the regular communication from leaders and they appreciate the efforts to maintain contact. I consistently received very positive feedback on how Senior Leadership has handled the current crisis. People reported that leaders have role modelled your values throughout the pandemic by being open and transparent and inclusive. It is evident that your earlier work to change your culture from a transactional focus to transformational is beginning to take effect. The constraints of the pandemic have driven this through the need to find different ways of working.

Communication levels are good. Regular meetings have continued despite remote working. Introducing new technology has enabled this. People are involved in decisions and are confident that they influence solutions. People have higher levels of autonomy and feel trusted to make decisions for themselves relevant to their roles. Regular update and communication of revised policies and procedures enable this. Many now take the lead to implement solutions. People continue to share information and expertise even though they are not co-located. Collaboration and teamworking is now embedded as base line practice. People feel more empowered.

There is recognition that people are tired, but they feel well supported and so are embracing the changes imposed upon them.

My key recommendation is to keep doing what you're doing. The critical thing for all organisations in this time is to aim to be flexible and adaptable. Don't put things in place that are difficult to dismantle so that you can flex with changes as they come. Also, do as much as you can to maintain engagement and to prevent isolation when people are working remotely.

My recommendations in this report are intended to assist you with your current change programme, so that you can move on to the next improvement; also, to assist you with overall improvements in your people practices.

3. Outcome

Having carried out this assessment in accordance with the guidelines provided by Investors in People Scotland, I am satisfied that you continue to meet the requirements of the Investors in People Standard explored at this time.

As this is the first of three reviews covering only a part of the framework, I cannot confirm your accreditation. However, my findings at this review will be banked and, if still in place, taken into consideration in the final accreditation review in June 2022.

Ayrshire College # 484082
05/28/2021 14:46:00

4. Findings and Recommendations

Client Priorities: To implement cultural development and increase empowerment of leaders and staff		
People Issues	References to the framework are in blue font.	IIP Framework topics
<ul style="list-style-type: none"> • What is the College getting right at this challenging time? • Do staff still feel part of Ayrshire College? • What do staff feel about how they are being led? 	<ul style="list-style-type: none"> • Communication – clear messaging. • Openness and transparency. • Provision of kit to enable working from home. • Training to enable digital teaching. • Positive culture shift. <p>• Even despite working from home and working remotely people do still feel part of Ayrshire College. In fact, some people feel they have even greater identity with the College because of the increased collaboration that's happening. This is being driven partly by the needs for cross campus and cross college solutions in response to Covid, and the necessary integrated approach to the solutions. Due to this people are saying <i>"We're all pulling together"</i>.</p> <p>• People are really complimentary about how they are being led.</p> <p><i>"The Principal has demonstrated brilliant leadership – ensured the inclusion of Unions and a broad spectrum of college staff in Strategic workstreams."</i></p> <p><i>"The Senior Leadership Team are leading the College as it should be."</i></p> <p><i>"I do feel well supported by my Head."</i></p> <ul style="list-style-type: none"> • They like the Principal's style. They talk about things being more relaxed; about having greater autonomy and that there is less fear and anxiety of 'getting it wrong.' This is a positive step forward in terms of culture. • People like the Principal's videos. They like that they are personal, giving insight into her as a person and her mindset. People said that they are an effective way of keeping them up to date with changes and what is happening across the College, especially important in these uncertain times. • Given that the Principal's videos have been so well received, is there an opportunity therefore for others in the senior leadership team to do likewise? As you start to ramp things up and return to greater normality with all your new processes, and with the work the Principal is involved in across the sector, I think it would be sensible to share the recording of the video blogs. It would increase the visibility of others in the senior leadership team, which I think is important as they aren't as visible as before because of remote working. I think it would be a good opportunity to create increased visibility. It would also provide multiple repetitions of single messaging. This helps to reinforce an alignment of leadership. 	<p>1. Leading and Inspiring People:</p> <ul style="list-style-type: none"> • Creating transparency • Motivating people to deliver objectives • Developing leadership capability

<ul style="list-style-type: none"> • What is leaders' experience of Covid and how are they faring? 	<p style="text-align: center;"><i>"Because we're not on campus we don't see senior leaders moving around like we used to."</i></p> <ul style="list-style-type: none"> • People report that openness and transparency has really improved – that the pandemic has provided the opportunity to communicate clearly and openly, particularly in relation to the financial position, your vision and plans for the future, but also around the response to Covid. People's sense of trust goes hand in hand with openness. I think that is building. There's a lot greater sense of people being trusted to do their jobs simply because they're working remotely. • People were very complimentary about how the Executive Leadership Team have responded to the crisis. • I explored people's confidence in the college leadership to take the college forward through Covid and beyond. I'm happy to say that there is wholehearted confidence in the leadership team. • I am aware that you just announced the opening of voluntary severance. People stated that initially it put folk on the back foot. Once they got over the initial announcement and reflected on it, they said that it is to be expected, as they knew about the College's financial circumstances. This evidences the transparency of communication and the openness and honesty about the College situation. • Curriculum Managers said that some people are joining up the dots between the sector chat about Assessors and Trainers that is coming out of what Forth Valley College have done and the recently announced opening of voluntary severance, so you might experience some negativity around that. Union reps also referred to this as a potential issue, even though I am aware that you have confirmed to them your current position on this matter. • In general Union reps described relations with the SLT as positive. They say that they are being listened to more and that there is a greater effort to involve them in solutions. Their inclusion in Panel Reviews has encouraged this. They did report that some blockages at middle manager level remain. <p style="text-align: center;"><i>"We've built better relationships with Directors and Heads now because of the shift in culture brought by the Principal – there are clearer lines of communication at that level. But there are still some instances of not seeing the human side of the issue."</i></p> <ul style="list-style-type: none"> • Leaders state that they are well supported and are coping well. There is an element of tiredness creeping in, but they say this would be the case normally because of the time of year – Covid is simply another layer on top of that. • They talked about the need to work long hours because of remote working and supporting the implementation of changes prompted by Covid; that this impacts on work life balance. • However, all stated that they're own mental health and wellbeing is good. • The Forums for Heads and Curriculum Managers are welcome vehicles for share of information and knowledge. They also provide reassurance from colleagues going through the same situation, helping to reduce isolation at these levels. 	
---	--	--

<ul style="list-style-type: none"> Leaders being able to practice everyday leadership. How are managers coping with the fact that their role is no longer about managing tasks, but performance based on outcomes? 	<p><i>“We’ve a good team of Curriculum Managers - very supportive. We meet often – weekly meetings and catch ups most days. It means we can bring up concerns and know that you’re not alone.”</i></p> <ul style="list-style-type: none"> The phrase ‘everyday leadership’ is not known – it doesn’t seem to be used. So perhaps there’s a need to explain what is meant by it. Some understood the shift of approach from telling to enabling – but not all do. Some talked about everyone being a leader regardless of role and level. This is congruent with the concept of lecturers being leaders in the classroom. Leaders did talk about what they’re doing to support their teams – holding regular team meetings/ 121s/ catch ups. These cover social aspects as well as work. Leaders understand that working remotely requires a different discipline and are trying to be more flexible and accommodating of individual circumstances. There is consensus that wellbeing and mental health is in high focus. Curriculum Managers check the wellbeing of their teams and follow through when they are alerted to issues. They were very complimentary about the support that HR provides in such circumstances. <p><i>“The support we get from HR and Curriculum Administrators is good. It’s good to know they’re there for you.”</i></p> <ul style="list-style-type: none"> Curriculum Managers and Team Leaders are not aware of the change of focus from managing tasks to performance being based on outcomes. Everyone said that PIs are still the key driver of performance – particularly retention and attainment because it's related to your funding. They say that Heads focus on these. However, when talking about the shift in culture they did describe an increased focus on outcomes. It's good that people understand that connection more so than in some previous years. Those who understand the shift to being leaders rather than managers do understand that it is about the ‘how’ and not necessarily the ‘what’. Some talked about positive destinations and those being just as much a success as the student getting the qualification - so I believe that there's still work to be done to help Curriculum Managers and Team Leaders understand that their role is about leadership not management. When organisations are in crisis management, leaders do have to be a little more controlling, but I wasn’t given any examples of leaders or managers reverting to command and control, which is really heartening. In fact, it seems to be the opposite; that people are feeling more empowered. Team Leaders and Curriculum Managers talked about increased decision making and empowerment. The role of the Head has much greater clarity around it now. They see themselves as enablers and facilitators rather than checkers. The shift from managing tasks to looking at outcomes is evident in their roles. They have much greater clarity about the role and feel much more empowered than they have in the past. The work that you've been doing pre-Covid to develop this has given them an opportunity to flourish because there just hasn't been that physical 	
--	---	--

<ul style="list-style-type: none"> How are Covid constraints impacting on how people do their job? 	<p>presence of somebody looking over their shoulder. So, they've naturally had the opportunity to develop this aspect of leadership.</p> <ul style="list-style-type: none"> There is a model called The 4 Disciplines of Execution that may be helpful in devolving accountability and encouraging commitment to delivering outcomes at local level. It helps to keep all staff focused and on track with their organisational objectives. It requires you to identify what Franklin Covey refers to as your Wildly Important Goal, then break that down into lead measures, targets and milestones and have weekly meetings about these. The 4th discipline requires everyone to hold each other accountable for the actions they commit to that will influence the lead measures. Discipline 3 includes a visual measure board of some kind. This allows people to see how they are influencing progress on achieving the Wildly Important Goal, therefore they are more likely to take ownership of it and be committed. Please refer to Appendix 3 for an outline. You can also see an introduction at this weblink: https://www.youtube.com/watch?v=aEJDIthj7g Just about everybody said that working through the pandemic has been challenging. They agree that it has been really hard and difficult sometimes. However, they also said that many great things have come out of it that hopefully you will be able to maintain once things go back to whatever the normal will be. In terms of working from home there is a mix of people really loving it and people struggling with it. Some people need the discipline of going out to work. Everybody is missing the social aspect, of course. Those who like working from home, talked about increased flexibility of working hours, fewer distractions, often resulting in greater productivity. There is general agreement that the lack of commute is brilliant. <p><i>“Normally it’s an hour’s commute to drive to the college campus and I’m not doing that so I’ve actually gained two hours each day that I can do other things with - it’s great”</i></p> <ul style="list-style-type: none"> The people that are most challenged by working from home are the ones who need it for their wellbeing and mental health to actually go out to work. Other people who find it challenging are those with young children, those who have care responsibilities, and those with the whole family working from home - just finding that corner to work from. However, now we're nine months down the line, most people said that they have found that wee corner and have found ways of coping. They were very appreciative of the support that they've had from the College in terms of kit, equipment and risk assessments that have been done trying to help them to increase their WiFi and broadband. That has been really welcomed, and in most circumstances, I think you've sorted the problems that people have had. Many staff I spoke to said that they would like the option of working from home in the future. I know you already have guidance documents in place for remote working and that you are exploring the possibility of Blended Working 	
---	---	--

<ul style="list-style-type: none"> • How empowered do people feel? • How much control do staff feel they have – can they make sense of what they are being asked to do? 	<p>arrangements in the longer term. I think it would be beneficial to use what you have learned from remote working during Covid to put together a strategy. It would bring clarity to set out expectations around behaviours, performance and support from leaders as well as the more practical arrangements. It would also help the Unions with their concerns about what's going to happen in the future. You can learn more about distributed workforce practices at this weblink:</p> <p>https://www.lifesize.com/en/distributed-work-hub</p> <ul style="list-style-type: none"> • People are tired. It is quite obvious that they are just longing for the Christmas break. Staff were really open about that, but they say that they have learned a lot. <p><i>“We have learned a lot as we’ve gone on and good things have come out of that.”</i></p> <ul style="list-style-type: none"> • Some said they would normally be tired at this time of year because of marking. However, this time they have lots of layers of things to cope with. They've had catching-up work with students that didn't complete last year; the increased workload of all the emails and messaging; the increased workload of preparing classes to be online; the increased number of meetings that are happening; and then Tier 4 just adding another layer on top of that. People are just yearning for that well-earned break. • Maybe now, after 9 months of Covid, is a good time to recognise the achievements that everybody has made and do a bit of reward and recognition. I know your Principal would probably do some positive messaging in the run up to Christmas anyway, but I think that it would be welcomed by staff to recognise all the effort staff have put in and show a bit of love and appreciation. <p><i>“I'm really proud of what we've achieved during the adversity and really proud of how the college has responded.”</i></p> <ul style="list-style-type: none"> • Empowerment emerged as a Regular theme of conversations without me having to ask • There is a much greater sense of ownership at all levels. <p><i>“We have autonomy to make decisions – to make things work. That’s a change since the last Principal; then, there was concern about making the wrong decision. Now we can have more open discussion and be a bit braver.”</i></p> <ul style="list-style-type: none"> • Heads, in particular, appreciate the increased autonomy and accountability that they now have due to your shift in culture. Their Forum enables them to make decisions and collaborate across the College. <p><i>“Heads have been given more authority and confidence to make decisions.”</i></p>	<p>3. Empowering and Involving People: Empowering people Participating and collaborating Making decisions</p>
---	---	--

<ul style="list-style-type: none"> • Team working – how people are working across different areas of the College. • Staff perception about collaboration – how internal communication eases this. 	<ul style="list-style-type: none"> • There were a few instances of individuals wanting to be ‘led by the hand’ – particularly in more practical subject areas. • As mentioned above, there does not appear to be a return to command and control that often happens in organisations during times of crisis. Heads and Curriculum Managers are seen to be involving their respective teams more in decision making. <p><i>“We’re more empowered now because of the connection between Heads and Curriculum Managers. They understand our issues – we feel more connected now – and we’re enabled/allowed to lead our own teams.”</i></p> <ul style="list-style-type: none"> • I can see that your culture is shifting. From what people are saying it is becoming more empowered and it is shifting from management to leadership. There is greater ownership of decision making. There is increased collaboration and there is a sense of looking for solutions rather than just identifying problems. This is a big leap forward from where you were two years ago. • Although they may not always agree, staff do understand the rationale behind what they are being asked to do because it is explained to them clearly and regularly updated by leaders. Also, leaders are taking their views into consideration and so people have a greater sense of being part of the solution. <p><i>“Yes, I can understand the reasoning for mandatory masks. I’ve rolled with the punches with everything that’s been introduced, even though I don’t want to.”</i></p> <ul style="list-style-type: none"> • There is a great sense of people pulling together. <p><i>“We’re all in the same storm but not the same boat – it means we can help each other out.”</i></p> <ul style="list-style-type: none"> • Ironically, people reported that team working is much more evident than pre-Covid. In many places the frequency of Team meetings has increased. There is a greater effort to include all regardless of employment arrangements. <p><i>“I’ve got a great team of guys who think on their feet and come up with solutions. We have the autonomy to do that. We’re on top of things because of our training and updates and refreshers.”</i></p> <ul style="list-style-type: none"> • People say they couldn’t do their job currently without MSTeams. They talked about MSTeams making it much easier to collaborate because of its immediacy, easier to pull people together that would normally be on different campuses. <p><i>“MSTeams is a catalyst to change how we work with others and communicate with other departments – it’s enabled us to meet deadlines.”</i></p>	
---	--	--

<ul style="list-style-type: none"> • How well are people adapting to continual and sometimes enforced change? • The development of innovative practices in response to new ways of working. 	<ul style="list-style-type: none"> • People talked about there being a lot of cross campus, function, and subject area working groups. They welcome this opportunity to be involved and to collaborate with colleagues from other areas. They say these groups generate good ideas and solutions, for example, changes to the student induction process to accommodate the requirements of Covid. • It is good practice that you have set up strategic workstreams to consider and address issues raised by the constraints and requirements prompted by the pandemic. <p><i>“There’s regular meetings with subject area teams – we have to be creative now – we’re working with departments to see how we can put things online and support students virtually.”</i></p> <ul style="list-style-type: none"> • In general people have accepted the changes and most held the view that change is the norm now. <p><i>“It’s just the way that we’re working now. We have to be really adaptable. We have to be really flexible because changes are coming thick and fast.”</i></p> <p><i>“I’m coping well with change – I’m in the mindset of expecting change all the time.”</i></p> <ul style="list-style-type: none"> • Leaders are aware that some are coping better than other with the level of change. They signpost those who are having a more difficult time to support mechanisms. Many are increasing their catch-up calls with staff who are showing signs of struggling. They are aware of the need to connect visually with individuals and not simply take the ‘I’m fine’ response at face value. • PAM is well received, and some people said they had used it during difficult periods. • Curriculum Managers said that what they had learned from the March experience of total lockdown enabled them to be much more responsive this time around. They felt much more prepared than in the early days because they could fall back on their previous experience – the unknown element had been removed. <p><i>“We learned lessons from March that helped us to prepare for this term and moving to higher Tiers.”</i></p> <ul style="list-style-type: none"> • People appreciate the support given to enable digital teaching. It is evident that your CPD on digital teaching has helped people to embrace the new technology. <p><i>“We were offered a lot of training during the Summer – I just grasped it – it set me up for coming back. I can see that others didn’t and they’re struggling a bit.”</i></p>	<p>8. Delivering Continuous Improvement: Improving through internal and external sources Creating a culture of continuous improvement Encouraging innovation</p>
---	--	---

	<ul style="list-style-type: none"> Lecturers talked about digital poverty being an issue - students not always having the skills and capability to access platforms. I know that you've been working hard to address that. In fact, one of the things that people said the College is doing right is identifying what students and staff need to enable digital learning; doing risk assessments around that and providing what you can to improve remote working capability. The blended learning facilitators have been well received. Lecturers really appreciate their support and the fact that they get dedicated time to do that within their teaching remit. They say it's really helpful for them. The Digital Integration Team received many compliments for their support. They've been doing really great work across different teams finding solutions for blended learning. Although they did say that at first lecturers were not aware that their role is about enhancing education and teaching rather than the nuts and bolts of ICT. Now that teaching staff understand that, blended learning has accelerated the work that they've been doing. <p><i>"The plans that we had in place to go digital for 2030 are here now because we're <u>having</u> to do them."</i></p> <ul style="list-style-type: none"> The majority of lecturers have embraced digital learning. However, it is apparent that the new ways of working have highlighted the people who are willing to change, willing to be adaptable, who want to embrace new technologies. It has separated out those that are more resistant to change – more invested in old ways of doing things. Covid has brought that into sharp focus. This latter category relates a much less positive experience of working in the College. They tend to feel that they are not being supported. Those working in more practical subject areas told me that it is difficult to do that kind of teaching remotely. Those who are in subject areas that lend themselves better to blended learning have a much better experience of digital teaching; not only for the staff but for students too because mostly they are of a higher level of capability and are more often already familiar with digital technology. These areas have really embraced digital teaching. I was told by lecturers in Business and Computing that they're thinking that this is the way forward. They are questioning the need for students to come into the classroom because they've got much better engagement. They're getting better results and students are really liking it. The biggest challenge for lecturers is that they feel that they're speaking to a blank screen sometimes. It is difficult for them to know whether students are engaging or not. <p><i>"You ask if anyone has any questions at the end of the class and I get folks saying, 'no it's fine' or one wanting to ask a few questions and then they all disappear - but that little icon is still there with no response and I wonder did they leave about half an hour ago?"</i></p> <ul style="list-style-type: none"> Lecturers frequently talked about the lack of immediacy of response and personal engagement with students as being challenging. They are concerned that this will impact on student outcomes. I agree that the issue needs wider 	
--	---	--

	<p>discussion and it's good that your VP for Curriculum is already addressing that. People really appreciate her dipping in and out of their meetings because it's another point of contact with the leadership team.</p> <ul style="list-style-type: none">• It would be helpful if others within the Senior Leadership Team or the College Leadership Team could do that too because it maintains those conduits of communication and prevents isolation. The more conduits that you can maintain the better the engagement.• Lecturers also talked about the increased workload that seems to be coming with blended learning. Union reps, Heads and Directors raised it as an emerging issue too. I'm told it's caused by the increased volume of emails from students and their expectation of getting an immediate response. Operating remotely is exacerbating this. Instead of lecturers having one person in a class asking a question and everybody hearing the response, each student is doing it independently. Lecturers are finding that quite overwhelming. I think that you need to put some boundaries around that and have a wider conversation about how you manage that. It's good practice that your communications workstream are starting to address that. <p style="text-align: center;"><i>"Everyone is trying their hardest – it's all we can do at the moment. "Staff have put in a power of work to develop material to deliver online."</i></p>	
--	---	--

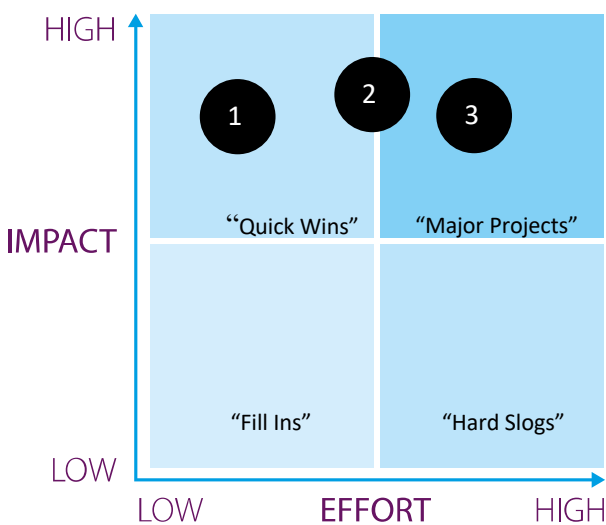
Ayrshire College # 484082
05/28/2021 14:46:00

Recommendations

- Share the recording of the video blogs amongst the Senior Leadership Team to increase the visibility of all in the team.
- Explain what is meant by the phrase ‘everyday leadership’ to raise greater understanding that this is an element of your culture change.
- Help Curriculum Managers and Team Leaders understand that their role is about leadership not management so that they can better support performance based on outcomes.
- Consider adopting The 4 Disciplines of Execution model to devolve accountability and encourage commitment to delivering outcomes at local level.
- Create a distributed workforce / blended working strategy to bring clarity to expectations around behaviours, performance and support from leaders as well as the more practical arrangements.
- Express recognition for all the effort staff have put in during very difficult times to give them a boost before breaking for Christmas.
- Encourage Senior Leadership Team members to join in on staff team meetings to provide another point of contact with the leadership team and maintain communication conduits during remote working.
- Help lecturers to put boundaries around student email contact and have a wider conversation about how to manage it so that they can cope better with it.

5. Next Steps

An effective way to prioritise actions is to consider the IMPACT to the business verses the EFFORT required to achieve. In order to start your thinking and planning I have started to use this technique in the example below. I hope this is a help to you:



- 1 **Suggestion 1:**
Express recognition for all the effort staff have put in during very difficult times
- 2 **Suggestion 2:**
Share the recording of the video blogs amongst the Senior Leadership Team
- 3 **Suggestion 3:**
Help Curriculum Managers and Team Leaders understand that their role is about leadership not management

Future diary dates for working with Generation 6 framework are:

Accreditation	12 Month Review	24 Month Review	Accreditation Expiry
5 December 2019	Completed	December 2021	June 2022

I will contact you again in October 2021 to organise your next review, but do get in touch if you want to bring your next review forward to allow more time between it and your accreditation review.

Also, if I can assist you with any of my recommendations in the interim, then please do get in touch. I am now free to support you in an advisory capacity as well as assessment.

I look forward to continuing to work with you in the future. Please thank all those involved in this project as they have made a significant contribution to my findings. Please also pass on my thanks to the individuals who organised my onsite activity and helped it to run smoothly.

Name: Ruth Kelling
Investors in People Specialist
Telephone: 07725 0929095
Email: ruth.kelling@thisisremarkable.com



Remarkable is an organisation owned by Scottish Enterprise and Highlands & Islands Enterprise. Remarkable is the exclusive delivery partner for Investors in People in Scotland.

Since 1991 Investors in People has set the standard for better people management and is an internationally recognised standard held by 14,000 organisations across the world. The standard defines what is required to lead, manage and support people in order to demonstrate sustainable results.

We strive to deliver value from this assessment but if you are unhappy with any aspect of the service you have received please feedback the details in the questionnaire you will be invited to complete.

Alternatively, please contact the Remarkable Quality Manager, Alan Gebbie, who presides over Investors in People and will deal with your complaint. His email address is alan.gebbie@thisisremarkable.com

Ayrshire College # 484082
05/28/2021 14:46:00

Appendix 1: Heatmap Table As Is

This table represents your accredited 'As Is' position and updated position at your first interim review 2020.

Indicators	Themes	Maturity Levels			
		Developed	Established	Advanced	High Performing
1. Leading and inspiring people	Creating transparency and trust				
	Motivating people to deliver the organisation's objectives				
	Developing leadership capability				
2. Living the organisation's values and behaviours	Operating in line with the values				
	Adopting the values				
	Living the values				
3. Empowering and involving people	Empowering people				
	Participating and collaborating				
	Making decisions				
4. Managing performance	Setting objectives				
	Encouraging high performance				
	Measuring and assessing performance				
5. Recognising and rewarding high performance	Designing an approach to recognition and reward				
	Adopting a culture of recognition				
	Recognising and rewarding people				
6. Structuring work	Designing roles				
	Creating autonomy in roles				
	Enabling collaborative working				
7. Building capability	Understanding people's potential				
	Supporting learning and development				
	Deploying the right people at the right time				
8. Delivering continuous improvement	Improving through internal and external sources				
	Creating a culture of continuous improvements				
	Encouraging innovation				
9. Creating sustainable success	Focusing on the future				
	Embracing change				
	Understanding the external context				

Ayrshire College # 484082
05/28/2021 14:46:00

Leading									
1. Leading and inspiring people			2. Living the organisation's values and behaviours			3. Empowering and involving people			
1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	
Creating transparency	Motivating people to deliver objectives	Developing leadership capability	Operating in line with values	Adopting the values	Living the values	Empowering people	Participating and collaborating	Making decisions	
Dev'd	Clarity of objs + people describe	People understand org's objectives	Mgrs know what's expected of them	Ldrs comm. core values and how applied	People know + understand values	Understand how to behave in line with values	People have access to knowledge + info	People/ reps are consulted	Trust + support to make decisions
Est	Regular two way comms at all levels	Managers support people to deliver objs	People know what's expected of mgr + feedback	Led, mgd, devp in line with values	Motivated to behave in line with values	People encouraged to demonstrate values	People empowered to identify improvements	People are involved in decisions that impact	People help establish their level of decision making
Adv	Trust at all levels	Passionate + motivate people to deliver objs	Confidence in ldrship and mgt capabilities	Ldrs act in line with values	People do the right thing	Culture of openness + trust consistent with values	People encouraged to take the lead	People consistently participate in decisions – feel make a difference	Ldrs are open + transparent about sharing info
HP	Active role models + trusted by people	Inspire to achieve above and beyond	Ldrship capabilities defined + delivered	Values are at heart of everything	People make values based decisions	Challenge behaviours not in line with values	Initiative to lead + take ownership	Collaboration at the heart of decisions	People are empowered to challenge things
Supporting									
4. Managing Performance			5. Recognising and Rewarding High Performance			6. Structuring Work			
4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	
Setting objectives	Encouraging high performance	Measuring + assessing performance	Designing an approach to R&R	Adopting a culture of recognition	Recognising + rewarding people	Designing roles	Creating autonomy in roles	Enabling collaborative working	
Dev'd	Understanding of how objs fit	Mgrs mng perf – people confirm	Perf regularly measured + fed back	R&R support objs	Appropriate + clear R&R	People know how they are recognised and rewarded	Clear accountability + avoids duplication	Clear decision-making authority	Roles enable working together to achieve objs
Est	Ldrs involve people in setting objs	Ldrs have open + honest perf conversations	Behaviours are assessed against values	Ldrs review R&R	Achievements rewarded + celebrated	Behaviours and perf are recognised	Interesting work, clear ID of skills	Policies + practices support decision making	People share info and expertise
Adv	Stretching objs people take resp for	Support of high perf – addressing underperf	Evidence captured + used to improve perf	R&R is flexible and tailored	Achievement consistently recognised	People motivated to perf at their best	Helps progression – careers and internal movement	Policies + practices help people take ownership + act quickly	Open communication + flexible working
HP	People take the lead in setting objs – planning change	Expectation + support to strive for high perf	Giving + seeking feedback and coaching are core	People involved in designing R&R	Culture of appreciation – people feel valued	HP people/teams get greater reward	Meets changing needs – review of practices	Regularly reviewed + improved to speed up decision making	Formal + informal networks reducing silos
Improving									
7. Building capability			8. Delivering continuous improvement			9. Creating sustainable success			
7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3	
Understanding people's potential	Supporting learning and development	Deploying the right people at the right time	Improving through internal and external sources	Creating a culture of continuous improvement	Encouraging innovation	Focussing on the future	Embracing change	Understanding the external context	
Dev'd	Mgrs ID potential + ensure l+d are met	Advice + guidance is well communicated – career guidance	R+S is fair effective + efficient	Investment in people is evaluated	Contribution to improving perf is understood	People encouraged to come up with new ideas	Ldrs comm. Future priorities	Change communicated well	Ldrs have a clear understanding of who stakeholders are
Est	L+d enables full potential	Opps + support to implement new skills	Resource planning is actively managed	Info from internal + external sources	try out new approaches + learn from effort	People work together to generate new ideas	People engaged in short-term + long term planning	Benefits of change measured and communicated	Workforce is diverse + reflects communities served
Adv	L+d is flexible and innovative	Impact on progression opps is evaluated	Succession planning	Ldrs learn from the outside world	People supported to take reasonable risk	People are passionate + volunteer new ideas	Great place to work + committed to success	Change champions – empower key influencers	Relationship between the org and wider community is understood - CSR
HP	People take ownership of l+d	Cont learning is part of culture	ID + plan future capabilities to succeed	People take resp for cont imp use external ideas	Innovation is nurtured	New ideas deliver positive outcomes	Ldrs develop own capabilities + partner with stakeholders	Change is viewed as business as usual + mistakes valued	Org has a positive impact on communities and markets served

Appendix 3: The 4 Disciplines of Execution

Most leaders get caught up in the 'Whirlwind' that is the day to day urgency of the business – the competing priorities of the day job clashing with what is needed to take the business forward. This distracts you from achieving your key goals, because when urgency and importance clash, urgency wins. So to get you out of the whirlwind, engage every team member, clarify organisational priorities, and identify what the single most important objective is. The 4 Disciplines of Execution will help you to focus on what is important to get you to achieve your organisational ambition. The first three Disciplines help you to create a **winnable** game. The fourth Discipline is how you play the game.

1. **Focus on the Wildly Important**
2. **Act on the Lead Measures**
3. **Keep a Compelling Scoreboard**
4. **Create a Cadence of Accountability**

1. Focus on the Wildly Important Goal: W.I.G.

These are goals that will make **all** the difference to your organisation. There will always be more ideas than capacity to execute, so narrow your focus to a single important goal for the organisation.

Set sub WIGs for teams/ individuals that ensure the success of your big WIG.

There should be only 1-3 goals for each team.

These should be expressed as from x to y by when i.e. have a start line, a finish line, and a deadline.

2. Act on the Lead Measures:

There are two types of measures.

Lag measures measure the goal. These are usually easier to get data on. Lag measures show that the goal has been achieved. Things like KPIs, financials, i.e. the outcomes of the goal. Lag measures track the success of the WIG.

Lead measures measure things that lead to the goal, that are **influenceable and predictive**. These are more difficult to identify, but show that what you are doing is having an effect on the goal. Lead measures track activities that drive the lag measure.

Example:

The WIG is to lose weight.

The lag measure would be pounds lost

The lead measures would be calorie intake (diet) and calories burnt (exercise)

Example:

The WIG is to achieve a turnover of £x

The lag measure would be monthly sales

The lead measures would be the number of sales appointments, the number of qualified proposals, the conversion rates of proposals to business.

3. Keep a Compelling Scoreboard

The scoreboard needs to feel a bit like a game to get people to engage with it.

It has to be simple.

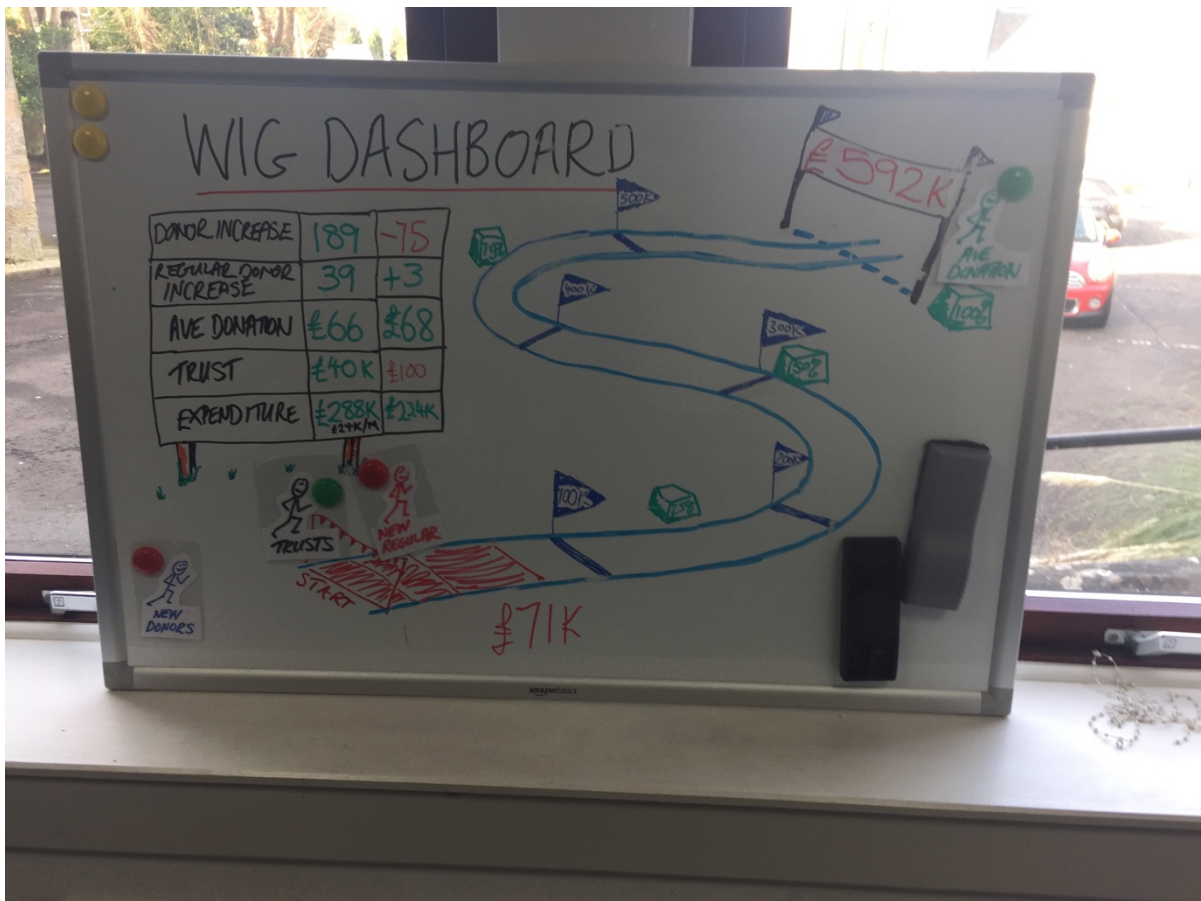
It has to be visual and visible to the 'players'.

It has to have the right lead and lag measures displayed so that people can see how they are influencing it.

It needs to tell people immediately if they are winning or losing.

Here's an example of one that one of my clients uses:

Ayrshire College # 484082
05/28/2021 14:46:00



It shows milestones, interim targets and lead and lag measures and is updateable (The little stickmen figures are attached by magnets so they can be moved).

4. Create a Cadence of Accountability

- Hold a 20 minute meeting every week at the same time for everyone that contributes to the WIG.
- Team members hold each other accountable for commitments made to move the score on the scoreboard.
- Get each individual to ask “What are the 1-3 most important things that **I will do this week** to impact on the scoreboard”.
- Report on last week’s commitments.
- Review and update Scoreboards.
- Make commitments for upcoming week – what, when, how will it move the score forward.

When people make commitments to fellow team members the commitment goes beyond job performance to personal promise. Tie this to your values and you have alignment of behaviours and a legitimacy to challenge if the commitment is not kept.

Diarise periods of time within the week to carry out activities that influence the lead measures so that the whirlwind doesn’t take over.

Ayrshire College # 484082
05/28/2021 14:46:00

1 June 2021

Subject: Human Resource and Staff Learning and Development Report

Purpose: To provide members with an update for the reporting period February 2021 to April 2021

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 eleven internal adverts and five external adverts were placed during the reporting period.

Six internal candidates were appointed to new roles within the College, two of which were to promoted posts. Alongside this, seven new members of staff commenced employment with the College across a range of posts.

1.2 Sickness Absence

Sickness absence levels for the reporting period are as follows:

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

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

Term	February 2020	March 2020	April 2020
Long Term	2.97%	3.39%	2.44%
Short Term	2.63%	1.83%	0.11%
Total absence	5.60%	5.22%	2.55%

Ayrshire College # 484082
05/28/2021 14:46:00

1.2.1 Sickness Absence Reasons

Absence Reason	February 2021		March 2021		April 2021	
	Days Lost	Staff Affected	Days Lost	Staff Affected	Days Lost	Staff Affected
Stress non-work related	88	7	101	6	91	6
Depression/ anxiety/ psychological	69	5	89.57	6	58	3
Bereavement Reaction	51	4	33	2	22	1
Headache/ Migraine/ neurological	35	3	40	4	44	4
Stress Work-Related	25	2	19	1	0	0
Cancer/ malignancy	8	1	30	2	28	2
Back pain/ strain/ sprain/ musculoskeletal	4	2	13	1	24	4

The HR Team continue to monitor and review the absence trends and the impact of these on the College during the ongoing pandemic period.

The College sickness absence, during the pandemic, has remained at particularly low levels when compared with previous reporting periods. The absence position in this paper is the first report that has included data which can be compared during the pandemic period. The data demonstrates a significant reduction in sickness absence when comparing February/March 2020 with the same two-month period in 2021. Short term absence during the reporting period within the scope of this reported has fallen below 0.5% for each of the three months.

Long term absence during the three-month period is higher than short term, however, this is to be expected due to the nature and reasons for long term absence. A similar pattern, however, does continue in relation to long term absence in that the rate of absence is well below the same period in 2020.

It is also important to note the changes occurring in the reasons for sickness absence, with mental health and wellbeing related absence accounting for a significant proportion of absences. The impact of Covid-19 on mental health and wellbeing has, of course, been well documented and the College has implemented a number of initiatives to support staff wellbeing. The details of this support are reported in more detail later in this paper and also in the Health, Safety and Wellbeing and Equality and Inclusion update.

It is also of further significance that the traditional winter viruses of cold and flu remain at historically low levels in terms of reason for sickness absence.

1.2.2 Covid-19 Reporting Information

During the period February to April 2021, the College recorded the following data in relation to the Covid-19 pandemic:

Covid-19 Recording Category	February 2021	March 2021	April 2021
Self-Isolation	1	4	11
Positive Cases	1	0	2

1.3 Maternity, Paternity and Adoption Leave

During the reporting period February to April 2021, five members of staff were on maternity leave, three of which returned to work in March 2021.

1.4 Employment Relations

In the period February to April 2021, there were two disciplinary investigations and two dignity at work investigations. There was also one stage two capability process linked to long term absence and two capability processes linked to performance.

1.5 Flexible Working Requests

During the reporting period five members of staff submitted flexible working requests, which were approved. Three of these were to support staff with balancing their family and work responsibilities, one was to support work life balance and the final one was a phased retirement application in accordance with the SSTS pension scheme.

2 **Staff Learning and Development Update**

2.1 February to April 2021 CPD Events

The following information provides examples of the range of CPD events that were delivered during the reporting period across the College:

- Using Multiple Choice Quizzes for Formative and Summative Assessment
- Self-Harm Awareness
- OneFile App Overview
- Strengthening Personal Resilience

The sessions covered a breadth of subject areas including learning and teaching and wellbeing.

2.2 Statement of Ambition Consultation Sessions

During the month of April, the Staff Learning and Development Team (SL&D) developed and supported a staff consultation process on the Statement of Ambition 2030. The purpose of the sessions was to generate feedback on the draft Statement of Ambition 2030 document that will be presented to the Board in June 2021.

The Statement of Ambition sessions were facilitated by members of the College Leadership team, predominantly at Head and Support Manager level. The volunteer facilitators were supported by the SL&D team through a facilitated workshop, prior to each facilitating a session with a cross section of staff from across the College.

The output from the consultation sessions will be used to inform the final version of the Statement of Ambition 2030.

Ayrshire College #284082
05/28/2021 14:46:00

2.3 Organisational Effectiveness Review

The Staff Learning and Development team (SL&D) have scoped, developed and planned the College's approach to the Organisational Effectiveness Review (OER) process that all teams throughout the College will undertake in May and June.

The OER framework involves a SWOT analysis methodology to enable teams to undertake a focused review of their service delivery and to identify objectives for the short and medium term. The College Leadership Team will review the objectives prepared by teams which will also inform the College operating plan.

2.4 LinkedIn Learning

During the reporting period February to April 2021, 451 courses were completed, and 1753 videos were viewed on LinkedIn Learning. The type of content proving most popular during this period related to digital skills, wellbeing, time management/productivity and leadership and management, with 'Managing for Results' being the most viewed course.

2.5 GTCS – College Lecturer Registration

The College Lecturer Registration programme pilot with GTCS and three of Scotland's Colleges concluded at the end of March 2021, with a report on the findings expected in June 2021. The pilot was set up to test the registration programme, prior to the national roll out from August 2021. All lecturers with a TQFE or a primary/secondary teaching qualification with further education experience will be invited to register with GTCS, in accordance with NJNC agreement 3/18.

The Staff Learning and Development team are currently making all necessary preparations to support the registration process.

Jane McKie
Vice Principal, People
24 May 2021

(David Davidson, Director HR and Organisational Development)

Ayrshire College # 484082
05/28/2021 14:46:00

Business, Resources and Infrastructure Committee**1 June 2021****Subject:** Health, Safety and Wellbeing and Equality and Inclusion Report**Purpose:** To provide members with an update for the reporting period February 2021 to April 2021.**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	41
Fire Detection & Response	41
Infection Control	7

A range of health, safety and wellbeing courses were also completed on the Staff Learning Portal during the reporting period.

1.2 Accidents and Incidents

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

Campus	Riddor	>3 days <7 days	Minor Injury	No Injury	Near Miss	Total
Ayr	1	1	1	0	1	4
Kilmarnock	0	0	0	0	1	1
Kilwinning	0	0	1	0	1	2
Dean Park	0	0	0	0	0	0
Irvine	0	0	1	0	0	1
Nethermains	0	0	0	0	0	0
Total	1	1	3	0	3	8

Ayr Campus	Apr 2020	College	Fall from Height
One accident was RIDDOR reportable due to an absence from work for more than 7 days. A member of the Estates team fell when leaving the Dean Park building sustaining injury to ribs and hand. The area where the incident occurred was inspected with no obvious contributing factors identified. The member of staff did advise that he had been wearing reading glasses at the time, which may have affected his vision.			

1.3 Fire Safety

Fire Evacuations (included as near miss in incident statistics)

Date	Campus	Details
28/04/2021	Ayr	Sweeping within basement of Dam Park building generated dust which activated a nearby detector. Staff advised to dampen down dust in future to minimise the risk of a false activation.

1.4 Claims

The College currently has one outstanding liability claim.

1.5 Risk Assessment

The College overarching Covid-19 risk assessment continues to be reviewed regularly by the *Campus Operations Steering Group* and is available to all staff. This risk assessment takes account of the guidance from Scottish Government, NHS and the Health and Safety Executive (HSE). In addition, individual departments have also undertaken their own local Covid risk assessments, which are also reviewed and updated on a regular basis.

1.6 Supporting Academic Year 2020/2021

1.6.1 Campus Operations Steering Group

The Health, Safety and Wellbeing team continue to support the Campus Operations Steering Group and associated workstreams (Learning and Teaching and Support Staff and Wellbeing).

The Health, Safety and Wellbeing Manager attends Ayrshire and Arran, Regional Education meetings on a weekly basis, which are led by Public Health. The College also introduced a weekend on-call rota to support NHS Ayrshire & Arran contact tracing, where positive cases impact on students or staff.

The Health, Safety and Wellbeing Manager submits a weekly return to the Scottish Government confirming the number of positive and self-isolating staff and students.

Lateral Flow Device (LFD) testing kits are also now available to all staff and students who have returned to regular on campus activity.

1.6.2 College Development Network (CDN)

The HSW team members have regularly attended CDN Health and Safety meetings throughout the period. These meetings continue to be pivotal for the Sector in making the necessary arrangements for reopening College campuses.

1.7 Health and Wellbeing Themes

- The College carried out a procurement process to identify a wellbeing support App for all staff to access. This will be available to staff to use on a mobile phone/device from 1 June. The App will support all aspects of wellbeing including exercise and fitness, diet and nutrition and other therapeutic guidance.

- Sports and Fitness students organised a staff walking challenge for the month of February with 15 teams participating.
- Work-life Balance sway booklet was shared with staff by email and students via the MyAyrshire app.
- A “Pillars of Wellbeing” sway booklet was also shared with staff in the reporting period.
- The Cycle to Work scheme was available throughout the period with 11 members of staff participating in the scheme.
- HSW continue to share information and ideas in the Staff Wellbeing Teams page and on the College newsletter.

1.8 Legislative Update

The College continues to adhere to the Scottish Government Covid-19 legislation and guidance.

2 **Equality and Inclusion Update**

2.1 Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025

On Friday 30th April 2021, the Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025 report was published on the College website. The purpose of the report is to demonstrate the College's progress in meeting the General Duty and Specific Duties of the Public Sector Equality Duty (PSED). This is the College's fourth report in response to this Duty following its last review in April 2019. As such, the report reflects on the College's progress towards mainstreaming equality since that time and provides a final progress update on the last two years of its Equality Outcomes. It also introduces a set of four, new Equality Outcomes for the reporting period 2021-2025 and provides an update on the College's position regarding equal pay as well as the equalities profile of students, staff and the Board of Management. The report is available to view here: [Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025 Report \(ayrshire.ac.uk\)](https://www.ayrshire.ac.uk/mainstreaming-equality-2019-2021-and-equality-outcomes-2021-2025-report)

2.2 Report and Support tool

Along with partners in Fearless Glasgow, a consortium of colleges and universities in the west of Scotland aiming to raise awareness of and tackle gender-based violence on campus, the College has procured Report and Support, an online, web-based tool, from a company called Culture Shift. Fearless Glasgow successfully lobbied the Scottish Government to part-fund this as a pilot for the Sector. Having the Report and Support tool will positively support the College in achieving its ambitions of being an inclusive and safe place to learn, work and develop. It will enable students, staff and visitors of the College to report, including anonymously, any incidents of discrimination, harassment and bullying on the basis of their identity, such as race, or if they are or have experienced any form of gender-based violence on campus. Having the tool will also support the College's current Safeguarding processes. Moreover, given the partnership approach taken to procuring the Report and Support tool, the College is in a position where its students will particularly benefit from such an approach if and when they transition from one partner, for example Ayrshire College, to another, for example Glasgow Caledonian University, as they will already be familiar with the tool.

A short-life working group, Report and Support implementation group, will be established to support the implementation with a go live date of 1 August 2021.

Alongside this, a sub-group from the Safeguarding Steering group is being established to support the achievement of Equality Outcome 1 of which is related to hate crime and gender-based violence. The sub-group will be chaired by the College's Equality and Inclusion Advisor, supported by the Police Liaison Officer, and report its progress to both the Safeguarding Steering group and the VIEW Steering group.

2.3 Student Mental Health

Following the College's receipt of funding, from SFC, to support student mental health, it was agreed that part of this allocation would be made available for staff teams to submit proposals to secure a proportion of the fund, if successful, to progress mental health related initiatives. As a member of the Promoting Wellbeing group, the Equality and Inclusion Advisor was successful in receiving funding to enable a student Wellbeing festival, to be held digitally, at the start of the new academic year.

2.4 Inspiring Scotland Equality and Human Rights Fund

The College has partnered with the University of Strathclyde to bid for available funding from Inspiring Scotland. The bid is to support the employment of a Coordinator for the TransEdu Community of Practice, for a fixed period, of which the College and the University of Strathclyde are lead partners. The TransEdu Community of Practice is a Sector initiative and resulted from SFC funded research into the experiences of trans and gender diverse students and staff in Scottish colleges and universities.

The College's Equality and Inclusion Advisor as co-chair of the TransEdu Community of Practice was also invited to speak about supporting the mental wellbeing of trans students as part of the QAA Scotland Collaborative Cluster webinar series in May.

Jane McKie
Vice Principal, People
24 May 2021

(David Davidson, Director HR and Organisational Development)

Ayrshire College # 484082
05/28/2021 14:46:00

Business, Resources and Infrastructure Committee**1 June 2021****Subject:** 2020-21 Student Support Funds Position as at 14 May 2021**Purpose:** To update Members on the Student Support Funds position and projections as at 14 May 2021**Recommendation:** Members are asked to note the contents of this paper.**1 Background**

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

2 Current Situation

The following sections of this paper provide details of the position of each student support fund as at 14 May 2021.

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

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

2.1 SFC Funds Provided for Bursary Support

The total 2020-21 SFC Student Support Funds allocated to Ayrshire College were £10,607,955. On 19 February SFC allocated an additional £384,346 to Ayrshire College as part of a £5,000,000 FE in-year redistribution exercise for the sector. This additional funding is to meet student hardship needs, including digital poverty. Table 1 below details the bursary support funds provided by SFC for 2020-21 together with projected expenditure figures as at 14 May 2021.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£9,335,000	£7,307,425	£2,027,575
FE Childcare	£517,138	£267,477	£249,661
HE Childcare	£278,459	£122,672	£155,787
FE Discretionary	£861,704	£1,067,291	£(205,587)
Total	£10,992,301	£8,764,865	£2,227,436

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 withdrawals, once these have been confirmed by the curriculum areas.

The figures set out in Table 1 also include circa £1,980,000 which relates to 255 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 is expected to increase during AY2020-21.

On 19 February 2021 SFC also announced winter COVID-19 discretionary funding for FE student support. This funding is to be allocated to students in immediate need of additional financial support, in particular to support students struggling to pay rent for accommodation and anyone experiencing hardship due to Covid-19 effects. Ayrshire College's share of this funding is £194,485.

This funding needs to be reported separately to SFC. Table 2 sets the details the funds provided by SFC for 2020-21 together with projected expenditure figures as at 14 May 2021.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
Winter COVID-19 FE Discretionary 2020-21	£194,485	£194,472	£13
Total	£194,485	£194,472	£13

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.

2.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year-old students. The College's allocation for AY2020-21 is £800,000. The College is currently projecting EMA spent of £459,300 at this time. Members are asked to note that this figure includes 2021 winter start 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.

2.3 SAAS Funds Provided for Higher Education Discretionary Support

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

Table 3 below details the HE Discretionary Fund Budget made available by SAAS for 2020-21 together with expenditure as at 14 May 2021.

Table 3

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional	£242,268	£191,961	£50,307
Total	£242,268	£191,961	£50,307

On 12 February 2021 SAAS announced an additional £4,034,076 of HE discretionary fund for the college sector. Of this, £283,150 has been allocated to Ayrshire College. Table 4 sets the details the funds provided by SFC for 2020-21 together with projected expenditure figures as at 14 May 2021.

Table 4

Student Support Fund	Budget	Projected Expenditure	Difference
Winter COVID-19 HE Discretionary 2020-21	£283,150	£158,395	£48,819
Total	£283,150	£158,395	£48,819

These additional funds are to be used by 31 July 2021 with the College only able to retain a maximum of 27% of the funding beyond 31 March 2021. Any unused funds above this 27% figure were to be returned to SAAS by 16 April 2021. Ayrshire College was able to utilise c.83% of the funding. The balance was therefore returned to SAAS.

3 Proposals

No further proposals are noted in this paper.

4 Consultation

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

5 Resource Implications

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

6 Risks

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

7 Equality Impact Assessment

An impact assessment was completed in respect of the 2020-21 Student Funding Policy and Procedures.

8 Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance
14 May 2021

(James Thomson – Director of Finance, Student Funding and Estates)

Ayrshire College # 484082
05/28/2021 14:46:00

**Quarterly Complaints Report
2020/2021
Quarter 2 (November 2020 –
January 2021)**

Ayrshire College # 484082
05/28/2021 14:46:00



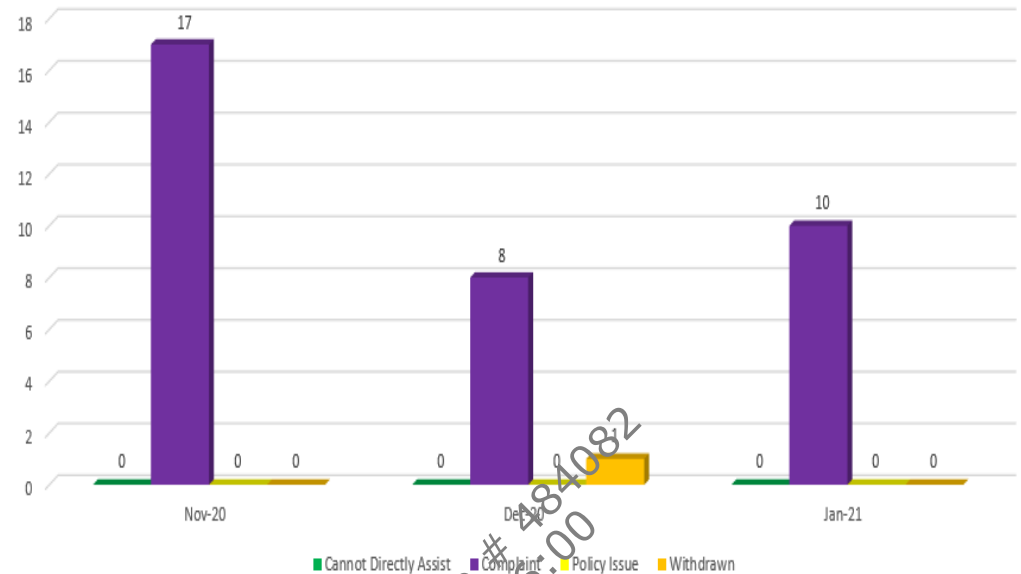
Total Issues Received

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

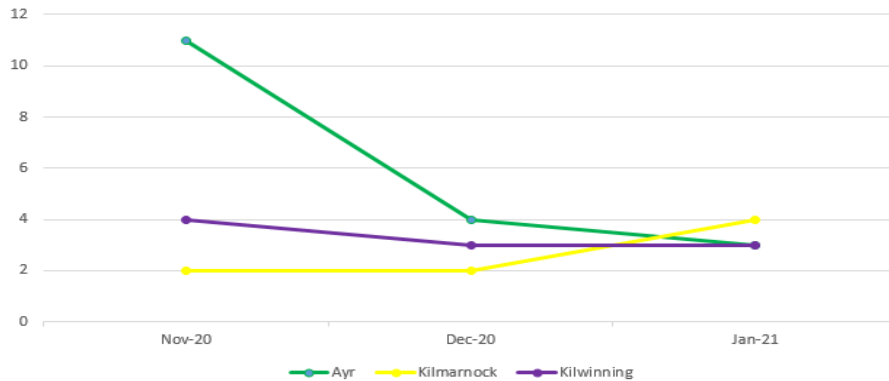
36 complaints were received, 1 of these was withdrawn.

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

Issues received, split by month and type of issue



Issues received, split by month and campus

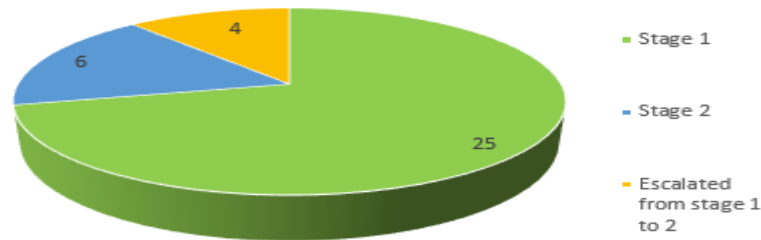


Issues received, split by campus and type of issue



Complaints Received

Complaints received, split by stage



36 complaints were received, 1 of these was withdrawn.

The chart on the left shows the remaining 35 complaints received, split by stage.

25 out of 35 complaints received were dealt with at stage 1, which equates to 71% of complaints.

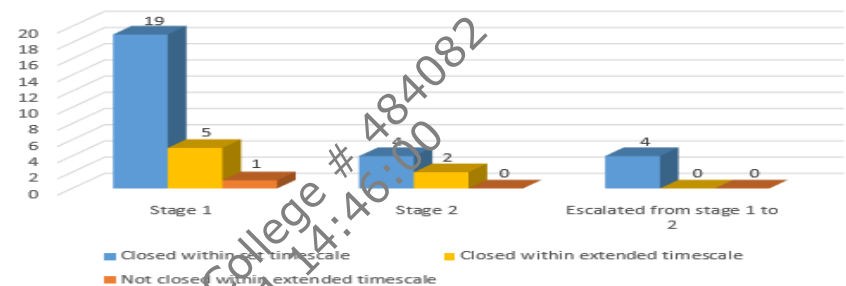
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

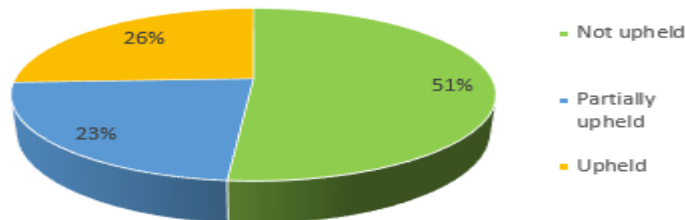
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

77% of complaints were closed within the SPSO set timescale.

Complaints received, split by stage and timescale closed in



Complaints received, split by outcome as a percentage



Of the 35 complaints received, 26% of complaints were upheld, with a further 23% partially upheld. This combines to 17 out of 35 complaints.

Complaints Comparison

Quarterly Complaints Report – Q2, 2020/2021

COMPLAINTS HANDLING PROCEDURE INDICATORS		Q2 2020/2021		Q2 2019/2020		YTD 2020/2021		YTD 2019/2020	
1.0	Total number of complaints received & complaints received per 100 population								
1.1	Number of complaints Received	35		51		78		111	
1.2/1a	College Population and Number of Complaints received per 100 population	8070	0.4	9762	0.5	8299	0.9	9937	1.1
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	25	71.4%	38	74.5%	57	73.1%	93	83.8%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	6	17.1%	11	21.6%	9	11.5%	12	10.8%
2.3/2c	Number of complaints closed after Escalation and % of total closed	4	11.4%	2	3.9%	12	15.4%	6	5.4%
2.4	Open	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.0	Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage								
3.0	Stage 1								
3.1/3a	Number and % of complaints upheld at Stage 1	13	52.0%	21	55.3%	31	54.4%	58	62.4%
3.3/3c	Number and % of complaints not upheld at Stage 1	12	48.0%	17	44.7%	26	45.6%	35	37.6%
3.0	Stage 2								
3.4/3d	Number and % of complaints upheld at Stage 2	4	66.7%	6	54.5%	5	55.6%	7	58.3%
3.6/3f	Number and % of complaints not upheld at Stage 2	2	33.3%	5	45.5%	4	44.4%	5	41.7%
3.0	Escalated								
3.7/3g	Number and % of complaints upheld after Escalation	0	0.0%	1	50.0%	4	33.3%	3	50.0%
3.9/3i	Number and % of complaints not upheld after Escalation	4	100.0%	1	50.0%	8	66.7%	3	50.0%
4.0	Total working days and average time in working days to close complaints at each stage								
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	120	4.8	118	6.1	281	4.9	293	3.2
4.2	Total working days and average time in working days to close complaints at Stage 2	148	24.7	296	18.9	204	22.7	335	27.9
4b	Escalation	80	20.0	66	33.0	353	29.4	122	20.3
5.0	Number and % of complaints closed within set timescales (S1=5 working days; S2=20 working days ; Escalated = 20 working days)								
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	19	76.0%	34	89.5%	42	73.7%	82	88.2%
5.2/5b	Number and % of Stage 1 complaints not closed within 5 working days	6	24.0%	4	10.5%	15	26.3%	11	11.8%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	4	66.7%	5	54.5%	7	77.8%	6	50.0%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	2	33.3%	5	45.5%	2	22.2%	6	50.0%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	4	100.0%	1	50.0%	10	83.3%	5	83.3%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	1	50.0%	2	16.7%	1	16.7%
6.0	Number and % of complaints closed at each stage where extensions have been								
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	5	83.3%	3	75.0%	13	86.7%	9	81.8%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	1	16.7%	1	25.0%	2	13.3%	2	18.2%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	0	0.0%	4	80.0%	2	100.0%	5	83.3%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	1	20.0%	0	0.0%	1	16.7%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	1	100.0%	2	100.0%	1	100.0%

- 35 complaints received, a decrease of 31% from Q2 2019/2020. However, if you remove complaints about parking, this is a decrease of 13% from Q2 2019/2020.
- 71% of complaints were handled at stage 1 in Q2 2020/2021, compared to 75% for the same period in 2019/2020.
- 77% of complaints were closed within the target timescale, compared to 80% in Q2 2019/2020.
- 97% of complaints were closed within the extended timescale in Q2 2020/2021, compared to 94% closed within the extended timescale in the same period in 4/15 2019/2020.

Complaints – Sub-category

Quarterly Complaints Report – Q2, 2020/2021

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

Funding/Bursary

- Payments placed on hold
- Not received bursary and submitted information requested
- Unhappy with the information requested to assess bursary application
- Unhappy with the amount received and information provided about funding available
- Unhappy not awarded a bursary due to parents income

Staff Conduct

- Incorrect notes provided, not available, length of time to respond to queries, attitude of staff member
- Lack of response to emails
- Lack of support provided
- Treatment of students by staff member, allegation of bullying
- Unhappy with feedback, the way this was given and attitude of staff member

Learning & Teaching

- Unhappy will have a lack of skills and knowledge to obtain jobs in chosen career at the end of the course
- Lecturer not helping with task assigned
- Lecturer not present in class and feel not learned anything
- Unhappy course remains online and unable to do practical units
- Unhappy charged the same fees when online learning & teaching and received less learning and teaching than if had been on campus

Application, Admission, Interview, Enrolment, Induction

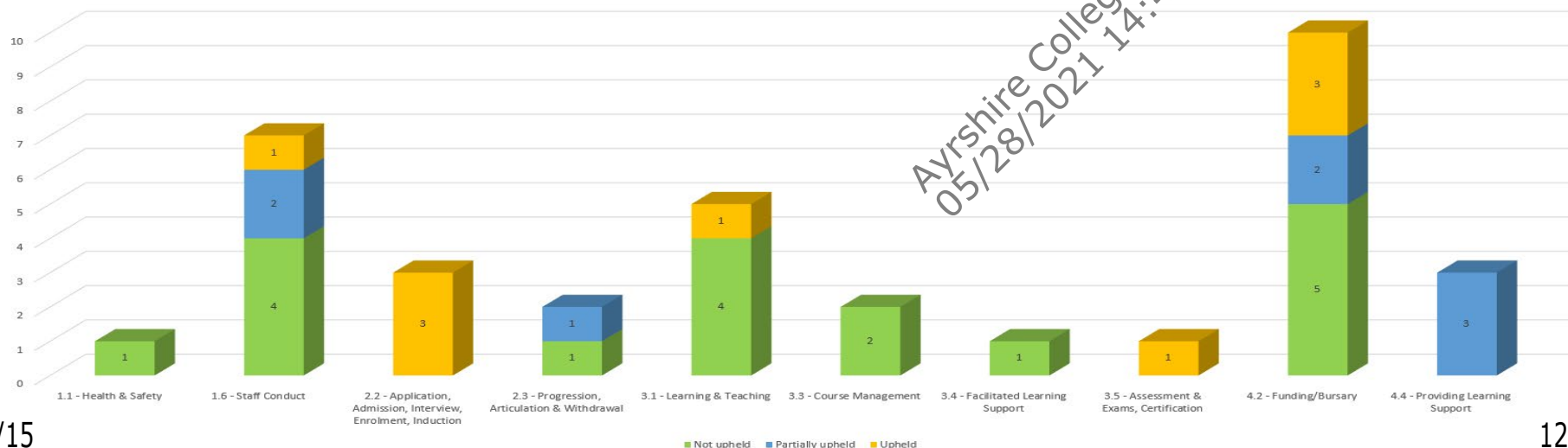
- Asked to attend for interview but received no further information, given place and paid fees but no course information provided
- Unhappy received interview invitation but no other correspondence and unable to get this resolved
- Cannot access online account and check status of application

Providing Learning Support

- Lack of support from Student Experience
- Unable to get a quiet space

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

Complaints received, split by sub-category and outcome

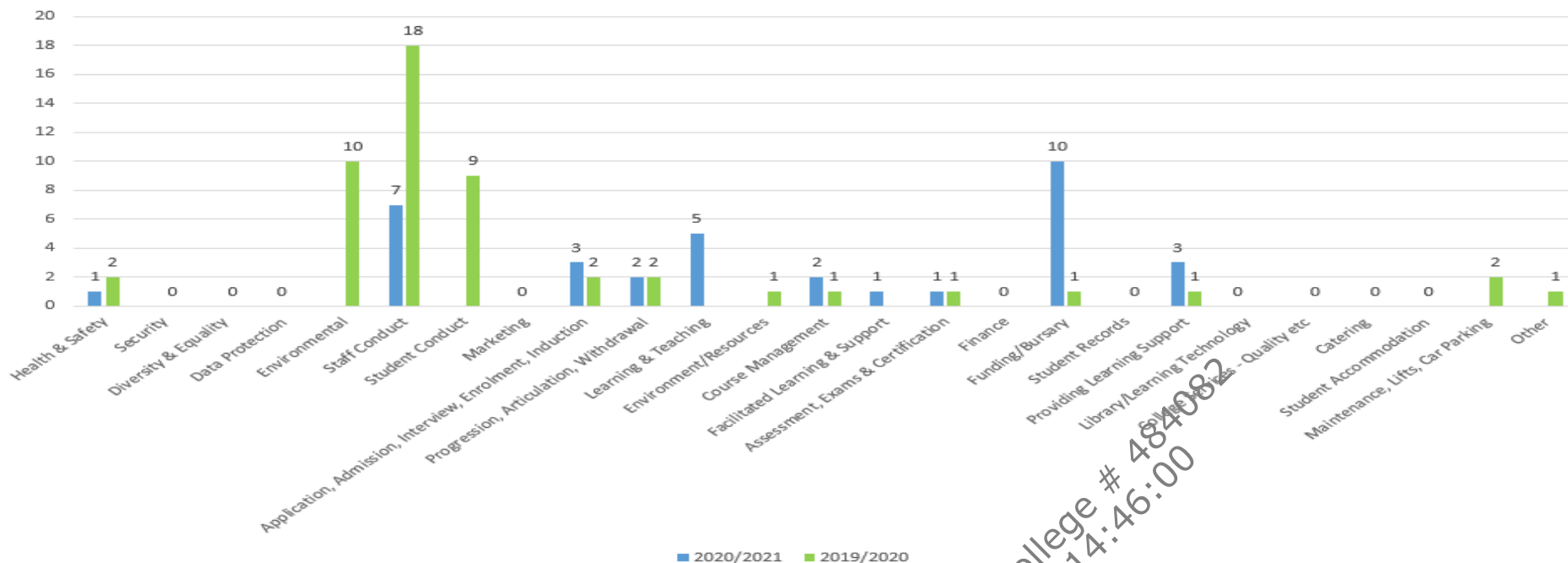


Complaints – Sub-category Comparison

Quarterly Complaints Report – Q2, 2020/2021

The chart below shows the complaints received, split by sub-category, compared to complaints received, split by sub-category, in Q2 2019/2020.

Complaints Received by Sub-category Q2, 2020/2021 vs Q2, 2019/2020

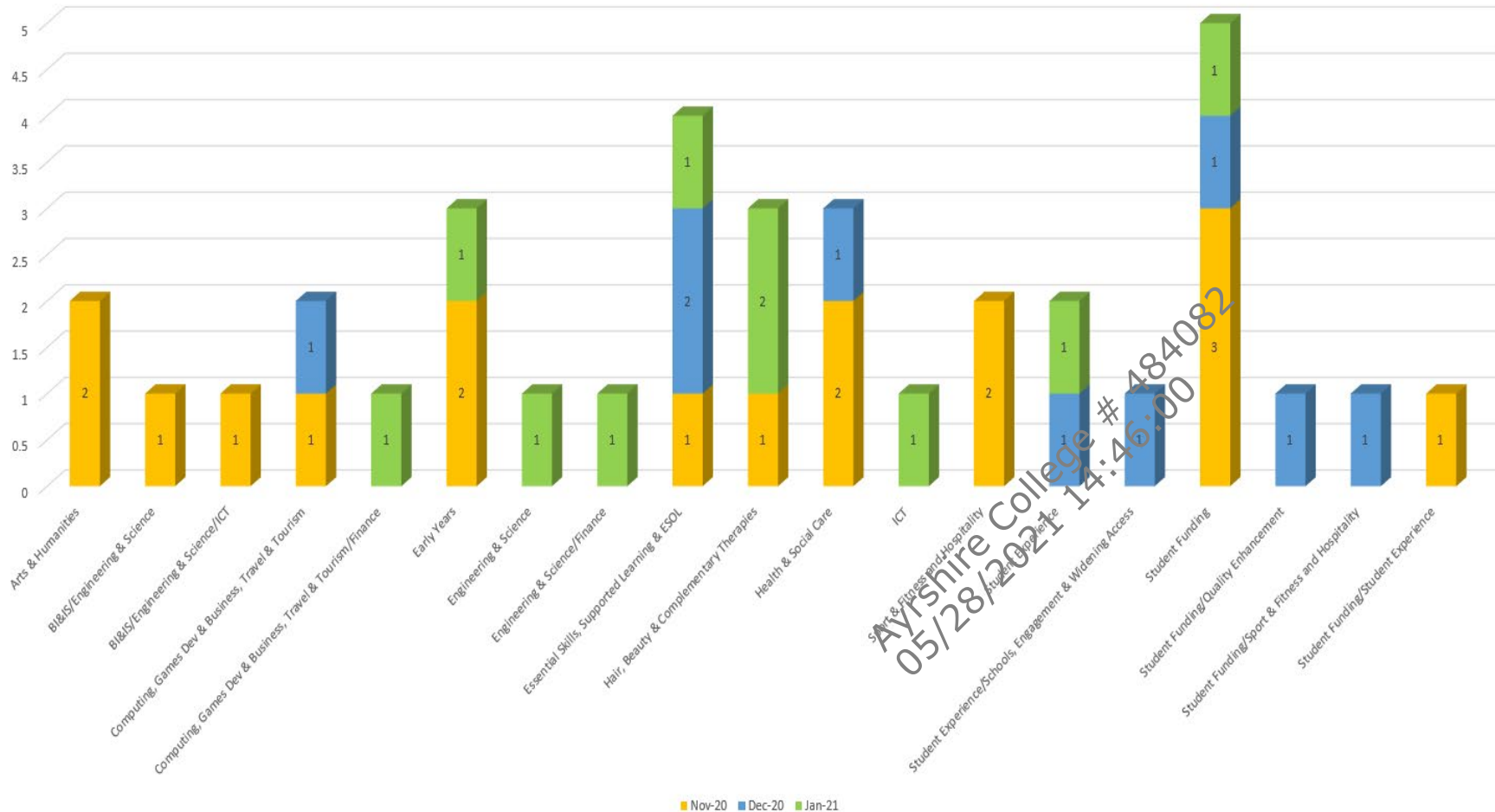


- Decrease in complaints received in the environmental sub-category from 10 in Q2, 2019/2020 to 0 in Q2, 2020/2021. This is due to a reduction in complaints about parking from local residents neighbouring the Kilmarnock and Ayr campuses. The campuses were either closed or there were reduced students and staff on campus, due to Covid-19 restrictions.
- Increase in complaints received in the funding/bursary sub-category from 1 in Q2, 2019/2020 to 10 in the same period of 2020/2021. This is mainly due to an increase in complaints about the information being requested to pay bursaries or that bursary payments have been placed on hold due to attendance or lack of engagement.
- Decrease in complaints received in the student conduct sub-category from 9 in Q2, 2019/2020 to 0 in Q2, 2020/2021. This is due to a reduction in complaints from local residents about students smoking in residential areas and about students behaviours towards other students in class and local residents.
- Increase in complaints received in the learning & teaching sub-category from 0 in Q2, 2019/2020 to 5 in the same period of 2020/2021. This is due to an increase in complaints about lack of learning and that learning and teaching is online.

Complaints – Directorate

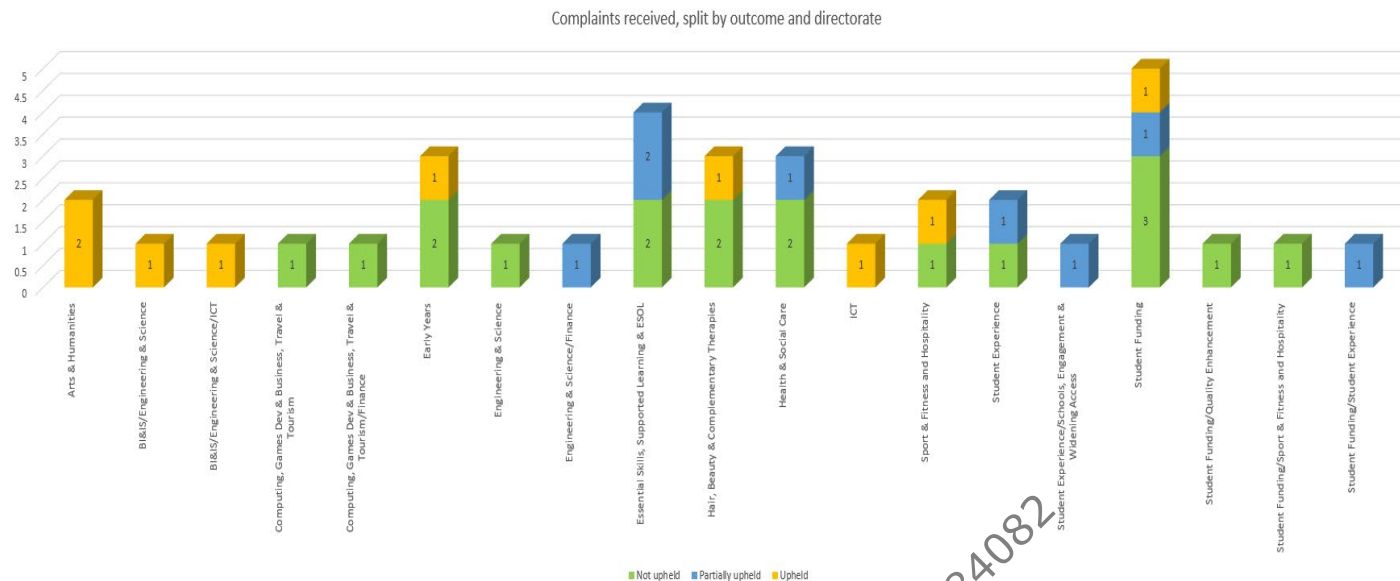
The chart below shows issues received each month, split by directorate.

Monthly complaints (inc withdrawn) received, split by directorate

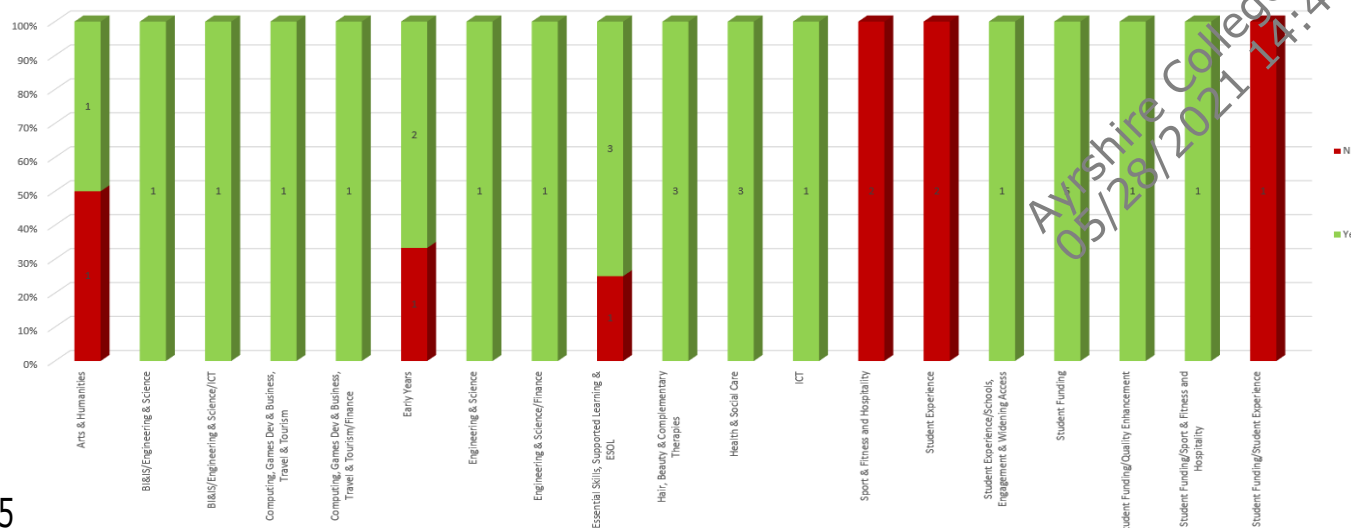


Complaints – Directorate

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



Percentage of complaints received, closed within timescale split by directorate



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

Actions

Quarterly Complaints Report – Q2, 2020/2021

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	5	4	1
2. Applications, Admissions & Progression	3	3	0
3. Course Related	2	2	0
4. Services	5	5	0
5. Facilities	0	0	0
6. Others	0	0	0
Total	15	14	1

Ayrshire College # 484082
05/28/2021 14:46:00

Service Improvements

Quarterly Complaints Report – Q2, 2020/2021

Issue	Actions
<p>Students in the class were concerned they will not have the knowledge and skills to be able to obtain jobs in their chosen career at the end of the course.</p>	<p>Teaching rota revised to clearly schedule on campus and online classes and any necessary changes clearly communicated to students.</p> <p>Assessment schedule revised and to be adhered to, with flexibility given for students with exceptional circumstances.</p> <p>Focus group of students and lecturers held to agree expectations moving forward.</p> <p>The Graded Unit slot used to further develop skills from core units.</p> <p>Lecturer doing Corporate and Theory classes online and communications with the students.</p> <p>Lecturer undertook Teams training and met with blended learning facilitator for additional support.</p>
<p>Anonymous complainant unhappy that early years classes at Dean Castle Park continuing during pandemic due to safety concerns.</p>	<p>Department risk assessments regularly reviewed with the early years team and updated where required onto the live safety hub.</p> <p>Staff update students regularly with any changes to college or department risk assessments and provide clear reassurances to all involved.</p> <p>Curriculum Managers included a review of risk assessment in regular team meetings and where appropriate with individual staff.</p>
<p>Relative of student unhappy with the lack of support from Student Experience.</p>	<p>Student Experience Team Leaders will ensure that if students are carers/care experienced, this is noted in their PLSP Summary unless the student explicitly asks for this not to be included.</p> <p>Inclusive Learning staff will include Student Services Advisors in emails to students about support, where appropriate, so Student Services staff can pick up on issues quickly.</p> <p>New Inclusive Learning staff members will complete Mental Health training and other relevant Safeguarding training within the first 6 months in post.</p>

Service Improvements

Quarterly Complaints Report – Q2, 2020/2021

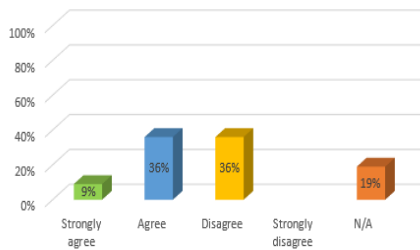
Issue	Actions
<p>Student unhappy they were told to attend for an interview but then received no further information. Student was asked for a photograph for their student card and paid their fees but were not given any details about the course or the start date.</p>	<p>New process implemented for how late enrolments are handled between Finance and Curriculum Administrators to ensure students receive joining information.</p>
<p>Students in the class were unhappy with the lecturer's teaching methods and they were issued with incorrect notes. Students felt the lecturer did not answer queries, was not available during class time and with the length of time taken to respond to queries.</p>	<p>Class were given a different lecturer to teach on these subjects. Improvement plan put in place for the lecturer.</p>
<p>Some students in the class were unhappy with the way feedback had been given and with comments provided by the lecturer about bursary payments. Some students uncomfortable progress reports were shared with the class.</p>	<p>Communication to lecturers in curriculum area to be clear with messages to students about attendance and student engagement and how this affects bursary payments. Communication to curriculum areas that progress reports should not be shared within the class group.</p>

Ayrshire College # 484082
05/28/2021 14:46:00

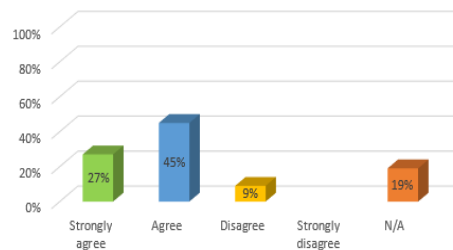
Customer Satisfaction

A total of 35 surveys have been sent, with 11 responses received, this equates to a 31% response rate. The results from the responses received are shown in the charts below.

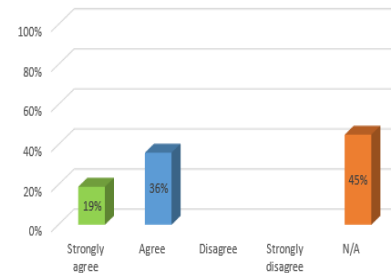
Q2 - I was aware of the complaints procedure before I needed to make a complaint



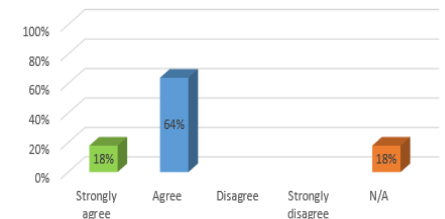
Q3 - I found the complaints process easy to access



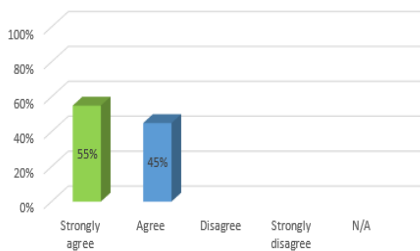
Q4 - I found the complaints form easy to use



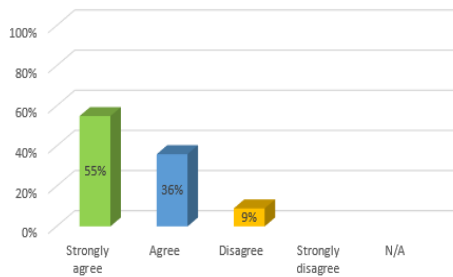
Q5 - I was able to access information and assistance in making my complaint where this was required



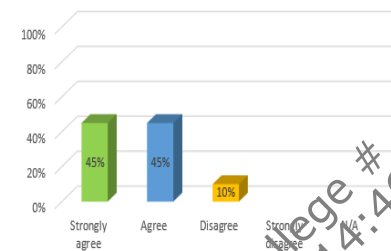
Q6 - I received a prompt acknowledgment of my complaint



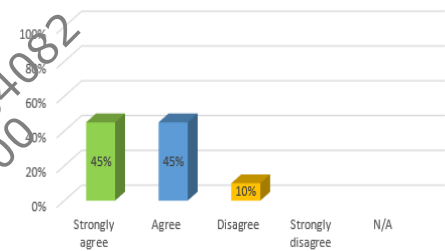
Q7 - I felt my complaint was taken seriously



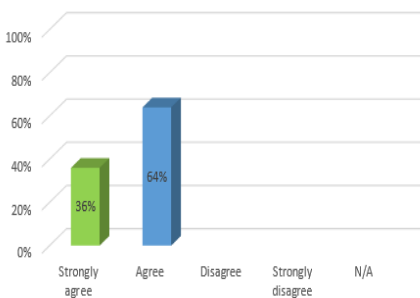
Q8 - I felt my complaint was thoroughly investigated



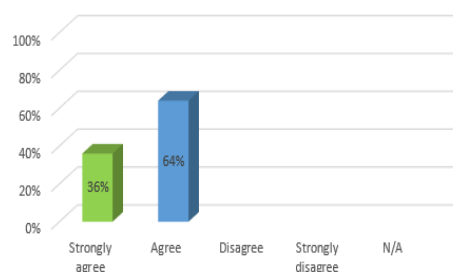
Q9 - I received a fair and objective response to my complaint



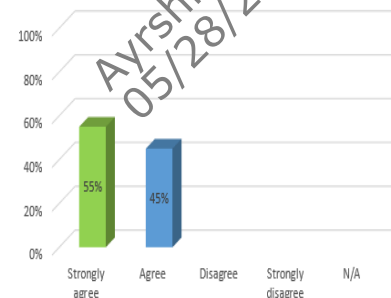
Q10 - I received a clear response to my complaint



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



Q12 - I was dealt with courteously at all times



Ayrshire College # 484082
05/28/2021 14:46:00

Appendix

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

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

Ayrshire College # 484082
05/28/2021 14:46:00

Appendix cont...

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

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

Ayrshire College # 484082
05/28/2021 14:46:00

Appendix cont...

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

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

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

Ayrshire College # 484082
05/28/2021 14:46:00