

## BOARD OF MANAGEMENT ACTION TRACKER

**COMMITTEE:** Business, Resources and Infrastructure Committee: 16 November 2021

(Paper 1a)

DATE RAISED	AGENDA ITEM	ACTION REFERENCE	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
09.06.20 <i>(Audit &amp; Risk Committee)</i>			The Committee to consider and recommend to the Board accordingly the creation of a temporary Committee whose remit would be to oversee the College exit, and associated strategy, from the Kilwinning campus PFI Agreement.	ASAP	All		<b>UPDATE:</b> March 2021 – The Committee agreed that this Action should now be considered under the remit of BRIC and should be removed from the Audit Action Tracker and transferred as a BRIC action.  <b>This will be discussed at Item 8 on the Agenda</b>
07.09.21	12	BRIC17:A01	The BRIC risk register will be updated to reflect the comments detailed in the minutes prior to submission to the Audit and Risk Committee.	ASAP	M Breen/J Thomson	Completed	
07.09.21	12	BRIC17:A02	The Committee supported the recommendation to take forward this risk for further discussion by the Board of Management: BRIC 7 - cyber security risk – to consider the overall risk assessment, risk appetite and risk scoring.	November 2021	M Breen/J Thomson		
07.09.21	12	BRIC17:A03	M Breen to liaise with Norman Bone and Matthew Wilson to share related information from their respective companies in how cyber security risks are being	ASAP	M Breen/J Thomson		

DATE RAISED	AGENDA ITEM	ACTION REFERENCE	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
			identified and managed and associated learning opportunities				
07.09.21	AOB	BRIC17:A04	Members to forward feedback on papers and submit to Board Management Office at Pauline.donald@ayrshire.ac.uk	ASAP	All		

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

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**Business, Resources and Infrastructure Committee****16 November 2021**

- Subject:** 2021-22 Management Accounts at 30 September 2021
- Purpose:** The paper provides a summary of the College's financial position as at 30 September 2021 and outlines the key variances for members' information.
- Recommendation:** The Business, Resources and Infrastructure Committee approves the 2021-22 Management Accounts for the period ended 30 September 2021.

**1 Background**

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

**2 Current Situation**

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

Actual Position to Date

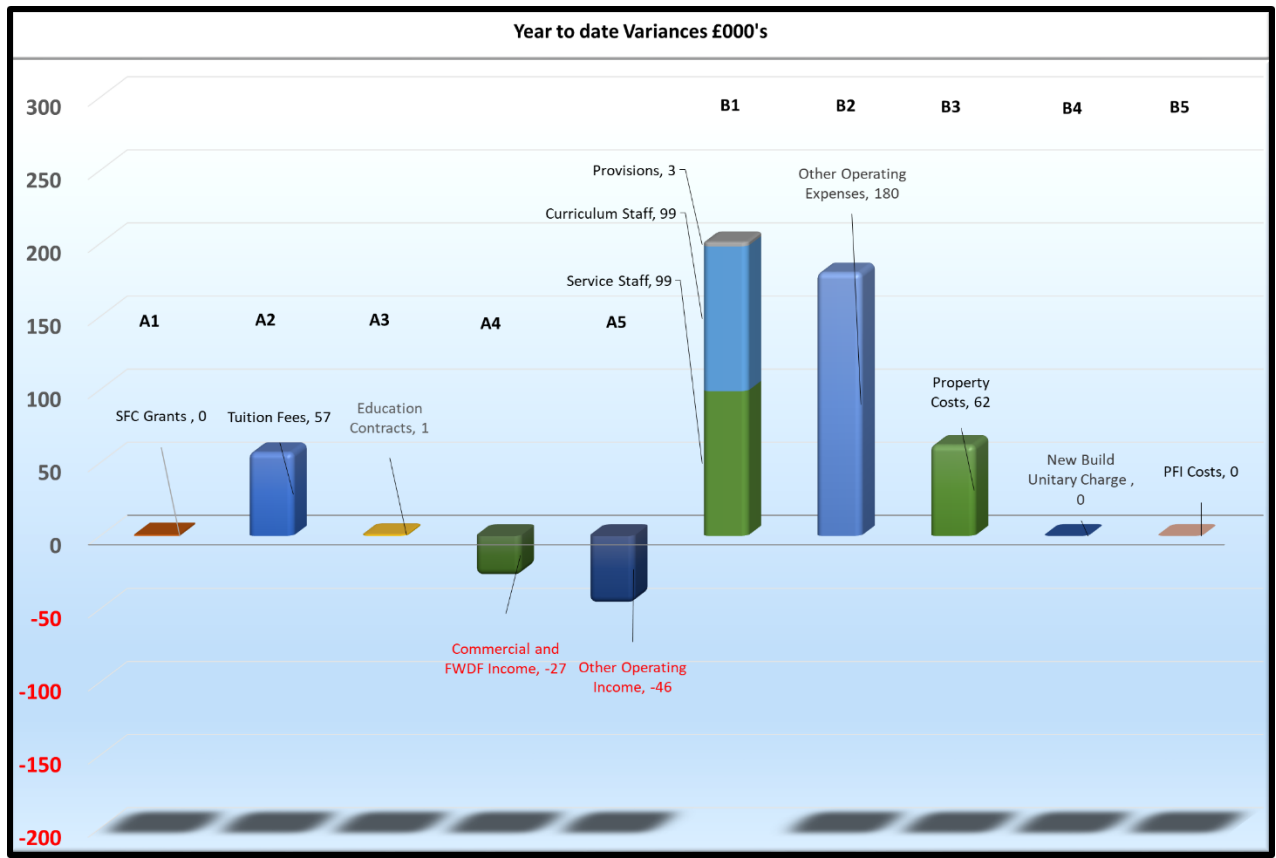
The management accounts for the period ended 30 September 2021 show a year to date operating deficit of **£(164,841)**. When compared to the expected budgeted position for 30 September 2021 this is a favourable variance of £428,590. The year to date position is set out in Table 1.

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

	<b>2021-22 YTD Budget (£)</b>	<b>2021-22 YTD Actual (£)</b>	<b>2021-22 Variance (£)</b>
Total Income	£7,529,224	£7,514,695	<b>£(14,529)</b>
Total Expenditure	£8,122,655	£7,679,536	£443,119
<b>Operating Surplus/ (Deficit)</b>	<b>£(593,431)</b>	<b>£(164,841)</b>	<b>£428,590</b>
Exceptional Costs	£0	£0	£0
<b>Operating Surplus/ (Deficit) after Exceptional Costs</b>	<b>£(593,431)</b>	<b>£(164,841)</b>	<b>£428,590</b>
<b>Net Depreciation</b>	<b>£(448,474)</b>	<b>£(557,374)</b>	<b>£(108,900)</b>
<b>Capital Income</b>	<b>£237,564</b>	<b>£237,564</b>	<b>£0</b>
<b>Operating Results after Net Depreciation and Capital Income</b>	<b>£(804,341)</b>	<b>£(484,651)</b>	<b>£319,690</b>

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 September 2021 (Excluding Exceptional Costs)



The trading variances in the year to date amount to a net £428,590. The main variances are as follows:

**(A) Income variances (net £(14,529) adverse) mainly being:**

- (A1) SFC Grants - £1 favourable variance
- (A2) Tuition Fees - £57,290 favourable variance mainly due to Evening Class Fees being ahead of budget
- (A3) Education Contracts - £797 favourable variance
- (A4) Commercial Income and FWDF - £(26,609) adverse variance. Income is lower than budgeted in both areas
- (A5) Other Operating Income and Interest - £(46,009) adverse variance mainly due to Catering Income.

**(B) Expenditure variances (net £443,119 favourable) mainly being:**

- (B1) Salary Costs - £200,559 favourable variance. This includes turnover savings of £255,000. In line with previous years, the variances in Curriculum and Service costs will be analysed fully in the October management accounts.

- (B2) Other Operating Expenses - £180,389 favourable variance. There are favourable variances in Curriculum expenditure, Commercial costs and Catering supplies. It is expected that this is down to phasing at the start of the year and that all budgets will be fully spent.
- (B3) Property Costs – £62,170 favourable variance. Savings in all lines at this early stage of the year. It is however expected that this is down to phasing at the start of the year and that all budgets will be fully spent.
- (B4/5) NPD & PFI Costs – nil variance

### **3 Balance Sheet – Executive Summary Commentary**

The Management Accounts for the period ended 30 September 2021 include the College's Balance Sheet, as at 30 September 2021. A summary of the Balance Sheet position compared with the final position disclosed in the 2020-21 statutory accounts is set out below in Table 2. It is also included within the background information folder for this meeting on Admincontrol.

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**Table 2 – Balance Sheet as at 30 September 2021**

Ayrshire College Balance Sheet



	ACTUAL	PRIOR MONTH	MOVEMENT ON MONTH	PRIOR YEAR END	MOVEMENT FROM PRIOR YEAR
			Period	2/2022	
<b>FIXED ASSETS</b>					
Land	6,671,000	6,671,000	0	6,671,000	0
Freehold Buildings - Ayr	37,954,736	38,075,247	-120,512	38,172,993	-218,258
Leasehold Buildings	430,651	437,222	-6,572	443,794	-13,144
Kilwinning	22,575,578	22,641,071	-65,493	22,683,000	-107,422
Kilmarnock	60,510,419	60,644,254	-133,835	60,732,000	-221,581
Computer Equipment	1,070,587	938,254	132,334	941,999	128,588
Other Equipment	522,974	542,336	-19,363	561,699	-38,725
	<b>129,735,945</b>	<b>129,949,385</b>	<b>-213,440</b>	<b>130,206,486</b>	<b>-470,541</b>
<b>CURRENT ASSETS</b>					
Stocks	48,362	47,272	1,090	29,699	18,663
Trade Debtors	281,621	221,277	60,344	315,308	-33,687
Other Debtors	66,674	63,927	2,747	191,586	-124,913
Prepayments and Accrued Income	2,891,954	2,872,465	19,490	3,031,674	-139,720
Bank & Cash	10,489,122	9,569,307	919,815	8,201,307	2,287,815
	<b>13,777,733</b>	<b>12,774,248</b>	<b>1,003,485</b>	<b>11,769,574</b>	<b>2,008,159</b>
<b>CURRENT LIABILITIES</b>					
Bank Loans and Overdrafts	0	0	0	0	0
Trade Creditors	-767,782	-351,173	-416,609	-214,473	-553,309
Other Creditors	-694,732	-719,960	25,229	-828,096	133,364
SAAS	-100,230	-15,420	-84,810	-5,140	-95,090
SFC Monies	-1,236,957	-1,093,609	-143,348	-1,177,492	-59,465
PAYE/NIC	-610,315	-614,261	3,947	-632,298	21,983
VAT	-3,174	-5,819	2,645	-16,640	13,466
SSF (SFC and SAAS)	-2,107,607	-1,530,373	-577,235	-549,541	-1,558,066
Accruals	-3,192,895	-3,034,027	-158,868	-2,838,068	-354,827
	<b>-8,713,691</b>	<b>-7,364,642</b>	<b>-1,349,048</b>	<b>-6,261,747</b>	<b>-2,451,944</b>
<b>TOTAL ASSETS</b>	<b>134,799,987</b>	<b>135,358,991</b>	<b>-559,004</b>	<b>135,714,313</b>	<b>-914,326</b>
Early Retiree Provisions	-1,416,086	-1,423,318	7,232	-1,430,550	14,464
Other Provisions	-590,500	-590,500	0	-590,500	0
PFI Capital Creditor	-4,416,359	-4,416,359	0	-4,416,359	0
NPD Capital Creditor	-41,618,476	-41,736,523	118,047	-41,854,570	236,095
Deferred Capital Grants	-9,741,741	-9,816,328	74,587	-9,920,857	179,116
	<b>-57,783,161</b>	<b>-57,983,028</b>	<b>199,867</b>	<b>-58,212,836</b>	<b>429,674</b>
<b>NET ASSETS EX PENS LIABILITY</b>	<b>77,016,826</b>	<b>77,375,963</b>	<b>-359,137</b>	<b>77,501,477</b>	<b>-484,651</b>
Pension Liability	-20,543,000	-20,543,000	0	-20,543,000	0
<b>NET ASSETS</b>	<b>56,473,826</b>	<b>56,832,963</b>	<b>-359,137</b>	<b>56,958,477</b>	<b>-484,651</b>
<b>RESERVES</b>					
Reserves brought forward	18,197,309	18,197,309	0	18,197,309	0
Year to date Trading	-484,651	-125,514	-359,137	0	-484,651
	17,712,658	18,071,795	-359,137	18,197,309	-484,651
Pension Reserve	-20,543,000	-20,543,000	0	-20,543,000	0
<b>Total I&amp;E Reserves</b>	<b>-2,830,342</b>	<b>-2,471,205</b>	<b>-359,137</b>	<b>-2,345,691</b>	<b>-484,651</b>
Restricted Reserves	465,482	465,482	0	465,482	0
Revaluation Reserve	58,838,686	58,838,686	0	58,838,686	0
<b>TOTAL RESERVES</b>	<b>56,473,826</b>	<b>56,832,963</b>	<b>-359,137</b>	<b>56,958,477</b>	<b>-484,651</b>

#### **4 Resource Implications**

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

#### **5 Consultation**

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

#### **6 Risks**

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

#### **7 Equality Impact Assessment**

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

#### **8 Recommendation**

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

**Michael Breen**  
**Vice Principal, Finance**  
**4 November 2021**

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

#### **Publication**

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

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# **Annual Procurement Report**

For the period:

1 August 2020 to 31 July 2021



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## Executive Summary

The Procurement Reform (Scotland) Act 2014 (PRA) requires any public organisation which has an estimated annual regulated<sup>1</sup> spend of £5 million or more to develop a procurement strategy and then review it annually. This requirement took effect from 31 December 2016. Organisations (including HE and FE colleges) required to develop and publish a procurement strategy were also required to publish an Annual Procurement Report, reflecting on the relevant reporting period of the procurement strategy.

This, the fourth Annual Procurement Report published by Ayrshire College, covers the period of 1 August 2020 to 31 July 2021. It addresses how the College has performed in its procurement activities and on delivery of its procurement strategy and wider aims and objectives.

In line with [Scotland's National Outcomes](#), this process of review and reporting identifies where adjustments to the procurement activity is deemed necessary to ensure that the College is able to make improvements in its procurement performance and be in a position to respond to future economic, political, social and environmental influences.

The Covid pandemic continued to have an affect on the College's operations with the re-closure of its campuses but successful delivery of the curriculum has continued with staff and students being able to access the equipment and the systems and services needed to virtual and/or on-campus learning as relevant.

Ayrshire College has analysed its third party expenditure and has identified that over the period covered by this report the following expenditure has occurred:

- EU<sup>2</sup> regulated procurements [goods and services worth more than £189,330; works worth more than £4,733,252]:-There were **two** such procurements completed<sup>3</sup> during the reporting period, with the total contract value of **£593,867**.
- Lower value regulated procurements' [goods and services worth more than £50,000, works worth more than £2 million]:- There were **four** such procurements completed during the reporting period. These amounted to **£237,189**.

More detailed information on the regulated procurements, sorted into procurement categories, is provided in sections 1 and 2 and in Annex A of this report.

Ayrshire College's total non-salary expenditure for 2020-21 was **£11,317,777** (ex VAT) of which the core procurement expenditure, excluding NPD/PFI repayments, was **£3,531,790** with **£1,319,524** of regulated expenditure (recorded on the Contracts Register) and **£2,212,266** of non-regulated spend.

Of the College's regulated procurement spend **£1,731,064** (47%) went through collaborative Category A, B and C1 contracts and agreements. The fall in collaborative spend can be attributed to a reduction in general activity due to COVID

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<sup>1</sup> Regulated' procurements are those with an estimated value equal to or greater than £50k (≥ £12,500 per annum over a four-year contract period excluding VAT) for goods & services or £2,000,000 excluding VAT for a public works contract.

<sup>2</sup> Public contracts (EU) thresholds are revised every 2 years – next due on 01 /01/2022. With the UK's exit from the EU on 01/01/2021 these thresholds will continue to apply to existing and future requirements that include whole or partial EU Grant funding.

<sup>3</sup> Deemed completed when the award notice is published or where the procurement process otherwise comes to an end – this assumption covers contracts and framework agreement

Ayrshire College had 1,005 active suppliers on its purchase ledger and did business with 625 companies in the reporting period 2020-21, down from 742 in 2019-20 directly due to Covid19. Ayrshire College continues to be committed to supporting local businesses and recognises that by spending with local businesses our requirements for goods and services can enhance lives and bring social benefits beyond the actual amount spent. For this reason, engaging with and buying from local suppliers, wherever possible, remains a key element of our procurement strategy. 229 suppliers (23%) were based in Ayrshire, a slight fall on the previous year (24% in 2019-21) with 30% of suppliers based in the rest of Scotland.

Of the remaining suppliers, 44% were based in the rest of the UK, 2% in the European Union and 1% in the rest of the World. These figures are similar to the previous year with the College committed to working with suppliers to form good supportive relationships especially during the Covid crisis.

SMEs constituted 83% of the total of active suppliers and 55% of procurement spend was with SMEs. This is an increase of 12% from 2019-20.

This report comprises five sections which address mandatory reporting requirements. These five sections are as follows:

- **Section 1: Summary of Regulated Procurements Completed**
- **Section 2: Review of Regulated Procurement Compliance**
- **Section 3: Community Benefit Summary**
- **Section 4: Supported Businesses Summary**
- **Section 5: Future Regulated Procurements Summary**
- **Section 6: Current and Future Challenges and Risks**

**Report Approved** [date of Board approval]

**By** Ayrshire College Board of Management

**Signed**

**Position** Principal and Chief Executive

## Section 1: Summary of Regulated Procurements Completed

Ayrshire College continues carries out all its procurements in an open and inclusive manner. The College's procurement objectives are aligned to the College's Strategic Plan and Objectives, in particular the ambition to be an inspirational place of learning which will be achieved "*through strong collaboration and partnership working*"<sup>4</sup>.

The details of regulated procurements completed during the reporting period are set out in **Appendix 1** with details summarised in **Annex A**. That information, coupled with the publication of [Ayrshire College Contracts Register](#) and the systematic use of Public Contracts Scotland and Quick Quotes, provides complete visibility of the College's procurement activity over the reporting period.

In **Appendix 1** the information is set out to show regulated procurements completed and any EU regulated procurements completed. These are separated into contract categories and distinguish collaborative contracts from College ones. For each completed regulated procurement the information provided shows:

- the date of award
- the start dates
- the category subject matter
- the name of the supplier
- estimated value of the contract – total over contract period
- collaborative or College owned
- the end date provided for in the contract or a description of the circumstances in which the contract will end
- SME / supported business

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<sup>4</sup> [Ayrshire College Statement of Ambition 2030](#)

## Section 2: Review of Regulated Procurement Compliance

Where appropriate, Ayrshire College has made use of national and sector collaborative contracts put in place by Scottish Public Sector Procurement and APUC, to deliver improved contract terms, supported contract and supplier management, sustainable procurement outcomes and value for money (the best balance of cost, quality and sustainability).

In making its regulated procurements every care has been taken to ensure that the College awards the business to suppliers who are capable, reliable and who can demonstrate that they meet high ethical standards and values in the conduct of their business. In the period covered by this report, the College has conducted all its regulated procurements in compliance with EU Treaty Principles of equal treatment, non-discrimination, transparency, proportionality and mutual recognition.

Procurement activities at Ayrshire College are subject to regular, independent review against the Scottish Government Procurement & Commercial Improvement Programme (PCIP). The PCIP is a useful tool through which the University and College sector is periodically assessed and which can provide valuable benchmarks by which necessary improvements might be identified, consulted over, planned and implemented. To deliver continuous improvement across all aspects of the procurement process and against the procurement strategy objectives is part of a customer valued, continual improvement process (CIP) that seeks incremental improvements to process and outcomes over time.

Ayrshire Colleges' procurement policy, procedures and sign off arrangements are consistent with the guidelines set out in the Procurement Journey. The College has met the objectives and obligations set out in its Procurement Strategy (Table 1).

**Table 1 – Ayrshire College's Achievement of Procurement Strategy Objectives**

Procurement Strategy Objectives	Annual Report Commentary on Strategy Delivery/Compliance
<p>To sustain and further develop partnerships within the FE/HE sector, with other publicly funded bodies including the College's community partners, with professional bodies and appropriately with supply markets that will yield intelligence, innovation and deliver value to users of procurement services.</p>	<p>The engagement with internal and external stakeholders and suppliers is key in building the understanding of the needs and requirements which in turn reinforces the value of our procurement activities. Supplier engagement meetings are used as a means to explain and promote the benefits of public procurement processes and to define the college's requirements.</p> <p>Although the Covid pandemic meant that no meetings could take place in person, the use of virtual events such as the supplier engagement event in May for potential food providers and the induction event for Associate Trainers in January were both well attended and the feedback was that more attended because they did not have to travel, ticking the environmental objectives at the same time. This method of meetings will continue.</p> <p>The college contributes to sector contracting plans, providing feedback on frameworks both national and sector when requested. Procurement is part of the work-stream coordinating procurement efforts on a regional basis with the 3 Ayrshire councils and other local organisations as part of the Ayrshire Wealth Building, Ayrshire Growth Deal (<a href="#">Ayrshire Growth</a>)</p>

Procurement Strategy Objectives	Annual Report Commentary on Strategy Delivery/Compliance
	<p><a href="#">Deal-Community Wealth Building</a>), to deliver local collaborative contracts.</p> <p>The college actively engages with other bodies through HE and FE specific events, Scottish public-sector events and training events including those of the Environmental Association for Universities and Colleges (EAUC).</p>
<p>To work with internal curriculum budget holders, professional support service colleagues and suppliers to deliver innovation and best value to the teaching and learning, and service support communities, through the development of an effective and co-ordinated purchasing effort throughout the College.</p>	<p>The college’s procurement activities directly follow the guidelines set out in the <a href="#">Scottish Procurement Journey</a> and Procurement is proactive in supporting Ayrshire College’s new strategic objectives published in the <a href="#">Ayrshire College's Statement of Ambition 2030</a>.</p> <p>Optimal procurement strategies are developed and agreed through consultation with key stakeholders, end users and suppliers. This intelligence gathering approach is also used to deliver innovation, to improve skills and competencies in securing the most appropriate procurement routes to market that yield best value outcomes consistent with the guidelines set out in the Scottish Procurement Journey.</p> <p>Procurement activities follow the guidelines set out in the Procurement Journey. This helps to manage the expectations of stakeholders, customers and suppliers alike and facilitates best practice and consistency with what other organisations do across the Scottish public sector.</p> <p>The college did not award any contract over £4m in the reporting period, however it does consider the impact and how it can improve the economic, social or environmental wellbeing of its area through inclusion of community benefit clauses in its regulated procurements. Where possible and proportionate, such clauses may be included in procurements below £4m.</p> <p>Care is taken to ensure that procurement activities support the College’s strategic objectives such as ‘ Work with partners, including businesses, to co-create and deliver a portfolio of learning and skills that is relevant, dynamic, flexible, and responsive to employer and industry needs, to current and future skills requirements and contributes to social and economic recovery’ by engaging with local companies through direct contact and advertising opportunities on Public Contracts Scotland (PCS) and PCS Quick Quotes.</p>
<p>To promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities.</p>	<p>To ensure value for money is delivered for all regulated and lower value procurements, the College’s Procurement function works with users, budget holders and other stakeholders. Careful consideration is given to the balance of quality between the relevant technical and quality criteria, whole life costs and sustainability.</p> <p>Working with key departments to manage strategic contracts and carry out supplier performance assessments helps to ensure that the balance</p>

Procurement Strategy Objectives	Annual Report Commentary on Strategy Delivery/Compliance
	<p>of price and quality is provided throughout the life of the contract. A review of the continued need for the contract and the performance of the contractor is carried out before any contract is extended or re-tendered.</p> <p>On-going monthly analysis of spend is carried out to identify aggregation opportunities, such as joint purchasing with other departments internally and also what can be sourced through the use of local, regional and national framework agreements.</p> <p>The monthly review of spend allows non-regulated purchasing to be addressed early to eliminate unnecessary or duplicate spend, increase the value benefits of aggregated purchasing, reduce the cost of procurement and ensure compliance with procurement regulations.</p> <p>Procurement has the responsibility of reviewing and approving all new supplier requests to prevent duplication; off-contract spend and minimise the potential for fraud.</p> <p>APUC's Contract Uptake aids the review of spend through collaborative frameworks and contracts. In 2020-21 Ayrshire College used collaborative contracts for 63% of its purchases. These meant that the College benefited from improved contract terms, contract and supplier management, sustainable procurement outcomes and the best balance of cost, quality and sustainability.</p> <p>During the reporting period, it is estimated that savings via Cat C contract were <b>£3,355</b> and savings through framework agreements were <b>£152,994</b>.</p>
<p>To seek out professional development opportunities to enrich and enhance experience and capability of procurement practitioners and to work with the supply chains to ensure continued value, managed performance and minimal risk throughout the life of contracts for the benefit of customers and students.</p>	<p>Performance reviews of the shared service procurement staff is carried out quarterly and e-learning resources such as HE/FE on-line courses and webinars organised by APUC, EAUC or the wider public sector such as Procurex are used to further develop procurement knowledge and capability. In addition, continuous professional procurement development training events are attended where required and training records are kept up to date.</p> <p>Internal training of staff with procurement and purchasing responsibilities is ongoing with additional guidance available on the College's intranet for reference. The continued roll-out of the College's electronic purchase to pay system and the training for budget holders and users has provided the opportunity to refresh staff's procurement knowledge relevant to their position and role.</p> <p>Depending on the identified risk of a contract, based on the spend, the performance of the supplier and the market, formal supplier meetings are held over the life of regulated contracts. These meetings provide an opportunity for all parties to discuss performance, provide feedback, agree contract variations, and plan for future activities. Contract</p>

Procurement Strategy Objectives	Annual Report Commentary on Strategy Delivery/Compliance
	<p>management guidance, performance scorecard and meeting agenda and minute templates is employed as a key tool to ensure that contract leads are equipped to realise the benefits over the life of a contract.</p>
<p>To develop sound and useful procurement management information in order to measure and improve procurement, contract management and supplier performance; in support of corporate planning which is conducted through a fair and transparent process.</p>	<p>Regular analysis of expenditure is carried out to provide management information. Data from the College’s finance system is analysed on monthly and quarterly basis and a quarterly report with a similar format to the annual procurement report is presented to the senior leadership team. Other sources of spend data include contractors, APUC hub and the Hunter database. Internal discussions regarding budget and capital planning inform future procurement activity. General Ledger data can be queried down to invoice level which means expenditure to be consolidated and cost efficiencies sought.</p> <p>The college’s procurement policy and procedures internal governance require that before a regulated procurement can take place, an initiation document needs to be accompanied by a strategy, risk analysis and sustainability test to be authorised. This ensures that the proposed spend has been approved and budgeted for and that the procurement route, alternative solutions, benefits, total costs, added value and sustainability have all been considered.</p> <p>The college’s contract and supplier management toolkit is for use with key contracts to measure and manage the effectiveness of the contract. Working with contractors to obtain the management information allows key performance indicators to be scored and sharing the results with the contractor helps to develop a relationship. The aim is for the contract and supplier management toolkit to be used proportionately across all regulated procurements.</p>
<p>To embed sound ethical, social and environmental policies within the College’s procurement function and to comply with relevant Scottish and UK legislation in performance of the sustainable procurement duty.</p>	<p>The College’s procurement processes ensures all its regulated procurement comply with its sustainable procurement duties by considering environmental, social and economic issues and benefits is made, where appropriate, on a contract-by-contract basis during the planning stage utilising tools including the sustainability test and the life cycle impact assessment as part of the contract strategy.</p> <p>The College procurement process and sign off arrangements are consistent with the guidelines set out in the Procurement Journey and that have met the objectives and obligations set out in its own procurement policy and procedures and financial scheme of delegation.</p> <p>The College promotes compliance by contractors and sub-contractors with the Health and Safety at Work etc. Act 1974 (c.37) and any provision made under that Act with the relevant contractors being Site Safety in Procurement (SSIP) scheme members.</p> <p>APUC’s <a href="#">Sustain Supply Chain Code of Conduct</a> is included in all regulated procurements with suppliers being required to confirm they, and their supply chains, will adhere to the Code of Conduct. Where relevant, such</p>



Procurement Strategy Objectives	Annual Report Commentary on Strategy Delivery/Compliance
	<p>as sourcing clothing for students’ sports kit, tenderers were asked, as part of the evaluation, to evidence how they monitor their supply chain against the International Labour Organisation (ILO) conventions on social and labour issues. As well as this, Ayrshire College complies with its duties under the Modern Slavery Act by seeking to only to contract with suppliers that comply with all appropriate and relevant legislation. and has published its own <a href="#">Modern Slavery Act Statement</a> which is reviewed and updated annually.</p> <p>The College, as a Living Wage accredited employer, recognises the value of a well-motivated and dedicated workforce both in its own organisation and in those of its suppliers. Where relevant and proportionate, the College considers the fair work practices of suppliers in its procurements, including application of the living wage.</p> <p>Although the College has not awarded a contract over £4m in the reporting period it does consider what Community Benefits can, on a proportionate basis, be included in regulated procurements. The Scottish Government supported business framework is always considered when sourcing relevant goods and Third sector bodies and supported businesses are always considered for relevant procurement activities.</p>

### Section 3: Community Benefit Summary

Ayrshire College considers how it can improve the economic, social or environmental wellbeing of its area through inclusion of community benefit clauses. These clauses assist with achieving sustainability in contracts activity. For example this can include targeted recruitment and training, small business and social enterprise development and community engagement. Where possible, relevant, proportionate, and where they are considered not to have a negative impact on the delivery of value for money, such clauses may be included by the College in regulated procurements valued at below £4m.

The College's policy on identifying community benefit requirements is, in consultation with stakeholders, to consider on a case by case basis, the relevance and proportionality to the subject matter of the procurement. The requirement is then built into the procurement specification and into the eventual conditions of contract performance.

Where applicable, as part of the tendering process, suppliers are invited to describe their approach to delivering community benefits or achieving social value through a contract. Relevant community benefits include:

- providing 'upskilling' opportunities (e.g. Toolbox talks) with students and staff,
- offering advice and assistance on the best practice methodology,
- student work experience and employment,
- apprenticeships,
- local sub-contractor opportunities available to SMEs, 3rd sector and supported businesses,
- direct involvement in community based schemes or programmes,
- educational support initiatives,
- to minimise environmental impacts, for example impacts associated with vehicle movements and/or associated emissions and impacts on protected areas, buildings or sites.

During the period 1 August 2020 to 31 July 2021 Ayrshire College did not award any contracts over the £4 million regulated procurement contract threshold and with campuses closed for a major part of the year and students learning being provided remotely there were no benefits or value on a local basis and the social value and community benefits from frameworks is recorded in the relevant organisations annual report.

## Section 4: Supported Business Summary

The college reviews each procurement to determine whether it could be fulfilled by a Supported Business, whilst remaining compliant with EU and Scottish Procurement Legislation and ensuring value for money for the college (using the only Supported Business [register](#) currently available and published by Ready for Business).

In the period 1 August 2020 to 31 July 2021 Ayrshire College did not reserve any contracts for supported businesses, however during this period a total of £18,200 of spend was placed with the supported business contracted under the Government Period Poverty scheme.

## Section 5: Future Regulated Procurements Summary

Ayrshire College is keen to encourage competition by promoting optimal participation in its procurement process and achieve better value for money in its procurements. One method of achieving this is to give notice to suppliers of tendering opportunities that are expected to commence over the next two financial years after the period covered by this report. This list of projected individual regulated procurement exercises is outlined in [Appendix 2](#).

In preparing this forward projection of anticipated regulated procurements, it is difficult to be precise about providing details of actual requirements. Over a forecast period of two years it is very probable that circumstances and priorities will change so the list of projected individual regulated procurement exercises outlined in Appendix 2 should be viewed with this caveat in mind.

The information provided in Appendix 2- list of Future Regulated Procurements covers:

- the subject matter of the anticipated regulated procurement
- whether it is a new, extended or re-let procurement
- the expected contract notice publication date
- expected award date
- expected start and end date
- the estimated value of the contract
- contract category A, B, C or C1.

## Section 6: Other Areas for Consideration-External Challenges and Risks

### 1. COVID 19

#### Risk

The college Procurement Manager has been working with APUC to minimise supply risks as a result of the COVID19 pandemic. All key and high-risk suppliers have been contacted for feedback on how the coronavirus is impacting their supply chain and the contingency plans they have put in place. This kept up-to-date and relevant information circulated to contract leads.

#### Supporting Suppliers

In line with the Scottish Government guidance (SPPN5/2020) which provides specific COVID19 direction on supplier relief, making best use of resources and relaxation of Procurement regulations for recovery and transition from COVID lockdown and staff furlough, the college was able to suspend the waste management service and the washroom service during lockdown with the suspended period being added to the end of the contract.

#### Supporting staff and students

At the start of the pandemic lockdown and on-going into the academic year 2021-21, the College, like all education establishments faced the issue of trying to support students without access to IT equipment to continue their studies at home.

In March 2020, the Campus Operations Steering Group was set up with several work-streams including the Learning & Teaching and Student Engagement Workstream which procurement was part of. The group, had the remit amongst others, to investigate the most timely and compliant route to access ICT equipment for those identified as in need. As demand was great from all sectors, not least the NHS, getting ICT equipment was not without challenges, however working with the National Framework suppliers and college student support staff we were able to secure the mobile devices and connectivity solutions and get them delivered to students at home quickly.

The college staff were not affected by any issues with access to supplies of PPE, with the college working with framework and local suppliers to ensure screens, sanitiser and other PPE equipment was always available.

#### Impact on spend and looking to the future

One area where the level of spend changed due to the enforced campus lockdowns was energy consumption with a 9% decrease in gas, electricity and biomass consumption and although with the opening of campuses for the academic year 2021-22, it is planned that these savings in carbon can be continued and reported on in the college's Public Bodies Climate Change Duties Report later in the year.

### 2. BREXIT

Given the impact of Covid19, the effects of Brexit are only beginning to be known such as the shortage of staff in low paid employment and HGV drivers. Using the regular brexit supply chain reports from APUC on the risks to the supply of goods and services and staffing, Procurement disseminates the information to assess the risk locally. There is no current high level risk to the College.

## Appendix 1: List of Regulated Procurements (Compliant and Non-Compliant) Completed in Reporting Period 1 August 2020 to 31 July 2021

### Compliant

Category Subject	Supplier Name	Date of Award	Owner: Cat A/B/C or C1	Start Date	End Date	Value over contract Period ex VAT	SME status	Supported Business
Students Record System Support and Maintenance	ESS Ltd- formerly Capita	01/08/2020	B	01/08/2020	31/07/2023	£391,550	large	no
Microsoft Campus Agreement 2020	Phoenix Software Ltd	04/08/2020	B	23/08/2020	22/08/2023	£202,367	large	no
Supply of Sandwiches	The Sandwich Factory (GB) Ltd	04/09/2020	C	04/09/2020	03/09/2021	£55,000	small	no
Supply and Support of Citrix Licences	Insight Direct (UK) Ltd	23/09/2020	B	01/10/2020	30/09/2021	£62,022	medium	no
Student Psychological Assessments	UPEEL Ltd	02/10/2020	C	01/10/2021	01/10/2023	£52,500	small	no
ICT Additional Server Storage Solution	DTP Group	07/04/2021	C	07/04/2021	06/04/2024	£67,667	small	no

### Non-Compliant

Category Subject	Supplier name	Date of Award	Owner: Cat A/B or C?	Start Date	End Date	Value over contract period	Compliance issue	Proposed Solution
Copying and Printing Provision 2020 Interim Extension	Ricoh UK Ltd	01/04/2021	C	01/04/2021	30/06/2022	£76,942	Extension of the interim non-compliant 2020 contract.	The interim contract was extended due to the Covid-19 pandemic continuing beyond the end of the original end date. A replacement contract will be carried out via a mini-tender under the Scottish Government Cat A framework in early 2022.

## Appendix 2: List of Regulated Procurements planned to commence in next two Financial Years, 2021/22 & 2022/23

Category Subject	Owner: Cat A/B/C or C1?	New, extended or re-let procurement	Expected contract notice publication date	Expected Date of Award	Expected Start Date	Expected End Date	Estimated Value over contract period
Finance System Support and Maintenance	B	Re-let	25/10/2021	23/01/2022	22/02/2022	21/02/2024	69,083
Health & Safety Management Software System	C	Re-let	17/11/2021	13/12/2021	06/01/2022	05/01/2024	35,000
Kilwinning New Hub Building Construction	C	New	01/11/2021	29/11/2021	01/12/2021	30/04/2022	870,000
Health Surveillance Service	B	Re-let	08/11/2021	06/02/2022	08/03/2022	07/03/2023	27,500
Provision of Legal Services- General to Ayrshire College	B	Re-let	20/11/2021	18/02/2022	20/03/2022	19/03/2024	27,083
Supply and Delivery of Biomass Pellets	C	Re-let	26/11/2021	24/02/2022	26/03/2022	25/03/2025	232,250
Ayrshire College Inter-site WAN Connectivity	B	Extension	27/12/2021	27/03/2022	26/04/2022	25/04/2023	145,833
Legal Services- People Matters	B	Extension	04/01/2022	04/04/2022	04/05/2022	03/05/2023	40,330
Internal Audit	B	Extension	03/03/2022	01/06/2022	01/07/2022	30/06/2023	55,200
Copying and Printing 2020 Interim Extension	A	Re-let	03/03/2022	01/06/2022	01/07/2022	30/06/2025	138,400
Water Quality Management Service	B	Re-let	04/03/2022	02/06/2022	02/07/2022	01/07/2024	50,000
Maintenance and Support of Telephone System	B	Re-let	14/03/2022	12/06/2022	12/07/2022	11/07/2025	95,317
Provision of IT System Support and Professional Services	C	Extension	20/03/2022	18/06/2022	18/07/2022	17/07/2023	104,167
Non-life Insurance for Ayrshire College	B	Extension	03/04/2022	02/06/2022	01/08/2022	31/07/2023	441,667
Supply and Support of Citrix Licences	B	Re-let	03/06/2022	01/09/2022	01/10/2022	30/09/2023	187,500
VEEAM Sftware Support and Maintenance	C	Re-let	03/06/2022	01/09/2022	01/10/2022	30/09/2024	45,734
Provision of ICT Security Professional Services	C	Extension	13/06/2022	11/09/2022	11/10/2022	10/10/2023	50,000
Supply of On-line Student e-Portfolio Assessment Platform	C	Re-let	14/06/2022	12/09/2022	12/10/2022	11/10/2023	48,985
Student Psychological Assessments	C	Re-let	05/07/2022	03/10/2022	02/11/2022	01/10/2024	52,500
Supply of Staff Compliance Course Training E- Learning & LMS Platform	C	Re-let	08/07/2022	06/10/2022	05/11/2022	04/11/2024	52,200
Supply, Install, Support and Maintain HR and Payroll System	C	Re-let	12/07/2022	10/10/2022	09/11/2022	08/11/2027	116,667
Employee Counselling Service	B	Re-let	22/09/2022	21/12/2022	20/01/2023	19/01/2025	16,667
Training Management Software System	C	Extension	03/11/2022	01/02/2023	03/03/2023	02/03/2024	31,454
Grounds Maintenance and Winter Gritting Service	C	Extension	23/12/2022	23/03/2023	22/04/2023	21/04/2024	38,333
Moodle Hosting and Support	C	Extension	12/01/2023	12/04/2023	12/05/2023	11/05/2024	32,300
Students Record System Support and Maintenance	B	Extension	03/04/2023	02/07/2023	01/08/2023	31/07/2024	168,067

[NOTE: reference to contract is also to be construed as meaning a Framework Agreement]

<b><u>1. Organisation and report details</u></b>	
a) Contracting Authority Name	Ayrshire College
b) Period of the annual procurement report	01/08/20 to 31/07/21
c) Required by s18 Procurement Reform (Scotland) Act 2014 to prepare an annual procurement report? (Yes / No)	Yes
<b><u>2. Summary of Regulated Procurements Completed</u></b>	
a) Total number of regulated contracts awarded within the report period	7
b) Total value of regulated contracts awarded within the report period	£908,048
c) Total number of unique suppliers awarded a place on a regulated contract awarded during the period	7
i) how many of these unique suppliers are SMEs	4
ii) how many of these unique suppliers how many are Third sector bodies	0
<b><u>3. Review of Regulated Procurements Compliance</u></b>	
a) Number of regulated contracts awarded within the period that complied with your Procurement Strategy	6
b) Number of regulated contracts awarded within the period that did not comply with your Procurement Strategy	1
<b><u>4. Community Benefit Requirements Summary</u></b>	
<b>Use of Community Benefit Requirements in Procurement:</b>	
a) Total number of regulated contracts awarded with a value of £4 million or greater.	0
b) Total number of regulated contracts awarded with a value of £4 million or greater that contain Community Benefit Requirements.	0
c) Total number of regulated contracts awarded with a value of less than £4 million that contain a Community Benefit Requirements	0



**Key Contract Information on community benefit requirements imposed as part of a regulated procurement that were fulfilled during the period:**

d) Number of Jobs Filled by Priority Groups ( <i>Each contracting authority sets its own priority groups</i> )	0
e) Number of Apprenticeships Filled by Priority Groups	0
f) Number of Work Placements for Priority Groups	0
g) Number of Qualifications Achieved Through Training by Priority Groups	0
h) Total Value of contracts sub-contracted to SMEs	0
i) Total Value of contracts sub-contracted to Social Enterprises	0
j) Total Value of contracts sub-contracted to Supported Businesses	0
k) Other community benefit(s) fulfilled	0

**5. Fair Work and the real Living Wage**

a) Number of regulated contracts awarded during the period that have included a scored Fair Work criterion.	0
b) Number of unique suppliers who have committed to pay the real Living Wage in the delivery of a regulated contract awarded during the period.	5
c) Number of unique suppliers who are accredited Living Wage employers and were awarded a regulated contract awarded during the period.	2
d) Number of unique suppliers who have signed up to the Scottish Business Pledge and were awarded a regulated contract awarded during the period.	0

**6. Payment performance**

a) Number of valid invoices received during the reporting period.	6,123
b) Percentage of invoices paid on time during the period (“On time” means within the time period set out in the contract terms.)	53%
c) Number of regulated contracts awarded during the period containing a contract term requiring the prompt payment of invoices in public contract supply chains.	6
d) Number of concerns raised by sub-contractors about the timely payment of invoices within the supply chain of public contracts.	0

## **7. Supported Businesses Summary**

a) Total number of regulated contracts awarded to supported businesses during the period	0
b) Total spend with supported businesses during the period covered by the report, including:	£18,765
i) spend within the reporting year on regulated contracts	£18,200
ii) spend within the reporting year on non-regulated contracts	£565

## **8. Spend and Savings Summary**

a) Total procurement spend for the period covered by the annual procurement report.	£4,872,631
b) Total procurement spend with SMEs during the period covered by the annual procurement report.	£2,246,988
c) Total procurement spend with Third sector bodies during the period covered by the report.	£30,466
d) Percentage of total procurement spend through collaborative contracts.	47%
e) Total targeted cash savings for the period covered by the annual procurement report	Target not set
i) targeted cash savings for Cat A contracts	Target not set
ii) targeted cash savings for Cat B contracts	Target not set
iii) targeted cash savings for Cat C contracts	Target not set
f) Total delivered cash savings for the period covered by the annual procurement report	£152,994
i) delivered cash savings for Cat A contracts	£22,989
ii) delivered cash savings for Cat B contracts	£92,299
iii) delivered cash savings for Cat C contracts	£3,355
g) Total non-cash savings value for the period covered by the annual procurement report	£0

## **9. Future regulated procurements**

a) Total number of regulated procurements expected to commence in the next two financial years	29
b) Total estimated value of regulated procurements expected to commence in the next two financial years	£2,222,896

## Glossary of Terms

### A, B, C and C1 Contracts (Who buys what?)

Category A	Collaborative Contracts available to all public bodies <ul style="list-style-type: none"> <li>• Scottish Procurement</li> </ul>
Category B	Collaborative Contracts available to public bodies within a specific sector <ul style="list-style-type: none"> <li>• Scottish Procurement</li> <li>• APUC</li> <li>• Scotland Excel</li> <li>• NHS National Procurement</li> </ul>
Category C	Local Contracts for use by individual public bodies
Category C1	Local or regional collaborations between public bodies

**APUC**- Advanced Procurement for Universities and Colleges (APUC Ltd Reg. No. SC314764)

**APUC's Code of Conduct** - APUC and its client community of colleges and universities is committed to carrying out procurement activities in an environmentally, socially, ethically and economically responsible manner and to entering into agreements and contracts with suppliers that share and adhere to its vision. To demonstrate this commitment, current and potential suppliers are asked to acknowledge their compliance with the principles of the APUC Supply Chain Code of Conduct with respect to their organisation and their supply chain.

**BT14 – Sustainability Based Benefits** - sustainability benefits where costs are not normally relevant can be reported but will normally be described in narrative including but not limited to the following areas:

- Reduction in waste – packaging and / or further use of residue from processes etc.
- Reduction in consumption - use of raw materials (consumables, utilities etc.)
- Recycling and/or reuse of products
- Enhanced Reputation and/or marketing opportunities
- Community Benefits delivery
- Carbon Reduction

Social, equality and / or environmental improvements

**Category Subject** is a collection of commodities or services sourced from the same or similar supply base, which meet a similar consumer need, or which are inter-related or substitutable.

**Community Benefits** are requirements which deliver wider benefits in addition to the core purpose of a contract. These can relate to social- economic and or environmental. Benefits. Community Benefits clauses are requirements which deliver wider benefits in addition to the core purpose of a contract. These clauses can be used to build a range of economic, social or environmental conditions into the delivery of College contracts.

**Contracts Registers** these typically provide details of the procurement exercise to capture key information about the **contract** (the goods and services, values, date started, expiry date, procurement category etc.).

**Cost Avoidance** The act of eliminating costs or preventing their occurrence in the first place. It tends not to show up on, but materially impacts, the bottom-line cost and is normally referred to as a “soft” cost saving i.e. negating supplier requests to increase costs, procuring services/goods/works under budget, obtaining prices lower than the market average/median.

**Contract management** or contract administration is the management of contracts made with customers, suppliers, partners, or employees. Contract management activities can be divided into three areas: service delivery management; relationship management; and contract administration.

**EU regulated procurements** are those whose values require that they are conducted in compliance with the Public Contracts (Scotland) Regulations 2015 and the Procurement Reform (Scotland) Act 2014.

**Flexible Framework** Self-Assessment Tool (FFSAT) enables measurement against various aspects of sustainable procurement.

**Hub (Spikes Cavell)** - The Scottish Procurement Information Hub is provided by Spikes Cavell as a spend analysis tool allowing organisations to: -

- Identify non-pay spend on external goods and services
- Identify key suppliers and how many transactions are made with each
- Highlight common spend across suppliers and categories
- Identify spend with SMEs and/or local suppliers

This information means that individual organisations and Centres of Expertise can identify where collaborative opportunities might exist and where transactional efficiencies could be made.

For more information, visit the Scottish Government's [Hub](#) page.

**Hunter** - Hunter has been developed by the eSolutions team. It is a database solution which uses standard Microsoft packages (Access and SQL Server) enabling organisations to effectively monitor and report on collaborative contracting activities.

As a solution, it is operational within the HE/FE sector in Scotland and is also being utilised by the HE consortia in England and Wales that also provide collaborative contracting services to the sector. Hunter has a multi-level structure which allows consortia to share collaborative agreements, make them visible to their member organisations, and in turn enabling them to record their own contracts.

**College Dashboard** - is the area within the APUC Buyers Portal being developed by the APUC eSolutions team providing easy access to Colleges’ key management reporting data being recorded centrally through **Hunter**. The dashboard currently hosts key regulatory procurement information on Contracts Registers, forward contracting plans, expenditure reporting and Annual Procurement Report Data. The list of reports is planned to expand to cover savings and Procurement & Commercial Improvement Programme dashboard data.

**Lotting** - the Public Contracts (Scotland) Regulations 2015 encourage the use of lots (regulation 47), to promote competitiveness and to facilitate the involvement of SMEs in the public procurement market, by considering the appropriateness of dividing contracts into lots to smaller contracts

**Output Specification** requirements are set out in terms of what you want to achieve, leaving the tenderers to decide on how they will deliver those requirements. This can lead to innovation by the tenderers. The services detailed in the output specification should be capable of objective assessment so that the performance of the supplier can be accurately monitored.

**Prioritisation** - the Sustainable Public Procurement Prioritisation Tool which is a tool to aid all procuring organisations across the Scottish Public Sector designed to bring a standard structured approach to the assessment of spend categories.

**Procurement Journey** is public procurement toolkit with guidance and templates on the procurement process to facilitate a standardised approach to the market and contract and supplier management.

**Procurement & Commercial Improvement Programme** replaced the previous Procurement Capability Assessment (PCA) and focuses on the policies and procedures driving procurement performance and more importantly, the results they deliver.

**Procurement thresholds** OJEU is the Official Journal of the European Union, the gazette of record for the European Union. Around 2500 new notices are advertised every week - these include invitations to tender, prior information notices, qualification systems and contract award notices. The European public contracts directive (2014/24/EU) applies to public authorities and the following thresholds will apply to procurement carried out whose value equals or exceeds specific thresholds. The present thresholds are (net of VAT): - for Supply, Services and Design Contracts, £189,330, for Works Contracts £4,733,252. Public contracts (EU) thresholds are revised every 2 years – this is next due on 01/01/2022

**PCS (Public Contracts Scotland)** is the national advertising portal used to advertise all public sector goods, services or works contract opportunities.

**PCS-Tender** is the national eTendering system, and is centrally funded by the Scottish Government. The system is a secure and efficient means for buyers and suppliers to manage tender exercises online. The standard templates enable buyers to create consistent tender documentation.

**Segmentation** the division and grouping of suppliers or contracts in relation to spend and its criticality to business.

**Small and Medium Sized Enterprises (SMEs)** encompass –

Micro enterprises: enterprises which employ fewer than 10 persons and whose annual turnover and/or annual balance sheet total does not exceed £1.57 million.

Small enterprises: enterprises which employ fewer than 50 persons and whose annual turnover and/or annual balance sheet total does not exceed £7.86 million.

Medium enterprises: enterprises which are neither micro nor small, which employ fewer than 250 persons and which have an annual turnover not exceeding £39.28 million, and/or an annual balance sheet total not exceeding £33.78 million.

**Social Enterprises** are revenue-generating businesses with primarily social objectives whose surpluses are reinvested for that purpose in the business or in the community, rather than being driven by the need to deliver profit to shareholders and owners.

**Supply Chain** encompasses all activities, resources, products etc. involved in creating and moving a product or service from the supplier to the procurer.

**Supply Chain Management Programme (Sustain)** is the APUC supply chain sustainability web portal, a central hub where sector suppliers can complete and store sustainability compliance data. The portal is the core supply chain sustainability tool supporting HE and FE Colleges and their suppliers in delivering a transparent, environmentally positive, ethical and socially responsible supply chain

**Supported business** means an economic operator whose main aim is the social and professional integration of disabled or disadvantaged persons, and where at least 30% of the employees of the economic operator are disabled or disadvantaged persons.

**Supported employment programme** means an employment programme operated by an economic operator, the main aim of which is the social and professional integration of disabled or disadvantaged persons, and where at least 30% of those engaged in the programme are disabled or disadvantaged persons.

**Sustainable Procurement** A process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis and generates benefits, not only for the organisation but also to society, the economy and the environment.

**Third-Party Expenditure** is calculated based upon the total value of invoices paid per annum, excluding VAT, to all suppliers for the purchase of goods and services. It is defined as including:

- Goods – tangible products such as stationery, which are often also known as supplies
- Services – provision of an intangible product such as refuse collection, elderly home care, whether carried out internally or externally.
- Works – including construction works and utilities, i.e. energy costs.

It excludes employee costs, non-cash expenditure (e.g. depreciation), grants, trust payments and other non-controllable payments to other publicly funded bodies but should include spending on agency staff, capital expenditure and programme spend on commodities and services.

**Business, Resources and Infrastructure Committee****16 November 2021****Subject:** Human Resource and Staff Learning and Development Report**Purpose:** To provide members with an update for the reporting period August to September 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 twenty-five internal adverts and twenty-three external adverts were placed during the reporting period.

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

The current labour market is challenging, and the College has experienced difficulties in recruiting externally across a range of posts. The number of applicants for vacancies has reduced significantly, and the HR Team has been working to identify opportunities to promote and advertise vacancies, using new and different mediums.

**1.2 Sickness Absence**

Sickness absence levels for the reporting period are as follows:

Term	August 2021	September 2021
Long Term	1.80%	1.70%
Short Term	0.67%	1.82%
Total absence	2.47%	3.52%

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

Term	August 2020	September 2020
Long Term	0.98%	1.39%
Short Term	0.83%	0.89%
Total absence	1.81%	2.28%

### 1.2.1 Sickness Absence Reasons

Absence Reason	August 2021		September 2021	
	Days Lost	Staff Affected	Days Lost	Staff Affected
Stress non-work related	107	7	125	7
Back pain/ strain/ sprain/ musculoskeletal	47	4	72.57	8
Bereavement reaction	44	4	55	5
Headache/migraine/ neurological	43	3	97.5	10
Depression/anxiety/ psychological	24	2	13	1
Asthma/bronchitis/ respiratory	23.43	2	55	5
Stomach/bowel/gastric/ intestinal	22	2	50.5	11

The HR team has continued to monitor and review the College absence trends throughout the pandemic period.

The overall absence rate for the College has increased during the reporting period and when compared to the same period in 2020. It is of note that absence levels increased by 1.05% from the 2.47% figure reported in August to 3.52% in September. This has been one of the most significant increases in absence since the beginning of the pandemic. The main cause of the increase has been due to the number of short-term absences, which have risen from 0.67% in August to 1.82% in September. Long term absence, however, has remained more stable with a slight decrease from 1.8% in August to 1.7% in September.

The increase in short term absences can be directly linked to staff reporting the occurrence of minor illnesses such as stomach bugs, colds and other short-term conditions. The long-term absences continue to be reflective of mental health concerns relating to stress, bereavement reaction and depression, as well as musculoskeletal concerns.

As we enter the winter period, where the prevalence of winter illnesses generally increases, it will be important to monitor the absence trends, to understand the impact this may have on teams, whilst continuing to operate within a blended learning and service delivery model. The HR Team will continue to review the support available for staff to enable appropriate interventions to be considered and implemented, when required and within reasonable parameters.

During September, there were four working days lost due to work related stress, which arose from two members of staff being absent from work. Absences of this nature continue to be monitored closely by the HR Team, in order to ensure that appropriate support is available.

### 1.3 Covid-19 Reporting Information

During the period August to September 2021, the College recorded the following data related to the Covid-19 pandemic:

Covid-19 Recording Category	August 2021	September 2021
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Self-Isolation	6	39
Positive Cases	8	17

#### 1.4 Maternity, Paternity and Adoption Leave

During the reporting period August to September 2021, six members of staff were on maternity leave, one of whom returned to work in August 2021.

#### 1.5 Employment Relations

In the period August to September 2021, one grievance hearing and one disciplinary investigation were undertaken. In addition, one stage three capability hearing was also scheduled, linked to long term absence.

#### 1.6 Flexible Working Requests

During the reporting period two members of staff submitted flexible working requests. One request was to support childcare responsibilities, which was approved. The second request was in relation to supporting the health and care arrangements of a relative. This has been placed on hold due to the long-term absence of the staff member and will be considered as part of any future return-to-work arrangements.

#### 1.7 Policy Development

The Policy Development and Review Working Group met to agree a workplan for the current academic year. Meetings of the Group are scheduled to take place on a monthly basis.

## 2 **Staff Learning and Development Update**

### 2.1 August to September 2021 CPD Events

The following information details the range of CPD events that were delivered during the reporting period across the College, with a particular focus on the start of the academic term. During this period 18 sessions were delivered and included the following:

- *Hate Crime Awareness*  
The College Police Liaison Officer delivered a 90-minute online session which highlighted hate crime and its impact on the community.
- *3<sup>rd</sup> Party Reporting and Keep Safe Training (various dates)*  
The College Police Liaison Officer delivered focussed training within identified areas including Student Experience, Front of House and Employability and Engagement. A total of five workshops were delivered and provided information and guidance on hate crime and 3<sup>rd</sup> party reporting of crime/incidents.
- *Report + Support*  
2 x 45-minute sessions were delivered by the College's Equality and Inclusion Advisor. The sessions provided an insight into the Report + Support tool in which students and staff are able to report an incident(s) experienced or witnessed in relation to bullying, discrimination, harassment, hate crime and gender-based violence.

- ***Substance Use Awareness***  
The 90-minute online session, delivered by the College Alcohol and Drug Liaison Officer, covered the most commonly used substances and their effects, as well as some specifics on Scottish drug related deaths.
- ***Strengthening Personal Resilience***  
This 2-hour online workshop covered what it means to be resilient, the characteristics of a resilient person and how to strengthen personal resilience.
- ***Using Texthelp Read & Write Gold to Improve Academic Writing and Study Skills***  
The workshop covered the core functions and uses of the Texthelp Read & Write Gold program that is available to all students and staff.
- ***UCAS for Lecturing Staff***  
Informal drop in Q&A sessions were made available to staff covering the UCAS process and providing academic references for students.
- ***Data Protection by Design and DPIAs: Basics***  
The College Data Protection Officer delivered a session for College managers which provided an overview of data protection impact assessments.
- ***Digital Learning Support – MyLearning sessions***  
The Digital Learning Support team delivered over 20 support sessions to curriculum teams, in relation to developing and maintaining the Virtual Learning Environment.

## 2.2 Organisational Effectiveness Review

At the start of the academic term, and as part of the annual Team Evaluation process, Heads of Curriculum and Service worked with their teams to develop Team Operating and Enhancement Plans (TOEP).

The progress of the individual TOEPs will be managed locally with the progress of each reported quarterly through the College Leadership Team. The outputs of each TOEP will align with, and ensure delivery of, the seven strategic objectives outlined in the overarching College Operating and Enhancement Plan (COEP).

## 2.3 LinkedIn Learning

During August and September, 160 courses and 683 videos were viewed and completed. The most popular content during this period related to using Microsoft Office 365 with 'Microsoft Teams Essential Training' being the most viewed resource.

The benefits of using the platform are regularly promoted via all-staff newsletters, and as a result there has been a marked increase in the number of staff accessing their LinkedIn Learning account.

## 2.4 GTCS – College Lecturer Registration

Registration with GTC Scotland is now mandatory for all Lecturing Staff and Curriculum Managers, who hold a GTCS recognised teaching qualification and can evidence 190 days teaching experience.

In August, the College provided GTCS with a list of eligible staff, who were invited to begin the registration process during September.

To support staff to complete the registration process the College arranged for GTCS to deliver a one-hour online information session for staff at the beginning of September. The session was attended by over 100 members of staff and provided an overview of GTC Scotland and key details about the rollout of the College Lecturer Registration Programme.

## 2.5 Digital/ICT Skills Checklist

The digital skills of staff are a priority focus for the College, in order to continue to develop blended learning approaches, and support the College's Learning and Teaching Strategy and Statement of Ambition.

It was evident from the recent Team Evaluation sessions that there are excellent examples of blended learning across the College, equally, there also continue to be challenges around some staff members' digital confidence.

In recognition of the support required in this area, the Staff Learning and Development team developed a Digital and ICT Skills Checklist for Curriculum Managers and Lecturers. This was designed to provide the College with a digital skills baseline, which will enable the development and delivery of the appropriate CPD to improve the digital confidence of staff.

The checklist has been rolled out across the curriculum, with real-time development being undertaken to bridge any digital gaps. To develop this area further, a range of resources focusing on digital pedagogies has also been identified, to support curriculum staff in the blended learning environment.

Moving forward, a similar Checklist will be developed for use by College support teams.

**David Davidson**  
**Assistant Principal HR and Organisational Development**  
**8 November 2021**

Ayrshire College # 484082  
01/24/2022 14:38:19

**Business, Resources and Infrastructure Committee****16 November 2021****Subject:** Health, Safety and Wellbeing and Equality and Inclusion Report**Purpose:** To provide members with an update for the reporting period August to October 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	168
Fire Detection & Response	152
Infection Control	17

Members of the Joinery team, in Ayr, completed refresher training in the use of the woodworking machinery.

Members of staff across all campuses received refresher training in the completion of Personal Emergency Evacuation Plans (PEEPs).

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

**1.2 Accidents and Incidents**

There were 38 incidents recorded during the reporting period, detailed as follows.

Campus	Riddor	>3 days <7 days	Minor Injury	No Injury	Near Miss	Ill Health	Total
Ayr	1	0	18	1	2	0	22
Kilmarnock	0	0	7	3	2	1	13
Kilwinning	1*	0	0	1	1	0	3
Dean Park	0	0	0	0	0	0	0
Irvine	0	0	0	0	0	0	0
Nethermains	0	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>0</b>	<b>25</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>38</b>

<b>Kilwinning Campus</b>	<b>September 2021</b>	<b>Off-campus</b>	<b>Injured as a result of sporting activity</b>
<p>*The following incident was not reportable under RIDDOR as the injury arose out of normal participation in the activity.</p> <p>Student collided with classmate whilst playing football, as part of a learning and teaching activity, resulting in a dislocated knee.</p>			
<b>Ayr Campus</b>	<b>October 2021</b>	<b>College</b>	<b>Contact with moving machinery or material being machined</b>
<p>A staff member was cutting timber using the surfacer machine. His left hand, the leading hand, slipped off the timber and the tip of his middle finger caught the cutter block. The staff member attracted the attention of a colleague who provided assistance and also alerted the Curriculum Manager. The staff member attended A&amp;E and received 8 stitches.</p> <ul style="list-style-type: none"> <li>A full investigation was undertaken and appropriate actions identified.</li> </ul>			

### 1.3 Fire Safety

Fire Evacuations (included as near miss in incident statistics)

<b>Date</b>	<b>Campus</b>	<b>Details</b>
10/09/2021	Kilmarnock	<p>Two youths entered the building, without purpose, and were asked to leave. The youths managed to regain access to the building by forcing open an external emergency exit door and activated the fire alarm. A full evacuation took place and Scottish Fire and Rescue attended.</p> <p>Spie arranged for a specialist contractor to inspect all external doors.</p>
16/09/2021	Ayr – Dam Park	<p>A cooking pot on the hob released smoke and activated the fire alarm. A full evacuation took place and Scottish Fire and Rescue attended.</p> <p>Staff were reminded not to leave pots unattended on the hob.</p>
24/09/2021	Ayr – Dam Park	<p>Fire alarm activated due to a science experiment. A full evacuation took place and Scottish Fire and Rescue attended.</p> <p>The detector was replaced.</p>

### 1.4 Claims

The College currently has one outstanding liability claim.

## 1.5 Risk Assessment

The College overarching Covid-19 risk assessment continues to be reviewed by the *Campus Operations Steering Group* and is available to all staff.

This risk assessment takes account of guidance from the Scottish Government, NHS and the Health and Safety Executive (HSE). In addition, individual departments have also undertaken their own local Covid risk assessments, to supplement the overarching document, which are reviewed and updated on a regular basis.

## 1.6 Supporting Academic Year 2021/2022

### 1.6.1 Covid-19 stats

The following table details the number of positive Covid-19 cases, however, it is important to note that not all students and staff were present on campus, at the time.

	Staff	Students	Total
<b>Ayr</b>	11	81	92
<b>Kilmarnock</b>	15	83	98
<b>Craigengillan Estates</b>	0	1	1
<b>Kilwinning</b>	8	59	67
<b>Irvine</b>	0	1	1
<b>Nethermains</b>	0	10	10
<b>Total</b>	34	235	269

### 1.6.2 Campus Operations Steering Group

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

The Head of Health, Safety and Wellbeing also continues to participate in the Regional Education meetings on a weekly basis and keeps the College abreast of all public health developments.

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

The Estates and Sustainability team undertook a survey of all rooms across our campuses to identify those with natural, mechanical or limited ventilation. Rooms with limited ventilation have not been in use during the pandemic period. The College also has portable CO<sup>2</sup> monitors which are placed in rooms where ventilation may be a cause for concern.

The Health, Safety and Wellbeing team continue to remind staff of the key Covid-19 control measures – adequate ventilation, hand hygiene, wearing face coverings and maintaining social distancing.

The Head of Health, Safety and Wellbeing worked with NHS Ayrshire & Arran to arrange on-campus Covid-19 vaccination clinics for staff and students. A total of 248 staff and students attended these clinics. A communication was recently received from NHS Ayrshire and Arran, which confirmed that they will not be able to support further clinic sessions, which would have provided an opportunity for students and staff to receive their second dose, where necessary. It was also confirmed that where applicable, letters would be received by individuals to attend for their second vaccination at a community location.

On-campus flu vaccination clinics will be available to staff during November 2021.

### 1.6.3 College Development Network (CDN)

The HSW team members continue to support CDN Health and Safety meetings throughout the period. These meetings are pivotal for the sector in making the necessary arrangements to support College campuses.

The Head of Health, Safety and Wellbeing has recently been appointed as the Vice Chair of the CDN Health and Safety group.

### 1.7 Health and Wellbeing Themes

The following guidance and support has been provided across the College in relation to health and wellbeing:

- August– Further guidance shared on working remotely from home.
- August – Promotion of PAM Life App via e-mails, news articles and Staff Wellbeing Teams page. Currently, 140 staff members access the wellbeing platform.
- September / October - My Mental Health Matters campaigns across the College.
- October – Menopause at Work eLearning course available to staff on the Learning Portal and a peer support group was introduced.
- HSW team continue to share information and ideas on the Staff Wellbeing Teams page and in the College newsletter.

### 1.8 Legislative Update

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

Ayrshire College # 484082  
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## **2 Equality and Inclusion Update**

### **2.1 Report + Support**

The Report + Support online reporting tool, where Ayrshire College students and staff can report an incident related to bullying, discrimination and harassment on the basis of protected characteristic; hate crime; racism; and gender-based violence (GBV), is now live. The College Report + Support webpage also includes a wealth of information regarding the reporting categories. The Report + Support tool has been implemented to provide students and staff with greater access to support from the College or highlight a potential issue to support future preventative work.

To support the success of Report + Support, a communication strategy is in place with increased promotion planned for 16 days of action (25 November – 10 December). Report + Support can be accessed from My Learning, My Ayrshire app, the Staff Learning Portal, and the College website. The Report + Support webpage can be viewed via this link: [Report + Support - Ayrshire College](#)

### **2.2 Equality Matters // Staff Learning Portal**

A new 'Equality Matters' section on the Staff Learning Portal is now live. This section hosts a comprehensive suite of new e-learning modules to help further develop and enhance staff knowledge and skills across all protected characteristics and in relation to gender-based violence (GBV).

### **2.3 Safe and Included // New VIEW Steering Sub-group**

A new VIEW steering group, subgroup "Safe and Included," has been established to support the achievement of Equality Outcome 1, in relation to gender-based violence. The College's Equality and Inclusion Advisor will chair this group, supported by the College Police Liaison Officer. Subgroup membership includes representatives from a wide range of staff roles and the Student Association.

From October, the Staff Newsletter, 'Stay Connected', will feature a different VIEW steering group sub-group each month, in order to raise staff awareness of the range of group activities and achievements. The Safe and Included group will feature in the November edition.

### **2.4 Hate Crime Pledge**

As part of hate crime awareness week (4-8 October), a new College Hate Crime pledge was launched. This was followed by pledges made by, for example, the College Principal and the Student Association. To support the message of the College Hate Crime pledge, during this week, the College's Equality and Inclusion Advisor and Police Liaison Officer offered three on campus drop-in sessions and three virtual Hate Crime Conversation Cafes for students and staff.

Ayrshire Police Division Area Commander Chief Superintendent Faroque Hussain and Police Liaison Officer PC also participated by recording a question-and-answer session.



College teams and students are still being encouraged to share their own hate crime pledge. This will be part of an ongoing project, managed by the Safe and Included group, supporting wider ambitions linked to, for example, Report + Support.

## 2.5 The S Word

The College's new suicide prevention awareness campaign, the 'S' Word, officially launched on Friday, 10 September, which was World Suicide Prevention Day. The S Word aims to encourage more open conversations about suicide and suicidal thoughts to enable those experiencing these thoughts to reach out and access support. Phase 1 of the campaign included the promotion of key, supportive messages on social media and the development of S Word communications, with information and resources for students and staff. The latter was created and developed by the College's Mental Health Liaison Officer.

## 2.6 Rockpool Podcasts // CDN Awards 2021

Rockpool Podcasts has been shortlisted for a CDN Award in the Inclusive College category; the first time Ayrshire College has been nominated in this category. Rockpool Podcasts is an excellent example of how equality can be mainstreamed in a highly innovative way, as it is embedded in course delivery, supports the advancement of equality of opportunity and seeks to foster good relations. It enables students and staff to establish and maintain a connection with the College community while reinforcing the values, ethos, culture and diversity of the College. Rockpool continues to provide a unique and engaging platform for equality related issues, having previously addressed race equality, LGBT+ inclusion, mental health, women's rights and gender-based violence.

Rockpool Podcasts is the creation of Music, Performance and Media Lecturer John McBlain with the College's Equality and Inclusion Advisor involved as one of the show's hosts. All Rockpool Podcasts are available on Spotify and can be accessed here: [Rockpool Podcasts' Flowpage \(flowcode.com\)](https://www.flowcode.com/rockpool-podcasts)

**David Davidson**  
**Assistant Principal HR & Organisational Development**

**8 November 2021**

Ayrshire College #487002  
01/24/2022 14:38:19



BRIC, 16 November 2021 (Paper 14)

# Annual Health, Safety & Wellbeing Report

August 2020 – July 2021



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# 1 Introduction

The Annual Health, Safety and Wellbeing Report provides a summary of the College's health and safety performance for the 2020/21 academic year.

This report provides an overview of the work carried out by and on behalf of Ayrshire College. It highlights key projects undertaken and issues considered over the past year.

The report also provides a summary of incident statistics for the period August 2020 - July 2021, based on the incident reports submitted to the Health, Safety and Wellbeing Team.

The College has continued to raise awareness of a range of health, safety and wellbeing issues during the year through regular communication, training and update sessions. Wherever possible, the College has collaborated with other agencies working in the area of health and safety, and engaged in joint projects that would benefit the College, particularly in relation to Covid-19.

The report also summarises the work that is currently planned for the future period. To meet these aims, the College will continue to align its health and safety activities to changes taking place within the sector and nationally and also to continue to support post pandemic recovery.

The College will continue to promote wellbeing themes in partnership with NHS Ayrshire & Arran and other agencies.

## 2 Executive Summary

The Annual Report covers the period 1 August 2020 to 31 July 2021.

This report provides an overview for Board Members, College Leadership teams, managers and all staff, of the actions taken to protect our staff, students, contractors, clients and members of the public over the past 12 months.

The approach to health, safety and wellbeing management within Ayrshire College is documented in the College Health, Safety and Wellbeing Policy.

This annual report also provides an opportunity to review the progress of the College with regard to health, safety and wellbeing. The data contained within the report provides a benchmark for ongoing trend analysis to enable year-on-year comparison.

## 3 Health and Safety Reporting and Monitoring

### 3.1 Regulation Action and Visits

During the reporting period, the College has consulted with representatives from Local Authorities, the Health and Safety Executive, Scottish Government, NHS Ayrshire and Arran and Scottish Fire and Rescue on a range of statutory and reporting matters.

In accordance with the requirements of The Fire (Scotland) Act 2005 and the associated Fire Safety (Scotland) Regulations 2006, the following evacuations were recorded as fire drills.

### 3.2 Planned Fire Drills

The Corporate Health, Safety and Wellbeing Committee agreed that planned fire drills should not take place due to the COVID-19 restrictions at the time. This was designed to minimise large groups of people from different households coming together unnecessarily. Fire drills will be reinstated for academic year 2021-22.

### 3.3 Unplanned Fire Alarms

Date	Campus	Details
18/08/20	Ayr	Alarm was activated during the night by a fire that was located above the suspended ceiling in the male toilet on the ground floor link corridor of the Dam Park building. The fire was caused by an electrical fault in the air intake fan. The fire extinguished itself, however, Scottish Fire & Rescue attended. The only damage sustained was cosmetic with no impact on the integrity of the building.
26/08/20	Ayr	A maintenance contractor was working on the gas deep fat fryer in the refectory kitchen. A small amount of residual oil was in the bottom of the fryer which created smoke during testing and activated the detection system. Evacuation undertaken and Scottish Fire & Rescue attended. Moving forward, the kitchen zone of the alarm system will be isolated whilst work is being undertaken to avoid any further incidents.
20/10/20	Kilwinning	Faulty detector head activated in the electrical plant room, resulting in full evacuation. Evacuation undertaken and Scottish Fire & Rescue attended.
28/04/2021	Ayr	Campus Assistants sweeping within basement of Dam Park building generated dust which activated a nearby detector. Evacuation undertaken and Scottish Fire & Rescue attended. Advised to dampen down dust in future to minimise the risk of a false activation.
12/05/2021	Kilmarnock	Fire alarm was triggered whilst chemical fogging a room. Evacuation undertaken and Scottish Fire & Rescue attended.

Date	Campus	Details
14/06/2021	Kilmarnock	Burnt out solenoid valve in water regeneration tank was faulty and triggered the fire alarm. Evacuation undertaken and Scottish Fire & Rescue attended.
07/07/2021	Kilwinning	Dust in ceiling panels outside room 2.10 was disturbed by building works, which triggered the fire alarm. Evacuation undertaken and Scottish Fire & Rescue attended.

No fire safety enforcement visits were undertaken during the reporting period, however, a number of operational crews did undertake familiarisation visits to our campuses.

The College received a joint proactive visit from the HSE and East Ayrshire Council Environmental Health Officer as part of the Covid-19 spot checks of the sector. The visit involved an observation of hair and beauty therapy classrooms, to consider how the College was managing practical activities. The visit also focused on measures implemented by the College to mitigate the risk of Covid-19. The Inspectors were satisfied with the arrangements in place.

#### 4 Advice and Support

The primary health and safety advice resource for the College is through the Head of Health, Safety and Wellbeing and Advisors who provide specialist advice on all aspects of health, safety and wellbeing for both staff and students.

The Team's core activities involve:

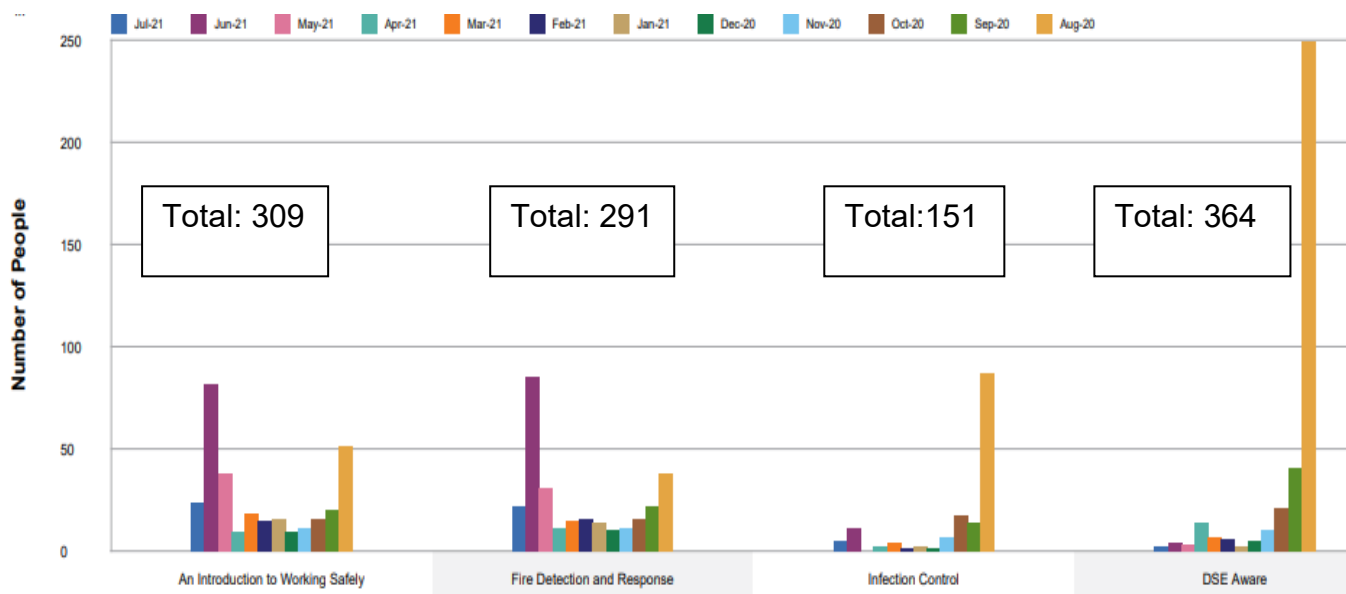
- Health and safety management audits
- Safety inspections
- Accident investigations
- Assessing new and proposed health and safety legislation and its impact on the College
- Consulting on health and safety policies and procedures
- Attending relevant meetings and committees
- Developing and circulating guidance on a range of health and safety related subjects
- Analysis of statistics and appropriate reports for committees, local safety and working groups
- Supporting risk assessment processes including person specific
- Liaising on first aid matters including first aider training
- Administration of the display screen equipment assessment process
- Administration of eye care vouchers
- Health and Safety training – Fire, Stress, Risk Assessment and Wellbeing topics
- Liaising with occupational health and health surveillance providers
- Liaising with enforcement organisations

## 5 Health and Safety Training

### 5.1 Online Training

Details of mandatory health and safety course completions: An Introduction to Working Safely and Fire Detection and Response, during the reporting period are shown below in Table 1. Due to Covid-19, the College included the Infection Control and Display Screen Equipment (DSE) Awareness modules as mandatory units for staff to complete.

**Table 1**



In addition to the mandatory courses, a comprehensive suite of health and safety eLearning courses are also available to staff.

### 5.2 Bespoke Training

Training was delivered to a number of staff who operate the electric pallet stacker truck in the Kilmarnock Campus.

Staff also took the opportunity to complete the various health, safety and wellbeing modules available from the College's Staff Learning Portal.

## 6 Audits

The internal health, safety and wellbeing programme was postponed due to the COVID-19 restrictions. This will resume in academic year 2021-22. The Team provided extensive and detailed advice and guidance to managers and teams in preparation for the new academic year, taking account of Covid-19 restrictions.

## 7 Health, Safety and Wellbeing Committee

The Health, Safety and Wellbeing Committee is formed under statute and is the principal consultation forum on health and safety within the College. The Committee meets on a regular basis and is chaired by the Assistant Principal – Human Resources and Organisational Development or nominated deputy. Membership

represents all work groups, including trade unions and student representation. The meeting dates were as follows:

- 10 September 2020
- The meeting scheduled for January was postponed due to the lockdown.
- 08 June 2021

The following covers the primary issues considered by the Health, Safety and Wellbeing Committee:

- Monitoring accident reports and investigations
- Planning for proposed Health and Safety legislative changes
- Reviewing the Health, Safety and Wellbeing Policy and subsequent procedures
- Reviewing the Health, Safety and Wellbeing Committee Constitution
- Monitoring Wellbeing and Safety initiatives across all College campuses
- Monitoring the actions arising from the Campus Safety Groups

During the year 2020-21, regular reports on Health, Safety and Wellbeing were received by the Senior Leadership Team. In addition, regular Health, Safety and Wellbeing reports were also received by the Business, Resources and Infrastructure Committee, across the Board Committee cycle as follows:

- 08 September 2020
- 17 November 2020
- 09 March 2021
- 01 June 2021

## 8 Campus Safety Groups

The College has an extensive consultation framework in respect of Health, Safety and Wellbeing.

In addition to the Health, Safety and Wellbeing Committee, all main campuses have a dedicated Campus Safety Group which meet on a regular basis. Representatives from these groups attend the Health, Safety and Wellbeing Committee.

A range of work groups to support campus preparations in response to Covid-19 were supported and also significant activity focusing on staff wellbeing.

## 9 Policies and Procedures

Health, Safety and Wellbeing procedures and guidance documents are reviewed and updated on a regular basis. The procedures reviewed within session 2020-21 include:

Procedure Title
Off Campus Activities
Provision of Workplace Equipment
Working at Height
Management of Radioactive Substances
Control of Vibration at Work

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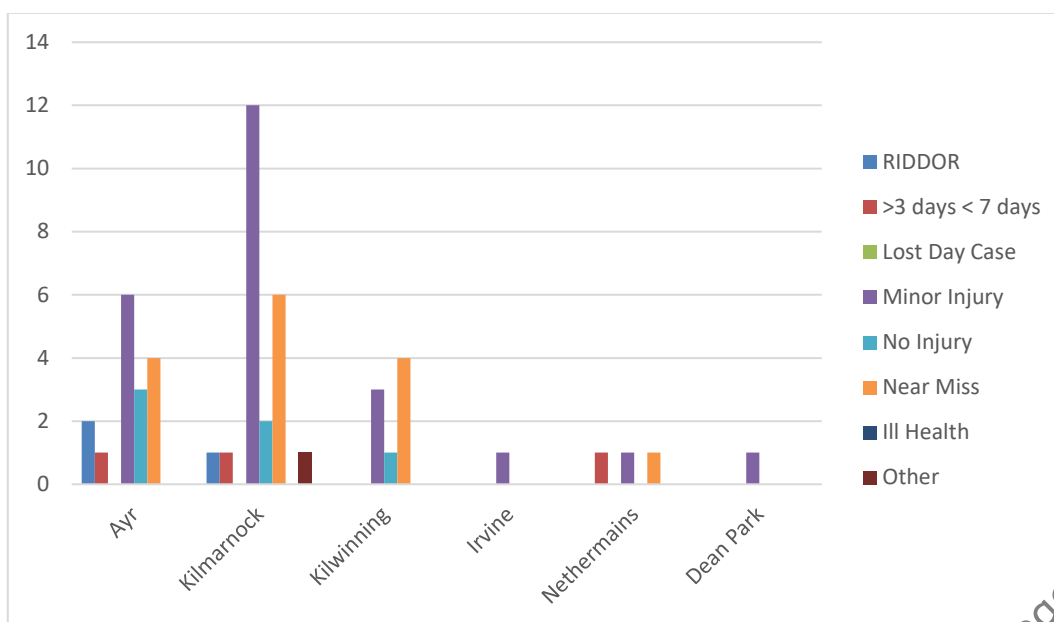
Health Surveillance
First Aid
Display Screen Equipment
Driving for College Business
Lone Working
Lifting Operations and Lifting Equipment
Control of Substances Hazardous to Health

## 10 Accident and Incidents

The College is required by statute to record and maintain records of accidents that occur in connection with its work and activities. The regular reports on Health, Safety and Wellbeing received by the Executive Leadership Team, Business, Resources and Infrastructure Committee and Health, Safety and Wellbeing Committee also include quarterly accident and incident data for consideration and review.

During the reporting period, there were 52 accidents and incidents reported to the Health, Safety and Wellbeing team, details are shown in the following tables.

**Table 2: Incidents by Type and Campus August 2020 – July 2021**



Ayrshire College # 484082  
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	Ayr	Kilmarnock	Kilwinning	Irvine	Nethermains	Dean Park
<b>RIDDOR</b>	2	1	0	0	0	0
<b>&gt;3 days &lt; 7 days</b>	1	1	0	0	1	0
<b>Lost Day Case</b>		0	0	0	0	0
<b>Minor Injury</b>	6	12	3	1	1	1
<b>No Injury</b>	3	2	1	0	0	0
<b>Near Miss</b>	4	6	4	0	1	0
<b>Ill Health</b>	0	0	0	0	0	0
<b>Other</b>	0	1	0	0	0	0
<b>Total</b>	16	23	8	1	3	1

The total number of incidents represents a 72.9% decrease in the number of incidents reported during 2019-20. The decrease is attributed to the physical mitigations in place which resulted in classes being smaller and also the remote delivery of learning and teaching. Of the above statistics, six members of staff, 21 students, three school pupils, and one member of the public sustained a minor injury.

The Health, Safety and Wellbeing team continue to support areas by attending staff team meetings to promote good practice, raise awareness and ensure that learning takes place following incidents.

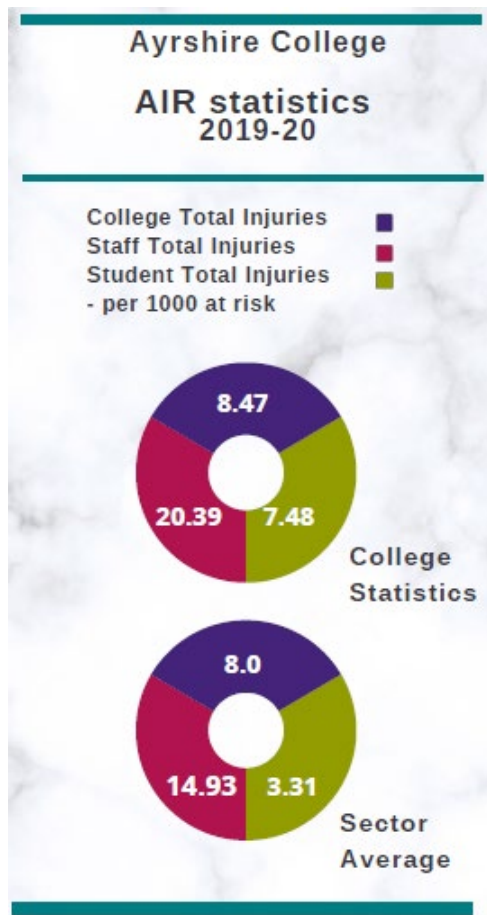
Incident classification statistics by campus are provided in Appendix 1. Working with portable tools, e.g. hand tools and knives, and burns and scalds continue to cause the highest number of minor injuries and the HSW team are working with these Curriculum areas to reduce this figure.

The definitions of accident, near miss, dangerous occurrence and incident are set out at Appendix 2.

a. Sector Benchmarking

Eleven colleges submitted returns to allow accident incident benchmarking of the sector to be undertaken. The College figures were slightly higher than the Sector average across the categories. Although a full sector return would have been welcomed, data was provided by a diverse range of colleges of differing sizes, regions and demographics. It is also important to note that there is no agreed methodology in place for recording or reporting the data.

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Appendix 3 provides the full return.

b. RIDDOR Reporting

There were 3 incidents reported to the Health and Safety Executive under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences) detailed in the following table.

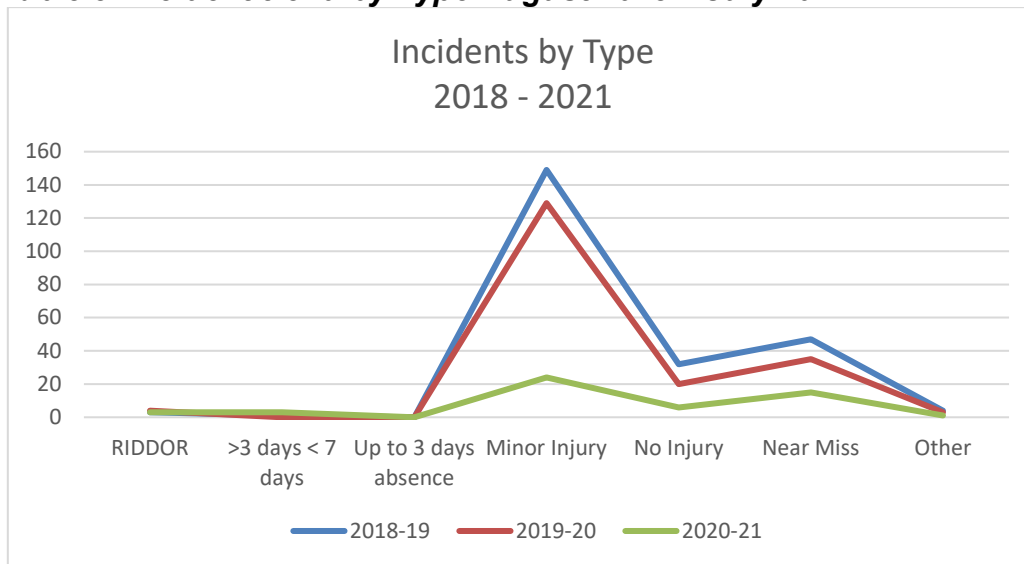
Ayr Campus	Oct 2020	College	Handling Glass or Sharps
This accident was RIDDOR reportable due to an absence from work for more than 7 days. A member of the Hospitality team was removing a new blade from its box to attach to a food processor. The member of staff pulled on the blade to release it from the packaging which resulted in a cut finger. The member of staff attended A&E for stitches, which were removed after 7 days. The message was re-enforced with the team that care must be taken when handling any new blades, knives etc.			
Ayr Campus	Apr 2020	College	Fall from Height
This 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 Dam Park building injuring his ribs and hand. No defects found and staff member stated he forgot to remove his reading glasses.			
Kilmarnock Campus	May 2021	College	Slips Trips and Falls
Whilst felling a tree at the Craigengillan estate, a student was readjusting his footing when he slipped injuring his left knee. The student sat out the activity for a period			

and was driven home by another student. Later that evening, the pain worsened and the student attended A&E where he received an x-ray and his knee was strapped. The student returned to class the following day, however, received a call from the hospital advising that a small fracture had been identified on his left knee and, therefore, returned for further treatment.

Students reminded of safety practice when adjusting position at height.

c. Trend Analysis

**Table 3: Incident trend by Type August 2018 – July 2021**



Incidents by Type	2018-19	2019-20	2020-21
RIDDOR	3	4	3
>3 days < 7 days	1	0	3
Up to 3 days absence	0	0	0
Minor Injury	149	129	24
No Injury	32	20	6
Near Miss	47	35	15
Other	4	3	1
<b>Total</b>	<b>236</b>	<b>191</b>	<b>52</b>

Since 2018-19, the number of incidents within the College annually, has reduced from 236 to 52 (78%).

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## 11 Civil Action Claims

Zero claims closed during the reporting period. One employee liability claim remains open.

Person Involved	Injury	Current Position
Staff	Injury to shoulder	Open

## 12 Health and Wellbeing

### a. Occupational Hygiene

During the reporting period, occupational hygiene assessments were undertaken in the following areas:

- Vibration assessment of portable tools, 261 in total, undertaken at Ayr Campus.

### b. Occupational Health

Occupational Health is a specialist branch of medicine which focuses on health in the workplace and is concerned with the physical and mental wellbeing of staff.

The College's external occupational health provider offers support on work-related illnesses and accidents, carry out medical health checks for new and existing staff and monitor the health of staff. They also assist in the management of short and long term absences. A total of 42 occupational health referrals were supported during the period.

### Health Surveillance

In total, 212 staff received health surveillance throughout the reporting period. This was completed via remote screening, i.e. staff involved completed health questionnaire(s) and submitted this to Salus Occupational Health and Safety for review. Any issues identified were followed up by Salus which may have included a telephone call or face-to-face appointment.

### c. Staff Counselling

Staff counselling services provide confidential advice and support via telephone or through private consultation with staff. The College moved to a new provider, PAM Assist, and since February 2020 staff engagement with the service has comprised the following:

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Staff Engagement	
Telephone Counselling	6
Face to Face Counselling first session	3
Face to Face Counselling two sessions	2
Face to Face Counselling six sessions	1
Legal Advice	1
Telephone Appt first session	5
Telephone Appt additional session	10
Web Site	127

### 12.5 Staff Support Programme and Wellbeing Activities

A programme of cross campus wellbeing events and campaigns was delivered:

My Mental Health Matters	September/October 2020
12 Days of Christmas	December 2019
January Fitness Challenge	January 2021
Ayrshire College Walking Challenge	February 2021
Cycle to Work scheme	March – April 2021
Wellbeing Teams page (College wide)	March 2020
Mental Health Awareness week	May 2021
National Walking month	May 2021
Launch of PAM Life	June 2021
A range of digital promotional materials focussing on wellbeing topics such as work-life balance and pillars of wellbeing	Throughout reporting period
Virtual Staff Wellbeing day	June 2020

The College continues to hold the Healthy Working Lives silver award and is progressing towards the gold award, taking account of the disruption arising from the Covid-19 pandemic. The College was shortlisted in the Scottish Walking Award, Walking Champion in Education, category. The HSW team continue to contribute to the NHS strategies for Tobacco Action Planning and Mental Health and Wellbeing Action Planning.

To aid staff's wellbeing during lockdown, a Staff Wellbeing Teams page was established which allowed staff to share resources with each other in order to promote wellbeing during this period.

The HSW team were extensively involved in the design and analysis of the Staff Survey. This involved reviewing trends and actions to take forward to support staff wellbeing.

The Cycle to Work scheme was made available to staff, which led to eleven members of staff purchasing bicycles.

The Staff Wellbeing Day was held virtually on 25 June. Staff were encouraged to participate in an activity outside and away from their desk / home work station.

The College procured a wellbeing App "PAM Life", which can also be accessed online. The resource was introduced in June 2021 to coincide with the Staff Wellbeing day. The App provides staff with access to a range of information and support on wellbeing, nutrition and fitness.

## 13 Covid Arrangements

The Health, Safety and Wellbeing team attended the Campus Operations Steering Group (COSG) and supported all associated workstreams.

A homeworking Display Screen Equipment (DSE) guidance document was made available to all staff. In excess of 634 initial assessments, and approximately 70 revised assessments, have been reviewed by the HSW team.

NHS Ayrshire & Arran opened a testing pathway for College staff who returned to working regularly on campus. In circumstances where staff experienced symptoms, a completed referral form was submitted to NHS Ayrshire & Arran and the staff member was contacted to attend at either Crosshouse or Ayr Hospitals for a Covid test. The results were received by the member of staff within 24 hours. This arrangement came to an end in December 2020 and staff now access testing via the national testing centres.

Throughout the reporting period, the Head of Health, Safety and Wellbeing attended weekly Covid-19 Regional Education meetings which were supported and facilitated by NHS Ayrshire and Arran. This partnership has been highly successful in enabling effective communication and flow of information across the constituent organisations, on all aspects of the Covid-19 pandemic. A process was also established where members of College Senior Management supported a weekend rota to enable NHS Ayrshire & Arran contact tracing involving staff or students who had received positive Covid-19 test results.

The Head of Health, Safety and Wellbeing collated and submitted a weekly return to the Scottish Government confirming the number of positive and self-isolating staff and students. This ceased in June 2021 and did not recommence in the new academic year.

Lateral Flow Device (LFD) testing kits were made available to all staff and students from May 2021. The initial uptake was positive in comparison to other Colleges in the sector.

The Head of Health, Safety and Wellbeing worked with NHS Ayrshire & Arran to arrange on-campus vaccination clinics where 248 staff and students attended over the first two weeks of academic year 21/22.

## 14 Future Direction

### a. Strategy and Action Plans

All stakeholders are charged to give due care and consideration in their work to health and safety issues and the Colleges Statement of Ambition. As part of their duties they must also take all reasonable care for themselves and others, use safe and healthy practices, report hazards and unsafe practices according to College procedures.

Further, they are also required to assist in the development of and take a full and active part in any health and safety initiatives in order to meet the health and safety aims of the College. It is vital that health and safety implications must be considered when reaching decisions about other priorities e.g. procurement of new equipment. Health and safety must, therefore, be considered not as an add-on but, as an essential core factor in all activities of the College.

### b. Specific Requirements

- 1 Suitably competent and trained staff will be appointed and supported by adequate training.
- 2 Control of health and safety risks will be achieved through the risk assessment process and the provision of information, regular communication, consultation and the cooperation of staff at all levels in the organisation to maintain safe and healthy working conditions, equipment and safe systems of work.
- 3 Procedures will be established following the risk assessment process and reviewed and revised to ensure that plant and equipment provided is maintained and safe for use by staff, students and others.
- 4 Accidents, incidents and 'near misses' will be recorded, investigated and the appropriate action taken to reduce the likelihood of their recurrence.
- 5 Regular monitoring will be carried out to measure performance against the College's set objectives.
- 6 The Corporate Health, Safety and Wellbeing Committee will oversee the functioning of the Health, Safety and Wellbeing policy and reporting to the Board of Management.
- 7 The policy will be regularly reviewed to reflect best practice and the changing requirements of the College.

### c. Objectives for Health and Safety Performance

- 1 H&S Policy - Review and revise H&S Policy. This is the cornerstone document for Health, Safety & Wellbeing (HSW) Management with objectives set for continued improvements to enhance the HSW culture. The policy will be available for all staff to access via the College intranet portal.



- 2 H&S Management Support Software – Continue to maintain and develop the Ayrshire College Safety Hub to support the management of all HSW requirements across the campuses.
- 3 H&S Training – Deliver specific H&S training to College Managers and staff.
- 4 Occupational Health - Ensure continued or enhanced provision of Occupational Health support to staff for the purpose of statutory health surveillance, health monitoring, counselling and general support. Deliver appropriate health and wellbeing events across the campuses. Maintain and enhance as necessary the College's health surveillance program for staff. Attain Healthy Working Lives (HWL) Gold Award and maintain HWL Bronze and Silver Awards.
- 5 Maintain support to staff and students - HSW Team continue to provide support, training and advice to all staff and students to enhance the Health and Safety Culture. Maintain the Intranet portal content for all staff materials and resources including: procedures, forms, information and guidance.
- 6 Monitoring and Review – Monitor all aspects of the H&S Management system of the College via proactive and reactive approaches including accident/incident reporting and investigation and inspections, surveys and audits. The allocation of responsibilities for health and safety matters and the particular arrangements in place with which to carry out the policy are reviewed on a regular basis.
- 7 Support the ongoing management of the College and its campuses during the Covid-19 pandemic.

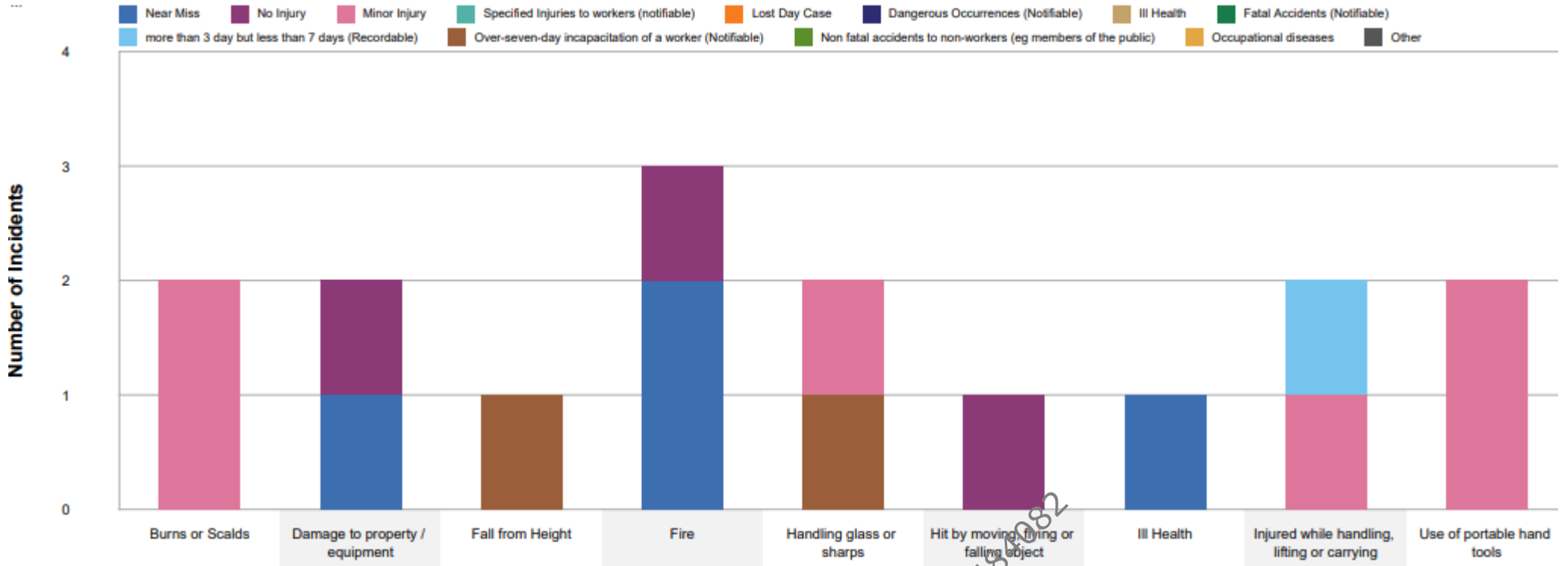
**David Davidson**  
**Assistant Principal**  
**Human Resources and Organisational Development**  
**November 2021**

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

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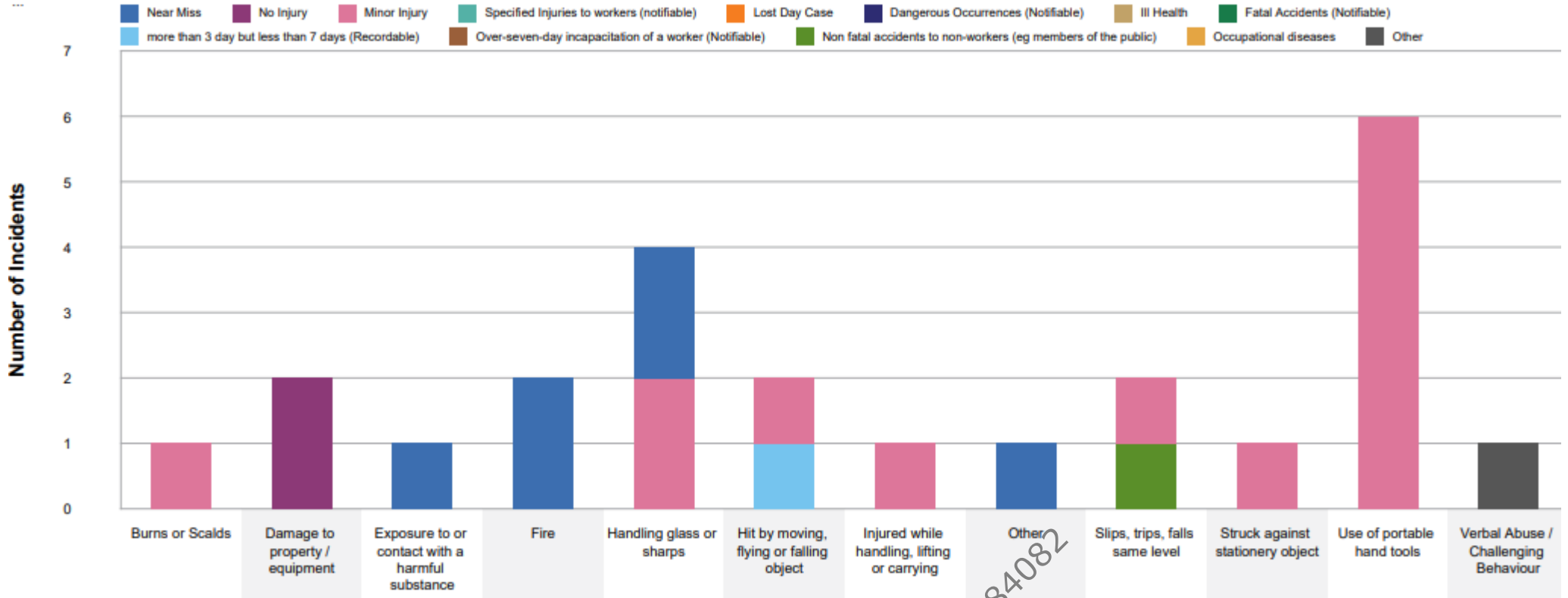
# Appendix 1

## Ayr Campus



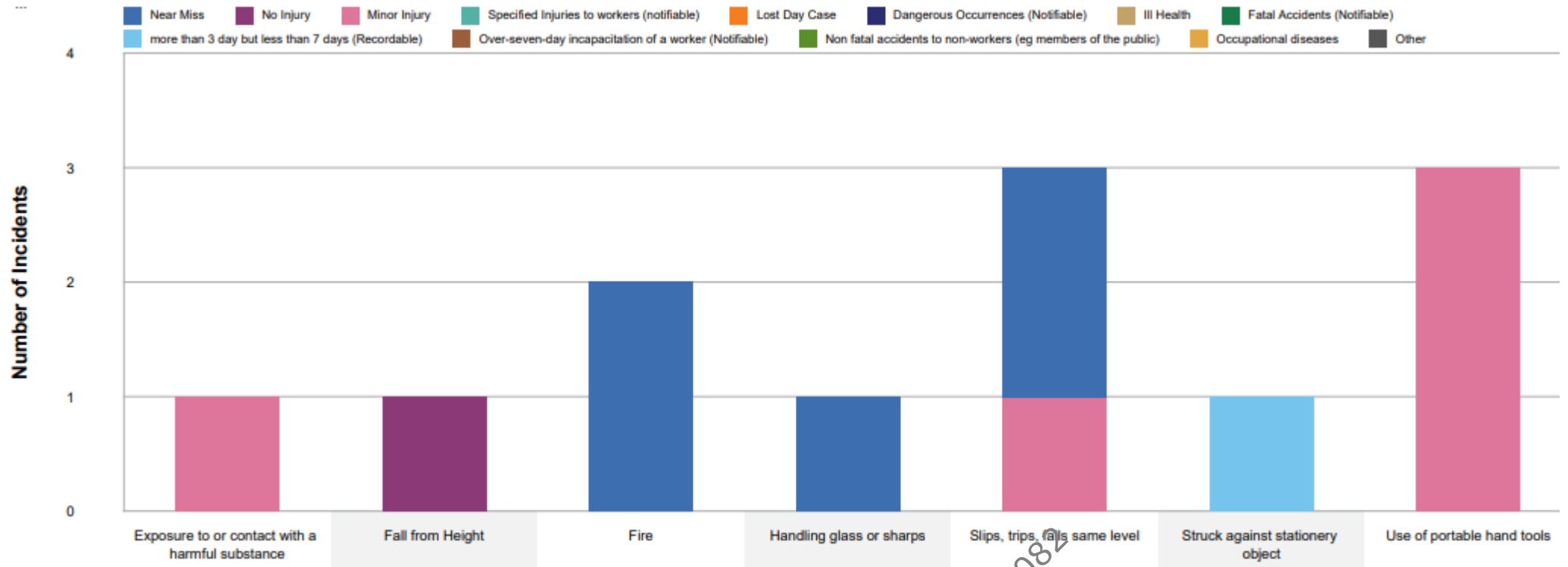
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# Kilmarnock Campus incl. Dean Park



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# Kilwinning Campus incl. Nethermains and Skills Centre of Excellence (Irvine)



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## Appendix 2

### Definition of Accident, Near Miss, Dangerous Occurrence and Incident

Under the terms of Ayrshire College Health, Safety and Wellbeing Policy an Accident, Near Miss, Dangerous Occurrence and Incident is defined below:

#### **An accident**

The Health and Safety Executive define an accident as “any unplanned event that resulted in injury or ill health of people, or damage or loss to property, plant, materials or the environment or a loss of business opportunity”.

*Example: A builder dropping a brick from a height, which caused injury to a person underneath, would be classed as an accident.*

#### **Near miss**

A near miss can be defined as, “any event, which under slightly different circumstances, may have resulted in injury or ill health of people, or damage or loss to property, plant, materials or the environment or a loss of business opportunity”.

*Example: A builder dropping a brick from a height, which just missed a person standing underneath, would be classed as a “near-miss” incident. This incident did not cause an injury to a person but, under slightly different circumstances (the person standing nearer to the contact point) the person may have been injured.*

#### **Dangerous occurrence**

A dangerous occurrence can be defined as, “any incident that has a high potential to cause death or serious injury” and is specified by the Reporting of Incidents, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). There are 27 categories of dangerous occurrences that are relevant to most workplaces.

*Example: The collapse, overturning or failure of load-bearing parts of lifts and lifting equipment; plant or equipment coming into contact with overhead power lines; the accidental release of any substance which could cause injury to any person.*

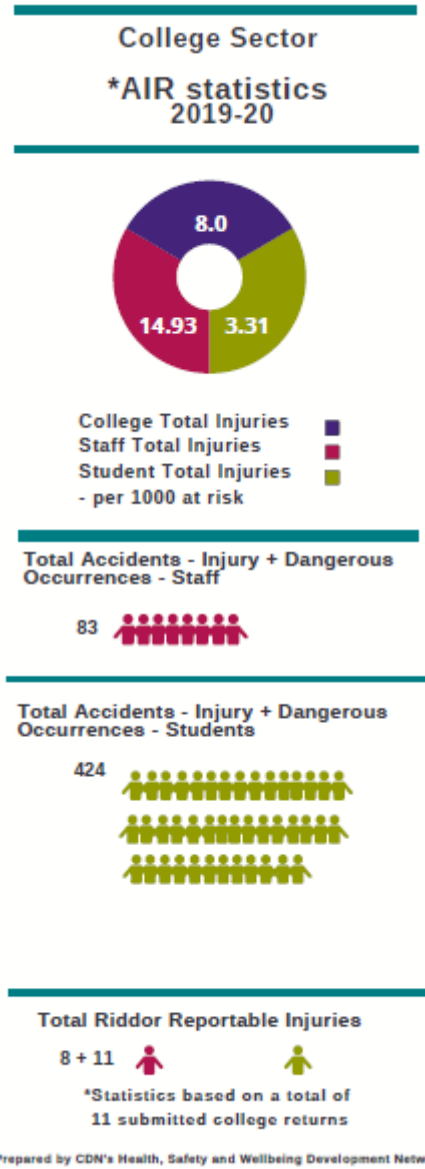
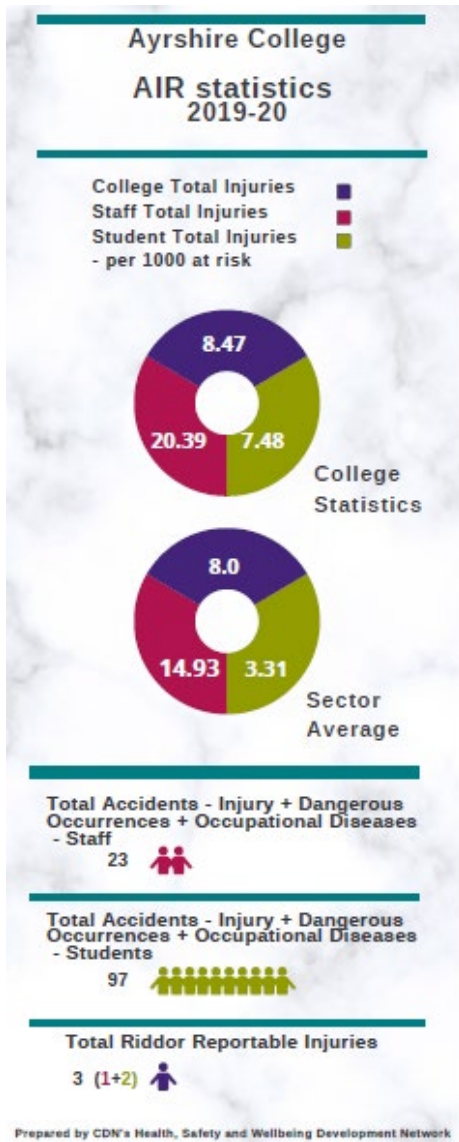
#### **Environmental incidents and miscellaneous incidents**

Anything untoward such as threatening behaviour, physical violence, work related road traffic accident, leaks, odours etc. These may have underlying implications that impact on Health, Safety, Health and Wellbeing.

Further guidance is available from the Health and Safety Executive [RIDDOR guide reference INDG453](#).

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# Appendix 3



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AYR CAMPUS  
DAM PARK  
AYR  
KA8 0EU

TEL: 0300 303 0303

KILMARNOCK CAMPUS  
HILL STREET  
KILMARNOCK  
KA1 3HY

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KILWINNING CAMPUS  
LAUHLAN WAY  
KILWINNING  
KA13 6DE

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[www.ayrshire.ac.uk](http://www.ayrshire.ac.uk)

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# Annual Complaints Report 2020/2021

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# Total Issues Received

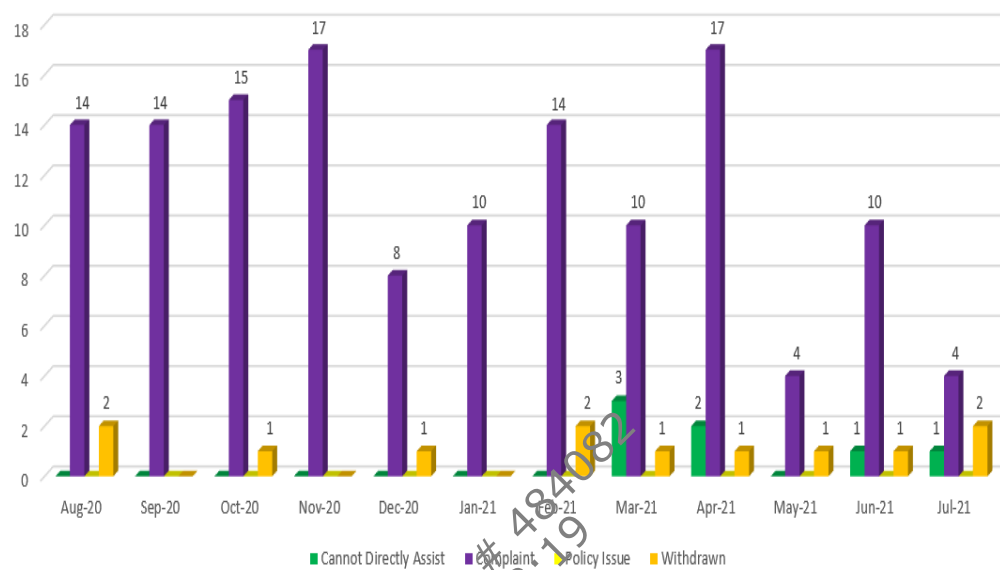
156 issues were received. The chart on the right shows the number of issues received each month, split by the type of issue.

149 complaints were received, 12 of these were withdrawn. 7 issues were recorded as cannot directly assist.

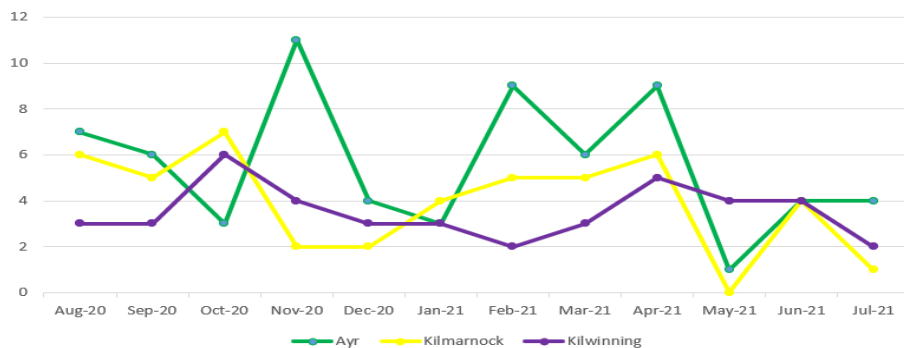
Of the 7 recorded as cannot directly assist, 2 complaints were about the conduct of a member of staff noted on Facebook as being employed but we had no record of them being an employee. 1 about result records from James Watt College pre-merger, 1 from students who were unhappy with SQA. 1 anonymous complaint from a member of the public about a survey they had carried out about learning and teaching but there was not enough information to investigate, 1 from a student about a first aid course that had not gone ahead but been paid for, however, this was not run by the College and an anonymous complaint about a lack of communication from lecturers, strike action and server issues affecting learning and the student securing a place at university. Unfortunately, not enough information was provided to enable the complaint to be investigated.

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

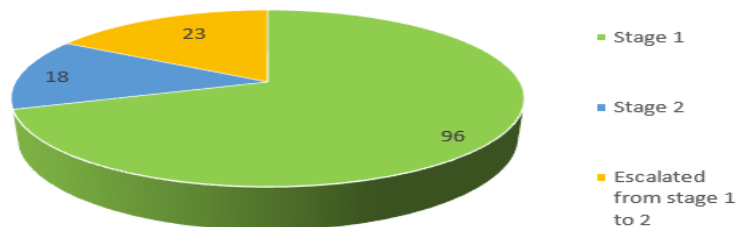


Issues received, split by campus and type of issue



# Complaints Received

Complaints received, split by stage



149 complaints were received, 12 of these were withdrawn.

The chart on the left shows the remaining 137 complaints received, split by stage.

96 out of 137 complaints received were dealt with at stage 1, which equates to 70% of complaints.

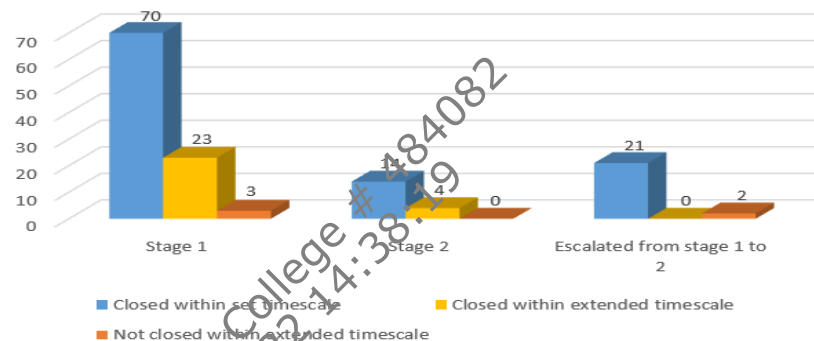
Stage 1 – SPSO set timescale is 5 working days and extended timescale is 10 working days

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

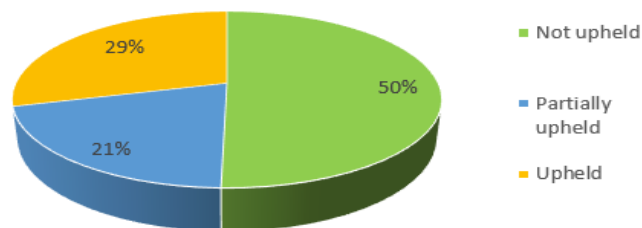
Escalated from stage 1 – 2 - SPSO set timescale is 20 working days and extended timescale is 40 working days

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 137 complaints received, 29% of complaints were upheld, with a further 21% partially upheld. This combines to 68 out of 137 complaints.

# Complaints Comparison

Annual Complaints Report - 2020/2021

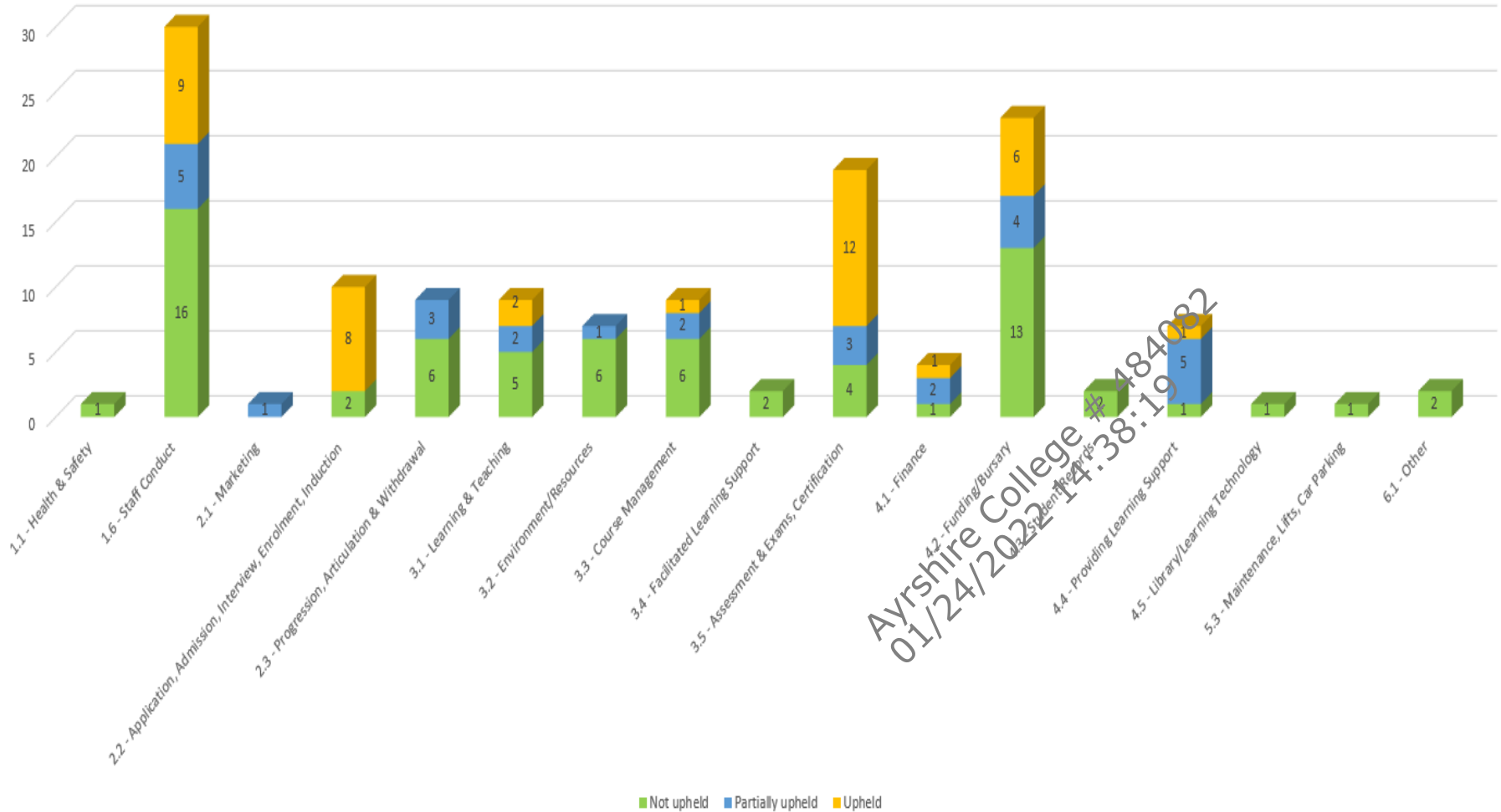
COMPLAINTS HANDLING PROCEDURE INDICATORS		Q1		Q2		Q3		Q4		YTD		2019/2020	
1.0	Total number of complaints received & complaints received per 100 population												
1.1	Number of complaints Received	43		35		41		18		137		186	
1.2/1a	College Population and Number of Complaints received per 100 population	8299	0.5	8070	0.4	8381	0.5	8915	0.2	8915	1.5	9937	1.9
2.0	Number of complaints closed at each stage and as a % of all complaints closed												
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	32	74.4%	25	71.4%	26	63.4%	13	72.2%	96	70.1%	151	81.2%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	3	7.0%	6	17.1%	6	14.6%	3	16.7%	18	13.1%	22	11.8%
2.3/2c	Number of complaints closed after Escalation and % of total closed	8	18.6%	4	11.4%	9	22.0%	2	11.1%	23	16.8%	13	7.0%
2.4	Open	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.0	Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage												
3.0	Stage 1												
3.1/3a	Number and % of complaints upheld at Stage 1	18	56.2%	13	52.0%	7	26.9%	5	38.5%	43	44.8%	82	54.3%
3.3/3c	Number and % of complaints not upheld at Stage 1	14	43.7%	12	48.0%	19	73.1%	8	61.5%	53	55.2%	69	45.7%
3.0	Stage 2												
3.4/3d	Number and % of complaints upheld at Stage 2	1	33.3%	4	66.7%	4	66.7%	2	66.7%	11	61.1%	16	72.7%
3.6/3f	Number and % of complaints not upheld at Stage 2	2	66.7%	2	33.3%	2	33.3%	0	0.0%	7	38.9%	6	27.3%
3.0	Escalated												
3.7/3g	Number and % of complaints upheld after Escalation	4	50.0%	0	0.0%	9	100.0%	1	50.0%	14	60.9%	6	46.2%
3.9/3i	Number and % of complaints not upheld after Escalation	4	50.0%	4	100.0%	0	0.0%	1	50.0%	9	39.1%	7	53.8%
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	161	5.0	120	4.8	139	5.3	73	5.6	493	5.1	547	3.6
4.2	Total working days and average time in working days to close complaints at Stage 2	56	18.7	148	24.7	134	22.3	69	23.0	407	22.6	606	27.5
4b	Escalation	273	34.1	80	20.0	60	6.7	34	17.0	447	19.4	238	18.3
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	23	71.9%	19	76.0%	20	76.9%	5	61.5%	70	72.9%	128	84.8%
5.2/5b	Number and % of Stage 1 complaints not closed within 5 working days	9	28.1%	6	24.0%	6	23.1%	5	38.5%	26	27.1%	23	15.2%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	3	100.0%	4	66.7%	5	83.3%	2	66.7%	14	77.8%	10	45.5%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	0	0.0%	2	33.3%	1	16.7%	1	33.3%	4	22.2%	12	54.5%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	6	75.0%	4	100.0%	2	100.0%	2	100.0%	21	91.3%	12	92.3%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	2	25.0%	0	0.0%	0	0.0%	0	0.0%	2	8.7%	1	7.7%
6.0	Number and % of complaints closed at each stage where extensions have been authorised												
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days ( extension)	8	88.9%	5	83.3%	5	83.3%	5	100.0%	23	88.5%	18	78.3%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days ( extension)	1	11.1%	1	16.7%	1	16.7%	0	0.0%	3	11.5%	5	21.7%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days ( extension)	0	0.0%	2	100.0%	1	100.0%	1	100.0%	4	100.0%	11	91.7%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	8.3%
6.5/6e	Number and % of Escalated complaints closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days ( extension)	2	100.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	1	100.0%

- 137 complaints received, a decrease of 26% from 2019/2020. However, if you remove complaints about parking, this is a decrease of 7% from 2019/2020.
- 70% of complaints were handled at stage 1 in 2020/2021, compared to 81% for 2019/2020.
- 77% of complaints were closed within the target timescale, compared to 81% in 2019/2020.
- 96% of complaints were closed within the extended timescale in 2020/2021, 96% of complaints were also closed within the extended timescale in 2019/2020. 4

# Complaints – Sub-category

The chart below shows the complaints received, split by sub-category and outcome.

Complaints received, split by sub-category and outcome



# Complaints – Sub-category

Annual Complaints Report - 2020/2021

Noted below are the reasons for complaint in each of the top 4 sub-categories:

## Staff Conduct

- Lack of response to emails/not receiving callbacks
- Lack of support provided
- Attitude and behaviour of staff member, seem uninterested and unsupportive
- Treatment of students by staff member, allegation of bullying
- Unhappy with timescales given by lecturer to sit an assessment
- Incorrect notes provided, not available, length of time to respond to queries, attitude of staff member
- Unhappy with feedback, the way this was given and attitude of staff member
- Incorrect information provided, feels being lied to
- Member of staff unhelpful when asked questions and wastes class time discussing strike action
- Unhappy provided with incorrect information
- Member of staff unsupportive, lack of materials provided, not taking current situation into account, not working with other lecturers
- Unhappy placed on hold for 3 hours
- Asked to submit work already submitted and to submit more work 2 days before the end of year, no feedback given

## Funding/Bursary

- Funding not in place at the start of the academic year and payments placed on hold
- Unhappy with the information requested to assess bursary application
- Unhappy information continually being requested to assess application
- Cannot speak with Student Funding team
- Not received bursary and submitted information requested
- Unhappy discretionary funding not paid until September and delay in receiving timetable affecting ability to apply for childcare funding
- Payments placed on hold
- Unhappy with the amount received and information provided about funding available
- Unhappy not awarded a bursary or additional hardship payments
- Attendance not authorised so did not receive full bursary payment, not offered a place on next level of course

## Assessment & Exams, Certification

- Not certificated for the course completed
- Unable to defer course and complete at a later date
- Portfolio submitted but not assessed and trades test cancelled, affecting pay rise with employer
- Unhappy having to do the Graded Unit project and feel it's not required
- Not told in 2012/2013 that had not passed all units and did not achieve HNC qualification
- Unhappy being told now need to sit exam, lack of communication around this, having to come to campus to sit exam, taught incorrect course, not received feedback
- Unhappy not awarded HND in 2006 but told at the time they had passed
- Unhappy not completed the course, as not passed an assessment and not able to progress
- Told passed the assessment and then told after external verification that not passed the assessment, course unorganised and kept getting told to redo work submitted
- Did not receive the correct certificate and had been chasing this with no response

## Application, Admission, Interview, Enrolment, Induction

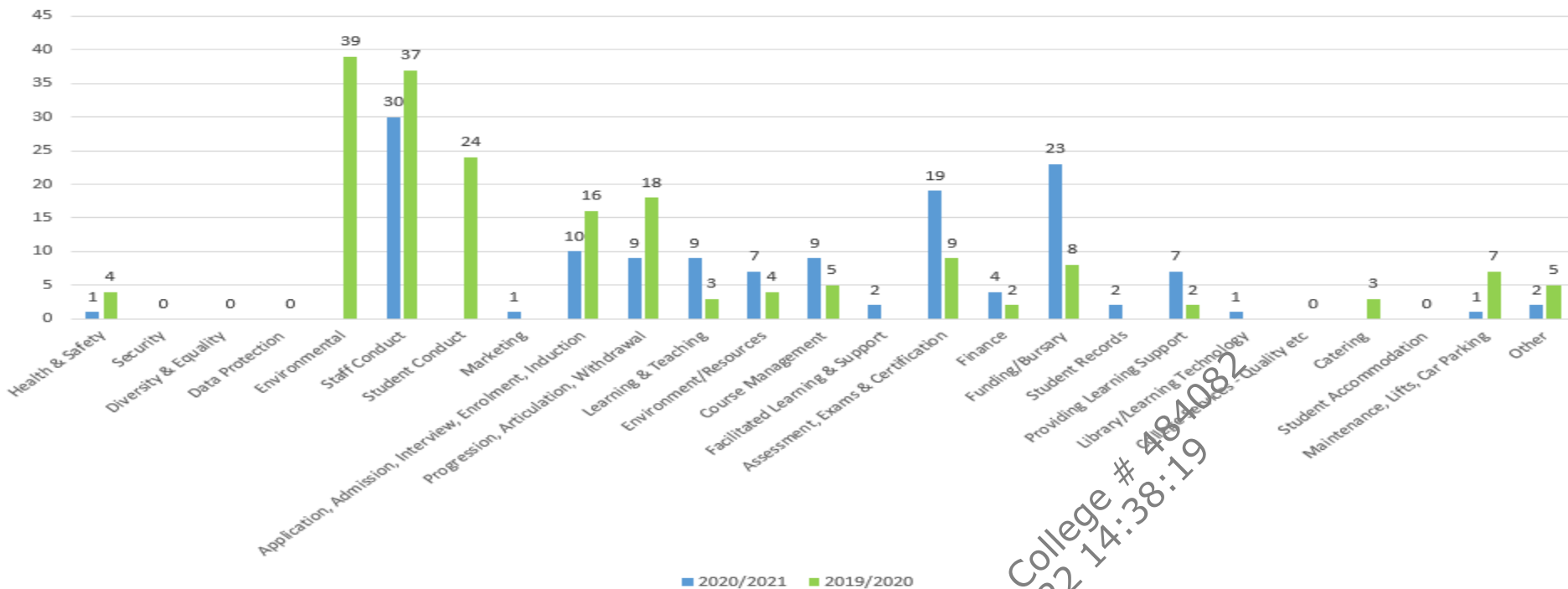
- Incorrectly told had a place on a course
- Not offered a place on chosen course
- Did not receive any information about induction or course structure
- No response received following interview
- Asked to attend for interview but received no further information, given place and paid fees but no course 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
- Invited for an interview and then told would not be offered a place before the interview took place due to previous issue with a complaint and a disciplinary

# Complaints – Sub-category Comparison

Annual Complaints Report - 2020/2021

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

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



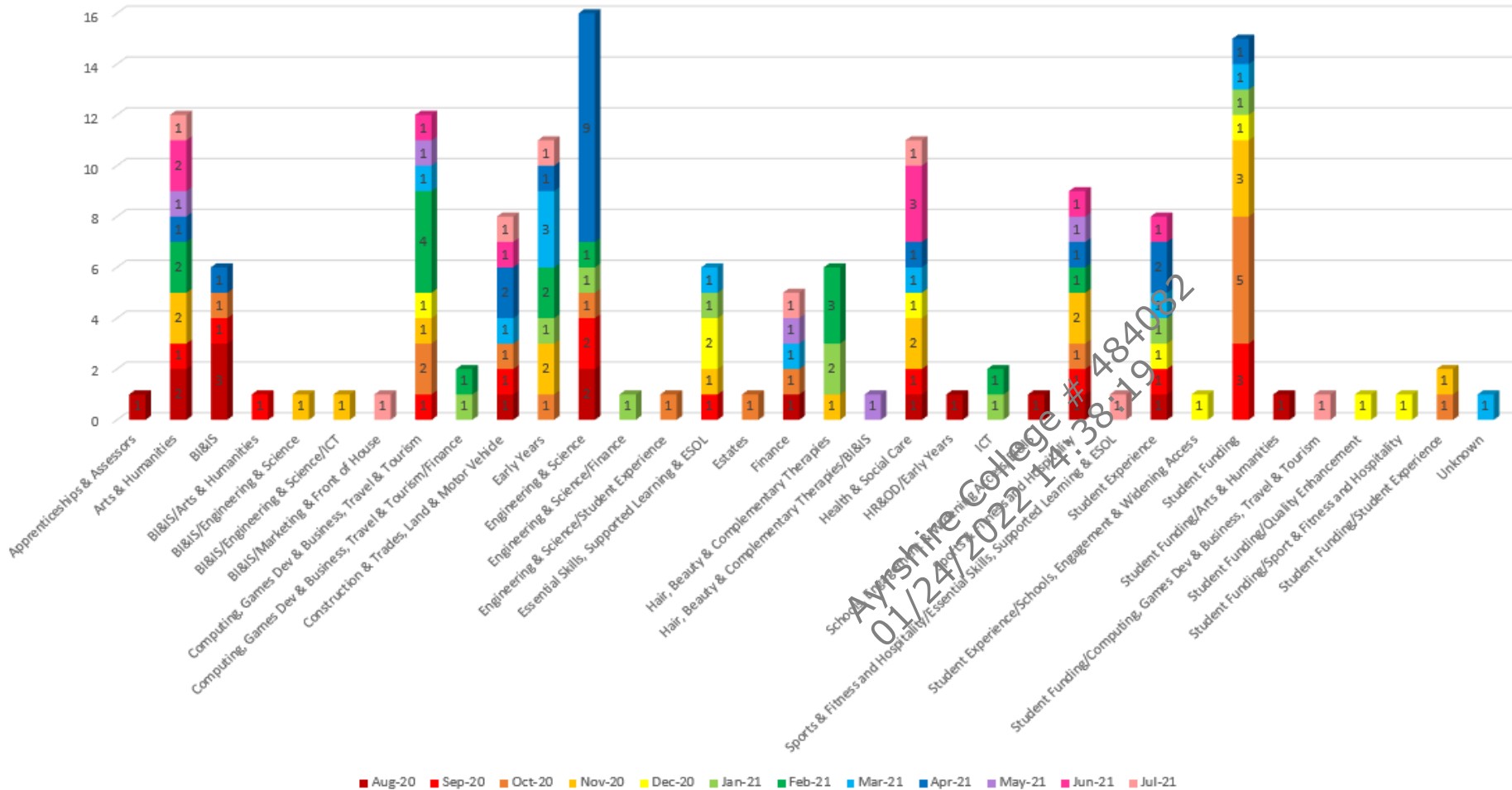
- Significant decrease in complaints received in the environmental sub-category from 39 in 2019/2020 to 0 in 2020/2021. This is due to a reduction in complaints about parking from local residents neighbouring the Kilmarnock and Ayr campuses. The campuses were either closed or there were reduced students and staff on campus, due to Covid-19 restrictions.
- Decrease in complaints received in the student conduct sub-category from 24 in 2019/2020 to 0 in 2020/2021. This is due to a reduction in complaints from local residents about students smoking in residential areas and about students behaviours towards local residents and other students in class.
- Increase in complaints received in the funding/bursary sub-category from 8 in 2019/2020 to 23 in 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.
- Increase in complaints received in the assessment, exams & certification sub-category from 9 in 2019/2020 to 19 in 2020/2021. This is mainly due to complaints received about an assessment taking place for an evening class when national exams had been cancelled.

# Complaints – Curriculum/Service Area

Annual Complaints Report - 2020/2021

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

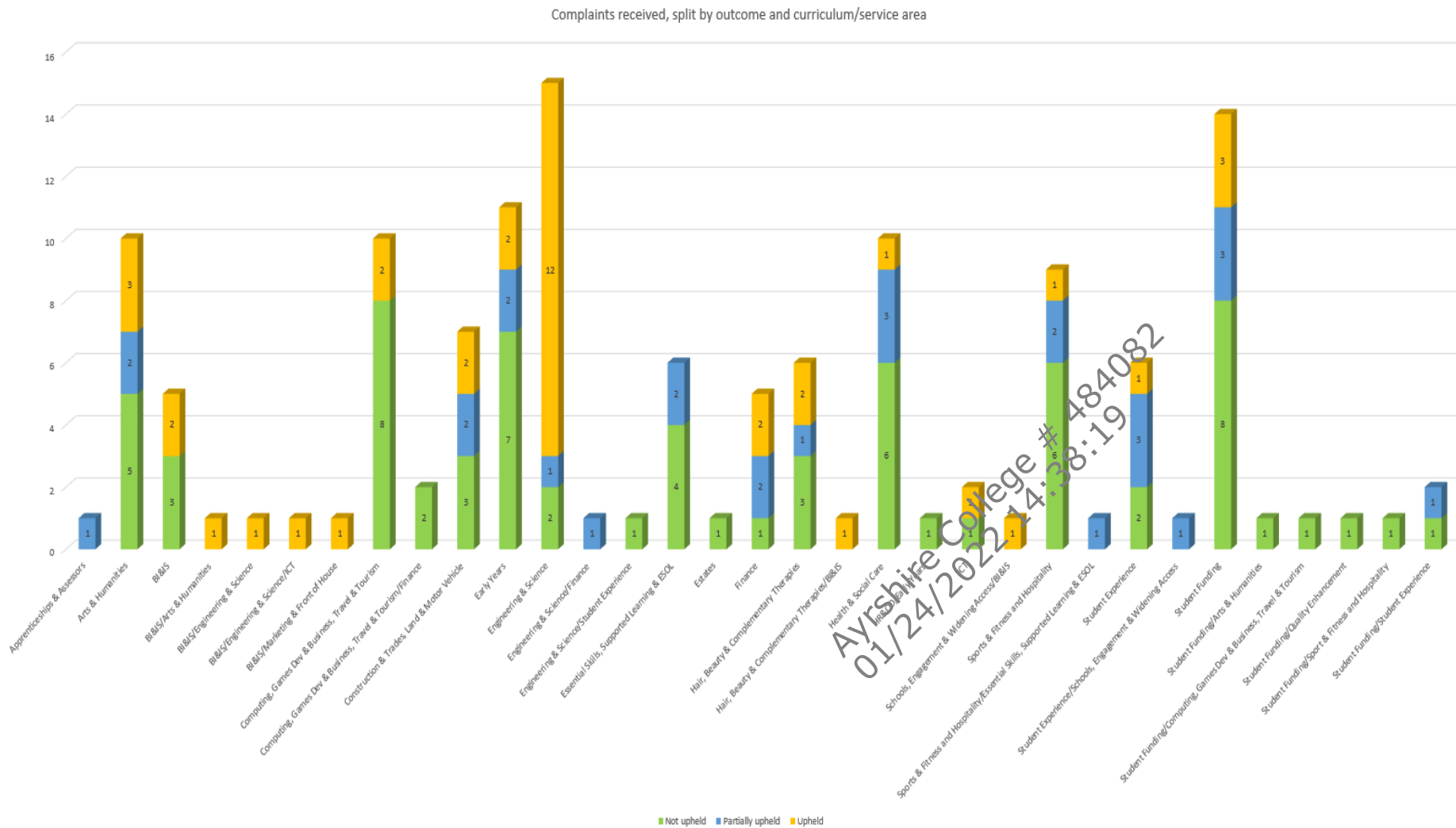
Monthly complaints (inc withdrawn) received, split by curriculum/service area



# Complaints – Curriculum/Service Area

Annual Complaints Report - 2020/2021

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



Ayrshire College #484082  
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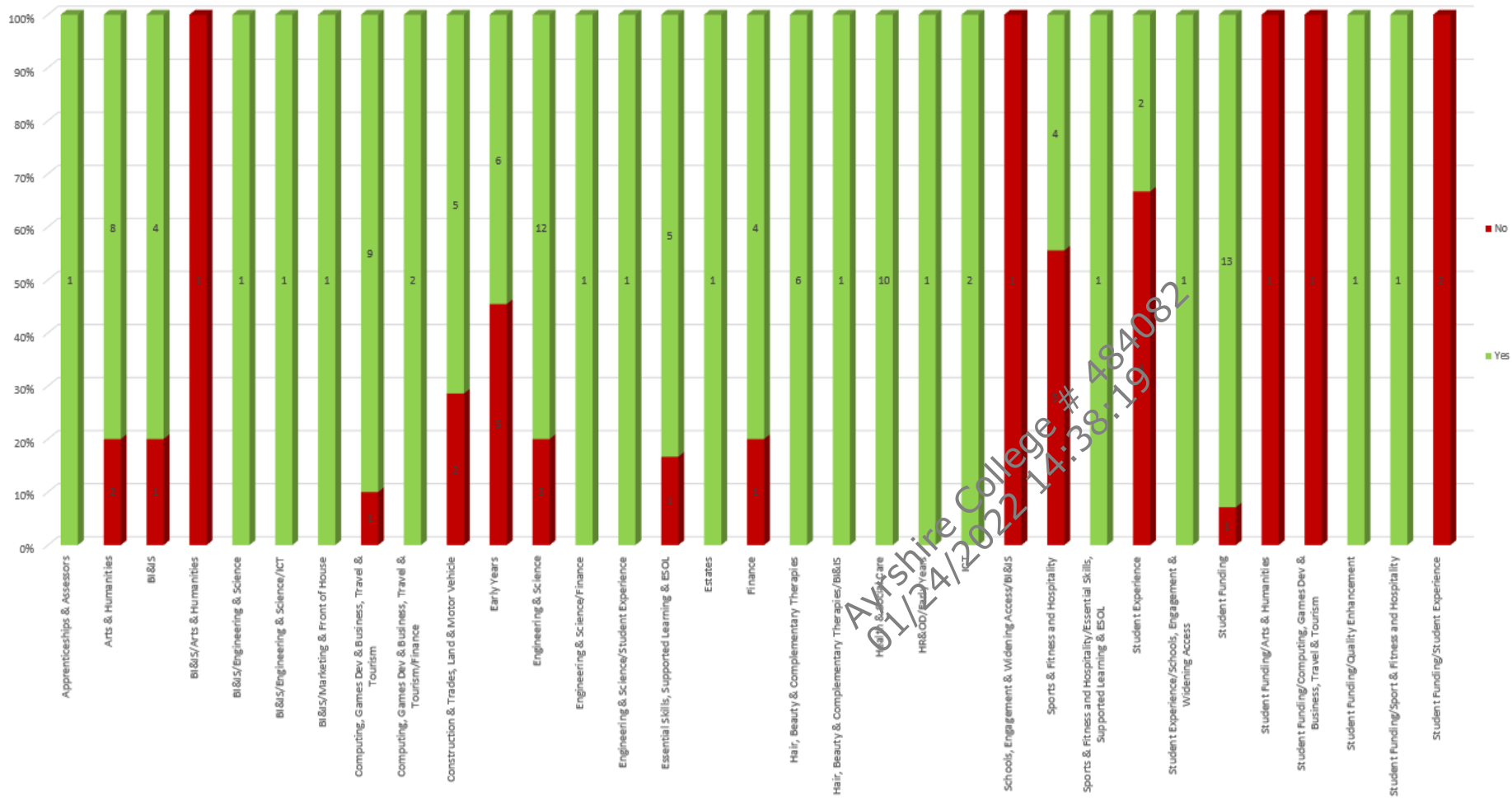


# Complaints – Curriculum/Service Area

Annual Complaints Report - 2020/2021

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

Percentage of complaints received, closed within timescale split by curriculum/service area



# Actions

Annual Complaints Report - 2020/2021

Complaint Category	Number of actions	Number completed	Number outstanding
1. Customer Care	13	13	0
2. Applications, Admissions & Progression	9	8	1
3. Course Related	17	17	0
4. Services	12	12	0
5. Facilities	1	1	0
6. Others	1	1	0
<b>Total</b>	<b>53</b>	<b>52</b>	<b>1</b>

Ayrshire College # 484082  
01/24/2022 14:38:19

# Service Improvements

Annual Complaints Report - 2020/2021

Issue	Actions
Student had not been certificated for the award of PDA Education Support Assistant.	Students in whole class removed from incorrect group award and attached to correct group award and confirmation sent to SQA.
Student unhappy we did not deliver the examples/descriptors for HNC/HND as noted on the website.	Wording on the website updated to ensure it is clear that activities mentioned are examples of what students may have the opportunity to take part in rather than that they will have the opportunity.
Student trying to make a payment for their course and had left messages but could not get a response.	Settings changed on the College mobile phone so always goes to voicemail when staff member unable to answer or on another call.
Candidate unhappy with the recruitment process and the behaviour of staff in the interview.	<p>Staff member was invited to participate in the next round of interviews for the available vacancies.</p> <p>Review of the revised interview process on Microsoft Teams to identify any further developments and improvements to improve the candidate experience. HR continue to review this as we maintain a digital interview format.</p> <p>Adverts placed for lecturing vacancies were reviewed to ensure clarity on the skills and experience required is detailed, where applicable.</p>
Student unhappy their trades test has been cancelled which is affecting their pay rise. Student submitted their portfolio in March but it had not been assessed.	<p>All new students now provided with one to one sessions with their assessor to describe the requirements of the SVQ.</p> <p>College wide guides and resources created or sourced, particularly around the use of e-portfolio, and distributed to all students.</p>
Students unhappy with the lack of communication from the College about starting their course, did not receive an induction email.	Review the process for sending induction emails to ensure when emails do not match there is a process for the email being sent.
Parent of a student unhappy their bursary had been stopped due to unauthorised absence but this was due to a problem with Microsoft Teams at start of the course.	Communication improved between lecturers and Curriculum Admin to amend registers where communication has come into the department so that registers can be amended to reflect engagement rather than purely physical attendance.
Student unhappy they were told they cannot park at the rear of the Nethermaines campus building.	Investigate the possibility of erecting signs at the back of the College building to confirm students should not park there.
Student unhappy as feels online learning not working as the lecturer is struggling with the technology. Also wants to be on campus on more days.	Curriculum area provided with support in the form of a blended learning 12 facilitator who worked with lecturers to enhance the quality of online learning

# Service Improvements

Annual Complaints Report - 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

Annual Complaints Report - 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>
<p>Students unhappy they might not be able to complete their course, looking for another years funding, as have not been able to study and take part in practical lessons.</p>	<p>Work placement has been offered in YOU salon to the students on a rota basis.  Review other ways that we can help to support practical work i.e. tutorials/videos for students to review at home prior to on campus practical days.  Course will run again in academic year 2021/2022, a shorter mode of deliver, using covid funding to support the students.  Review the resources available to help support and prepare for online assessments once feedback received from SQA.</p>
<p>Student unhappy they received an email about legal action due to non payment of fees. Previous communications unclear that we had not received payment and fees were outstanding.</p>	<p>Monthly statements updated to show total outstanding at the bottom of the statement.  When instalment plan agreed student will now be sent an email with details of the payment amounts and when they are due to be paid.</p>
<p>Student was unable to access material that had been uploaded to class Teams page.</p>	<p>Links to City &amp; Guilds website removed and documents downloaded from the website and added to the Teams page.</p>

# Service Improvements

Annual Complaints Report - 2020/2021

Issue	Actions
<p>Students unhappy now being told need to sit exam, lack of communication and not aware of when this is or how it will work. Students concerned about safety if they have to sit exam on campus, due to Covid-19. Students taught the wrong course for 8 weeks and not received any feedback.</p>	<p>Exam/assessments needs to take place to assess students. Dates agreed and have been communicated to students and options available to complete online or on campus.</p> <p>Additional classes agreed with students and recorded so those who cannot attend can catch up.</p> <p>Standardisation meeting for Maths will take place early next session.</p> <p>Lecturer has given feedback and will make sure this is given more timeously in future.</p>
<p>Student advised they could continue with their studies whilst pregnant but then advised by SAAS we had withdrawn them but continued to receive emails from their lecturers.</p>	<p>Lecturers will ensure they remove students' email addresses from distribution lists after a student has been withdrawn.</p>
<p>Student unhappy as they were told they would not need to pay full fees if they withdrew from the course. Was also not told would need to pay full fees for next year if returned in August.</p>	<p>Future queries about finance/fees to be referred to Finance rather than using Curriculum Admin to answer these queries.</p>
<p>Student unhappy with how the course had been run.</p>	<p>Staff have developed clear teaching schedules with benchmarked dates for progression checks.</p> <p>Teams page will be used for communication but there is a planned on campus presence for staff and students to liaise in person.</p> <p>Staff delivering the same units will meet more regularly to support their delivery and standardise schedules and progress of delivery.</p> <p>Implemented planned feedback sessions throughout the year with Curriculum Managers and lecturers seeking feedback from students on a regular basis.</p>

# Service Improvements

Annual Complaints Report - 2020/2021

Issue	Actions
<p>Student unhappy with the conduct of a member of staff, unsupportive, not taking into account current circumstances and lack of access to materials due to the pandemic. Not working with other lecturers.</p>	<p>Lecturer will ask students for feedback to confirm that their instructions are clear and have been understood.</p> <p>Teaching team will openly discuss student concerns at team meetings and with their Curriculum Manager to resolve issues sooner.</p> <p>The Curriculum Manager will carry out a short focus group or survey in the middle of each semester, with the intention of resolving issues earlier.</p>
<p>Student was told they had passed the course but after this was externally verified they had not passed. Student felt the course was unorganised and they kept being told they had passed assignments and then would get told they needed to be redone.</p>	<p>Course team meetings will take place pre, during and post course delivery.</p> <p>Staff to sit the awarding body training, however, decision made that course will not be run again.</p>
<p>Parent unhappy student called and was on hold for 3 hours and nobody answered.</p>	<p>Voicemail activated for those extensions that have a dedicated user extension.</p> <p>If voicemail cannot be activated the call will be forwarded to another number.</p> <p>Feedback to staff to introduce a call before transferring so they can be sure it is answered before transferring.</p>

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# Service Improvements

Annual Complaints Report - 2020/2021

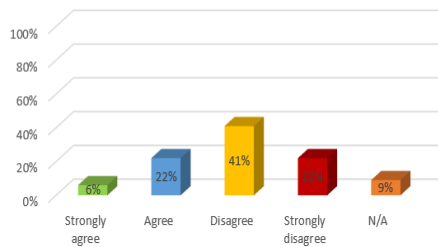
Issue	Actions
<p>Student unhappy with the level of teaching from their lecturers. They felt there was lazy teaching, poor methods of teaching, lecturers had poor communication and poor attitudes, lack of support and engagement. Felt they were mostly self teaching and there was a lack of resources. Felt overlooked for being able to progress to the next level.</p>	<p>All staff will be reminded of the 40 notional hours teaching per unit.</p> <p>All staff will be reminded that they are expected to make contact with their class face to face or virtually each week.</p> <p>All staff reminded to highlight their availability within their MyLearning and Teams pages to help manage expectations.</p> <p>All staff reminded that they need to be available to students during their class time.</p> <p>All staff will be reminded of clear and early communication particularly if a class is postponed.</p> <p>Staff will be reminded that blended learning should not be just providing tasks.</p> <p>Course teams will meet to discuss delivery to ensure they are meeting student expectations.</p> <p>Individual/group tasks to be encouraged but the class should be delivered for the scheduled time with an introduction and an end where students can feedback and learning can be assessed.</p> <p>Guidance lecturers will be reminded that contact with any unsuccessful applicant should make them fully aware of the reasons that they have been unsuccessful in applying for their course. This should also be part of their ongoing guidance meetings throughout the year.</p>



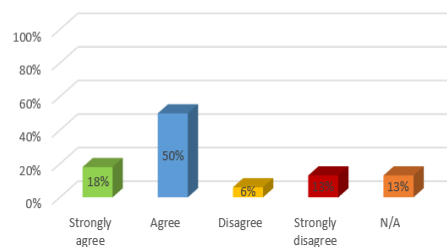
# Customer Satisfaction

A total of 123 surveys have been sent, with 32 responses received, this equates to a 26% response rate. The results from the responses received are shown in the charts below.

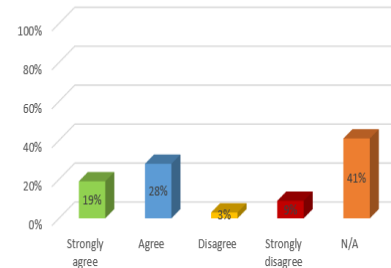
Q2 - I was aware of the complaints procedure before I needed to make a complaint



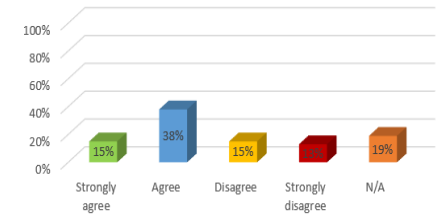
Q3 - I found the complaints process easy to access



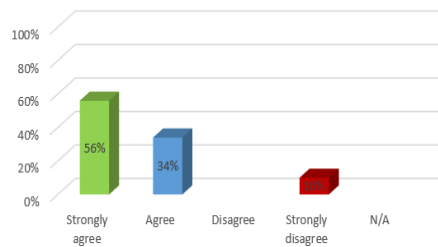
Q4 - I found the complaints form easy to use



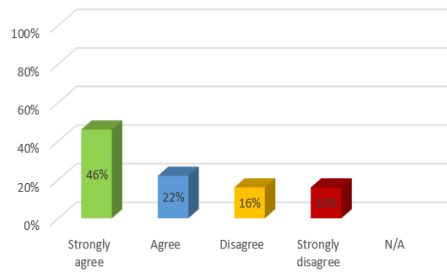
Q5 - I was able to access information and assistance in making my complaint where this was required



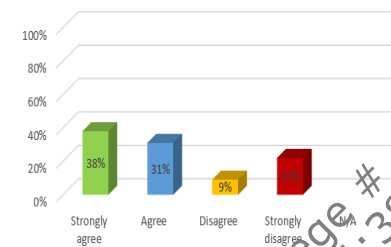
Q6 - I received a prompt acknowledgment of my complaint



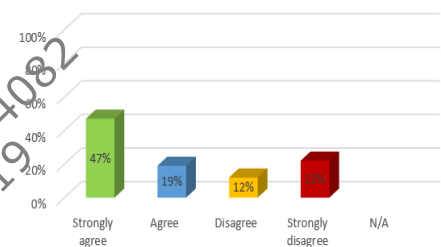
Q7 - I felt my complaint was taken seriously



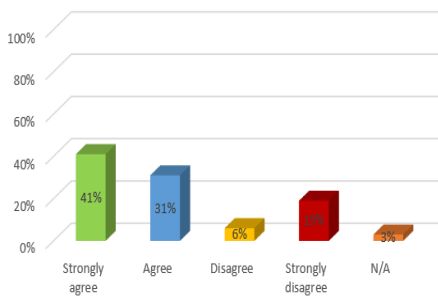
Q8 - I felt my complaint was thoroughly investigated



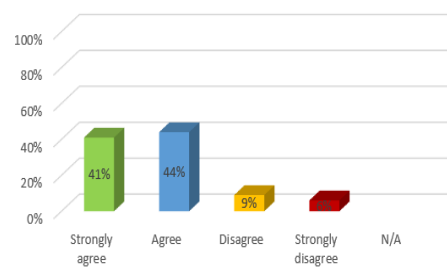
Q9 - I received a fair and objective response to my complaint



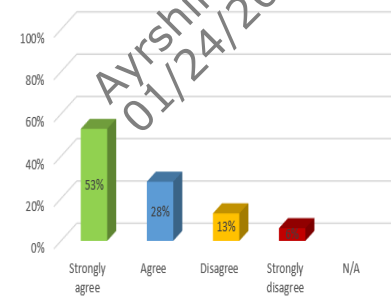
Q10 - I received a clear response to my complaint



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



Q12 - I was dealt with courteously at all times



Ayrshire College # 484062  
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# Customer Satisfaction

The comments below is feedback received through the complaints customer satisfaction survey.

'...was very helpful with my complaint and got the matter resolved. Her communication was great and informative'

'...was excellent throughout'

'Very simple process and dealt with very efficiently and professionally.'

'It is clear that the office staff all work closely together and within any workplace staff can not be trained or disciplined or investigated if their friends are their managers, the member of staff I dealt with had went around the office gathering information from her colleagues before she called me back and proved several times the only reason for the call was to disprove my grounds for complaint and help her friend in the office'

'Staff were great in helping me and getting the information and help that I needed.'

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

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# Appendix cont...

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

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

Ayrshire College # 484082  
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# Appendix cont...

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

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

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

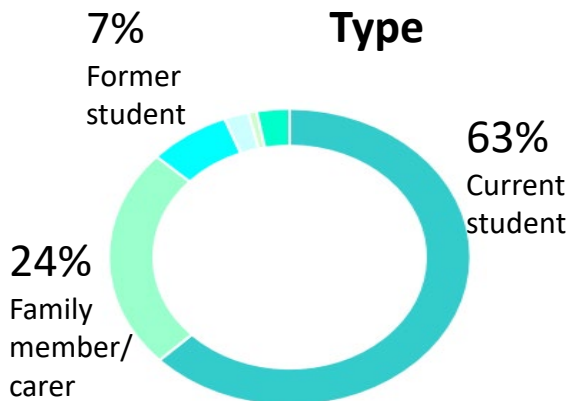
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# Complaints – Key Facts 2020/2021

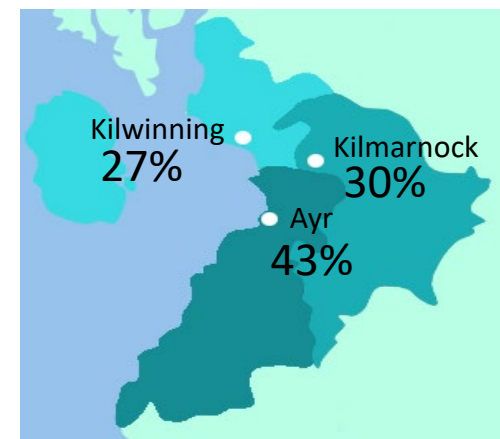
**156 issues** (149 complaints, 7 cannot directly assist)



## Complainant Type



## Campus Split



77% closed in timescale

**1**

70% stage 1

## Top 3 Complaint Categories

- Staff Conduct
- Funding/Bursary
- Assessment & Exams, Certification

## Complainant Satisfaction

**69%**

Thought their complaint was taken seriously.

**69%**

Felt their complaint was thoroughly investigated.

**72%**

Thought the response they received was clear.

**81%**

Thought they were dealt with courteously at all time.

**UPHELD**  
29%

**PARTIALLY UPHELD**  
21%



53 actions logged

# Freedom of Information Report August 2020 – July 2021

Ayrshire College #184082  
01/24/2022 14:38:10



# FOI Requests Received

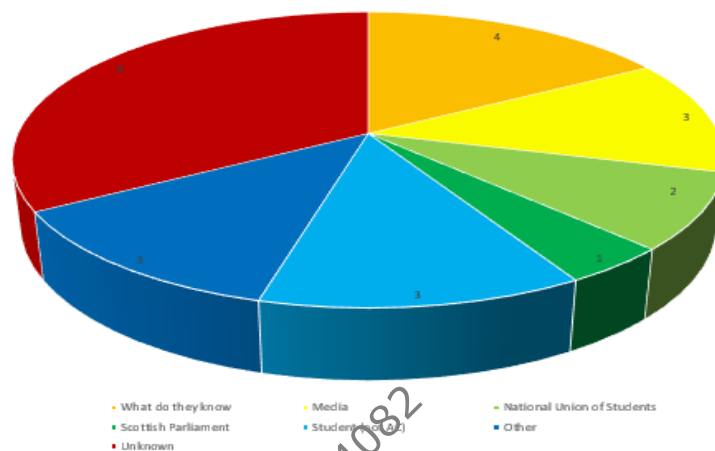
2020/2021

23 Freedom of information requests and 1 Environmental information request were received.

The chart on the right shows the number of FOI requests received by requestor type. 17% of requests were received through the 'What do they know' website. 13% were received from the Media and 13% were from students, not of Ayrshire College.

The charts below show the number of FOI requests received split by month and the number of requests where an internal review was received.

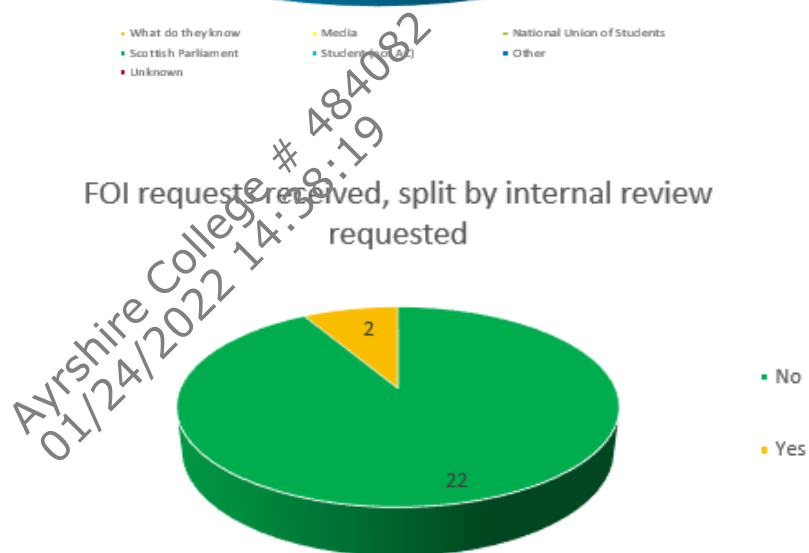
FOI requests received, split by requestor type



FOI requests received, split by month



FOI requests received, split by internal review requested

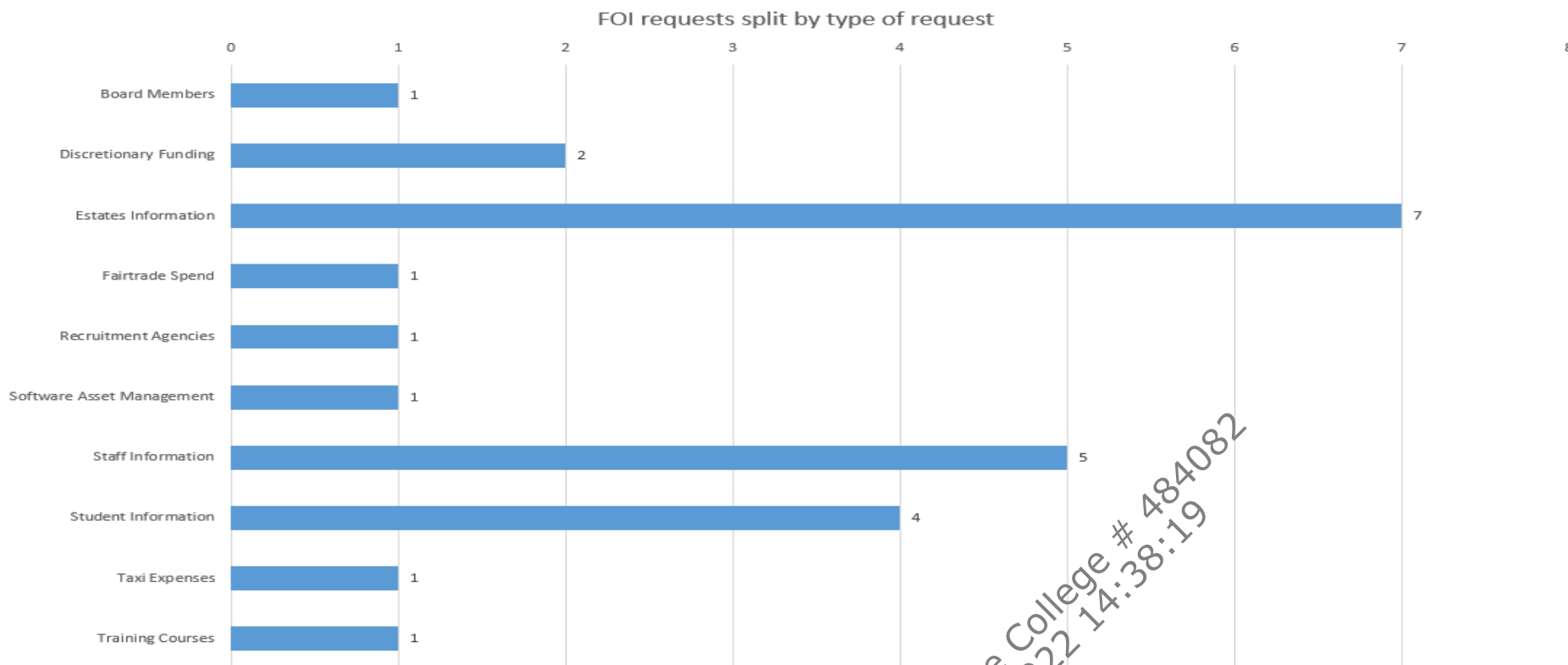


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# FOI Request Type

2020/2021



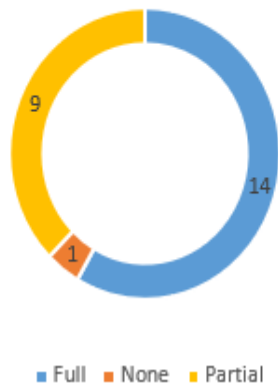
In the Estates Information category three requests were received for information on the sale of the Craig campus in Kilmarnock. Requests were also received for the energy consumption and cost of this at the Kilwinning campus, PPE usage and procurement, the company we purchased the solar panels from and the contract information for confidential waste.

The Staff Information category had requests for the number of staff in instructor and lecturer roles, the number of staff on furlough and the revenue generated, staff granted voluntary severance in 2020 and 2021, information on a safe leave policy and staff numbers by gender and role type and the structure and job descriptions of the ICT team.

We received four requests in relation to Student Information. One request asked for the number of students who passed and failed a specific course. Two requests were about the number applied for and/or enrolled on specific groups of courses. We also received a request for the number of students found guilty of plagiarism/contract cheating and any staff found guilty of providing assignment writing services.

# Information Provided

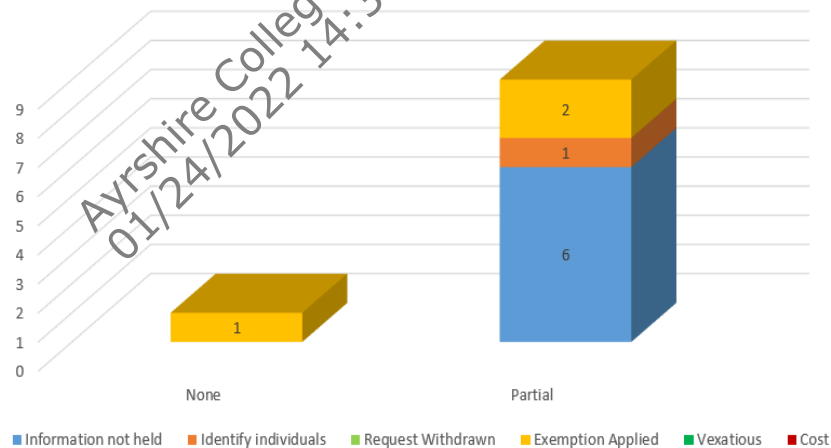
FOI requests received, split by information provided



The chart to the left shows the number of FOI requests where the information requested was provided in full, some of the information requested was provided or none of the information was provided.

The chart on the right shows the reason information was not provided, where only some of the information or none of the information requested was provided.

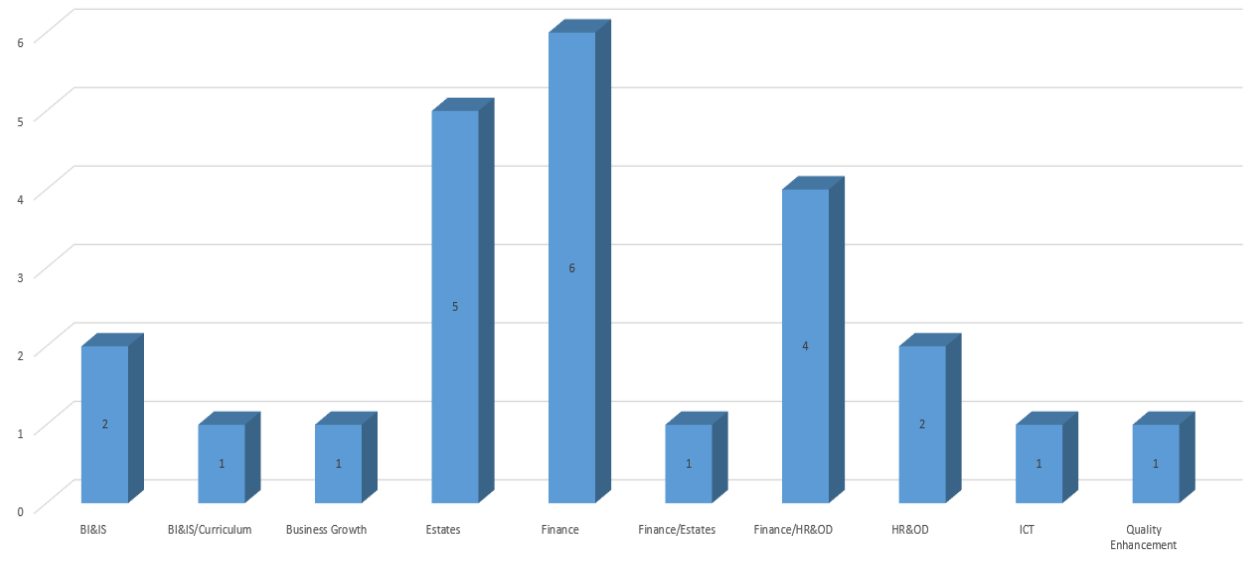
Partial/no information provided, split by reason information not provided



# FOI Requests – Curriculum/Service Area

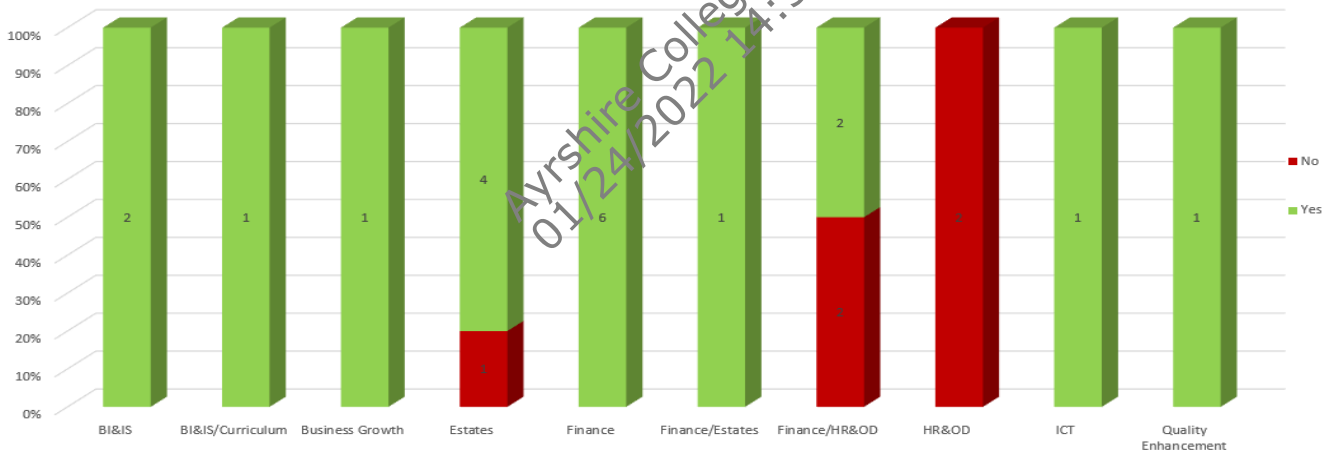
2020/2021

FOI requests received, split by curriculum/service area



The chart on the left shows the FOI requests received, split by curriculum/service area. 25% of requests received asked for information from more than one area.

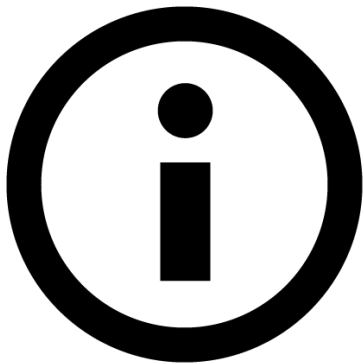
Percentage of FOI requests received, closed within timescale, split by curriculum/service area



The chart on the right shows the percentage of FOI requests issued within the 20 working day timescale.

Ayrshire College # 484082  
01/24/2022 14:38:19

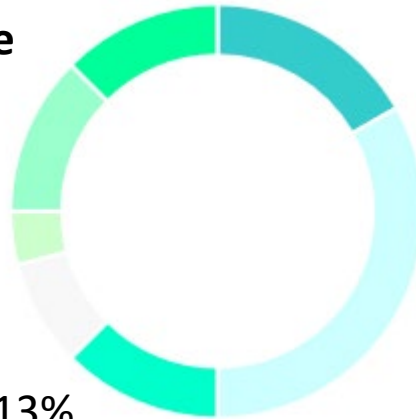
# Freedom of Information – Key Facts 2020/2021



**24** requests for information (1 of these was an Environmental Information Request)

## Requestor Type

13%  
Media



13%  
Student  
(not AC)

17%  
What  
do they  
know  
website



**79%** responded to in timescale



2 requests for an internal review

## Top 3 Request Types

- Estate information
- Staff information
- Student information



**6** subject access requests and **1** right to erasure request

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