

Business, Resources & Infrastructure Committee - Action and Decision Log

Meeting No 19 – 8 March 2022

Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
SFC 5 Year Financial Forecast Return (FFR)	BRIC18-D01	The SFC 5 Year Financial Forecast Return (FFR) was recommend for approval by the Board on 8 December 2021.	NA	NA	Decision Board agenda 08.12.21	NA
2020-21 Financial Statements to July 2021	BRIC18-D02	The 2020-21 Financial Statements were recommended for approval through the Audit and Risk Committee (23 November) and thereafter to the Board on 8 December 2021.	NA	NA	Decision ARC Agenda 23.11.21 Board agenda 08.12.21	NA
Kilwinning campus PFI agreement	BRIC18-D03	The BRIC Committee agreed in principle to recommend that the Board of Management pursues the option to purchase, subject to a future business case being presented at the appropriate time within the timeline set out in the contract.	NA	NA	Decision Board agenda 08.12.21	NA
Strategic allocation of College Cash Balances as at 31 July 2021	BRIC18-D04	The Committee agreed to recommend the strategic allocation of College cash balances as at 31 July 2021 for approval to the Board on 8 December 2021.	NA	NA	Decision Board agenda 08.12.21	NA
Glazing issue at Kilmarnock Campus	BRIC18-A01	A report reflecting the verbal update provided at the meeting will be circulated by email to the Committee.	M Breen/ J Thomson	29.11.21	Action	Complete
Glazing issue at Kilmarnock Campus	BRIC18-A02	The Committee confirmed their support to submit a full report to the Board of Management on 8 December 2021.	M Breen/ J Thomson	08.12.21	Action Board agenda 08.12.21	Complete
Annual procurement report	BRIC18-D05	The Committee recommended Annual Procurement Report for approval by the Board on 8 December 2021.	NA	NA	Decision Board agenda 08.12.21	NA

Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
Health, Safety and Wellbeing Annual Report August 2020 - July 2021	BRIC18-D06	The Committee recommended the Health, Safety and Wellbeing Annual Report August 2020 - July 2021 for approval by the Board on 8 December 2021.	NA	NA	Decision Board agenda 08.12.21	NA

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Mainstreaming Equality and Equality Outcomes 2021-2025: progress report

February 2022

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Introduction

In April 2021, the College published its Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025 report. The College is legislatively required through the Public Sector Equality Duty (PSED) to report, mainly, its progress on workforce diversity, equal pay, mainstreaming equality, and equality outcomes. We also published a set of four new equality outcomes for the reporting period 2021-2025, which we felt provided us with the best opportunity to tackle the most significant and persistent inequalities and to enable us to secure long-term, sustainable change in the College.

We are in the business of making a positive difference to the lives and experiences of our students and staff. The ongoing Covid-19 pandemic continues to crystallise this. We must support the inclusion and wellbeing of our people and the social and economic recovery and future prosperity of our local communities. The current circumstances we find ourselves in matters only to the urgency of achieving our equality outcomes and indeed, positions equality and inclusion for all as a key College ambition. As always, collective determination and efforts will enable the College to fulfil such an ambition and already we are making some good progress towards this.

The College will next be legislatively required to report on its progress by April 2023. To improve our monitoring, accountability and transparency in meeting these requirements, the College has committed itself to publishing an annual Mainstreaming Equality and Equality Outcomes progress report. Such a change reflects a broader commitment made to enhance the College's strategic approach to equality and inclusion as well as encourage increased student and staff engagement with its equalities agenda.

This report provides a summary of progress towards delivering on our Equality Outcomes 2021-2025 and on mainstreaming equality across the College.

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01

Our People

In April 2021, we identified the following challenges in regards to College workforce diversity:

- an ageing workforce with the highest number of staff in the age bracket 41-55 years and the lowest number of staff in the age bracket 16-25 years
- a low representation from minority groups in relation to disability, ethnicity, religion or belief, and sexual orientation
- a clustering of male and female staff in traditionally gendered occupations and roles

In addition, a potential concern emerged when gender and age are considered together in relation to college leadership positions. In this context also, we know, the economic impact of the ongoing Covid-19 pandemic is disproportionately affecting women more than men, requiring us to look to opportunities that support continued female employment and progression within the College.

Improving workforce diversity is, therefore, a key priority for us. We want our people to reflect the diversity of the local communities in which we serve and to work and develop in an inclusive, supportive culture and environment. We recognise that a modern and diverse workforce, encouraged to use their talents and develop their skills, is integral to the success of the College.

The approach being taken to achieve this key priority is one which considers the full employee journey. This means, we are taking steps to improve recruitment and selection; staff learning and development opportunities; and through actions outlined in Equality Outcome 1 and Equality Outcome 4. Moreover, while the focus of Equality Outcome 2 is on student male and female imbalances on courses where under-representation exists, we have long known the College's position as both an employer and educational institution is intertwined; that if we advocate for and bring about change to enable current and future students, no matter their gender, to enrol on courses of study that reflect their interests and career aspirations, this will reflect positively in the workforce of the future.

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10 months in numbers

April 2021-January 2022

806
Ayrshire College staff



8%
of part-time staff are male

An increase to
1.3%
of staff aged 16-26 years

An increase to
7%
of staff with a disability or long-term health condition

Total of
13%
of disabled or long-term health condition applicants

Reducing number of
Prefer Not to Say
for Lesbian, Gay and Bisexual applicants

Total of
3%
of BAME applicants

Total of
3%
of non-Christian faith applicants

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Steps being taken to improve workforce diversity

Kickstart Scheme

The Kickstart Scheme is a government-funded employability initiative designed to improve the employment opportunities of young people aged 16-24 years who are in receipt of Universal Credit.

The College is participating in this Scheme and is currently recruiting to 19 vacancies across several different roles.

The funding provided for training and development will allow the College to create bespoke employability training to meet the needs of the cohort of young people who take up the positions. This will provide opportunities for skills development with the aim of increasing the likelihood of gaining further employment following the placement period.

Hiring Manager Toolkit

The Hiring Manager Toolkit was launched in January 2021 as a training tool to support College line managers in carrying out their role and functions within the recruitment cycle.

The training sets out guidance on vacancy requests, advertising, shortlisting, selection, offer and pre-employment (onboarding). Specific reference is made to legal and discrimination issues to ensure that line managers have a detailed understanding of their duties and responsibilities.

The toolkit also includes an unconscious bias e-learning course to enable managers to recognise and challenge their own unconscious bias and assumptions, particularly within the context of recruitment and selection.

#WeAreAyrshireCollege campaign

The #WeAreAyrshireCollege campaign aims to celebrate diversity and promote the inclusion of Ayrshire College students and staff. The initiative has been introduced recently and will continue to evolve. It will feature the faces and voices of students and staff as a means to support the promotion of an inclusive College culture; one that values, respects and welcomes diversity. As such, it has the potential to be used as a recruiting brand for the College as a place of both learning and working. The #WeAreAyrshireCollege campaign will begin in LGBT History Month 2022 with the release of a collection of student and staff photographs and quotes. This will be followed by another set as part of International Women's Day in March 2022. A defined College staff recruitment campaign will use #WeAreAyrshireCollege as part of its marketing brand. This will campaign will build a portfolio of resources which supports the College to be promoted as an employer of choice.

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Progress being made

Early indications suggest the College is making some progress towards improving its workforce diversity; we are attracting external applications from diverse candidates and we are also continuing to experience an upwards trend in relation to staff disability declaration. More stubborn trends, such as those related to gender, require a longer term input and outlook. We recognise the current complexities of the labour market and indeed, the economic fragility of the Ayrshire region and how people with particular protected characteristics and minority groups may suffer most from any economic and related fallout. We are remaining vigilant to any emergent issues and their ability to become a pressing equality need.

The College's current workforce diversity across many of the protected characteristics is on par with or exceeds its public sector counterparts in Ayrshire and in the Further Education Sector. That said, we want to better understand a staff member's employment journey with us, to help inform further improvements, and for this reason, we will, for example, be enhancing the College Exit Interview process this academic year to better understand any potential retention patterns or concerns. Improving workforce diversity requires a series of sustained, inter related actions to bring about sustainable change.

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02

Equal Pay

In April 2021, the College reported a gender pay gap between male and female staff as follows:

- a mean gender pay gap of 12.67% (full-time) and 13.90% (part-time)
- a median gender pay gap of 30.52% (full-time) and 31.53% (part-time)

We reaffirmed our commitment to the principle of equal pay and also, took responsibility in acknowledging occupational segregation exists in the College and set out priority actions to address this in order to help improve our current gender pay gap and any emergent pay gaps in relation to ethnicity and disability.

Growing Leaders Framework

One of the most significant developments, because of its potential to create and sustain a long term inclusive leadership talent pipeline, has been the development of the Growing Leaders Framework (GLF) and the continued encouragement of, for example, female, Black, Asian, and Minority Ethnic (BAME), and disabled staff to take part in the programme. The GLF equips managers/leaders with the necessary knowledge, skills, and tools to respond effectively to the demands of their role. It provides a common language to talk about all aspects of leadership across the College with mainstreaming equality and equality outcomes central to this conversation.

The Framework has three defined learning pathways – Growing Self; Growing Others; and Growing Organisation. Each pathway is designed to reflect the diverse needs of all managers/leaders and signposts to a wide range of resources which we believe underlines the College's commitment to investing in its people.

The Growing Others course is enjoying the highest level of engagement with 44 courses completed since April 2021 followed by Growing Self at 33 and Growing Organisation at 14. Across all of these, currently, more female line managers in comparison to all other genders have completed these courses. The GLF is also open to all staff aspiring to the role of manager if this is captured through their personal development planning.

By providing both opportunities and enabling our staff to succeed in their career development, is critical to addressing occupational segregation. And this is why, the College is continuing to invest in its people through, for example, the development of Aspire – Growing Leaders programme and the offering of funded accreditations as well as supporting, where possible, opportunities to work flexibly.

ILM Leadership and Management Award

The 2021 Flexible Workforce Development Fund (FWDF) was utilised to deliver leadership and management development in the form of the ILM qualification (SCQF level 6) for curriculum managers and team leaders new to the role. The course supports participants to: understand different leadership styles and impact; have an awareness of their own behaviours through self-assessment and feedback from others; know how to identify development needs (self and others); and adopt effective problem-solving techniques. To date, 9 curriculum managers (5F, 4M) have completed the ILM with 4 curriculum managers (2F, 2M) and 4 team leaders (3F, 1M) due to complete the Award in February 2022.

Coaching for the Future

9 managers (6F, 3M) participated in a Coaching for the Future programme delivered by College Development Network (CDN). This group coaching programme provided 3 x 90-minute group coaching sessions on practical approaches to addressing work challenges, supported by a professional coach, designed to leverage the resources and knowledge of leaders from across the sector, and to observe and practice their coaching skills and work with recognised coaching models.

Application for Advanced Qualification Funding Support

A new process for requests for advanced qualifications was launched to provide a consistent, transparent approach to this development support. The process involves completion of an application form, supported by the manager, which is reviewed by a Panel consisting of members of the senior leadership team. 7 staff (2M, 5F) received funding support in 2021 to undertake studies to further their education and in turn apply their learning to support the strategic objectives of the College.

Flexible working requests

Between April 2021 – Jan 2022, the College received a total of 9 flexible working requests; 2 were withdrawn and 7 were approved. All requests were made by female College staff with 56% of these requests related to childcare/dependants/caring responsibilities.

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03

Mainstreaming Equality

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

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

In this way, equality becomes part of the fabric of 'who we are' as an organisation; that the value placed on inclusion and diversity are more than words and instead, a way of being.

Mainstreaming equality is, therefore, an action that all of us in the College are responsible for and contribute to.

In April 2021, we assessed the College to be making good progress in mainstreaming equality and at the same time set ourselves new ambitions, including the introduction of mainstreaming themes 2021-2023 for the first time, to strengthen our efforts for the betterment of our students and staff across all protected characteristics. To demonstrate progress, we identified the following six focuses and reported against each of these in April 2021:

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

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Progress being made to mainstream equality

To assess where we are currently, a short summary of key mainstreaming activity (ies) is provided against three of these focuses followed by an update on our mainstreaming themes 2021-2023.

Strategic vision, approach and governance

The College now has in place a Statement of Ambition 2030 and a Refresh and Renew Plan 2021-2024 which outlines the College's ambitions and its strategic objectives to deliver on these ambitions. The College has explicitly positioned equality and inclusion as a key ambition through Ambition 1 and Ambition 2 and as a stated strategic objective:

Embed diversity and inclusion in all decisions, and support staff and students by providing accessible opportunities to learn, work and develop

To support the achievement of the Statement of Ambition 2030 and Refresh and Renew Plan 2021-2024, the College is introducing a new College Operating and Enhancement Plan (COEP). The College's mainstreaming equality duties and Equality Outcomes 2021-2025 have been mapped within this plan. The COEP reflects College teams objectives identified through individual Team Operating and Enhancement Plan (TOEP). Through this process, College teams were asked to align and map their objectives to the College's current Equality Outcomes.

Our learning, teaching, and student engagement strategy 2021-2024, 'Empowering, supporting, and inspiring success', includes Equality Outcome 1, Equality Outcome 2, and Equality Outcome 3, as measures of success against relevant stated aims.

Such changes demonstrate the College's commitment to embedding equality and inclusion. In April 2021, it was noted this was a required step to strengthen the way in which the College approaches mainstreaming equality and to succeed in achieving its equality outcomes.

Good practice example:

Values, Inclusion, Equality and Wellbeing (VIEW) steering group

The VIEW steering group, which provides strategic leadership to mainstream equality and support the achievement of the College's equality outcomes, was identified as a good practice example in April 2021.

Since that time, the VIEW steering group has:

- Improved VIEW sub-group accountability with each sub-group reporting their progress through a relevant action plan
- Established a new sub-group called 'Safe and Included' to support the achievement of Equality Outcome 1
- Established a new sub-group called 'Positive about Disability', previously only a working group, to support the achievement of Equality Outcome 4
- Supporting the re-establishment of the Accessibility group and re-defining its reporting line to the VIEW steering group
- Supporting the re-establishment of the Gender Leadership group under the leadership of a College Assistant Principal

Curriculum content and/or design

In April 2021, the College shared several key highlights and two good practice examples to emphasise the many ways in which equality is being embedded in curriculum content and/or design. It was noted then, that a considerable step change had been the inclusion of mental health and wellbeing units and awareness raising activities through curriculum delivery. This step change is continuing and in many ways is being made possible by the Student Mental Health Fund which has enabled a number of initiatives and also supported the recruitment of three new Mental Health and Wellbeing Champions.

Innovative approaches to learning and teaching, especially at this time of the ongoing Covid-19 pandemic, with their clear benefits in terms of advancing equality of opportunity, is also continuing within the College.

An example includes the introduction of Early Years Conversation Cafes this Academic Year 2021-2022. The Early Years Conversation Cafes, led by the Early Years and Childcare Curriculum area, are monthly 1 hour sessions with an invited speaker(s) and/or themed discussion relevant to early learning and childcare (ELC) open to anyone with an interest in ELC. Invited speakers have included, for example, Dr Khadija Mohammed, Senior Lecturer at University of West of Scotland (UWS), speaking about Equality and Diversity in Early Years.

The Early Years Conversation Cafes are enhancing student knowledge and understanding of current practice and provide also the opportunity for them to network with students from other colleges, practitioners and professionals from the ELC sector and related organisations.

As we move forward, the further embedding of equality into curriculum delivery is a key aim, which will be a key focus of the 2023 Mainstreaming report.

Good practice example:

Rockpool Podcasts

Rockpool Podcasts was previously identified as a good practice example of raising awareness in April 2021 because of the unique, engaging platform it provided to a range of equality and related issues such as race equality, LGBT+ inclusion, mental health, women's rights, and gender-based violence (GBV).

Since that time, it has continued to evolve and is now fully embedded in Music and Sound Production courses. Originally, Rockpool Podcasts, named after the College's state of the art recording and rehearsal facilities – Rockpool Studios, was an idea born out of lockdown to give Music and Sound Production students a creative outlet to showcase their talents. It has gone on to become an important asset when the pandemic disrupted College life, helping to provide community cohesion and a sense of belonging.

Rockpool Podcasts won the College Development Network (CDN) Inclusive College award in December 2021. This is the first time the College has won this category and was a recognition by CDN that Rockpool Podcasts is an excellent example of mainstreaming equality as it supports the advancement of equality and fosters good relations.

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Supporting staff success

The inclusion and wellbeing of staff remains a College priority. In April 2021, staff wellbeing support and initiatives were identified as a good practice example because of the range of activities being offered and delivered. Staff are continuing to engage positively with available support including PAM Assist, our employee assistance service, as well as the Staff Wellbeing Teams page and monthly Staff Wellbeing Conversation Cafes.

Moreover, College teams are being encouraged to use the Equality Impact Assessment (EqIA) process to support staff transition to the Hybrid Model being piloted from March 2022-June 2023.

To support new staff to the College, Corporate Induction has been refreshed and now, the online course includes a section on Equality and Inclusion and on the importance of sharing equality information for the purposes of support. A 'Working for Us' guide is also now available containing key 'need to know' information on working for the College, including information on the VIEW steering group and signposting to the Mainstreaming Equality and Equality Outcomes reports and other key equalities statements and guidance.

Further changes such as a 'Managing Induction' guide for line managers and a new Manager/Team Leader checklist for those new to the role, provide evidence of the priority given to advancing equality and the determination to support inclusion.

The VIEW steering group sub-group, Positive about Disability, is supporting the further development of the Staff Disability forum to enable members to have their voices represented more fully in College decision-making which impacts disabled staff. A Menopause group, supported by the Health, Safety and Wellbeing team, and a Staff LGBT+ group, supported by the Equality and Inclusion Advisor, are also in the early stages of development, following staff feedback. The purpose of these particular groups are to provide peer support, however, moving forward, this may extend to a College advisory function.

Good practice example: Equality Matters on the Staff Learning Portal

To support staff knowledge and understanding, the College invested in a comprehensive suite of new equality, inclusion, wellbeing and related e-learning modules. These e-learning modules include content on all of the protected characteristics as well as topics of importance such as sexual harassment and Allyship.

These e-learning modules are in a discrete Equality and Inclusion section called 'Equality Matters'. Staff are encouraged to visit this section regularly to access information and resources over and above the available e-learning modules. Moreover, a 'Managing a diverse workforce inclusively' area has been established for line managers with e-learning modules on, for example, race bias.

In February 2022, to coincide with LGBT History Month, a new staff 'LGBT+ Inclusive' digital badge will be launched. Following this, an 'Inclusive Leader' digital badge will be launched.

Staff are being encouraged to display these digital badges in their email signatures. The aim of these initiatives is to promote increased completion, but, also, for these digital badges to act as a visual representation to students, staff, and others of the College's commitment to equality and inclusion. This may be of particular benefit to relevant protected characteristics groups.

Mainstreaming themes 2021-2023

In April 2021, we introduced three mainstreaming themes 2021-2023 because we felt each of these required particular focus in order for them to be successfully embedded in the College by April 2023.

Equally Safe - Gender-based violence (GBV)

- In December 2021, a new GBV staff policy was approved. The GBV staff policy outlines the College's position, provides support to staff experiencing any form of GBV, provides guidance to line managers, and introduces a provision for 10 Safe Leave days for staff. To support the successful introduction of the Policy, a Guide will be available and training for line managers is planned
- Equality Matters section on the Staff Learning Portal includes an 'Equally Safe' area with information, resources and an e-learning module on sexual harassment. The 'Managing a diverse workforce inclusively' includes the e-learning module 'Managers Guide: Sexual Harassment'
- STAR Centre facilitated student group 'Gender Equality Group'; is an inclusive group open to Ayrshire College students
- Awareness raising activities through, for example, the Equality and Inclusion newsletter, Equally Matters, and the promotion of the campaign #EraseTheGrey during 16 days of action
- Improving capturing and monitoring of student GBV incidents through College processes, such as Safeguarding, and tools, such as Report + Support

Student participation in College feedback processes

The Student Association are continuing to build a strong Student Executive Team and are supporting the further development and facilitation of several student groups ensuring these diverse voices are represented in the College. As a member of the VIEW steering group sub-group, Safe and Included, the Student Association, following student feedback, successfully advocated for the inclusion of student and staff pronouns in email and Teams displays. They are also working with the Learning Resource Centre (LRC) to apply for the NUS 'Think Positive' fund to enable the LRC to have more LGBT+ resources available to students and staff.

Female staff progression

Over and above the actions outlined in the Equal Pay section, for International Women's Day 2022, the College will have a programme of events including the re-launch of 'Ayrshire Connects' with invited speakers such as Marie Macklin CBE; a staff session with Elaine Hutton, Assistant Principal, and Julie Maxwell, Assistant Principal, on their career journeys; and an Early Years Conversation Café on gender equality.

04

Equality Outcomes 2021-2025

One way to describe equality outcomes is, they are the means in which an identified, evidenced equality need is being addressed. In April 2021, the College made it clear, it would use its new set of equality outcomes to tackle the most significant and persistent inequalities being experienced and that we would take the opportunity over the next four years to make a difference to the lives and experiences of those most beset by inequality on the basis of their protected characteristic(s). We knew then, that for lasting impact, realistically, our current equality outcomes needed to reflect the journey that the College had already started with its previous equality outcomes. In other words, our current equality outcomes seek to build on our progress and achieve real change by April 2025. If we are successful in achieving these equality outcomes, we will have taken another significant step forward in truly stating that the College is a safe, inclusive and diverse place in which to learn, work and develop.

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Progress being made to achieve our Equality Outcomes

Across the College's four Equality Outcomes 2021-2025, some good progress is being made and we remain confident that by April 2023, the College will have completed the actions set for this deadline and aim to be in a position where we are progressing actions set for completion by April 2025. We are, however, measured in our aspirations given that our current Equality Outcomes reflect the deep societal and cultural injustices and contradictions of our times – hate crime; gender imbalances; male mental health; and staff disability declaration – and, therefore, impact will take time. The key priority for the College is to create and influence change within itself.

Equality Outcome 1:

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

We have:

- implemented Report + Support, an online reporting tool for students and staff of Ayrshire College to reports incidents related to hate crime; gender-based violence; racism; bullying, harassment and discrimination on the basis of protected characteristic(s). A small number of student reports have been received since implementation in October 2021; however, the College Report + Support webpage has been accessed regularly, which indicates relevance and value as a support tool. In November, the webpage had been accessed 192 times and in November and January, this reduced to a range between 71-76 times (EO action: April 2023)
- developed and implemented a mandatory Level 4 hate crime student workshop; 41 classes and 474 students have engaged with this, with excellent feedback given which indicates attitudinal impact (EO action: April 2023)
- developed and are implementing the #WeAreAyrshireCollege campaign with a launch in LGBT History Month featuring the faces and voices of some students and staff (EO action: April 2023). The Safe and Included group are supporting this campaign and have also been involved in the development of activities to mark key national or international dates or campaigns. They have, for example, with the student LGBTQ+ group, developed an LGBT+ A-Z resource which is being promoted on College social media and plasmas
- launched a new College Hate Crime pledge in October 2021, to coincide with both Hate Crime Awareness week and Black History Month, with students and staff encouraged to add their own action(s) to the pledge to demonstrate a whole-college approach to tackling and ending hate crime (related to EO action: April 2023)
- supported the College Hate Crime pledge, through a number of awareness raising activities - Hate Crime Conversation Cafes for students and staff; provided campus and online drop-in sessions for advice and guidance on hate crime; filmed an interview between Chief Superintendent Faroque Hussain and PC Claire Bysouth which was made available to students and staff; and PC Claire Bysouth wrote the Equality and Inclusion newsletter 'Equality Matters' in January 2022 focusing on hate crime (related to EO action: April 2023)
- progressed a partnership with Borders College, Dumfries and Galloway College, and UWS to deliver student and/or staff sessions related to equality, inclusion and wellbeing called 'Conversation to Change' with the first session in March 2022 by Nil by Mouth (related to EO action: April 2023)

Equality Outcome 2:

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

We have:

- re-established the Gender Leadership group, under the leadership of an Assistant Principal, with progress being made on the development of Curriculum and relevant Service team gender action plans in which priority actions are identified to tackle gender imbalances (EO action: April 2023)
- continued to develop 'Ayrshire Connects' to enable our Construction and STEM female students and staff to connect with each other and employers to support the recruitment and retention of girls and women into Construction and STEM courses and careers. Discussions are also underway with local authority leads responsible for STEM with the purpose of promoting 'Ayrshire Connects' to school pupils and teachers. This provides the College with an opportunity to attract interest and thus increase recruitment of girls and women into these courses and careers. 'Ayrshire Connects' will officially be re-launched on International Women's Day in March 2022 (EO action: April 2025)

Equality Outcome 3:

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

We have:

- piloted mental health and cocaine awareness workshops with STEM students studying at Levels 4 and 5 between November and December 2021 with excellent student and staff feedback provided (related to EO action: April 2023)
- implemented, for Trades courses, a mandatory mental health student workshop at level 4 and ongoing discussions at how this can be delivered at Levels 5 and 6 (EO action: April 2025)
- planned, for Computing and Games Development courses, a programme of student workshops to be delivered in Semester 2 of Academic Year 2021-2022 (related to EO action: April 2023)
- developed a new College suicide awareness and prevention campaign called the 'S Word' - the 'S' standing for 'suicide' and 'stay' to reflect the message of the campaign (EO action: April 2023)

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Equality Outcome 4:

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

We have:

- established Positive about Disability as a VIEW steering sub-group with its own defined action plan for Academic Year 2021-2022 and through this Group, been able to review current recruitment and related processes to support improvements (related to EO action: April 2023)
- started to develop a new College employer recruitment campaign, under the banner of #WeAreAyrshireCollege, and progress is being made to improve the 'Work for Us' section on the College website (EO action: April 2023)
- started to support the further development of the Staff Disability forum as an advisory network, which can provide guidance as to what improvements can be made to impact positively on disabled staff (EO action: April 2023)

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Business, Resources and Infrastructure Committee

8 March 2022

Subject: 2021-22 Management Accounts at 31 January 2022

Purpose: The paper provides a summary of the College's financial position as at 31 January 2022 and outlines the key variances for members' information.

Recommendation: The Business, Resources and Infrastructure Committee approves the 2021-22 Management Accounts for the period ended 31 January 2022.

1 Background

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

2 Current Situation

This paper summarises the actual position to date for the period ended 31 January 2022. A complete set of the management accounts is included for reference within the background information section of Admin Control.

2.1 Actual Position to Date

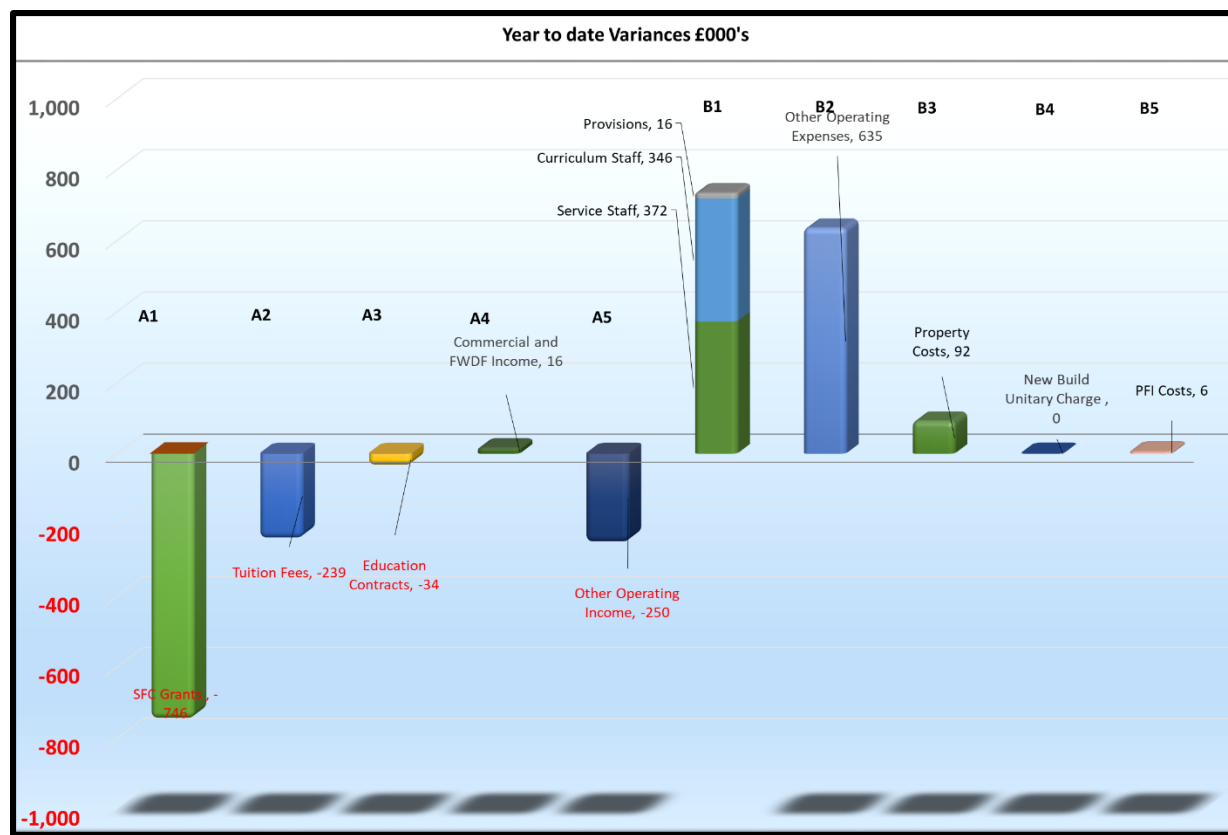
The management accounts for the period ended 31 January 2022 show a year to date operating surplus of £2,183,947. When compared to the expected budgeted position for 31 January 2022 this is a favourable variance of £214,555. The year to date position is set out in Table 1.

Table 1 – Year to Date, as at 31 January 2022

	2021-22 YTD Budget (£)	2021-22 YTD Actual (£)	2021-22 Variance (£)
Total Income	£26,103,857	£24,851,113	£(1,252,744)
Total Expenditure	£24,134,465	£22,667,166	£1,467,299
Operating Surplus/ (Deficit)	£1,969,392	£2,183,947	£214,555
Exceptional Costs	£0	£0	£0
Operating Surplus/ (Deficit) after Exceptional Costs	£1,969,392	£2,183,947	£214,555
Net Depreciation	£(1,345,422)	£(1,605,238)	£(259,816)
Capital Income	£712,692	£712,691	£(1)
Operating Results after Net Depreciation and Capital Income	£1,336,662	£1,291,399	£(45,263)

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

Diagram 1 – Principal Variances Year to Date, as at 31 January 2022 (Excluding Exceptional Costs)



The trading variances in the year to date amount to a net £214,555. The main variances are as follows:

(A) Income variances (net £1,252,744 adverse) mainly being:

- (A1) SFC Other Grants - £(745,948) for Foundation Apprenticeships £(142,722) & Deferred Students £(603,229).
- (A2) Tuition Fees - £(239,219) adverse variance due to HE FT Fees £(265,346), Other HE/FE Tuition Fees £(42,591) & FE Tuition Fees SNIPEFF £(16,112) being lower than budgeted and FE Tuition Fees CITB £67,500 & Evening Classes £17,330 being higher than budgeted.
- (A3) Education Contracts - £(34,293) adverse variance.
- (A4) Commercial Income and FWDF - £16,584 favourable variance. Income is lower than budgeted in FWDF Income £(21,697) and higher than budgeted in Commercial Income £38,281
- (A5) Other Operating Income - £(249,869) adverse variance mainly due to Catering Income.

(B) Expenditure variances £1,467,299 (net favourable) mainly being:

- (B1) Salary Costs- £734,440 favourable variance. This includes turnover savings of £335,000.
- (B2) Other Operating Expenses - £635,117 favourable variance. This total includes favourable variances in Curriculum expenditure, Commercial costs and Catering supplies corresponding with the reductions in income.
- (B3) Property Costs – £91,852 favourable variance. There are savings across expenditure lines in this area, however SLT has agreed to ensure that any variances are fully utilised in 2021-22.
- (B4/5) PFI Costs - £5,889 favourable variance.

2.2 Forecast at 31 January 2022

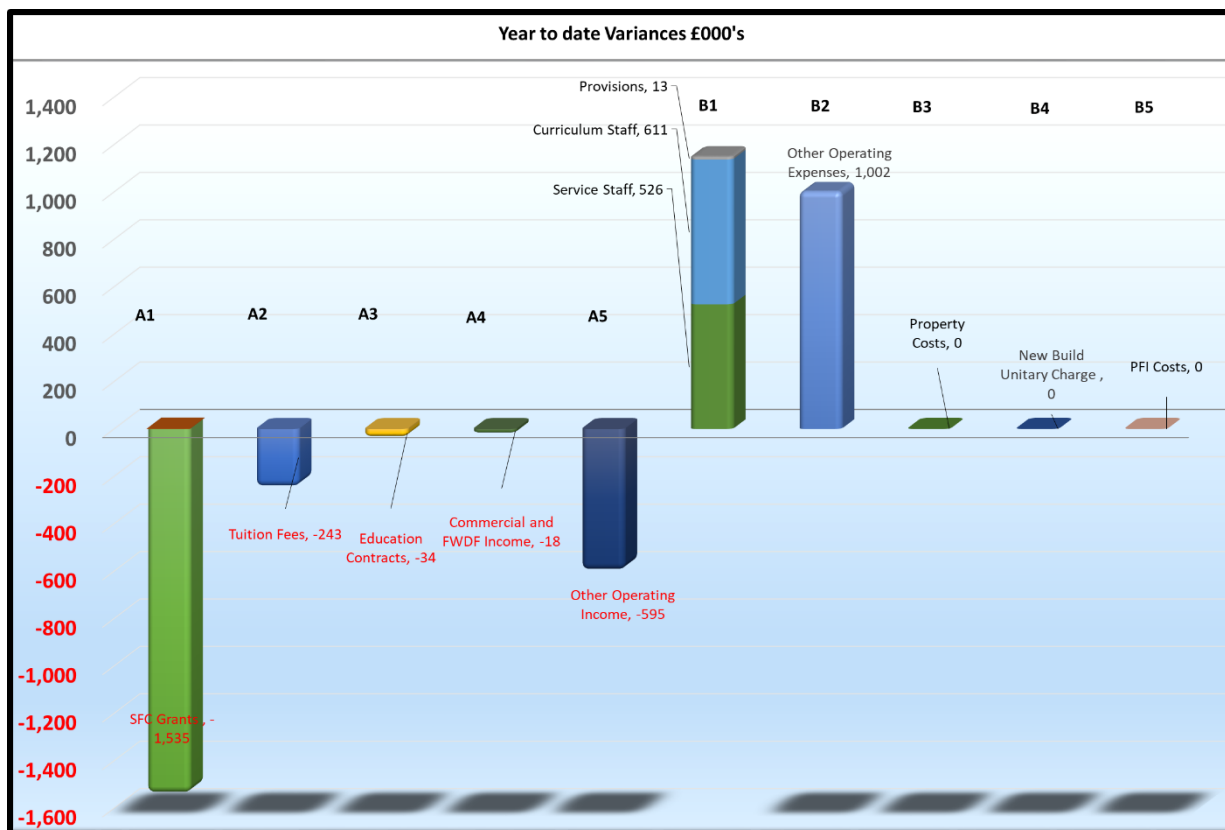
The management accounts for period ended 31 January 2022 show a full year forecast operating surplus of £1,002,637. When compared to the annual budget for 2021-22 this is an adverse variance of **£(449,319)**. The full year forecast, as at 31 January 2022, is set out in Table 2.

Table 2 - Forecast at January 2022

	2021-22 Annual Budget (£)	2021-22 Forecast (£)	2021-22 Variance (£)
Total Income	£51,702,982	£49,277,465	£(2,425,517)
Total Expenditure	£50,251,026	£48,098,335	£2,152,692
Operating Surplus/ (Deficit)	£1,451,956	£1,179,131	£(272,825)
Exceptional Costs	£0	£0	£0
Operating Surplus/ (Deficit) after Exceptional Costs	£1,451,956	£1,179,131	£(272,825)
Net Depreciation	£(2,690,849)	£(3,218,170)	£(527,321)
Capital Income	£1,425,381	£1,425,381	£0
Operating Results after Net Depreciation and Capital Income	£186,488	£(613,658)	£(800,146)

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Diagram 2 – Principal Variances Forecast, as at 31 January 2022 (Excluding Exceptional Costs)



The main trading variances in the full year forecast as at 31 January 2022 are as follows:

(A) Income variances (net £(2,425,517) adverse) mainly being:

- (A1) SFC Grant in Aid - £(546,507). SFC Other Grants - £(988,654) adverse variance due to Foundation Apprenticeships £(147,392) and Deferred Students £(711,262). These variances reflect the reductions in income based on the shortfall in projected credits as reported to the SFC on 7 February 2022.

In addition, there is a reduction in SFC Mental Health Support Funding of £(130,000) due to a compensating decrease in expenditure of £130,000. The income and expenditure have been carried forward to 2022-23.

- (A2) Tuition Fees - £(243,141) adverse variance due to HE FT Fees £(265,346) due to reduction in HE Full time numbers compared to target, £(34,961) adverse variance in Other HE/FE Tuition Fees, £(10,334) adverse variance in Evening Class Fees. These adverse variances are however offset by additional income from CITB FE Tuition Fees of £67,500. This additional income was not budgeted for.
- (A3) Education Contracts - £(33,808) – adverse variance due to HN Articulation Monies coming in under budget.

- (A4) Commercial Income - £(18,475) adverse variance - Gas courses and Commercial Evening Classes are expected to be down compared to budget. FWDF Income slightly higher than budgeted
- (A5) Other Operating Income - £(594,932) adverse variance mainly due to Catering Income. This is due to the forecast being revised due to campus closures. The College has projected catering income will be down by 60% against budget. This reduction in activity is also reflected in the Catering supplies costs.

(B) Expenditure variances (net £2,152,692 favourable) mainly being:

- (B1) Salary Costs - £1,150,401 favourable variance due to projected salary savings. These include savings of £611,506 from Curriculum staff budgets. Savings accruing from posts not been filled in non-Curriculum areas are forecast at £526,240. Other Salary Costs favourable variances of £12,656 relates to Salary Provisions and Living wage costs. The additional costs of increased Employers NI contributions from April 2022 are included in the forecast
- (B2) Other Operating Expenses - £1,002,290 favourable variance. Budget holders had projected favourable variances against budgets to date of £825,796. These include the favourable variances in Curriculum Expenditure £205,225, Commercial FWDF Costs £24,128 and Catering Supplies £299,292, which are offset by reductions in projected income.

In addition, the College has identified further projected savings of £176,494 within Admin & Central Services across many budget lines. This has been set aside as potential further savings to be achieved.

3 Balance Sheet – Executive Summary Commentary

The Management Accounts for the period ended 31 January 2022 include the College's Balance Sheet, as at 31 January 2022. A summary of the balance sheet position compared with the final position disclosed in the 2020-21 statutory accounts is set out below in Table 3. It is also included within the background information folder for this meeting on Admincontrol.

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Table 3 – Balance Sheet as at 31 January 2022



	Period 6/2022				
	ACTUAL	PRIOR MONTH	MOVEMENT ON MONTH	PRIOR YEAR END	MOVEMENT FROM PRIOR YEAR
FIXED ASSETS					
Land	6,671,000	6,671,000	0	6,671,000	0
Freehold Buildings - Ayr	37,518,221	37,627,350	-109,129	38,172,993	-654,773
Leasehold Buildings	404,363	410,935	-6,572	443,794	-39,432
Kilwinning	22,360,726	22,418,770	-58,044	22,683,000	-322,274
Kilmarnock	60,067,255	60,178,046	-110,791	60,732,000	-664,745
Computer Equipment	973,524	989,967	-16,443	941,999	31,525
Other Equipment	474,022	487,764	-13,741	561,699	-87,676
	128,469,110	128,783,831	-314,720	130,206,486	-1,737,375
CURRENT ASSETS					
Stocks	53,945	50,913	3,032	29,699	24,246
Trade Debtors	371,311	426,795	-55,484	315,308	56,003
Other Debtors	42,374	7,426	34,948	191,586	-149,213
Prepayments and Accrued Income	2,907,648	3,425,029	-517,381	3,031,674	-124,026
Bank & Cash	12,039,213	10,124,868	1,914,345	8,201,307	3,837,906
	15,414,491	14,035,032	1,379,459	11,769,574	3,644,917
CURRENT LIABILITIES					
Bank Loans and Overdrafts	0	0	0	0	0
Trade Creditors	-161,946	-799,685	637,739	-214,473	52,527
Other Creditors	-692,172	-714,358	22,187	-828,096	135,924
SAAS	-6,425	-267,761	261,336	-5,140	-1,285
SFC Monies	-1,027,681	-845,080	-182,601	-1,177,492	149,811
PAYE/NIC	-612,127	-641,570	29,444	-632,298	20,171
VAT	-11,528	-9,115	-2,414	-16,640	5,112
SSF (SFC and SAAS)	-2,482,635	-2,247,217	-235,418	-549,541	-1,933,094
Accruals	-3,327,181	-3,270,783	-56,399	-2,838,068	-489,113
	-8,321,695	-8,795,569	473,874	-6,261,747	-2,059,948
TOTAL ASSETS	135,561,906	134,023,293	1,538,613	135,714,313	-152,407
Early Retiree Provisions	-1,387,159	-1,394,391	7,232	-1,430,550	43,391
Other Provisions	-590,500	-590,500	0	-590,500	0
PFI Capital Creditor	-3,856,379	-4,136,369	279,990	-4,416,359	559,980
NPD Capital Creditor	-41,146,286	-41,264,333	118,047	-41,854,570	708,284
Deferred Capital Grants	-9,788,706	-9,836,482	47,776	-9,920,857	132,151
	-56,769,030	-57,222,075	453,046	-58,212,836	1,443,806
NET ASSETS EX PENS LIABILITY	78,792,876	76,801,218	1,991,658	77,501,477	1,291,399
Pension Liability	-20,543,000	-20,543,000	0	-20,543,000	0
NET ASSETS	58,249,876	56,258,218	1,991,658	56,958,477	1,291,399
RESERVES					
Reserves brought forward	18,197,309	18,197,309	0	18,197,309	0
Year to date Trading	1,291,399	-700,260	1,991,658	0	1,291,399
	19,488,708	17,497,050	1,991,658	18,197,309	1,291,399
Pension Reserve	-20,543,000	-20,543,000	0	-20,543,000	0
Total I&E Reserves	-1,054,292	-3,045,950	1,991,658	-2,345,691	1,291,399
Restricted Reserves	465,482	465,482	0	465,482	0
Revaluation Reserve	58,838,686	58,838,686	0	58,838,686	0
TOTAL RESERVES	58,249,876	56,258,218	1,991,658	56,958,477	1,291,399

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 31 January 2022.

Michael Breen
Vice Principal, Finance

28 February 2022

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

Publication

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

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Business, Resources and Infrastructure Committee Meeting

8 March 2022

- Subject:** North Ayrshire Future Skills Hub
- Purpose:** To provide an update to members on the development of North Ayrshire Future Skills Hub
- Recommendation:** Members are asked to note the contents of this paper.
-

1 Background

The College has commenced on a transformational project, intended to be a cornerstone of economic regeneration in North Ayrshire, The North Ayrshire Future Skills Hub (“the Hub”).

The Hub will be the focal point for vocational training for North Ayrshire communities. It will be situated within the grounds of Ayrshire College’s Kilwinning campus – the main North Ayrshire campus of the College.

The Hub will be the primary location for provision of high-quality STEM vocational skills development for Ayrshire College students, primary and secondary school pupils, employers and their workforce, and North Ayrshire residents seeking employment.

2 Current Situation

2.1 Pre-Tender Work

Site investigation works have now been completed and no issues were identified. Contractors have cleared some of the tress of the land transferred to the College from North Ayrshire Council. The former nursery building has been demolished and the final work is being done on re-establishing the car park surface.

The College has appointed a firm to erect the fencing around the compound. The fencing company has ordered the materials and the fencing work will commence the week beginning 14 March 2022. Until this work has been completed the College continues to ensure that the temporary fence is maintained to prevent people using this as a shortcut between the Dalry Road area and the campus or town centre. This is an issue that has been a concern for local residents.

2.1.1 Tender Issued

The College tender documents for the Future Skills Hub were issued to the market on 10 February 2022. To date the tender has been attracting good levels of interest. Tenders are to be submitted by 11 March and the College is expecting to award the tender by 31 March 2022.

Members will recall that in November 2021 the College reported that tendered construction pricing and inflation assessments were a key risk to the project as well as worldwide supply pressures on raw materials such as steel. Therefore, going out to tender in early 2022 was prudent to mitigate against adverse price hikes by contractors to allow for anticipated future uncertainties as at Autumn 2021. Prices and supply changes continue to be affected by economic and global factors. The impact of these on the Future Skill Hub project will be known once the bids have been received and opened.

Members will recall that the College approved the allocation of £0.350m to be held to mitigate against any additional costs for the Future Skills Hub when tenders are returned. If this full balance is not required, the Board approved that the balance is revisited by the BRIC Committee to set a level for fixtures, fitting and equipment for the Hub.

As part of our Design Team the Quantity Surveyor (QS) carried out a costed plan for the building. The QS costed plan for the project gives a total anticipated cost of £2,200,000. The College has therefore secured a financial package to meet this projected cost. The funding package is shown in the following table.

Funder	(£)
Magnox Socio Economic Panel	£499,999
SFC Grant	£700,000
North Ayrshire Council	£200,000
Ayrshire College	£500,001
Ayrshire College Foundation	£300,000
Total Funding Package	£2,200,000

The College has set out the anticipated spend for the project and how the funding will be drawdown during the project period. This is detailed in Appendix 1. The College has engaged with all four external funders to update them on when their funding is expected to be drawn down.

2.1.2 Stakeholder Engagement

Two of the funders have recently visited the site. The first visit was by the Leader of North Ayrshire Council accompanied by the Council's Head of Economic Growth. The Principal and the College's Executive Leadership Team met with the North Ayrshire Delegation. In addition, curriculum colleagues and two Nethermains students met with the Council. The students conveyed the challenges of the current Nethermains campus and the added value and benefits that would be obtained through the Future Skills Hub.

The second visit was by Magnox, the second largest external funder for the Hub project. The Magnox representative was the National Decommissioning Authority's Stakeholder Leader for Scotland. He was accompanied by representatives of the Hunterston Site Stakeholders Group. The College used these visits to talk to the funders about the benefits the Future Skills Hub will bring to students, local communities, and the Ayrshire region. In particular, the Magnox delegation explored how the Hub could be as centre of excellence by the College

that could provide training and skills development for the decommissioning work at Hunterston as well as for other sites across the United Kingdom.

Both visits were successful and well received by our visitors. The Council and Magnox are keen to make further visits as the project develops.

2.1.3 Naming Rights

Members will be pleased to note that in recognition of his work with the College and all he has done for the region, the College has named the Future Skills Hub after its retiring Chairman. The facility has been named the "Willie Mackie Skills Hub". The naming of the facility was announced at the Chairman's retiral dinner. The College presented Willie with a commemorative plaque to mark the naming of the facility.

2.1.4 Legal Works

Work has continued to progress between the College and KE Projects over the legal variations required to the current Kilwinning campus. This legal work includes a lease amendment to remove an area of land from the PFI agreement that will form part of the Hub site. In addition, the College's solicitors have prepared a letter agreement to provide certain reliefs and indemnities to Project Co in relation to the Hub works. The College is keen to complete these legal works prior to the awarding of the tender.

3 Proposals

No further proposals are contained in this paper.

4 Consultation

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

5 Resource Implications

All resource implications are noted in the paper and the appendix.

6 Risks

A number of different risks exist in relation to the replacement of the Nethermain campus. These include financial risks around the eventual cost of exit of the lease and securing an appropriate level of funding to deliver a purpose-built facility within or adjacent to the Kilwinning campus.

It is worthy of particular note that the facilities and surroundings at Nethermain at present do not provide the student with a good experience. As such, those students studying at this campus do not have access to the same facilities as those students enrolled in Ayr or Kilmarnock.

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7 Equality Impact Assessment

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

8 Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance

28 February 2022

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

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(Paper 5 - North Ayrshire Future Skills Hub Update at March 2022 - Appendix 1)

SUMMARY	FY 2021-22	FY 2022-23	FY 2023-24	TOTAL
ANTICIPATED COSTS				
Construction Works	0.00	2,019,702.16	30,756.89	£2,050,459.05
Professional Fees	71,235.01	46,094.63	1,809.00	£119,138.64
Surveys, Site Certification Etc	28,391.92	0.00	2,010.40	£30,402.32
				£0.00
TOTAL	£99,626.93	£2,065,796.79	£34,576.29	£2,200,000.01
FUNDED BY				
Magnox	0.00	499,999.00	0.00	499,999.00
SFC Grant	0.00	700,000.00	0.00	700,000.00
North Ayrshire Council	0.00	200,000.00	0.00	200,000.00
Ayrshire College - SFC Capital Grant 2020-21	99,626.93	200,373.07	0.00	300,000.00
Ayrshire College - 'The Craig' Sales Proceeds	0.00	200,001.00	0.00	200,001.00
Ayrshire College Foundation	0.00	265,423.72	34,576.29	300,000.00
TOTAL	£99,626.93	£2,065,796.79	£34,576.29	£2,200,000.00

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Business, Resources and Infrastructure Committee**8 March 2022****Subject:** Business Growth Report (March 2022)**Purpose:** To provide an update to Members on the Business Growth team's portfolio including the Flexible Workforce Development Fund (FWDF) and commercial activities.**Recommendation:** Members are asked to note the contents of this paper.**1. Background**

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

This paper summarises the outcomes of the 2019/20 to 2020/21 FWDF programmes and highlights progress made in relation to the 2021/22 funds. In addition, this paper provides an update on the progress being made on securing and developing more commercial related activities.

2. Flexible Workforce Development Fund

The Flexible Workforce Development Fund is targeted at levy payers (up to £15,000 available for reskilling and upskilling) and SMEs (up to £5k). The fund operates on an annual basis.

2.1 2019/20 and 2020/21 FWDF Programmes – Outcomes**2.1.1 Financial Analysis**

A total of **£1,323,470** in FWDF funding was allocated to Ayrshire College across the period 2019/20 to 2020/21. In addition, a new SME fund was introduced by the Scottish Government in November 2020. When set against historic funding allocations the FWDF I allocation effectively **tripled in size**.

The financial outcomes for each of the three FWDF are detailed in Table 1 below:

Table 1

Status	2019-2020 FWDF levy payers	2020-21 FWDF levy payers	2020-21 FWDF SMEs
Allocation	£481,497 (100%)	£627,336 (100%)	£214,637 (100%)
Claimed	£424,688 (88%)	£484,269 (77%)	£78,810 (36%)
Not Claimed	£56,809 (12%)	£143,067 (23%)	£135,827 (64%)

Note: all training activities were required to commence by 31st August 2020 with the deadline for delivering 2019/20 activities by 31st December 2021 and 2020/21 (levy payers and SMEs) training to be delivered by 31st March 2022.

Total funds claimed for all three programmes was **£987,767**, representing approximately **75%** of the total funds allocated. This represents an excellent outcome when set against the context of the pandemic with challenges experienced around furlough, lockdowns, difficulties in securing company staff release for training and on-going face to face delivery restrictions.

The introduction of a new SME fund during an intensive training and operational period meant that the time required to raise awareness, engage a new client group and deliver training was dramatically reduced. The College undertook extensive promotional and awareness raising activities and events, some in partnership with the Ayrshire Chamber of Commerce but uptake and conversion rates were lower than desired.

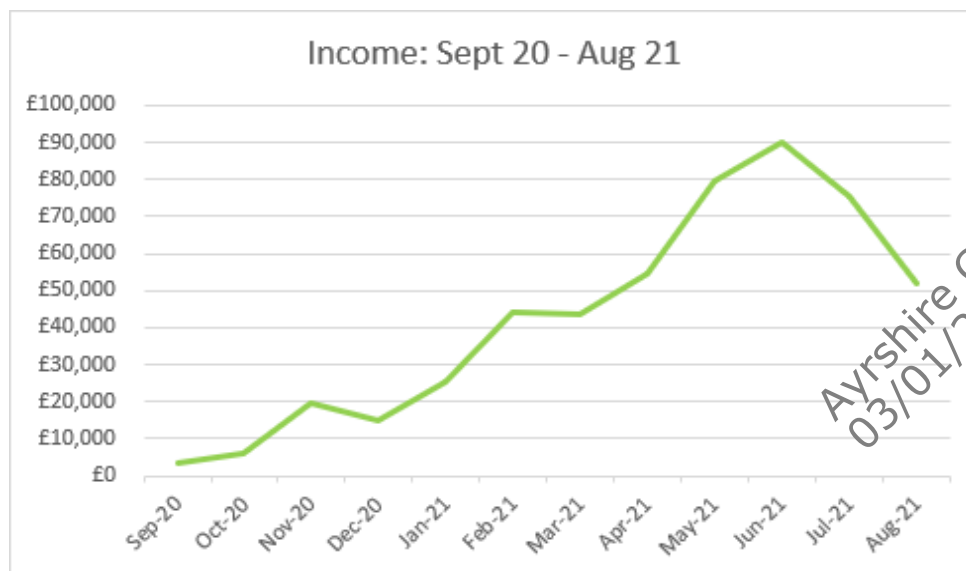
Some qualitative work was undertaken to better understand both the uptake and conversion rates achieved. In summary, SMEs have been significantly impacted by lockdowns and restrictions (e.g., the hospitality sector) which has reduced their focus and ability to engage and utilise funding support for training and development activities. In addition, since launching the fund, we attracted a disproportionate number of applications from sole traders and micro businesses making it more logistically challenging to achieve the targets.

However, this process has provided valuable insight moving forward and a key ambition for this year is to engage many more employers across a spectrum of company sizes.

2.1.2 Programme Analysis

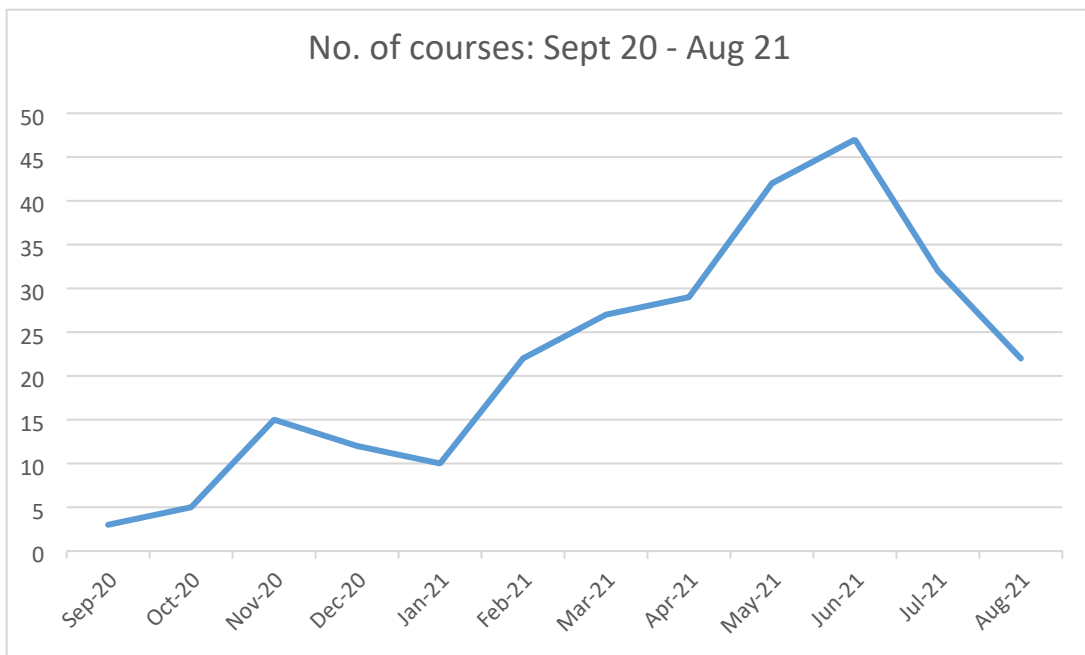
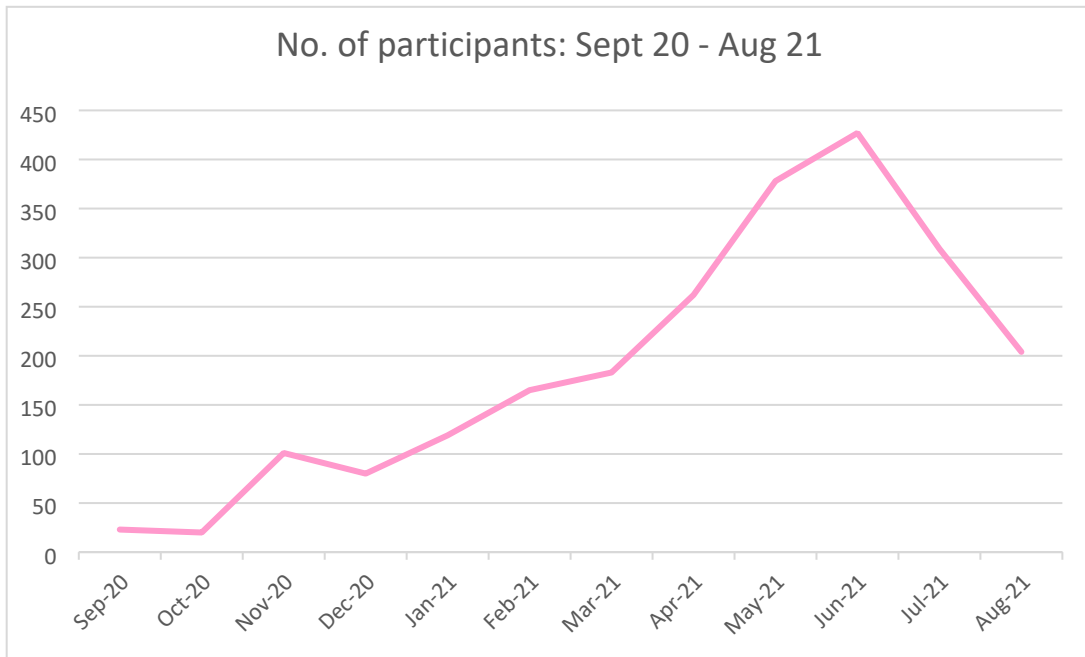
During 2021, the Business Growth team was tasked with delivering an unprecedented volume of training courses across three FWDF programmes within a short and constrained delivery window. Although the 2020/21 allocation (levy payers) increased by c30% compared to the previous year, in overall terms we claimed 82% of the total FWDF funds allocated for 2019/20 and 2020/21. The introduction of the SME fund in November 2020 represented an additional income stream and a new client group to actively engage and deliver training during a frenetic operational delivery period and our results reflect this context.

The following graph captures the growth and spike of FWDF income/activities following the initial lockdown:

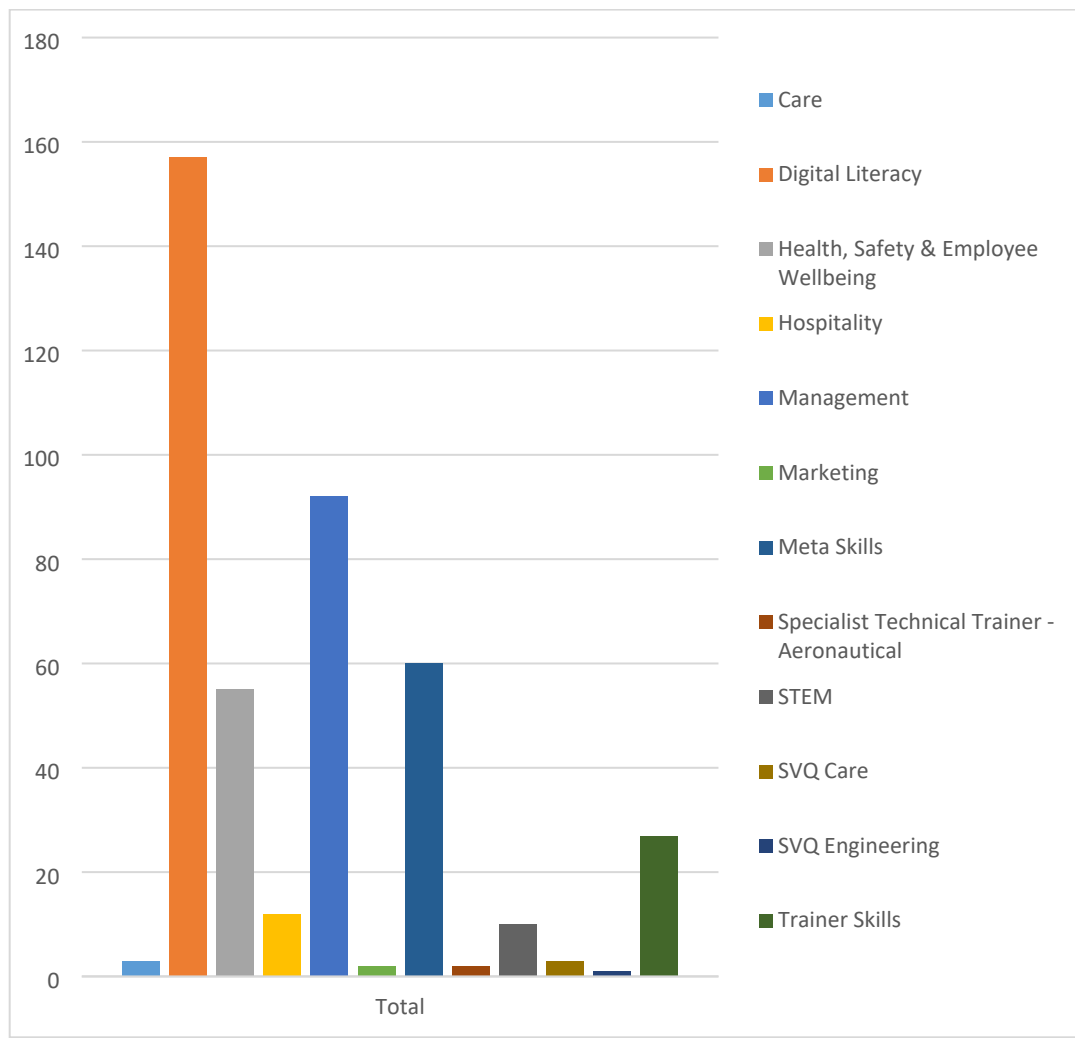


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During September 2020 to August 2021, the Business Growth team delivered 361 courses to 2,453 learners. The following graphs provide insights into the volume of participants, number and range of courses delivered:



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During the pandemic, the Business Growth team worked with a range of levy payers and SMEs. Annex A captures some client testimonials and Annex B provides insights into the range of companies we have supported.

2.1.3 2021/22 FWDF programme

Our allocations for 2021/22 are as follows:

- FWDF levy payers = **£621,545** (£5,791 decrease compared to last year)
- FWDF SMEs = **£221,339** (£6,702 increase from last year)
- Total FWDF allocation = **£842,884**

The 2021/22 allocation is double our historic annual allocation converting into more clients, learners and courses. In addition, we have established commercial income targets for 2021/22 equating to **£193,791**. Our staffing resource base has recently increased to accommodate the future growth required for our commercial income.

The 2021/22 FWDF programme was formally launched in November 2021 with an initial deadline during early December 2021. The uptake from the levy payers has been positive and encouraging and the College is in a healthy position with c62% of the levy paying funds committed and a pipeline of potential applicants remaining, albeit colder prospects, to convert. Members should note that the Ayrshire business base has a finite number of eligible levy paying companies and this position differs dramatically across all college regions in Scotland.

Activities have been progressing well within the context of resource constraints with two vacant Business Growth Officer roles. The roles are critical in the engagement and application processes. However, new two new recruits have recently joined the team, and this will help build momentum. Our goal this year is to increase the number of applicants to the funds and to test and determine if we have a sufficient pool of levy payers to sustain the increased funding allocation. We will also focus on achieving a step change in the number of SMEs engaging in activities.

2.1.4 Training portfolio – New Development

For the first time, Ayrshire College has been awarded Approved Centre status by the Chartered Management Institute (CMI) and will be delivering a range of accredited courses via the FWDF and commercial clients. This accreditation forms part of the Business Growth team's objectives to offer a portfolio and accredited and non-accredited qualifications to employers and individuals. The CMI is a high-quality brand to be associated with providing access to a range of digital resources, professional networking and events. CMI provides professional pathways for staff at all levels within an organisation enabling them to develop their knowledge and skills in leadership, management, project management and wider subject areas. This is a fantastic new offering which we employers will respond well to and we aim to fully embed CMI courses within the 22/23 FWDF portfolio. Accreditation efforts will now focus on our digital offering to ensure we can offer a mixed training portfolio for this significant and high-volume area.

3. **Commercial Activities**

Our commercial target for 2021/22 is £193,791 and this area of College business is becoming increasingly strategically important given the background of sector funding. Recruitment processes are underway for two new commercial posts and once fully resourced, the Team will focus on building momentum across the spectrum of commercial income streams including, evening, short and specific industry related courses. The strategy is to grow commercial income via our existing client base as well as attract new customers and to expand our portfolio to include commercial training contracts awarded via Public Contract Scotland.

At the six months stage, we are delighted to report we are performing well against income targets for short and industry courses, working closely with curriculum areas. The Team are also testing aspects of the market, having bid via quick quotes for South Ayrshire Council. The Team has secured contracts equating to c£20k and in addition proposals have been submitted to other commercial clients. Commercial gas activities have been slower than anticipated and the sustainability of the current curriculum-based delivery model will be evaluated in the last quarter of this financial year end.

To date, our commercial activities have operated on a reactive as opposed to proactive mode, largely due to the pandemic and dominance of our FWDF activities. The recruitment of a new team over the next few months will enable us to make significant progress and for next academic year the financial targets will increase.

4. **Risk**

There are implications and potential risks over the short and medium term if we are unable to recruit highly experienced staff for our commercial team. These roles are vital in relation to proactively engaging employers, supporting training needs and activities and ultimately generating income.

The current labour market is impacting across different employers and sectors and the College has been experiencing recruitment challenges. Other key risks are around the achievement of income targets across the portfolio. To mitigate against this risk there are detailed financial processes to support decision making a robust process in relation to the costing of courses and the level of profit achieved on each.

5. Equality Impact Assessment

Given the subject matter of this paper no EQIA is required to be completed.

6. Conclusion

Members are asked to note the content of this paper

Michael Breen
Vice Principal, Finance

1 March 2022

(Nuala Boyle, Head of Business Growth)

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Annex A Case Studies and Client Testimonials

Our activities are brought to life via case studies and the impact is evidenced via client testimonials:

- Virtually trained over 200 employees to help restart a local authority leisure facility (KA Leisure) and embed new customer service skills within a Covid-19 backdrop
- Supported over 90 learners with digital, soft and meta skills for a large aerospace company (Chevron) who were pivoting their business to be more agile and alive to new market opportunities during a period of significant sectoral disruption
- Achieved global impact at local level by quickly transitioning and offering our FTSE client (SThree) a global virtual classroom designed to train learners wherever they are located including Scotland, Dubai and South Africa

Chevron Aircraft Maintenance

"Our guys have found the sessions really good and have always received good feedback. They have praised your learning techniques (as do I) they mentioned that they never felt like they were drifting off and were engaged within your sessions as well as being able to discuss subject and have a laugh during it too."

It is noticeable that the guys are using skills learned when approached by colleagues, being mindful of the current situations and taking responsibility. A colleague mentioned yesterday afternoon that he learned some new techniques on Teams for meetings that he found would be very helpful.

It's been a pleasure to work alongside you all to get these courses scheduled and delivered. I can't say that about every training company we have used."

KA Leisure

"This is the first training course I have done on Zoom, so I have nothing to compare it with. However, it did promote an informative conversation about possible conflict management within the campus I work for. Giving the participants coping strategies and ways to handle difficult situations. The course was relevant to COVID-19 and the difficulties the organisation will face when dealing with our customers, stakeholders and staff."

East Ayrshire Council

"John (Business Growth trainer) was extremely good. I have 20 years tertiary education and his attitude, pace, professionalism, knowledge, ability was brilliant and really impressed me. It was a mixed ability group so very difficult to manage. Learning online is not easy. The college have done very well, and the course ran very smoothly considering the difficulty here." (Feedback regards new Process Mapping virtual course)

SThree

"John (Business Growth trainer) was great again, facilitated the session at a good pace. Materials were also useful and relative! - very reflective of current working environment and demonstrated a great understanding of our needs as individuals and as an organisation." (Effective Meetings for a Virtual Working Environment course)

“Thank you for the great session, it is very interesting and there is always so much to get out of them, plus I feel we benefit enormously from examining the current challenges and ways to overcome these that are posed by the Covid pandemic and the shift to a more virtual working environment.” (ILM Award in Leadership and Management course)

Aspect Land & Hydrographic Surveys Ltd (SME fund)

“We were signposted to the Ayrshire College by the Business Development Team for North Ayrshire Council to help with the integration of Microsoft 365 into our working practices. The standard course formats did not ideally suit our purposes, so the college facilitated access to relevant training more tailored to our requirements and accommodated our more specific needs. We were guided through the application process which made things much easier for us and requests for information were handled professionally, with everyone involved communicating in a very pleasant and helpful manner. In addition to the training which we were originally interested in, we were able to access additional courses in related topics for key individuals within the organisation, all of which has positively impacted our IT and management capabilities. College staff were instrumental in assisting us to maximise the available funding to our benefit and managed the administrative processes relating to the training very efficiently. Overall, the process of arranging and accessing the training was very smooth and the quality of the lecturers was excellent. Everyone involved is a credit to the college.”

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Annex B Our clients

FWDF Levy Paying Clients	FWDF SME Clients
Awilco Drilling PTE	Aquatec
Ayrshire College	Aspect Land & Hydrographic Surveys Ltd
Ayrshire Hospice	Atlas (Scotland) Ltd.
Booth Welsh Automation Ltd.	Beatbox Leisure
Braehead Foods	Brookfield Environmental Ltd.
Bridgend Garage Ltd.	Cairllum Care Ltd
Brown Brothers Manufacturing Ltd.	CJM Project Financial Management Ltd
Buzzworks Holdings Ltd.	Electric Brae Gallery & Studio
Chemring Energetics UK Ltd.	Electro Installations (Scotland) Ltd
Chevron Technical Services	Engineering Tools & Consumables Ltd.
Confida FM Ltd	Global Quantum
East Ayrshire Council	JC Peacock Ltd
Egger UK Ltd.	M&M Productions
GAP Group Ltd.	McEvoy Engineering Ltd
GE Caledonian Ltd.	McLenan Corporate
General Electric Energy UK Ltd.	Microtech Support Ltd.
Glasgow Prestwick Airport Ltd.	O'Neil Gas Services Ltd.
Hansel	Plan B
Hillhouse Estates Ltd.	Rentolease Property Management Ltd.
Hillhouse Events Ltd.	RUA Medical Devices
Hillhouse Quarry Group Ltd.	Salt and Grit Solutions Ltd
Hyspec Engineering	SDAM Ventures Ltd
J&D Pierce (Contracts) Ltd.	Shire Housing Association
Lochside House Hotel	Sugar & Spice (Largs) Ltd. t/a Geraldo's of Largs
National Autistic Society	The Carrick Centre
NATS	Training First Safety Ltd
Neogen Europe Ltd.	
NHS Ayrshire & Arran	
North Ayrshire Council	
North Ayrshire Leisure Ltd. (KA Leisure)	
Rainbow Services (UK) Ltd.	
Rohr Aero Services Ltd.	
Select Service Partner UK Ltd.	
Serco Ltd.	
Sigma Aldrich Co Ltd.	
SLC Turnberry Ltd.	
South Ayrshire Council	
Spirit Aerosystems (Europe) Ltd.	
Sthree Management Services	
Windhoist Ltd.	

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(Paper 7)

Ayrshire College

Digital Strategy 2022–2025

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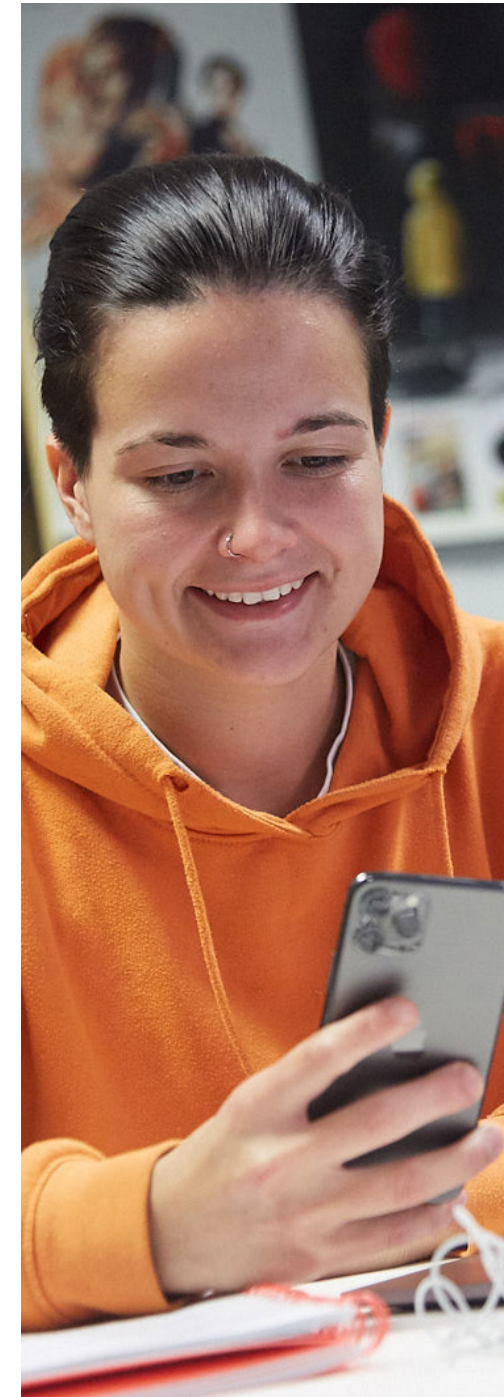
INTRODUCTION

Ayrshire College will be at the forefront of digital innovation by supporting the skills development of our students and staff, enabling blended learning approaches, and investing in our infrastructure and systems. Achieving this vision will underpin transformation in our learning, teaching and service delivery and enable a 'digital first' culture.

The digital experience for all users will also be engaging, fun and enhanced through easy to use and accessible digital tools and resources.

The Digital Strategy supports the Statement of Ambition (2030) including strategic objectives and priority themes. The Strategy will, therefore, enable the College to establish enhanced, flexible learning and teaching and service delivery models incorporating the use of digital technologies, where appropriate. The overarching Ambitions are:

- To be an accessible, inspirational, and inclusive place to work and learn
- To support, empower and inspire our staff and students
- To be a high-performing, environmentally responsible college, recognised for excellence, equality, and integrity



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Strategy Aims

The Digital Strategy is shaped around three essential and interrelated aims, to:

Aim 1 | Enable Digital Transformation

Aim 2 | Develop Digital Confidence

Aim 3 | Support Digital Learning

The aims will be achieved through the successful delivery of a range of key strategic outcomes. The outcomes will be embedded, on an annual basis, within the College's Operating and Enhancement Plan.



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Strategy Outcomes

Enable Digital Transformation

This aim will be achieved through the following outcomes:

1. Investment decisions on introducing and updating digital systems and infrastructure are made as part of a strategic and planned approach to support student and staff experiences, improve organisational effectiveness, and assist the College in meeting its environmental and sustainability commitments.
2. Digital tools and resources are assessed to ensure their accessibility, safety, security, and ease of use prior to implementation, through effective consultation with staff and students, taking account of necessary legal obligations and relevant standards.
3. Accessibility, digital skills, use of technology and digital wellbeing are considered in all College policies and business decisions.
4. Students of all backgrounds and abilities maximise their potential through the use of digital technology and applications to increase flexibility and support independent learning.
5. Students are supported in meeting their goals through the collection and analysis of data to identify appropriate actions and enable successful outcomes.
6. Effective collaboration takes place internally between departments, to streamline systems and processes in order to provide a high-quality digital experience for our students and staff.
7. Innovations across the digital landscape are actively monitored by the College, to embed current developments within the delivery of learning, teaching, and support services taking account of Government and Sector digital goals and aspirations.
8. Effective partnership working with key stakeholders enables and supports digital transformation across the Ayrshire region.



Develop Digital Confidence

This aim will be achieved through the following outcomes:

1. All staff and students are empowered to take ownership of their use of digital technologies and supported to develop their digital skills within a positive and inclusive organisational culture.
2. Guidance and continuing professional development (CPD) are available to all staff in the use of appropriate digital technologies, tools, and devices to enhance student experiences of the College and improve service delivery.
3. All staff and students are supported in developing and maintaining positive Digital Wellbeing through appropriate resources, designed to raise awareness of the opportunities and risks associated with the safe and effective use of technology.
4. All staff and students are supported in managing online safety through appropriate resources, designed to enable responsible use of social media and online reputation management.
5. Effective communication arrangements are in place to facilitate and support all staff and students in sharing good practice in relation to digital technologies and digital skills.
6. Digital Support networks are established to enable students to engage effectively in an online environment and widen digital inclusion.



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Support Digital Learning

This aim will be achieved through the following outcomes:

1. High quality, accessible and inclusive learning and assessment is delivered, using effective blended learning approaches to meet the needs of individual learning styles and abilities.
2. Digital learning tools and resources are used creatively by staff to engage and support students in their learning, to help overcome barriers to student participation and success.
3. Staff are developed to become digital educators to implement blended learning design and enhance the student learning experience through contextualised digital pedagogical approaches.
4. Quality assurance of the Virtual Learning Environment (VLE) takes place regularly, to support staff in preparing consistent and high-quality online learning course content.
5. Staff are empowered to explore experimental and innovative approaches in the design and delivery of digital learning and teaching, evaluate and reflect on the outcomes, and share good practice and lessons learned across the College.
6. Staff have access to specialist support and resources in the design and delivery of blended learning including continuing professional development consistent with the professional standards for lecturers.



Digital Strategy – Key Reference Documents

A Changing Nation: How Scotland will thrive in a digital world

(Scottish Government, 2021)

Remote Learning In Scotland's Colleges: National Overview

(Education Scotland, 2021)

Digital Capability: A Scottish Landscape Review

(CDN, 2021)

Our Digital Ambition for Scotland's Colleges

(Colleges Scotland/CDN/Jisc, 2020)

The College of the Future

(Independent Commission on the College of the Future, 2020)

Elevating the UK Further Education and Skills sectors

(Jisc, 2020)

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**Procurement Strategy and Action Plan
(2022 – 2024)**

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1 Introduction

The Ayrshire College Procurement Strategy is aligned with the College's strategic aims and objectives, established collaborative initiatives and necessary regulatory compliance. The strategy was approved by the College's Senior Leadership Team. The Strategy is the culmination of consultation and engagement with different stakeholder groups affected by the College's approach to procurement. This process was managed by the College's procurement resource. This ensures that the Procurement Strategy benefits from exposure to both internal and external scrutiny. This strengthens the understanding of the Strategy and the prospect of achieving its policies, aims and objectives.

2 Procurement Strategy

The Procurement Strategy, used in conjunction with Ayrshire College's Procurement Policy and Procedures, sets out the college's strategic approach to procurement within the current regulatory conditions and environmental sustainability challenges. The Strategy's **Action Plan (Appendix 1)** translates the strategic objectives and desired outcomes into the detailed actions and processes required to maintain best value, sustainable and legally compliant procurement operations. The Action Plan is relevant to all staff involved in buying goods and services on behalf of Ayrshire College, including management staff responsible for authorising and monitoring transactions.

3 Ayrshire College's Procurement Mission and Strategic Objectives

Ayrshire College is committed to obtaining value for money in all of its transactions, and in conducting its daily business staff must always consider the College's wider responsibilities in terms of legal, ethical, social, economic and environmental impact. Effective procurement will support the key College's objectives across these important operational dimensions, as set out in [Ayrshire College's Statement of Ambition and Strategic Objectives 2021-2024](#).

These key objectives of the College's Statement of Ambition are supported by the objectives of Procurement (Table 1).

Table 1 – Linking the College's Statement of Ambitions to the Procurement Objectives

Ayrshire College Statement of Ambitions	Procurement Objective
Provide an inspirational college experience which supports and enables students to overcome the disruption to learning caused by the pandemic and to successfully progress on their learning journey.	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 college staff and students.
Embed diversity and inclusion in all decisions, and support staff and students by providing accessible opportunities to learn, work and develop	To develop sound and useful procurement management information in order to measure and improve procurement and

Ayrshire College Statement of Ambitions	Procurement Objective
	supplier performance in support of corporate planning conducted through a fair and transparent process
Embed a culture of open leadership and empowerment where staff and students feel valued, their voices are heard, and they are involved in decisions that affect them	To promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities
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.	To sustain and further develop partnerships within the sector, with other publicly funded bodies, with professional bodies and appropriately with supply markets that will yield intelligence, innovation and deliver value to users of procurement services
Focus on being a high-performing college underpinned by excellence in stewardship, effective risk management and the highest standards of corporate governance	To promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities
Respond to the climate change emergency by being environmentally responsible, embedding sustainability in our learning and teaching and business operations	<p>To embed sound ethical, social and environmental policies within the College's procurement function and to comply with relevant Scottish, UK and where still relevant, EU legislation in performance of the sustainable procurement duty</p> <p>Embed sustainability within learning and teaching practices and business operations and reduce our carbon footprint</p>
Develop and support staff and students to work and learn in new and innovative ways to enable excellence in all aspects of learning and teaching and service delivery	To work with internal academic 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 coordinated purchasing effort within the College

These objectives will be measured and reported on through the Strategy Action plan, through the Procurement and Commercial Improvement Programme (PCIP) and through publication of the College's Annual Procurement Report.

4 Ensuring Compliance with general Duties and Specific Measures of the Procurement Reform (Scotland) Act 2014

4.1 Policy on the use of community benefits

For every procurement over £4m, the college will consider how it can improve the economic social or environmental wellbeing of communities in Ayrshire through inclusion of community benefit clauses, to assist with its strategic objective of being 'A place where businesses and communities can access skills, expertise and innovation that supports local and national economic development and inclusive growth'. Examples of the scope of community benefits clauses include the delivery of training opportunities or subcontracting opportunities. Where possible and proportionate, such clauses may be included in procurements below £4m.

4.2 Consulting and engaging with those affected by its procurements

For each procurement, the College will consider who will be affected by the resultant contract and ensure any affected communities, organisations/persons are consulted (e.g. impact on service for students, or a local contract that could be combined with other similar college needs). Such consultation will always be on a scale and approach relevant to the procurement in question.

4.3 Payment of a living wage to persons involved in producing, providing or constructing the subject matter of regulated procurements

Ayrshire College is an accredited living wage employer and recognises the positive impact of a well-motivated and dedicated workforce both within its own organisation and in those of its suppliers. The College does recognise that the payment of a living wage may place pressure on the finances and sustainability of suppliers, particularly small or medium sized businesses. Therefore, the College engages with potential suppliers as early as possible in the procurement process to balance how suppliers can support its living wage policy, while ensuring an appropriate balance between quality and cost.

4.4 Compliance by contractors and sub-contractors with the Health and Safety at Work etc. Act 1974 and any provision made under that Act.

The College is committed to contracting only with suppliers and their sub-contractors that comply with all appropriate and relevant legislation, including Health and Safety legislation. Where appropriate, and on a contract by contract basis. The College will assess the legislation applicable to a procurement and take steps to ensure bidders comply with such legislation. Where proportionate, the College may also assess such compliance of subcontractors.

4.5 Fairly and ethically traded goods and services

The College supports the sourcing of goods that are fairly and ethically traded. Where relevant the College shall make use of appropriate standards and labels in its procurements and will consider equivalent offerings from suppliers that can demonstrate they can meet the specified criteria without necessarily having

the specific certification. The College will also consider the use of lifecycle costing.

4.6 The provision of food and improving the health, wellbeing and education of communities in the College's area, and the promotion of the highest standards of animal welfare

The College will find practical ways to supply healthy, fresh, seasonal, and sustainably grown food which represents value for money whilst improving the health, wellbeing and education of our teaching and learning communities, coupled with promoting the highest standards of animal welfare.

The College will work to put in place affordable contracts, which meet the nutritional requirements for food for all users of our catering services.

4.7 Payment Terms

The College recognises the importance of paying suppliers on time once a service has been performed or goods delivered and that late payment is particularly detrimental to SMEs, third sector bodies and supported businesses. The College is committed, as far as is reasonably practicable, to pay contractors and subcontractors within 30 days of a valid invoice, or similar claim, being received. The College complies with the Late Payment legislation and will review on a contract by contract basis whether such obligations should be enforced and monitored further down its supply chain.

4.8 Sustainable Procurement Duty

The College considers the environmental, social and economic issues relating to all regulated procurements. The College also considers how benefits can be accrued, on a contract-by-contract basis by taking proportionate actions to involve SME's, third sector bodies and supported businesses in our procurement activities. In addition, the College will take account of climate and circular economy in its procurement activity.

The College will utilise available tools and systems such as Prioritisation, Life Cycle Impact Mapping, Sustainability Test, Flexible Framework, Sustain Code of Conduct and Electronics Watch where relevant and proportionate to the scope of the procurement.

4.9 Contribute to carrying out our function and the achievement of our purposes

In compliance with the Procurement Reform (Scotland) Act 2014 the College produces an annual report on progress against these objectives. It is published on the College's website annually, following approval at the December Board of Management meeting. The Annual Report describes how the College has discharged its obligations under the Act and how it has exercised discretion and judgement to secure strategic objectives in compliance with the Act.

4.10 Deliver value for money

Value for money is defined as the best balance of cost, quality and sustainability. The balance of value for money varies on a case-by-case basis.

The College applies a value for money approach to all procurements whilst ensuring that it does so in a clear, transparent and proportionate manner. The College's approaches are in line with the Treaty on the Functioning of the European Union of equal treatment, non-discrimination, transparency, proportionality and mutual recognition as well as the sustainable procurement duty.

4.11 Treating relevant economic operators equally and without discrimination

The College conducts all its regulated procurements in compliance with the principles of equal treatment, non-discrimination, transparency, proportionality and engages with the supply market where relevant prior to the publication of a contract notice. All regulated procurements will be posted on portals such as Public Contracts Scotland (PCS) and lower value purchases via PCS Quick Quote.

4.12 Acting in a transparent and proportionate manner

Where appropriate the College uses lotting, output based specifications and transparent evaluation criteria to ensure that procurement opportunities are accessible to as many bidders as possible.

The College actively take steps to make it easier for local and smaller businesses to bid for contracts. This is done through the use of Public Contracts Scotland, quick quotes, the provision of training and by publishing a contracts' register to highlight contracts that local suppliers may be interested in bidding for. The College also or provides information on third party training opportunities to build suppliers capacity to better navigate the public tender process.

5 **Annual Procurement Report**

The Procurement Reform (Scotland) Act 2014 requires the College publish, on its website, an Annual Procurement Report that summarises progress against the objectives noted above. The Annual Report sets out how Ayrshire College has discharged its obligations under the Act and how it has exercised discretion and judgement as permitted by the public procurement rules to secure strategic objectives in compliance with the Act.

The Annual Report summarises the following information:

- regulated procurements that have been completed during the year and a review of whether those procurements complied with the college's procurement strategy;
- any regulated procurements that did not comply, along with a statement of how the college will ensure that future regulated procurements do comply;
- community benefit requirements that were included as part of a regulated procurement, and how they were fulfilled during the year covered by the report;
- any steps taken to facilitate the involvement of supported businesses in regulated procurements during the year covered by the report;
- regulated procurements expected to commence in the next two financial years.

The Annual Report will also detail other such information as the Scottish Ministers may by order specify. Where applicable, the Annual Report

demonstrates compliance with other legislation that places specific requirements on the College with respect to its procurement activities including a summary of benefits that have had a positive impact on climate change.

6 Action Plan

The Procurement Strategy Action Plan consists of a number of specific actions and commitments in relation to each of the strategic objectives and their desired outcomes. These are cross referenced to the relevant section of the Procurement and Commercial Improvement Programme (PCIP) and progress against this Action Plan will be reported on quarterly to the College's Leadership Management Team.

The RAG status of the actions shown in the Action Plan is as at August 2021, with amber and red status and high priority being given precedence.

As part of the formal annual review of this Strategy, the Action Plan will be reviewed and updated as required, to ensure that the College's procurement activity is aligned with its broader objectives.

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Objective	Outcomes	Main Actions & Commitments	Key Performance Indicators / Benchmark Data	Completion Date	Responsibility	Priority H/M/L	PCIP Ref Lite	RAG
To sustain and further develop partnerships within the sector, with other publicly funded bodies, with professional bodies and appropriately with supply markets that will yield intelligence, innovation and deliver value to users of procurement services.	Optimised use of Cat A, B and C1 collaborative contracts and extension of early procurement contributions of value to all areas of influenceable expenditure.	Scrutinise expenditure analysis to improve its utility. Identify collaborative regulated procurements and categorise Maintain contracts register	Numbers and values for A B and C1 business as % of totals Number and value of contracts covered by register	Ongoing with quarterly reports to SLT ¹	PM ² & APUC Account Manager	HIGH	Dashboard 2.1 3.3	G
	Established network with APUC, other sector consortia, sector representative bodies for collaborative and professional development.	Benchmarking of good practice standards and procurement performance standards	Use of BPIs	Ongoing with periodic progress reports	PM & APUC Account Manager	MEDIUM	1.5	G
	Extension of best practice methods and ethical values to all phases of the procurement process.	Processes mapped to the Procurement Journey using internal and external training resources	Details of training delivered and numbers involved	Ongoing-Annually	PM & APUC Account Manager	MEDIUM	1.4	G
	Development of a shared, integrated procurement strategy development process	Develop forward contracting plan and strategies and relate these to sectoral, regional and national contracting plans	Number and value of contracts covered by contracting strategies expressed as % of totals	Annual Contracting Priorities	PM & APUC Account Manager	MEDIUM	1.2 2.1	G

¹ Ayrshire College Senior Leadership Team

² Ayrshire College Procurement Manager

Objective	Outcomes	Main Actions & Commitments	Key Performance Indicators / Benchmark Data	Completion Date	Responsibility	Priority H/M/L	PCIP Ref Lite	RAG
	Effective supplier management, development and performance measurement processes	Apply Kraljic segmentation analysis to the supplier base and develop supplier relationship management processes accordingly	Number of suppliers and value of business subject to segmentation analysis	Ongoing-Annual review	PM & APUC Account Manager	MEDIUM	3.1	G
	Development of understanding of supplier capability and strategy	Conduct regular market analysis Put implementation plans and exit strategies in place as appropriate	Profile by number and value the business done locally regionally and nationally. Use of invoice post code analysis	Annual	PM & APUC Account Manager	MEDIUM	2.1	G

RAG Key:

Actions and Commitments in action or completed	Actions and Commitments started but not completed	Actions and Commitments not yet started
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Objective	Outcomes	Main Actions & Commitments	Key Performance Indicators / Benchmark Data	Completion Date	Responsibility	Priority H/M/L	PCIP Ref Lite	RAG
To work with internal academic budget holders, professional support service colleagues and suppliers to deliver innovation and best value to the learning, research and service support communities through the development of an effective and co-ordinated purchasing effort within the College.	Establishment of an internal contract lead/budget holders network and optimised cross-functional collaboration to secure benefits of aggregation of demand and future contract planning	Establish/ develop a strong devolved internal 'contract leads' network. Develop a procurement action plan.	Number of 'contract leads' Total £ value of contract leads expenditure	Ongoing monthly and quarterly reports	PM & Contract Leads	HIGH	1.1	G
	Procurement information routinely communicated to people who need to know	Co-ordinate procurement initiatives and disseminate procurement information from external sources e.g. APUC contract and advisory information. Optimise use of intranet (or ☺) to communicate.	Record of number, frequency and forms of communications	On-going Weekly APUC ezine updates Quarterly SLT report Annual Report	PM	MEDIUM	1.5	G
	Procurement training and/or guidance systematically applied to points of need	Ensure all staff involved in procurement process can receive appropriate training	Record of staff attending individual training events, also to include co-inter fraud and conflict of interest issues	Ongoing Annual at start of new AY	PM + HR + APUC	LOW	1.4 1.6	G
	Implementation of efficient procurement processes e.g. tendering, requisitions, approvals, order and invoicing processes.	Review processes and optimise use of e-tools Including PCS for all regulated procurements & college e-procurement system	Record number and types of e-transactions quarterly/annually and as % of total transaction type and total value of	Quarterly and Annual reports	PM + Contract Leads + Finance	MEDIUM	4.1	G

		Robust internal control systems for procurement processes and systems	transaction type e.g. bids* orders, invoices and monitor over time Clean audit report	Periodic	Internal Audit-scheduled for May 2022	MEDIUM	1.6	
	Suppliers and potential suppliers provided with guidelines and advice on doing business with College and with APUC	Clear communication on procurement issues and links on website.	Outputs of stakeholder and supplier satisfaction surveys	Ongoing – Quarterly & Annual	PM + ICT	HIGH	3.1 3.2	G
	Strengthened senior management appreciation of role purpose and value contribution of procurement	Provision of SLT quarterly reports plus annual report	Trend reporting in SLT reports	Quarterly + Annual	PM + APF,SF&E ³ + APUC Account Manager	HIGH	1.1	G
	Wide stakeholder buy-in	Review comm's plan and comm's methodology	Stakeholder engagement record	Annual & Ongoing	PM	MEDIUM	1.5	G

³ Assistant Principal – Finance, Student Funding & Estates

Objective	Outcomes	Main Actions & Commitments	Key Performance Indicators/Benchmark Data	Completion Date	Responsibility	Priority H/M/L	PCIP Ref Lite	RAG
To promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities.	Clear specifications and procurement strategies agreed with stakeholders	Review organisational expenditure data to identify contracts in place, contracts with stakeholder agreed strategies, regulated procurements	Total expenditure on projects, goods and service and % of total expenditure influenced by procurement,	Annual & Ongoing	PM + Acc. Manager	HIGH	D'board	G
	Regular review of the need for and performance of contracts prior to developing replacement procurement strategies	Training of organisational staff on best procurement practice including appropriate approaches to regulated procurements in use of specifications, selection and award criteria. Establish a plan to develop commercial acumen.	%'s of total expenditure covered by Cat A, Cat B, Cat C1 and Cat C contracts % expenditures by Cat % of total value covered by contracts in the last FY	Training provided according to needs assessment			2.1 2.2	
	Category contract strategies that detail the organisational approach to regulated procurements	Expenditure data sorted into categories	% of total expenditure covered by a contracts register	Annual & Ongoing	PM + Lead Buyers + Acc. Manager	MEDIUM	D'board	
Minimisation of duplication of procurement activity within the college	Review expenditure on goods and services covered by duplicate contracts and remove	% by value and number of contracts that are GPA/EU	Annual & Ongoing	PM + Lead Buyers + Acc. Manager	MEDIUM	D'board	G	

	and between the college and partners	duplicated effort where feasible and beneficial	regulated procurements,					
	Management and measurement of performance of contracts in line with stakeholder and supplier agreements over the lifetime of the contracts	Develop commodity strategies in line with Procurement Journey Contract and supplier management processes applied to all significant provision and associated suppliers securing service improvement and/or opportunities for innovation	% by value and number of contracts that are 'lower value regulated procurements' (i.e. goods and services > £50k and works > £2m), % savings, cost avoidance or other efficiencies i.e. cash and non-cash savings	Annual & Ongoing	PM + Lead Buyers + Acc. Manager	HIGH	D'board	G
							2.2	
							3.3	
							2.3	
							3.1	
							3.2	
	Periodic and annual savings and benefits reports to SMT and stakeholders	Recorded savings and benefits calculated according to agreed sector and national criteria Reports to Management & stakeholders	Totals of maverick and compliant exp in last FY Procurement cost as % of total trade expenditure	Annual & Ongoing	PM + Lead Buyers + Acc. Manager	HIGH	D'board	G
							1.5	

Objective	Outcomes	Main Actions & Commitments	Key Performance Indicators/Benchmark Data	Completion Date	Responsibility	Priority H/M/L	PCIP Ref Lite	RAG
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	A high calibre procurement team with competency based training and skills development programmes. Structured recruitment, career development and retention programmes	Conduct high level analysis of procurement competencies and skills profiles required at different levels of procurement engagement and conduct gap analysis	Number of people in the procurement team Number of procurement officers with MCIPS or MSc per £m of influenceable expenditure	Ongoing	PM	MEDIUM	Dashboard 1.3	G
	Devolved procurement competencies assessed across the college Procurement induction programmes for all new appointees	Address shortfall by encouraging involvement with or attendance at training and development courses and events with results monitored and recorded.	Number of authorised or delegated purchasing staff outside Procurement per £m of influenceable expenditure Number of procurement officers to have undertaken formal training & development in the past year	Ongoing Ongoing with quarterly review	PM, APF,SF&E , HR, Budget holders, APUC	MEDIUM	Dashboard 1.4	G
	Managed supplier relationships to simplify doing business with the organisation while driving risk down, performance and value up	Construct customer positioning and supplier relationship matrices to determine appropriate tactical and strategic approaches to supply markets	%s of 'significant' suppliers falling into rethink strategic control leverage positioning categories	Immediate then periodic reviews	PM + Budget holders	HIGH	3.1	A
	Supplier/customer	Obtain regular customer	Survey trend analysis	Periodic [but	PM	MEDIUM	1.5	A

	positioning, development and leveraging to assure optimum value delivery while managing supply side risks and opportunities.	input/feedback Obtain regular supplier input /feedback	Include in annual reports	important to avoid the process becoming burdensome]				
	A robust procurement risk register	Develop weighted impact-and-probability procurement risk assessment methodology	Data drawn from risk criticality rating matrix	Ongoing with regular reviews	PM + SMT	HIGH	1.6	G
To develop sound and useful procurement management information in order to measure and improve procurement and supplier performance in support of corporate planning conducted through fair and transparent process	Robust systems analysis and development with optimal exploitation of “e” procurement tools in place	Produce [or review if already produced] a procurement ICT strategy	Benefits reports on - • time saved • faster order-to-delivery • Purchasers directed to approved suppliers, improving compliance and reducing time sourcing items. • price leverage. • reduced costs of stationery, postage, copying and associated admin. • high quality, detailed management information.	Immediate then periodic review	PM, APF,SF&E , ICT	HIGH	1.5	A
	Use of benefits measurement to record efficiencies generated by procurement activity.	Adopt efficiency measurement model or ≡	Measures of • Price reduction. • Added value. • Risk reduction. • Process re-engineering. • Sustainability.	Annual	PM + APUC	HIGH	2.3	A
	Annual customer satisfaction questionnaire	Established a procurement network to gather and disseminate information	Periodic surveys analysed to show satisfaction trend analysis	Periodic [but important to avoid the process becoming burdensome	PM	MEDIUM	1.5	G

				Next due- May/June 2022				
	Annual report records achievement against strategic objectives.	Prepare periodic reports that address both management needs and the requirements of the PR(S)A. Prepare annual report on performance against procurement strategy.	Benchmark report content and scope with peer organisations	Annual – as soon as practicable after each FY	PM + Acc. Manager	HIGH	1.2	G
	Improved management of suppliers by means of performance review with key suppliers.	Gather data on supplier performance. Compare supplier performance using data from internal audits and benchmarking information from other organisations of a similar size	Cost reduction and service improvements reports	Quarterly and Annual	PM + Acc. Manager	MEDIUM	3.1 3.2	A

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Ayrshire College # 193136
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Objective	Outcomes	Main Actions & Commitments	Key Performance Indicators / Benchmark Data	Completion Date	Responsibility	Priority H/M/L	PCIP Ref Lite	RAG
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	Appropriate use of tools to embed relevant and proportionate requirements into contracts, encourage good practice and analyse opportunities to maximise social, economic and environmental outcomes through procurement action	Set out the organisational policy on how regulated procurements are to be undertaken in compliance with the sustainable procurement duty Apply the prioritisation methodology, Flexible Framework, SUSTAIN etc. to develop action plans, contracting strategies and to focus resources	Number and value of relevant contracts as % of total regulated contracts Achievement of Level 3 FF	Annual Reporting	PM + Budget holders	HIGH	1.2 2.2 2.4	G
				End 2022	PM + APUC	MEDIUM	1.3	A
	Consideration of whole life costs, environmental and social impacts in assessment of value for money	Embed sustainable procurement duty processes in commodity and category strategies, tender docs & evaluation criteria	Number and value of contracts with sustainability objectives and criteria embedded as % of relevant total	Ongoing review and annual reporting	PM + Acc. Manager	HIGH	2.3 2.4	G
Reduced demand for goods and services by cutting down on waste, and encouraging re-use and re-cycling and use	Develop internal training and guidance	Maintain a waste hierarchy record – • waste prevention, • reused, • recycled, • recovered including energy recovery • safe disposal.	ongoing	PM + Estates+ APUC	MEDIUM	1.4	G	

	of the least environmentally damaging goods and services							
	Suppliers led to: <ul style="list-style-type: none"> • promote awareness of sustainability objectives • adopt sustainable approaches in production of goods/services within their own supply chains • improve their performance in relation to sustainability objectives • address barriers to entry of SMEs and local suppliers 	Organise supplier engagement and supplier 'conditioning' sessions to advise on organisational objectives under the sustainable procurement duty	Number of suppliers engaged. Improved outcomes recorded and reported Forward targets and strategies in place	Ongoing	PM + Contract Leads + APUC	MEDIUM	3.1	G
	Take account of climate and circular economy in procurement activity and seek to address.	Embed sustainable procurement into processes - commodity and category strategies, tender docs & evaluation criteria	Carbon reduction targets, measurement and reporting	Ayrshire College # 193136 03/01/2022 16:28:13	PM + Contract Leads+ APUC Acc. Manager	H	2.3 2.4	G

Business, Resources and Infrastructure Committee

8 March 2022

Subject: 2021-22 Student Support Funds Position as at 15 February 2022

Purpose: To update Members on the Student Support Funds position and projections as at 15 February 2022

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

1 Background

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

2 Current Situation

The following sections of this paper provide details of the position of each student support fund as at 15 February 2022.

Members should note that while projected expenditure figures are included within this report there are a significant number of variables still to be factored in, including student retention rates, actual awards still outstanding and the actual impact from January 2022 start courses.

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

2.1 SFC Funds provided for Bursary Support

Total 2021-22 SFC Student Support Funds are £10,807,570. Table 1 below details the bursary support funds provided by SFC for 2021-22 together with projected expenditure figures as at 15 February 2022.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	£9,510,662	£7,188,966	£2,321,696
FE Childcare	£491,745	£320,408	£171,337
HE Childcare	£264,785	£127,406	£137,379
FE Discretionary	£770,986*	£637,849	£133,137
Total	£11,038,178	£8,274,629	£2,763,549

* The College received an additional £230,608 of FE discretionary funding as part of SFC's in-year redistribution process.

The figures in Table 1 are based on the most up to date information on student applicants based on all students continuing with the College.

Student Funding will continue to review and revise the numbers to take account of student withdrawals, once these have been confirmed by the curriculum areas. The figures also include initial projections for January 2022 start courses. These courses have however traditionally attracted students who would be EMA eligible rather than eligible for Bursary due to their expected age.

The figures set out in Table 1 include circa £2,278,198 which relates to 325 care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. Therefore the level of support and the number of identified care experienced students may increase during AY2021-22.

On 14 February 2022, SFC announced a further £6.375m of student support funding for 2021-22. This is made up of £3.000m of additional discretionary funding and £3.375m for digital inclusion. Ayrshire College received £0.231m in additional discretionary funding and £0.259m of digital inclusion funding.

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

Table 2

Student Support Fund	Budget	Spend to Date	Difference
Digital Inclusion Funding	£259,434	£0	£259,434
Total	£259,434	£0	£259,434

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

The College received winter COVID-19 discretionary funding for FE student support. This funding needs to be reported separately to SFC. Table 3 sets the details the funds provided for 2021-22 together with projected expenditure figures as at 15 February 2022.

Table 3

Student Support Fund	Budget	Projected Expenditure	Difference
COVID-19 FE Discretionary 2021-22	£194,981	£194,981	£0
Total	£194,981	£194,981	£0

2.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year-old students. The College's allocation for AY2021-22 is £800,000 and total EMA spend is currently projected at £505,560. Members are asked to note that this figure includes January 2022 courses.

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

2.3 SAAS Funds Provided for Higher Education Discretionary Support

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

Table 4 below details the HE Discretionary Fund Budget made available by SAAS for 2021-22 together with expenditure as at 15 February 2022.

Table 4

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional	£275,592	£220,484	£55,108
Total	£275,592	£220,484	£55,108

SAAS announced an additional HE discretionary fund for the college sector. Table 5 sets the details the funds provided for 2021-22 together with projected expenditure figures as at 15 February 2022.

Table 5

Student Support Fund	Budget	Projected Expenditure	Difference
Winter COVID-19 HE Discretionary 2020-21	£218,798	£10,044	£208,754
Total	£218,798	£10,044	£208,754

3 **Proposals**

No further proposals are noted in this paper.

4 **Consultation**

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

5 **Resource Implications**

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

6 Risks

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

7 Equality Impact Assessment

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

8 Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance

25 February 2022

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

Ayrshire College # 193136
03/01/2022 16:28:13

Business, Resources and Infrastructure Committee**8 March 2022****Subject:** Human Resource and Staff Learning and Development Report**Purpose:** To provide members with an update for the reporting period October 2021 to January 2022**Recommendation:** That members note and take account of the reporting and monitoring information provided**1 Human Resources Update****1.1 Recruitment and Selection**

A total of 14 internal adverts and 22 external adverts were placed during the reporting period.

Following from this, 14 internal candidates were appointed to new roles within the College, three of which were to promoted posts. Alongside this, 29 new members of staff commenced employment with the College across a range of posts.

The external recruitment market continues to present challenges in securing suitably qualified and experienced candidates for roles across the College, however, the introduction of innovative approaches has helped mitigate some of the impacts.

1.2 Sickness Absence

Sickness absence levels for the reporting period are as follows:

Term	October 2021	November 2021	December 2021	January 2022
Long Term	2.03%	2.21%	3.17%	2.58%
Short Term	1.62%	2.31%	1.73%	0.99%
Total absence	3.65%	4.52%	4.90%	3.57%

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

Term	October 2020	November 2020	December 2020	January 2021
Long Term	1.99%	2.25%	2.37%	2.08%
Short Term	0.72%	0.83%	0.60%	0.22%
Total absence	2.71%	3.08%	2.97%	2.30%

1.2.1 Sickness Absence Reasons

Absence Reason	October 2021		November 2021		December 2021		January 2022	
	Days Lost	Staff Affected	Days Lost	Staff Affected	Days Lost	Staff Affected	Days Lost	Staff Affected
Stress non-work related	107	8	111	8	177	10	146	12
Headache/migraine/neurological	90	9	56	8	72	6	61	5
Back pain/sprain/strain/musculoskeletal	77	7	90	11	75	6	21	3
Cold/Flu	53	24	98.3	30	61	16	28	6
Bereavement Reaction	39	3	25.6	2.3	46	2	32	3
Depression/Anxiety/Psychological	17	2	60	4	72.5	6	63	5
Asthma/Bronchitis/Respiratory	30	3	58	7	65.5	5	38	3
Heart/Cardiovascular	0	0	13	2	51	3	58	4
Cancer/malignancy	0	0	33	2	42	2	41	3

The HR team have 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 2020/21. It is of note that absence levels increased by 1.25% from the 3.65% reported in October to 4.90% in December, before decreasing to 3.57% in January. This represents the most significant increase in sickness absence since the beginning of the pandemic, which also coincided with staff returning to more regular on campus activity and increased social mixing in the wider community.

One of the main elements in this increase is the number of short-term absences, which have risen from below 1% during the same period in the previous year to 2.31% at its highest point in November, only returning to below 1%, to 0.99%, in January 2022.

The increase in short term absences can be linked directly to staff reporting the occurrence of minor illnesses like colds/flu, headaches and other short-term conditions.

Long term absences have also continued to track at higher levels with the most significant period occurring in December at 3.17%. This position is reflective of staff experiencing long term health conditions including mental health illness such as stress, bereavement reaction and depression, as well as musculoskeletal concerns and cancer diagnoses.

The HR Team continue to monitor the absence trends and review the support available for staff to enable appropriate interventions to be considered and implemented, when required and within reasonable parameters.

It is also of note, that across the four-month period there were 86 working days lost to work related stress, which resulted from two members of staff being absent from work. Absences of this nature continue to be monitored closely by the HR Team.

1.2.2 Covid-19 Reporting Information

During the period October 2021 to January 2022, the College recorded the following data related to the Covid-19 pandemic:

Covid-19 Recording Category	October 2021	November 2021	December 2021	January 2022
Self-Isolation	9	20	41	33
Positive Cases	8	17	30	43

Maternity, Paternity and Adoption Leave

During the reporting period, seven members of staff were on maternity leave, one of which returned to work in January 2022.

1.4 Employment Relations

In the period October 2021 to January 2022, there were four disciplinary investigations. There was also one grievance hearing and one stage one capability hearing.

1.5 Flexible Working Requests

During the reporting period two members of staff submitted flexible working requests. One request was to support caring responsibilities for a relative and the second was to support the staff member's own health and wellbeing. Both applications were approved.

2 Staff Learning and Development Update

2.1 October 2021 to January 2022 CPD Events

2.1.1 Corporate Parenting Awareness

As part of October's National Care Leavers Week, 20 staff from across the College attended a Corporate Parenting Awareness session delivered by Who Cares? Scotland. A session was also delivered, specifically for the Health and Social Care team, which was attended by 26 staff.

2.2 LinkedIn Learning

During the period October 2021 to January 2022, 1250 courses and 4314 videos were accessed and viewed on LinkedIn Learning. The most frequently accessed content during this period related to computer security and internet safety, with 'Cybersecurity at Work' receiving the greatest number of completions.

This activity corresponded with the launch of a new mandatory training module 'Understanding Cybersecurity at Ayrshire College' in November 2021, which resulted in a marked increase in the number of staff accessing their LinkedIn Learning account.

2.3 Corporate Induction

The Staff Learning and Development team, supported by the wider HR Services team, Health, Safety and Wellbeing and Digital Learning teams, undertook a review of the communication methods used to share corporate induction materials with new members of staff.

A four-week monitoring and review form (one for support staff and one for lecturing staff) was also developed as part of the suite of induction materials and guidance available to managers and staff. The form has been designed to support both the new member of staff and manager to review and 'sign off' on activities completed during the first four weeks of employment, with completion monitored by the SL&D team.

The developments have been received positively by new staff members and line managers, and will continue to be monitored and reviewed to ensure best practice now and in the future.

2.4 New Manager/Team Leader Induction Checklist

The Staff Learning and Development team, as part of the review of induction materials, also considered the induction process for new Managers/Team Leaders. The team worked with recently promoted and newly appointed Line Managers to develop a New Manager/Team Leader Checklist. The checklist is a development resource for those staff embarking on their first management/team leader role or for those new to people management within the College.

The checklist has been designed as a collaborative tool, to ensure that Managers and Team Leaders are supported during the initial months in their new role, by identifying key policies, procedures and systems that they will require to work with. The checklist also supports ongoing development, as a new manager, by signposting to the Growing Leaders Framework on the Staff Learning Portal, where they can access a wide range of resources and training materials.

The overall aim of the checklist is to ensure that all new managers/team leaders are developed throughout their onboarding journey and on an ongoing basis.

2.5 Curriculum Manager Interactive Training Tool

Alongside the New Manager/Team Leader Checklist, the Staff Learning and Development Team also developed and introduced a Curriculum Manager Interactive Training Tool.

This tool was developed with new and existing Curriculum Managers and has primarily been designed to support new Curriculum Managers to focus on key priority areas throughout the academic term. The tool is interactive which enables users to access a series of virtual tutorials demonstrating how to complete key functions and make use of the necessary systems. Heads of Learning and Skill also assign Subject Matter Experts/buddies to each task/system to support the new Curriculum Manager as they undertake these tasks for the first time.

The tool can also be used by more experience curriculum managers as a refresher on completing certain functions.

The Staff Learning and Development are working closely with all new Managers/Team Leaders to ensure the tools are being used and completed as required.

2.6 GTCS – College Lecturer Registration

The GTCS registration process for eligible curriculum staff is underway following the launch of phase 1 of the national rollout in September.

Registration with GTC Scotland is currently mandatory for lecturers and curriculum managers who hold a GTCS recognised teaching qualification from a Scottish University and have completed 190 days teaching experience.

Since September, the GTCS have been contacting eligible staff with details of how to register, which has been supported by regular communications from the Staff Learning and Development team.

The GTCS is working with partners to determine routes to registration for those not currently eligible, and further guidance on this matter is anticipated.

2.7 Digital/ICT Skills Checklist

The Digital/ICT Skills Checklist was shared with all Curriculum Managers and Lecturers in October, with staff completing the checklist based on their knowledge and understanding. All Curriculum Managers and Lecturers received a copy of their results, which identified their digital skills level and provided a corresponding online training pathway.

To support the requirements of the hybrid learning environment, the Staff Learning and Development team have created a new Blended Learning Digital Library which provides a repository of eBooks, publications, audio, video, and digital documents, which bring together a range of learning materials and research on the topic of Blended Learning and Digital Pedagogy.

David Davidson
Assistant Principal HR and Organisational Development

1 March 2022

(Gillian Brown, Head of Human Resources)

Ayrshire College # 193136
03/01/2022 16:28:13

Business, Resources and Infrastructure Committee**8 March 2022****Subject:** Health, Safety and Wellbeing and Equality and Inclusion Report**Purpose:** To provide members with an update for the reporting period November 2021 to January 2022.**Recommendation:** That members note and take account of the reporting and monitoring information provided**1 Health, Safety and Wellbeing Update****1.1 Mandatory and Online Training**

Mandatory training completions during the reporting period:

Course	Completions
Introduction to Working Safely	179
Fire Detection & Response	176
Infection Control	165

A total of 27 members of staff also completed the First Aid at Work course.

1.2 Accidents and Incidents

There were 24 incidents recorded during the reporting period, detailed as follows:

Campus	Riddor	>3 days <7 days	Minor Injury	No Injury	Near Miss	Ill Health	Total
Ayr	0	0	7	1	3	0	11
Kilmarnock	2	0	5	0	2	0	9
Kilwinning	0	0	0	2	0	0	2
Dean Park	0	0	0	0	0	0	0
Irvine	0	0	0	0	0	0	0
Nethermains	0	0	2	1	0	0	3
Total	2	0	14	4	5	0	25

1.2.1 RIDDOR and Notable Incidents

Riddor Reportable	Kilmarnock Campus	October 2021	Partnership Centre	Slip, trip, and fall
Staff member tripped and rolled their ankle. Missing floor box reinstated by Estates and Sustainability.				
– In December 2021, staff member received an x-ray, identifying a broken bone. The College incident may have exacerbated an existing injury. Riddor submitted in December 2021 as a precaution.				

Riddor Reportable	Kilmarnock Campus	December 2021	Car Park	Slip, trip, and fall
Staff member tripped on a kerb in the carpark and sustained suspected cracked / bruised ribs. The staff member was absent from work for a period.				
– On inspection of the area, the lighting was adequate and there were no defects with the kerb.				

Notable Incident	Kilwinning Campus	January 2022	Coffee Shop	Slip, trip, and fall
A student, within a larger group of students, made a highly inappropriate comment to a member of the catering team.				
– The matter was referred for consideration under the Student Disciplinary Policy.				

1.3 Fire Safety

Fire Evacuations (included as near miss in incident statistics)

Date	Campus	Details
11/11/2021	Ayr – Aeronautical	Announced fire drill.
25/11/2021	Ayr – Dam Park	Alarm activated due to heat release from kiln. Scottish Fire and Rescue attended. Evening class occupants were evacuated and moved to Dam Park building for 30 mins. On investigation, a fault with the extractor fan was identified, which has now been replaced.
29/11/2021	Nethermains	Announced fire drill.
07/12/2021	Ayr – Dam Park	Fire alarm activated due to fault within refectory kitchen extraction system. Contractor visited the campus the following day and rectified fault. Scottish Fire & Rescue attended.
17/12/2021	Kilmarnock	Chemical fogging within the You Salon, due a positive Covid-19 case, activated alarm system. Scottish Fire and Rescue attended and the evacuation was successfully completed.
31/01/2022	Ayr – Dam Park	Fire alarm activated due to heat arising from deep fat fryers. The detector head has been repositioned. Scottish Fire and Rescue in attendance and evacuation successfully completed.

The incident on 25 November 2021 prompted a remote audit by the local Scottish Fire and Rescue Enforcement Officer. The audit was undertaken on 15 December 2021 with an outcome letter received on 12 January 2022. The outcome from the audit was satisfactory, with some action areas identified in relation to the risk assessment.

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. The risk assessment takes account of guidance from Scottish Government, NHS and the Health and Safety Executive (HSE). In addition, individual departments have also undertaken their own local Covid-19 risk assessments, to supplement the overarching document, and are required to review the documents on a regular.

1.6 Supporting Academic Year 2021/2022

1.6.1 Covid-19 Data

The following table details the number of positive cases, however, it is important to note that not all of the staff and students had returned to on campus activity.

Campus	Staff	Students	Total
Ayr	45	60	105
Kilmarnock	34	79	113
Kilwinning	17	64	81
Craigengillan	0	0	0
Irvine	0	1	1
Nethermains	1	0	1
Dean Park	1	1	2
Total	98	205	303

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 attends the Regional Education meetings on a weekly basis and keeps the College abreast of any public health developments.

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

On-campus flu vaccination clinics were organised for staff to attend in November 2021 and 144 staff took this opportunity.

1.6.3 College Development Network (CDN)

The HSW team members continued to attend CDN Health and Safety meetings throughout the period. These meetings are pivotal for the Sector in making the necessary arrangements to support on campus activities during the Covid period.

1.7 Health and Wellbeing Themes

- November 21 - A Menopause support group was established on the Staff Wellbeing Teams page for staff to share experiences, resources, support groups and information.

- December 21 - 12 Days of Christmas campaign delivered from 7 to 22 December. This provided information and advice on various festive health and wellbeing topics via social media and on the Staff Wellbeing Teams page.
- November 21 – January 22 - Conversation cafés arranged to connect staff across the College.
- January 22- Launch of Feel-Good February campaign, available at Appendix 1.
- HSW team continued to share information and promote activities and events on the Staff Wellbeing Teams page and in the College newsletter.

1.8 Legislative Update

- Employers' responsibilities to workers regarding the provision of personal protective equipment (PPE) are changing from 6 April 2022. Under Personal Protective Equipment Regulations (PPER) 2022, the types of duties and responsibilities on employers and employees under PPER 1992 will remain unchanged but will extend to limb (b) workers, as defined in PPER 2022.
- "Limb workers" are those engaged on flexible/casual contracts and, therefore, this particular update will not directly impact on the College's operations.
- The College continues to adhere to the Scottish Government Covid-19 legislation and guidance.

2 **Equality and Inclusion Update**

2.1 VIEW steering groups and sub-groups Updates

To support the delivery of the College's Equality Outcomes 2021-2025, the VIEW Steering Group has established a sub-group for each specific outcome. The sub-groups have developed operational action plans to focus their activities.

In January 2022, the VIEW steering group met to support the further development of the College's Promoting Wellbeing action plan.

2.2 Report + Support

Report + Support, the College's new online reporting tool, where students and staff can report, including anonymously, an incident related to, for example, gender-based violence, has received a small number of initial student reports. The nature of incidents has differed across the reports submitted and as such, at this point in Report + Support's implementation, it is too early to identify any patterns or trends.

The College's Report + Support webpage, which includes helpful information and resources, has received positive engagement. In November, the webpage had been accessed 192 times and in the months of December and January, 71 and 76 occasions, respectively.

The College's Equality and Inclusion Advisor has promoted the report and support tool across all College meetings and forums and a review of progress to date will be carried out in conjunction with the Student Experience team.

2.3 Equality Matters on the Staff Learning Portal

In February 2022, to coincide with LGBT History Month, a new staff 'LGBT+ Inclusive' digital badge was introduced. Following this, an 'Inclusive Leader' digital badge will also be developed.

Staff will be encouraged to display these digital badges in their email signatures. The aim of this initiative, is to promote staff completion of training and development resources and also act as a visual representation to students, staff, and others, of the College's commitment to equality and inclusion.

2.4 #WeAreAyrshireCollege campaign

A new campaign, which aims to celebrate the diversity and promote the inclusion of Ayrshire College students and staff, was introduced in February 2022.

The campaign will feature the faces and voices of students and staff. Two College photography students are currently involved in this campaign and have taken a set of photographs. The first set of photographs will be used as part of LGBT History Month followed by International Women's Day.

2.5 Rockpool Podcasts wins CDN Inclusive College Award

Ayrshire College's Rockpool Podcasts, a variety podcast show, won the Inclusive College Award at the College Development Network Awards in December 2021. This is the first time the College has won this category and was awarded on the basis that Rockpool Podcasts is an excellent example of mainstreaming equality. Rockpool Podcasts will feature in the next CDN magazine 'Reach' which highlights good practice across the College sector.

David Davidson
Assistant Principal HR & Organisational Development

1 March 2022

(Martin Hammond, Head of Health, Safety and Wellbeing)
(Sara Turkington, Equality and Inclusion Advisor)

Ayrshire College # 193136
03/01/2022 16:28:13

Feel Good February

Start the year by taking time to focus on your wellbeing



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday and Sunday
<p>Finish January Strong!</p>	<p>1</p> <p>Happy Chinese New Year</p> <p>Try one of these delicious recipes!</p>	<p>2</p> <p>Visit the PAM Life website, register, and download the app. Getting Started Guide</p>	<p>3</p> <p>It's Time to Talk Day!</p> <p>Join Today's Conversation Cafe</p>	<p>4</p> <p>Try an online fitness class during your lunch break.</p>	<p>Relax and do whatever makes you happy.</p>
<p>7</p> <p>Happy Monday!</p> <p>Head over to the Staff Learning Portal and enrol on a course.</p> <p>Staff Learning Portal - Wellbeing Section</p>	<p>8</p> <p>Remember to keep hydrated. Try to drink 6-8 mugs of water, squash, or fruit juice today.</p> <p>NHS Inform</p>	<p>9</p> <p>Try and get outside today for some fresh air and of course that all important vitamin D.</p>	<p>10</p> <p>Think of a new hobby to try over the break</p>	<p>11</p> <p>Enjoy your long weekend, do whatever makes you happy.</p>	
<p>14</p> <p>Enjoy your long weekend, do whatever makes you happy.</p>	<p>15</p> <p>It's not too late to plant spring bulbs. They will look great next to the front door.</p>	<p>16</p> <p>Midweek!</p> <p>Try taking a call outside in the fresh air.</p>	<p>17</p> <p>Go for a walk or a run before dinner.</p>	<p>18</p> <p>Take 30 minutes to read or listen to a podcast today.</p>	<p>Relax and do whatever makes you happy.</p>
<p>21</p> <p>Have a night away from technology</p>	<p>22</p> <p>Shrove Tuesday!</p> <p>Pancake Recipe Gluten Free Recipe</p>	<p>23</p> <p>Watch a TED talk on a topic that interests you.</p> <p>TED Youtube</p>	<p>24</p> <p>Try to walk 10,000 steps today.</p>	<p>25</p> <p>Plan a DIY Project you've been putting off.</p>	<p>Relax and do whatever makes you happy.</p>
<p>28</p> <p>Launch of the Ayrshire College Cycle to Work Scheme!</p>	<p>Did You Know?</p> <ul style="list-style-type: none"> • Reading can reduce your stress hormones by 10 to 25%. • Drinking coffee can reduce the risk of depression, especially in women. • Vitamin D is as important as calcium in determining bone health. • Five glasses of water a day can reduce your chances of having a heart attack by 40%. • Breathing Deeply can improve circulation, decrease anxiety levels, and reduce blood pressure. • Cardio before breakfast burns more fat. • Eating dark chocolate can make your skin look healthier. 				<p>Watch a Five Minute Calming Guided Meditation</p>