

Board of Management - Action and Decision Log

Meeting No 37 – 24 March 2022

(Paper 1a)

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action / Decision	Open / Complete / Approved / Declined
	2		An externally held Board Meeting, at locations conducive with Board Stakeholders, be incorporated annually into the Schedule of Meetings from 2020-21. Date Raised: 12.12.19	Board Chair and Secretary	Annually	Action	CLOSED Covid19 restrictions prevented the September 2020 meeting from being held at NATS. All Board and committee meetings to be held virtually until further notice. This action will be maintained in the Action Tracker to inform anticipated new postholders and office bearers in the future.
23/09/2021		BOM35:A01	BoM Terms of Reference to be amended to record one scheduled off-campus meeting per annum.	Board Secretary	24.09.22	Action	UPDATE: In terms of the Action Tracker, action number 2 (12.12.19), it was suggested that the BoM Terms of Reference should record that an off-campus meeting will be scheduled on an annual basis, and this was agreed. This action will therefore be closed from the action tracker.
08/12/2021	3	BOM36:D01	The Board approved the Board of Management Report and Financial Statements 2020-21 for signature by the Chair and Principal.	NA	NA	Decision	Approved
08/12/2021	3	BOM36:D02	The Board approved the Annual Audit Report to the Board of Management and Auditor General.	NA	NA	Decision	Approved
08/12/2021	3	BOM36:D03	The Board approved the Letter of Representation for signature by the Chair and Principal.	NA	NA	Decision	Approved
08/12/2021	3	BOM36:D04	The Board approved the Internal Audit Annual Report 2020-21.	NA	NA	Decision	Approved
08/12/2021	3	BOM36:D05	The Board approved the Audit and Risk Committee Draft Annual Report 2020-21.	NA	NA	Decision	Approved
08/12/2021	9	BOM36:D06	The Board approved the implementation of the interim Board and Committee structure effective 5 March 2022, reflecting the amendment to include Fiona McQueen as a member of the BRIC Committee.	NA	NA	Decision	Approved
08/12/2021	15	BOM36:D07	The Board approved the National Outcome and Impact Framework 2021-22 and 2020-21 Self Evaluation Report.	NA	NA	Decision	Approved
08/12/2021	16	BOM36:D08	The Board approved the Health, Safety and Wellbeing Annual Report August 2020 - July 2021	NA	NA	Decision	Approved
08/12/2021	17	BOM36:D09	The Board approved the Annual Procurement Report 2020-21.	NA	NA	Decision	Approved
08/12/2021	AOB	BOM36:A01	1. All relevant information will be circulated to the Board by email. 2. A summary presentation on the related changes to the Code will be provided at the Board Strategy Day in January 2022.	P Donald	09/12/2021	Action	

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action / Decision	Open / Complete / Approved / Declined
			3. The Ayrshire College Code of Conduct will be amended as required and will be presented to the Board in March for approval.				
08/12/2021	10	BOM36:D10	The Board approved the 5-year Financial Forecast Return and submission to the SFC.	NA	NA	Decision	Approved
08/12/2021	11	BOM36:D11	The Board approved to pursue the option to purchase (Option 1), subject to a future business case being presented at the appropriate time, within the timeline set out in the contract.	NA	NA	Decision	Approved
08/12/2021	12	BOM36:D12	The Board approved the Strategic Allocation of College Cash Balances and the related proposed allocations including transfer of funds to the Ayrshire College Foundation for proposals D-E.	NA	NA	Decision	Approved
08/12/2021	13	BOM36:D13	The Board approved the opening of a VS Scheme, to enable the College to implement a discrete programme of service redesign.	NA	NA	Decision	Approved
08/12/2021	14	BOM36:D14	The Board approved the proposal to replace the glass panels at the front entrance of the Kilmarnock Campus with a financial share split evenly with C3 and McLaughlin & Harvey.	NA	NA	Decision	Approved
08/12/2021	18	BOM36:D15	The Board approved the Corporate Risk Register (V2) as at November 2021.	NA	NA	Decision	Approved
17/02/2022	NA	NA	<p>Decision by email vote:</p> <p>The Board unanimously approved the re-appointment of the Non-Executive Directors and Co-opted Committee Members.</p> <p>Re-appointment of the following Non-Executive Board Members from 1 August 2022-31 July 2026 (four years)</p> <ul style="list-style-type: none"> • Fiona McQueen • Alison Sutherland • Elaine Anderson <p>Re-appointment of Co-opted Committee Members from 1 September 2022 – 31 August 2023 (one year)</p> <ul style="list-style-type: none"> • Gordon Neil, co-opted to the Learning, Teaching and Quality Committee • Gillian Murray, co-opted to the Business, Resources and Infrastructure Committee 	BOM	17/02/2022	Decision	Approved

* **Not Started;** **In Progress/Ongoing;** **Completed**

Board of Management

24 March 2022

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

1. Background

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

2. Current Situation

The Student Association continues to deliver most of its support and activities remotely with a return to campus through a blended working model from 1 March. The Student Association are focussing on student feedback activities and delivering a range of clubs and societies aimed at supporting students' wellbeing and those which encouraging a sense of college community and belonging.

3. Association Activity

Free Soup and Porridge

The Student Association was successful in securing funding from the College's Mental Health Fund to offer all students, free porridge and soup until the end of the academic year. This follows on from previous years in which the project was funded by the Ayrshire College Foundation. Thank you to Elaine Hutton, Assistant Principal of Curriculum, for supporting the project and kindly providing the costings to enable us to submit the application.

Your Voice Matters

There are two hundred and fourteen members of the Class Ambassador Team with further recruitment ongoing with the January courses starting. The first round of focus groups took place in December.

One hundred and nine classes took part in the consultation with over one thousand students taking part in the consultation. The second round of focus groups will take place in March 2022 which will coincide with the SFC Student Satisfaction and Engagement Survey.

Digital Strategy Focus Groups

The Student Association supported Russell Wilson, Head of Digital Learning Support, to deliver a series of Digital Strategy focus groups on the 12 and 20 January. The aim of the groups was to gather student opinion on the content of the strategy and what it means to them as students. Twenty students took part in the focus groups. Russell is collating the output and will present at the next Digital Strategy Review Group meeting.

Thriving Learners Research Advisory Group

Student President, Ellie Jamieson, has been invited to take part in a Learner Advisory group as part of a collaboration research project between Colleges Scotland and The Mental Health Foundation.

The Thriving Learners study aims to gain understanding of the mental health and wellbeing of Scottish learners that will lead to recommendations on prevention, early intervention and support of learners' mental health and wellbeing within higher education institutions.

The study has already completed the research process relating to the university sector, with the results being published in [November 2021](#). From surveying more than 15,000 university students in Scotland, it was found that nearly three quarters (74%) reported having low wellbeing and more than one third (36%) reported moderately severe or severe symptoms of depression.

These findings and others shared within the 162-page [research report](#) prompted a series of recommendations including: calls for student wellbeing to become a measure of success for all universities in Scotland; increased Scottish Government funding for focused wellbeing support; and all universities to undertake further research and training to better understand the impact of trauma on student mental health and wellbeing.

The purpose of the Research Advisory Group is to strengthen the methods, sampling and analysis of the study and work through challenges faced over the course of the research. The group will also support dissemination of the findings including, where appropriate, joint authorship of papers that emerge from the study.

The first meeting of the group took place on February 8 during which a chairperson was appointed.

Student Accessibility Forum

The Student Association, in partnership with Shelagh McLachlan, Head of Marketing, has set up a Student Accessibility Forum on Microsoft Teams. We are delighted to have Lukas Neilson, Inclusive Learning Assistant, on the group to offer support to members.

The purpose of the group is to consult with students who identify as having a disability that could affect their learning experience and outcomes. There are currently twelve student members of the group with the first meeting taking place on the 8 February. The output from the group will be used to help shape enhancements in student accessibility within the College.

My Health Scotland

Following on from a successful bid to the College's Mental Health Fund, the Student Association have been working with Martin Hammond, Head of Health, Safety and Wellbeing, and Doreen Wales, Head of Student Experience, to offer students the opportunity to take part in a two month physical training and life coaching programme through My Health Scotland. There were initially seventy places available for students and we received over a hundred applications. Successful students sign up using the My Health Scotland App and embark on the programme at home with the support of dedicated coaches, as well as peer support through various chat groups. Students who successfully complete the first month are able to progress through to the second month. The aim is to help students achieve their personal improvement goals and improve their mental health and wellbeing as a result. The recruitment is complete and the programme officially begins on 14 February.

LGBTQI+ Officers

We are delighted to have recruited two new voluntary LGBTQI+ Students Officers to the team. The successful applicants were Julieanne Hamilton and Patrick Given. Julieanne and Patrick will be responsible for chairing the LGBTQI+ Students Group and leading on LGBT+ campaigns.

Student Newsletter

Following a January break, the Student Association issued their February Students Newsletter on the 7 February. The newsletter can be accessed via the following link: <https://sway.office.com/LlcyBI65046nIGBe?ref=Link>

Stand Alone Event

The Student Association Advisor, Charlotte Mitchell, joined her Student Experience colleagues in attending the Stand Alone College event on the 3 February. Stand Alone is an organisation which supports Colleges and University to identify and support their Estranged students. The Student Association hope to work with Student Experience in exploring the possibility of developing a mentoring scheme for estranged students, whose experiences are adversely shaped by lack of support from family. The Student Association will be part of a working group established to progress work specifically for this group of specific interest.

Future Activity

Student President Elections

The Student Association is working on arrangements for this year's Student President elections. The elections will take place from the 9 – 14 May 22, with nominations opening on the 28 March. The May date has been chosen to avoid the spring break

and also to maximise the chances of students and candidates being able to fully participate in the election promotion and canvassing on campus following a long period of reduced numbers on campus. We will be announcing the successful elected members on the 14 May with the President and Vice President elect taking up their positions officially on the 1 July 2022.

4. Proposals

N/A

5. Risks

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

6. Equality Impact Assessment

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

7. Conclusion

ACSA will continue to work alongside staff in order to best support and encourage students and make the 2021/22 session, despite the unprecedented challenges it brings, both enjoyable and successful for students.

**Ellie Jamieson
Student President
8 February 2022**

Publication

This paper will be published on the College website

Ayrshire College # 484082
03/17/2022 17:24:06

Board of Management

24 March 2022

- Subject:** Re-appointment to the Board of Management and Committees of the Board.
- Purpose:** To advise of Non-Executive Board Member and Co-opted Committee Member appointments that will conclude during 2022.
- Recommendation:** The Board is asked to ratify and approve the proposals as detailed and note the approvals received from the Scottish Government.
-

1. Background

As constituted within statutory provision and as set out in the Board of Management Responsibilities and Standing Orders, the Board must maintain a membership minimum of nine non-executive members and an overall minimum of 15 members which includes up to 12 Non-Executive Board Members.

The status of the appointment terms of office of Non-Executive Board Members must therefore be confirmed as current on an annual basis, as and when the period of appointment is due for review or when any resignations occur.

The proposed extensions of appointment require the approval of Scottish Ministers as formal ratification of re-appointment; having been firstly considered by the SNC and approved by the Board of Management.

2. Current Situation

Non-Executive Board Member re-appointments

The tenure of office for three Non-Executive Board Members completed on 31 July 2022, namely:

Fiona McQueen
Alison Sutherland
Elaine Anderson

As per 2014 Ministerial Guidance for College Sector Board Appointments, the College Board may extend the period of appointment of a Non-Executive Board Member for a further period of up to four years. The Search and Nomination Committee has the responsibility to oversee this process on behalf of the Board.

In considering recommendations for re-appointment, the Committee has the responsibility to consider current performance and annual assessment of performance, skills, knowledge, experience and attributes required by the Board and those of the Non-Executive Board Member put forward for re-appointment, and how both can contribute to and anticipate the future needs of the Board.

Additionally, assessment of the diversity of the Board is a further consideration which is informed by the Board skill matrix.

Co-opted Committee Members

In September 2021, the Board of Management approved the approach to co-opt two members to Committees of the Board, namely:

- Gordon Neil, co-opted to the Learning, Teaching and Quality Committee
- Gillian Murray, co-opted to the Business, Resources and Infrastructure Committee

The appointment period was for one year and concludes on 31 August 2022 with the requirement for annual review. Conditions of re-appointment align to those for Non-Executive Board Members as outlined above.

3. Proposals

Non-Executive Board Member re-appointments: for ratification

On the recommendation of the Search and Nomination Committee¹, and in order to seek early approval of re-appointment from the Scottish Government, the Board was asked to confirm their approval of Non-Executive Board Member re-appointments by email (**Appendix 1**)². This approach was taken to support the Board to implement the interim Board structure as approved by the Board in December 2021³.

¹**Decision: SNC14: D01:** The Committee agreed that the Board be asked to approve a recommendation to Scottish Ministers that Elaine Anderson, Fiona McQueen and Alison Sutherland be re-appointed to the maximum four-year period of office as members of the Board of Management of Ayrshire College, with effect from 1 August 2022 to 31 July 2026.

²**Decision: BoM 17.02.22:** The Board approved the re-appointment of the above named Non-Executive Directors Board Members effective from 1 August 2022 to 31 July 2026.

³**Decision BoM36:D06** The Board approved the implementation of the interim Board and Committee structure effective 5 March 2022, reflecting the amendment to include Fiona McQueen as a member of the BRIC.

Scottish Government: confirmed approval

The Board is asked to note that approval of the above recommended Non-Executive Board Member re-appointments was received from the Scottish Government on 28 February 2022.

Co-opted Committee Members: for approval

On the recommendation of the Search and Nomination Committee⁴, the Board is requested to approve the re-appointment of Gordon Neil and Gillian Murray for a further one-year period as co-opted Committee Members.

4Decision: SNC14: D02: The Committee agreed to recommend the re-appointment of the current co-opted Committee Members for approval by the Board.

Both individuals have confirmed their agreement to continue in this role for a further one-year period of office.

The Board is reminded that the approach to co-opt members to Committees of the Board supports the succession planning for the Board.

4. Consultation

Not applicable.

5. Resource Implications

None

6. Risks

There is a risk that the Board of Management could become non-viable because it is not able to recruit to vacant Board Member posts or confirm extensions of appointments resulting in the Board being unable to maintain minimum membership as per statutory provision.

7. Equality and Diversity Impact Assessment

The Board currently maintains a 50/50 gender balance.

8. Conclusion

The Board is asked to ratify and approve the proposals as detailed and note approval received from the Scottish Government.

Pauline Donald
Board Governance Advisor
March 2022

Ayrshire College #1884082
03/17/2022 17:24:06

Ayrshire College Board of Management

Board Decision by email vote

Date: 17 February 2022

Subject: Re-appointments to the Board of Management

The Search and Nominations Committee met on 9 February 2022 to consider Non-Executive Board Member appointments that will conclude during 2022. The Committee recommended the following proposals for approval by the Board.

Re-appointment of the following Non-Executive Board Members from 1 August 2022-31 July 2026 (four years)

- Fiona McQueen
- Alison Sutherland
- Elaine Anderson

In order to be able to advise the Scottish Government of Board approval as soon as possible, an email vote was considered by the Board.

Decision: BoM 17.02.22 – The Board approved the re-appointment of the above named Non-Executive Directors Board Members effective from 1 August 2022 to 31 July 2026.

**Willie Mackie, Chair
Ayrshire College
Board of Management**

Ayrshire College # 484082
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Board of Management

24 March 2022

- Subject:** Board and Committee programme of meetings 2022/23
- Purpose:** To present proposals for the Board to consider the approach to its future annual meeting programme.
- Recommendation:** The Board is asked to review and approve the 2022/23 Board and Committee meeting programme.
-

1. Background

The Ayrshire College Board of Management Responsibilities and Standing Orders, (2.9) states that *'the Board shall hold as many Board and Committee meetings as may be necessary for the performance of its functions and at such times, places and frequency as the Board determines'*, and shall accordingly *'approve an annual programme of meetings'*.

Additionally, in March 2021, the Board approved the following amendments to the Board of Management Responsibilities and Standing Orders:

2.9: Board and Committee meetings shall normally be held round table at a previously designated location with members attending in person. Where appropriate and necessary for the conduct of business, meetings may be held virtually with all or some members attending and contributing virtually by means of remote communication.

2.12 Where circumstances dictate, and/or it is deemed by the Board/Committee to be appropriate, attendance and contribution at a meeting by members may be undertaken virtually and by remote communication. In addition, where circumstances dictate and/or it is deemed to be appropriate, entire meetings may be wholly conducted virtually with all members attending and contributing to the meeting by virtue of remote communication.

An annual programme of Board and Committee meeting dates is therefore presented to the Board for review and approval.

2. Current Situation

Appendix 1 outlines the proposed 2022/23 programme of Board and Committee meeting dates and details corresponding times and the venue at which each meeting may be held.

3. Proposals

The Board is asked to review the programme of meeting dates as presented.

However, given the current status of the lifting of COVID regulations, the Board is asked to consider how it now wishes to take forward its 2022/23 programme of meetings in terms of continuing to operate in a virtual environment, a return to on-site meetings or consider a hybrid approach.

The Board is asked to consider the way forward relevant to Board, Committee meetings and Board Strategy, Induction and Development days.

The Board is asked to reflect on the findings from the Board Performance and Development Plan (full report), findings and comments included:

- *Board and Committee attendance levels were assessed as 'very good' at an overall average of (75-89%) demonstrating continuous improvement, particularly since the implementation of virtual meetings.*
- *The willingness of members to contribute to discussion and challenge under the virtual set up.*
- *Remote delivery challenged the ability to have wide discussions across board members however the actual results were still very commendable.*
- *We do lack the side chat and networking/bonding that we used to have pre/post meetings.*

4. Consultation

No formal consultation is required. Board Members and Executive Management will consider relevant to the proposals presented.

5. Resource Implications

Financial resources will apply in relation to any associated on-site meeting costs and claimed expenses.

6. Risks

BoM Risk 3 is relevant to this subject area: The College could fail to achieve high standards of corporate governance through the lack of a formal governance structure resulting in poor oversight of the College's strategic direction, performance and resources.

7. Equality and Diversity Impact Assessment

None required given the content of this paper.

8. Conclusion

The Board is asked to consider the proposals outlined and review and approve its approach to confirm the 2022/23 Board and Committee meeting programme.

Pauline Donald
Board Governance Advisor
March 2022

Schedule of Meetings (chronological)

AY 2022-23

COMMITTEE	DATE	TIME	CAMPUS	PAPERS FOR CIRCULATION
Learning, Teaching & Quality Committee	Thursday 1 September 2022	4.00 PM	Ayr	26.08.22
Business, Resources & Infrastructure Committee	Tuesday 6 September 2022	4.00 PM	Kilwinning	31.08.22
Audit & Risk Committee	Tuesday 13 September 2022	4.00 PM	Kilmarnock	06.09.22
Board of Management Meeting	Thursday 22 September 2022	4.00 PM	Kilwinning	15.09.21
Board Induction/Development Day	Thursday 3 November 2022	All Day	Kilwinning	N/A
Learning, Teaching & Quality Committee	Thursday 10 November 2022	4.00 PM	Kilmarnock	03.11.22
Business, Resources & Infrastructure Committee	Tuesday 15 November 2022	4.00 PM	Ayr	08.11.22
Audit & Risk Committee	Tuesday 22 November 2022	4.00 PM	Kilwinning	15.11.22
Board of Management Meeting	Thursday 8 December 2022	4.00 PM	Ayr	01.12.22
Board Development Day	Thursday 26 January 2023	All Day	Kilmarnock	N/A
Learning, Teaching & Quality Committee	Thursday 2 March 2023	4.00 PM	Kilwinning	23.02.23
Business, Resources & Infrastructure Committee	Tuesday 7 March 2023	4.00 PM	Kilmarnock	28.02.23
Audit & Risk Committee	Tuesday 14 March 2023	4.00 PM	Ayr	07.03.23
Board of Management Meeting	Thursday 23 March 2023	4.00 PM	Kilmarnock	16.03.23
Board Strategy Day	Tuesday 18 April 2023	All Day	Ayr	N/A
Learning, Teaching & Quality Committee	Thursday 25 May 2023	4.00 PM	Kilmarnock	18.05.23
Business, Resources & Infrastructure Committee	Tuesday 30 May 2023	4.00 PM	Kilmarnock	23.05.23
Audit & Risk Committee	Tuesday 6 June 2023	4.00 PM	Kilwinning	30.05.23
Board of Management Meeting	Thursday 15 June 2023	4.00 PM	Ayr	08.06.23

Board of Management Meeting**24 March 2022**

- Subject:** Board Performance and Improvement Plan
- Purpose:** To present the Board Performance and Improvement Plan and summarised key points for Board review.
- Recommendation:** The Board is asked to approve the Ayrshire College Board of Management Board Performance and Improvement Plan report.
-

1. Background

On an annual basis, the Board is required to undertake a self-evaluation of effectiveness and develop an annual Board Development Plan; both of which support the Board to evidence compliance with the Code of Good Governance for Scotland's Colleges, the Board of Management Standing Orders and the Code of Conduct.

The College is required to submit these reports to the SFC as a requirement of grant funding, and as identified in the Code of Good Governance for Scotland's Colleges and to publish these on the College website. Failure to comply with this requirement could impact on the funding received by the College from the SFC.

2. Current Situation**Board Performance and Improvement Plan**

- The annual review of Board and Committee Attendance 2020-21 and an analysis of the Self-Evaluation of Performance 2020-21 exercise, which is completed anonymously by each Board Member, and the annual Board Development Plan 2022-23 was presented as a consolidated Board Performance and Improvement Plan at the Board Development Day on 16 February 2022.
- The full report has been uploaded to Admincontrol and is available for Board Member review.
- **Appendix 1** provides a copy of the summarised report for submission to SFC.

Key points from the above reports are summarised as follows:

Board and Committee self-evaluation of effectiveness report 2020/21

- Response rate was lower than previous at approximately 60% despite the move to the format of an electronic questionnaire.
- Outcomes were overall very positive. No significant issues of concern were raised.
- Board and Committee attendance levels were assessed as 'very good' at an overall average of (75-89%) demonstrating continuous improvement, particularly since the implementation of virtual meetings.

- Members were highly satisfied with:
 - The effectiveness of Board meetings, how they are Chaired and the overall organisation of business.
 - Cohesiveness of the Board and respect for collective decision making.
 - Excellent communication between the Board and Executive with clear respective roles.
 - View that the Board operates to high standards of corporate governance.
- Comments on areas for further consideration included:
 - Further opportunities for discussion on HR and wider people matters.
 - Extend opportunities for the Board to be further informed of National, regional and local stakeholder priorities and how these align to College strategic priorities.
 - Future way forward for Board and Committee meetings following conclusion of COVID restrictions.
 - Consider opportunities to further support Board Members to influence and contribute to board discussion and decision making.

Board Development Plan 2022/23

- The current iteration of the Board Development Plan takes account of the recommendations presented in the Externally Facilitated Effectiveness Review (March 2021) and any recommendations from the 2021/22 Board Self-Assessment of Performance as well as consolidation of any outstanding actions from the rolling Board Development Plan 2015-21. The plan provides evidence of compliance with the Code of Good Governance for Scotland's Colleges and is therefore now aligned to the principles of the Code.
- The Board Development Plan 2022-23 is presented as a one-year plan with annual reporting to the Board of Management.
- Implementation and improvement action plans will be managed by the Board Management Office and will also be evidenced across the defined key performance indicators.

3. Proposals

The Board is asked to consider the summary of key points and advise of any further feedback and consider if any further corresponding actions should be incorporated as actions into the Board Development Plan 2022/23.

4. Consultation

The Board Performance and Improvement Plan was submitted at the Board Development Day, 16 February 2022.

5. Resource Implications

None.

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6. Risks

Failure to comply with the requirement to annually submit the Board Self-Evaluation of Effectiveness report and an annual Board Development Plan could impact on the funding received by the College from SFC.

7. Equality and Diversity Impact Assessment

None required given the content of this paper.

8. Conclusion

The Board is asked to approve the Board Performance and Improvement Plan report for submission to the Scottish Funding Council (SFC) and note that the report will be uploaded to the College website.

**Pauline Donald
Board Governance Advisor
March 2022**

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Board Performance and Improvement Plan - report to the Scottish Funding Council

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Board and Committee Attendance 2021 -22

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What is our measurement criteria for attendance?

- **“Excellent” to “Unacceptable”**

: the attendance key is divided into a six-point scale.

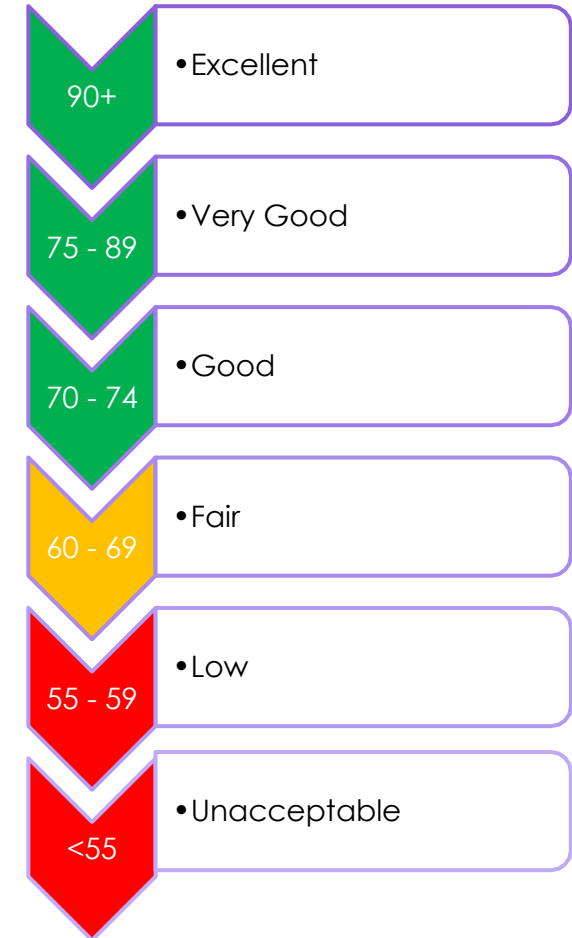
- **≥ 70% average attendance**

: considered to be acceptable.

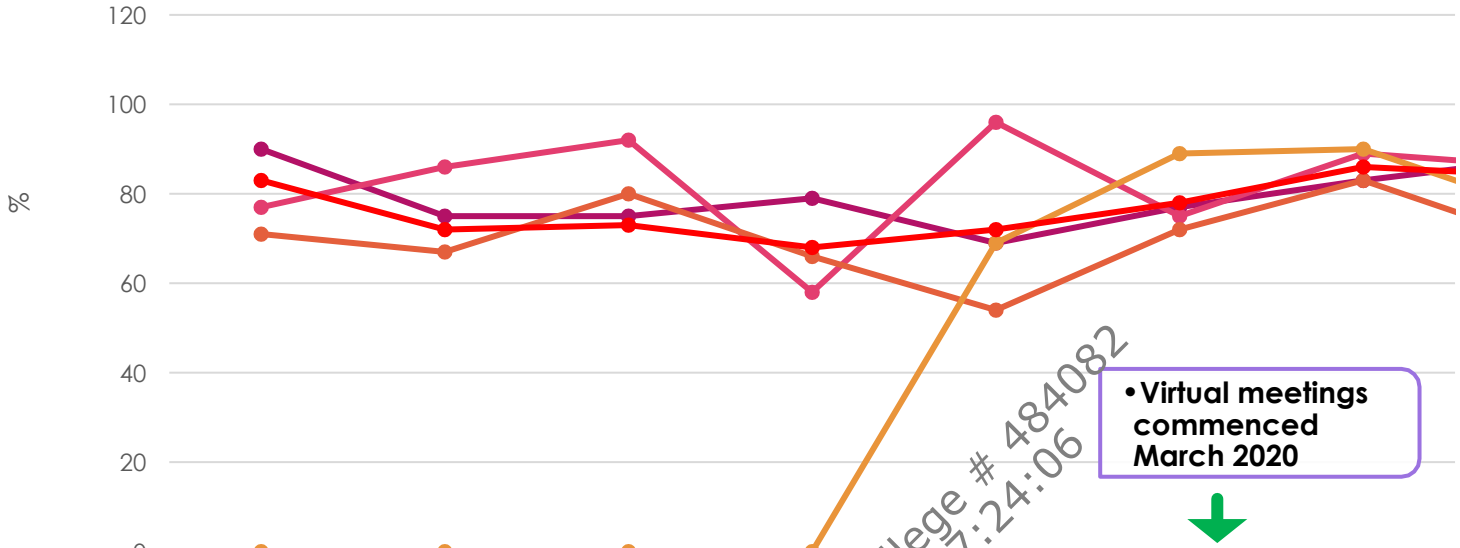
- **<70% average attendance**

: considered to be less than acceptable and would normally be subject to review and opportunities for improvement explored.

- **90% attendance benchmark and key performance indicator.**



Board and Committee Attendance: 2020/21 overview



	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Board of Management	90	75	75	79	79	77	83	88
Audit & Risk Committee	77	86	92	58	66	75	89	86
L&T Committee	71	67	80	66	54	72	83	69
BRIC	0	0	0	0	69	89	90	76
Overall Average	83	72	73	68	72	78	86	84

Ayrshire College # 484082
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• Virtual meetings commenced March 2020

← 75 - 89 • Very Good

Our Values: Respectful | Supportive | Open and Honest

Board and Committee Self-Evaluation of Effectiveness report 2020-21

Ayrshire College # 484082
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Board self-evaluation of effectiveness report 2020/21

Key points:

- Outcomes were overall very positive.
- No significant issues of concern were raised.
- Board and Committee attendance levels were assessed as 'very good' at an overall average of (75-89%) demonstrating continuous improvement, particularly since the implementation of virtual meetings.

Board self-evaluation of effectiveness report 2020/21

Key points:

Members were highly satisfied with:

- The effectiveness of Board meetings, how they are Chaired and the overall organisation of business and support provided.
- Cohesiveness of the Board with evidence of respect for collective decision making.
- Excellent communication between the Board and Executive with clear respective roles.
- View that the Board operates to high standards of corporate governance.

Board self-evaluation of effectiveness report 2020/21

Key points:

Areas for further consideration included:

- Further opportunities for discussion on HR and wider people matters.
- Extend opportunities for the Board to be further informed of National, regional and local stakeholder priorities and how these align to College strategic priorities.
- Future way forward for Board and Committee meetings following conclusion of COVID restrictions.
- Consider opportunities to further support Board Members to influence and contribute to board discussion and decision making.

Board Development Plan 2022-23

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Board Development Plan 2022/23

Principles	Development recommendations	Source	Action Plan	Lead	Timeline	Status	KPI (if relevant)
Leadership and Strategy	Board Member Biographies Fuller bios for each member would help understanding of the full range of skills, experience and interests that each member brings to the board.	Externally Facilitated Effectiveness Review (March 2021)	1. Members will be requested to review current biographies.	BMO	Dec 2022	In progress	% completion of biographies
			2. A template approach will be developed to support a consistent approach to completion.	BMO	Dec 2022	In progress	
			3. Following completion, new bios will be uploaded to the Website.	BMO	Dec 2022	In progress	
			4. Skills Matrix for Board members will be updated annually with alignment to Board Member biographies.	BMO	March 2022	In progress	% completion of skills information.
	Virtual Breakout rooms Building in 'group chat' (using remote rooms) to board meetings where members can discuss issues in small groups would enhance board member engagement.	Externally Facilitated Effectiveness Review (March 2021)	This recommendation is noted and will be applied as and when relevant to the agenda of the Board.	BMO	As required	Implemented	
	Stakeholder mapping Consider, an exercise 'mapping' the college contribution to local economic and social wellbeing. This would build on a previous 'stakeholder map'.	Externally Facilitated Effectiveness Review (March 2021)	1. Stakeholder map will be reviewed and annually updated.	BMO	July 2022	In progress	
			2. Stakeholder map will be included in the revised Board Member induction handbook.	BMO	July 2022	In progress	
Stakeholder engagement Invite key speakers and setting time aside for less formal discussion out with the formal board meetings. <ul style="list-style-type: none"> For example, a 30-45 minute slot before board meetings with a 'hot topic' for discussion. Attendance by board members would be on a voluntary basis. 	Externally Facilitated Effectiveness Review (March 2021)	Board Development and Board Strategy Days allow dedicated time for informal discussion, focus on significant college issues relevant to the Board with key stakeholders invited to present and speak to the Board at relevant times. This recommendation is noted and will be applied as and when relevant to the agenda of the Board.	BMO	As required	Implemented		
Knowledge repository A record of the sessions could be retained building up a useful archive.	Externally Facilitated Effectiveness Review (March 2021)	A reference record of topics presented, and stakeholder attendance will be established and mapped across to the Stakeholder Map. This will form part of a 'Knowledge repository' for the Board of Management.	BMO	August 2022	In progress		
Governance Review approach to support how governance can be effectively explained and communicated.	Board Governance Advisor recommendation	1. Develop infographic of governance. 2. Include as part of Board Member induction programme and handbook	BMO	July 2022	In progress		

Board Development Plan 2022/23

Principles	Development recommendations	Source	Action Plan	Lead	Timeline	Status	KPI (if relevant)
Quality of the Student Experience	Members expressed an interest in learning more about the student experience and the coherence of provision considering employer needs and other providers in the region. <ul style="list-style-type: none"> Board members could be offered the opportunity to observe learning and teaching, perhaps as part of their induction. 	Externally Facilitated Effectiveness Review (March 2021)	<ol style="list-style-type: none"> Board and Board Committees receive a report from the Student President as a standing item to each Committee and Board meeting. This recommendation will be discussed further with the Board and Executive. 	Student President BMO	Quarterly reporting May 2022	Quarterly reporting In progress	
	As part of the stakeholder engagement at Board Development/Strategy Days, continue the practice of inviting speakers from key employment sectors to discuss employer needs.	Externally Facilitated Effectiveness Review (March 2021)	Board Development and Board Strategy Days allow dedicated time for informal discussion, focus on significant college issues relevant to the Board with key stakeholders invited to present and speak to the Board at relevant times. This recommendation is noted and will be applied as and when relevant to the agenda of the Board.	BMO	As required	Implemented	
Board Accountability	Knowledge repository Given that most board members are relatively new in 2021, and to build on the board 'memory', organise briefing packs which would be a repository of key historical papers on major issues and decisions.	Externally Facilitated Effectiveness Review (March 2021)	1. Board and Committee decision logs have been introduced and will provide an annual record of major decisions.	BMO	Sept 2021	Implemented	
			2. Annual decision log records will be included in the 'Knowledge repository' and issued to Board Members as part of their induction programme, specifically highlighting those related to major Board decisions.	BMO	Annually, July/Aug	In progress	
			3. Expansion of the Knowledge repository will be ongoing. The development of briefing packs will be explored.	BMO	June 2023	In progress	
Board Effectiveness	Post COVID meeting approach Planning be undertaken for the post COVID 19 environment and the transition from entirely virtual meetings to a new, blended, approach to board and committee meetings. In this respect, the CDN research report on 'GOVERNING A COLLEGE USING VIRTUAL MEETINGS' which makes a number of recommendations.	Externally Facilitated Effectiveness Review (March 2021)	Discussions have commenced and planning under process. Planned discussion at Board Meeting on 24 March 2022.	BMO	March 2022	In progress	# of virtual meetings (Board and Committees) # of onsite meetings (Board and Committees)
	Training and Development Ensure members are aware of the training and development opportunities available to them. In this respect update members at least annually on the CDN Governance Development Programme	Externally Facilitated Effectiveness Review (March 2021)	<ol style="list-style-type: none"> CDN training and development opportunities are circulated by email to the Board on receipt and specifically to new Board Members at Board Member Induction training opportunities. The BMO also circulates a monthly Communications Report to the Board which includes details of the above opportunities. 	BMO BMO	On receipt Monthly	Implemented Implemented	

Board Development Plan 2022/23

Principles	Development recommendations	Source	Action Plan	Lead	Timeline	Status	KPI (if relevant)
			3. Attendance records are maintained to inform Board Member CPD and annual performance reviews.	BMO	Updated as advised.	Implemented	% of attendance.
	Board Member induction • Induction information	Board Governance Advisor recommendation	Board Member induction handbook presented as on-line reference tool and referenced according to: • External Environment • Board Environment • College Environment	BMO	July 2022	In progress	
	Board Secretary induction Ensure a full induction programme for the new Board Secretary, including mentoring by an experienced Board Secretary. This is a requirement of the Code of Good Practice for Scotland's Colleges.	Externally Facilitated Effectiveness Review (March 2021)	1. Internal Board Secretary Handbook in development to further support induction programme. 2. Board Governance Advisor is a member of the CDN Board Governance Group and attends all meetings.	BMO	Dec 2022	In progress	
	Committee Reporting • Provide current reporting of key issues considered by Committees to the Board following each meeting of the Committee.	Board Governance Advisor recommendation	Committee Chair report submitted to each Board meeting.	BMO	Quarterly reporting	Implemented	
Relationships and Collaboration	Ensure that the board are and remain fully briefed on the college engagement with the Ayrshire Growth Deal.	Externally Facilitated Effectiveness Review (March 2021)	1. Standing agenda item at BRIC meeting. 2. Reporting to the Board via the Chair's report to the Board from BRIC and via the minutes of the meeting which are submitted to the Board.	BRIC	Quarterly reporting	Implemented	
	Board Profile • Raise profile of the role and purpose of the Board across the college.	Board Governance Advisor recommendation	1. Annual programme featuring a Board member in the Staff Newsletter each month during 2022. 2. Future approach to be considered.	BMO/ Marketing Dept	Monthly Feature	Implemented	# of hits per feature

Our Values: Respectful | Supportive | Open and Honest

Board of Management**24 March 2022**

Subject:	Corporate Parenting Plan 2021-24
Purpose:	To present the College's Corporate Parenting Plan for 2021-2024
Recommendation:	That Board members approve the College's 2021-2024 Corporate Parenting Plan

1. Background

Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014 came into effect on 1st April 2015. Section 56 of the Act states that all persons and organisations listed, or within a description listed, in schedule 4 of the Act are corporate parents for the purposes of Part 9. All post-16 education bodies in Scotland are identified as corporate parents within the Act and as such are subject to the duties (excluding section 64) set out in Part 9 of the Act.

All corporate parents must prepare, publish and review a Corporate Parenting Action Plan, which details how they will fulfil their corporate parenting responsibilities. The Act also encourages collaborative working between corporate parents to develop, enact and monitor plans. Corporate Parenting is not a task which can be delegated to an individual or team. The whole organisation is responsible for fulfilling the Corporate Parenting duties set out in Part 9.

2. Current Situation

Ayrshire College's Corporate Parenting Plan 2021-24 sets out an ambitious and detailed action plan in response to the duties outlined in Part 9 (Section 58) of the Children and Young People (Scotland) 2014.

The current Corporate Parenting Plan builds on the progress made throughout the reporting periods 2016-18 and 2018-21.

3. Proposals

The College's Corporate Parenting Plan outlines the outcomes that it will work towards and the actions that it will take to meet its responsibilities and make a difference to the lives of Care Experienced young people in Scotland.

4. Consultation

As with previous plans, the current Corporate Parenting Plan has been developed in collaboration with internal and external stakeholders and in consultation with Care Experienced young people and the three Ayrshire local authorities. Ayrshire College recognises that its Corporate Parenting duties

apply equally to young people regardless of type of care arrangement, e.g., looked after at home, foster care, residential care or kinship care.

5. Conclusion

Members are invited to approve the College's 2021-2024 Corporate Parenting Plan.

Anne Campbell
Vice Principal Curriculum
9 February 2022

(Doreen Wales – Head of Student Experience)

Publication

This paper will be published on the College website

Ayrshire College # 484082
03/17/2022 17:24:06

Corporate Parenting Plan

2021-24

Ayrshire College #164082
03/17/2022 17:24:06

Context

Statement of Ambition:

Ayrshire College will be an inspirational place of learning where individuals can excel and realise their full potential. A place where businesses and communities can access skills, expertise and innovation that supports local and national economic development and inclusive growth.

We will achieve this through strong collaboration and partnership working and by investing in and valuing our staff and students.

Our Values:

Respectful

Open and Honest

Supportive

Our Ambitions:

- 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



Regional Context

The Ayrshire region covers an area of 3 370 km² and has a population of 370 600. The Regional Skills Assessment for Ayrshire, published in July 2021, shows that the region's population is declining – against national trends – particularly in the 0-19 and 35-44 age groups. The population is ageing and this is expected to continue.

The Scottish Index of Multiple Deprivation (SIMD) measure shows that the Ayrshire region has 64 (10%) of the SIMD10 datazones in Scotland. In 2019/20, (17%) of enrolments at Ayrshire College came from the 10% most deprived areas. The concentration of SIMD10 students in our campuses reflects the proportionate number of SIMD10 datazones in that particular local authority area.

The profile of the College's student population shows that a higher proportion of students in Ayrshire are aged 16-19 and the majority of students (96% of enrolments in 2019-20) live in the region.

The Regional Skills Assessment for Ayrshire, published in 2021, shows that the three largest employment sectors in the region are Health and Social Care, Construction and Tourism. The College will continue to support the economic sectors of particular relevance to Ayrshire identified by the Regional Skills Assessment and by partners.

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“Evidence shows that Care Experienced students have lower success rates than non-Care Experienced students at both FE and HE levels.”

Care Experienced Young People in Scotland

The Scottish Funding Council’s National Ambition for Care Experienced Students (2020)¹ states that Care Experienced children and young people are those who are or have been looked after by their local authority due to concerns about their wellbeing or protection, including parents being unable to provide appropriate care.²

There are an estimated 16,530 children and young people who were looked after in Scotland on 31st July 2020. The most recent figures available for the Ayrshire region for 2019-20 show that there were 382 looked after children and young people in East Ayrshire, 575 in North Ayrshire and 300 in South Ayrshire.³

Young people in care live in many different placement types or care settings:

- Foster care (living with another family): 34%
- Kinship care (with friends or relatives): 28%
- Looked-after at home (living with birth parents but with social work involvement under a supervision order): 26%
- Residential care (living in a children’s unit/house/secure): 10%
- With prospective adopters: 1%

Many Care Experienced young people do well at school and have a positive experience of education. However, evidence shows that Care Experienced students have lower success rates than non-Care Experienced students at both FE and HE levels. The largest gap is in successful completion on full time FE courses at College, where the gap is 15.6%.

¹ <https://www.sfc.ac.uk/publications-statistics/corporate-publications/2020/SFCCP012020.aspx>

² In relation to Corporate Parenting, children/young people are legally known as ‘looked after children’ and those who were looked after on or beyond their 16th birthday are known as ‘care leavers’. However, the preferred term for these children and young people is ‘Care Experienced’ and this is used throughout this document.

³ <https://www.gov.scot/publications/childrens-social-work-statistics-2019-20/documents/>



Corporate Parenting

Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014 came into effect on 1st April 2015. Section 56 of the Act states that all persons and organisations listed, or within a description listed, in schedule 4 of the Act are corporate parents for the purposes of Part 9. All post-16 education bodies in Scotland are identified as corporate parents within the Act and as such are subject to the duties (excluding section 64) set out in Part 9 of the Act.

All corporate parents must prepare, publish and review a Corporate Parenting Action Plan, which details how they will fulfil their corporate parenting responsibilities. The Act also encourages collaborative working between corporate parents to develop, enact and monitor plans. Corporate Parenting is not a task which can be delegated to an individual or team. The whole organisation is responsible for fulfilling the Corporate Parenting duties set out in Part 9.

The Statutory Guidance on Part 9: Corporate Parenting defines the term 'Corporate Parenting' as: "An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, spiritual, social and educational development is promoted"

The Act states that Part 9 (Corporate Parenting) applies to:

- (a) Every child who is looked after by a local authority, and
- (b) Every young person who-
 - (i) Is under the age of 26, and
 - (ii) Was (on the person's 16th birthday or at any subsequent time) but is no longer looked after by a local authority

“Corporate Parenting is not a task which can be delegated to an individual or team. The whole organisation is responsible for fulfilling the Corporate Parenting duties”



Section 58 of the Act states that all corporate parents must fulfil the following duties:

- Be alert to matters which might adversely affect the wellbeing of looked after young people and care leavers
- Assess the needs of looked after children and young people for services and support we provide
- Promote the interests of looked after young people and care leavers
- Provide opportunities for looked after young people and care leavers to participate in activities designed to promote their wellbeing
- Take action appropriate to ensure looked after young people and care leavers access these opportunities and make use of our services and support
- Take any other action we consider appropriate to improve our functions to meet the needs of looked after young people and care leavers



Corporate Parenting at Ayrshire College

Ayrshire College's Corporate Parenting Plan 2021-24 sets out an ambitious and detailed action plan in response to the duties outlined in Part 9 (Section 58) of the Children and Young People (Scotland) 2014.

The current Corporate Parenting Plan builds on the progress made throughout the reporting periods 2016-18 and 2018-21. As with previous plans, the current Corporate Parenting Plan has been developed in collaboration with internal and external stakeholders and in consultation with Care Experienced young people and the three Ayrshire local authorities. Ayrshire College recognises that our Corporate Parenting duties apply equally to young people regardless of type of care arrangement, e.g., looked after at home, foster care, residential care or kinship care.

The aims outlined in the Corporate Parenting Plan reflect the College's key strategic objectives, which are detailed in the Statement of Ambition 2030, the Refresh and Renew Plan 2021-2024 and the Equality Outcomes 2021-2025.

The aims of the Corporate Parenting Plan also take into account the Scottish Funding Council's National Ambition for Care Experienced Students. The National Ambition states that there should be no difference in the outcomes of Care Experienced students comparative to their peers by 2030. By 2022-23 the National Ambition is to:

- Maintain the 1.6% proportion by headcount in the college sector
- Reduce the gap of FT HE successful completions to six percentage points
- Reduce the gap of FT FE successful completions to ten percentage points

“Improving retention and attainment for Care Experienced students will be a key focus of our Corporate Parenting Plan for 2021-24.”

Ayrshire College recognises that whilst considerable progress has been made in relation to increasing the number of students who choose to declare their Care Experienced status, retention and attainment levels for Care Experienced students remain disappointing in comparison to their peers, particularly on FE level programmes. Therefore, improving retention and attainment for Care Experienced students will be a key focus of our Corporate Parenting Plan for 2021-24.

Futhermore, Ayrshire College fully supports the recommendations outlined in The Promise Scotland (2020) and will work with internal and external partners to ensure that Scotland can #KeepThePromise it made to ensure that every child grows up loved, safe and respected, able to realise their full potential.



Development and Review of the Plan

Section 60 of the Children and Young People (Scotland) Act 2014 requires all corporate parents to collaborate with each other, in so far as is reasonably practicable, when exercising their corporate parenting duties. This current Corporate Parenting Plan has been developed in collaboration with internal and external stakeholders and in consultation with Care Experienced students and other corporate parents including the three Ayrshire local authorities. The Corporate Parenting Plan will be shared widely with internal and external stakeholders via the College intranet, the MyAyrshireCollege App and the College website.

A summary version of the Corporate Parenting Plan will be developed and made available in consultation with Care Experienced students. Further feedback will be gathered as part of the ongoing review process. Ayrshire College will continue to work collaboratively with other corporate parents through Ayrshire College's Corporate Parenting Group to monitor and review our Corporate Parenting Plan. Specific activities and actions relating to collaboration are outlined in the Plan below.

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Governance and Responsibilities

Ayrshire College has in place a framework to evidence compliance with existing policies and procedures as these relate to the College's equality duties. We will use this framework to record and monitor our progress towards achieving the commitments outlined in Ayrshire College's Corporate Parenting Plan.

Our Board of Management has the responsibility to oversee delivery of the College's equality duties and exercises its commitment to ensure compliance and regular reporting of performance with our Corporate Parenting Plan through its governance structures.

Our Corporate Parenting Plan outlines the outcomes we will work towards and the action we will take to meet our responsibilities and make a difference to the lives of Care Experienced young people in Scotland. The following section details these outcomes and associated actions.

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"Our Corporate Parenting Plan outlines the outcomes we will work towards and the action we will take to meet our responsibilities and make a difference to the lives of Care Experienced young people in Scotland."

Responsibility

1. To be alert to matters which, or which might adversely affect the wellbeing of children and young people. Section 58 1(a)

Action	Responsible Lead(s)	Timescale	Outcome
Re-establish the College's Corporate Parenting Group to oversee the implementation and monitoring of the Corporate Parenting Plan. The Corporate Parenting Group will report to the VIEW Steering Group.	Head of Student Experience	Jan 2022	A clear governance structure in place to oversee the delivery and monitoring of the College's Corporate Parenting Plan.
Continue to promote the College's Corporate Parenting Plan through the Corporate Induction, mandatory training, and meetings with staff teams.	Corporate Parenting Group	Ongoing to Jan 2024	Increased awareness amongst staff of the College's Corporate Parenting responsibilities.
Plan regular staff engagement activities including Conversation Cafés and focus groups to provide staff with an opportunity to provide feedback and share best practice in relation to Corporate Parenting.	Corporate Parenting Group	Ongoing Jan 2022	Increased staff engagement in Corporate Parenting.
Develop and implement an alert system for attendance registers to enable curriculum teams to easily identify students who are Care Experienced.	Head of BIIS, Head of Student Experience	Sept 2022	Care Experienced students are identified more easily. Appropriate support can be put in place. Improved retention and attainment.
Identify Care Experienced students who are considered to be "at risk of withdrawal" through retention meetings and work collaboratively to ensure appropriate support is in place.	Student Experience Team Curriculum Teams	Ongoing to 2024	Improved retention and attainment for Care Experienced students.
Continue to explore ways to make more effective use of existing information systems i.e. Retention Tool and Qlikview to support retention and attainment for Care Experienced students.	Head of BIIS Head of Student Experience	Ongoing to 2024	Improved retention and attainment for Care Experienced students.

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Responsibility

2.To assess the needs of these children and young people for services and support it provides. Section 58 1(b)

Action	Responsible Lead(s)	Timescale	Outcome
Ensure all Care Experienced students are offered an individualised needs assessment and tailored support and advice regarding funding, digital equipment and skills, wellbeing and learning support.	Student Experience Team	Ongoing to 2024	Support is tailored to meet the needs of individual students. Improved retention and attainment.
Review process for sharing PLSPs and support recommendations with curriculum teams to ensure staff are alert to the needs of Care Experienced students and have the opportunity to implement appropriate support measures.	Student Experience Coordinator CMs	Sept 2022	Support information is more accessible. Appropriate support is in place. Improved retention and attainment.
Continue to strengthen links with schools to improve transition support for Care Experienced students.	School College Partnership Team	Ongoing to 2024	Support needs are identified and appropriate support is in place at an early stage. Improved retention and attainment
Continue to develop existing links with children's houses, Throughcare, Foster Care and Kinship Care teams across the three local authority areas to enhance the learner journey and improve retention and attainment rates for Care Experienced students.	Head of Student Experience	Ongoing to 2024	Care Experienced students are supported more effectively. Improved retention and attainment.

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Responsibility

3. To promote the interests of these children and young people.

Section 58 1(b)

Action	Responsible Lead(s)	Timescale	Outcome
Ensure Care Experienced students are aware of the full range of support services available at the College.	Corporate Parenting Group	Ongoing to 2024	The number of students reporting that they are aware of the support services available to them is increased throughout the reporting period.
Continue to work collaboratively with external partners to organise an annual Care Experienced celebration event as part of National Care Experienced Week in October.	Student Experience Team	Annually to 2024	Care Experienced students feel valued by the College. The College challenges stigma in relation to Care Experienced students.
Continue to work closely with external partners, e.g., Skills Development Scotland, Employability and Skills and employers to support Care Experienced students into a sustained positive destination.	Student Experience Team Curriculum Teams	Ongoing to 2024	The number of Care Experienced students achieving a positive destination is increased over the reporting period.
Increase the number of HN Care Experienced students who articulate to University and the number who articulate with advanced standing as outlined in the SFC's National Ambition for Care Experienced Students.	Curriculum Teams Head of BIIS	Ongoing to 2024	The number of articulating HN Care Experienced students is increased throughout the reporting period. A greater number of Care Experienced students articulate with advanced standing.

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Responsibility

4. To seek to provide opportunities to participate in activities designed to promote their wellbeing. Section 58 1(d)

Action	Responsible Lead(s)	Timescale	Outcome
Continue to promote resources to support positive mental health and wellbeing including Togetherall, the Wellbeing Hub and access to complimentary holistic therapies.	Promoting Wellbeing Group	Ongoing 2024	Students are aware of wellbeing resources. An increased number of Care Experienced students access wellbeing resources.
Continue to develop and deliver activities, events and campaigns to support student mental health and wellbeing as outlined in the College's Promoting Wellbeing Action Plan.	Promoting Wellbeing Group	Ongoing 2024	Care Experienced students have the opportunity to take part in a wide range of wellbeing activities throughout the academic year.
Ensure Care Experienced students are given priority access to College Counselling services.	Student Experience Coordinator	Ongoing to 2024	Student Counselling Service is accessible.
Work in partnership with the Student Association to promote and develop the Care Experienced Students Forum.	Head of Student Experience Student Association	Ongoing to 2024	The number of students engaging with the Care Experienced Forum is increased. Care Experienced students have greater representation. The College is more aware of the needs of Care Experienced students.

Ayrshire College #4804382
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Responsibility

5. To take action to help these children and young people access opportunities, make use of services and access support. *Section 58 1(e)*

Action	Responsible Lead(s)	Timescale	Outcome
Continue to liaise with external partners and organisations in each local authority area to identify opportunities and services, and support students to access these opportunities.	Student Experience Team	Ongoing to 2024	The number of Care Experienced students who are referred to external opportunities and services is increased.
Provide regular updates and information about opportunities and services via the My Ayrshire College App, the College website and social media posts.	Head of Marketing Student Experience Team	Ongoing to 2024	Care Experienced students report that they receive regular information about support services.
Promote the newly launched Connecting Voices mailbox and website to Care Experienced students in EAC and share relevant College information via the Connecting Voices website.	Head of Student Experience Head of Marketing	Ongoing from Jan 2022	Students have improved access to Connecting Voices information. College information is shared with Care Experienced young people, their families and support workers.
Reestablish links with the Champions Boards in NAC and SAC and work collaboratively to encourage Care Experienced students to engage with these external groups.	Head of Student Experience	Mar 2022	Students have improved access to information about Champions Boards in NAC and SAC.

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Responsibility

6. To take action to improve as a Corporate Parent. Section 58 1(f)

Action	Responsible Lead(s)	Timescale	Outcome
Continue to encourage all staff to access relevant Corporate Parenting e-learning resources including CDN's Corporate Parenting in Colleges e-learning course.	Corporate Parenting Group	Ongoing to 2024	College staff have a greater understanding of the needs of Care Experienced students and demonstrate best practice in supporting students.
Continue to work with Who Cares? Scotland and other internal and external partners to develop staff training opportunities in relation to Corporate Parenting.	Staff Learning & Development Team	Ongoing to 2024	Staff have an increased knowledge of their Corporate Parenting responsibilities.
Continue to monitor progress and KPIs for Care Experienced students against the targets set out in the SFC's National Ambition for Care Experienced students.	Head of BIIS Head of Student Experience	Ongoing to 2024	Improved retention and attainment rates for Care Experienced students.
College policies and procedures are reviewed at regular intervals and the needs of Care Experienced students are considered as part of the EqlA process.	Head of Quality Enhancement	Ongoing to 2024	The rights and interests of Care Experienced students are protected within all College policies and procedures.

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Responsibility

7. To prepare, publish and keep plan under review. Section 59

Action	Responsible Lead(s)	Timescale	Outcome
Share the Corporate Parenting Plan via the website, the My Ayrshire College App and through the local authority Corporate Parenting Steering Groups.	Marketing Head of Student Experience	Jan 2022	Students, staff and the public are aware of the support available to Care Experienced students.
The College will work with Care Experienced students and a BSL Signer to develop an accessible summary and BSL version of the Corporate Parenting Plan 2021-24.	Corporate Parenting Group Marketing	Ongoing to 2024	The Corporate Parenting Plan is easily accessible to students and members of the public.
The College will carry out an annual progress review and update of the Corporate Parenting Plan 2021-24 in partnership with staff and students.	Corporate Parenting Group	Annually until 2024	The Corporate Parenting Plan is up to date and reflects ongoing work to support Care Experienced students.
The College will publish a Corporate Parenting report by September 2024 which will provide a detailed evaluation of the actions outlined in the Corporate Parenting Plan 2021-24.	Head of Student Experience	Sept 2024	Students, staff and members of the public are aware of the work carried out by the College to support Care Experienced students. The College continues to improve support for Care Experienced students.

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Responsibility

8. To collaborate with other Corporate Parents and other appropriate persons.

Section 60

Action	Responsible Lead(s)	Timescale	Outcome
Continue to participate fully in external networks including CDN's Access and Inclusion Network and Safeguarding Forum and the Care Experienced, Estranged & Carers - West Forum.	Head of Student Experience	Ongoing to 2024	Opportunity to share best practice and improve support for Care Experienced students. Improved transitions beyond College.
Continue to participate fully as a member of the Corporate Parenting Steering Groups across all three local authorities and contribute to the development and delivery of local authority Corporate Parenting Plans and activities to support Care Experienced young people across Ayrshire.	Head of Student Experience	Ongoing to 2024	Increased opportunities for sharing good practice. Services for Care Experienced young people are coherent and relevant.
Continue to develop links with SFC, CELCIS and WhoCares? Scotland to further enhance support for Care Experienced students and ensure College staff are aware of latest developments in research, support and funding for Care Experienced students.	Head of Student Funding Head of Student Experience	Ongoing to 2024	College staff have increased knowledge of developments to support Care Experienced students.
Further enhance links with NHS and Police Scotland to share best practice with regards to supporting Care Experienced students and ensure prioritised support as required.	Head of Student Experience	Ongoing to 2024	Staff have a greater understanding of factors affecting the wellbeing of Care Experienced students. Care Experienced students receive appropriate support.

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Board of Management

24 March 2022

Subject: Digital Strategy (2022-2025)

Purpose: To present the College's Digital Strategy (2022-2025)

Recommendation: Members are invited to discuss and approve the Digital Strategy (2022-2025)

1. Background

The College developed and introduced a Digital Skills Strategy in 2018, which was in place for a three-year period and subject to review in the autumn of 2021.

A new Digital Strategy has now been developed which will support the skills development of staff and students, enable digital learning and ensure investment in infrastructure and systems.

2. Current Situation

The new Digital Strategy, attached as Appendix 1, has been developed to enable a sustained focus on developing enhanced, flexible learning and teaching and service delivery models incorporating the use of digital technologies, where appropriate. The Digital Strategy supports the Statement of Ambition (2030) including strategic objectives and priority themes.

The Strategy is shaped around three essential and interrelated aims:

- Enable digital transformation
- Develop digital confidence
- Support digital learning

The aims will be achieved through the delivery of a range of strategic outcomes which will be embedded within the College's operational planning processes.

Due to the overarching focus on all aspects of College business and operations, the Digital Strategy was considered at both the Learning, Teaching and Quality Committee on 3 March and at BRIC on 8 March 2022.

The members of BRIC also received a presentation on the Strategy from Russell Wilson, Head of Digital Learning Support. The Strategy and presentation were received positively, and clarification was provided to the Committee on funding available to support the Strategy, as part of the College's infrastructure investment plans.

The Digital Strategy was recommended by both the Learning, Teaching and Quality Committee and BRIC for approval by the Board of Management.

3. Proposals

The Digital Strategy (2022-25) is presented to the Board of Management for approval, following the recommendation of Learning, Teaching and Quality and BRIC.

4. Consultation

The development of the Strategy was led by a cross College working group, which also had representation from the Student Association.

The working group carried out extensive consultation which included focus group sessions with student and staff. The Strategy presented for approval incorporates the feedback received through the consultation process.

5. Equality Impact Assessment

An EqIA was carried out and is attached as Appendix 2.

6. Conclusion

Members are invited to discuss and approve the Digital Strategy (2022-2025)

David Davidson
Assistant Principal of HR and Organisational Development
17 March 2022

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(Paper 6, Appendix 1)

Ayrshire College

Digital Strategy 2022–2025

Ayrshire College # 484082
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INTRODUCTION

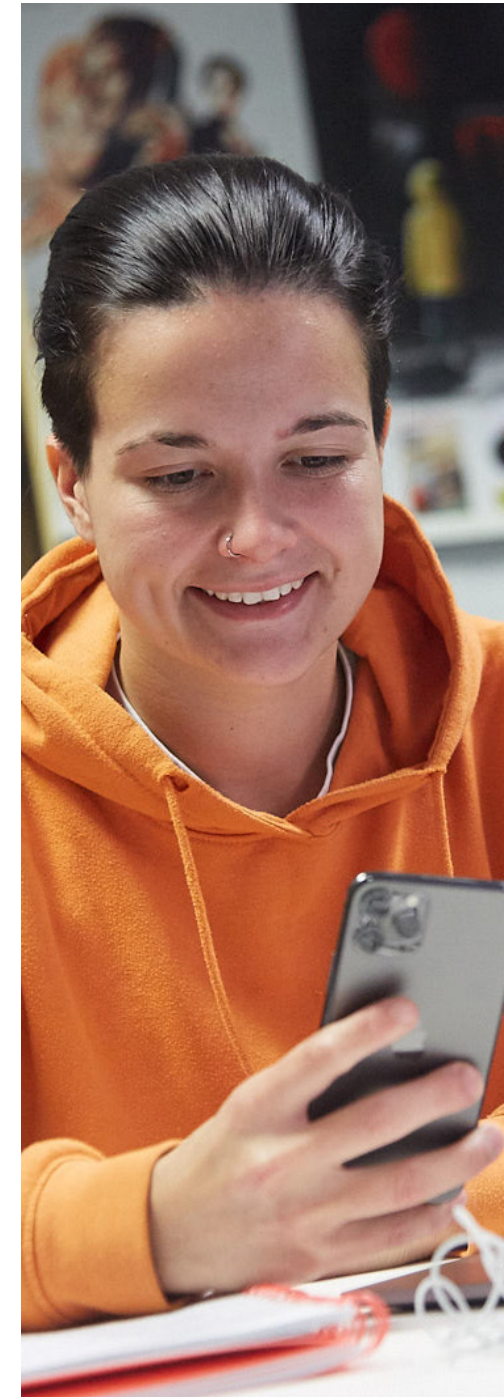
Ayrshire College will be at the forefront of digital innovation by supporting the skills development of our students and staff, enabling blended learning approaches, and investing in our infrastructure and systems. Achieving this vision will underpin transformation in our learning, teaching and service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



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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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**EQUALITY IMPACT ASSESSMENT
STAGE 1 PRO-FORMA**

Decision, Policy or Practice	Digital Strategy 2022-2025
Lead Manager	Russell Wilson, Head of Digital Learning Support
Purpose of the Decision, Policy or Practice	To establish a Digital Strategy which will enable the ongoing development of the College during the three year period 2022-2025.
Who is affected by the Decision, Policy or Practice?	All current staff, students and stakeholders.

Does, or could, the decision, policy or practice have an adverse effect on people sharing the following protected characteristics or/and are care-experienced? (Please tick relevant box)			
Protected Characteristic	Yes	No	Unknown
Age		X	
Disability		X	
Gender Reassignment		X	
Marriage or Civil Partnership		X	
Pregnancy and Maternity		X	
Race		X	
Religion or Belief		X	
Sex		X	
Sexual Orientation		X	
Care-experienced		X	
Details of the adverse effect:			
No adverse impacts have been identified. Accessibility and inclusion are key components within the Strategy			

Does, or could, the decision, policy or practice promote or advance equality of opportunity for people sharing the following protected characteristics or/and are care-experienced? (Please tick relevant box)			
Protected Characteristic	Yes	No	Unknown
Age	X		
Disability	X		
Gender Reassignment	X		
Marriage or Civil Partnership	X		
Pregnancy or Maternity	X		
Race	X		
Religion or Belief	X		
Sex	X		
Sexual Orientation	X		
Care-experienced	X		
Details of the positive effect:			

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**EQUALITY IMPACT ASSESSMENT
STAGE 1 PRO-FORMA**

The aims and objectives set out in the Strategy are designed to advance equality across all protected characteristic groups. The Strategy commits to incorporating accessibility, digital skills, use of technology and digital wellbeing considerations in all College policies and business decisions. Inclusion is, therefore, a key focus which will enable all groups to participate in the life and work of the College.

The Digital Strategy is also an enabler, to remove barriers and promote equality. A key objective of the strategy, for example, is to enable students of all backgrounds and abilities to maximise their potential through the use of digital technology and applications to increase flexibility and support independent learning.

The use and application of digital technologies also support individual requirements more easily. An outcome of the Strategy is that high quality, accessible and inclusive learning and assessment will be delivered, using effective blended learning approaches to meet the needs of individual learning styles and abilities.

In what way does, or could, the decision, policy or practice foster good relations between people who share a protected characteristic or/and are care-experienced and those who do not or/and are not care-experienced?

As documented in the earlier section, the Digital Strategy and use of technologies helps to remove barriers and enable participation in College life, across all protected characteristic groups and also for those who do not share particular characteristics.

Digital technologies can provide routes to participation which are not available using traditional communication and engagement methods and, therefore, this supports and enables participation and accessibility for groups who would normally experience barriers.

The College will also continue to deliver services and support to students who may be unable to access technologies.

Should the policy, practice or decision be referred for a Stage 2 Assessment?	No
Signed	<i>Russell Wilson</i>
Date	31 January 2022

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**EQUALITY IMPACT ASSESSMENT
STAGE 1 PRO-FORMA**

(Paper 6, Appendix 2)

Stage 1 Equality Impact Assessment Approved	Yes
Signed	David Davidson
Date	2 February 2022

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Board of Management

24 March 2022

Subject: Mainstreaming Equalities and Equality Outcomes Progress Report (2022-25)

Purpose: To present the College's Mainstreaming Equalities and Equality Outcomes (2022-25) Progress Report

Recommendation: Members are invited to discuss and approve the Mainstreaming Equalities and Equality Outcomes (2022-25) Progress Report

1. Background

The College is legislatively required to report its progress, every two years, on workforce diversity, equal pay, mainstreaming equality, and also progress with its equality outcomes.

In April 2021, the College published its Mainstreaming Equality report for the two-year period 2019-2021 and set new equality outcomes for 2021-2025.

2. Current Situation

The Mainstreaming Equalities and Equality Outcomes Progress Report (2022-25) is a new report which has been introduced to ensure that the College reports annually on equality and diversity. The report is attached as **Appendix 1**.

The report provides a summary of progress towards mainstreaming equality and progress with the new equality outcomes, across the College, in the period since April 2021.

There is some evidence within the report of real progress particularly in relation to workforce diversity. Some of the challenges which the College is seeking to influence through its new equality outcomes are very much deep rooted in society and, therefore, a longer-term approach is necessary on these matters.

The report was considered at BRIC on 8 March 2022 and members received a presentation on the contents from Sara Turkington, Equality and Inclusion Adviser.

The report and presentation were received positively with discussion focusing on a number of areas including a recommendation to incorporate benchmarking data for future analysis on mainstreaming equality.

The Committee recommended the Report for approval by the Board of Management.

3. Proposals

The Mainstreaming Equalities and Equality Outcomes (2022-25) Progress Report is presented to the Board of Management for approval, following the recommendation of BRIC on 8 March 2022.

4. Conclusion

Members are invited to discuss and approve the Mainstreaming Equalities and Equality Outcomes (2022-25) Progress Report.

David Davidson
Assistant Principal of HR and Organisational Development
17 March 2022

Ayrshire College # 484082
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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.

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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Board of Management

24 March 2022

Subject: Key points report: Learning Teaching and Quality Committee Meeting, 03 March 2022

Report from: Mike Stewart, Acting Chair, Learning, Teaching and Quality Committee

Purpose: To provide the Board with a summary of significant items considered by the Learning, Teaching and Quality Committee meeting in advance of the approved minutes being submitted to the next Board meeting.

Recommendation: The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

The Committee considered, noted or approved the following:

1. Student Experience Update

- The Committee received a presentation on the wide range of support provided to students throughout COVID-19 and the overall work undertaken to support vulnerable students which incorporates provision of support across the areas of Safeguarding, College Counsellors, Liaison Officers, Student experience, Student Association and Priority Groups.
- Through a collaborative approach with related services the function has been able to respond more positively and proactively to the increased pressures for its services and effectively respond to student support needs.
- There has been a significant increase in student requests for financial support.
- Going forward, the College is working to recruit 3 Mental Health & Wellbeing Champions.

2. Corporate Parenting Plan 2021-24

- The College has the responsibility to prepare, publish and review a Corporate Parenting Plan as a requirement of Part 9 (Section 58) of the Children and Young People (Scotland) 2014.
- The current Corporate Parenting Plan builds on the progress made throughout the reporting periods 2016-18 and 2018-21.
- The Committee recommended the Corporate Parenting Plan 2021-24 to the Board of Management for approval.

3. Future Skills Strategy 2022-2025

- The Future Skills Strategy 2022-2025 has been developed as a commitment from the Learning, Teaching and Student Engagement Strategy 2021-24 and sets out the strategic direction that the College will take to equip learners with

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the range of skills needed to adapt to a constantly changing and uncertain economic and technological landscape.

- The Committee approved the Future Skills Strategy 2022-2025.

4. Digital Strategy 2022-25

- The current Digital Strategy considers and builds on the previous Digital Skills Strategy 2018-2021.
- The Strategy will support the skills development of staff and students, enable digital learning and ensure investment in infrastructure and systems.
- Development of the Strategy was led by a cross College working group, which also had representation from the Student Association.
- The Committee recommended the Strategy to the Board of Management for approval.

5. AY 2021-22 Credit Report (position at 17 February 2022)

- The college continues to monitor annual activity which is currently under target across Core and ESF credits, deferred credits and Foundation Apprenticeship credits.
- There remains uncertainty as to whether the SFC will seek to recover funds against shortfalls.
- The College Principals' Group, The Vice Principal Curriculum Group and the Finance Directors continue to meet and lobby on behalf of the sector.
- Opportunities to identify planned savings to mitigate any potential clawback are under consideration.
- LTQ Risk 3 has been increased accordingly.

**Mike Stewart, Acting Chair,
Learning, Teaching and Quality Committee**

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Board of Management

24 March 2022

Subject: Key points report: Business, Resources and Infrastructure Committee Meeting, 08 March 2022

Report from: Mike Stewart, Chair, Business, Resources & Infrastructure Committee

Purpose: To provide the Board with a summary of significant items considered by the Business, Resource and Infrastructure Committee meeting in advance of the approved minutes being submitted to the next Board meeting.

Recommendation: The Board is asked to receive and note the report and review any areas escalated by the Committee to the Board.

The Committee considered, noted or approved the following:

1. Mainstreaming Equality and Equality Outcomes 2021-25: progress report

- Presentation received from Equality and Inclusion Adviser providing a summary of progress towards mainstreaming equality and progress with the new equality outcomes, across the College, in the period since April 2021.
- Evidence of progress and challenges experienced were highlighted to the Committee.
- The Committee recommended incorporating benchmarking data for future analysis on mainstreaming equality.
- The Committee recommended the Report for approval by the Board of Management

2. SFC Indicative Funding 2022-23 Revenue & Capital

- A verbal summary of the budget position update presented at the Board Development Day on 16 February 2022 was provided to the Committee.
- To date, no financial allocations have been provided at an individual college level or the level of credits to be delivered for 2022-23.
- SFC has advised colleges to plan for the next two financial years on the basis of no increase in SFC grant (flat cash).
- A further position update will be provided at the Board Meeting on 24 March 2022.

3. North Ayrshire Future Skills Hub Update as at March 2022

- The Committee received an update on progress to date with a proposed tender award date of 31 March 2022.

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- The Committee was delighted to note that the Future Skills Hub would be named the "Willie Mackie Skills Hub" in recognition of Willie Mackie, our recently retired Chair.

4. Draft Digital Strategy (2022-25)

- The current Digital Strategy considers and builds on the previous Digital Skills Strategy 2018-2021.
- The Strategy will support the skills development of staff and students, enable digital learning and ensure investment in infrastructure and systems.
- Development of the Strategy was led by a cross College working group, which also had representation from the Student Association.
- The Committee recommended the Strategy to the Board of Management for approval.

5. Procurement Strategy (2022-24)

- The Committee approved the Procurement Strategy (2022-24) as presented.

6. Risk Register

- The Committee supported the addition of BRIC4 risk which reflects the approved Scottish Government budget having a flat cash settlement for college sector expenditure and reflects the update reported under item 2 of this report.

**Mike Stewart, Chair,
Business, Resources and Infrastructure Committee**

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Board of Management

24 March 2022

Subject: Key points report: Audit and Risk Committee Meeting, 15 March 2022

Report from: Steven Wallace, Chair, Audit and Risk Committee

Purpose: To provide the Board with a summary of significant items considered by the Audit and Risk Committee meeting in advance of the approved minutes being submitted to the next Board meeting.

Recommendation: The Board is asked to receive and note the key points outlined, and review any areas escalated by the Committee to the Board.

The Committee considered, noted or approved the following:

1. Internal Audit Report 2021-22 – Covid-19 Health & Safety

- The Committee commended the management team on receiving an outstanding report which returned no recommendations and provided significant assurance and evidence of due diligence conducted in very stressful circumstances.

2. Business Continuity Plan

- The Committee reviewed and discussed the document; and acknowledged the importance for the College to have in place such a comprehensive plan.
- Subject to a few minor amendments, the Committee approved the Business Continuity Plan.

3. Risk Register

- The Committee took the opportunity to undertake a detailed review of the risk registers as presented, noting the assurances provided. Minor updates to some of the risks will be actioned prior to submission of the risk register to the Board Meeting on 24 March 2022.
- Additionally, the Committee discussed the management recommendation to consider a new risk related to Geopolitical and Macro-economic conditions. Following discussion by the Committee, the risk assessment will be further updated, and ARC approval sought prior to submission to the Board Meeting on 24 March 2022.

4. Internal Audit Services – Procurement

- The Committee discussed and approved the procurement process for the provision of Internal Audit services from 1 August 2022 to 31 July 2025.

**Steven Wallace
Chair, Audit and Risk Committee**

**Minute of the Learning and Teaching Committee Meeting
Held via Video Conference using Zoom,
on Thursday 11 November 2021**

Present:

Fiona McQueen	Chair
Alison Sutherland	Vice Chair
Elaine Anderson	Non-Executive Board Member
Beth Clelland	Non-Executive Board Member
Steve Graham	Non-Executive Board Member
Sharon Morrow	Non-Executive Board Member
Mike Stewart	Non-Executive Board Member
Janette Moore	Elected Member, Curriculum Staff
Ellie Jamieson	Elected Member, Student President
Carol Turnbull	Principal, Ex-Officio

In attendance:

Pauline Donald	Board Governance Advisor
Yvonne Melvin	Board Administrative Officer
Anne Campbell	Vice Principal – Curriculum
Michael Breen	Vice Principal – Finance
David Davidson	Assistant Principal, HR & OD
Elaine Hutton	Assistant Principal, Curriculum
Julie Maxwell	Assistant Principal, Curriculum
Gavin Murray	Assistant Principal, Curriculum
Cameron Bell	(Agenda item 6)

1. Welcome and Declarations of Interest

The Chair welcomed all present to the meeting.

There were no Declarations of Interest presented.

2. Apologies

Apologies were received from Steven Wallace, Non-Executive Board Member, Gordon Neil, Co-opted Committee Member, Steven Fegan, Elected Member (Curriculum Staff) and Steven Oliver, Elected Member (Student Vice-President).

The meeting was confirmed as quorate.

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3. Minutes of the previous meeting held on (*Paper 1*) (C/P)

The minutes were approved as a correct record.

Proposed: Mike Stewart **Seconded:** Steve Graham

3.1 Action Tracker (*Paper 1a*)

The Committee noted that there were no outstanding actions.

4. Student Association report (*Paper 2*) (P)

E Jamieson took the Committee through Paper 2 as presented. In response to questions raised by Members, the following was noted:

- Ayrshire College's Got Talent competition is also open to all staff. Alison Sutherland advised that she would be happy to be involved as a panel judge.
- The 'Free Soup and Porridge' opportunity will be open to all students, on all campuses.
- The recently launched Care Experienced Students Forum has had a positive uptake in numbers.

Action: LTQ34-A01: E Jamieson will explore the suggestion of including the involvement of an ex-student as a guest speaker as part of the 'Wear it on your Sleeve' campaign.

The Chair thanked the Student Association for an informative and detailed report.

The Committee noted and welcomed the content of Paper 2.

5. Draft National Outcome and Impact Framework 2021-22 and 2020-21 Self Evaluation Report (*Paper 3*) (P)

A Campbell introduced Paper 3 as presented and advised the Committee that the College is required to have an annual agreement (Outcome Agreement AY 2021-22) in place with the Scottish Funding Council which is approved by the Board of Management. Additionally, the College is also required to produce a short self-evaluation report for AY 2020-21. The Committee noted:

- the guidance reflects that Colleges are in a transitional year. The SFC require assurance across four key areas as outlined in the cover paper and a short narrative for each is included in the report.
- Appendix 1 is incomplete as the FES return is currently being ratified. The Committee noted that the confirmed data table will be available to be included in the final report for publication.
- Appendix 2 presents the College self-evaluation report and reflects on available statistical/performance data, achievement of milestones, the impact of COVID-19 and the on-going recovery and early mitigations to address challenges moving into AY 2021-22.

The Committee discussed the report, in general, and confirmed that the further background information received provided assurance on several minor points raised eg scale of digital poverty and actions taken to meet demand and manage and monitor resources, approach to identify relevant opportunities for staff to further develop their digital skills, introduction of software to support the blended learning environment.

The Committee commended the quality and comprehensiveness of the above reports.

Decision LTQ34-D01: The Committee recommended the National Outcome and Impact Framework 2021-22 and 2020-21 Self Evaluation Report for approval by the Board at the Board meeting on 8 December 2021.

6. Draft 2022-23 Curriculum Delivery Plan (CDP) (Paper 4) (P) – Presentation

A Campbell introduced Paper 4 as presented and provided an overview of the process and considerations taken into account to formulate the draft CDP for AY 2022-23.

To further support the Committee's understanding of the formulation of the CDP, the Committee received a presentation from Cameron Bell, Head of Learning and Skills, Construction and Trades, reflecting the approach that each Head considers when developing the CDP for their respective areas. The Committee expressed their appreciation for a very informative and clear presentation.

The Committee commended the work to develop the CDP, commenting that the robustness of the planning and development process, incorporation of the student voice and the use of data to inform practice was clearly evident.

Action LTQ34-A02: A copy of the CDP presentation will be circulated to the Committee.

Decision LTQ34-D02: The Committee approved the 2022-23 Curriculum Delivery Plan.

The Committee noted the content of Paper 4.

7. Internal Audit Report – Curriculum Planning (Paper 5) (P)

A Campbell introduced Paper 5 as presented.

The Committee noted that the report had been reviewed and commended by the Audit and Risk Committee and is now presented to the LTQ Committee for information.

The Chief Executive acknowledged the work undertaken by the VP, Curriculum, and her team to achieve an Internal Audit reporting no recommendations and confirming substantial assurance of the effectiveness of controls; a position which is very unusual and testament to the robustness of the processes in place and commitment of the staff involved.

The Chair reiterated the above acknowledgment and requested that the thanks of the Committee is relayed to all staff involved.

The Committee noted the content of Paper 5.

8. Curriculum Audit 2021-22

A Campbell provided a verbal report on the above.

In response to the request from the Audit and Risk Committee, A Campbell put forward the recommendation to include an audit around the student voice as part of the 2021-22 audit programme. A Campbell advised that this aligns to Aim 1 of the Strategic Ambition and will provide a review of how students are supported to engage with their learning experience.

The above suggestion was fully supported by the Committee.

Action LTQ34-A03: ARC Committee will be informed of the recommendation from LTQ to include an audit around the student voice as part of the 2021-22 audit programme.

9. 2020-21 Interim Ayrshire College Performance Indicator Report (Paper 6) (P)

A Campbell introduced Paper 7 as presented and provided a high-level summary of the College's 2020-21 performance indicators and the achievements and challenges experienced as outlined in the supporting narrative.

The Committee was asked to note:

- the performance related to Further Education Full-time (FE-FT) and the actions taken to support students and address the decline during AY2021-22.
- the successes achieved in relation to Higher Education (HE-FT) which were very positive at 71.6% and the first time that the College has achieved over 70%.
- the evidence suggests that FE students have been more challenged than HE students in managing the disruption to their studies during AY2020-21.
- successes and lessons learned from last year have informed the approach for AY2021-22.
- considerable work has been undertaken across curriculum areas to follow-up with those FE students who had not continued their studies, learn from their experience, and provide support as required.

A Campbell advised that the information provided is an interim position and that PIs will not be confirmed until after the FES return to SFC and the subsequent audit process is complete. Following verification, it is anticipated that the final national sector report will be published at the end of February 2022. The Committee noted that indications are that the College's performance results around FE will be mirrored across Scotland.

The Committee noted the current performance status and acknowledged the efforts undertaken to support students during AY 2020-21. A Campbell advised that a comparison report will be submitted to the March meeting of the Committee following publication of the national sector report.

Action LTQ34-A04: 2020-21 Ayrshire College Performance Indicator update report will be submitted to March LTQ meeting following publication of the national sector report.

The Committee noted the content of Paper 6.

10. 2020-21 Student Satisfaction and Engagement Report (Paper 7) (P)

A Campbell introduced Paper 7 as presented.

The Committee noted the high response rate from students, both the positive and negative responses received and welcomed the direct insight into the student experience. Additionally, the Committee acknowledged the efforts and commitment from all staff throughout a significantly challenging academic year.

The Chair requested that the thanks of the Committee is relayed to all staff involved.

The Committee noted the content of Paper 7.

11. 2021-22 Credit Activity Report as at 1 November 2021 (Paper 8) (P)

E Hutton introduced Paper 8 as presented providing an overview of the credit activity target position as at 19 October 2021 and projection to the end of the academic year. The following was noted:

- Table 1 outlines the SFC credit target of 124,793 with Table 2 outlining the additional credits received in 2021-22 totalling 4,084 (including first time receipt of foundational apprenticeship credit targets).
- The College projects that it will exceed the SFC credit activity target and projects under activity related to the additional credits – the SFC has advised that these cannot be transposed.

The Committee sought clarity on any associated financial risk and the status of any possible SFC clawback.

A Campbell advised that:

- the SFC had confirmed that it will not seek to recover funds, for AY 2021-22, for shortfalls against core Outcome Agreement credit targets where related to Covid-19.
- the clawback position in relation to the additional credits was, as yet unclear; though the VP, Finance had confirmed contingency planning with provision identified within the management accounts for under-recovery of income.
- dialogue will continue with the SFC as required with reference shortfalls in relation to additional credit targets.
- the associated risk assessment is outlined in the risk register at L&T3.

The Committee acknowledged the assurance provided.

The Committee noted the content of Paper 8.

12. 2021-22 Student Support Funds position (Paper 9) (P)

M Breen introduced Paper 9 as presented providing an update on the student position and projections as at 18 October 2021 as outlined in Table 1. The Committee noted the variables that will continue to be factored going forward as highlighted.

The Chair commented on the clear triangulation of information with other reports presented to the Committee from financials, activity, student numbers through to delivery for students.

The Committee noted the content of Paper 9.

13. 2021-22 Apprenticeships and work-based learning report (Paper 10) (P)

G Murray introduced Paper 10 as presented providing an overview of the in-year position of Apprenticeship and Work-Based Learning provision.

The Committee noted the positive direction of travel across trade areas but also the largest negative impact on the hospitality sector due to the impact of COVID-19.

In further clarifying the impact on the hospitality sector, the Committee noted that the College was in regular dialogue with partners in the sector. Current challenges include students commencing in College and then being offered jobs, due to the current climate, and therefore leaving College. Discussions are focussing on looking at a range of options to bring students back into the College eg day release, shorter and sharper focussed courses, encouraging students back at a later date to take further qualifications.

The Committee acknowledged the initiatives being explored to offer students a range of options and expressed their thanks to staff for the efforts in supporting both students and employers.

The Committee noted the content of Paper 10.

14. Risk Register – Learning and Teaching Extract at November 2021 (Paper 11) (R)

A Campbell introduced the draft LTC extract from V1 of the Risk Register highlighting that the content reflects the discussions of the papers presented to the Committee. The following was noted:

- **L&T1:** Movement in period - no change/position can be relaxed. Updated narrative and actions have been highlighted.

The Committee commented that despite the recommendation that the current position can be relaxed and is within risk appetite there is no corresponding evidence within the narrative to suggest this is the case.

Action LTQ34-A05: L&T1 - The supporting evidence to provide assurance of the effectiveness of the internal controls/actions taken will be updated prior to reporting to ARC.

- **L&T2:** Movement in period - no change/current position acceptable. Updated narrative reflects blended learning arrangements and use of Mental Health funding.
- **L&T3:** Movement in period – risk score increased /mitigating actions to be taken.

The Committee noted that mitigation is around continual dialogue, but budgetary planning is being undertaken in the background. This detail will be included as a further action.

Action LTQ34-A06: L&T3 - The supporting evidence to provide assurance of the effectiveness of the internal controls/actions taken will be updated prior to reporting to ARC.

L&T4: Movement in period - no change/ current position acceptable.

Decision LTQ34-D03: The Committee approved the Risk Register – Learning, Teaching and Quality Committee Extract at November 2021 for submission to ARC.

Received for Information

15. Overview of items under Part D – For information

A Campbell provided a summary statement on each of the papers provided for information. The detailed papers are provided for reference and review by the Committee at their leisure.

15.1 CDN School College Partnership Report

15.2 Education Scotland College Quality Arrangements AY2021-22

16. Date of Next Meeting: Thursday 3 March 2021 at 4.00pm

(C/P) Confirmed minutes will be published (P) Papers will be published on the College website

(R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality

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**Minute of the Business, Resources, and Infrastructure Committee Meeting
Held via Video Conference Using Zoom
On Tuesday 16 November 2021**

Present:

(Paper 10.2)

Mike Stewart	Chair
Matthew Wilson	Vice-Chair
Willie Mackie	Board Chair
Norman Bone	Non-Executive Board Member
Beth Clelland	Non-Executive Board Member
Fiona McQueen	Non-Executive Board Member
Ellie Jamieson	Elected Student President
Janette Moore	Elected Member, Curriculum Staff
Gillian Murray	Co-opted Committee Member
Carol Turnbull	Principal, Ex-Officio

In attendance:

Pauline Donald	Board Governance Advisor (Minutes)
Yvonne Melvin	Board Administrative Officer
Michael Breen	Vice Principal – Finance
Anne Campbell	Vice Principal – Curriculum
David Davidson	Assistant Principal - HR & OD
James Thomson	Assistant Principal – Finance, Student Funding and Estates
Liz Walker	Head of Financial Services

1. Welcome and Declarations of Interest

The Chair welcomed everyone to the meeting.

There were no declarations of interest presented.

2. Apologies

Apologies were received from Mary McClung, Non-Executive Board Member and Steven Fegan. Elected Member, Support Staff.

The meeting was confirmed as quorate.

3. Minutes of the Previous Meeting held on *(Paper 1) (P)*

The minutes were approved as a correct record.

Proposed: Norman Bone **Seconded:** Matthew Wilson

Action Tracker *(Paper 1a) (P)*

The Committee noted that all actions were recorded as complete.

4. Matters Arising

There were no outstanding matters arising from the minutes or from the action tracker.

5. SFC 5 Year Financial Forecast Return (FFR) (Paper 2) (P)

M Breen introduced Paper 2 as presented which was further informed by a supporting presentation from J Thomson.

The Committee noted:

- the Scottish Funding Council required all colleges to complete a medium-term Financial Forecast Return (FFR) for the period 2020-21 to 2023-24.
- the period 2020-21 to 2023-24 covers the previous financial year, the current financial year and financial projections for two further financial years.
- as per SFC submission timelines and noting that this was out with the College Committee cycle, the draft FFR was returned to the SFC on 15 October following approval by the Senior Leadership Team. The FFR requires formal approval of the BRIC Committee as well as the Board of Management and therefore any amendments will be notified to SFC after the 8 December 2021 meeting date.
- SFC assumptions were used to prepare the FFR which identified a funding gap for the College in 2022-23 and 2023-24 and the College will be required to save circa £1.3m.
- plans to mitigate the associated funding gap risk were summarised and assurance provided that savings will be manageable and deliverable.

The Committee discussed the report, in general, and confirmed that the further background information received from the Executive provided the relevant assurance that effective mitigation plans are in place to deliver the financial position as projected over the medium-term period.

Decision BRIC18-D01: The SFC 5 Year Financial Forecast Return (FFR) was recommend for approval to the Board on 8 December 2021.

6. 2020-21 Financial Statements to July 2021 – Before Audit Finalisation (Paper 3) (P)

M Breen introduced Paper 3 as presented and acknowledged all efforts by the Head of Financial Services and her team.

The Committee noted:

- the paper sets out the financial statements for 2020-21.
- the financial statements are derived from the management accounts which were presented to the BRIC Committee at its meeting on 7 September 2021, adjusted for year-end accounting requirements.
- the paper details the main draft financial statements and the detailed draft notes to the financial statements.
- the draft statements were submitted to Mazars for External Audit on 18 October 2021 with a final close out meeting held on 10 November 2021.

In response to minor queries raised, the following was confirmed:

- the College has in place arrangements to continually minimise any associated losses related to write-off of laptops purchased for students, review lessons learned and continually look at opportunities for improvement to reduce any financial loss.
- for the purposes of the statutory accounts the College is required to disclose the valuation movement between the previous financial year and the current financial year in respect of its “notional” share of the scheme as provided by Strathclyde Pension Fund (SPA) as at 31 July 2021. For clarity, there are no further requirements for the College to make provisions to fund underlying scheme pension deficits as this responsibility for mitigation is within the remit of the (SPA) Pension Trustees.

The Committee commended the exceptional financial stewardship and positive financial position presented.

Decision BRIC18-D02: The 2020-21 Financial Statements were recommended for approval through the Audit and Risk Committee (23 November 2021) and thereafter to the Board on 8 December 2021.

7. 2021-22 Management Accounts (position as at 30 September 2021) (Paper 4) (P)

J Thomson introduced Paper 4 as presented summarising the actual position to date for the period ended 30 September 2021.

The Committee noted:

- the accounts show a year-to-date operating deficit of £ (164,841), a favourable variance of £428,590 when compared to the expected budget position at 30 September 2021.
- exceptions related to credits for Foundation Apprenticeships and Deferred Students were highlighted with draw down on funding for Deferred Students awaiting finalisation by the SFC.
- whilst the full impact of these exceptions will be offset by projected salary savings and savings in expenditure the College was projecting an adverse variance against its full year budget of c.£(173,000).

The Committee noted the content of Paper 4.

8. 2021-22 SFC Funded Capital Expenditure Update (Paper 5) (P)

J Thomson introduced Paper 4 as presented and provided an update on SFC funded capital expenditure for the financial year April 2021 to March 2022 highlighting the status as detailed in Table 1 and Table 2, advising of only minimal overspends.

J Thomson confirmed that the rationale for the categorisation of the projects was as a result of discussions and prioritisation by the Senior Leadership Team eg digital devices for students to ensure monies have been identified to make early purchases and mitigate any possible supply chain issues; fire door replacement programme – tender is in progress for work required on fire doors and accessible

doors, the sequence of work will be prioritised and additional to maintenance requirements.

The Committee noted the content of Paper 5.

9. Kilwinning campus PFI agreement (Paper 6)

M Breen introduced Paper 6 as presented and took the Committee through a high-level overview of the options available to the College related to the termination of the Kilwinning Campus PFI Agreement in 2025.

Decision BRIC18-D03: The BRIC Committee agreed in principle to recommend that the Board of Management (8 December 2021) 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.

10. North Ayrshire Future Skills Hub (Paper 7)

M Breen introduced Paper 7 as presented and provided a status update on the development of North Ayrshire Future Skills Hub.

The Committee noted that planning permission had been approved by North Ayrshire Council and the Council had now transferred the additional land for the project to the College. Site investigations and ground works have commenced, and the College is projecting to go out to tender in January 2022. This timeline will see the practical completion of the facility being in January 2023 and the formal handover in March 2023. Key risks as noted were considered and further clarity on these will be provided at the tender stage.

The Committee noted the content of Paper 7.

11. ICT proposal infrastructure (Paper 8)

M Breen introduced Paper 8 as presented outlining a five-year ICT infrastructure proposal for Ayrshire College with estimated costs and options for funding.

The Committee noted that the paper details how the College will maintain, develop, and enhance its existing ICT infrastructure. Six priority areas where future funds could be required, why these are the key areas for investment and how these areas are linked to the College's Statement of Ambition were presented together with a supporting investment proposal for 2022-26.

Following discussion, the Committee confirmed its support to the direction of travel whilst noting that there are several operational considerations that will need to be clarified going forward and will need to be taken account of in the further detailed work; not least confirmation of funding, statutory requirements in terms of data protection, flexibility of projects based on business need/business as usual. The Executive acknowledged its awareness of the points raised and confirmed these all would be addressed at operational level.

The Committee noted the content of Paper 8 and confirmed their support in principle.

12. Strategic allocation of College Cash Balances as at 31 July 2021 (Paper 9)

M Breen introduced Paper 9 as presented.

The Committee noted that the College had the opportunity to reallocate approximately £3.584m of its current trading cash balance to set against designated cash reserves. The College has identified six priority areas where future funds could be required, and the Committee was asked to note the proposal to allocate cash from the current trading cash balance to these six areas. The Committee noted the requirement to engage with SFC to seek confirmation of any related accounting issues.

The Committee discussed the proposed allocations as presented and confirmed its support to take forward the priority areas identified.

The Committee commended the professional and structured approach to the meeting agenda commenting that the structure presented a whole systems approach to the College's financial management; with related papers demonstrating the overall correlation of information eg financial forecasts, investment proposals, proposed transformation plans and opportunities for growth. The Committee commented that the approach allowed the Committee to make relevant strategic and informed decisions with clear awareness of the implications for student delivery.

Decision 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.

13. Glazing issue at Kilmarnock Campus

Due to timing of correspondence and on-going discussions with C3 M Breen provided a verbal report on current issues related to unexplained glazing failures within the Kilmarnock campus. The Committee noted that a written report covering the verbal points made will be circulated by email following the meeting.

Action BRIC18-A01: A report reflecting the verbal update provided at the meeting will be circulated by email to the Committee.

Action BRIC18-A02: The Committee confirmed its support to submit a full report to the Board of Management on 8 December 2021. It was noted that the report will detail the glazing situation and a potential proposal to enter into a commercial agreement to replace the glazing units that are non-compliant.

14. Annual Procurement Report (Paper 11) (P)

J Thomson introduced Paper 11 as presented, advising that this was an annual requirement for the College. It was noted that the standard Scottish Government template had been used to produce the report. J Thomson further advised that the figures contained in the report had been reviewed through a shared service agreement between the College and Advanced Procurement for Universities and Colleges (APUC) and had been reviewed by the Senior Leadership Team.

The Committee commended the report as presented and thanked J Thomson and his Team for an informative and clear report.

Decision BRIC18-D05: The Committee recommended Annual Procurement Report for approval by the Board on 8 December 2021.

15. Health, Safety and Wellbeing Annual Report August 2020 - July 2021 (Paper 14) (P)

The Chair advised that the Health, Safety and Wellbeing Annual Report (August 2020 - July 2021) was being brought forward on the agenda as recommendation for approval to the Board was required by the Committee. D Davidson introduced paper 14 as presented, advising that the annual report provided a summary of the performance and activity across Health, Safety and Wellbeing throughout the academic year. The report, therefore, reflected the quarterly reports on Health, Safety and Wellbeing, which had been presented to BRIC during the period, and supports the Board in fulfilling its oversight responsibilities for health and safety risk management.

The Committee commended the report as presented.

Decision 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.

16. & 17. HR & Staff Learning and Development Report (Paper 12) (P) and Health, Safety and Wellbeing and Equality and Inclusion Report (Paper 13) (P)

D Davidson introduced Paper 12 and Paper 13 together as presented. The Committee discussed the papers, during which a query was raised regarding potential disparities between College Lecturers, in terms of the GTCS Registration process and the criteria which requires to be fulfilled. D Davidson advised that GTCS had embarked on a sector-wide consultation process regarding these matters and that feedback would be provided in due course.

In response to another query, D Davidson advised that the increase in short-term absence in the period was largely due to seasonal viruses, however, absence levels were continuing to be monitored closely.

The Chair queried whether the challenging circumstances in the current labour market and low number of applicants for vacancies could possibly prove to be a high-risk area for the College. D Davidson advised that the College had responded to the current recruitment challenges through advertising vacant roles creatively and were continuing to monitor the situation.

The Committee noted the content of Papers 12 and 13.

18. 2020-21 Annual Complaints Report (Paper 15) (P)

The Committee noted the content of Paper 15.

19. 2020-21 Annual Freedom of Information Report (Paper 16) (P)

The Committee noted the content of Paper 16.

20. Any other business

No other business was raised.

21. Date of Next Meeting: Tuesday, 8 March 2022 at 4pm.

(C/P) Confirmed minutes will be published on College Website

(P) – Paper will be published on the College Website

(R) – Paper is reserved, because it contains data or information of a personal nature, which is restricted by legislation, or because it contains commercially sensitive information, and will not be published on the College Website

RESERVED ITEMS ON THE NEXT PAGE

DRAFT

Ayrshire College # 484082
03/17/2022 17:24:06

**Meeting of the Audit and Risk Committee Meeting
Held on Tuesday 23 November 2021
Via Video Conference using Zoom**

Present:

(Paper 10.3)

Steven Wallace	(Chair)
Steve Graham	(Vice Chair)
Elaine Anderson	Non-Executive Board Member
Matthew Wilson	Non-Executive Board Member
Alison Sutherland	Non-Executive Board Member

In attendance:

Pauline Donald	Board Governance Advisor (Minutes)
Yvonne Melvin	Board Administrative Officer
Michael Breen	Vice Principal – Finance
Anne Campbell	Vice Principal – Curriculum
James Thomson	Assistant Principal – Finance, Student Funding & Estates
Clare Robertson	BDO – Internal Auditors
Lucy Nutley	Mazars – External Auditors

1. Welcome and Declarations of Interest

The Chair welcomed everyone to the meeting.

There were no declarations of interest presented.

2. Apologies

Apologies were recorded from Chloe Ridley, Manager, BDO Internal Auditor and from Joanne Buchanan, Mazars – External Auditors.

The meeting was confirmed as quorate.

3. Committee Development Session: Role of Audit

As part of a development session for committee members and as per Action ARCC33:A01, J Thomson provided a presentation on the role of the audit function, both internal and external audit. The Committee noted the added value of the audit process as well as its role as part of a robust governance and control process.

The Chair thanked J Thomson for an informative presentation.

4. Minutes of the Previous Meeting held on *(Paper 1) C/P*

The minutes were approved as a correct record.

Proposed: Elaine Anderson **Seconded:** Steve Graham

Audit Action Tracker (Paper 1A) (P)

The Committee noted the update on all actions as recorded on the action tracker.

A Campbell advised that the Learning, Teaching and Quality Committee had approved the recommendation to focus the 5-day curriculum-based review audit on the student voice as part of the 2021-22 audit programme. A Campbell advised that this aligns to Aim 1 of the Strategic Ambition and will provide a review of how students are supported to engage with their learning experience.

The above recommendation was fully supported by the Audit and Risk Committee and the corresponding action will be recorded as complete.

5. Matters Arising

There were no outstanding matters arising from the minutes.

6. Internal Audit

i. FES Internal Audit report (Paper 2) (P)

C Robertson introduced Paper 2 as presented.

The internal audit review examines the adequacy and reliability of the sub-systems used by the College to complete the student data returns.

The Committee noted that there were no significant findings but were advised of two areas where the College can improve its existing arrangements, ie:

- the need for better communications between relevant departments when students are not progressing
- to ensure engagement on distance learning courses is captured and retained for audit purposes.

In terms of the management response to audit recommendation No 2 related to student engagement, the Committee noted that management had accepted the recommendation in principle but that an alternative approach to delivery will be adopted. Internal Audit confirmed that they would be content with an alternative delivery approach; the overall aim being to evidence effective engagement.

The Committee noted the report and the level of assurance received.

ii. EMA Internal Audit report (Paper 3) (P)

C Robertson introduced Paper 3 as presented.

The internal audit review examined the sub-systems used by the College in relation to the management of Education Maintenance Allowance (EMA) funds in the context of the SFC audit guidance.

The Committee noted that the audit concluded that the College's systems and procedures were "sufficiently adequate" which represents the highest level of assurance that the Internal Auditors can provide. The audit identified no areas for improvement.

The Committee noted the report and the level of assurance received.

iii. Student Support Funds Internal Audit Report (Paper 4) (P)

C Robertson introduced Paper 4 as presented.

The internal audit review examines the systems used by the College in relation to student support funds.

The Committee noted that the audit concludes that the College's systems and procedures were "sufficiently adequate" which represents the highest level of assurance that the Internal Auditors can provide. The audit identified no areas for improvement.

The Committee noted the report and the level of assurance received.

The Committee commended the work undertaken to achieve the positive outcomes reported through the Internal Audit reports.

iv. Internal Audit Follow-up Report (Paper 5) (P)

C Robertson introduced Paper 5 as presented.

The Committee noted that Internal Audit undertakes an annual follow-up audit. This audit report provides the committee with independent assurance that the agreed audit recommendations are being actioned within a timely manner. The Committee noted that of the 14 actions due for completion, 12 (86%) have been completed. Two (14%) are considered partially implemented.

Of the two outstanding actions, the Committee was advised that the College was continually pursuing definite timescales from Local Authorities as related to data sharing agreements. The second action was due to be completed in December 2021.

The Committee noted that Internal Audit concludes that "good progress" has been made by the College with clear evidence of timely implementation, strong commitment, sound evidence of effective internal controls. The Committee noted the Internal Auditors' view that the College's progress compared favourably with peer clients.

The Committee commended the credible performance by the College and the level of assurance received.

v. Internal Audit Annual report (Paper 6) (P)

C Robertson took the Committee through Paper 6 as presented.

The Committee noted:

- the Internal Audit Annual report details the audit work undertaken as reflected in the 2020-21 internal audit plan.
- the report summarises the audits previously reported to the Committee, the number of audit recommendations made and the overall conclusions of each report.

- there were nine internal audits carried out during 2020-21 with no reported high-level findings and no high-level ratings for any of the nine reports, all nine audits provided substantial or moderate assurance.

The Chair acknowledged the significant amount of work undertaken by management to achieve this reported position and expressed the thanks of the Committee for a very positive report which reflected a robust control environment.

Decision ARC34:D01 The Committee recommended the Internal Audit Report for approval by the Board on 8 December 2021.

vi. 2021-22 Proposed Internal Audit (Verbal)

C Robertson summarised the key points from the proposed 2021-22 Internal Audit plan.

The Committee noted that the plan included five days of audit time that had yet to be allocated. C Robertson advised of the recommendation the days are used for a review of the College's complaints processes. The Committee noted that management is supportive of this proposal.

The Committee approved the proposal as presented.

7. External Audit

Board of Management Report & Financial Statement 2020-21 (Paper 7) (P)

J Thomson introduced Paper 7 as presented.

The Committee noted:

- the Board of Management report details the College's performance and key events that took place during 2020-21.
- the Financial statements detail the Statement of Comprehensive Income, Statement on Changes in Reserves, Balance and Cash Flow Statement, and detailed notes to the accounts.
- the Financial statements (from Page 39 onwards) were considered and approved by BRIC on 16 November 2021.
- the College is required to get SFC's approval on the Adjusted Operating Position. Whilst the College shared the information with SFC well in advance of the Committee, the College only received SFC's approval once the Audit and Risk Committee papers had been issued to members.

SFC requested one minor change to Note 5 of the financial statements. (Other Operating Income (Page 48):

- SFC requested that the College include a separate line in Note 5 showing the discretionary support from East Ayrshire Council - to show 56k from East Ayrshire Council discretionary fund.
- the above will be reflected in the report being submitted to the Board Meeting on 8 December 2021.

The Committee reflected the reference across the Financial Statements identifying the College as a 'Going Concern' and noted that the BRIC Committee, on

reviewing the Financial Statements, had commented on the importance of this statement being referenced and verified by the Auditors.

Minor changes to Appendix 1, point 1 were noted and will be amended.

The Committee commended the management team on the work undertaken to achieve an exemplary set of accounts.

Decision ARC34:D02 Subject to amendments to Note 5, the Committee recommended the adoption of the Board of Management Report & Financial Statement 2020-21 to the Board on 8 December 2021.

8. Annual Audit Report to the Board of Management and the Auditor General for Scotland year ended 31 July 2021 (Paper 8) (P)

L Nutley introduced Paper 8 as presented.

The Committee noted that the report:

- summarises the findings of the auditors' work and summarises the auditors' conclusions.
- details the key areas covered by the auditors, including standard risk areas that are considered as part of all their audits in the college sector.
- sets out the auditors' opinions on the College's financial statements, regulatory arrangements matters required to be covered by the Auditor General and the auditors' opinion on wider scope work (such as financial management and governance arrangements).

L Nutley advised on the following points:

- an unqualified opinion is anticipated to be issued in relation to the 2020-21 Financial Statements.
- Page 4 and 19 - Financial sustainability: modified conclusion will be reported on financial sustainability over the medium to longer term mainly related to macro sector issues around uncertainty on the quantum of future years funding.
- Third party confirmation on bank balance is required to complete the audit.
- Valuation of lands and buildings as noted on Page 9 – will include an 'Emphasis of Matter' paragraph in respect of this disclosure within the draft auditor's report set out in Appendix B. Noted that this is not a modification of opinion, and that other Colleges will be required to have this clause inserted in their statements. This matter relates to the inclusion by Rydens (the valuer) on a "material uncertainty" clause in its report.
- Management responses in relation to PFI follow-up recommendations have been received.
- SFC confirmation of adjusted operating position has been received.
- £1,000 has been billed in addition to the previously agreed Audit Fee for additional work undertaken re land and buildings valuation.
- supporting appendices will be finalised but should not materially change prior to final signatories.
- highlight to note on page 31 will be removed.

The Chair expressed the thanks of the Committee for a comprehensive report and the associated context provided.

In exploring the points as advised by L Nutley, the Committee confirmed the further level of assurance received.

Action ARC34:A01 In relation to the note on page 29 – Kilwinning Campus PFI Contract, it was agreed that this wording will be amended to reflect the recommendation from the BRIC meeting held on 16 November 2021. M Breen will action.

○ **Extract from BRIC draft minute of meeting 16.11.21**

Decision BRIC18-D03: *The BRIC Committee agreed in principle to recommend that the Board of Management (8 December 2021) pursues the option to purchase (Option One), subject to a future business case being presented at the appropriate time within the timeline set out in the contract.*

Decision ARC34:D03 The Committee recommended Annual Audit Report to the Board of Management and the Auditor General for Scotland year ended 31 July 2021 for approval by the Board on 8 December 2021.

9. Letter of representation (Paper 9) (P)

J Thomson introduced Paper 9 as presented.

The Committee noted that the Letter of Representation is from the College to Mazars. The letter confirms that the auditors have received all information relevant to the audit. It also confirms that there is no additional information or circumstances, known to the Board but not the auditors, that would have a material impact on the financial statements or the College's ability to function as a going concern.

L Nutley, from Mazars expressed her appreciation to the management team, and in particular the College's Finance Team, for the level of cooperation received which had resulted in an effective audit process and a good quality annual report and accounts.

Decision ARC34:D04 The Committee recommended the Letter of Representation for approval by the Board on 8 December 2021.

10. 2020-21 Audit and Risk Committee Draft Annual Report (Paper 10) (P)

S Wallace introduced Paper 10 as presented.

The Audit Committee Annual Report summarises the activity of the Committee during 2020-21. The Report details the Committee's membership and frequency of meetings. The Report also summarises the work of the external and internal auditors, setting out their conclusions on the work carried out.

The Committee noted and approved the report for signature by the Chair of the Audit and Risk Committee and submission to the Board of Management for approval. The Chair advised that he was not in the post of Chair of the Audit and Risk Committee during the period reported. The Vice-Chair confirmed his approval of the report as an accurate record. (The Committee noted that the report will be signed electronically).

L Nutley from Mazars advised that in reference to Point 4.1, the Auditors will not issue their final opinion on the Financial Statements until after these have been signed by the Board of Management.

Decision ARC34:D05 The Committee recommended the 2020-21 Audit and Risk Committee Draft Annual Report for approval by the Board on 8 December 2021 (subject to the noted related to Point 4.1 as detailed above).

11. Internal Audit Rolling Action Plan as at November 2021 (Paper 11) (P)

J Thomson introduced Paper 11 as presented.

The Committee noted that this is the regular monitoring report to provide assurance to members that internal audit recommendations are being actioned timeously. There are two actions still to be completed, as is mirrored in the position set out in the Internal Audit follow-up report. (Paper 5).

The Committee noted the content of Paper 11.

12. Any other business

The Chair acknowledged the work undertaken by Management to achieve an exemplary set of accounts in what has been a significantly challenging year for the College; commenting also that the Audit and Risk Committee have the required level of assurance to be able to recommend that the Annual Accounts can be presented to the Board of Management for adoption.

13. Date of Next Meeting – Tuesday 15 March at 4pm

P - Papers will be published on the College Website,

R - Papers will not be published for reasons of commercial confidentiality or for reasons associated with data protection legislation,

C/P - Confirmed minutes will be published on the College Website

Reserved Items on the next page.

Ayrshire College # 484082
03/17/2022 17:24:06



Scotland's National Strategy
for Economic Transformation



Delivering Economic Prosperity

March 2022

Ayrshire College # 484082
03/17/2022 17:24:06



Scottish Government
Riaghaltas na h-Alba
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Foreword

by the Cabinet Secretary
for Finance and the Economy

Scotland has extraordinary economic potential. Our natural resources, heritage, talent, creativity, academic institutions and business base in both established and emerging sectors are the envy of many across the world.

Every citizen holds Scotland's economic potential in their hands. Our economic growth and prosperity over many decades has been the result of entrepreneurial, talented and motivated workers in every sector, geography and demography working in a culture that rewards and celebrates innovation and initiative.

This strategy recognises the opportunities and the challenges facing Scotland. It sets out how, over the next ten years, we aim to deliver economic growth that significantly outperforms the last decade, so that the Scottish economy is more prosperous, more productive and more internationally competitive. We will do this through focused interventions, working in collaboration with businesses and other partners, building on our strengths in sectors like energy, financial services, creative industries and life-sciences and carving out new strengths in technology, space and decarbonisation. We have identified five key transformational programmes of action that can drive improvements in Scotland's economy: stimulating entrepreneurship; opening new markets; increasing productivity; developing the skills we need for the decade ahead; and ensuring fairer and more equal economic opportunities.

The next ten years have been branded the "decisive decade".

In the next decade, we face a choice to either lead or to lag behind other successful economies all whilst we recover from Covid, deliver net zero, tackle structural inequalities and grow our economy. We choose to lead.

Kate Forbes MSP
Cabinet Secretary for
Finance and the Economy




This strategy is about delivering the best economic performance possible for Scotland within the current constitutional constraints. It takes decisive steps towards the creation of a wellbeing economy, and drives a green economic recovery to meet our climate and nature targets while ensuring we maximise the benefits as part of a just transition.

But with the full powers of an independent country we can, of course, deliver more. At present, macro-economic, fiscal, migration and other levers lie with the UK Government. We cannot ignore that fact when pursuing economic prosperity, nor that even the limited powers we currently have are being steadily eroded through the Internal Market Act. The economic prospectus for an independent Scotland is being prepared ahead of an independence referendum and will set out how those additional powers can be deployed to build greater prosperity over the long term.

Our approach has been informed by the Advisory Council for Economic Transformation and wide-ranging engagement with businesses, unions and other stakeholders.

Throughout the development of this strategy, one message has been particularly clear. As a country we will be judged on the outcomes we deliver, not the strategy we write. Words and intentions matter, but only actions deliver change. The task of transforming our economy requires an equally radical transformation in the way we deliver results. Government will provide clear and decisive leadership, but it can't and shouldn't do everything. Ours must be a country in which the public, private and third sectors respect each other's strengths, draw on each other's talents and work together to create and sustain an economy that works for all.

Executive Summary

Our ambition for 2032 is for Scotland to be successful. Success means a strong economy where good, secure and well-paid jobs and growing businesses have driven a significant reduction in poverty and, in particular, child poverty. It means a nation of entrepreneurs and innovators, with resilient supply chains and competitive advantages in the new industries generated by technological change, scientific advance and our response to the climate and nature crises. It means a society in which everyone can participate in economic success, in every community and in every region.

Our vision is to create a wellbeing economy: a society that is thriving across economic, social and environmental dimensions, and that delivers prosperity for all Scotland's people and places. We aim to achieve this while respecting environmental limits, embodied by our climate and nature targets.

The next ten years will be a time of incredible change and extraordinary opportunity – but success is not inevitable. The time for brave and bold action is now. The pandemic has hit our economy hard, forcing us to re-evaluate questions of economic value and national resilience and revolutionising the way in which some of our industries work.

As we recover we must map out a future role in a world where Brexit has undermined so many of the trading and collaborative relationships on which we have relied for many years and efforts must go into rebuilding, restoring and identifying new markets and relationships.

Whilst the foundations of Scotland's success exist, there remain long-standing challenges, with weak productivity compared to international competitors, a relative lack of new business growth and persistent poverty. We need to take action to shift the dial in these areas, not just by doubling down on the things that are producing results but by working together – government, public sector, business, trade unions, third sector and social enterprises – to deliver five bold new policy programmes of action.

These will:

- establish Scotland as a world-class entrepreneurial nation founded on a culture that encourages, promotes and celebrates entrepreneurial activity in every sector of our economy;
- strengthen Scotland's position in new markets and industries, generating new, well-paid jobs from a just transition to net zero;
- make Scotland's businesses, industries, regions, communities and public services more productive and innovative;
- ensure that people have the skills they need at every stage of life to have rewarding careers and meet the demands of an ever-changing economy and society, and that employers invest in the skilled employees they need to grow their businesses;
- reorient our economy towards wellbeing and fair work, to deliver higher rates of employment and wage growth, to significantly reduce structural poverty, particularly child poverty, and improve health, cultural and social outcomes for disadvantaged families and communities.

This strategy is intentionally focused on a small number of priorities; it does not seek to do everything. It focuses on five policy programmes with the greatest potential benefit and on how to achieve them, rather than address every potentially beneficial action for every industry. The programmes have been carefully chosen based on the evidence.¹

A sixth programme on delivery introduces a new streamlined delivery mode in which all participants are clear about their roles and accept accountability for their actions. We will draw on the strengths of people and organisations from all sectors of the economy – a “Team Scotland” approach. In combination, these six programmes will transform the Scottish economy over the next decade and drive economic opportunities.

1 The detailed analysis of the Scottish economy underpinning this strategy can be found at <https://www.gov.scot/isbn/9781804351475>

1



Our Future Economy

The ambition of this strategy is not just to grow our economy but, in doing so, to transform our country's economic model so that we build an economy that celebrates success in terms of economic growth, environmental sustainability, quality of life and equality of opportunity and reward.

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1. Our Future Economy

1.1 Our Vision

By 2032 Scotland's economy will significantly outperform the last decade, both in terms of economic performance and tackling structural economic inequalities. Our people will be at the very heart of an economy that offers opportunities for all to succeed and where everybody, in every community and region of the country, will share in our economic prosperity.

Internationally, we will be recognised as a nation of entrepreneurs and innovators, who will have embraced the opportunities of new technologies. We will have boosted productivity considerably and focused resources on opportunities that will transform our economy and our society. We will be a nation confident of our place in the world, attracting international investment in research and innovation, in the industries of the future, and an exemplar of a just transition to net zero.

Scotland will be recognised at home and throughout the world as:

- an international benchmark for how an economy can transform itself, de-carbonise and rebuild natural capital whilst creating more, well-paid and secure jobs and developing new markets based on renewable sources of energy and low carbon technology;
- a great place to live and work with high living standards, and a vibrant, diverse culture in which all sectors of the economy work to eliminate the scourge of poverty;
- the best place to start and to grow a business or social enterprise;
- a leader in its chosen areas of research and development, collaborating with other centres of excellence across the world and using these strengths to stimulate business opportunities;
- a country where economic power and opportunity are distributed fairly across our regions, cities and towns, rural and island communities;
- a magnet for inward investment and global private capital;
- an outward-looking nation, engaging internationally, exerting a meaningful influence on the policies, trends and events that shape our world; and
- a nation where people can continually upgrade their skills and help shape their workplaces to navigate a changing economy, and where employers have the supply of skills they need, and fully utilise these to grow and take advantage of opportunities.

As a consequence of the actions set out in this strategy, we will have achieved our vision of building a wellbeing economy (see Figure 1).

Figure 1: Our Vision, Ambition and Programmes of Action for Scotland's Economy by 2032



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1.2 Our Commitment

We can only succeed and achieve our goals if we pull together as the nation of Scotland. This economic strategy calls for a national endeavour, drawing on the talents, resources and commitment of every citizen. The benefits of our success will be shared, and so must be the actions we undertake to deliver that success. We will draw on the strengths of people and organisations from all sectors of the economy in what is commonly described as a “Team Scotland” approach.

At a time of unprecedented change, our commitment as a government is to provide clear leadership and direction to pursue economic growth and prosperity, ensuring that Scotland has the infrastructure, resources, skills and talent to respond quickly and seize the opportunities before us.

In doing so, we recognise that the Government must continue to play a direct role in the economy, taking an entrepreneurial approach itself to drive forward innovation across the economy and to ensure more of the nation's wealth and services are managed for the collective good.

We are not blind to the immediate and long-term structural challenges facing the Scottish economy, and this strategy is upfront in grappling with these. Neither do we ignore Scotland's fundamental economic strengths which we must build on. We pledge to listen and respond to calls that are made on government, but in return we ask business to join us in relentlessly pursuing the strategy's ambition for a fairer, wealthier and greener country.

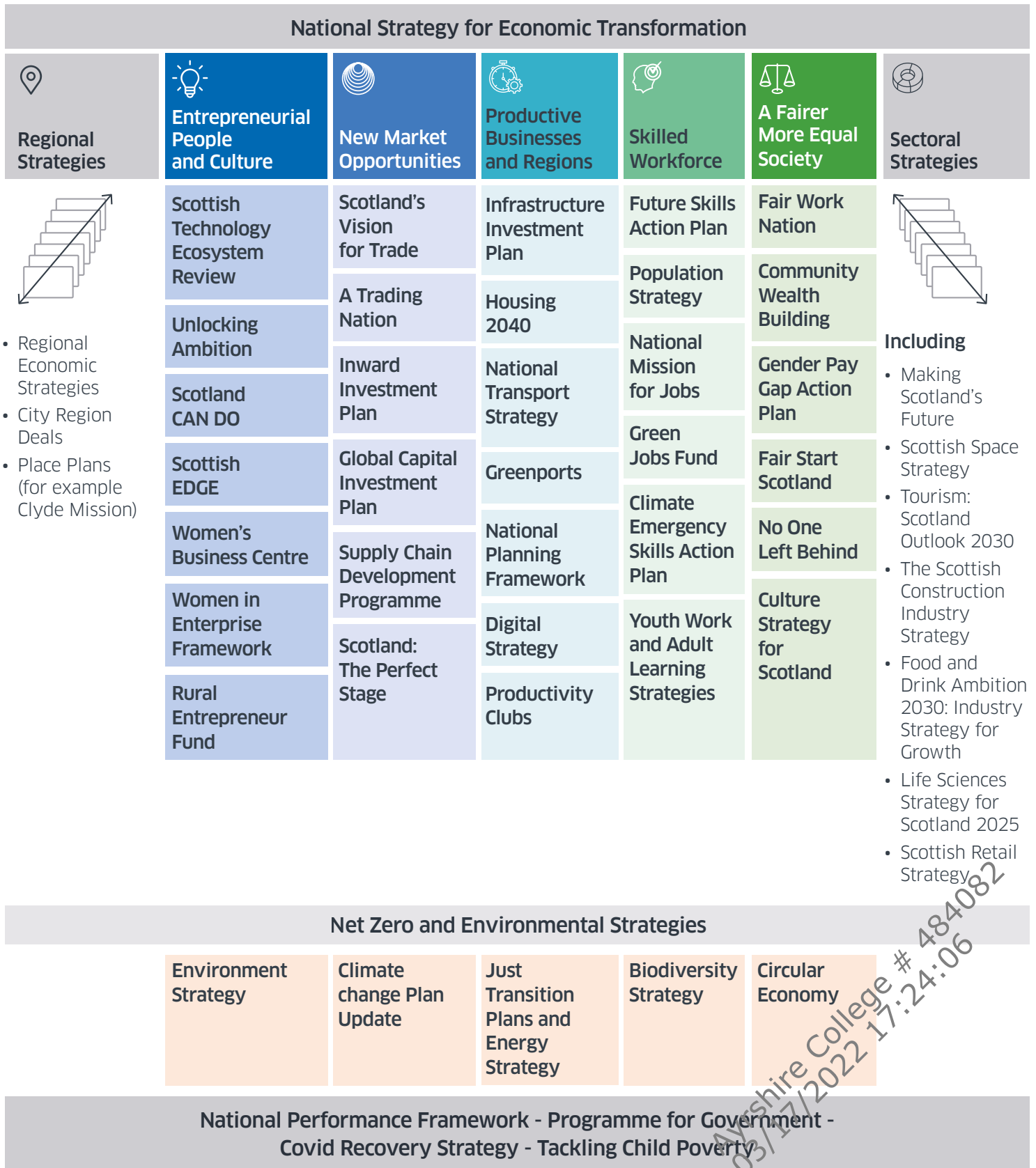
We recognise that it is our citizens who will actively transform the economy through work, innovation, and investment. As such, we are committed to working in partnership with these many individuals and organisations – business founders and leaders, trade unions and workers, local authorities, institutes of education and research and many others.

Achieving the economic prosperity we want also requires accountability. To ensure that the actions described in the strategy are taken, we will establish a robust governance structure co-led by business, with immediate access to Scottish Ministers, that will hold the public sector and the business sector directly to account for delivery of this strategy. As a first step, delivery plans will be finalised for each of the new programmes of action, within six months of the publication of this strategy.

New initiatives identified in this strategy do not mean that we are abandoning actions or initiatives that have proven to work. We will “double down” on the things that are shown to work. The strategy is aligned with our National Performance Framework, with existing plans targeted at specific aspects of our economy (see Figure 2) and regional and sectoral strategies. Whilst we will challenge the progress and efficiency of each of these plans there will be no letting up in our commitment to achieve them.

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Figure 2: Alignment with Existing Plans



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1.3 Immediate Challenges

We recognise that this strategy is being published at a time when many households and businesses are still focused on survival rather than long-term planning and that life is precarious for many low-income families. We are still living through a pandemic and we acknowledge that it has both exacerbated existing inequalities and heightened awareness of the need to protect those at risk in society.

The pandemic has also highlighted underlying weaknesses in parts of our economy and exacerbated change in others – such as retail. Customer-facing sectors of the economy, such as hospitality, tourism and the culture sector, have been most affected by Covid restrictions. Although Scotland's economic output returned to pre-pandemic levels in November 2021, the pandemic has fundamentally altered our economy and society. However, over the longer term, according to the Office for Budget Responsibility,² Brexit will inflict greater damage on the economy than even the pandemic. This is becoming increasingly apparent given the current challenges in meeting our skills and workforce requirements.

In our view these challenges make this the very time to demonstrate leadership and set out a long term approach to our economy. That means, as well as delivering growth, we take on the big challenges of structural inequality, the transition to net zero, and securing a green recovery from Covid.

1.4 Long-Term Structural Challenges

Some of Scotland's economic challenges precede the impact of the pandemic. Our population is ageing and around one in five of Scotland's working age population is economically inactive.³

Despite our wealth, too many households continue to live in poverty as a result of structural inequalities. Healthy life expectancy is too low in the most deprived areas of our country. Tackling the underlying causes of inequality in our society and providing economic opportunity is vital in order to improve life chances.

Scotland's productivity lags behind that of many other advanced economies and whilst we continue to innovate too few of our ideas are turned into businesses and too few of our new businesses are scaling up successfully. For example, as a share of Scotland's businesses with more than 10 employees, high-growth enterprises account for 3.9% – lower than the comparable figure of 4.5% for the UK as a whole.

And yet if we address poverty this will in turn boost productivity. If Scotland's productivity matched that of the OECD top quartile, average annual wages would be almost 10% higher.

Whilst many parts of Scotland are performing well, there are deep-seated regional inequalities, with post-industrial areas performing less well and rural and island areas facing particular challenges such as a falling labour supply, poorer access to infrastructure and housing challenges which are holding back local businesses.

The transition to a net zero economy presents Scotland with the further challenge of achieving a just transition that delivers positive employment, revenue and community benefits, in contrast to the industrial transitions of the 1980s.

Our ability to address these long-term structural challenges is made more difficult by a lack of economic powers. For example, our ability to directly effect change in the labour market is limited as long as employment law remains reserved. And without migration powers we cannot design and implement an immigration system to address our demographic challenges.

² [Economic and fiscal outlook – October 2021 – Office for Budget Responsibility \(obr.uk\)](https://obr.uk/economic-and-fiscal-outlook-october-2021/)

³ The economically inactive figure includes full time students.

1.5 Investing in Our Strengths

Despite these short-term and long-term challenges, Scotland has enviable strengths. We perform well internationally on a number of important indicators of economic performance. We have more top universities per head of population than any country in the world and a quarter of Europe's offshore renewable energy potential. Scotland is in the top quartile of OECD countries for higher education R&D, the percentage of the population with tertiary education and young people's participation in the labour market.

Scotland has a proud history as a trading nation and is an increasingly connected, global economy. We start from a strong position in the innovative technologies that underpin the industries of the future and produce high-quality products and services, such as our food and drink, our creative industries and our major events and tourism offer, that are in demand across the world.

Being bold and transformational isn't just about new industries and markets, it's about backing our greatest assets and existing industries, supporting them to improve, to be more productive and creative, to transition to net zero and to be more resilient to economic shocks in ways that ensure that we, as a country, maximise the opportunities for more, better paid and fairer employment that lifts living standards.

1.6 Embracing New Opportunities

This strategy aims to maximise our economic strengths, tackle our weaknesses and build a wellbeing economy (see Box A). It does so by identifying the greatest economic opportunities for Scotland over the next decade, the most obvious of which is the just transition to a net zero economy.

A just transition must focus on protecting jobs and diversifying our economy whilst contributing significantly to sustainable growth and meeting our net zero commitments and can also make a meaningful contribution to reducing child poverty. In other words, it should create new jobs, businesses and open up markets in new sectors as well as supporting the transition of existing sectors, in a way that has fairness and equality built in. Restoring nature and investing in our natural capital and land-based economy will support Scotland's role in tackling the climate and nature crises, while also creating new opportunities for nature-based businesses and jobs, spreading the benefits of a just transition to our rural and island economies.

Scotland's statutory target of achieving net zero by 2045 provides the ambition to drive action and innovation. Sectors like financial and legal services, food and drink, manufacturing, energy, creative industries, major events and tourism have the international reputation, expertise and opportunity to reap the benefits of a just transition, through a combination of early action and investment.

For industries like oil and gas, which will continue to be part of the energy mix while we transition to net zero, diversification using the expertise and skills built up over decades presents an opportunity of enormous significance. We are already seeing the benefits in the development of Scotland's offshore wind sector. While this transition will need to be managed carefully, by acting early, and by being leaders not followers, we can maximise the benefit of the transition for Scotland and develop industries and skills that can be exported around the world. It is by embracing these new opportunities that we will deliver economic prosperity.

Our ability to maximise our economic prosperity is constrained by Scotland's current constitutional position in which macro-economic, employment, energy and the majority of revenue raising powers are reserved to the UK Government. For example at a very practical level, the expansion of our energy sector is constrained by the energy regulator's decisions on charges for access to the power grid that disadvantage Scotland's energy producing areas. This strategy therefore focuses on actions that can be taken within current constitutional arrangements. It is the Scottish Government's view that the full powers of independence would enable an even more ambitious and joined-up approach to transforming Scotland's economy, delivering greater benefits to our population.

The rest of this document sets out the key interconnected policy programmes that will overcome long-term and short-term economic challenges, build on our economic strengths and secure international advantages in new economic opportunities, and secure economic growth and prosperity through a ruthless focus on delivery. A summary of the strategy is available at <https://www.gov.scot/isbn/9781804351499>

Box A: A Wellbeing Economy: Thriving Across Economic, Social And Environmental Dimensions.

A wealthier economy and a fairer economy go hand in hand: the most productive economies in the world also score highly on wellbeing indicators.

A wellbeing economy, based on the principles of prosperity, equality, sustainability, and resilience, is at the heart of our vision for the economy in 2032. It means taking a broader view of what a successful economy, society and country is and putting people and the planet at the heart. It will improve economic resilience and in turn reduce our vulnerability to future economic and environmental shocks, improving wellbeing for current and future generations. This builds on our previous inclusive growth approach, recognising that the narrow pursuit of growth at all costs, without resolving the structural inequalities in our communities or respecting environmental limits, is reductive.

Scotland is already leading this agenda on the international stage as a member of the Wellbeing Economy Governments network (WEGo) with New Zealand, Iceland, Finland and Wales, with Canada becoming a member in 2022. Scotland's National Performance Framework, first introduced in 2007, provides a clear long-term purpose and set of outcomes for Scotland's future wellbeing, and is our vehicle for delivery of the United Nations Sustainable Development Goals.

What we measure matters. Traditional economic metrics like GDP will remain an important measure but cannot be viewed in isolation. This strategy commits to publishing a new Wellbeing Economy Monitor (see section 6.4). This will include measures such as healthy life expectancy, fair work indicators, mental wellbeing, child poverty, greenhouse gas emissions and biodiversity.

Community Wealth Building is one example of our practical approach to local economic development that supports a wellbeing economy. We will also publish a Wellbeing Economy Framework, a toolkit to support local councils and regions across Scotland.

The principles of a wellbeing economy can't be achieved through simply redistributing wealth, they need to be hard-wired into everything we do in this strategy.

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1.7 Bold Programmes of Action

There is a big prize for Scotland if we get economic transformation right.

The ambition of this strategy is not just to grow our economy but, in doing so, to transform our country's economic model so that we build an economy that celebrates success in terms of economic growth, environmental sustainability, quality of life and equality of opportunity and reward.

Our five bold new policy programmes of action will shift the economic dial and deliver our vision. They have been carefully chosen, based on the evidence and informed by the analysis in the accompanying evidence paper.⁴ They tackle the long-term structural challenges, build on our economic strengths, and position Scotland to maximise the greatest economic opportunities of the next ten years in a way that will transform the very fundamentals of how our economy works.

These five policy programmes will:

- establish Scotland as a world-class entrepreneurial nation founded on a culture that encourages, promotes and celebrates entrepreneurial activity in every sector of our economy;
- strengthen Scotland's position in new markets and industries, generating new, well-paid jobs from a just transition to net zero;
- make Scotland's businesses, industries, regions, communities and public services more productive and innovative;
- ensure that people have the skills they need at every stage of life to have rewarding careers and meet the demands of an ever-changing economy and society, and that employers invest in the skilled employees they need to grow their businesses; and
- reorient our economy towards wellbeing and fair work, to deliver higher rates of employment and wage growth, to significantly reduce structural poverty, particularly child poverty, and improve health, cultural and social outcomes for disadvantaged families and communities.

⁴ The detailed analysis of the Scottish economy underpinning this strategy can be found at <https://www.gov.scot/isbn/9781804351475>

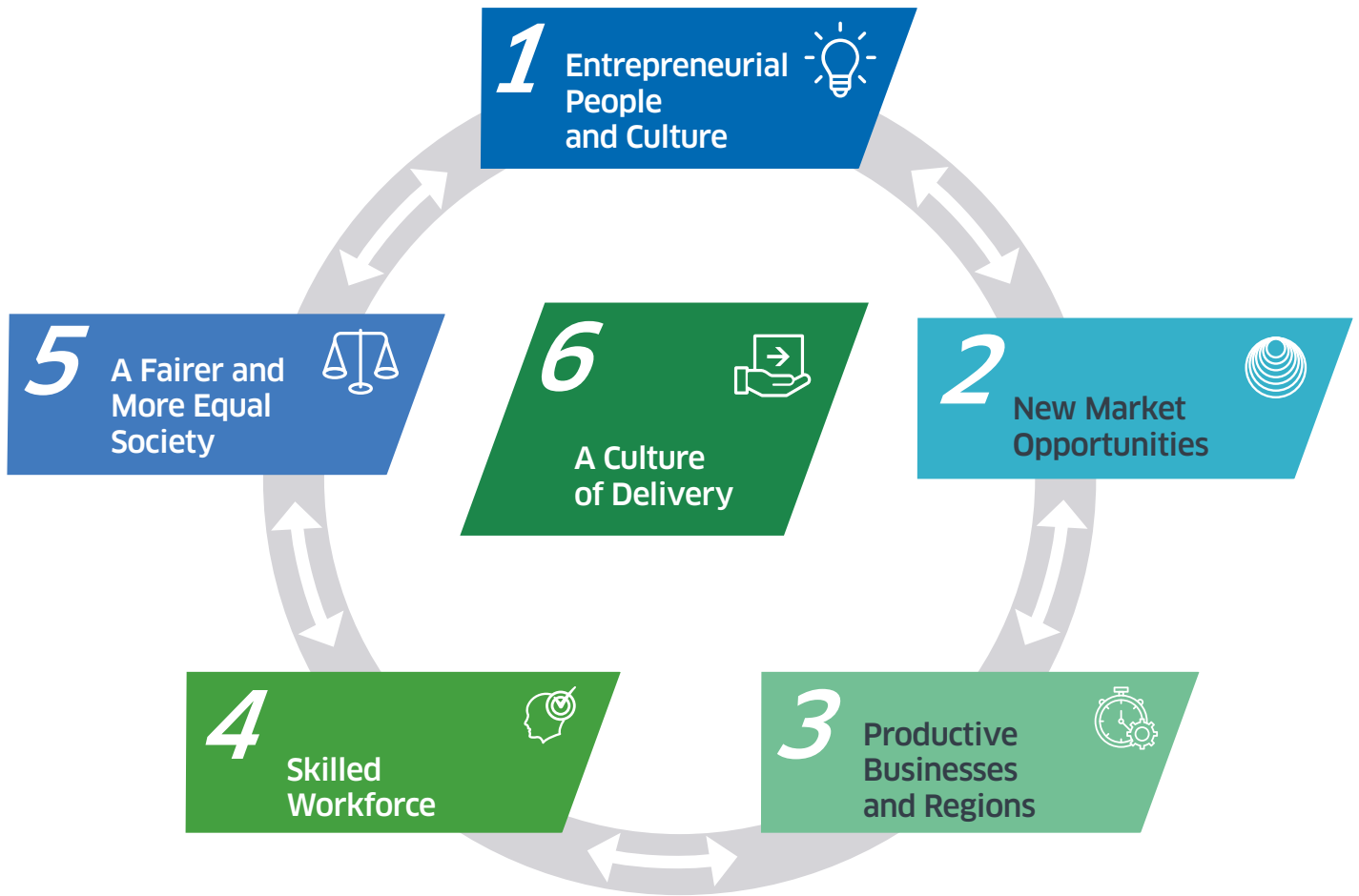
⁵ The modelling incorporates the key components of this strategy, such as exports, inward investment and capital investment, but the modelling framework does not allow all of the transformational actions of the strategy to be captured.

The five policy programmes are all interconnected, mutually reinforcing (see Figure 3) and should not be seen in isolation. A new delivery programme forms the sixth programme of action. Modelling contained in the accompanying evidence paper estimates that this strategy could increase the size of the Scottish economy by at least 4.9% (or £8 billion) more than it otherwise could have been in 2032.⁵

Our economic model seeks to position Scotland as a more entrepreneurial nation, driving the innovation needed to seize new economic opportunities. That, in turn, should increase the productivity of organisations, both public and private, and boost overall regional and national productivity. When more productive organisations work with a more productive public sector to invest in upskilling the workforce, to break down structural barriers to participation and to fairly share the benefits of success, we can increase wages, reduce poverty and inequalities. That then enables more people to work in more entrepreneurial ways, repeating the cycle.

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Figure 3: Policy Programmes of Action Form a Cycle with Delivery at the Centre



Entrepreneurs and an entrepreneurial mindset are vital at a time of change. It is people who make the difference. We will create a culture in which entrepreneurship is encouraged, supported and celebrated, and where Scotland is recognised as one of the best countries in the world to start and grow a business.

Rapid global decarbonisation will represent a profound change, far outwith the control of any government or sector. The transition to net zero is not just an environmental imperative but an economic opportunity – one where Scotland will become world-leading and secure first-mover advantage.

We will deliver a step change in our productivity performance and address regional inequalities in economic activity as well as boosting traditional and digital infrastructure across every sector, and every region, of the economy.

A skilled population is fundamental to business productivity and economic prosperity. We will refocus our activity on the transition to net zero, the digital revolution and lifelong training, making sure that employers have the skills they need.

Significantly reducing poverty boosts our economy but achieving it requires better wages and fair work. We will ensure that work provides a sustainable standard of living and a genuine route out of poverty.

This strategy is intentionally focused on a small number of priorities; it does not seek to do everything. It focuses on the programmes with the greatest potential benefit and on how to achieve them. In combination, these bold new programmes of action will transform the Scottish economy over the next decade and drive economic opportunities.

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Entrepreneurial People and Culture



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Entrepreneurs and an entrepreneurial mindset are vital at a time of change. It is people who make the difference. We will create a culture in which entrepreneurship is encouraged, supported and celebrated, and where Scotland is recognised as one of the best countries in the world to start and grow business.

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2. Entrepreneurial People and Culture

2.1 Our Aim

To establish Scotland as a world-class entrepreneurial nation founded on a culture that encourages, promotes and celebrates entrepreneurial activity in every sector of our economy.

2.2 The Opportunity

Entrepreneurs and an entrepreneurial mindset are vital at a time of change. It is people who make the difference. It takes ingenuity, creativity and determination to spot and take advantage of the opportunities that uncertainty creates.

High growth start-ups and scale-ups can create skilled jobs, pay higher wages, drive increased productivity and radiate innovation across the wider economy. Entrepreneurial thinking in the public and third sectors can improve services, increase efficiency and result in the commissioning of new products and services that can then be exported across the world or help to address societal challenges. This requires us to create a culture in which entrepreneurship is encouraged, supported and celebrated, and where Scotland is recognised as one of the best countries in the world to start and grow a business.

Perhaps more than any other domain of the economy, it is in the creation of new companies, and the scaling up of successful companies, where data shows the greatest gap between current performance and Scotland's potential.

Scotland has had a number of high-profile scale-ups such as Skyscanner, FreeAgent, Rockstar North and, most recently, Current Health. Nevertheless, Scotland currently lags most OECD countries in indicators of entrepreneurial dynamism, with a total rate of early-stage Entrepreneurial Activity (TEA) of 7.3% in 2019, compared with 10.5% in England, and 12.4% in Ireland. Scotland would need another 60,000 businesses to match the equivalent rate for England. Scotland like other countries also suffers from a gender gap with regards to business start-up rates with the TEA for women, at 5.3%, consistently below that of men, which was 9.3% in 2020. The TEA for ethnic minorities, at 12.3%, is significantly higher than that of the general population, showing the value of diversity to the Scottish economy.

Our approach is therefore threefold. First, we will seek to dramatically increase the total number of new businesses created in Scotland – of all sizes and across all sectors. Second, we will seek to achieve a step change in the percentage of Scottish start-ups and existing mid-sized businesses that grow to scale. Third, we will seek to build entrepreneurial mindsets right across the economy – in start-ups, scale-ups, SMEs, large corporates and government.

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2.3 The Foundations of Success

Scotland already has many of the essential ingredients of a successful entrepreneurial nation – world-class colleges and universities producing exceptional people and cutting edge research, an active investment market and respected initiatives and organisations such as CivTech, Converge Challenge, Scottish Edge, Young Enterprise Scotland and Scotland CAN DO. We also have a business start-up rate amongst 18-24 years olds double that of the population as a whole.

We have also already begun to take action to drive increased entrepreneurship by recognising the ethical and economic imperative of tapping into a more diverse talent pool to drive the creation and growth of new businesses through, for example, the commitment of £50 million over the lifetime of this Parliament to support more women into entrepreneurship.

Scotland has taken the first steps towards the creation of a network of tech-scalers, as recommended in the Scottish Technologies Ecosystem Report.⁶ These tech-scalers will form a national network of institutions dedicated to the intensive schooling of tech entrepreneurs in the best available leadership, commercial and scaling techniques and will, for the first time, provide our best tech start-ups with a truly world-class developmental environment (see Box B for definitions).

These programmes are positive foundations. We will now go further by working to embed an entrepreneurial culture and by engaging more people in entrepreneurship right across society, particularly those groups where there is real potential, including women, ethnic minority communities, and young people. We will foster entrepreneurship from an early age, recognising that today's young people are our entrepreneurs of the future.

We will seek to build entrepreneurial mindsets across all enterprises and organisations, including in the public sector. In doing so we must overcome current social and economic barriers to starting a business and make entrepreneurship an attractive and accessible road to social mobility and economic fairness.

It is important to be clear that our focus on boosting entrepreneurial activity is not about a false stereotype of creating a small number of successful individuals; it is much broader. Entrepreneurship across the wider business base can drive social mobility, create fulfilling jobs and deliver the economic prosperity necessary to sustain thriving local, and rural communities and positively disrupt traditional sectors that might ordinarily be considered as less productive. In particular alternative business models such as cooperatives, social enterprises and community-owned businesses can deliver strong outcomes on fair work and benefits to local communities.

6 [Scottish Technology Ecosystem Review](#)

Box B: Definitions of Scalers, Incubators and Accelerators

Term	Definition
Tech-scaler	World-class incubation and developmental environments for high-growth internet economy start-ups. Tech-scalers will provide a mix of commercial education, physical co-location, peer learning, networking and the capacity for full virtual access to high-growth businesses all over Scotland.
Start-up scaler	An extension of the tech-scaler concept. Over time, the focus of the tech-scaler network will be shifted from software-based start-ups to all high-growth start-ups, irrespective of sector.
Pre-scaler	Highly supportive entry pathways into starting and scaling new businesses. Pre-scalers will provide new environments in local communities where prospective entrepreneurs and very early stage businesses can receive first-rate support and advice to develop products, access funding and adopt sound commercial strategies. They will be closely linked to the start-up scalers and will have access to the support services provided by them.
Incubator	Incubators provide start-ups and early stage businesses with resources young companies find difficult to access. They are generally medium to large in size, with long-term time horizons, offering co-location working facilities, and enabling market square activities and networking opportunities. Generally, incubators do not provide business education.
Accelerator	Accelerators support start-ups and early stage businesses through short-term mentoring and training. They are typically small in size, and offer co-location working spaces, market square activities and businesses education. The tenure for start-ups admitted to accelerators typically ranges from a few weeks to a few months.

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2.4 Our Programme of Action

Project 1: Embed First Rate Entrepreneurial Learning Across the Education and Skills Systems

We will	Who
<p>Promote the best available project-based entrepreneurial learning across the school and post-16 education curricula. Build a new partnership between business and our education system, offering every school, college and university a network of relationships with high-quality start-ups and entrepreneurs providing inspirational role models and mentors who can show young people what can be achieved and develop a culture that celebrates entrepreneurship. This will focus initially on schools in areas of multiple deprivation.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Embed entrepreneurship in the Young Person's Guarantee to cultivate the business leaders of tomorrow by exposing them to first-rate start-up techniques and experiences and presenting business start-up as an aspirational, realistic and deeply fulfilling career choice.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Adapt and review Scotland's apprenticeship system so that it is available for start-ups and early scale-ups to use, focusing in particular on providing opportunities for women and other under-represented groups and on specific skills, such as digital.</p>	<p>Government and Public Sector</p>
<p>Develop an entrepreneurial campus infrastructure, working with the college and university sector to establish campuses as hotbeds of start-up creation. This will include, for example, incubation spaces, seed funding, central banks of technical expertise to help budding entrepreneurs develop minimum viable products. and summer schools targeted at generating new business ideas.</p>	<p>Government and Public Sector</p>
<p>Develop innovative, industry-led pathways to redirect the best entrepreneurial talent into building new companies. This could, for example, include working with industry to create corporate venture studios – programmes focused on building new start-ups from the innovation needs of large corporate industries such as financial services, aerospace and telecoms.</p>	<p>Business and Partners</p>

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Project 2: Create a World Class Entrepreneurial Infrastructure of Institutions and Programmes Providing a High Intensity Pathway for High Growth Companies

We will	Who
Expand the scope of the current tech-scaler programme , shifting its focus over time from software-based technology businesses to become “start-up scalers” – world-class incubation and developmental environments for all high growth start-ups irrespective of their sectoral domain or ownership model.	Government and Public Sector
Create a national system of “pre-scaler hubs” that will stimulate the very earliest stages of high growth commercial and social entrepreneurship and provide the expanding scaler network with a steady supply of promising new businesses. This will widen access to entrepreneurship by providing a clear entry point for very early stage founders, including those leaving formal education, supporting them to conceive new ideas, start companies, design and develop products and support early tests of market traction.	Government and Public Sector
Develop and align private sector incubators within our national entrepreneurial infrastructure and leverage external networks to identify potential talent and build Scotland’s international reputation as a start-up nation.	Business and Partners
Attract the world’s best private sector accelerators to Scotland and support high potential Scottish start-ups to participate in relevant accelerator programmes elsewhere in the world and bring their learning, contacts and experiences back into the Scottish economy.	Government and Public Sector
Set targets and focus on providing access to support programmes from amongst the most under-represented groups , particularly women, those on low incomes and those without qualifications at further or higher education, including the six priority groups at greatest risk of child poverty. This would include the offer of financial support for those who are unable to afford time out from a full-time job or caring responsibilities to develop ideas. An early priority will be to deliver our commitment to review how we support more women into entrepreneurship.	Business and Partners
Appoint a Chief Entrepreneurship Officer in the Scottish Government to work in partnership with industry and investors to drive forward our ambitions on entrepreneurship, including support for businesses with alternative ownership models, and working across the wider skills system.	Government and Public Sector

Project 3: Attract and Retain the Very Best Entrepreneurial Talent from at Home and Abroad

We will	Who
Attract international entrepreneurs to Scotland by rolling out an international marketing and engagement platform for Scotland’s start up scene with a coherent branding strategy and through engaging in initiatives such as Wayra and expanding the CivTech Alliance Programme.	Government, Public Sector, Business and Partners
Attract entrepreneurial students from around the world by supporting Scotland’s universities to provide post education pathways that help retain their expertise in our country.	Government, Public Sector, Business and Partners

We will	Who
Enhance Scotland's profile at key international set pieces such as international conferences and make use of Scotland's strong international networks and diaspora that can help can attract talent and investment.	Government, Public Sector, Business and Partners
Build strategic partnerships with key entrepreneurial ecosystems in other countries to create company exchange programmes, new commercial partnerships and international trade opportunities for Scottish businesses.	Business and Partners

Project 4: Build an Entrepreneurial Mindset in Every Sector of our Economy

We will	Who
Expand the application of entrepreneurial thinking and approaches to public service reform and ensure staff at every level working in the public and third sectors are exposed to entrepreneurial training as part of ongoing professional development. Implement metrics to reward entrepreneurial approaches and activity within public sector bodies.	Government, Public Sector, Business and Partners
Make the use of the CivTech programme a mandatory part of the way in which the big change programmes of government are delivered and launch a new National Challenge Competition for Economic Transformation (see Box C) that brings innovators and communities together to develop better solutions to the challenges that matter most to people in Scotland.	Government and Public Sector
Build on the success of CivTech, leveraging public procurement to stimulate more business start-ups and support Scottish scale-ups delivering products and services that can be proven in Scotland and exported to other governments wrestling with similar challenges.	Government and Public Sector
Proactively promote business start-up opportunities to those at risk of redundancy through the Partnership Action for Continuing Employment (PACE) programme.	Government and Public Sector

Box C: National Challenge Competition on Economic Transformation

We want to encourage pioneers and entrepreneurs to help reshape the Scottish economy. To do this our new National Challenge Competition for Economic Transformation will further the strategy's principles and complement the mission-led work of the Scottish National Investment Bank.

This competition will provide funding of up to £50 million to the project or projects with greatest potential to transform Scotland's economy. It will set challenges and seek to attract the widest possible range of ideas and expertise.

The challenges will reflect the fairer and greener economy issues that matter most to Scottish communities and provide the greatest potential in delivering our vision of a wellbeing economy. Successful projects will be cross-cutting, impactful, and boost the delivery of this strategy's programmes of action.

We will work with CivTech and its international partners, social innovators and the new Chief Entrepreneurship Officer to deliver this National Challenge Competition. Everybody in Scotland will be welcome to apply and offer solutions and we will take steps to ensure that we address potential barriers to participation.

New Market Opportunities



3

Rapid global decarbonisation will represent a profound change, far outwith the control of any government or sector. The transition to net zero is not just an environmental imperative but an economic opportunity - one where Scotland will become world leading and secure first-mover advantage.

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3. New Market Opportunities

3.1 Our Aim

To strengthen Scotland's position in new markets and industries, generating new, well-paid jobs from a just transition to net zero.

3.2 The Opportunity

As the global economy accelerates towards a net zero future and artificial intelligence, genomics and other scientific advances change the way we live, new markets will be created and new industries will emerge. Scotland has the potential to build world-leading industries in areas where our human and natural capital and technology and research capabilities provide the basis of global competitive advantage. Realising that potential requires a coherent and focused set of strategic interventions including a new Net Zero Industrial Strategy that successfully blends inward investment with the building of strong indigenous local supply chains to develop strategic clusters.

Scotland already occupies a position of global leadership in the design, development and operationalisation of a range of current and future key industries including:

- **renewable energy**, with Scotland enjoying a quarter of Europe's wind potential and home to globally leading businesses in tidal energy as part of a wider energy industry with strengths in the company base, financial capital, infrastructure, knowledge and knowhow;
- the **hydrogen economy**, with vast generation potential of renewable hydrogen for export markets;
- the decarbonisation of transport, particularly the development of a **high-value manufacturing** base for low-volume, high-value zero-emission vehicles;
- **space**, leading Europe in end-to-end capability for small satellite design, manufacture and launch, including earth observation data solutions that are critical in tackling climate change;
- the **circular economy**, where resources are kept in high-value use, creating new market, innovation and job opportunities that will be key to achieving our targets for net zero and nature;
- the **blue economy**, utilising the potential, and sustainable management of our ocean, sea and coastal resources;
- **sustainable farming & forestry, nature restoration, eco-tourism**, and nature-based solutions to climate change mitigation and adaptation;
- our **financial services and fintech** sectors including Scotland's leading positions in responsible and ethical finance;
- **industrial biotechnology**, where Scotland has developed innovative technology that can transform traditional industries and offer greener alternatives to fossil fuels;
- enabling and emerging technologies such as **photonics and quantum** technologies which can contribute to improved productivity of traditional industries and underpin the industries of the future and where Scotland enjoys a world-leading position;
- **digital technology** including AI and cyber security, building on Edinburgh as the Data Capital of Europe and Dundee's global leadership in gaming;

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- one of the biggest **life sciences** clusters in Europe, which played a key role in tackling Covid, with world-leading expertise in drug discovery and precision medicine, medical technologies and pharmaceutical services, advanced therapies, digital health and care, animal health and agritech;
- **food and drink innovation** including Scotland's long-standing strengths in premium food and drink products, a key export market, and the transition to technologies of the future, including our world-leading position in vertical farming; and
- **creative industries, major events and tourism**, which draw on Scotland's long-standing cultural assets and reputation for expertise in delivery, innovation, and growing strengths in digital skills and technologies.

But we will be agile and alive to further new industries that could emerge over the next decade.

Our existing Inward Investment Plan and Scottish Enterprise's National Programmes are already aligned to support these sectors. Our forthcoming Innovation Strategy will describe how we will build competitive advantage in these and other areas where our research and existing business base provide us with a competitive advantage. The just transition to net zero offers Scotland a particular opportunity building on our historic expertise in energy, our engineering skills and reputation. The next ten years are critical if we are to generate significant economic opportunities from that transition. The development of our regional Just Transition plans is already underway, and will identify green industrial opportunities and set priorities, whilst also making a meaningful contribution to tackling child poverty.

These will range from the construction and development of on- and off-shore energy generating technologies, to the development of a hydrogen economy, the decarbonisation of heat in buildings and construction, innovation in the circular economy and opportunities resulting from improved land-use and forestry including increasing the proportion of timber used in construction.

Our new Net Zero Industrial Strategy, our Supply Chain Development Programme and our Making Scotland's Future programme will maximise opportunities for the use of Scottish manufactured components and ensure that high-value technology and innovation that is developed in Scotland can be manufactured in Scotland.

Our approach to new market development will be built around the creation of world-leading clusters (see Box D).

In tandem with our just transition to net zero, we will also strive to build a nature-positive economy (see Box E), designed to help reverse biodiversity loss by 2030 and support international efforts to tackle the global nature crisis. This will create significant new opportunities for nature-based businesses and jobs across Scotland, particularly in rural and island areas. It will also help to rebuild the natural capital that underpins our prosperity, health and wellbeing.

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3.3 Foundations of Success

The Lloyds Banking Group and Oxford Economics Green Growth Index⁷ ranks Scotland as the number one region in the UK for green growth potential and opportunity. This reflects Scotland's existing green industrial base which supports a growing number of green jobs and innovation activity, the take-up of relevant skills and training and the development and use of renewable energy infrastructure.

We now have the opportunity to go further. As just one example the ScotWind programme of offshore wind farm developments is truly historic. It puts Scotland at the forefront of the global development of offshore wind, represents a massive step forward in our transition to net zero, and will help deliver supply chain benefits and high-quality jobs that will make the climate transition a fair one. ScotWind is also the first programme to see commercial development of floating windfarm technology, putting Scotland and Scottish industry in a position of global leadership, built upon our capability in subsea engineering.

The scale of energy generation potential resulting from Scotland also boosts the potential growth of a hydrogen economy. Our Hydrogen Action Plan sets out the actions, including the need for the creation of transformative regional hydrogen hubs, to become a leading nation by 2045 in the production of reliable, competitive, sustainable hydrogen including for export.

In addition, as innovators in the idea of a just transition, we are already considering the impacts of the move to net zero and how we can manage them in a way that will benefit Scotland economically, socially and environmentally, securing a prosperous and sustainable future for this generation and generations to come.

Much of the supporting infrastructure necessary to help companies realise the opportunities of new markets has also been established. For example, the Net Zero Technology Centre is working to develop and deploy technology for an affordable net zero energy industry.

In other sectors our network of innovation centres, focused on areas such as industrial biotech, data, digital health and care and precision medicine, and the UK's only Fraunhofer Institute, are helping drive the pace of innovation.

In 2019, Scotland ranked 7th among OECD countries for Higher Education R&D (HERD) but only 24th (3rd quartile) for Business Enterprise R&D (BERD), although recent interventions on boosting R&D grants mean we are running ahead of our target to double Scotland's BERD by 2025. Scotland punches above its weight in science and research, accounting for 12% of UK research output. Scotland has been the highest-performing part of the UK outside of London in attracting foreign direct investment for the past seven years.

We are putting in place the necessary institutions and finance to catalyse and take advantage of the new markets and opportunities set out here. This will enable the Scottish financial services industry to reap the benefits of the new energy opportunities. The establishment of the Scottish National Investment Bank, capitalised with £200 million each year, is supporting investment in sustainable technology, services and industry and in innovation and industries of the future, adding to existing investment streams.

We are also equipped to build the international trade and investment relationships we want Scotland to have, as set out in Our Vision for Trade,⁸ which also ensures that our approach to trade contribute to wider economic, social and environmental outcomes. Through our Export Plan⁹ we are taking a targeted sector and country approach to raising the GDP share of Scotland's international exports to 25%. Our Inward Investment Plan¹⁰ focuses on attracting investment in sectors and opportunities where Scotland has strong advantage and where there is potential for positive spill-over impacts to the wider economy. Our Global Capital Investment Plan¹¹ sets a clear path for attracting private capital to support business growth, infrastructure and, crucially, given the scale of the challenge and opportunity, Scotland's transition to net zero.

7 [The UK Green Growth Index - Lloyds Banking Group plc](#)

8 [Scotland's Vision for Trade](#)

9 [Scotland: A Trading Nation](#)

10 [Shaping Scotland's Economy: inward investment plan](#)

11 [Investing with Purpose: global capital investment plan](#)

3.4 Our Programme of Action

Project 5: Build on Scotland's Strengths to Win an Ever Greater Share of Domestic and International Market Opportunities

We will	Who
Deliver on our export plan which takes a targeted sector and country approach to raising Scotland international exports. Includes actions to scale up trade promotion and Scotland's overseas reach & profile and actions in Scotland to ramp up our support for firms' export capacity.	Government, Public Sector, Business and Partners
Promote Scotland as an innovative test bed for new technologies and markets and coordinate action across the public sector to leverage our spending power and the CivTech business incubation model to stimulate innovation in our health and other public services. The creation of an International Innovations capability within the Scottish Government will lead on the global economic and societal opportunities created through our expertise in public service innovation.	Government and Public Sector
Provide public sector R&D grant support & finance to businesses to further increase Business Enterprise R&D spend in sectors with the greatest economic opportunity, in particular our key industries (see section 3.2).	Government and Public Sector
Provide capital investment to support renewable hydrogen production to make Scotland a leading nation in the production of reliable, competitive and sustainable hydrogen. The first tranche of investment focus on driving technological progress and advance innovation and cost reduction within the emerging sector.	Government and Public Sector
Deliver on the ambitions of ScotWind and future renewable energy developments including on developers' commitments to invest at least £1bn in the Scottish supply chain for each GW of capacity. The Scottish Offshore Wind Energy Council (SOWEC) has been identified by both industry and government as the key vehicle for taking forward the strategic supply chain opportunities from ScotWind. SOWEC is leading on the development of a Collaborative Framework Agreement to encourage the sector to come together and work collectively to support the delivery of the volume of offshore wind projects from the ScotWind leasing round.	Government, Public Sector, Business and Partners

Project 6: Support the Development of Scottish Supply Chains, Laying the Foundations of a Net Zero Industrial Strategy

We will	Who
Expand our Supply Chain Development Programme to improve the capacity, capability and development of Scottish supply chains. This will include maximising the manufacture of high-value goods and equipment in Scotland and identifying Scottish companies with the skills, capacity and capability to bid for, win and deliver contracts in our key industries (see section 3.2) and provide access to enterprise and innovation support that specialises in these areas. We will work with recipients of major government-led funding to leave a legacy of stronger supply chains in Scotland.	Government, Public Sector, Business and Partners
Adopt a cluster building approach to strengthen our position in new markets (see Box D) which can attract inward investment and talent, stimulate new business growth and boost research and innovation. This will be a structured approach, including an accreditation process and international benchmarking, focused on our identified key sectors.	Government, Public Sector, Business and Partners
Review our strategic approach to public ownership so that public companies are managed, developed and initiated for the public good and work collaboratively to provide support and advice to identify opportunities to establish successful public companies.	Government and Public Sector

Box D: Cluster Building

Clusters, whether geographically focused within Scotland, or, as appropriate for certain sectors, spread across Scotland in various locations, allow us to build coherent attractors and focal points where success breeds success and which create maximum economic impact and opportunities for growth.

Clusters attract inward investment, provide opportunities for local businesses and new business creation and attract talent which benefits from multiple employment options and limits risk. Also, when co-located with technology development, such as around a university or innovation centre, clusters also boost research and innovation.

Scotland's fintech sector was identified a number of years ago as a potential new market cluster bringing together our strengths across financial and professional services, digital and data capability as well as the vibrant start-up community and skills base. The cluster has since gained European Silver accreditation – the first cluster in the UK to do so – and continues to grow rapidly. Fintech Scotland, as the lead industry body, provides a clear focal point for the development of strategy and actions to support the cluster. The Scottish cluster was identified in the recent UK-wide Kalifa report as a model of best practice.

Key success factors which we would emulate as we build clusters around new market opportunities include:

- clarity of focus with a clearly articulated strategy and rationale as to the scale of the opportunity and Scotland's global strengths and potential.
- clear articulation of geographical focus, and rationale for that focus – either within specific location or locations, or as a Scotland-wide cluster.
- clarity on the links between key technologies and the global competitive advantage of clusters, ensuring that Scotland can retain competitiveness in the supply chains for each identified cluster.
- the creation of an industry-led cluster-builder organisation, which facilitates close working between public and private sectors and academia.
- clarity on international positioning, with a clear understanding as to Scotland's global strengths, who our competitors are, and who potential international partners are.
- alignment of policy, and investment support, across government, agencies, universities and others, including skills pipeline.
- clarity on our inward and capital investment offers, and how this is positioned to attract international private investment to the cluster and to attract talent.

Scotland's Greenports are a key element of our cluster building approach, creating globally competitive manufacturing centres of excellence in net zero industries.

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Project 7: Attract and Deploy Significant Domestic and International Private Investment in Scotland

We will	Who
<p>Establish an investor panel, chaired by the First Minister, to attract investment to a pipeline of projects in Scotland that support our transition to net zero and to bring investor intelligence to policy and regulatory development early in the process.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Improve access to private capital for business investment and growth. Working with financial institutions and the investment community and through the Scottish National Investment Bank and our enterprise agencies to deliver on our Global Capital Investment Plan, focusing on sectors where Scotland can demonstrate a real international comparative advantage.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Expand and enhance our Green Investment Portfolio to clearly set out the sectors and projects across Scotland seeking private finance to achieve net zero, sending a powerful market signal that Scotland is ready to meet increasing green investor appetite after COP26. Our Green Market Solutions Programme will identify where additional government action is needed to support investment.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Establish a values-led, high-integrity market for responsible private investment in natural capital (see Box E) to build on Scotland's international renown for its nature and its environmental policy framework on land and sea, and supported by a national project pipeline for nature-based solutions.</p>	<p>Government and Public Sector</p>

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Box E: A Nature-Positive Economy and Natural Capital

At COP26, the First Minister endorsed the Leaders' Pledge for Nature,¹² an international commitment to reverse biodiversity loss and create a "nature-positive" world by 2030. The pledge highlights the need to "transform and reform our economic and financial sectors" to safeguard the wellbeing of people and planet.

Recent global studies have shown the health of the world's ecosystems is declining faster than at any point in human history, with a million species at risk of extinction. These trends are reflected in Scotland, where there has been a sustained net loss of biodiversity in recent decades.

This rapid decline in nature has profound implications for humanity. The World Economic Forum's 2022 Global Risks Report¹³ identified biodiversity loss as the third most severe risk the world faces over the next 10 years.

Playing Scotland's part in tackling this crisis will mean transforming our economy, including a shift to more sustainable patterns of production and consumption. It will mean recognising the embeddedness of our economy in the natural world, and the need to live within the sustainable limits of our single, shared planet.

Doing so will also create new opportunities for Scotland to prosper. Globally, the World Economic Forum estimates that transitioning to a nature-positive economy will create up to \$10 trillion in annual business value and create 395 million jobs by 2030.¹⁴ In Scotland, the nature-based sector is already expanding rapidly, growing at more than five times the rate of all jobs between 2015 and 2019 and accounting for a third of all job growth in that period.¹⁵ There is strong potential for future growth, in areas such as sustainable land and marine management, urban green infrastructure, green finance and research. Rebuilding Scotland's natural capital is key to the long-term productivity of the many sectors of our economy which rely on the resources and services nature provides.

The transition to a nature-positive economy – designed to help reverse biodiversity loss by 2030 – will support our international responsibilities, including the Leaders' Pledge, while also offering enormous opportunities for Scotland's prosperity and wellbeing. Aligning with the further development of Scotland's Environment Strategy,¹⁶ actions set out in this economic strategy will support this transition, for example by supporting responsible private investment in nature-based solutions (see Project 7).

Natural capital is the renewable and non-renewable stocks of natural assets, including geology, soil, air, water and plants and animals that combine to yield a flow of benefits to people. Adopting a natural capital approach enables us to understand the role of our natural environment, alongside its intrinsic value, as an asset that underpins our economy and society.

It also helps us recognise the need to invest in the maintenance and enhancement of this asset, so that we can continue to enjoy, within safe environmental limits, the many economic, environmental and social benefits it provides.

Scotland has shown an international lead in natural capital thinking and the increasing investment in Scotland's natural capital, including public and responsible private investment, is both an important economic opportunity and essential to meet the pace and scale of our climate change targets, biodiversity goals and wider land use policy objectives.

The Scottish Government is committed to ensuring that local communities are empowered and benefit from investment in natural capital.

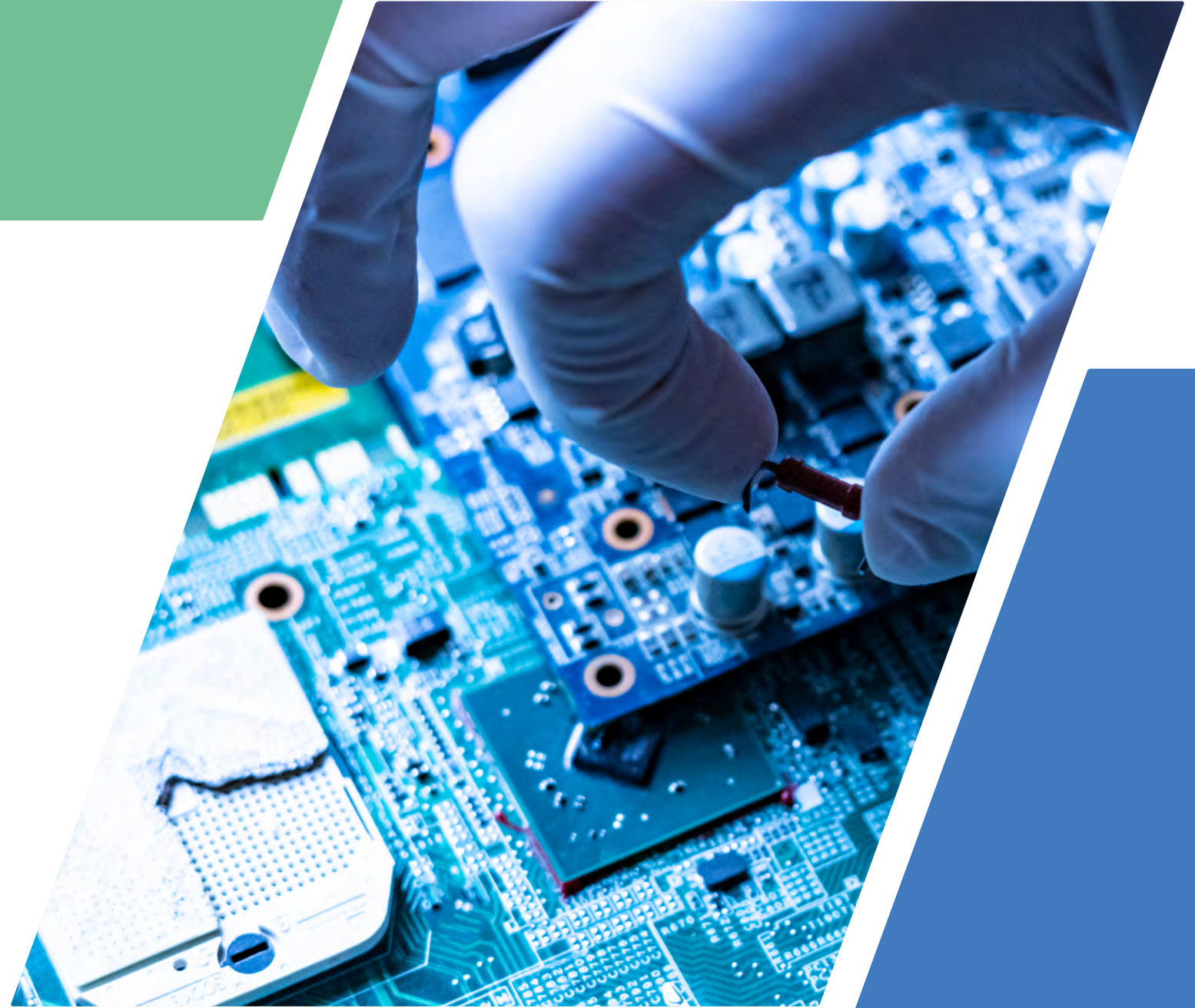
12 [Leaders' Pledge for Nature](#)

13 [World Economic Forum: Global Risks Report 2022](#)

14 [World Economic Forum: The Future of Nature and Business](#)

15 [Nature-based jobs and skills for net zero – an initial assessment](#)

16 [The Environment Strategy for Scotland: vision and outcomes](#)



Productive Businesses and Regions

We must deliver a step-change in our productivity performance and address regional inequalities in economic activity as well as boosting traditional and digital infrastructure.

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4. Productive Businesses and Regions

4.1 Our Aim

To make Scotland's businesses, industries, regions, communities and public services more productive and innovative.

4.2 The Opportunity

Productivity is driven by a multitude of factors, including quality of jobs, skills, entrepreneurship, levels of investment and innovation, and quality of infrastructure and connectivity. Improving productivity will increase the competitiveness of Scotland's enterprises, regions and the economy as a whole. It raises household incomes and generates the tax revenues required to invest in our public services and critical national infrastructure. International evidence shows that economies with strong productivity score highly on the indicators of a wellbeing economy.

All the policy programmes in this strategy are interconnected, and while the other programmes will also drive productivity improvements, through for example reducing structural inequalities, this programme focuses on the opportunities from digital infrastructure, leadership, pioneering new approaches and addressing current geographical disparities to deliver prosperity for all Scotland's people and places. We can also improve the productivity of our public services. The public sector in Scotland is one of the largest employers but there is scope to increase the positive impact this sector has on the economy.

Scotland has closed the productivity gap with the rest of the UK in recent years, but our productivity performance remains below that of other small advanced economies. Our productivity performance varies across different sectors and there are long-standing regional inequalities with regional differentials in GVA per capita and a range of other indicators of a wellbeing economy including quality of jobs or public services, the health of citizens, the index of multiple deprivation and child poverty. We need to boost productivity across the whole economy. This will require different approaches for high productivity sectors than it will for low-productivity/low-pay

sectors while recognising that the success of our internationally tradable sectors – manufacturing and services – is key, as they provide the wealth on which our domestic services sectors rely.

Good progress is being made in extending and improving the resilience of Scotland's broadband and mobile infrastructure through programmes such as Reaching 100% (R100) and Scottish 4G Infill (S4GI). However, organisations in all sectors of the economy have been slower to adopt digital technology than comparators and, in particular, to transform their business and operating models to boost productivity as a result of cloud computing and the intelligent use of data.

It is vital that every region in Scotland benefits from, and contributes to, a more productive and innovative economy. Every part of Scotland has unique strengths, assets and opportunities and all businesses and communities, rural and urban, can bring innovation and creativity and support the resilience of the economy. This strategy intends to work with businesses, public bodies and citizens in every part of Scotland to ensure that local economic plans reflect the greatest economic opportunities for communities. Our Community Wealth Building approach will use public and private investment through procurement and other means to create new employment opportunities, help local businesses to expand, and place more assets in the hands of local people and communities.

National success cannot leave any region behind. This strategy will not, in detail, outline the critical interventions in each local economy, but we do intend to ensure strong regional economic strategies and local economic development plans covering every area of Scotland to enable this work to progress (see Box F for further details on the role of Scotland's Regional Economic Partnerships). It needs to be built from the grassroots, rather than imposed top-down by government. This will include a unique socio-economic plan based on supporting and growing the number of Gaelic speakers. Ensuring that Scotland's cities are able to compete, and win, against other major European or world cities, remains an important approach to driving productivity improvements.

Box F: The Role of Regional Economic Partnerships in Driving Productivity

Scotland's Regional Economic Partnerships bring together key economic actors to enhance regional interests, focus and align resources, sharing knowledge and expertise. This partnership working results in nuanced economic strategies and related action plans that will accelerate economic prosperity. Distinct approaches to regional economic opportunities include the following:

The North East's partnership, including public sector and Opportunity North East, developed the Regional Economic Strategy which provides a shared vision and ambition for the region to strengthen through diversification. The strategy's Action Plan has a sustainability theme, building on the diversification of the regional economy and broadening the business base. Opportunities are associated with the circular economy, carbon capture and storage, and energy transition to support the evolution to low carbon. To further diversify the regional economy, the RES also emphasises opportunities related to on Tourism, Life Sciences, and Food and Drink. The partnership has a key role in aligning this strategic work with wider investment such as the Energy Transition Fund, the Just Transition Fund and the North East Economic Recovery Skills Fund. Core projects such as the Energy Transition Zone (ETZ Ltd) exemplify an approach that optimises the opportunities in offshore wind, hydrogen and Carbon Capture, Utilisation, and Storage (CCUS) to create a globally integrated energy hub focused on net zero.

The Ayrshire Growth Deal includes the HALO Enterprise and Innovation Centre, which opens early in 2022, and is delivering projects focusing on Community Wealth Building and Working for a Healthy Economy. Further business cases are in development for large scale projects related to Aerospace and Tourism. Both the Scottish Government and the UK Government are investing up to £103m each over 10 years, with the Ayrshire Councils contributing a further £45.5m to the Deal. Building on the Deal, Ayrshire REP are currently developing a Regional Economic Strategy that aims to take a Community Wealth Building approach to economic activity across the region, catalysing the Deal approach and embedding it as a tool for ensuring inclusive growth.

The Edinburgh and South of Scotland region has a vision to become the data capital of Europe, whilst ensuring that the social and economic benefits of this capability extend to all. To help the region achieve this vision, the £1.3bn City Deal focuses on key themes including: Research, Development and Innovation, and the Integrated Regional Employability Skills (IRES) Programme which aims to develop career pathways from the classroom to the workplace to meet current and future skills requirements in key sectors across the region. The ESES Regional Prosperity Framework sets a 20 year vision for the future of the regional economy up to 2041. Using the Deal as a catalyst, the RPF articulates long-term aspirational goals, focusing on Environment, Transport and Place, in order to guide the future direction of shared regional economic and related policies.

The Forth Valley region aims to formalise a Regional Economic Partnership during 2022, with the areas of focus relating to transport, tourism, business support and low carbon. There are also several ongoing and planned initiatives for the region, including the Falkirk Tax Incremental Finance scheme, Town Centre and Tourism Action Plans and the transformational programmes to assist the Grangemouth petrochemical complex in its transition to net zero.

Glasgow's Regional Economic Strategy identifies three Grand Challenges: Creating an Inclusive Economy; Enhancing Productivity; and Addressing the Climate Emergency. By addressing these challenges the Glasgow City Region aims to have "the most innovative, inclusive and resilient economy in the UK" by 2030. There are a number of transformational opportunities to reshape the economy for all. These cover the Foundational Economy; High Growth Sectors; Accelerating Climate Action; Health; Skills; Technology; and Place and are tied to the twelve regional programmes which make up the first phase of the Regional Economic Strategy Action Plan.

The Highlands and Islands has recently established a Regional Economic Partnership which will support collaboration on strategic issues to grow the region's economy. The REP will build on work to pursue strategic regional opportunities and create high value jobs in areas like renewable energy, space and the blue economy whilst recognising the significant cultural strengths, including the Gaelic language, and opportunities arising from more traditional sectors. In anticipation of rapid scaling of offshore wind activity in response to ScotWind and INTOG leasing rounds, the University of the Highlands and Islands (UHI), the Energy Skills Partnership, Skills Development Scotland, and Highland and Islands Enterprise (HIE) are actively expanding Global Offshore Wind training and certification, and advanced manufacturing training capability within UHI colleges (including industry-led provision), to meet demand for a skilled offshore wind workforce. HIE, local authorities and the Scottish Government are working with industry to secure affordable and timely grid capacity and address other barriers to deployment and Wave Energy Scotland and EMEC continue to further the region's lead on marine energy through technology deployment. Partners are engaged in cluster development to stimulate innovation and supply chain development in key areas such as offshore wind, hydrogen, heat decarbonisation and energy systems. Infrastructure to support these sectors is being considered for support through the Islands Growth Deal, including the development of the UK's first ultra-deep-water port in Shetland.

The South of Scotland's first Regional Economic Strategy has a 10-year timeframe and targets a significant shift in the region's economic performance, its outward profile, and the way in which wealth is created by and shared amongst people. The strategy has been developed following an extensive period of engagement and will deliver against six themes including: Skilled and Ambitious People; Innovative and Enterprising; Rewarding and Fair Work; Cultural and Creative Excellence; Green and Sustainable Economy; and Thriving and Distinct Communities.

An overarching ambition of the **Tay Cities Regional Economic Strategy** is to increase the number of businesses and create more, better paid jobs across the Tay Cities. Key targets include raising the regional employment rate above the Scottish average, increasing the 5-year business survival rate to above 50% and reducing the percentage of jobs that pay less than the living wage. There are a number of initiatives which are in place or being developed to support the region in its aims, including: the Michelin Scotland Innovation Parc to support net zero and the move to clean growth in the manufacturing sector, and the Forth & Tay Offshore Cluster which focuses on growing the offshore energy supply chain in East Scotland.

Further details of the regional perspectives of each Regional Economic Partnership is included in an accompanying evidence paper.¹⁷

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17 [Evidence from Regional Economic Partnerships](#)

4.3 Foundations of Success

The National Infrastructure Mission, Infrastructure Investment Plan, the National Transport Strategy (NTS2), Housing 2040, Scotland's Digital Strategy and The Strategic Framework for a Cyber-Resilient Scotland are all driven by a determination to create and sustain a resilient national infrastructure that can support a high productivity economy. Scotland's Innovation Centres, National Manufacturing Institute Scotland and CivTech are all demonstrating how new ideas and commercial opportunities can spring from a successful partnership between businesses, academia and the public sector. The Global Capital Investment Plan (GCIP), the Inward Investment Plan, our enterprise agencies, city and region growth deals and Scottish National Investment Bank offer an ecosystem of financial and business support for innovative companies and entrepreneurs.

Scottish local government, our enterprise agencies and local groups of businesses and citizens are currently delivering strong regional and place-based initiatives. City region and regional growth deals are being delivered across the country through a partnership of national and local government and other regional players including higher and further education, enterprise agencies, and the voluntary and private sectors. These have inspired the development of a growing network of new Regional Economic Partnerships across the country that have an increasingly important role in increasing productivity and driving innovation on a regional basis (see Box F). There are also innovative private sector models (see Box G) which this strategy is supportive of.

Box G: Case Study: Opportunity North East as a model of private sector engagement in delivery of economic development

Opportunity North East (ONE) is a private sector catalyst for economic diversification in north east Scotland. ONE leads action, investment and transformational projects to deliver sustainable business growth and jobs for the future in the just transition to a low-carbon net-zero economy.

More than 80 business leaders shape priorities across entrepreneurial growth, digital transformation and low-carbon in the digital, food, drink and agriculture, life sciences and tourism sectors in Aberdeen and Aberdeenshire. Members drawn from the region's business community, its two universities and colleges, and regional and national partners sit on ONE's main and sector boards

Business founders, owners and leaders are engaged in ONE-led business growth, innovation, market development and leadership support. Accelerator programmes stimulate start-ups and spin-outs in digital, food and drink, and life sciences.

ONE leads the delivery of the BioHub, SeedPod and ONE Tech Hub projects for life sciences, food and drink, and digital in the region and is developing the Seafood Transformation Project, North East Adventure Tourism and Gourmet Food Festival projects with industry and partners.

ONE created the Energy Transition Zone concept and led the business case that secured £54 million of UK Government and Scottish Government funding. ETZ Ltd was established in April 2021 to spearhead the region's energy transition activity. ONE will contribute £5.7 million of funding to ETZ over the next five years. ETZ will play a pivotal role in establishing the region as a global leader in energy transition and a net exporter of products, services, technologies and skills.

The Wood Foundation has provided ONE with a 10-year £62 million funding commitment. Over the past five years, ONE project funding of £27 million has secured co-funding and investment of £75 million from public, private and philanthropic partners.

In ensuring all Scotland's regions are as productive as they can be, we must build an economy that is resilient to future external risks and shocks, taking a proactive approach to monitoring and assessing economic resilience and identifying key actions to mitigate against potential future shocks. As part of improving resilience, businesses have adapted their business models throughout the pandemic, including promoting working from home where possible. There are opportunities for further experimentation in ways of working post-pandemic, including hybrid working, to deliver good jobs and to help businesses attract and retain talent.

4.4 Our Programme of Action

Project 8: Improve Connectivity Infrastructure and Digital Adoption Across the Economy

We will	Who
Deliver the Strategic Transport Projects Review 2 (STPR2) to help make Scotland more accessible for residents, visitors and businesses; create better connectivity with sustainable, smart and cleaner transport options; and highlight the vital contribution that transport investment can play in enabling and sustaining Scotland's economic growth.	Government, Public Sector, Business and Partners
Provide an efficient and resilient digital infrastructure. This includes continued investment in improved broadband, fibre and mobile coverage for residential and business premises. Enhance the resilience of digital infrastructure through direct international links to the internet and the development of data centres aligned with renewable power sources.	Government, Public Sector, Business and Partners
Establish a Digital Productivity Fund focused on supporting business to improve firm-level productivity through the adoption and successful integration of new and advanced technologies.	Government and Public Sector
Develop joint programmes of action to increase digital understanding and adoption in sectors where business models have been transformed rapidly due to new technology. Examples include action to better use data and adopt cloud based services.	Government, Public Sector, Business and Partners

Project 9: Upskill Business and Public Sector Leaders, Pioneering New Approaches to Driving Productivity Improvements

We will	Who
Design and implement programmes on the practical actions business and leaders can take to boost productivity , at scale. This will include business development capabilities, ensuring our leaders have the skillsets to sell ideas, policies, products or solutions both within Scotland and globally.	Government, Public Sector, Business and Partners
Design and implement a Team Scotland leadership programme across the public and private sector to attract and develop the ambitious, skilled, empowered leaders that Team Scotland needs, with delivery capabilities and governance skills. A programme that embraces diversity and values-based leadership.	Government, Public Sector, Business and Partners
Appoint Productivity Ambassadors to promote understanding of driving productivity improvements, build international networks with their peers and deliver learning as part of the Team Scotland leadership programme. For example, early projects to be investigated are around shifting the culture of late payments between businesses to improve SME productivity and around considering the most effective ways to incentivise business improvements in productivity.	Government, Public Sector, Business and Partners
Establish a new measure of the resilience of the economy, monitoring, assessing and identifying actions to future-proof the productivity of Scotland's economy over the long term , including on issues such as climate adaptation, cyber security, international trade links and critical domestic supply chains.	Government and Public Sector

We will	Who
<p>Launch the Centre for Workplace Transformation in 2022 to support experimentation in ways of working post-pandemic, including hybrid working, to deliver good jobs and to help businesses attract and retain talent, recognising the importance of the way workplaces operate and making the best use of employees' skills to enhance business performance and profitability.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Expand Scotland's SCDI-led network of Productivity Clubs for businesses to use peer to peer learning to identify opportunities to improve productivity.</p>	<p>Government, Public Sector, Business and Partners</p>

Project 10: Realise the Potential of the Different Economic and Community Assets and Strengths of Scotland's Regions

We will	Who
<p>Reinforce our commitment to regional collaboration through our Regional Policy Review and continue to work with Regional Economic Partnerships to deliver Regional Economic Strategies with strong regional economic policies and tailor interventions to evidenced regional strengths and opportunities. This includes identifying the most transformational interventions in each local economy, including infrastructure investment, attracting inward investment or supporting local networks of businesses. We will also work with regional partners, including trade unions and businesses to co-produce Just Transition plans for every sector and region. As part of developing the Just Transition plans we will ensure that all those impacted, particularly employees and communities, have a voice.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Introduce Community Wealth Building legislation that builds on the successes and learnings of all of the Scottish Government community wealth building local and regional pilot areas in urban and rural Scotland.</p>	<p>Government and Public Sector</p>
<p>Undertake and publish a review of how best to significantly increase the number of social enterprises, employee-owned businesses and cooperatives in Scotland, supporting regional regeneration and the wealth of local communities. This will learn lessons from best practice in other countries.</p>	<p>Government and Public Sector</p>

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Skilled Workforce

A skilled population is fundamental to business productivity and economic prosperity. We will focus our activity on the transition to net zero, the digital revolution, and lifelong training making sure employers have the supply of skills they need.

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5. Skilled Workforce

5.1 Our Aim

To ensure that people have the skills they need at every stage of life to have rewarding careers and meet the demands of an ever-changing economy and society and that employers invest in the skilled employees they need to grow their businesses.

5.2 The Opportunity

Skills enable people to more effectively participate and progress in the labour market and lead fulfilling lives. Providing people with the opportunities to develop skills, irrespective of who they are and where they live, is key to ensuring everyone has the opportunity to participate fully in the labour market. For parents and carers to develop the skills and qualifications that will enable them to compete for jobs, and ultimately create a more diverse workforce, we must address the barriers faced by some, including transport and available childcare.

A skilled population is also key to business productivity and economic prosperity. The OECD has argued that for the UK “developing the right set of skills and making full use of them in the economy is a recipe for higher productivity, growth and inclusiveness”.

The evidence shows that Scotland already performs well on tertiary education levels compared to the rest of the UK and other small advanced European economies. While data shows that the majority of employers are able to find the right people with the right skills to fill vacancies within their organisations the pandemic and EU exit have created labour shortages across almost all sectors. Last year around 21% of vacancies were reported as being hard to fill by employers due to a lack of skills, knowledge or experience among applicants. In the absence of devolved immigration powers, targeting inward migration from the rest of the UK can add to Scotland's skilled labour pool. A 25% increase in people relocating from the rest of the UK to Scotland would double net migration and add 100,000 people to Scotland's labour pool over the course of this strategy. Significant inequalities persist in educational attainment with around 10% of Scotland's working age population having low or no qualifications. Currently 22% of Scotland's working-age population are economically inactive (this figure includes full-time students). Understanding what policies can be deployed so that people can take part in the labour market is a significant opportunity.

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Over the next 10 years, with the greater use of artificial intelligence, changes in the world of work, the decarbonisation of traditional industries and the emergence of new industries, skills requirements will change fundamentally. Digital, data, cyber security, creative and leadership skills are likely to be at a premium, whilst we know that the ability to collaborate and cooperate will be essential for the anticipated rise in caring roles and as technology replaces routine work and frees people to focus on the elements of human service that really matter to people. The precise shape of the changes are difficult to predict, but we do know that people will need to be adaptable and flexible and we recognise the need to provide access to information and advice, tailored to individual needs and circumstances. We will emphasise the importance of businesses and skills providers capturing equalities information to understand the diversity of the workforce and the reach of service provision.

Population challenges are being faced in many rural and island communities, and addressing these challenges will be vital to ensuring these communities can realise the ambitions of this strategy.

5.3 Foundations of Success

A range of initiatives are already in place to grow Scotland's population, and support skills development. This includes our response to the Scottish Funding Council Review of Coherent Provision and Sustainability,¹⁸ Scotland's Population Strategy, the Young Person's Guarantee and the Future Skills Action Plan which is delivering a strong platform of work based learning. A considerable programme of reform is already taking place across Scotland's schools, including the implementation of the OECD recommendations through Professor Ken Muir's consultation and Professor Louise Hayward's review of qualifications. We will also build on the recent Careers Service Review to ensure that individuals considering their career choices at any stage of their lives can access the best information and advice.¹⁹

We are working with partners to address the under-representation of women in science, technology, engineering and maths (STEM) courses and careers, to ensure that Scotland's STEM sectors are diverse, equal and prosperous. Similar initiatives are addressing the gender gap within Scottish agriculture.

A key focus of skills provision is the implementation of the Climate Emergency Skills Action Plan. Our Green Jobs Skills Hub will gather and cascade information on skills shortages and opportunities throughout the labour market, enhancing intelligence and promoting more effective responses. The current land-based review of learning offers an opportunity to link across existing work in the Skills Action Plan for Rural Scotland and the Climate Emergency Skills Action Plan.

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18 [Scottish Funding Council Review of Coherent Provision and Sustainability](#)

19 [Careers by Design](#)

5.4 Our Programme of Action

Project 11: Adapt the Education and Skills System to make it more Agile and Responsive to our Economic Needs and Ambitions

We will	Who
Develop proposals for a national digital academy focused around the provision of SCQF level 6 qualifications including Highers, to open up access to a wide array of subjects to a wider array of learners. This is likely to include broadening young people's access to subjects which may not be available locally, as well as supporting post-school learners to access learning later in life and around other commitments.	Government and Public Sector
Deliver the forthcoming national strategy on adult learning that will ensure that community learning is more consistent and comprehensive , underpinned by more strategic investment and building a stronger evidence base around needs, engagement levels, quality of provision, and support for professionals.	Government and Public Sector
Deliver key actions from the Scottish Funding Council Review of Coherent Provision and Sustainability including the development of more, shorter industry-facing courses; and enhancing approaches to strategic provision and skills planning based on learning from pathfinder projects to enable a more responsive, coherent education and skills system.	Government and Public Sector
Implement the next phase of the Green Jobs Workforce Academy and launch a new skills guarantee for workers in carbon intensive industries , providing career guidance and training opportunities, enabling people to seek employment in other sectors.	Government, Public Sector, Business and Partners

Project 12: Support and Incentivise People, and their Employers, to Invest in Skills and Training Throughout their Working Lives

We will	Who
Implement a lifetime upskilling and retraining offer that is more straightforward for people and business to access and benefit from. This will use evidence from the delivery of the National Transition Training Fund and Flexible Workforce Development Fund, and what we know works well from Community Learning and Development.	Government and Public Sector
Target more skills investment and support to working age people in poverty or at risk of moving into poverty (particularly the six priority family types). Ensuring that access to training for more marginalised groups is made as easy as possible, we will work with learners and delivery partners to better understand the steps we must take to improve provision, including in areas such as training at times that suit people with caring responsibilities, with additional support needs or that fit around current jobs.	Government and Public Sector
Develop a new Skills Pact to underpin our commitment to strong partnership working with both employers and unions. The Pact will focus on action we can take together to improve investment in skills and training and ensure provision better meets the needs of employers and employees. As part of this, we will work collaboratively with employers and unions to explore how we can increase employer investment in upskilling and retraining.	Government, Public Sector, Business and Partners

Project 13: Expand Scotland's Available Talent Pool, at all Skills Levels, to Give Employers the Skills Pipeline They Need to Take Advantage of Opportunities

We will	Who
<p>Implement a focused Talent Attraction programme to attract key skills and talent from the rest of the UK. This will align with Scotland's identified key sector strengths and new market and cluster building opportunities and provide a joined-up "landing zone" for targeted employees and their families supported through our commitment to create a Migration Service for Scotland. We will work closely with industry partners, and the recruitment sector, to leverage best available data and ensure most effective targeting.</p>	<p>Government, Public Sector, Business and Partners</p>
<p>Progress the actions from Scotland's Population Strategy aimed at attracting, welcoming and supporting those who choose to make Scotland their home to help address rural and island population challenges and sectoral skills shortages in the labour market.</p>	<p>Government and Public Sector</p>
<p>Systemically address Scotland's labour market inactivity challenges. Assess trends within different labour market inactive groups and understand what steps can be taken to bring more individuals into the labour market - including through the use of childcare and transport provision, part-time/flexible working, support for employees with disabilities, and business start-up and work from home opportunities. This is inextricably linked to reducing child poverty, including the approach of pathfinders to test how to ensure holistic support enables parents to enter, sustain and progress in work.</p>	<p>Government, Public Sector, Business and Partners</p>

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A Fairer and More Equal Society

Significantly reducing poverty boosts our economy, but achieving it requires better wages and fair work. We will ensure that work provides a sustainable standard of living and a genuine route out of poverty.

6. A Fairer and More Equal Society

6.1 Our Aim

To reorient our economy towards wellbeing and fair work, to deliver higher rates of employment and wage growth, to significantly reduce structural poverty, particularly child poverty, and improve health, cultural and social outcomes for disadvantaged families and communities.

6.2 The Opportunity

Our aim is to create a society that is thriving across economic, social and environmental dimensions, and that delivers prosperity for all Scotland's people and places. A fair and equal society and a wealthier, greener economy are mutually reinforcing.²⁰ Economies that have stronger productivity growth also have higher wellbeing – good businesses recognise that well-paid and respected workers are productive workers.

Scotland has the opportunity over the next ten years to build a successful economic model that ensures that work pays for everyone through better wages and fair work. In this way, and in tandem with other government interventions, like the Scottish Child Payment, economic opportunities can significantly reduce levels of child poverty and in-work poverty, particularly for women, and eradicate low pay. We can improve life chances, achieve equality of opportunity for all to access and progress in work whilst at the same time mitigating the risk to employment through a just transition to net zero.

A fully-functioning childcare sector is a pivotal part of Scotland's national economic infrastructure, and will be vital to enabling parents and carers to return to work, or increase their working hours. We have committed to building a system of wraparound school age childcare, offering care before and after school and in the holidays, which will be free to families on the lowest incomes – as well as expanding the provision of funded early learning to all one- and two-year-olds, starting in the course of this Parliament with children from low-income households.

We have the opportunity to design and deliver employability services tailored for local areas and people, using place-based and person-centred design, building on our No One Left Behind approach.

Tackling poverty will substantially increase Scotland's economic performance, increasing the wellbeing of our citizens and enabling our business to increase their turnover. Tackling child poverty is an economic as well as a moral imperative. The cost of child poverty in Scotland was estimated to be more than £3 billion in 2021.²¹ Around half of this cost is attributed to lower productivity and higher unemployment levels of those who have grown up in poverty.

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20 [Trends in Income Inequality and its Impact on Economic Growth | OECD Social, Employment and Migration Working Papers | OECD iLibrary \(oecd-ilibrary.org\)](#)

21 [The Cost of Child Poverty in 2021](#) – based on a UK figure of £37.7 billion estimated by the University of Loughborough

The evidence shows that while Scotland (along with Northern Ireland) has the lowest child poverty rate in the UK at 24% (compared to England 30%, Wales 31%), to meet our statutory 2030 target to have less than 10% of children living in relative poverty, around 140,000 children will have to be lifted out of poverty. 15.2% of employees still earn less than the real Living Wage, although this number has reduced by around a quarter in recent years.

Despite progress in reducing the gender pay gap (reduced from 18% in 2000 to 3.6% in 2021), more women than men still earn less than the real Living Wage. There are significant inequalities in economic and social outcomes including the disability employment gap (35.5 percentage points), and ethnicity pay gap, and a significant gap in healthy life expectancy for those in the most deprived areas (20 years).

We need to ensure everyone in Scotland earns at least the real Living Wage as a minimum. We recognise that we will not tackle Scotland's deep-seated poverty challenges without transforming the sectors where low pay or precarious work are most prevalent. Moreover, we believe that business models that rely on low pay are not sustainable and are incompatible with our vision and strategic direction. We will use all levers at our disposal and will work with business to address this issue. The use of conditionality on Fair Work practices that is enshrined in the bidding process for Scotland's greenports, ensuring that no bidder who cannot demonstrate adherence to Fair Work will win, is a model of how we will roll out these measures.

All the programmes in the strategy are interconnected, while our initiatives on promoting entrepreneurial culture in under-represented groups, community wealth building, and skills investment for working age people in poverty will contribute to a fairer and more equal society, this programme focuses on the opportunities from Fair Work and structural barriers to participation in the labour market.

6.3 Foundations of Success

Our ability to directly effect change in the labour market is limited as long as employment law remains reserved to Westminster. Nevertheless, we have used the powers that we do have to ensure that the economy is fair and inclusive and that people have the skills and capabilities they need to access good jobs. We have done this through our policies on Fair Work Nation, our No One Left Behind approach with Local Government and the third sector and our action plans to tackle the gender and disability pay gaps. Our Young Person's Guarantee will ensure every person aged between 16 and 24 will have the opportunity to study; take up an apprenticeship, job or work experience; or participate in formal volunteering.

Through Fair Work First we are applying Fair Work criteria to public sector contracts and grants to ensure that government funding serves to tackle in-work poverty and low wages by raising the incomes of the lowest paid and improving terms and conditions for all.

We will ensure that Fair Work principles and conditionality form the foundation of our approach to a just transition, starting with the Energy Strategy and Just Transition Plan, the Agriculture and Land Use Plan, and forthcoming regional and sectoral plans.

In August 2021 we launched a Living Hours Accreditation scheme with the Poverty Alliance to drive progress towards security of income and away from in-work poverty. In 2021 we took our commitment further in the Adult Social Care sector by providing funding to take pay for direct carers above the real Living Wage, with a minimum pay floor also set for 2022/23 that continues to go beyond the real Living Wage.

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Our first Tackling Child Poverty Delivery Plan (2018-22) set out three key drivers to reducing child poverty, including increasing household incomes from work and earnings, reducing household costs and maximising incomes from social security. It also set out the six priority family types more likely to experience child poverty.²²

Our existing employability and wider Fair Work action is a key part of this strategy, supporting parents to access work and to progress within the labour market – supported by holistic employability support, flexible working opportunities, sufficient working hours and payment of the real Living Wage. We will build on this within our next delivery plan to be published in March 2022 to ensure that work offers an effective and sustainable route out of poverty for families.

We believe that a progressive approach to industrial relations and to trade unionism is at the very heart of a fairer, more successful society. Trade unions are key social partners in delivering our economic and social aspirations. Accordingly, we recognise the importance of unions and collective bargaining in raising worker wellbeing and promoting progressive and fair workplace practices. The best Fair Work outcomes will be achieved where employers, workers, unions, government, agencies and third sector work together and take ownership for delivery of Fair Work collectively. In some key sectors this will involve enhancing the capacity to take collective decisions through forums involving employers, workers, unions and other partners negotiating minimum standards on pay, conditions and other aspects of Fair Work infrastructure.

Our Covid Recovery Strategy focuses on the efforts we require to tackle inequality and disadvantage. If our people are secure and have firm foundations then our communities, businesses, economy and society will be more resilient. Our third sector organisations have led the way in adopting innovative, person-centred, holistic services which wrap around families and individuals. The aims of the strategy are to: address the systemic inequalities made worse by Covid; make progress towards a wellbeing economy; and accelerate inclusive person-centred public services.

A Fairer Scotland for Disabled People: Employment Action Plan sets out key actions the Scottish Government will take to reduce the disability employment gap by at least half by 2038. We announced in December 2021 that we are doubling the Scottish Child Payment from April 2022 and we remain committed to extending Scottish Child Payment to children under 16 by the end of 2022. We have also committed to build a system of wraparound school age childcare, offering care before and after school and in the holidays, which will be free to families on the lowest incomes.

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22 Our Tackling Child Poverty Delivery Plan has identified six priority family types at higher risk of poverty: lone parent families, the large majority of which are headed by women; families which include a disabled adult or child; larger families; minority ethnic families; families with a child under one year old; families where the mother is under 25 years of age.

6.4 Our Programme of Action

Project 14: Tackle Poverty Through Fairer Pay and Conditions

We will	Who
<p>Apply Fair Work conditionality to grants, requiring payment of real Living Wage, and channels for effective workers' voice by summer 2022, and determine how these conditions can be applied to non-departmental public bodies. Fair Work conditionality will be further extended with clear standards and minimum requirements to cover all forms of Scottish Government support within the limits of devolved competence in line with the landmark agreement with the Scottish Green Party. We will use all levers at our disposal to deliver on this commitment – including the use of grants, reliefs and licencing provisions</p>	Government and Public Sector
<p>Deliver on the commitment to require payment of the real Living Wage in Scottish Government contracts from October 2021, including the forthcoming suite of new construction frameworks, starting with the £600 million Civil Engineering Framework.</p>	Government and Public Sector
<p>Work with employers and trade unions in sectors where low pay and precarious work can be most prevalent (including leisure and hospitality, and early learning and childcare) to deliver sectoral Fair Work agreements, in partnership with industry and trades unions, that deliver payment of the real living wage, better security of work, and wider “fair work first” standards. We will also promote the benefits of collective bargaining to achieve higher standards of pay, better security of work and greater union representation.</p>	Government, Public Sector, Business and Partners
<p>Build on the findings from the Business Purpose Commission Report in Spring 2022, to inform how businesses can deliver positive impacts on prosperity, wellbeing – including tackling child poverty – and environmental sustainability. This will recognise that businesses which take a long term (inter-generational) view of their stakeholder commitments fare better in times of crisis, including during the pandemic. It will also promote the stakeholder capitalism model with business leaders, encouraging businesses to see employees, communities and citizens as stakeholders as well as consumers and where businesses are rooted in their communities.</p>	Business and Partners

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Project 15: Eradicate Structural Barriers to Participating in the Labour Market

We will	Who
Set out how we will support parents to increase their incomes from employment as part of cross-government action to deliver upon the ambitious targets set through the Child Poverty (Scotland) Act 2017 within the next Tackling Child Poverty Delivery Plan to be published by the end of March 2022.	Government and Public Sector
Simplify the employability system by implementing No One Left Behind , combining funding streams and transferring investment from national to local governance to enable the delivery of person-centred, place-based integrated support. Fair Start Scotland contracts end in March 2023, offering significant opportunity for further investment through No One Left Behind.	Government and Public Sector
Ensure that Every Contact Counts in delivering an aligned and integrated offer of support for those seeking to move towards, into or progressing within the labour market. In this way we will ensure that individuals and families have access to the advice and services they need to thrive, including housing, health, affordable and flexible childcare and transport offers.	Government and Public Sector
Take further steps to remove barriers to employment and career advancement for disabled people, women, those with care experience and people from minority ethnic groups. We will set these out the forthcoming refreshed 'A Fairer Scotland for Disabled People: Employment Action Plan' and the Gender Pay Gap Action Plan, and a new ethnicity pay gap strategy and plan.	Government and Public Sector
Build on the principles of the Young Person's Guarantee, developing an all age guarantee of support for those most disadvantaged in the labour market , with an initial focus on parents from the six priority family groups at risk of child poverty.	Government and Public Sector
Establish a Centre of Expertise in Equality and Human Rights within Scottish Government, advancing our understanding and embedding equality and human rights within the economic policy-making process, as agreed in the Economy Recovery Implementation Plan.	Government and Public Sector

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A Culture of Delivery



Success demands a culture of delivery and accountability in which objectives are shared and responsibilities are clearly allocated and accepted across the public, private and third sector.

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7. A Culture of Delivery

7.1 Our Aim

To ensure we successfully deliver the interconnected policy programmes of action set out in this strategy and transform the way in which the Government and business listen to, support and work with each other.

7.2 The Opportunity

Achieving the ambition set out in this strategy is critically important for Scotland.

Success demands a culture of delivery and accountability in which objectives are shared and responsibilities are clearly allocated and accepted across the public, private and third sector. These must be built on a willingness to challenge and to adapt any aspect of this strategy that does not deliver and to draw on the strengths of people and organisations from all sectors of the economy in what is commonly described as a “Team Scotland” approach.

It requires strong leadership in the public and private sectors, with leaders working across these boundaries and learning lessons from the innovative approaches that have been implemented by other organisations, such as the third sector.

To deliver this strategy businesses need access to a range of support that is designed around the requirements of businesses and innovators, not the internal structures of the public sector, as well as increased access to investment, improved connectivity and stronger skills pipelines. Government needs actions from business such as investment in improving productivity, innovation, support for skills training as well as data on outcomes. This strategy should act as a compass to guide the actions of all partners.

Our enterprise and skills organisations work well together and have made real strides towards collaborative working, however our future economy requires us to radically rethink and reform the way in which they operate. We need to build a new model that reaches every community, rural or urban, and connects people and businesses with the support they need and leverages private sector networks, at home and abroad, in a more efficient way. This includes new tailored support for businesses with alternative ownership models, including cooperatives and social enterprises as well as in our rural and island areas, and we need more effective data and feedback on what our support delivers.

The state will continue to play a crucial role in making mission-based public investments and will do so in a way that drives forward wider innovation. Whilst government has shown we can take effective action with partners, for example developing Michelin Scotland Innovation Parc when faced with the closure of the previous Michelin factory, we need to bring the same purpose and energy to new opportunities like ScotWind.

And when businesses in Scotland achieve individual success we need to ensure that the success of one business reinforces another so that when our economy does well Scotland as a whole does well.

It will take time to deliver, but the prize is enormous.

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7.3 Foundations of Success

Successful delivery of this strategy will require all of our partners to work together. These include:

- Scottish Government Ministers and officials.
 - Industry Leadership Groups and sectoral organisations who will develop and deliver sectoral strategies aligned to this strategy.
 - Scotland's businesses and entrepreneurs who have a right to expect that the services we provide will be designed around their needs and who in turn will invest in improving productivity and providing Fair Work.
 - Regional Economic Partnerships which ensure that all of Scotland's regions are able to maximise their potential (see Box F).
 - business organisations which represent the views of businesses and play the role of a critical friend to government as well as being an active partner in policy development and implementation, as confirmed by the Partnership Principles Agreement.²³
 - trade unions who give a voice to Scotland's workers and are central to the delivery of an economic model in which everybody has the opportunity to participate and share in its success.
- local government and our agencies, including Scottish Enterprise, Highlands & Islands Enterprise, South of Scotland Enterprise, Skills Development Scotland, Scottish Funding Council and Business Gateway.
 - third sector groups, including local community organisations which are best placed to identify the actions and opportunities that matter to them and ensure that they share in economic success.
 - further and higher education institutions which supply the skills and research base that drive economic transformation and are key economic actors in their own right.
 - Scotland's international networks, including alumni, the Scottish diaspora, Global Scots and Scottish businesses, Scottish Development International's and the Scottish Government's own international networks.

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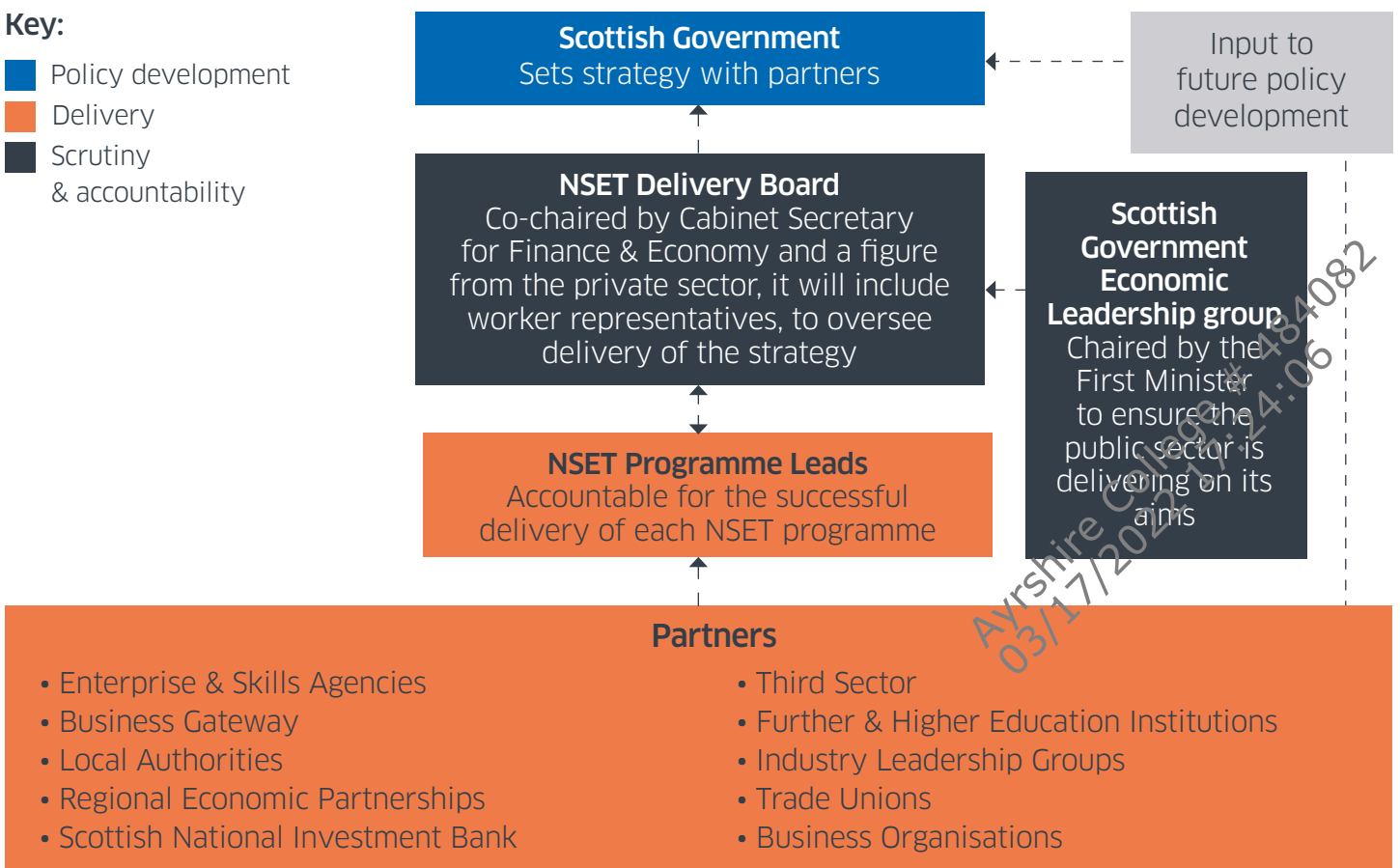
23 [Businesses and Scottish Government: joint principles agreement – gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/17/Businesses_and_Scottish_Government_joint_principles_agreement.pdf)

7.4 Our Programme of Action

Project 16: Strengthen Accountability and Transparency

We will	Who
Restructure the Enterprise and Skills Strategic Board so that it becomes the National Strategy for Economic Transformation (NSET) Delivery Board. The newly structured NSET Board will be co-chaired by the Cabinet Secretary for Finance and Economy and a figure from the private sector, will include worker representatives and will hold to account the public sector, business and third sector partners for the delivery of this strategy (see Figure 4).	Government, Public Sector, Business and Partners
Establish a Scottish Government Economic Leadership Group. Ministerial group to be chaired by the First Minister to ensure the public sector is delivering on its contribution to this strategy.	Government
Introduce a common accountability framework with delivery partners with senior named leaders both inside and outside the Scottish Government responsible for delivering specific programmes, including establishing key milestones and agreeing metrics of success.	Government and Public Sector
Provide multi-year budgets through Resource Spending Reviews to provide greater certainty for business and delivery partners enabling industry to develop complementary programmes in support of their actions.	Government and Public Sector
Ensure the NSET Board has the best available data, drawn from the public sector, academic and private sources.	Government, Public Sector, Business and Partners

Figure 4: Governance Structure



Project 17: Transform the Way Support is Delivered to People and Businesses across Scotland

We will	Who
<p>Establish a programme to radically transform the way in which the public sector in Scotland provides support for workers and businesses. Building on the work of the Business Support Partnership, this includes reviewing the products and services available, tailoring them to reflect the priorities of the strategy, and targeting grant support to delivery of local and national aims. It will provide businesses with greater clarity on the support they can expect at a local, regional, national and international level through clear and consistent communication.</p>	Government and Public Sector
<p>Ensure that strategic guidance to our key delivery agencies aligns with the priorities and delivers the programmes of action set out in this strategy and is consistent with multi-year budgeting that will allow delivery partners to plan ahead.</p>	Government and Public Sector
<p>Target support more effectively to businesses in every region of Scotland by introducing common data sets and systems to be used by every delivery partner. Work with business customers to design and develop the model and the supporting technical and data architecture for future services.</p>	Government, Public Sector, Business and Partners
<p>Work with stakeholders to consider how regulation can be used to support economic and societal aims and use this work to continuously improve the approach to regulation and guidance in the future.</p>	Government, Public Sector, Business and Partners

Project 18: Measure Success

We will	Who
<p>Finalise detailed delivery plans within six months of publication of the strategy, setting out how the programmes will be taken forward, demonstrating collaborative working with business. These will be strongly aligned with other strategic delivery plans, including the Tackling Child Poverty Delivery Plan, and will be published and overseen by the NSET Delivery Board. We will ensure delivery plans and their actions take full account of different regional circumstances, especially in rural and island areas.</p>	Government, Public Sector, Business and Partners
<p>Publish an annual progress report from the NSET board in order to enhance public accountability. The report will include equalities monitoring.</p>	Government and Public Sector
<p>Publish a wellbeing economy monitor, to build on Scotland's leading work on integrating wellbeing into its measurements and policy development and monitor how we are performing as a wellbeing economy (see Box A).</p>	Government and Public Sector
<p>Ensure a consistent approach to evaluation to drive continuous improvement and greater understanding of the return on investment and assessing the impact of support which will guide future spending decisions. This will scrutinise the performance of public sector investments and operating budgets over a longer time period, avoiding the risks of "stop start" initiatives or those that fail to translate to action at scale.</p>	Government and Public Sector



8

Conclusion

Transforming Scotland's economy is a national endeavour. As a consequence of the 6 programmes, 18 projects and 77 actions set out in this strategy, we will have achieved our vision of building a wellbeing economy.

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8. Conclusion

Our vision for 2032 is to create a wellbeing economy: a society that is thriving across economic, social and environmental dimensions, one that delivers prosperity for all Scotland's people and places.

We all want Scotland to be successful. Success means a strong economy where good, secure and well-paid jobs and growing businesses have driven a significant reduction in poverty and, in particular, child poverty.

We will be a nation of entrepreneurs and innovators, with resilient supply chains and competitive advantages in the new industries generated by technological change, scientific advance and the climate emergency.

And our society will be one in which everyone can participate in our economic success, in every community and in every region.

Transforming Scotland's economy is a national endeavour and government, the enterprise and skills agencies, business, trade unions, third sector, local government, social enterprises and the people of Scotland all have a part to play. We can only succeed and achieve our goals if we pull together as one – a Team Scotland approach.

We want businesses to be exemplars, recognising and acting on their responsibilities to fair work and net zero. Taking action that protects and sustains our environment and natural world. Building a new mindset where all businesses see employees, communities and citizens as stakeholders as well as consumers. And where businesses are rooted in their communities.

This strategy marks a shift in our approach to delivery and it is the ruthless focus on delivery set out in this strategy that will unlock economic transformation and drive the economic opportunities across Scotland.

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Acknowledgements

Developing this strategy has been a significant and collective effort and we are grateful for the advice, expertise and insight received from many quarters.

There were more than 260 responses to our semi-formal consultation which set out the challenges we face and offered creative and ambitious solutions for the economy we want to see going forward.

Industry Leadership Groups, Regional Economic Partnerships, the Enterprise and Skills Strategic Board along with our enterprise and skills agencies helped us shape and test our vision, approach and actions.

We have worked closely with business organisation representatives and a wide range of stakeholders to ensure those interests are reflected in the strategy.

The recommendations from the recent citizens' assemblies have also been considered throughout the development of the strategy.

Lastly, the support and guidance of the Advisory Council for Economic Transformation has been invaluable in guiding the programmes which collectively will transform the Scottish economy.

We thank the following:

- Maggie McGinlay, Chief Executive Officer of Energy Transition Zone Ltd
- Lynne Cadenhead, Chair of Women's Enterprise Scotland
- Chris van der Kuyl, Founder, owner and chairman of 4J Studios
- Sean McGrath, CEO of Entrepreneurial Scotland
- Dame Sharon White, Chair of John Lewis Partnership
- Mark Logan, Tech expert and former Chief Operating Officer of Skyscanner
- Lord Nick MacPherson, Former Permanent Secretary to the Treasury
- Sir Anton Muscatelli, Principal of the University of Glasgow
- Jamie Grant, Managing Director and Head of Corporate Banking Scotland, Barclays
- Roz Foyer, General Secretary of the Scottish Trades Unions Congress (STUC)
- Professor Graeme Roy, Dean of External Engagement at University of Glasgow
- Jackie Brierton, CEO of GrowBiz
- Cllr John Alexander, Chair of Scottish Cities Alliance and Leader of Dundee Council
- Professor Mark Blyth, Director of the William R. Rhodes Centre for International Economics and Finance at Brown University
- Professor Mariana Mazzucato, Professor in the Economics of Innovation and Public Value, University College London, and founder of the UCL Institute for Innovation and Public Purpose
- Emma Parton, Founder of Highland Soap company



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This publication is available at www.gov.scot

Any enquiries regarding this publication should be sent to us at
The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-80201-670-3

Published by The Scottish Government, March 2022

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS947406 (03/22)

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