

Board of Management: Meeting of 30 January 2017

Actions from the Minutes

Date of meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
30 Jan 2017	BM337(v)	College and Colleges Scotland would be submitting responses to STEM Consultation – these will be circulated to Board when ready	A Cumberford		
	BM338 310	Regional Outcome Agreement – i. Each Committee to consider draft ROA and to provide input as appropriate; ii. ROA to be updated and brought to next meeting for finalisation	i. All Committees ii. S Graham	i. Draft ROA has been circulated to each of the Committees for consideration and report back ii. ROA will be updated in light of feedback	Board meeting on 27 March 2017
	BM339	Voluntary Severance Scheme – i. Scheme to be submitted to SFC for approval; ii. Implementation Reports to be made to ODHR	Executive	i. Scheme submitted to SFC – still waiting for approval	Report to Board on 27 March 2017
	BM340	Chair's Report i. Gender Balance on Boards consultation – small group to be established to produce response from Board. Board to be consulted on response. ii. Professor Sir Peter Scott to be invited to College to meet with staff and students	K McKellar	i. Small group established and response being produced ii. Professor Sir Peter Scott has accepted invitation to visit College – date to be confirmed	Report to Board on 27 March 2017
		Actions from previous minutes			
5 Dec 2016	BM309 vi 270	KPI Dashboard – more narrative to be added to the information presented and Corporate Development Committee to review report prior to circulation to the Board	L Connolly Corporate Development Committee		Future meeting
	BM311	Operational Planning – each Committee to consider this report in relation to the areas that fall	S Graham L Connolly D Alexander	To be progressed through each Committee and reported back to the Board	Future meeting

		within their remit			
	BM312	Chair's report – ii. College Sector response to Education review to be circulated to Board members;	ii. G McArthur	To be circulated when available	When available
3 Oct 2016	BM293 ii	Engage Scott Moncrieff to undertake external review of the Board	K McKellar / G McArthur	Scott Moncrieff now engaged and review initiated, to be completed by March 2017	March 2017
	BM297 iv	Options appraisal and outline business case for Paisley campus to be prepared for consideration by Estates Committee	D Alexander		Future meeting
	BM275 257	Board Development Action Plan – to be monitored annually with mid-year review	G McArthur	Mid-year review to be brought to March 2017 meeting – to tie in with Report on External Review of Governance Effectiveness	March 2017

GMcA/23.02.17

TITLE: CHIEF EXECUTIVE'S REPORT

Action: The Principal has provided a report on a range of matters. This report is for discussion and noting.

Lead: Audrey Cumberford, Principal and Chief Executive

Status: Open

Chief Executive's Report: Items for Report

This paper provides the Board with a report from the Chief Executive on matters of current interest and not covered by main agenda items.

Action: There are no items for action. Members are asked to note the paper for information.

1 National Bargaining update

- 1.1 The EIS have submitted a pay claim for 2017/18 where they are seeking a consolidated flat-rated pay rise of £1000 on all salary points effective from 1 April 2017.
- 1.2 Unison/Unite/GMB have also submitted a pay claim, a copy of which is attached for information. This includes a claim for a consolidated flat-rated pay rise of £1000.
- 1.3 No response has been made by the employers to either pay claim.
- 1.4 The EIS currently have two disputes in place. The initial dispute, reported at the previous Board meeting, is in relation to the £100 element of the 2016/17 award of £550. Discussions continue.
- 1.5 In addition the EIS has declared a formal dispute based on 'a lack of progress in discussions at National Joint Negotiating Committee (NJNC) on delivery of the agreement.' The EIS held an indicative ballot on industrial action and have since written to colleges with formal notification of a statutory ballot for industrial action. The opening day for the ballot is scheduled for 22 March.
- 1.6 The notice does not provide details/dates of intended strike action and the Colleges Scotland Employers' Association has now been advised that the EIS Notice of Statutory Ballot for Industrial Action may not comply with Section 5(2D) of the Trade Union Act 2016 and it is our understanding that a small number of colleges have written to the EIS on that basis.
- 1.7 It is important to stress that despite both disputes being raised negotiations continue and progress is being made. A meeting of the NJNC (lecturing side table) was held on the 2nd March, the 16th March with a further meeting scheduled for Friday 24th March.

WCS Executive are contributing to weekly 'technical' groups and the negotiations.

- 1.8 Clearly we are concerned that strike action may result and impact on our students during the final term of their studies. The SMT will continue, as before, to ensure that should strike action take place we will endeavour to put the necessary arrangements in place to minimise the impact on our students. We will work closely with colleagues and the Student Association throughout this process.

2 Voluntary Severance

- 2.1 WCS submitted an application on 31st January (following a College Board meeting on the 30th January) for approval of a West College Scotland Voluntary Severance Scheme 2016-17. This application was submitted in line with SFC Guidance on seeking approval for severance schemes and settlement agreements (SFC/GD/01/2016).
- 2.2 The SFC have approved the scheme however we have not yet (at the time of writing this report) had confirmation that the SFC are in a position to financially support the proposed severance levels as submitted with our application. This is being pursued by the Executive.
- 2.3 The position was discussed at the HR & OD Committee held on Tuesday 15th March. A verbal update on the status of the SFC funding will be provided at the Board meeting.

3 Scottish Government Visit

- 3.1 Paul Smart, the Deputy Director within the Advanced Learning and Science Division of the Scottish Government visited the College on the 17th February. During his visit he met with the Principal, the Executive and staff from two of the College Faculties. He was particularly interested in how staff at the College are engaging with industry and the impact this has on students, the curriculum and our facilities.
- 3.2 As a result of this meeting I was invited to attend a meeting with a range of Scottish Government colleagues to discuss the role of colleges in the innovation landscape and our engagement with industry. This meeting was held on 14th March.

4 Chivas Brothers – Paisley

- 4.1 Chivas Brothers, owned by Pernod Ricard, has confirmed it will close its Paisley site within the next 3 years and move production to a new state-of-the-art facility at its Kilmalid site, in Dumbarton, by 2019. The formal consultation process is now complete and the first phase of implementation has begun. Around 450 staff are currently employed at the site.
- 4.2 A joint meeting of stakeholders was held on 9th February at Chivas on Renfrew Road. The meeting was Chaired by the Minister for Business, Innovation and Energy Paul Wheelhouse with the Chair and CEO of Chivas Brothers in attendance. A copy of the press release following the round table meeting is attached for information.
- 4.3 The College was represented at the meeting by myself as Principal and Alan Ritchie. The College continues to hold discussions with both Chivas and Renfrewshire Council with respect to opportunities that may present as a result of the land occupied by Chivas being vacated. It clearly could be of strategic importance within the overall

context of the development of the outline business case being prepared for submission to the SFC for the WCS Paisley Campus.

5 WCS and the Collab Group

- 5.1 Collab Group represents 36 leading UK Colleges and College Groups. Scotland, Ireland and Wales are each represented by two colleges with the remaining 30 colleges/college groups based in England. WCS has been successful in being approved as one of the two Scottish Representatives in the Collab Group – a significant achievement. NESCOL is the other Scottish Partner.
- 5.2 All Collab Members are large successful colleges with each recognising the benefits and opportunities that exist with strong collaboration and joint working.
- 5.3 The key themes of particular interest to WCS and NESCOL are the opportunities that exist in:
- Learning & teaching – curriculum development, learning technologies, sharing practice and expertise
 - Alternative income, commercial, apprenticeships and Internationalisation
 - Policy, research and communications
 - Promotion of specialist facilities
- 5.4 The group has recently developed a commercial strategy that gives the Group an opportunity to use our collective expertise for maximum impact.

6 Enterprise and Skills Review

- 6.1 The Scottish Government is undertaking an end to end review of enterprise and skills services with the first phase of the review reporting in October 2016 the details of which were reported at the previous Board meeting. The second and more in-depth phase is currently ongoing and is based on 9 work streams that were identified as a result of phase one.
- 6.2 An Innovation work stream will be established and will consist of representatives from Scottish Government, Scottish Enterprise, HIE, SFC and SDS. I have been invited to participate in the group which is scheduled to have its first meeting in March.
- 6.3 I will also be giving a key note address on College Innovation at the two-day Colleges Scotland Annual Conference on the 30th and 31st March. This will follow the introductory key note address by the Minister Shirley-Anne Somerville.
- 6.4 It is proposed an item on College Innovation forms part of a future Board meeting.

7 CDN Marketing Awards

- 7.1 WCS continues to lead the sector and confirm our place as one of the Sector's leading colleges for Marketing. At the recent CDN Awards the College was successful in winning awards in the following categories:

GOLD – In the **Design** category, for our 2016 Student Recruitment Campaign.

SILVER – In the **Customer Experience** category, for our Student Journey project. This was the “Keep Warm” campaign, designed to ease the student journey from application to the point where they began their course and into the first few weeks of study.

SILVER – In the **Market Research** category, for student surveys undertaken and focus groups organised to evaluate the 2016 recruitment campaign, in order to help inform the 2017 campaign.

BRONZE – In the **Promotional Literature** category for the 2015 Annual Review.

Audrey Cumberland Principal & Chief Executive

March 2017

TITLE: Draft Regional Outcome Agreement

Background: The new West College Scotland Regional Outcome Agreement is required to be submitted to SFC for 31 March 2017.

This agreement will cover sessions 2017-18 to 2019-20. An initial draft agreement was submitted on 16 December in line with SFC requirements. This copy of that submission was provided for the last Board meeting. Since then, revised draft versions have been reviewed by most Board Committees. Unfortunately the Learning, Teaching and Quality Committee was cancelled and has not met before this Board meeting. This means this Committee has not considered the draft, although there was consideration of the earlier draft before submission to SFC in December.

SFC provided very positive feedback on the initial draft submitted in December and amendments have been made to address any areas they suggested as requiring further information.

In addition to the Regional Outcome Agreement, the College is also required to submit an Access and Inclusion Strategy to SFC by the 31st March. The following Access and Inclusion Strategy has been written with the involvement of CDN and the SFC and is in line with their requirement.

Action: The Board is asked to approve the ROA and Access and Inclusion Strategy for submission to SFC

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open.



**REGIONAL OUTCOME AGREEMENT
THE WEST REGION**

Academic years 2017-18 to 2019-20

Final Draft - 2017

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Purpose of the Outcome Agreement

The Board of Management of West College Scotland submit the West Region Outcome Agreement to the Scottish Funding Council. This Outcome Agreement sets out the processes and mechanisms that West College Scotland has established to monitor performance and progress in achieving its goals and objectives.

The Outcome Agreement reflects the College's commitment to responding to the educational and skills needs within our region, aligned to the Scottish Funding Council's priorities.

Funding

College region: West of Scotland will receive core grant-in-aid of £38,541,920 from the Scottish Funding Council for academic year 2017-18 to plan and deliver further and higher education in the

region. In addition, the College will receive £2,475,496 of European Funding and £1,973,389 of Estates Maintenance funding. However, the level of SFC estates maintenance funding is £451,966 less than the final allocation received during 2016-17, and this will present challenges at a time when College buildings and infrastructure are in need of significant investment. The level of 2017-18 Student Support funding will also be £354,905 less than in 2017-18 and the College will seek to work with the SFC on an on-going basis in order to ensure sufficient levels of student funding are in place throughout the year to meet demand.

This funding is on the condition that the College Board of Management signs and commits to deliver the following outcomes.

Priority Outcomes to be delivered by the end of Academic Year 2019-20

1. West College Scotland will provide education and training in inspirational and innovative ways to engage and meet the diverse needs of our students. Our education and training will be delivered to students in high quality college facilities, in our students' place of work or through the development and use of digital technologies.
2. West College Scotland will provide the highest quality of teaching and tailored support to maximise our students' opportunities to achieve success and progress to employment, self-employment or further study. We will support the development of our staff to achieve successful outcomes for themselves, our students and the College.
3. West College Scotland will develop our curriculum and services to ensure they align with and support Scotland's key economic sectors. We will ensure that our students are equipped with the relevant training, qualifications and essential skills they need for employment and life. We will develop meaningful partnerships; connections and alliances with business and industry to ensure employers are directly involved and invest in educational and skills development in the West.
4. West College Scotland will become a strategic resource and valued partner with our stakeholders, building relationships, leveraging resources and capabilities to design, develop and deliver our products and services.
5. West College Scotland will have new partners and new areas of activity, which have allowed us to grow and develop our income to reinvest in our core business for the benefits of our students, our staff and our communities.
6. West College Scotland will have grown our profile and reputation both nationally and internationally. Our reputation will be based on the quality of our teaching, outcomes for students and willingness to strive for and set the highest standards across all areas of our work.
7. West College Scotland will have taken a leadership role in the West Region and, together with our partners and stakeholders, tackled the significant social and economic deprivation, which characterise many of our communities. We will deliver a sustainable, effective and efficient service to our communities, through the implementation of sound governance, leadership, planning and management.

Priority Outputs to be delivered in Academic Year 2017-18

The College's plans and associated targets, aimed to address the Priority Outcomes throughout the course of the next three years, are provided in the following Outcome Agreement. Specifically the College will deliver the following outputs in 2017-18:

- 159,025 core credits, plus 7,086 SFC/European Structural Funds Priority 5: Strategic Skills Pipeline credits will have been delivered.
- The College will have made progress with the Access and Inclusion Strategy objectives.
- A Gender Action Plan will have been produced and progress made in increasing the minority gender share in the key curriculum areas identified.
- A Corporate Parenting Plan will have been produced and implemented, to address the challenges faced by our care experienced students in achieving parity of success.
- The College will have extended the scope of its Safeguarding practices in line with directives and best practice.
- Recruitment for the School College vocational programme and the new Foundation Apprenticeship courses will have been increased.
- A graded Evaluative Report and Enhancement Plan, will have been produced by October, in line with the new Education Scotland Quality arrangements
- Student success rates will be improved, in both FE and HE, in line with the Regional Outcome Agreement targets, for all modes of attendance.
- College Community provision will have been realigned within Faculties to streamline and strengthen the progression pathways for students and ensure consistency of provision across the West.
- The College is seeking to have secured SFC approval to move to a final business case for the Finnart Street, Greenock and Paisley campuses in order to deliver College Estate Strategy objectives.
- The pledges within the STEM Manifesto will have been progressed.
- The proportion of courses which include student work placement, work experience or live project working and the level of employer investment in curriculum design and delivery will have been increased.
- Collaboration with the Students' Association will have produced and implemented a Student Partnership Agreement. The Stakeholder Experience Team will have provided dedicated support to the Students' Association, ensuring sustainability and monitoring of the Student Partnership Agreement and associated Action Plans.
- A West College Scotland Leadership and Management programme will have been introduced for College Managers and the new College CPDR process will be fully implemented across the College to ensure identification of individual staff development priorities.

West College Scotland

An effective strategy aligned to Scottish Government education priorities, an extended geographic footprint and a greater authority and influence to create improved relationships with stakeholders and business partners, has resulted in an organisation that is a significant employer and educator in the area, placing students at the heart of everything it does.

The College has identified 11 Strategic Priorities set within an ambitions framework, designed to fulfil our core purpose: **to provide excellent education, training opportunities and services for students and customers.** These Strategic Priorities and corresponding 35 Strategic Objectives are outlined in our Corporate Plan 'Collective Ambition, Pride and Passion'. [West College Scotland Corporate Plan 2015-20.pdf](#)

Regional Outcome Agreement priority outcomes have been brought into line with our Strategic Priorities.

Our job is to ensure students leave West College Scotland equipped with the skills and knowledge to compete in the jobs market; to make a full contribution to the wellbeing of their families, their communities and the economic growth of the country.

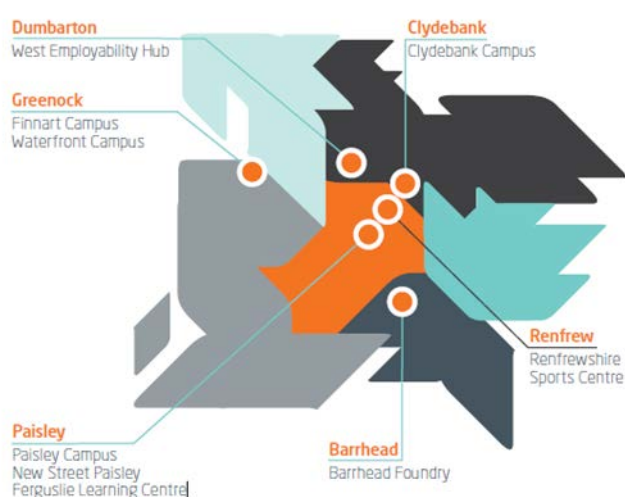
We have an important presence and deep roots in our main towns of Clydebank, Greenock and Paisley. Our "footprint" stretches from Barrhead to Oban.

As well as scope, we also have scale. As Scotland's largest college, with over 21,500 students, 1,200 staff and a turnover of £67 million, ours is a huge organisation and a major employer, uniquely placed to help shape the West region's educational landscape and contribute to its social and economic development.

These considerations, allied to the excellence of our teaching and support services, our embrace of innovative technologies, the development of our own subject specialisms and our partnerships with industry, have all helped inform our Strategic Priorities.

West College Scotland will develop through shared ambition, pride and passion. As a College, we will commit to our 11 Strategic Priorities and deliver them in a way that is true to our values.

Our Campus Locations

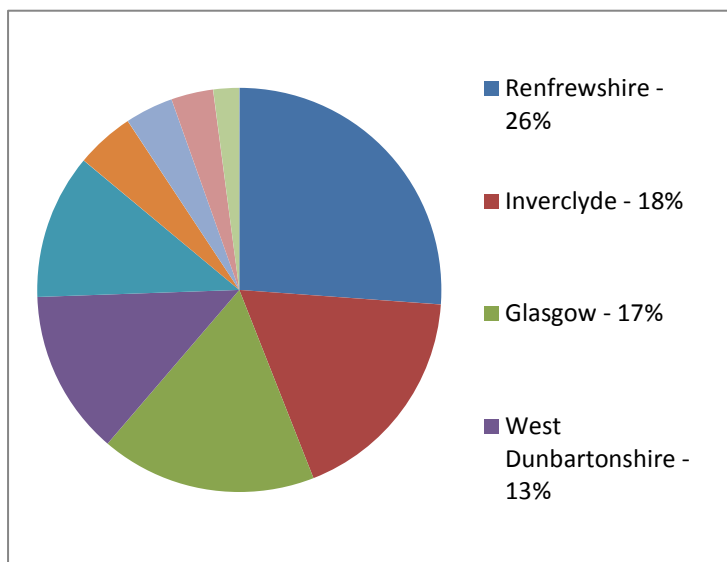


Our Vision

Collective Ambition, Pride and Passion: A vibrant and dynamic College providing excellent education and training opportunities and services for our students, customers and communities.

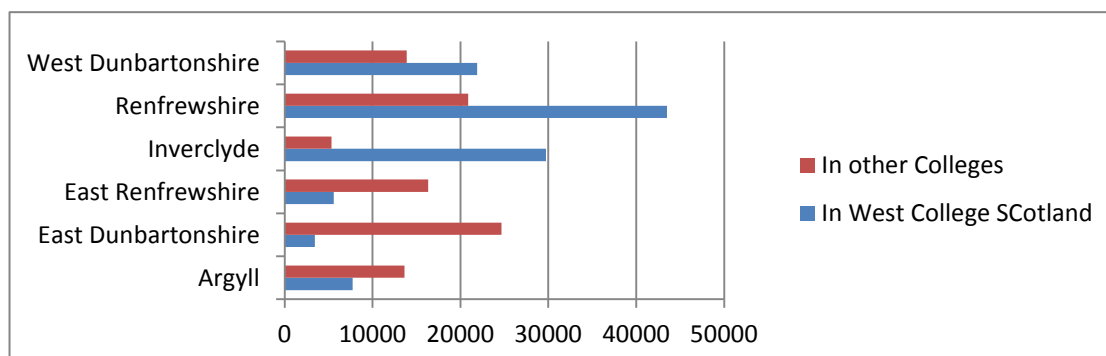
The College

West College Scotland delivers further and higher education across the West Region covering the main local authority areas of Renfrewshire, Inverclyde and West Dunbartonshire. In addition, the College provides education to other neighbouring local authorities including East Renfrewshire, Argyll and Bute, North Ayrshire and Glasgow.



In 2015-16, 65% of the College activity was delivered to students from the main three local authority areas plus East Renfrewshire and Argyll & Bute. 17% of the college activity was delivered to students from Glasgow.

85% of Inverclyde residents' college activity was delivered by West College Scotland. This was 68% for residents of Renfrewshire, 61% for West Dunbartonshire, 36% for Argyll & Bute and 26% of East Renfrewshire.



The College External Context

West College Scotland delivers learning and vocational training to the West Region of Scotland, a catchment area of 436,400 people, representing 8.2% of the resident population of Scotland. All three immediate Local Authority areas served by the College – Renfrewshire, Inverclyde and West Dunbartonshire – claim a rich industrial heritage, including shipbuilding, engineering and textiles. Each, though, has struggled to replace these industries as they declined and as a consequence have experienced many decades of structural economic change. Despite regeneration initiatives, many local communities continue to face serious economic and social challenges surrounding skills, employment, deprivation, poverty and depopulation. This is particularly true of Inverclyde and West Dunbartonshire.

The College also serves a significant population within East Renfrewshire which, although it contains pockets of social and economic deprivation particularly in Barrhead and Neilston, is statistically one of Scotland's most affluent council areas, from which a large proportion of workers commute to

work in Glasgow. A total of 28,123 students were studying at West College Scotland in 2013/14 an increase from 24,330 in 2012/13. 6,343 (23% of total students) lived in the 10% most deprived data zones in Scotland ¹

POPULATION

There were 436,590 people living in the West Region in 2015². This was 2,600 fewer than in 2002, a decrease of 1%. This was in contrast to growth of 5% across Scotland. There has been some population growth in East Renfrewshire and Renfrewshire over the past decade, but this has not been enough to offset the declines of 4% and 3% in Inverclyde and West Dunbartonshire respectively

The West Region's population is expected to continue to decline over the coming decade, continuing the trend seen in recent years. Total population in the region is expected to fall by 2% by 2027³. This is in contrast to the growth of 6% expected for Scotland as a whole. The majority of this decline will be concentrated in Inverclyde with a decline of 10% from 2012 by 2027. Decline of 4% is also expected in West Dunbartonshire, whilst modest growth of 1% and 2% is expected for Renfrewshire and East Renfrewshire over the period.

Population growth in the West Region over the coming decade is expected to be concentrated amongst older age groups, with the fastest rate of increase expected for the over 75s. Declines are expected across all age groups under the age of 50. There will be significant decline in the key demographic for Further Education of the 20-29 year olds. This age group will decline across Scotland by 10% between 2012 and 2027 however the decline will be greater across the West Region with a 14% fall concentrated in Inverclyde 29% and West Dunbartonshire 19%

This issue is being treated very seriously by Inverclyde Council who have established a multi-partner group to try and address this issue. The College is an active member of this group.

The changing demographic profile, particularly the aging population and the projected reduction in 20-29 year olds by 2027, will impact on the longer term financial and curriculum planning of the College. Implementation of a needs-based funding model will clearly have an impact on the future funding of the College within the context of the demographic trends outlined.

EMPLOYMENT

Employment has grown strongly since the recession and by 2014 was at 156,800 not far from the pre-recession high however the rate of employment is still below that of Scotland and the UK as a whole

For many years, west central Scotland has been characterised by above-average levels of unemployment and tackling this has been a priority for many agencies, policy-makers and governments. The West Region labour market was particularly badly impacted by the recession with a sharp fall in the employment rate from 2008 with unemployment peaking in early 2012.

¹ SDS Regional Skills assessment West Region, January 2016

² SDS Regional Skills assessment West Region, December 2016

³ National Records of Scotland Population Projections 2012 Based

Unemployment has been falling steadily across our Region with each local authority area experiencing a fall in individuals claiming Job Seekers Allowance Aged 16-64 and in the 16-24 age group.

In the year to June 2016 there has been a 10% decrease in all adults claiming Job Seekers Allowance and a 13% decrease in 16-24 claimants which compares favourably with Scotland. As a proportion of the total population the areas with higher than average unemployment within our region are West Dunbartonshire and Inverclyde which are significantly above the Scottish average for both adult and youth employment whilst East Renfrewshire is significantly below. As of June 2016 across the region there are 6,880 adults 16-64 claiming JSA⁴ with the highest number residing in Renfrewshire and there are 1,450 young people 16-24 claiming JSA with the highest number again residing in Renfrewshire

The West Region has a lower proportion of self-employed than the Scottish average 10.0% compared to 11.8% although the picture is mixed across the region with a rate of 13.3% in East Renfrewshire compared to a lowly 8.6% in both Inverclyde and West Dunbartonshire

The Region's employment and unemployment profile will influence a number of the College's strategic priorities. Specifically, the College will build on already strong and effective partnerships with Community Planning Partners, extending local and regional multi agency working. This is particularly critical in relation to multi-agency approaches to the delivery and equality of access to student support services across the Region. Particular emphasis will also be placed on the development and implementation of a regional employer engagement strategy to ensure the curriculum meets local and regional employer needs and addresses any identified skills gaps.

SCHOOL-LEAVER DESTINATIONS

Scotland as a whole achieved the highest ever percentage for positive destinations for 2014-15 (92.9%), however our region has experienced a variety of results including the second best performing Local Authority, East Renfrewshire (96.2%) and the worst performing West Dunbartonshire (89.4%). West College Scotland is a destination of choice for high proportion of our local School Leavers, 1 in 5 West Region School Leavers come direct to West College Scotland

Across the West Region there was a decrease in the proportion of school leavers entering Higher Education in 2014-2015, 45% of the total, down from 49% in 2013-2014 but well above the Scotland average (38%)⁵. In East Renfrewshire this is highest at 63%. Both Inverclyde 37% and West Dunbartonshire 34% have a lower than average proportion of young people entering Higher Education. The proportion entering Further Education is 25%, below the Scottish average of 28%, however across the local authority areas this ranges from 30.0% in Inverclyde, 29.8% in West Dunbartonshire, 26.5% in Renfrewshire and only 16.7% in East Renfrewshire. Just under one fifth (18%) entered employment, down from 21%. The proportion unemployed (seeking or otherwise) has fallen to 5% in 2014-2015. In all, 93% entered a positive destination; in line with Scotland as a whole.

⁴ Nomis

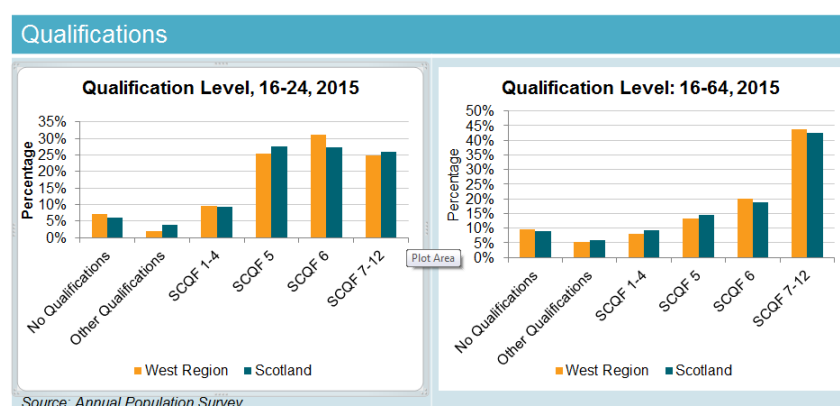
⁵ SDS Community Planning Partnership Reports June 2016

School-College activity remains a key priority for the College with 3,421 school pupils from 32 schools accessing College provision accounting for 9% of all college education delivered to schools in Scotland in 2015-16. The College, working closely with Local Authority partners and DYW West is developing joint strategies to implement the recommendations from the Commission for Developing Scotland's Young Workforce.

QUALIFICATIONS AND PARTICIPATION

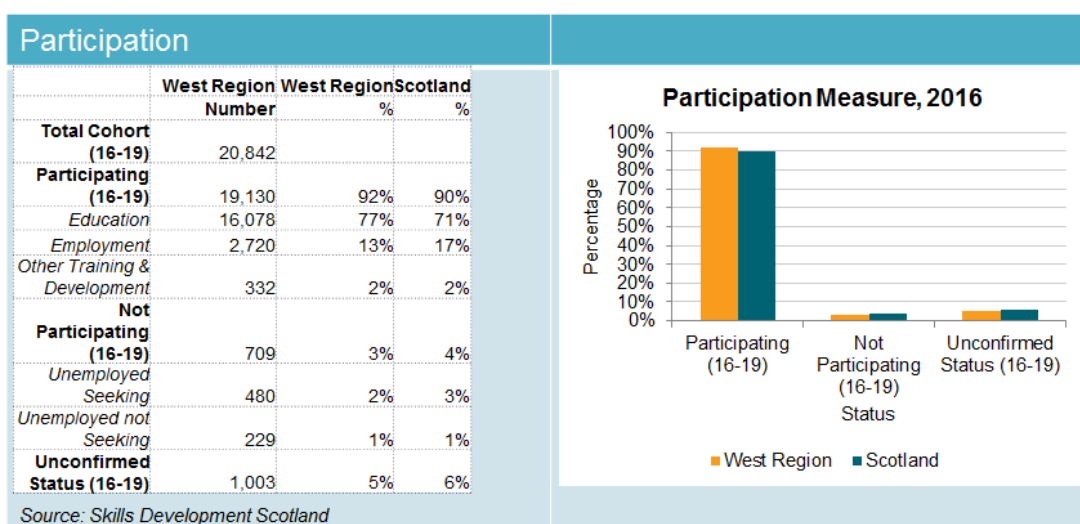
In terms of qualifications, Renfrewshire and East Renfrewshire perform well compared to the rest of Scotland, with above-average numbers for those holding the highest qualifications (NVQ4 and above) and below-average for those with no qualifications⁶.

11% of those aged 16-64 years in the West region have no qualifications; in Scotland this is 9%. Again there are sub-regional variations with rates higher in Inverclyde (13%) and West Dunbartonshire (16%), whilst in East Renfrewshire it is lower at 6%. Fewer also have lower level qualifications – 10% across the West region, compared to 11% in Scotland. Further, fewer have high level qualifications (at SCQF 7-12). This is 40% for the West region as a whole, compared to 41% in Scotland – highest in East Renfrewshire at 51% and 41% in Renfrewshire, reflecting the high level of residents in professional occupations. In terms of 16-24 year olds, 6% have no qualifications in the region, compared with 7% of this age range in Scotland. There is a comparable proportion of young people that have high level qualifications in the region (24%) with Scotland as a whole (24%), though in parts of the region such as Renfrewshire (29%) the rate is higher.



Improving attainment will remain a key priority for the College, particularly in curriculum areas with low performance indicators. Specifically the College will continue to focus on attainment and sharing good practice across the College to identify strategies for improvement and increase the percentage of enrolments on recognised qualifications, where appropriate, by transferring to assessed provision and leveling qualifications through SCQF.

⁶ SDS Regional Skills Assessment Wet Region January 2016



DEPRIVATION AND POVERTY

The West Region contains some of the most deprived areas of Scotland including the most deprived area within Ferguslie Park Paisley however there are areas across all our Local authorities suffering from significant deprivation. Inverclyde and West Dunbartonshire are the 2nd and 3rd most deprived local authorities within Scotland by share of 20% datazones as measured in the Scottish Index of Multiple Deprivation 2016 ⁷.

The West Region as a whole accounts for 8% of the Scottish population. However, 14% of people (61,651) live in some of the 10% most deprived communities in Scotland, according to the Scottish Index of Multiple Deprivation 2012. At a local authority level the extent of relative deprivation is stark. In Inverclyde 25% (20,112) of people live in the 10% most deprived datazones, 15% in each of Renfrewshire (26,491) and West Dunbartonshire (13,720) and only 2% (1,328) in East Renfrewshire

Inverclyde, and West Dunbartonshire experience levels of poverty and deprivation well above the Scottish Average. 28% of West Dunbartonshire households and 24% of Inverclyde households are workless households, compared to 20% in Scotland, and 17% in the UK. The Renfrewshire rate at 20% is in line with the Scotland average and in East Renfrewshire (16%) it is below average. This translates to some 29,993 workless households in the West region (2,013), and over one quarter are in West Dunbartonshire ⁸. The West College Scotland Ferguslie Learning Centre is situated and delivers training in the most deprived area of Scotland, within the Ferguslie Park area of Paisley.

Whilst the SIMD is a very useful tool, it does not describe everyone who is deprived, only the most deprived areas. The recent Renfrewshire Tackling Poverty Commission identifies that more than 1 in 5 children in the area are in poverty. People who live in the most deprived areas are most likely to experience conditions which limit their life opportunities. Young people from poorer families are less likely to go in to further and higher education, more likely to be unemployed, earn less and be in low paid jobs. The College plays a key role in improving the life chances of individuals within all our communities. The deprivation and poverty profile of the West Region will continue to drive those

⁷ Introduction to SIMD 2016 Scottish Govt August 2016

⁸ SDS Regional Skills Assessment West Region, January 2016

strategic priorities aligned to access and equality and effective engagement with Community Planning Partners.

6,343 students attending West College Scotland in 2013-14 (23% of total students) lived in the 10% most deprived datazones in Scotland. 16% (1 in 6) of all College students in Scotland from 10% datazones attend West College Scotland.

ECONOMIC PERFORMANCE

Output from the West Region economy (as measured by Gross Value Added) was £7.1bn in 2014 which amounted to 6% of total Scottish output. The growth from 2013 to 2014 was 3.2% marginally less than growth of 3.9% the previous year and comparing with the growth across Scotland of 4.3% in the same period 2014. Renfrewshire is the largest of the four local authority areas that make up the region and generated 40% of regional output. The remaining 60% was spread fairly evenly among the remaining three authority areas.

The West region continues to generate a significant proportion of Scotland's output (6%), the same proportion as the previous year, and this is dominated by the production sector, which accounts for more than £1 in every £4 of all output from the region (28% of the total) and by the public sector services of public administration, health and education (23%).

GVA per worker is a proxy measure for productivity. It describes the region's output in relation to the numbers in employment.. It is heavily influenced by the sector composition of the regional economy. Sectors such as manufacturing and higher value added services such as professional, scientific and technical services are typically more productive than others. Inverclyde and Renfrewshire have more of their economy in productive sectors, with GVA per worker increasing strongly in Inverclyde in particular 2011-2014. GVA per worker is lower in East Renfrewshire and West Dunbartonshire⁹.

BUSINESS PROFILE

There were 11645 registered businesses in West Region in 2016¹⁰. At more than 5015, the number of registered businesses in Renfrewshire is more than double that of each of the other local authorities. The 11645 registered businesses employ 123,730 people, with the vast majority of businesses (92%) being either a micro business or SME. In 2016, there were 915 registered businesses employing more than 250 people however these large registered businesses employ 65,480 people. Larger registered businesses account for 8% of all businesses across the West Region in 2016 in comparison with only 2% across Scotland as a whole.

The sectoral structure of the business base in West region is broadly similar to that of Scotland, with professional services, retail and construction accounting for the highest shares of registered firms.

Some 19% of the region's workforce, 32,100 jobs¹¹, is employed in the health sector, a higher proportion than in Scotland (16%). This is a similar proportion to the previous year. 19,200 are

⁹ SDS Regional Skills Assessment West Region, December 2016

¹⁰ Business In Scotland 2016 Nov 2016

¹¹ SDS Regional Skills Assessment West Region December 2016

employed in retail, 12% of the workforce, and this is slightly above the Scotland proportion. Production (14,100), education (14,000) and business administration and support (13,100) are all significant employment sectors

Scottish Enterprise was working with 176 account-managed companies in West Region in April 2016. This represented 7% of the 2,485 account-managed companies they were working across Scotland, which is in line with the Region's share of total Scottish businesses. In West Region the account-managed companies -- which have been selected because of their significant growth potential -- are spread across a number of sectors, including ICT, construction, food and drink, energy (oil and gas), textiles and financial services. This suggests that future company growth could come from a range of sectors.

The College is working with partners to ensure that support and services to the business base are streamlined and they meet the skills and employability needs identified to support the growth of the local economy. For example in West Dunbartonshire the College is an active partner in a local authority-led group which is seeking to develop and promote a single offer to employers from a range of public sector partners.

Renfrewshire

The vast majority of businesses in the Renfrewshire area employ fewer than ten people. Health accounts for the largest proportion of jobs, 18%, or 15,100, just below the Scotland proportion. This is followed by production (11%) which remains an important employment sector and retail (11%), which is also more concentrated in the area than nationally. Renfrewshire has a high employment concentration in a number of other sectors, including transport and storage (twice as concentrated as across Scotland) and motor trades. The arts, entertainment and recreation sector is also well represented¹².

The largest private sector employers include Hewlett Packard, Rolls Royce, Chivas Brothers, Diageo, the Scottish Leather Group and Vascutek. In addition, the Braehead shopping and leisure complex provides employment for around 4,000 people and Hillington Park is home to over 300 organisations employing 3,500 people in manufacturing, distribution, technology and service sectors.

Glasgow Airport provides employment for more than 7,000 people across Scotland, supporting more than 4,000 in Renfrewshire alone, through more than 100 companies based at the facility. Renfrewshire will benefit from the City Deal infrastructure programme with significant construction and engineering opportunities created by the delivery of the following projects in the area: Glasgow Airport Investment Area, Clyde Waterfront & Rail Link to Airport

Paisley is bidding to be UK City of Culture 2021 as part of wider cultural asset led regeneration of the Paisley and Renfrewshire.

¹² SDS Regional Skills Assessment Renfrewshire December 2016

East Renfrewshire

Only 30% of those in employment in East Renfrewshire actually work there, with 45% commuting to work in Glasgow. Over a quarter (26%, 11,500) of those working in East Renfrewshire are employed in professional occupations, above the Scotland and UK averages of 20%. There are also higher proportions employed as managers, directors and senior officials (12%, versus 9% in Scotland), and as associate professional and technical occupations (15%, 13% in Scotland). By contrast, there are lower proportions employed in the lower skilled occupations: elementary and process, plant and machine operatives¹³

There remains a certain reliance on public sector jobs in East Renfrewshire, with high concentration of jobs in education and health. The arts, entertainment and recreation, retail, property, motor trades and information and communication sectors are also more concentrated in the area than the Scotland average. Production sector employment is now well underrepresented.

East Renfrewshire promotes itself as a high-quality, green corridor connecting people to the Glasgow. The Council is developing a unique retail offer to attract residents and day visitors and East Renfrewshire already hosts Whole Foods Market in Giffnock and Waitrose in Newton Mearns.

West Dunbartonshire

As with Renfrewshire, more than 75% of businesses in West Dunbartonshire employ fewer than ten people. The area is overly reliant on the public sector and health is the largest employment sector. Some 23%, or 7,200, are employed in the sector, well above the Scotland and Great Britain averages. West Dunbartonshire has a high employment concentration in a number of sectors, including public administration and defence (at over double the national level) and health, reflecting a weaker private sector. Retail is also concentrated and these are the sectors employing the most in the area. Although smaller, finance and insurance and education are also concentrated in the local authority area¹⁴.

The area has a number of major employers, including international companies such as Aggreko, National Australia Group and Pernod Ricard. Anticipating shrinkage in public sector employment, the local council has recognised the importance of encouraging and supporting new private sector businesses to West Dunbartonshire.

West Dunbartonshire will benefit from the City Deal infrastructure programme with significant construction and engineering opportunities created by the delivery of the following project in the area: Exxon site development. West Dunbartonshire has also committed to significant development of leisure facilities in Clydebank and care homes in Clydebank and Dumbarton.

Inverclyde

Inverclyde is unusually dependant on a number of large-sized enterprises to provide jobs for its citizens. As recently as 2011 it was estimated that such enterprises accounted for 55% of all jobs in

¹³ SDS Regional Skills Assessment East Renfrewshire December 2016

¹⁴ SDS Regional Skills Assessment West Dunbartonshire December 2016

the area. Such companies include RBS (mortgage call centre), Amazon (retail distribution) and EE (contact centre).

The narrowness of the area's economic base is underlined by its heavy dependence on the public sector for employment. The health sector accounts for the largest proportion of jobs, 23% of the total, with 6,800 employed in the sector, well above the Scotland and Great Britain proportions, followed by retail and business services, both more concentrated in the area than average. Inverclyde also has a high employment concentration information and communication (over twice the national level), health, property and finance and insurance. Production is now under-represented, although still an important source of jobs¹⁵

Inverclyde maintains a proud shipbuilding and engineering tradition and the revitalisation and growth of Ferguson Marine is welcomed to support high value engineering expertise and provide employment and apprenticeships for the people of Inverclyde.

Inverclyde will benefit from the City Deal infrastructure programme with significant construction and engineering opportunities created by the delivery of the following projects in the area: Ocean Terminal, Inverkip and Inchgreen

The College Response to the Regional Context

The provision delivered by West College Scotland is strongly shaped and influenced by the economic context in which the College operates. This takes account of some of the deep seated structural challenges within the local economy and an understanding of the potential employment opportunities for our students.

As noted, the West region contains some of the most deprived areas of Scotland and the College continues to respond to this challenge with a particular focus on both widening access to education for young people from deprived backgrounds and ensuring that they receive the support they require to succeed when they are at College. Our school provision is also partially shaped by this commitment, with large numbers of school pupils accessing College provision and being introduced to the opportunities that this presents to them.

The West region has a lower proportion of self-employed than the Scottish average, and whilst recognising that it will require multiple interventions from a range of partners to change this, the College is supporting our students to consider the opportunities presented by self-employment and business start-up, by integrating enterprise learning and activities into our courses.

In addition to a high number of workless households within the region, there are also significant pockets of households experiencing in- work poverty. The region's productivity also lags behind that of Scotland as a whole. This suggests that there is a requirement for more part-time delivery to allow those in employment to develop and enhance their skills and the College is responding to this requirement.

¹⁵ SDS Regional Skills Assessment Inverclyde December 2016

As well as shaping our provision to meet the needs of our students, the College is also responding to the current and potential demand from employers. For example, the health sector accounts for 19% of employment in the region, and the College continues to maintain and develop a full range of courses to meet this demand. The College has also entered into a strategic partnership with the Golden Jubilee Hospital which will help to further shape our provision, bring additional work placements and opportunities for our students and ensure that our students graduate with the specific skills required in the industry. The College is working with a range of engineering and construction companies to up skill their workforce and support the innovation agenda.

Local authorities in the West region will disproportionately benefit from the Glasgow City Deal. West College Scotland is working with our local partners to ensure that our curriculum matches the specific opportunities that will arise from this investment. West College Scotland is also an active partner in the bid to secure UK City of Culture status for Paisley in 2021. This represents a unique opportunity to enable culture led regeneration of the town, which if achieved will present significant opportunities for our students and graduates in creative industries, digital industries, tourism and hospitality.

Access

“A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds”

Access and Inclusion Strategy

For 2017-18, West College Scotland will receive an Access and Inclusion allocation of £5,328,090 to enhance our inclusive practices and meet the needs of our students. These funds are intended to ensure successful student completion, progression and destination as well as contributing to a positive, engaging student experience. The College Access and Inclusion Strategy demonstrates our commitment to creating an inclusive curriculum which recognises the needs of all individuals studying at our college. Where appropriate, we embed our inclusive practices across all aspects of college life. The anticipated outcome of our Access and Inclusion Strategy is the creation of confident and ensured ‘independent learners.’ West College Scotland aims to enable and empower all students to ensure they have skills for learning, skills for work and skills for life.

Deprivation

Ambition: To increase the proportion of students from the most deprived areas in the Region and improve the retention and outcomes for these students.

Enrolments from areas of deprivation (SIMD10 - 10% most deprived postcodes)

The Scottish Funding Council National Aspirations for Access include the aim that between 17%-18% of college activity (credits) per year should be delivered to students from a SIMD10 postcodes by academic year 2016-17, rising to 19.5% per year by 2019-20 and 20% by 2020-21.

In 2015-16, 27.35% of West College Scotland credit activity was delivered to students from SIMD10 postcodes. Whilst well above sector averages, this was a slight reduction from 2014-15. The high percentage of students from SIMD10 in the College is a reflection of the high level of deprivation within the areas the College serves.

Local Authority	Percentage of Local Authority Population from SIMD10	Proportion of WCS Credits to students from SIMD10
Renfrewshire	14.9%	23.1%
West Dunbartonshire	18%	25.6%
Inverclyde	29%	35.6%
East Dunbartonshire	1.5%	3.7%
East Renfrewshire	2%	5.4%

The College recognises that increasing recruitment from the 10% most deprived areas will aid the college sector in achieving the SFC Access Aspiration. The level of recruitment from SIMD10 for West College Scotland has been generally consistent over the years and only risen slightly from 26.7% in 2011-12. This is a difficult area to

target and other than providing specific community provision, the focus has been more on supporting those students from deprived areas to complete courses in college and achieve.

The College has played an active role in the Renfrewshire Poverty Commission Report and resulting activities. The College also supports community learning in areas of high deprivation, including [Ferguslie Learning Centre](#)

Whilst there was a small reduction in students from SIMD10 in 2015-16 in the College overall, there was an increase in the under 16s from SIMD10 postcodes in the School College programmes, in both West Dunbartonshire and Renfrewshire. The College engaged in an intensive vocational taster programme in Renfrewshire specifically targeting SIMD10/20 pupils from nine schools and will undertake further partnership work to build aspirations for these pupils in particular.

West College Scotland Proportion of students	WCS 13-14	WCS 14-15	WCS 15-16
Full time students from the 10% most deprived postcodes	29.9%	30.7%	30.5%
Full time FE students from the 10% most deprived postcodes	33.2%	34.4%	34%
Full time HE students from the 10% most deprived postcodes	24.4%	24.7%	25.8%
Full time students from the 20% most deprived postcodes	48.5%	49.4%	48.8%
Full time FE students from the 20% most deprived postcodes	52.6%	54%	54.5%
Full time HE students from the 20% most deprived postcodes	41.6%	41.9%	41.4%

An analysis of recruitment patterns at curriculum level shows over 50% of our ESOL students come from SIMD10 and over 40% of those on FE Hospitality, Travel & Tourism courses. Other subject areas with high percentages of students from SIMD10 are Learner Development, FE Care, Business Management, Construction, Hairdressing and Beauty. Students from SIMD10 are less highly represented in Education and Training, HE Science and Social Subjects.

- The College will work to increase the proportion of students from SIMD10 from the current 27% College of activity to 30% by 2020.
- During the period of the Outcome Agreement, the College will work with Local Authorities and partners to deliver more provision specifically targeted to students from SIMD10 and 20 postcodes.
- The College will undertake more detailed analysis of enrolments at curriculum level, to inform specific curriculum initiatives within the School College programme or within community learning and marketing approaches to particularly target students from deprived areas.

Student Outcomes and Retention for SIMD10

The Scottish Funding Council aspiration is that the percentage of enrolled (full-time) students from a SIMD10 postcode successfully achieving a recognised qualification on the SCQF should increase to 67.3% by academic year 2019-20 and to 75% by 2027-28. For FE, the aspiration is an increase to 70.5% by academic year 2019-20 and to 75% by 2027-28 for HE.

WCS Courses over 160 hours 2015-16	Completed successful	Completed partial success	Further withdrawal	Early withdrawal
From SIMD10	57.6%	78.3%	14.8%	6.9%
Not from SIMD10	58%	85.2%	10.1%	4.6%

The major difference for students from the most deprived postcodes is that of retention. The overall success rate within the College however, was the same as those from non SIMD10 postcodes. The picture for full time courses was not the same, with lower success rates for those from SIMD10 than other students for both FE and HE.

	Completed successful							Completed Success and Partial Success	
	WCS 14-15	WCS 15-16	WCS target 16-17	WCS target 17-18	WCS target 18-19	WCS target 19-20	SFC target 19-20	WCS 14-15	WCS 15-16
Full time									
Completed Successfully Full-time FE	59.7%	63.7%	65%	67%	70%	73.5%	73.2%	75%	74.1%
Completed Successfully Full-time FE SIMD10	57.6%	60.9%	62%	64%	66%	67.5%	67.3%	71.9%	80%
Completed Successfully Full-time HE	67.1%	65.4%	67%	69%	72%	74.5%	74.4%	83.8%	78.3%
Completed Successfully Full-time HE SIMD10	63.6%	61.8%	64%	66%	68%	70.5%	70.5%	80.9%	75.2%

Improvements in the FE full-time student success rates in 2015-16 were achieved for the College as a whole, as well as for full-time FE students from SIMD10. The College FE success rate overall rose by 4% for full-time FE and by 3.3% for those from SIMD10, giving a slightly wider attainment gap between the two figures. For 2015-16 however, the partial success rates improved for those students from SIMD10 meaning that more of them stayed in College even if they did not achieve their full qualifications.

For full-time HE courses, the success rate reduced for the College overall by 1.7% and the success rates for HE students from SIMD10 reduced by 1.8%, leaving a similar differential. For full-time HE students from SIMD10, the partial success rate dropped by a greater percentage, caused by a greater percentage of these students failing to complete their courses.

📌 The College will improve the success rates of students from SIMD10 postcodes by 8% from the 2015-16 rates, for both FE and HE by 2019-20

Mainstreaming Equality, Diversity and Inclusion

Ambition: (College Strategic Objective) **To ensure that a culture of inclusiveness is embedded throughout the College, promoting equality, appreciating diversity and giving every student the chance to reach their full potential**

The College published its Mainstreaming Equality Progress report in April 2015. The College aims to achieve its Equality Outcomes by April 2017, namely:-

- 📌 We are an inclusive organisation which respects and encourages diversity in all of our activities;
- 📌 Our staff and students participate in and actively contribute to the advancement of equality;
- 📌 We are proactive in removing barriers for our students and staff to enable them to achieve their potential;
- 📌 We systematically review and monitor the mainstreaming of equality, diversity and inclusion in our processes;
- 📌 We effectively respond to the diverse needs of our students and staff.

The College's Equality Outcomes encompass all statutory relevant protected characteristics. Our action plan accompanying our Equality Outcomes includes our intentions to investigate the reasons for attainment gaps and take subsequent action to address such gaps, and to involve students in planning following the evaluation of equality data.

The College is working to improve our data collection for all protected characteristics. Live detailed equalities data is available for course teams to allow analysis of student performance by the main protected characteristics. The College also monitors overall equalities data through the Equality and Diversity Committee, supported by an Equality, Diversity and Inclusion Manager.

We are participating in the Equality Challenge Unit's project entitled "Attracting Diversity", which aims to increase participation of underrepresented groups. Our work to date has focused on learning from the experience of female students in Sport. We have conducted research into industry trends, internal data, and have facilitated focus groups to learn more about the experience of female students in Sport at WCS. We are working to develop the outputs of this project into a Theory of Change, which will inform us in developing specific subject based initiatives to encourage participation by underrepresented genders.

The College has a collaborative action plan with SDS which enables us to provide additional specialist support, advice and guidance to all students, but we will be especially focusing on vulnerable groups of students, including Winter Leavers; those with a Care Experienced background; those with Additional Support Needs; those without a positive post-school destination; and those likely to drop out of college. In addition, the partnership approach provides support and training for college staff, eg on My World of Work and other SDS resources.

Disability

In 2015-16, the volume of activity by students with a declared disability for courses lasting more than 160 hours was 17.49%, which was an increase from previous years. The overall number of students with a declared disability in the College increased in 2015-16. The College will aim to monitor trends in student's declaration of disabilities pre and on-course, while continuing to further develop learning support services, be proactive in identifying learning needs and address improved physical access through the new Estates Strategy.

The increase in students with a declared disability is likely to be in part from the work to identify and capture disabilities within the student records system. The College's newly developed Access and Inclusion Policy sets out processes to help improve the support and attainment of students with a disability. An analysis of different types of disabilities indicates that we need to focus on targeted support for students with mental health issues. 18.41% of students with a disability at WCS have declared mental health issues, and their attainment rate is 7.22 percentage points lower than student without a disability. The implementation of the College's mental health strategy which aims to develop an interconnected approach to promoting mental health and ensuring that students receive effective, targeted support should assist us in addressing this gap. Additionally, we will establish a team of Mental Health First Aiders to complement our team of physical First Aiders, reflecting the increasing levels of mental health disclosures and incidents being reported. We will

also ensure that our staff receive appropriate training from external specialists to ensure they are equipped to support students with mental health issues.

Through work in the Learner Development Sector across West College Scotland, the College will ensure meaningful learning experiences which enable appropriate progression and credited achievement for students with additional needs. There has been an increased focus on vocational learning for these students, additional work experience and improved progression to mainstream courses. This Sector will work increasingly closely with vocational curriculum areas to promote and support vocational progression for Learner Development students. The College will continue to build on the success of the Certificate of Work Readiness for these students and work with employers to tailor placements through the support of the college Employability Advisors.

In addition the Learner Development Sector will:

- Seek project funding in partnership with Volunteering Matters to support learning disabilities students to engage in volunteering and access work experience, develop new networks and participate in community activities.
- Work with Gateways to design and market a pre employability programme for adults with mental health issues for inclusion in the 2017-18 portfolio.
- Provide staff CPD sessions on meeting the range of additional support needs including support for those students with Autism Spectrum Disorder.

The College is responsive to the sector's needs for meaningful learning for those with profound and complex needs and works in partnership with key support agencies to plan and deliver positive learning including the development of sensory awareness. Progress is incremental. Use of assistive technologies and software gives students some control and independence in learning. Some of these students progress to part-time courses in college.

The College provides extensive support for those students with extended learning support needs and in addition, provides specific support for BSL (British Sign Language) students and those with sensory needs. The College has amended the coordination of these Sensory Support services in line with the Government's BSL Strategy.

	Students with a declared disability					Students without a declared disability
	WCS 2013-14	WCS 2014-15	Sector 2014-15	WCS 2015-16	Sector 2015-16	WCS 2015-16
Completed Successfully and Partial success	82.2%	83.9%	80%	84.2%	78.6%	86.9%
Completed Successfully	66.3%	62.5%	65.9%	60.2%	65.4%	55.1%

Gender

Ambition: West College Scotland will be a national leader in addressing gender imbalances in key sectors

West College Scotland will continue to be at the forefront of designing and delivering approaches to encourage students into non-traditional sectors. Our marketing, recruitment and admissions teams

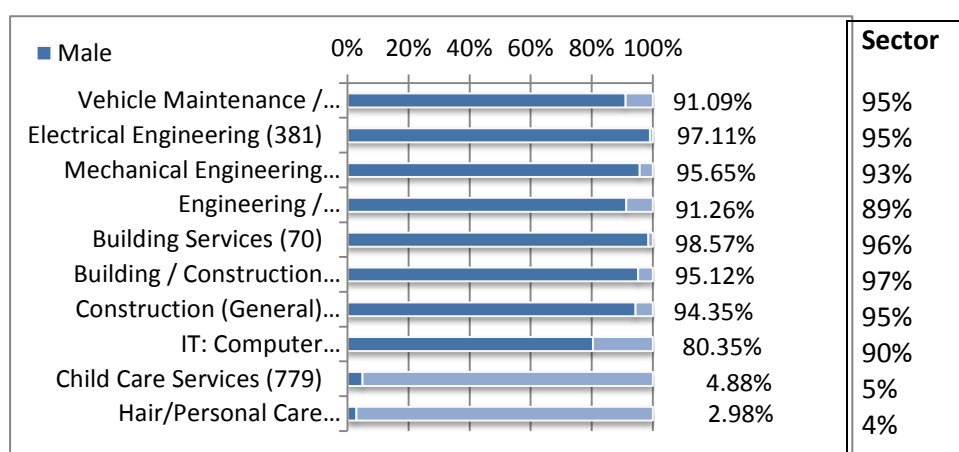
implement a “non-bias” admissions approach. As a STEM Assured Centre, the College is well placed to encourage female learners to be work ready for current and future STEM industries. We will continue to work in partnership with local schools, employers, parents and guardians to raise the profile of STEM among young women. The College will also look to address gender imbalance in other areas of the curriculum and lever or secure further resources to showcase good practice and promote sustainable non-traditional career pathways in growth sectors.

Through curriculum analysis and action planning, the College will work to address gender imbalances where it exists within the curriculum. This aim is also reflected in our Equality Outcomes. The College has a higher proportion of female enrolments than the national average which is partly due to a curriculum with higher proportion of traditionally female courses, in areas such as Care, Hairdressing and Beauty and lower than the national percentage of enrolments in HE Engineering, Construction and Sport. College plans to increase provision in Engineering, Construction and Sport may impact on the overall College gender balance. However, at the same time, the College will continue with strategies to attract more females into traditionally male areas and more males into traditionally female courses.

West College Scotland Enrolments by Gender

In the AY 15-16 the gender imbalance between male and female enrolments was 15.42 percentage points. Females accounted for 57.67% of total enrolments and males accounted for 42.25%.

The gender balance across subjects varied markedly. The graphs below show the extent of the gender imbalance in the “Superclass” subjects of focus in the SFC Gender Action Plan. This analysis is relevant for KPI 8 for the Developing the Young Workforce programme (DYW) which is “Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced Superclasses among 16-24 year olds by 2021”



WCS Gender Balance in the DYW identified gender imbalanced subjects 2015-16 and FE

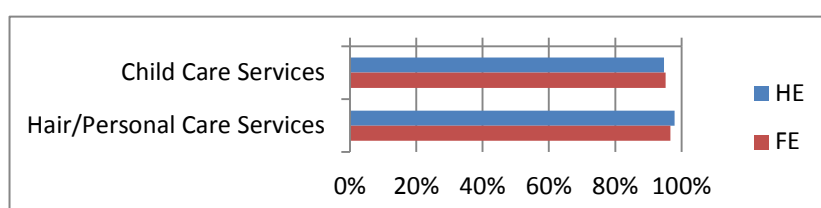
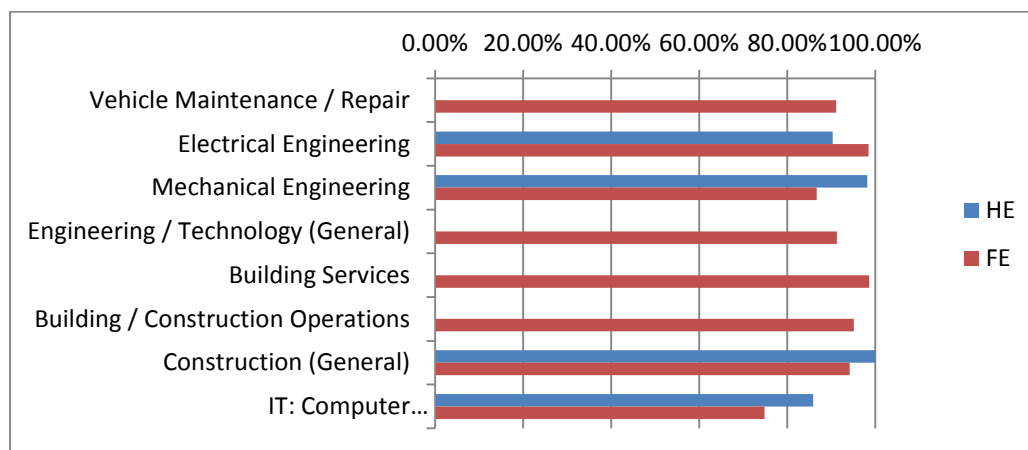
Sector Scotland figures 2014-15. Note that the FE Sector data which has been published by the SFC as an appendix to their Gender Action Plan is from a different academic year.

The College gender balance was *better* than the sector in: Vehicle Maintenance/Repair (3% more female); Building/Construction Operations (2% more female); Construction (General) (1% more female) and IT: Comp Science/Programming/Systems (10% more female).

The College gender balance was approximately *the same* as the FE sector in Childcare Services.

The College gender balance was *more marked* than the FE sector in: Electrical Engineering (2% less female); Mechanical Engineering (3% less female); Engineering/Technology (General) (2% less female); Building Services (2.5% less female) and Hair/Personal Care Services (1% less male).

There are further differences in the subject gender imbalance when broken down to Further Education (FE) and Higher Education (HE). For example, the following graph shows that the gender imbalance is more marked at FE level for Electrical Engineering and more marked at HE level for Mechanical Engineering, Construction (General) and IT: Computer Science/Programming/Systems.



West College Scotland HE/FE Split for male and female dominated subjects in AY 15/16

There was less of a difference in the HE/FE gender imbalance in female dominated subjects, i.e. the gender imbalance in Child Care Services and Hair/Personal Care Services is very similar at HE/FE levels.






Whilst there has been little change in the overall gender imbalance since academic year 14-15, the data shows that there has been a slight increase in the gender balance in the majority of these particular subjects. There has been an increase in the proportion of female students in Electrical Engineering (2.25% increase), Mechanical Engineering (1.07% increase), Engineering/Technology (General) (2.55% increase), Building/Construction Operations (1.57% increase) and IT Computer Science/Programming/Systems (7.45% increase). Similarly, there has been a 4.78% increase in the number of male students in Child Care Services. Whilst the percentages increases are small, there are a few areas with noticeable change including 39% female students in HNC Construction Management for 2016-17, 50% females in Fitness, Health and Exercise and male students undertaking Beauty Therapy.

The College is currently working in partnership with the Equality Challenge Unit on a project to attract diversity and increase participation. This project focuses on two areas, namely gender and disability. With regards to gender, we have identified two areas of the curriculum (Sports and Care) whereby gender participation has increased. We plan to learn more about the current minority student experience in these areas, and how our teaching staff tailor their approach to promote gender equality. The outputs of this project will inform our work at encouraging participation in other areas of the curriculum where occupational segregation is notable.

In line with the SFC Gender Action Plan, the College will work to increase by 5% the minority gender share in each of the following superclasses during the period of this Outcome Agreement.

West College Scotland Superclass	2015-26		Target 2019-20	
	Male	Female	Male	Female
Vehicle Maintenance/Repair	91%	9%	86%	14%
Electrical Engineering	97%	3%	92%	8%
Mechanical Engineering	96%	4%	91%	9%
Engineering/Technology (General)	91%	9%	86%	14%
Building Services	99%	1%	94%	6%
Building/Construction Operations	95%	5%	90%	10%
Construction (General)	94%	6%	89%	11%
IT: Computer Science/Programming/Systems	80%	20%	75%	25%
Child Care Services	5%	95%	10%	90%
Hair/Personal Care Services	3%	97%	8%	92%

The College will work to do this by:

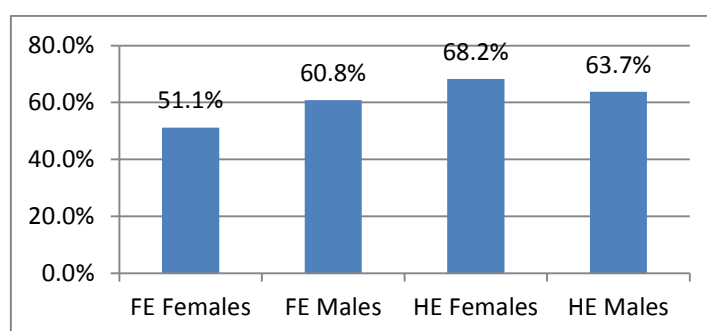
-  Building on the work with employers to promote gender equality in their industries. This is currently being undertaken in many subject areas including work with Hair and Beauty Salon owners, local motor vehicle garages, childcare nurseries, larger employers including BAE and Babcock Marine, Swissport and employer bodies including HubWest, Clark Contracts and CITB.
-  Working with schools to help change perceptions of particular industries and subject areas with high gender imbalances. This work will build on the current work in Construction and Engineering, providing taster experiences for nursery and primary pupils, through to secondary. The College will continue to engage in visits to local schools promoting subject areas and including student testimonials and extend the work of STEM Ambassadors into primary schools.
-  Engaging with local councils on initiatives such as the Renfrewshire Council Women into Construction event.
-  Using marketing and promotion material to promote gender equality and improve understanding of careers and pathways for all genders.
-  Engaging with national bodies including CITB and Energy Skills Partnership to participate in relevant promotional programmes such as 'Women into Construction', 'Go Construct' and 'Bloodhound Challenge'.

- Continue working with the Scottish Funding Council and the College Development Network to promote the recruitment of males into the early learning and childcare workforce.
- Engaging in the development of qualifications with awarding bodies to use its involvement to effect change to encourage gender equalities. (for example, the College was influential in introducing Barbering into the Hairdressing qualifications to encourage more males into the courses)

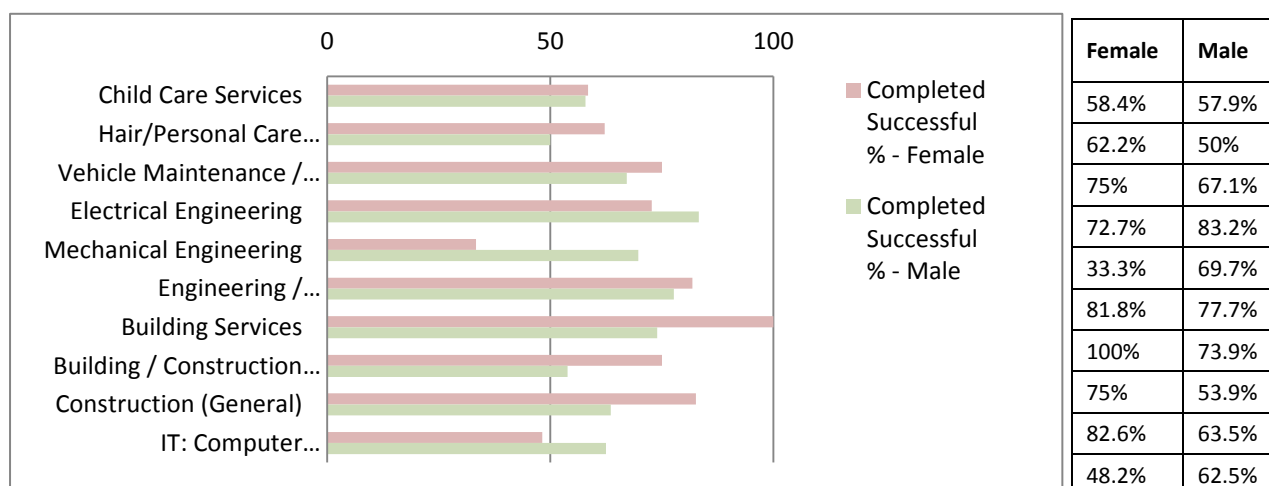
Gender: Successful Completion Rates for Courses lasting 160 hours or more

The imbalance between males and females can be seen not only in their uptake to these subject areas but also in their outcomes. Using the Performance Indicators for successful completion, variances in performance rates between males and females are shown in the graph below.

Successful Completion Rates for Enrolments to Courses lasting 160 hours or more in 2015-16



Courses lasting more than 160 hours	Completed successful				Completed partial success				Further withdrawal		Early Withdrawal	
	WCS 13-14	WCS 14-15	WCS 15-16	Sector 15-16	WCS 13-14	WCS 14-15	WCS 15-16	Sector 15-16	WCS 14-15	WCS 15-16	WCS 14-15	WCS 15-16
FE females	65.1%	61.7%	51.2%	64.9%	82.9%	80.9%	85.1%	78.5%	12.1%	9.7%	7.1%	5.2%
FE males	67.6%	60.8%	60.8%	69.5%	82.7%	82.8%	84.2%	81.5%	12.1%	10.5%	5.7%	5.2%
HE females	73.9%	72.2%	68.2%	75.1%	77.8%	84.6%	79.3%	83.7%	10.8%	14.6%	4.6%	5.9%
HE males	63.4%	61.8%	63.7%	71.7%	80.8%	84.7%	79.6%	84.7%	9.9%	16%	5.4%	4.4%



WCS Male v Female Completion Rate AY 15/16

In 2015-16, males studying at FE level had a higher successful completion rate than females. 60.8% of males studying at FE level successfully completed their course, compared to 51.1% of females. The opposite is true for males and females studying at HE level, with 68.2% of females at HE level successfully completing their course, compared to 63.7% of males.

In the female dominated subjects at West College Scotland, males and females in Child Care Services had a very similar success rate. There was a 12% difference between males and females in Hair/Personal Care Services, but it should be kept in mind that there were very small numbers of male students (40 male students compared with 1,303 female students)

In the male dominated subjects at West College Scotland, a higher proportion of female students were successful than male in Vehicle Maintenance/Repair; Engineering/Technology (General); Building Services; Building/Construction Services and Construction (General).

A higher proportion of male students were successful than female in Electrical Engineering; Mechanical Engineering and IT: Computer Science/Programming/Systems.

West College Scotland compared well against the sector success rate differences in subject areas for 2014-15 for males in Child Care Services, females in Vehicle Maintenance/Repair, Building Services and Construction. Proportionately, females did less well in comparison to the sector in Mechanical Engineering and IT Computing.

The College will work to improve attainment for students in curriculum areas with a minority of one gender. This will be specific to the subject area and will include:

- Connecting students with mentors of the same gender within the curriculum or role models in the industry
- Ensuring work-placements are well considered and supportive of gender equalities, including providing appropriate facilities.
- Offering assertiveness/resilience training to minority genders
- Involving the Equality and Diversity Manager one to one meetings with students to ensure we are fully meeting their needs and to consider any appropriate adaptations to either suit them or other students studying in the curriculum.
- Analysing gender retention and attainment at course level and using student performance and feedback to inform any curriculum changes.
- Contribute to, and learn from the work of other educational institutions in, the ECU 'Attracting Diversity' cross sector project.

Gender: Staff and Board of Management

61% of West College staff are female and 39% male. The West College Scotland Senior Management Team and Board of Management is almost 50% female and 50% male. There is a similar even gender split for the College Heads and Managers. 43% of Board members are female. This exceeds the current gender composition recommended by Scottish Government Ministerial Guidance.

Pay Gap and Board Diversity

The pay gap at West College Scotland is 6.9%. This can be compared with Scotland's national pay gap of 14.9%. The pay gap is higher for Support Staff than for Teaching Staff. An analytical, factor based job evaluation process is used to provide equal pay for work of equal value for Support roles. The pay gap may be attributable to the fact that a higher proportion of women than men work in administrative grades in Support. The College will encourage and support career progression for female staff through the Continuous Professional Development Review Process.

Ethnicity

2.7% of West College Scotland students are black and minority ethnic. This is an increase from the previous session and broadly compares with the local regional demographics. Their completed success rate was 5.44% higher than all students which is an improvement on the previous session, where their success rate was 3.6% lower than other students. The College is currently reviewing our online Admissions processes to ensure that non-EU applicants have equal access to places in our courses. In particular, we are considering how "first come, first served" impacts on non-EU applicants who may need assistance with the applications process.

Working in partnership with Local Authorities, the College has worked to support local refugees in language development and in their integration into both the local area and the College. There has been improved progression of ESOL students into mainstream courses. The ESOL staff continue to provide valuable language support where required to help the students make the transition and cope with the demands of the courses. The College will continue to build on this work by piloting new 'ESOL Plus' courses with combined elements of vocational and language tuition in key employment areas. We have also joined the Renfrewshire Integration Network to ensure that we support refugees in partnership with our community.

The College will also develop stronger links with representatives of our local Polish Communities (our largest ethnic group), building on current developments arising from our membership of the Renfrewshire/Inverclyde Grey Spaces community forum, chaired by Police Scotland, which has highlighted additional demand for ESOL courses, but also significant levels of racial incidents in the community, which validates our commitment to becoming a Hate Crime Reporting Centre, and a Keep Safe organisation.

Age

50.59% of our students are aged over 25. The second highest proportion in terms of age is those aged between 16-19 (22.39% of students). Trends in overall College age group outcomes have not been consistent. There was a significant reduction in student success for students over 41 years of age in 2015-16, where previously these students had had good success PIs. Qualitative evidence from the College's Portfolio reviews indicates that students in this age group are more likely to withdraw having been offered, or wishing to pursue, employment. More analysis of the breakdown of these figures will be undertaken by course teams and by the Equality, Diversity and Inclusion Committee.

Our Student President has successfully recruited a Mature Student Officer to the Student Association, reflecting the changing demographic of our student population.

Courses lasting more than 160 hours	Completed Successful					Completed and partial success				
	WCS 13-14	WCS 14-15	WCS 15-16	Sector 14-15	Sector 15-16	WCS 13-14	WCS 14-15	WCS 15-16	Sector 14-15	Sector 15-16
under 18	65.4%	56.2%	58.6%	63.8%	62.9%	82.9%	81.9%	79.5%	78.9%	77.2%
18-20 year olds	67.3%	63.3%	65.2%	70.2%	70.7%	82.7%	82.2%	80.8%	82.7%	82.1%
21-24 year olds	63.6%	62.9%	58.4%	70%	69.9%	77.8%	81.7%	81%	81.3%	81.2%
25-40 year olds	71.4%	67.3%	55.2%	72.7%	72%	80.8%	82.6%	86.1%	82.1%	82.8%
41 and Over	69.7%	72.1%	45.2%	74.2%	70%	80.2%	88.4%	92.6%	84.8%	85.3%

Compound Disadvantage

Our equality analysis has shown instances of intersectionalities whereby compound disadvantage may be evident. For example, there are gender differences within age groups, and lower declaration rates of disability by ethnic minority students. We will carry out further analysis to identify compound disadvantage and take action to address any identified issues.

Corporate Parenting

Ambition: (Strategic Objective) **To ensure all students have access to comprehensive, appropriate and responsive support services.**

And to provide sector leading support for Care Experienced young people in particular

In addition to its commitment to support all vulnerable students, the College is fulfilling its corporate parenting obligations from the Children and Young People (Scotland) Act 2014. It has nominated a senior manager (Director of Student Services and Communities) with a lead role in ensuring compliance with the legislation and best practice in the provision of support and educational opportunities for this vulnerable group, whilst at the same time recognising the corporate parenting responsibilities of all staff to support the ethos of corporate parenting.

A dedicated team of staff has been established, comprising the Head of Student Services; Student Advisory Services (SAS) Manager; and 3 campus-based SAS Coordinators. This team has formed very close partnerships with the Throughcare and Aftercare Teams in each of our three main local authorities.

Quick and easy access to the SAS team is facilitated by the establishment of a dedicated email address and the Pure Chat facility. This has enabled successful promotion of our services and the regular contacts and inter-agency visits have proved to be an effective method of improving communication, sharing information and enhancing personal support for students and their carers.

We regard this group as having a protected characteristic and will therefore monitor, evaluate and revise our practices and procedures in order to improve the outcomes for this group of students in line with our quality assurance and equalities policies. We will evaluate our progress towards improving outcomes for this group of vulnerable students with reference to the targets detailed in our operational plans and Corporate Parenting Plan.

A priority for the College is to establish a multi-agency regional forum with representatives from the three main local authorities; national organisations; care experienced students; Students' Association and College staff to inform best practice – which, in turn, will be reflected in our Access and Inclusion strategy and plans.

The Corporate Parenting Team will work to enhance the partnership with Care Experienced young people, curriculum staff, funding and student support services, the Student Association and external agencies (e.g. Who Cares? Scotland and Celcis) to:

- Encourage early disclosure
- Facilitate ease of transition and identification of appropriate course options
- Provide targeted support
- Be responsive to need
- Raise aspirations
- Improve outcomes
- Provide training and development opportunities for staff

Caring Responsibilities

Our Access and Inclusion strategy highlights our priorities with regard to all vulnerable students, but especially those who are Care Experienced and those who are Carers (young or adult). We will align our practices with local and national directives. We will restructure our existing teams to create a comprehensive Access and Inclusion team that comprises staff from all relevant sections in the College, e.g. Enabling Services, Student Advisory Services, Student Funding, Student Association, Student Records to ensure we are best able to meet the needs of our most vulnerable students at all stages of their learning journey.

We will extend the existing model of support that is offered to Care Experienced to our students with Caring Responsibilities. This will include early identification; provision of targeted support systems to reduce barriers to success; monitoring achievement and progression; transitions; the development of collaborative partnerships with local and national agencies; training and development of staff; operational action plan.

The College has seen an increase in the number of students identifying themselves as carers from 672 in 2014-15 to 1,024 in 2015-16. Through on course guidance and support, curriculum staff take into account the needs of students with caring responsibilities and adapt course delivery or attendance requirements where possible.

The College supports staff with caring responsibilities through flexible working arrangements and family friendly policies. The College will be making an application to be a 'Caring Positive' employer to demonstrate our commitment to supporting staff with caring responsibilities.

School College Partnership

Ambition: (College Strategic Objective) **To be critical to the success of ensuring vocational opportunities are a valued choice for all school pupils, contributing to increased positive destinations, including employment, College or University.**

The College actively supports the implementation plans in the Scottish Government's Youth Employment Strategy (DYW) by working in partnership with five key Local Authorities, 32 schools and a variety of employers to increase the range of high quality senior phase vocational pathways to the workplace. Proactive and effective partnership working with Local Authorities across the Region had led to a common timetable for 2016-17 School College courses and a revision of School College delivery models to ensure that all the local authorities served by the West Region have equality of access and the range of provision to meet their needs. There is an agreed student activity allocation to each local authority in line with their senior phase pupil numbers and the option to request further provision funded by the authorities.

Joint work with Local Authorities, Schools and College curriculum Sectors has resulted in a refreshed School College programme which maximises college vocational learning opportunities for school pupils in the senior phase, is in line with key employment sectors and has explicit progression pathways for young people. The School College Programme includes taster provision, new Foundation Apprenticeship courses and an HNC Engineering. In addition the College provides school pupils with access to appropriate online learning opportunities for study while in school.

Joint planning was undertaken for pathfinder Foundation Apprenticeships in 2016-17 and following a successful bid to SDS, four groups were recruited in Civil Engineering and Social Services and Healthcare. A further bid has been submitted to SDS to support new Foundation Apprenticeships in additional subject areas of Social Services and Young People, Business Skills, ICT Software Development and Engineering for 2017-18. A Foundation Apprenticeship Project Manager is in the process of being appointed to support the development of the provision.

In 2015-16, the volume of school-college activity for pupils in S3 or above reduced slightly to 3.2% from 3.7% of total college activity although there was an increase in the number of 6th year pupils studying with the College. The College engaged with approximately 1,500 school pupils in S3 or above in a variety of tailored courses from short taster programmes, to vocational qualifications either delivered in school or college and online provision. Additional work with schools included working with primary pupils to support STEM learning and to promote females into areas such as Construction and Engineering. Recruitment to 2016-17 School College courses has increased and the College is committed to increasing this provision further in 2017-18 and beyond.

Whilst all College curriculum Sectors have been more directly involved with the local schools and in promoting the School College options, the College recognises that there is still more work to do to demonstrate benefits of School College vocational options to school teachers, guidance staff and parents. The College will continue to proactively engage with schools and has plans for a variety of initiatives to engage specialist teachers directly with college staff and explore new shared delivery models.

- The College will increase the percentage of School College activity and work with local schools and Authorities to identify new partnership initiatives to support the Senior Phase and increased vocational learning opportunities, in response to the Commission for Developing Scotland's Young Workforce Report.
- The College will be active in the Region supporting initiatives to promote STEM, vocational learning and gender equalities to school pupils.
- The School College vocational programme will prioritise the development of STEM and employability skills for young people.
- The Learner Development Sector will introduce a STEP/Link Forum at all campuses to allow promotion of college provision to schools and other relevant agencies, involving Principal Teachers for Learning Support/Guidance in co-creating curriculum to avoid duplication of course content, strengthen partnerships and identify future provision.
- The College will continue to be involved with FOCUS West in supporting SHEP schools to increase progression to HE. All SHEP schools in our area are engaged in the School College programme through vocational learning and tasters.
- The College schools team will continue to work in partnership with FOCUS West and other colleges to look at further ways in which we might support the widening access agenda through closer collaboration.

Quality

“An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities”

West College Scotland will offer teaching and learning of the highest quality, supported by new technologies and complemented by effective support services that help and encourage all students to achieve their potential and fulfil their ambitions.

Ambition: (College Strategic Objective) **To set and achieve performance standards that are not simply required to achieve and maintain quality standards but will set us apart from other organisations.**

New SFC/Education Scotland Quality Arrangements

West College Scotland will enhance quality through self-evaluation activities, across both teaching and support services, and by further analysing data and feedback in order to improve the quality of the student experience. The College will continue to prioritise improvements in the standard of learning and teaching, through developing an agreed set of West College Scotland teaching standards, staff support for reflection and evaluation of teaching practice, induction, training and development. Sharing of practice and innovation in programme delivery will be facilitated through staff CPD events. A focus on ensuring staff and students develop a shared understanding of what determines programme success and a greater emphasis on the factors that contribute to successful outcomes for students, are key quality indicators and intended to have a positive impact on reported performance. The Quality Directorate will work in partnership with the Student Association to offer joint communications and activities that support and increase the number of student successful outcomes.

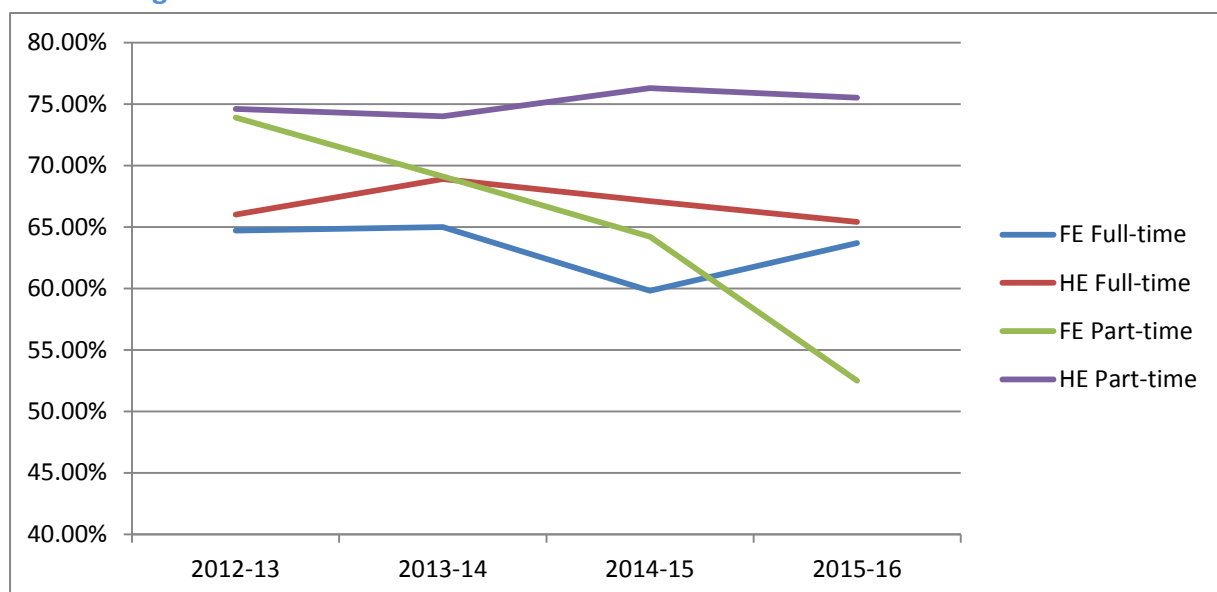
The College is well placed to progress the new SFC/Education Scotland Arrangements for quality assuring Scotland's Colleges - an evidence based approach to self-assessment, externally validated and graded against three high level quality principles. The College will further strengthen its evaluation processes across all departments (teaching and support) in preparation for the external validation of an Annual Enhancement and Activity Scrutiny Schedule, to be submitted to the SFC for in October 2017.

Student Outcomes and Retention



Ambition: **To improve our College Student Outcomes to be above FE sector averages.**

Improving attainment is a key priority for the College, particularly in curriculum areas with low performance indicators, for part time FE and for full time HE where the College rates are significantly below sector averages. The College has aspirations to have student success levels in the upper quartile of sector rates by 2020. This is a challenging aspiration when the College serves a region with high levels of deprivation and has a strong priority in supporting access, offering opportunities and developing individuals at a pace and level best suited to them.

West College Scotland Success Rates



	WCS 12-13	WCS 13-14	WCS 14-15	Sector 14-15	WCS 15-16	Sector 15-16	WCS Target 16-17	WCS Target 17-18	WCS Target 18-19	WCS Target 19-20	Sector target 19-20
FE Full-time	64.7%	65%	59.7%	64%	63.7%	65.5%	65%	67%	70%	73.5%	73.2%
HE Full-time	66%	68.9%	67.1%	71.3%	65.4%	72.2%	67%	69%	72%	74.5%	74.4%
FE Part-time	73.9%	69.1%	64.3%	75.7%	52.5%	74.3%	66%	69%	72%	74%	
HE Part-time	74.6%	74%	76.5%	78.3%	75.5%	78.5%	77%	78%	79%	80%	

-  The College will target marked improvements in both FE and HE attainment and consider ways to help support improved attainment particularly for students from the 10% most deprived postcodes. The College aims to bring attainment rates in line with or above sector averages over the next three years. This could be seen as a major achievement considering the economic context of the student population where over half of the students live in the 30% most deprived areas of Scotland.
-  The College will continue to focus on attainment, data analysis and sharing good practice across the College to identify strategies for improvement.

During 2014-15, the College SCQF leveled and credit rated over 50 College devised courses, mainly online distance learning courses provided to enhance employability skills. Many of these courses provide externally recognised, accredited qualifications for students, and as a result of our credit rating and levelling activities, our non-recognised qualifications accounted for only 2.3% of total activity in 2015-16, lower than 3.4% the previous session.

The College promotes the use and understanding of the SCQF Framework within the College website and course details. In addition, West College Scotland student stories are included within the SCQF website and were utilized within a recent SCQF parliamentary reception to mark the 15th year of SCQF. <http://scqf.org.uk/amanda-allan-modern-apprentice/>

- The College will continue to reduce the percentage of enrolments on non-recognised qualifications to less than 2% of total activity, by transferring to accredited provision and/or credit rating and leveling all other assessed qualifications on the SCQF.

Full-time success rates

Improvements were made in the full-time FE student success rates for 2015-16 after a significant drop in 2014-15. These improvements were due to a number of factors, including changes to course structures, qualification aims, improved monitoring and analysis. Course team evaluation undertaken through Portfolio Reviews also identified improvements in attainment due to changed teaching methods, with greater involvement of employers and more project based learning as having a positive impact.

The College 'student journey' project undertaken through 2015-16 and the 'keep warm' activities to better prepare new students for their courses is expected to improve retention in 2016-17, and further increase FE attainment. An 'FE re-imagined' initiative is leading the review of the course structure and content of our FE provision with the aim of improving student recruitment numbers, increasing delivery efficiencies, promoting more individual programme choice and increasing positive progression and outcomes on FE courses from 2017-18 onwards.

After an initial improvement in HE full-time success rates post-merger, this rate has slowly declined, with a higher percentage of HE students withdrawing from their studies during session 2015-16. This negatively impacted on completion success rates. It is worth noting though, that in some cases students left the College to enter employment before the end of their course. The College is improving the review of all reasons for withdrawal and in some cases amending course timings to better suit students leaving early for employment.

- The College will continue to improve FE full-time student success rates by focusing course teams on PI analysis and making amendments to content and delivery of provision.
- The College will undertake benchmarking and dialogue with other Colleges for specific curriculum areas to review successful actions to improve PIs.
- The College will aim to improve HE full-time student success rates by focusing on identifying courses with low PIs and preparing detailed action plans for improvement.

Part-time success rates

The College has successfully worked to address a Regional Outcome and National target, and has reduced the percentage of learners on non-assessed provision, ensuring more learners leave with qualifications which have been credit rated and leveled on the SCQF. The College also has a much

higher portfolio of online and distance learning courses than almost all other colleges. This increases flexibility, efficiency, employability and up-skilling opportunities for our students and communities. The impact of this has been two fold – with some learners improving their employability options and withdrawing from programmes to take up available work. This has resulted in lower overall attainment figures for part-time courses, when compared to sector averages. A focus of improvement for all areas in 2015-16 is to ensure students are encouraged and supported to achieve the qualification aim of their course prior to leaving – while this is still noted in the PI publications as a negative withdrawal indicator, the College firmly believes that such opportunities, in some cases, provide students with a positive outcome from their period of study.

In 2015-16, there was a continuation of a downward trend in student outcomes for all categories of FE part-time provision, over 10 hours up to 320 hours. The lowest student outcome success rate was for courses lasting 80-160 hours. Part-time student success rates overall were negatively impacted by distance learning provision outcomes. Success for distance and online learning courses overall was 36%. The success rate for part-time FE provision excluding distance and online learning was 67.3%. The College has amended the staffing support for the Online and Distance Learning department by introducing a seconded Curriculum and Quality Leader to improve quality processes, monitoring and support for progression, use of student feedback to inform change and on- going evaluation of provision. Improvements are already evident in 2016-17. Part-time success was also low for some SVQs and for several SQA Higher courses.

HE part time provision is small and overall student success has been relatively consistent. There was a drop in student success rates at HE level however, for those students undertaking just a single unit or more substantive programmes over 320 hours.

FE Courses	Completed Successful					Completed with full and partial success				
	12-13	13-14	14-15	15-16	Sector 15-16	12-13	13-14	14-15	15-16	Sector 15-16
under 10 hours	98.6%	96.4%	97%	100%	99.2%	100.0%	100%	100%	100%	100%
10 up to 40 hours	82.1%	85.8%	77.2%	69.4%	91.35	97.6%	99.7%	99.8%	99.2%	98.7%
0 up to 80 hours	70.7%	67.9%	64.9%	59%	76.4%	85.1%	95.4%	96.9%	99%	94.3%
80 up to 160 hours	72.4%	60.9%	54.3%	43%	67.6%	89.5%	94.8%	98.3%	96.7%	91.8%
160 up to 320 hours	65.4%	65.4%	59.4%	40.6%	66.3%	83.1%	85.1%	92.4%	95.3%	86%
320 hours up to FT	69.0%	70.4%	69.1%	68.9%	74%	84.9%	87.3%	90.1%	87.8%	85.5%
Full-time	64.7%	65.3%	59.8%	63.7%	65.5%	77.1%	77.8%	75%	74.1%	72.7%
HE Courses	Completed Successful					Completed with full and partial success				
	12-13	13-14	14-15	15-16	Sector 15-16	12-13	13-14	14-15	15-16	Sector 15-16
10 up to 40 hours	61.8%	82.6%	69.2%	90.9%	-	85.5%	100%	100%	100%	-
40 up to 80 hours	77.4%	80.8%	76.6%	62.8%	81.9%	97.7%	99%	100%	94.9%	94.2%
80 up to 160 hours	74.8%	60.9%	74.7%	78.4%	77.4%	84.7%	86.3%	96.2%	89.6%	92.7%
160 up to 320 hours	72.3%	73.5%	67%	70.2%	77.3%	86.4%	83.4%	92.3%	84.7%	89.2%
320 hours up to FT	81.3%	77.9%	91.4%	82.4%	82.7%	95.8%	90.1%	97.4%	94.4%	92.8%
Full-time	66.0%	68.7%	67.1%	65.4%	72.2%	81.2%	81.9%	83.8%	78.3%	82.8%

- The College will improve part time student success rates, particularly in FE and aim to bring figures in line with sector averages by 2019-20
- The College will implement significant improvements in the support and monitoring of part-time distance learning courses.
- The College will review the entry criteria and admission processes for HE students undertaking a single unit.
- The College will review the course set up arrangements for SVQs
- The College will undertake sector benchmarking and further analysis of part-time Higher provision.

Early withdrawal

College Early Withdrawal PI rates have compared well with sector averages overall in the past and have been generally consistent over the years. Early withdrawal figures for HE full-time students improved in 2014-15 by 1% but declined by 0.6% in 2015-16. The HE figure is not as good as the Sector average. The early withdrawal rate for FE full-time students however, is marginally better than the Sector and was improved in 2015-16. It is anticipated that this rate will be further improved in 2016-17 with the focus of the 'Student Journey' project and improved student bursary processes providing earlier payments to students. The College introduced new processes for 2015-16 to identify students at risk of withdrawing at an earlier point and be more proactive in taking action to help students continue their studies, where at all possible.

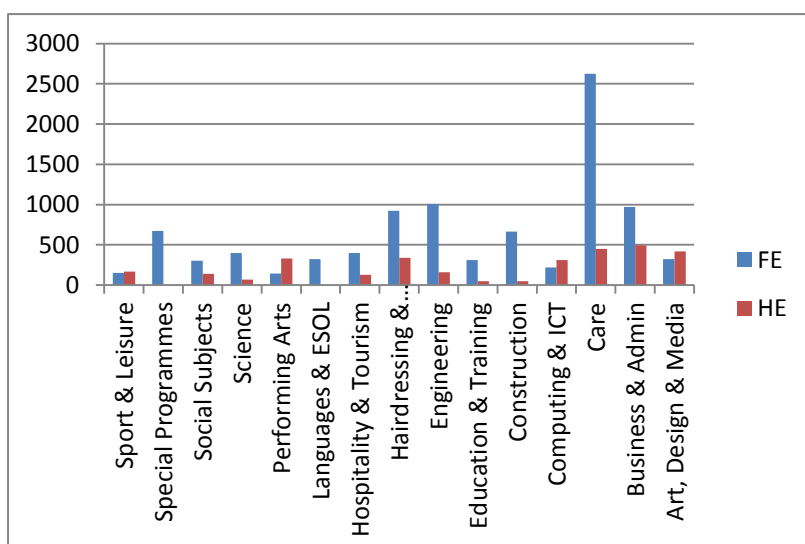
WCS Early Withdrawal	Actual 13-14	Actual 14-15	Sector 14-15	Actual 15-16	Sector 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20
FE Full-time	9%	9.6%	8.6%	8.9%	9%	8.5%	8%	7.5%	7.5%
HE Full-time	6.3%	5.1%	4.4%	5.7%	4.6%	5%	4.5%	4%	4%

- The College will work to improve Early Withdrawal rates. In particular, the College will improve the support provided within the student application and induction processes and support in relation to applications for student funding.

Curriculum planning

Ambition: (College Strategic Priority 5) **We will develop our curriculum and services to ensure they align with and support Scotland's key economic sectors.**

(Strategic Objective) **To develop and continually review the curriculum to ensure it meets the needs of students, our local communities and the wider economy.**



West College Scotland is committed to maintaining an effective presence within all its communities and working to strengthen its contribution to the economy of the local areas. West College Scotland has a fundamental role to play in contributing to economic growth at a local level and the College will promote this as a key priority.

2015-16 FE and HE enrolments by Education Scotland Curriculum Group

The College will continue to deliver courses to a wide range of students, from school pupils through to adult learners, offering a comprehensive portfolio of vocational courses and professional development opportunities. A wide range of provision will be available on all main campuses to meet local needs.

The College Curriculum is divided into nine curriculum Sectors designed around key employment sectors and with provision across the College, plus the Essential Skills Sector which supports all areas.

The high number of enrolments in the Care area includes significant distance learning provision, designed to contribute to the up skilling of the workforce. Employment in the health sector comprises the largest share of employment in the West Region, 19% of the total, above the Scotland average of 13%. The planned new Health Centres in Clydebank and Greenock provide additional opportunities for partnership working and further development of this curriculum area.

Processes are in place to enable teams to formally review curriculum using internal performance measures and feedback data, as well as external environmental analysis, including the use of Regional Skills Assessments and Skills Investment Plans. The curriculum is increasingly shaped by employer involvement and further engagement of employers and industry bodies in the design and support of the delivery of courses is a key objective of all college curriculum areas.

The College curriculum evaluation and planning process involves 'Course Review' feeding into 'Portfolio Reviews' and followed by an annual 'Curriculum Planning and Review' (CPR) process. The CPR involves assessment of the curriculum against the West College Scotland Curriculum Principles, identifying strengths and actions for improvement. From 2014-15 onwards, Curriculum Sectors have graded their areas against the Curriculum Principles (a Connected, Responsible, Valuable, Inclusive and Developmental curriculum) and set targets for improvement which have been taken forward in Sector Operational Plans. Each Sector is working from an assessment of their current position and towards a 2020 vision. All Curriculum Sectors have similar targets to develop employability skills,

work experience, school college provision, gender balance, STEM and digital skills, develop additional partnerships with employers and alternative income, as well as improving attainment, where it is low, and enhancing learning and teaching.

A summary of the 2016 Curriculum Planning and Review evaluation and key priorities is as follows.

A Connected Curriculum

Our curriculum is perceived to be fairly well balanced across the region meeting demand and matching employment destinations. The curriculum is well aligned to local employment and government agendas with a few potential new markets being considered and local opportunities included in Sector development plans. Involvement of employers in our curriculum has significantly increased in the last few years and the curriculum is increasingly employment related. For example, Creative Industries ensure all student project work is 'live' and industry related and this is having a very positive impact on student learning and positive student destinations. This approach, along with increased project working, is being taken forward across curriculum areas in the College.

The connection to industry bodies and close partnership working considerably enhances the College curriculum. The College will continue to engage proactively with bodies such as The Energy Skills Partnership, Construction Skills, Creative Loop, Innovation Centres and NHS to ensure our curriculum is well connected to industry and positioned to support future workforce needs. We will make valuable contributions to national strategies including supporting STEM, Digital literacy, the National ESOL Strategy, the Government's Health and Social Care aims and strategies for Early Years Education.

All Curriculum areas now have objectives to work on more cross-curriculum student projects and link their curriculum through STEM working. Partnership working with schools and universities has improved and resulted in clearer pathways for students. The College is increasingly engaged with the local communities through student project working and is an active partner in the Paisley City of Culture 2021 bid through the work of Creative Industries. There is more potential identified to improve the connection to community learning and this will be taken forward next session with a new structure for community provision.

A Responsible Curriculum

The development of vocational skills for employment is strong. Further work will be taken forward to better address the development of essential skills, particularly literacy, throughout the College. The College has plans to do more for students in supporting their career management and preparation for employment. All Sectors share the importance of the development of employability skills, even in curriculum areas where this was previously not a key priority, such as Social Sciences and Learner Development. The College will continue to develop skills to meet local employment needs, including local tourism industry priorities, Inverclyde Engineering Forum, City Deal, the expansion in Early Years and Childcare.

Ensuring efficient curriculum delivery, making the best use of public money, whilst providing the broadest local education possible is a challenge. There are plans to introduce a broader curriculum at FE level to maximise students' progression routes and options to meet individual needs. For

example, the creation of a hybrid Creative Industries courses at NC and HNC level to ensure Creative thinking and broad skills to address market demands and industry needs.

A Valuable Curriculum

There are several courses with low PIs and this is a major priority area for action. Progression to employment and university is generally good. Some areas such as Childhood Practice and pre apprentice Electrical Engineering have almost 100% post course employment rates.

Demand for courses is generally good, although lower in Inverclyde and changes have been evident across the region with increased demand for HE and lower demand for FE than previous years. Demand has increased for Science courses, HNC Construction Management, Higher English and Social Sciences and there has been an increase in Construction and Engineering apprentices. The College curriculum offering will continue to be amended to meet varying demand and reviewed to ensure positive destinations are available in all areas.

An Inclusive Curriculum

All curriculum areas contribute well to helping address social equality and recruit from areas of deprivation. Student support is considered to be good and responsive to student needs. The restructure of Extended Learning Support into Enabling Services combined with Essential Skills is considered to be having a positive impact. Most curriculum areas have lower level courses feeding into more advanced courses and consider their progression routes to be generally effective. There are a few areas where some students can find it difficult progressing from FE to HE and curriculum teams have actions to address this. Learner Development has improved progression into mainstream classes and is working very effectively with many curriculum areas but there is potential for this to be improved further across the College and for Learner Development staff to take a supporting role with staff delivering SCQF4 programmes in vocational areas. SWAP provision is very successful in enabling mature students from disadvantaged areas to progress to university and the College success rates in these programmes are above Sector averages. The College will continue to engage with SWAP courses and support this access agenda, and has introduced provision in Greenock to support this access agenda.

Curriculum areas have objectives to improve the flexibility of curriculum delivery and increase part-time and non-standard attendance. The majority of curriculum areas are now engaged in a proportion of online learning to enhance student learning and employment prospects.

A Developmental Curriculum

The College curriculum has an increased focus on employability, the skills agenda and use of labour market intelligence. There are new developments internationally and an increased commercial focus. Curriculum areas are contributing well to work force development, particularly in the work within Construction, Engineering and Care. All curriculum Sectors have aims to increase the creative and innovative use of technology in delivering and assessing their curriculum. There is increased use of Moodle and use of Social Networking for learning in all areas but access to appropriate ICT is restricting some development and more widespread use.

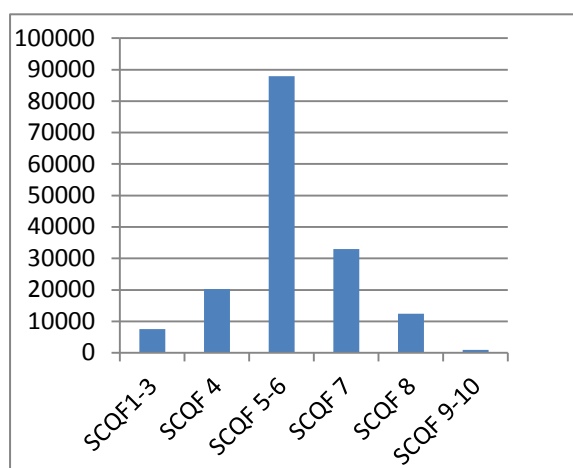
Bridge to Business is improving the profile of entrepreneurship and impacting on some curriculum areas including Business, Hairdressing and Beauty. Enterprise is particularly well integrated in

Learner Development activities but generally curriculum teams believe more can be done to improve entrepreneurial skills and support business start-up in a similar way to whereby Art and Design students have created their own enterprise MOYA (Minds of Young Artists) as a vehicle for acquiring entrepreneurship skills and business acumen.

Learning pathways and Transitions

Ambition: (College Strategic Objective) **To enhance the student experience through innovative and responsive learning and teaching approaches, and effective transition and progression opportunities**

The College will continue to focus on broadening the range of learner pathways and supporting the student transition process. Recent work through the College ‘Student Journey’ project has improved the student application to enrolment process. A College ‘keep it warm’ initiative in the summer 2016 reduced the “no-shows” at course start from 7.2% in 2015 to 4.6%. There was also a 60% reduction in the number of students transferring courses or classes (students transfers counted for 0.9% of total enrolments in 2016 compared to 2.3% in 2015). The ‘Keep it Warm’ initiative also included pre college preparation courses in managing finances and mental health designed to improve early retention and student outcomes.



College provision is available across the SCQF levels and progression pathways are designed within curriculum areas.


The Learner Development Sector provides provision at SCQF 1-4 and has significant success in supporting students progressing into mainstream courses. The College will further enhance the integration of the Learner Development staff team with other vocational areas delivering provision at SCQF4 in order to improve attainment and progression.

There is good progression from ESOL courses into vocational areas and ESOL students benefit from opportunities for on-going ESOL support while on mainstream courses. In 2017-18 the College will introduce pilot ‘ESOL Plus’ courses to combine both language tuition and vocational learning for key employment sectors within the one course.

From 2017-18, the College will revise its approaches to Community learning and integrate provision into the curriculum sectors. This will be designed to improve the coherence of the community provision with curriculum and key employment opportunities. This is intended to improve the progression rates and transitions from community provision into College and vice versa – by identifying unsuccessful college applicants and enrolling them on alternative community partnership provision.

The progression from school to college will be promoted through the school college programme and through attendance at school events and college open days and evenings. The Sector Sciences,

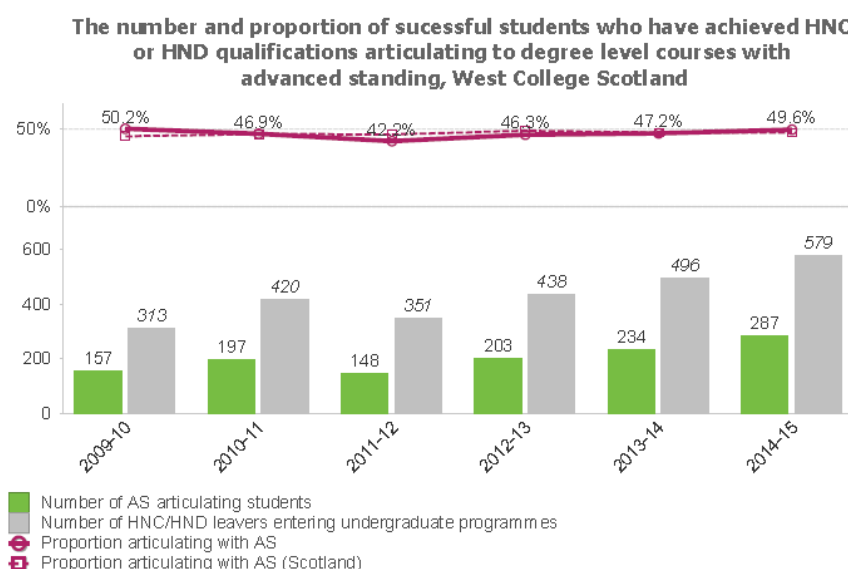
Science, Maths and Sport will develop a 'moving on campaign' using video clips of previous students giving advice, highlighting pathways to college, HE, HEIs & employment.

 The College will continue to improve the communication and support for students prior to starting courses.

Articulation

Ambition: To ensure streamlined articulation to University through partnership working with HEIs.

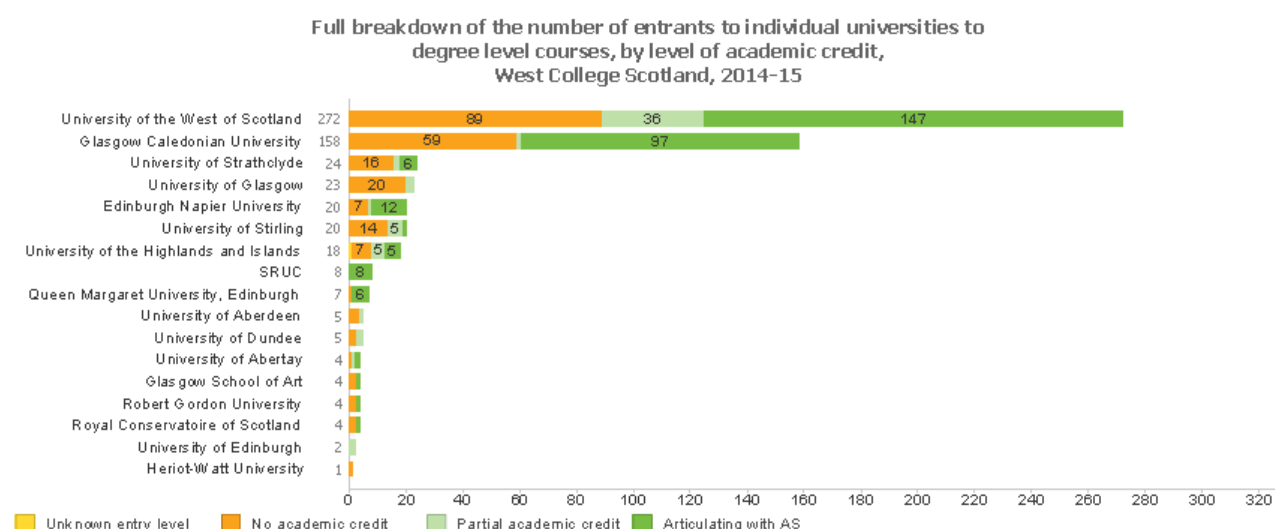
The Scottish Funding Council's aspiration for access is that at least 60% of HN entrants to university should articulate with advanced standing per year by academic year 2019-20. 50% of the 579 West College Scotland HN entrants to University from 2014-15 courses articulated with advanced standing.



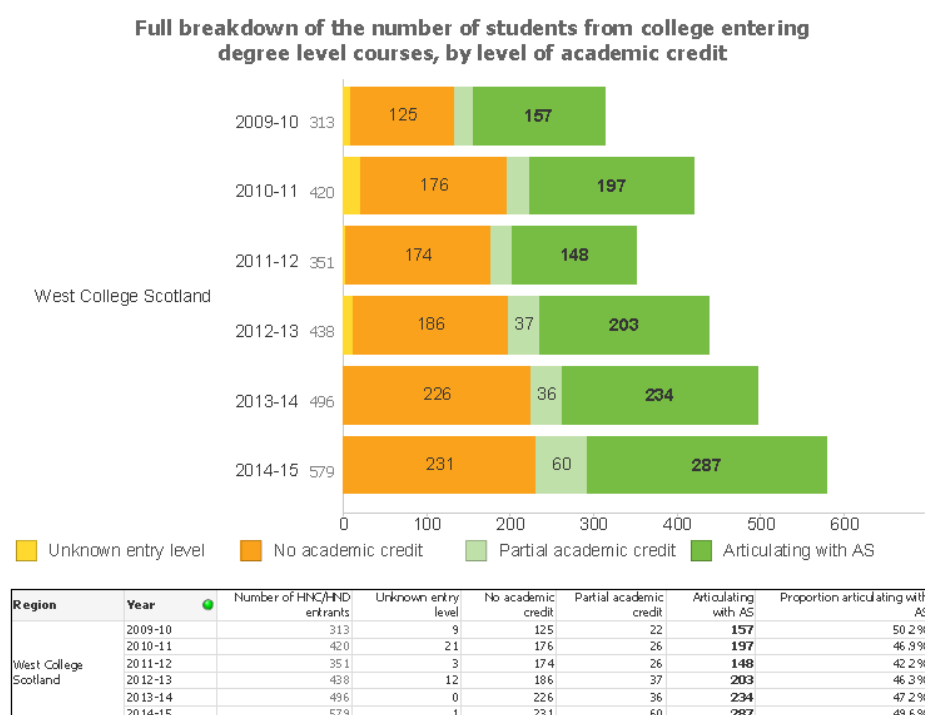
Both the numbers of students articulating from West College Scotland and also the numbers of students entering HEIs without advanced standing, increased in 2014-15.

Partnership work with HEIs will continue with the aim of improving articulation rates for students and contribute to the SFC aspiration. The College worked with The University of the West of Scotland through the SFC additional places funding to support 78 students to undertake HN qualifications to articulate to key curriculum areas in 2016-17. The funding for this will be reduced for 2017-18 to support only the 39 second year HND students and removed completely in 2019-20. This will reduce our College student places and funding overall. While the articulation additional places will no longer continue, the College will continue to work with UWS under a partnership agreement with curriculum staff in both the University and College to ensure smooth transitions and pathways from HN to degree level for all articulating students. A formal partnership agreement was signed in 2016-17 including the identification of learner pathways and the opportunity to be an

Associate Student of UWS for all West College Scotland students undertaking an HN qualification with a pathway to a UWS degree.



In addition, West College Scotland is working with the University of Strathclyde, particularly in articulation for Engineering and through their Engineering Academy initiative. The College has a formal partnership agreement with the Open University and proactively engages with Caledonian University on improving articulation.



Changes to entry criteria for some courses by a few universities has removed or reduced previously established articulation routes from HNC/D and limited students' choices for progression. Removal of a few university courses has also impacted negatively on students' articulation and expectations

for progression. The College is considering the changes made to university articulation pathways in future curriculum planning for HN provision and in its work with HEIs.

- The Student Advisory Services will continue to work closely with university partners to identify and promote articulation and transition opportunities, including open days, study facilities for OU students, summer schools, new programmes and enhanced articulation agreements
- The College will continue to work in partnership with HEIs, including the Open University, to aim to increase the numbers of students articulating with advanced standing to full time and part time Degree courses (as per the outcome Measurement Table data). We will extend the offer of OU taster courses (currently offered in our Ferguslie Learning Centre) to more of our community partners.

Estates

Ambition: (College Strategic Priority 2) **Education and training will be delivered to students in high quality College facilities, in their place of work or through the development and use of digital technologies.**

Ambition: (College Strategic Objective) **To provide education and training in a range of relevant, high quality facilities, in the right location, which maximises the value of our estate to support curriculum planning and community involvement.**

West College Scotland currently manages an estate which encompasses 17 buildings and covers 80,903 square metres across eight principle locations within the local authority areas of Renfrewshire, West Dunbartonshire and Inverclyde. The estate is further supplemented by use of community outreach facilities to support training and curriculum delivery, meaning West College Scotland operates from almost 50 locations. Estates utilisation, maintenance and planning will continue to be developed in a way that supports the College curriculum planning process and community engagement strategy.

The physical condition and appearance of our estate plays an important part in defining the character of our College. Our estate presents opportunities to engage with our communities, provide access to employment and develop and strengthen the local economy.

The West College Scotland Estate Strategy 2016-2026 outlines a plan for developing and managing the estate in a manner which achieves West College Scotland's vision, ambitions and strategic priorities and supports high quality teaching, learning and support services. However, the level of backlog maintenance and lack of functional suitability and flexibility of space across the majority of our estate continues to be a challenge. The Estate Strategy has identified that:

- Challenges exist in relation to fitness for purpose of our estate, with only 4 of 14 operational College buildings being graded at Level 1 (excellent) for functional suitability, and half of our operational buildings requiring major repair or replacement.

- There is a need to invest £33m in order to bring our operational buildings up to a suitable condition and required standard over the next 10 years.
- Significant investment is required in Greenock as a high priority, with expenditure of £20m being necessary over the next 10 years in order to ensure our buildings are in the condition expected of a modern teaching and working environment. It is estimated that replacing our existing Greenock facilities on a like-for-like basis would require investment in excess of £90m.
- Within Paisley, there is also a need for significant investment, with much of the estate not being fit for purpose. Funding is therefore required as a priority, with expenditure of approximately £11m being necessary simply to maintain buildings in an acceptable condition over the next 10 years. However, even with this, the functional suitability of several of these buildings would not be at the level required. Thus there is a need for investment to replace the Inchinnan, Oakshaw, Barshaw and Renfrew buildings and to provide fit-for purpose Music and Performing Arts facilities, and it is estimated that to do this on a like-for-like replacement basis would cost in excess of £54m.
- Although only eight years old, the Clydebank campus has a need for investment of £2m over the next 10 years in order to maintain facilities at the required level.

It should also be noted that these condition survey investment figures as stated do not include the cost of maintaining the internal fabric of rooms, furniture or changes to functional suitability of buildings.

Given the extensive level of investment required, a key element of the College Estate Strategy is how to meet future need in Greenock and Paisley. The College has completed an outline business case and options appraisal of facilities in Greenock, and discussions regarding the next steps are ongoing with the Scottish Funding Council, with it being hoped the case for investment is able to proceed towards a positive outcome during 2017. The College is progressing an outline business case for the Paisley campus which will be completed during 2017, and again it is hoped this will enable necessary levels of investment to be achieved.

It is against this challenging estates backdrop that West College Scotland has experienced a significant reduction in recurring SFC Estates maintenance grant – with this being reduced from £2.6m in 2014/15 to £1.973m in 2017/18 – a reduction of almost 25%. The College will therefore continue to invest in the estate in a manner which improves the student experience wherever possible, however without significant funds becoming available to assist the College in maintaining and improving the estate – particularly within Greenock and Paisley - it is unlikely the infrastructure, learning and teaching and working environments will meet 21st century need.

The focus, direction of travel, engagement and opportunities associated with each of the emerging future estates models will therefore continue to be considered and progressed in order to secure the necessary levels of investment, and discussions with community partners and the SFC will be key in taking these forward.

ICT /Digital Strategy Delivery

Ambition: (Strategic Objectives)

- **To ensure technology infrastructure is flexible, responsive and fit for purpose**
- **To provide a flexible, user friendly and inclusive digital environment for learning, teaching and assessment.**

Having concluded all merger implementation projects and activities, and while wider Estate and maintenance funding aspects are progressed, the focus during the period of this agreement will be the development and implementation of the West College Scotland ICT and Digital Technology Strategies.



There is a need to ensure that ICT infrastructure provides, and keeps pace with, the latest digital technologies, in order that all students and communities can take advantage of the digital revolution. It is these core principles that will inform College technology and infrastructure development, including the step-change opportunity that realisation of the Estates business case would provide for the technology infrastructure within the College.

The College ICT and Digital Technology Strategies provide the framework and direction that mean College operations, activities and objectives are supported by appropriate technology and infrastructure. This integrated strategic approach will ensure that technological change and development will:








- Be driven by curriculum, assessment developments and learning and teaching needs.
- Support innovation in teaching and learning.
- Provide online access to established and emerging learner and support processes.
- Ensure existing hardware and software assets are utilised to their maximum potential.
- Embrace mobile and flexible working models.
- Recognise the benefits of collaborative working and shared service delivery.
- Ensure adherence to legislative and policy requirements.
- Support a mobile, flexible and hybrid-could infrastructure.
- Provide required levels of ICT service delivery and standards.

In support of College strategic priorities and delivery of the Regional Outcome Agreement the College IT Strategy 2016–2020 seeks to achieve outcomes in relation to 6 objectives:

- **Infrastructure (Hardware and Software)** - the College will develop, maintain and support an integrated IT infrastructure providing users with available, robust and secure access and services, establishing effective and efficient IT administration support practice.
- **Projects and Enhancements** - the College will deliver the approved and prioritised IT infrastructure sustainability and enhancement programs.
- **Structure and Service Delivery** - the College will maintain and develop a flexible operating IT structure that delivers a high quality and responsive service.
- **Planning and Risk** - the College will establish and maintain asset information, develop the planning processes and maintain audit activities to deliver a sustainability model for the required IT estate.

- 
Policy and Process - the College will maintain IT documentation and guidance resources to ensure user understanding and behaviours secure the data assets and information held by the College and protect the College from loss or litigation.
- 
Collaboration and Partnership - the College will develop and maintain sector contacts and promote the College profile to ensure WCS is positioned to lead on, or make best use of, identified collaboration and partnership opportunities.

Key projects for 2017/18 onwards include:

- 
 Concluding the review of the systems and processes associated with the student journey from application to leaving the College
- 
 Implement of replacement finance ledger software, following a joint procurement with Glasgow Clyde College. This cloud based solution will deliver a new finance system incorporating enhanced procurement functionality and improved management reporting capabilities.
- 
 A series of teaching and learning projects to support Microsoft Showcase College endorsement.
- 
 Embedding of a new multi-function print device fleet, designed to improve functionality, efficiency and effectiveness and to assist in a reduction of the College carbon footprint.
- 
 Developing the use of Skype for Business to provide multi-functional communications tools, increasing desktop ability to undertake conferencing, instant messaging and providing voice over IP functionality.
- 
 Further investments in equipment and infrastructure to provide classroom technology that supports more flexible models of delivery
- 
 Further migration of services that can be delivered via cloud based resourcing

Delivery of these projects and the overarching WCS ICT/Digital Technology Strategies will require ongoing levels of significant investment. However given the challenging financial settlement which the College has received from SFC for 2017/18 there will be a requirement to prioritise ICT and Digital requirements within this framework.

Skills & Employability

“A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference”

Developing the Young Workforce

The aims of the Scottish Government’s Youth Employment Strategy are embedded within the College and all Curriculum Sector objectives. Specifically to grow college vocational provision for school pupils in the Senior Phase, to introduce Foundation Apprenticeships, to reduce gender imbalances, to increase work-placement and work experience opportunities in College courses and prioritise STEM subject areas and STEM learning throughout the curriculum.

The College is working with schools, Local Authorities and employers to address these priorities.

Developing the Young Workforce Group for West Region

The College has led on the development and establishment of the employer led Developing the Young Workforce group for the West Region which provides leadership and a single point of contact and support to facilitate engagement between employers and education. The West Region DYW Group has representation from across key industry sectors and involves private sector employers with membership drawn from local employers, the third sector, education and economic development bodies from across the regional footprint.

The West Region DYW Group has identified 15 Key Actions to encourage and support employers to engage directly with schools and colleges, and encourage more employers to recruit more young people;

- Promote and facilitate the formation of long-term partnerships between individual schools, college and employers
- Facilitate employers input to activity such as career advice, enterprise education and job search skills in schools
- Enhance and improve the provision of careers information through knowledge sharing and co-ordination of industry placements for teachers and careers professionals
- Co-ordinate employer participation in the design and delivery of accredited good quality work experience and work placement for young people
- Support SME’s and micro businesses to build capacity to recruit and train young people
- Promote local campaigns to encourage companies to have an Invest in Youth Policy and to employ more young people
- Present the business case benefits of employing young people to employers in the region and support plans to increase the recruitment of Modern Apprentices
- Encourage large businesses to work with their supply chain to promote employment of more young people
- Promote the Investors in Youth accolade. Support the introduction of an equivalent award to be developed for schools and colleges
- Appoint IY Ambassadors – individuals from within the regional community that currently are leading best practice and will provide peer support to employers and schools
- Raise awareness of equalities issues in the training and recruitment of young people
- Support young people from SIMD areas and other disadvantaged young people

- Support activities that focus on STEM subjects and how they link to employment opportunities locally
- Support the role out of the Foundation Apprenticeship Model
- Promote the value of vocational education and create parity of esteem between vocational and academic routes

The group, which has secured three years funding from the Scottish Government has been operational since January 2016. Over the period to 2019 the College will remain an active member of the Group seeking to support engagement between employers and the education sector as a whole. The College will also engage with the Group to promote specific roles and opportunities in key sectors and subjects such as STEM and digital. The College will, as a member of the Group, seek to ensure that the work of the Group is sustainable after the core funding is no longer available.

STEM

Ambition: To increase the proportion of STEM related courses within our overall College activity and the proportion of STEM related learning within all our courses. To be nationally recognised for excellence in STEM provision and enhance STEM related learning across our region.

The College has made a pledge to our students, employer partners and the region to inform how STEM is relevant to future career opportunities for women learners; improve skills in maths and numeracy; ensure learning is enjoyable and provide STEM training relevant to the needs of the region's workforce.

The College achieved STEM Accreditation Standard in 2016 awarded by the Innovation Council of the national STEM Foundation. The validation report stated that the College has demonstrated a clear capability to stimulate and deliver innovative STEM provision to enable student development, increase employability and support business growth acceleration in the Region. The College was awarded 'best practice' for the three categories of Strategic and Business Planning, Collaboration and Consultation and the Impact of STEM on organisational performance.

The College has committed to leading the work to progress a regional STEM strategy and will continue to promote STEM subject areas in partnership with local authorities, schools and employers across the region and to ensure the development of critical STEM skills for all of our students. The College has published a [STEM manifesto](#) with commitments to our students, employers and our region.

The College will:

- Ensure students are work-ready for current and future STEM industries
- Enhance the STEM skills of all students, whatever their preferred employment destination
- Develop new, innovative curriculum and commercial opportunities to support local industry and help up-skill the existing workforce
- Embed partnership working with schools to raise the profile of STEM, as well as the aspirations of young people.
- Develop our staff, their teaching approaches and our resources to reflect the centrality of STEM to our curriculum.
- Be a vehicle for further strategic engagement with local industry

Within curriculum development, the development of STEM subjects and the inclusion of more technology within all curriculum areas will be prioritised. The development of digital skills will be a major focus in all areas. The College already collaborates with schools in a range of computing initiatives including a joint STEM experience in conjunction with Renfrewshire Chamber of Commerce, and a partnership with Microsoft and their Kinect programme. There has been significant digitalisation of the Creative Industries provision, including the development of TV and media and this work will be further developed across all curriculum areas. In Learner Development, at least one STEM subject will be included in every course from August 2017.

Whilst STEM will be made explicit and prioritised across all provision, the College will also specifically further develop its sector leading Engineering and Science provision. The College will continue to engage nationally with the Energy Skills Partnership and locally with key employers and bodies such as the Inverclyde Engineering Forum to promote engineering within Inverclyde and in a wider regional context. Engineering opportunities will be promoted to young people in the region and available through the school college programme. Initiatives such as the STEM camp in partnership with SYHA, John Mather Trust and SECTT will be used to provide employability skills and STEM related activities for pre-apprenticeship students.

Science enrolments have increased across the College and new HN provision will be introduced. Staff and students will continue to work with local schools to promote science through the STEM Ambassadors programme. This successful STEM Ambassadors programme has been extended to include Childhood Practice and Sport Students.

Within the College the dedicated cross-college maths department will continue to work to increase maths provision and improve attainment. This department has already had considerable success in improving student outcomes and aiding the progression to universities, particularly for Engineering courses, where successful partnership work has also been undertaken with Strathclyde University to improve the learning and teaching of maths at HN level.

Work experience

Ambition: West College Scotland will embed employability skills, so that all our learners can participate successfully in the labour market

The College will work to embed employability skills as a 'golden thread' throughout our Work Based Learning, Skills programmes and broader curriculum. We will do so, by ensuring that each learner has a clear understanding of the expectations of the workplace. Specifically, the College will develop a discreet packages of support which will enable each learner to have 'Knowledge about the world of work'; and have effective strategies to 'Enter the workplace' and to 'Stay and prosper in the workplace'. Competencies and skills will be developed in Career management skills - to help find jobs and prepare for recruitment; and Personal skills - to sustain employment; communication, punctuality, tenacity, teamwork and personal advocacy.

As students develop their employability skills across the three key pillars – knowledge, career management and entering and sustaining work- they will be able to capture their progress and

achievements through our award winning Learner portfolio: 'Your Essential Skills – YES'; an electronic log of competencies, experiences and achievement through their the Learner journey.

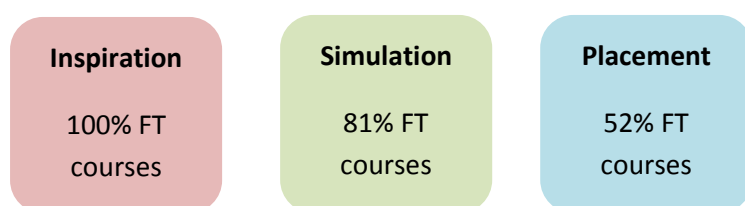
The College will provide further opportunity for students to underpin their employability skills through the development of 'Open Badges' in volunteering and work experience.

The SFC guidance 'Work placement Standard for Colleges' 2016 sets out best practice for the sector and the expectation that all college students will benefit from high quality work placements or other work experience, in line with the Scottish Government's Developing the Young Workforce strategy.

All West College Scotland students experience the world of work and developing skills for employment is a primary focus of all college provision. In 2015-16 in the Student Satisfaction and Engagement survey, 90% of students agreed that their courses had developed their skills and knowledge for the workplace. This was a small increase from the survey the previous year and reflects the strengthening employability focus across all curriculum areas.

Work experiences are gained through simulated college work environments, enterprise activities and placements. The students are increasingly made aware of industry through site visits, 'live' projects and visiting speakers. The development of employability skills is a key focus and the College is committed to extending and further enhancing the explicit development of career management skills, job search and the preparation for interview skills. Curriculum areas are engaging well with employers who play an increasingly important part of the preparation for employment including holding mock interviews. Strategies are used to encourage employers to engage in providing work-placements by involving them in the interviews, providing CPD for small businesses such as Hairdressing Salons in exchange for taking students on placement and arranging placements to link to MA College attendance to ensure workforce efficiencies.

Assessment of college provision has been made against the SFC 'Work Place Standard' for both full-time courses and school college classes in 2016-17.



Placements are particularly well integrated into the Care, Childhood Practice, Hairdressing, Sport, Construction, Motor Vehicle, Engineering and Professional Cookery curriculums. Placement opportunities have been recently extended in the Creative Industries, Administration and Learner Development areas (for example, Inverclyde Council has committed to providing 10 paid student placements for students with learning disabilities). At present there are no formal work placements in the school college programme other than for the new Foundation Apprenticeships. The vocational classes in the School College programme however have significant elements of work simulation and we offer one-week work placement opportunities to school pupils within our various college sections.

The College will continue to work with key partners and employers, to expand work place experience/work placement in future years, in line with the national expectation that all vocational courses should include a significant element of this. All Sectors have actions to further develop their work experience elements of courses and further develop career management skills.


- The College will increase the number of full-time students with meaningful 'work experience' as part of their learning journey from 52% to 75% of full-time classes. In addition, additional work-placement and volunteering options will be promoted to individual students.
- The College will adopt a joint approach involving schools and local authorities with shared responsibility to grow work experience within senior phase vocational pathways.
- The Sector of Hospitality, Tourism and Languages will develop a sector specific standard to use with employers to agree expectations. This will be varied depending on specific industry needs and be developed with involvement of employer partners. This approach will be considered for adoption in other curriculum areas.
- The Learner Development Sector will map unit learning outcomes to career management skills for all courses to identify any gaps and make career management skills explicit for staff and students.
- The College will further develop its partnership agreement with SDS to maximise opportunities to enhance the provision of Career Management Skills, individual and group careers guidance and advice, employability and enterprise skills and knowledge, and improve data sharing protocols to enable more effective support to students.

Employability of students with learning differences

The College is committed to enhancing the employability of all students, including those with additional support needs and this is a key priority within the Learner Development Sector. The College is conscious of the need to develop employment routes for younger people with a disability given that only 12% of people with a disability aged 16-19 are in employment, compared with 17% of young people who do not have a disability.

The College was involved in the pilot for Certificate of Work Readiness in 2015-16 for 29 Learner Development students with a range of learning differences. In preparation for external placement, candidates benefited from opportunities to develop career management skills in class and simulated work environments within the College. The College two Employability Advisors liaised with employers to tailor and support the work-placements to meet employer and student needs. 26 of the 29 candidates successfully completed and 25 had positive outcomes, including 11 into employment and others to apprenticeships and vocational courses. Employers are now working in partnership with the College to promote the programme which has 40 places available for 2016-17. The College is committed to further developing this provision and the on-going employability support for all disabled students.

In addition, the College works with a range of partners including Capability Scotland to provide extra incentives to employers for possible jobs; Values into Action (VIAS) and REMPLOY. As part of the MA pilot project for people on the autistic spectrum, the College is part of Young Scotland's Got Talent (YSGT) event to showcase former certificate of work readiness students now in employment.

 The College will continue to work with employers locally on developing further employment routes for these students.

The Learner Development Sector collaborated with Local Councils and Values into Action Scotland (VIAS) to access Scotland's Employer Recruitment Incentive (SERI) funding to support employers to recruit young people aged 16-29 with the greatest barriers to employment. This was used to enable students with Autistic Spectrum Disorder (ASD) to access sustainable employment.

Employer engagement

Ambition: (College Strategic Objective) **To identify further opportunities to involve industry in shaping, developing and delivering our provision and contributing to the enhancement of the overall student experience**

The College is committed to employer engagement and workforce development and to support this hosts a number of sector specific Employer Engagement events across the region to both sustain and create new college links with businesses and employer organisations. The College has strong strategic partnerships with our Chambers of Commerce in Greenock, Renfrewshire, East Renfrewshire and Dunbartonshire being well represented at networking, supporting, sponsoring and attending Business 2 Business events and hosting a significant number of Chamber events within the College itself.

The College recognises the commitment that businesses already make to supporting and developing our provision, and works to ensure that these relationships are mutually beneficial. Many enduring partnerships are characterised by a recognition on the part of the employer that their support of the College is helping to support their own industry or profession and is developing their workforce of the future. For example, commercial work with Inverclyde Council and our Essential Skills team around Presentation Skills has led to repeat business and a heightened awareness of the skills necessary for sustainable workforce development in their organisation. Promethean training in Schools and private organisations continues to grow and diversify to embrace the digital technology demands. Increased and widened involvement in community groups working with Health Care Providers in Inverclyde and the hairdressing and beauty teams within the college to address physical and mental well-being agenda

As well as working with individual businesses the College, supported by the DYW West team has established industry wide advisory groups for key subject areas. This allows businesses to come together, to debate and discuss their future skills requirements and to work with College teams to ensure that graduates meet their requirements.

Employers have reported that the engagement with the Learner Development Employability Advisors on the Certificate for Work Readiness project has helped change their perceptions of

people with additional needs in the workplace. The Learner Development Sector will continue this work and intends to engage with employers in setting 'live' projects for their students to help develop specific work related skills.

Apprenticeships

Ambition: West College Scotland to be recognised as the 'Skills Provider of Choice' for the region

In building a strong reputation with employers in the delivery of a broad portfolio of work-based learning, West College Scotland is uniquely placed to be the 'skills provider of choice' for the region. The College is fully committed to playing a lead role in enabling the Scottish Government to achieve its target of supporting 30,000 Modern Apprenticeships by 2020.

We will work to consolidate our role as the region's biggest provider of Apprenticeships and Skills. We will work to ensure that the West Scotland region secures investment from government which is commensurate with the skills need and employer demand throughout the region. Specifically, we will seek to grow our Apprenticeships and Skills Programmes to over £1m per annum and support over 500¹⁶ learners, each year, over the lifetime of the Agreement.

Further, the introduction of Apprenticeship Levy will potentially increase interest and investment in skills in Apprenticeships and work based learning. Levy paying employers comprise 2% of all employers in Scotland and the introduction of the Levy may encourage employers to recruit more Apprentices and government to offer more than the 30,000 opportunities. The College will position itself to be at the heart of any expansion.

- The College will align strategic investment and activity, responding to skills demands from employers across the region

WCS delivers significant work based learning to support the growth of key growth sectors, including Life Sciences, Construction, Engineering and Hospitality. In addition to this, the College continues to successfully grow the contracts with key sector bodies including CITB, SNIPEF and SECTT to ensure their MAs have the skills, capacity and qualifications required by the industry.

Programme design, development and delivery will be informed by insight provided from Regional Skills Assessments and engagement with employers supporting WCS to prioritise net growth through equipping people with the skills to secure work in regional growth sectors. In addition, we will act as an exemplar College in how we engage with employers, working with agility and flexibility to respond to their short and long term needs. Specific actions will include a commitment to meaningfully engage and support over 600 regional employers each year, enabling the College to make a greater contribution towards the Government's target to achieve 30,000 MA starts by the last year of our agreement, with a focus on young people, higher level and STEM-related delivery. Further, over the lifetime of our Agreement the College will strive to track above Achievement Rates for the FE Sector across Foundation, Modern and Graduate Level Apprenticeships.

Foundation and Graduate Apprenticeships

Ambition: West College Scotland to be recognised as a national leader in the development of Scotland's young workforce.

West College Scotland is committed to continue to play a lead role in the development and roll-out of Foundation Apprenticeships. WCS has been at the vanguard of delivering pathfinder Frameworks –recruiting 10% of all pupils across Scotland starting Foundation Apprenticeships in the first year. In partnership with schools, we will continue to develop new Frameworks and seek to continue to provide a minimum of 10% of all FAs available across the country.

In addition, the College is seeking to be an early adopter of Graduate Level Apprenticeships. Given our scale and employer reach, we feel we are uniquely placed to develop and secure new GLA Frameworks and deliver them at scale and it is the ambition of West College Scotland that we are recognised as one of the top 3 providers for Graduate Level Apprenticeships in Scotland

SDS Programme Performance

Ambition: West College Scotland will deliver sector leading performance outcomes

The College delivers significant SDS and local government programmes throughout the four local authorities and we will build upon our experience, infrastructure and relationships to continually improve upon our strong performance. The College has received very positive endorsement of the quality of this provision by Education Scotland, in reviews of both Engineering and Hairdressing. Over the lifetime of the Agreement, we will deliver excellent performance; tracking above the national average for Skills Development Scotland (SDS) apprenticeship and skills programmes course participation; outcomes performance and, where available, lever additional places for the region.

Employability Programmes

Ambition: West College Scotland will continue to be an active and valued partner and play a central role in leveraging and integrating investments for skills and employability in the West Scotland region.

The College will continue to offer a strong voice on behalf of the West Scotland region. Given our track record in the successful delivery of large scale ESF and SDS employability programmes for the long- term unemployed and young jobseekers, West College Scotland is well placed for a central role in evolving programmes devolved to Scottish Government. The College is actively engaging partners in the provider community and will work to ensure that the delivery of new employability programmes such as the Scottish Employment Support Services (SESS) for long- term unemployed and disabled people in the region; places core and essential skills (including employability and entrepreneurial skills), at the centre of delivery, through the integration of value- added college services and facilities.

At a regional and local level, West College Scotland will continue to engage regularly and effectively with local and regional stakeholders. Looking forward, we will work with our Local Authorities and Community Planning partners, to ensure that we develop community, asset- based approaches to engage and deliver within the heart of our communities.

Entrepreneurial Skills

Ambition: To establish West College Scotland as a leader in the development of entrepreneurial skills.

West College Scotland will work across the college to equip learners with entrepreneurial skills and competencies – creativity, self-reliance, initiative taking and action planning. Over the lifetime of the Agreement, we will create and support three entrepreneurial initiatives; cultivating cross-sector working amongst students to create value propositions for business and civil society. In doing so, we will provide students with business mentoring, entrepreneurial and prototyping tools and work environments where they can develop their skills through experiential learning. The College will secure or lever resources to create enterprise and social enterprise activity, build upon our development work to support Paisley 2021 Culture bid; and engage with Scottish entrepreneurs and thought leaders to provide tangible opportunities to create business value through the development of entrepreneurial characteristics, processes and experiences.

High-performing institutions

“A coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements”

Ambition: (College Strategic Objective) **To secure a well-managed, financially and environmentally sustainable College.**

Sustainability, including Carbon Management Planning

The environment in which West College Scotland currently functions presents us with challenges and opportunities in seeking to meet the Climate Change duties placed upon us by the Climate Change (Scotland) Act 2009. A commitment to having a Carbon Management Plan (CMP) in place and reducing our carbon footprint is also a mandatory requirement of the College Regional Outcome Agreement (ROA) with the Scottish Funding Council (SFC). The Board approved West College Scotland Carbon Management Plan 2016-2021 confirms a commitment to sustainability and details an action plan to reduce our carbon footprint that will enable legislative requirements to be met and ROA outcomes to be achieved. [West College Scotland Carbon Management Plan 2016-2021.pdf](#)

The Carbon Management Plan was created based upon an approach and template recommended and validated by the Carbon Trust. This assessed the level of carbon emissions generated by the College during 2014/15. This data then formed the baseline for years that the College will require to undertake over the 5 years of the CMP in order to reduce carbon emissions.

The College generates approximately 5,300 tonnes of CO₂ annually, with this predominantly arising from utility usage. Other aspects of carbon creation - such as waste and travel – also form part of our carbon footprint. A major challenge to implementation of the CMP is funding. The initial draft version of the WCS CMP had sought to reduce the level of College carbon emissions by 25% over the 5 year period to 2021; however this required to be revised to an overall 10% reduction based on the lower levels of ongoing SFC estates maintenance funding and the current condition of the College estate. Achieving the revised 10% reduction in carbon emissions to 2021 will remain a challenge within the current and future funding environment that exists.

The Climate Change Act places a duty on the College to contribute to carbon emissions reduction targets; contribute to climate change adaptation; and to act sustainably. The Sustainable Scotland Network (SSN) has been commissioned to act as the focal point for public body reports to be submitted, published and analysed. The annual report (due by 30 November each year) is intended to help public bodies identify operational inefficiencies, increase transparency, and to encourage debate and discussion leading to improved sustainability reporting.

This year the College, has with the assistance of the Carbon Trust, submitted its annual report before the required deadline. The report indicated that during 2015/16 the College saved approximately 150 tonnes of CO₂ and it is therefore making good progress towards the achievement of the 10% target reduction. The table below updates the current actuals and targets for the period of the current CMP:

	14-15 Actual	15-16 Actual	16-17 Target	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Gross carbon footprint	5,300	5,150	5,075	5,000	4,925	4,850	4,770

The College is also actively involved in the development of a District Heating System for the Clydebank campus. Queens Quay in Clydebank will become the first zero carbon 2050 compliant community in the UK should the anticipated water based District Heating System be installed. The local council in conjunction with other partners intends to construct a District Heating Network (DHN) throughout the entire development that will have the ability to extend to the wider Clydebank Community. The DHN will extract heat from the River Clyde and thereafter distribute this to customers throughout the development and beyond. This is only achievable with the help of customers prepared to purchase heat from the network. There are a number of challenges that require to be considered before this project can deliver heat to the College in September 2018 however we have committed to in principle continuing to work with the local council to develop the business case for funding. If the project is successful it is estimated that between 400-500 tonnes of CO2 per annum will be saved for the College alone.

The College now has a Sustainability Officer in place and this role is to embed the CMP into the operations of the College along with raising the profile of the College with external stakeholders. Our approach to carbon reduction will require the support and participation of staff, students and community partners more widely, and will require us to consider how this can be encompassed within all areas of activity – with our approach to procurement being a key operational aspect in meeting the stated emissions target. The Sustainability Officer plays a key role in ensuring wide participation in the delivery of the CMP along with a detailed programme of events annually.

Financial Sustainability

In accordance with the Scottish Funding Council Financial Memorandum the College will plan and manage activities in a way that enables us to remain sustainable and financially viable.

The West College Scotland Estate Strategy and IT Strategy take account of the strategic landscape and set out where the College wants to be in the medium and long term. This strategy is integrated with the College Financial Strategy and underpinned by a Procurement Strategy which is intended to ensure value money and a robust approach to risk management. Although the funding landscape remains variable West College Scotland continues to undertake financial scenario planning on a minimum three year basis, ensuring that possible changes are modelled and subject to sensitivity and risk analysis. The Financial Strategy of the College provides:

- An assessment of resource and cash levels required to fund College operations and strategies and deliver these outcomes sustainably;
- A determination of how this will be secured and managed;
- A sensitivity analysis, which models the impact of movements in key areas of income and expenditure;
- An analysis of key financial risks and the actions required to manage and mitigate them; and

- The resource allocation models, budget management approach and information systems in place to support all areas of the College in achieving planned outcomes in a financially sustainable way.

A number of factors will influence the financial sustainability of the College in the coming period, and these include the:

- level of recurrent funding available to support teaching, learning and assessment activities and enable appropriate on-going levels of investment in the building and IT infrastructure;
- full impact of the new SFC funding model and any further funding methodology changes;
- current Scottish Government review of student support funding;
- possible changes to terms and conditions arising from college sector national bargaining for both teaching and support staff;
- ability to secure significant levels of capital funding to support estate and infrastructure development and provide a teaching, learning and work environment that meets 21st century need;
- outcome of Scottish Government spending reviews; and
- ability to secure European funding at existing levels going forward, or secure an alternative funding stream to replace this.

Given these factors and the range of challenges arising from them, West College Scotland is working closely with the Scottish Funding Council in order to ensure the sustainable financial strategy which is in place can be resourced and delivered going forward in order to support planned outcomes.

Reclassification of Incorporated Colleges

The College was reclassified as a Non Departmental Government Body (NDGP) from 1 April 2014 and this has had a number of impacts which we continue to work through with the SFC.

These include:

- the requirement to ensure Board of Management and sub- Committee members are kept updated on an on-going basis regarding the impacts and outcomes arising from the ONS change;
- the need to provide budget and monitoring information in line with the Scottish Government fiscal year which ends on 31 March, while also being required to meet the information, reporting and governance needs associated with a 31 July year end for the College;
- Increased reporting requirements, which encompass:
 - The requirement to submit detailed monthly cash flow returns and to ensure that cash is not drawn down in advance of need;
 - The requirement to submit quarterly resource returns which in the three months to March each year are monthly; and
 - The requirement to request and account for expenditure under the banner of net depreciation resource.
- The requirement to review the College's ability to enter into external commercial arrangements, in light of restrictions on accessing external funding and the likelihood of

annual technical accounting deficits arising given the move towards Government accounting approaches;

- Greater restrictions on the generation, retention and use of cash, and no ability to accrue any accounting surpluses in order to invest in College infrastructure or to maintain adaptive capacity to meet future demand;
- Put in place a number of operational changes, with the most recent including the transfer to centralised Scottish Government banking arrangements, changes to insurance cover and revisions to reporting structures to allow for resource and financial year reporting and resource levels necessary to support the revised financial operating environment;
- Consideration of whether college assets will continue to be insured on a commercial basis.

The Financial Memorandum (FM) between the College and the SFC sets out the framework within which the College must operate and makes it a condition of grant that the requirements of the Scottish Public Finance Manual (SPFM) be adhered to. West College Scotland will continue to work with the SFC to ensure compliance with the FM and SPFM on an on-going basis and to manage any further changes in operation arising from the change to NDGP status.

Procurement Strategy

The Procurement Reform (Scotland) Act and revised EU Procurement Directives have resulted in significant change, with the Scottish Government seeking to use procurement as a greater driver for economic growth. Together, the Act and the Directives provide the statutory foundations for a Scottish Model of Procurement which seeks to simplify, standardise and streamline procedures for both businesses and public bodies. It places sustainable and socially responsible purchasing at the heart of the process, promoting collaborative working across a wide range of procurement activities and consistent practice across all public sector procurement spend.

The West College Scotland Procurement Strategy 2016-2020 takes account of these changes, and seeks to ensure a procurement approach and structure is in place which supports achievement of outcomes including:

- Development and enhancement of procurement skills, capabilities, knowledge, practices, plans, procedures and governance frameworks;
- Continued implementation and development of electronic procurement systems;
- Identification of collaborative opportunities;
- Achievement of efficiencies, cost savings and benefits (economic, social and environmental);
- Use of community benefit clauses within contracts, to provide social, economic and environmental benefits for local communities
- Improved contract renewal, monitoring and supplier management processes;
- Engagement with and outcomes from the Scottish Government Procurement and Commercial Improvement Programme (PCIP).

Governance

Ambition: (College Strategic Objective) **To demonstrate high standards of governance and evaluation, developing the College Board and management team within an environment that is positive, supportive and challenging.**

Board of Management

West College Scotland Board of Management has been in place since 1 August 2013 when the College was formed. The Regional Chair is Keith McKellar, who was appointed by the Scottish Ministers in March 2014. The Board Membership of 18 (including 2 Student Representatives and two staff representatives) was reviewed during 2016/17 and new members joined in January 2017. This brings different perspectives and experiences, as well as expanding the skills available to the Board.

A full Induction programme is in place within the College to ensure that new members are clear on their role and responsibilities and what is expected of them. This is followed up with a more tailored induction, with part relating to the committee that the new members will join. Arrangements are in place for Board members to attend all relevant national induction and development sessions, including training for members of Remuneration Committees and various development events for the Senior Independent Member and the chairs of certain committees. All Board members are directed towards the College Development Network governance hub as a useful source of information.

The annual review of Board members provides an opportunity for the Chair to meet with each Board member on an individual basis to discuss their role and to identify any changes or further development opportunities that would be helpful. This information is used to inform the development needs of the Board overall and provide input to the Board Development Action Plan.

The Board has established 8 Committees to help fulfil its role. These are Audit, Finance & General Purposes, Corporate Development, Learning Teaching & Quality, Organisational Development & Human Resources, Estates, Nominations and Remuneration. The Chair of each of these committees provides regular updates on the work of the committee to the Board at its meetings.

Code of Good Governance

The revised Code of Good Governance was issued in the summer of 2016. A review of the governance arrangements was undertaken to ensure that the Board complied with the Code. Some changes and improvements have been made in light of this and further changes are underway. Additionally a series of templates were issued by the Good Governance Steering Group which were used to review the policies and procedures in place in the College to identify any changes or improvements that needed to be made to ensure that they remain fit for purpose.

An external review of the effectiveness of governance is currently taking place within the College and will be complete by 31 March 2017. The Board will consider the outcomes of this review to identify areas where further improvements could be made, to update the Board Development Action Plan and to set the governance priorities for the future. Both the external review report and the Board Development Action Plan will be published once agreed.

Financial Memorandum Compliance

The Scottish Funding Council (SFC) is the national, strategic body with responsibility for funding further and higher education, research and other activities in Scotland's colleges, universities and other higher education institutions. The Financial Memorandum (FM) sets out the formal relationship between the SFC and colleges and the requirements with which colleges must comply as a term and condition of grant from SFC. The FM also makes it a term and condition of grant from SFC that colleges and Boards comply with the requirements of the Scottish Public Finance Manual (SPFM) and sets out the special actions and derogations, which have been agreed with the Scottish Ministers.

The responsibility for ensuring that the College complies with the FM rests with the governing body of the College. Where the College's interpretation of the FM differs from that of SFC, the SFC will seek, wherever possible, to reach agreement in a spirit of partnership with the College. However, the SFC's interpretation of the FM shall be final.

The College Audit Committee will advise the Board on the College's compliance with corporate governance requirements and good practice guidance, and in particular its compliance with the Financial Memorandum with the SFC, the SPFM and the Code of Good Governance for Scotland's Colleges. In order to fulfil this part of its remit the Audit Committee will annually receive and consider a report on the College's compliance with the above documents.

Students' Association

Ambition: (College Strategic Objective) **To enhance meaningful engagement of students, involving them in decisions to inform and shape provision, enhance learning and teaching, including empowering students to take responsibility for their learning.**

The College is committed to supporting and contributing to the strengthening of the Students' Association. The Students' Association has funding support currently in place, which is agreed by the Board of Management and which the College will commit to maintaining at its present level for the next three years, to give stability and autonomy to the Students' Association. The Students' Association is in turn accountable for the effective financial management of this resource, by reporting to the Board on their activities, by participating in committees, most notably Learning, Teaching and Quality Committee, but ultimately the Students' Association is accountable primarily to all the students of WCS which it represents.

The funding supports a position for one full time sabbatical cross-college Student President and a position for three part time campus Vice Presidents, all working cross-college as a team to support the President, and maintain effective governance and democracy through the establishment of an Executive Committee, made up of aforementioned Presidents and Vice Presidents and Executive officers with specific responsibilities such as but not limited to, LGBT/Carer/International/Women's/Mature Student/Student Parent and Apprentice.

A Student Engagement Strategy has been developed, approved by the Board and is being implemented jointly with staff and students. The Students' Association has an action plan aligned to the national Framework for Developing Strong and Effective Student Associations

and are using the new Self Evaluation tool kit as a method for continuous monitoring and review of activity. This will be a key driver in the development of a Student Partnership Agreement and annual revision of the Student Engagement Strategy.

The Students' Association is involved in strategic planning and the development of the Regional Outcome Agreement through the representation of Students' views on the Board of Management and effective participation on various committees, such as the key driver in relation to active and aware students, the Learning, Teaching and Quality Committees. In addition, the Student Association plays an active role in contributing to the College estates strategy and the development of new student policies and procedures, and review of current student policies and procedures to ensure they are applied fairly to all students, through consultation with the College.

The College is committed to ensuring the Students' Association are encouraged and supported to play an increasingly active role in strategic and operational planning across the College.

The Students' Association chair, usually the Student President, regularly hosts meetings with the Head of Student Services to discuss progress on operational plans and to monitor progress, The Students' Association are also encouraged to engage with staff across the College on an informal and formal basis, including Senior Management. Through regular monthly meetings chaired by the Students' Association an integrated working partnership has been established between the Students' Association, Student Services, Stakeholder Experience Team, Marketing and it is intended, by a Sports, Health and Well-being Co-ordinator.

Student Representatives are regarded as vital to shaping the life and work of the College by both the Students' Association and the College itself, and are offered on campus training and support in their role. Student Association Officers, through their designated roles and students' themselves will be encouraged to participate in College committees including Health and Safety and Equalities. This will be developed further through the period of this Outcome Agreement to include the work of the new Educational Leadership and Supporting Students Committees as well as focus and working groups to help provide value and impact on developing a positive learner journey at WCS.

The Students' Association will progress their priority to create a sustainable Association for future years. A critical part of this is strengthening the communication channels with the student body through the course representative system, social media and student engagement. The College will continue to improve the cross-college recruitment of course representatives and work in partnership with the Students' Association to address their training needs and strengthen their engagement and contribution to overall college quality enhancement.

College Leaver Destination survey

Ambition: (College Strategic Priority 3) **We will provide the highest quality of teaching and tailored support to maximize our students' opportunities to achieve success and progress to employment, self-employment or further study.**

In 2016 the Scottish Funding Council published its first detailed account of the destinations of successful full-time students who completed courses in Scotland's colleges in 2014-15. The publication provided an analysis of destinations achieved by college students six months after successful completion of their qualification.

Significant work was undertaken to follow up on full-time student destinations and this work resulted in the College having an 86.1% confirmed destination rate compared to a Sector average of 86.4%. The main findings are as follows:

- Of the confirmed destinations, 95.2% of students were in a positive destination, either employment (14.3%) or further study (80.9%).
- The College positive and negative destination data was broadly in line with college sector averages, with progression to further study from West College Scotland slightly above sector averages and progression to employment just slightly below.
- The proportion of West College Scotland FE leavers who continued studying was 5% above the national average, reducing the proportion who went directly into employment. The proportions continuing studying from HE were just slightly higher than nationally and a little lower for going into employment. Most HE courses provide progression internally in the College, or articulation to University, and this may account for a higher proportion continuing with their education.
- Progression into full time employment from HND courses was 22.4% compared to a national average of 20.5%. This was particularly marked for females where 27.7% entered full time employment from HND compared to 22.3% nationally.
- WCS had 4% more males who continued with their education, following successful course completion, compared to the sector average.
- A slightly higher proportion of students from SIMD10 continued in education than the sector average but a lower proportion progressed directly into work.
- Individual curriculum areas use the student destination data to inform their curriculum plans.

- The College will work to confirm as many student destinations as possible and aim for over a 90% confirmation rate for full time student 2015-16 returns.
- In addition to providing full time destination data for SFC, the College will initiate additional destination tracking for certain categories of part time students, to inform curriculum planning.
- The College Curriculum Sectors will use the SFC College Leaver Destination tool within their curriculum review processes to consider any required action to improve student progression to employment or education.

Student Satisfaction & engagement

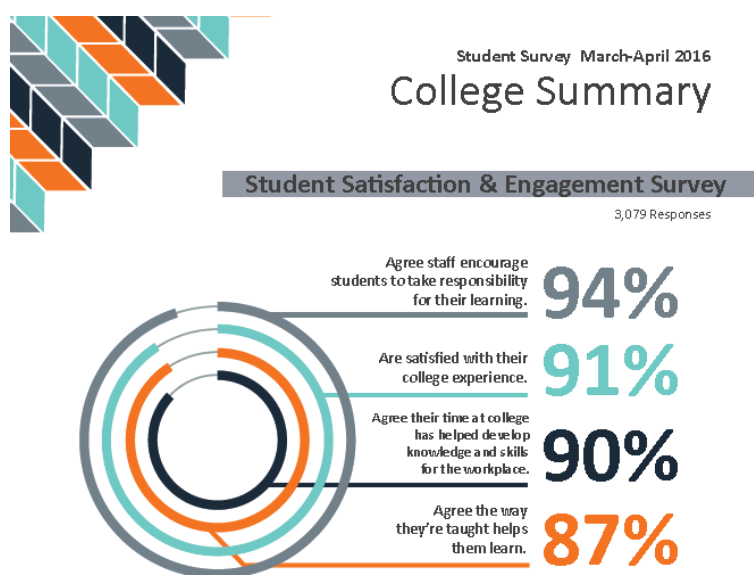
Ambition: (College Strategic Objective) **To enhance meaningful engagement of students, involving them in decisions to inform and shape provision, enhance learning and teaching, including empowering students to take responsibility for their learning.**

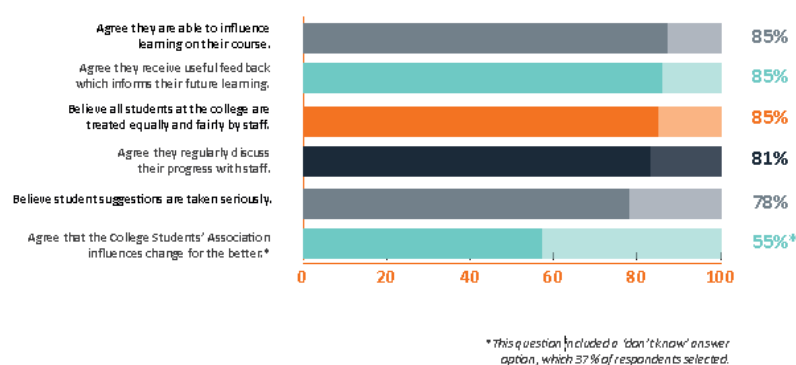
The College has a dedicated student feedback team with a Stakeholder Experience Coordinator and Student Experience Assistants working across all campuses. This team works closely with, and supports the work of the Student Association in relation to student feedback mechanisms and course representation training. The College formal student surveys are used for high level analysis, reported to the Learning, Teaching and Quality Committee and detailed responses are provided for curriculum teams to allow local analysis of results and identification of actions for improvement.

The College works with the SPARQS Student Engagement Framework for Scotland and is active in promoting student engagement through the curriculum, Students Association and work of the College. The SPARQs framework will have more prominence across the College with the introduction of the new quality arrangements. Class representatives have a key remit in student engagement and are trained to undertake their role. Specifically adapted feedback and class representative processes are used for ESOL and Learner Development students to ensure their full participation.

The College engaged in the first pre-pilot Student Satisfaction and Engagement Survey in 2014-15 and undertook a SSES in line with national guidelines in 2015-16. In the 2015-16 Student Survey, 91% (90% in session 2014/15) of students were satisfied with their College experience overall and 90% (89.5% in 2014/15) believed their time at college had helped them develop knowledge and skills for the workplace.

The 2015-16 survey generated responses from over 3,000 students across almost all categories of student modes of attendance and curriculum areas.





	Survey Response 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20
Full-time	31%	40%	50%	53%	55%
Part-time	22%	25%	30%	35%	40%
Distance Learning	17%	20%	25%	30%	35%

- ▶ The College will continue to work in partnership with the Student Association to increase the participation in survey completion across the full range of course provision and target an increased response rate in future years
- ▶ The College target is to improve to overall student satisfaction from 91% to 95% by 2020.

Staff

At the heart of the College's strategic priorities are our Ambitions, which include: "To have an engaged, flexible and modern workforce that is proud to work for West College Scotland". The College has developed a People Strategy which supports this ambition and the corporate priorities.

Ambition: (College Strategic Priority) To support the development of our staff to achieve successful outcomes for themselves, our students and the College.

This Strategic Priority includes the Strategic Objectives:

- To promote the continual professional development of staff, enhancing their capacity, capabilities, skills and expertise
- To support staff to work successfully with digital technologies

In order to ensure that the College's CPD provision is properly aligned to curriculum and support requirements, a corporate training needs analysis was initiated in June 2016, consulting through the senior management team and managers of support services.

The returns submitted represent a large cross-section of the College's activity. This will ensure that the overall programme supports the specific needs of management, teaching and support staff.

Analysis of the training needs revealed the following broad areas of training requirement:-

- Management and Leadership
- Teaching Related
- ICT
- Wellbeing, Safety and Health
- Personal Development

The College is now in the process of releasing a planned series of CPD programmes covering each of the topic areas listed. The main focus of the programme as a whole is to increase capacity, therefore the offerings are highly specified to meet the requirements of West College Scotland and, by extension, the regional context statement.

Management and leadership is a key area for increasing capacity and so, as part of the management and leadership offering we will be bringing forward a Leadership Development Programme for West College Scotland. The underpinning strategy is complete and the specification document is now going through the procurement process. The Leadership Development Programme will target aspiring managers as well as current managers and is a priority for academic year 2017-18.

Our newly developed CDP Programmes will form the nucleus of our overall Corporate Training Programme in future years – a programme which we will continuously renew to reflect the regional and national priorities, as well as the priorities for West College Scotland in particular.

The College has piloted a new Continuing Professional Development Review (CPDR) process and this will be implemented across the College in 2017-18. This process will identify individual learning and development needs by adopting a planned and prioritised approach.

Learning and teaching staff development is supported across the College through Faculty and Sector CPD events, an annual technology symposium (WITs), Teaching and Learning Communities (TLCs) supported by the Teaching Enhancement Lecturers (TELs), teaching qualifications and CPD sessions. Plans are in place for some joint CPD with Local Authorities for staff supporting the school college programmes.

As part of the College's Collective Ambition Programme, a staff survey and focus groups were conducted in 2016 focusing on the College's culture, values and behaviours. This provided a baseline of data for the College. The output of this process has helped to shape the College's Improvement agenda which is based on an ethos of excellent customer service, both internal and external and a desire to constantly challenge ourselves to improve our performance.

One project within the Improvement Plan is the development of a core set of College behaviours. This emerged from the survey work mentioned above. These behaviours describe how we will work and how we will interact with each other and with students and customers. They provide a model for excellence and a common language to support this.

Outcome Measurement Table

Measure		Actual 14-15	Actual 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20	Note
1a. Credits delivered	Core ESF Total	159,434 7,086 166,520	159,175 7,086 166,261	159,025 7,086 166,111	159,025 7,086 166,111			
1b. Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24	16-19 20-24	69,867 42% 36,211 21.7%	66,254 40% 36,272 22%	40% 22%	40% 22%	40% 22%	40% 22%	Whilst the proportion of activity for these age groups is not predicted to change, the reducing demographic means retaining the current proportion of young people is a targeted increase
1c. Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas	Volume Proportion	46,369 27.8%	45,464 27.35%	46,500 28%	47,300 28.5%	 29%	 30%	
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups and care leavers.	Male Female BME Disability Care Experienced	72,207 43.4% 94,219 56.6% 6,232 3.7% 28,435 17.1% 870 0.52%	70,239 42.25% 95,882 57.67% 8,542 5.14% 17.5%	42% 58% 5.5% 18%	42% 58% 6% 18.5%	42% 58% 6.5% 19%	42% 58% 7% 19.5%	
2a. Number of senior phase age pupils studying vocational qualifications delivered by colleges	Number	436	426	450	500	550	600	

Measure		Actual 14-15	Actual 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20	Note
2b. Volume and proportion of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	Volume Proportion	1,688 1%	1465 0.88%	1900 1.15%	2,200	2,500	3,000	Proportion of credit activity will depend on the total college credit target for future years
2c. Volume and proportion of credits delivered to learners at S3 and above as part of 'school-college' provision.	Volume Proportion	6,227 3.7%	5,370 3.2%	6,000 3.8%	6,600 4%	7,000 4.2%	7,500 4.5%	Proportion of credit activity will depend on the total college credit target for future years
2d. Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)	Volume Proportion							Enrolment forms did not require previous school to be completed. This will be part of the enrolment form from 2017-18 onwards
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses	Volume Proportion	35,462 21.3%	34,433 20.7%	21.5%	22%	23%	24%	Proportion of credit activity will depend on the total college credit target for future years
4a. Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)	Full-time FE Part-time FE Full-time HE Part-time HE	59.7% 64.3% 67.1% 76.5%	63.7% 52.5% 65.4% 75.5%	65% 66% 67% 77%	67% 69% 69% 78%	70% 72% 72% 79%	73.5% 74% 74.5% 80%	SFC sector target: • FE 69.0% by 2016-17 and 73.2% by 2019-20 • HE 72.0% by 2016-17 and 74.4% by 2019-20.
4b. Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)	Full-time FE Part-time FE Full-time HE Part-time HE	57.6% 59.4% 63.6% 67.1%	60.9% 61.8%	62% 64%	64% 66%	66% 68%	67.5% 70.5%	SFC sector target: • 67.3% by 2019-20 for FE and 70.5% 2019-20 for HE.
4c. Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	Proportion	59%	59%	65%	68%	72%	74%	

Measure		Actual 14-15	Actual 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20	Note
5. Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	CITB SECT SNIPEF SDS contract Total	214 227 34 217 692	302 321 36 179 838	261 332 53 217 863	269 340 54 233 896	278 353 56 241 928	288 365 58 249 960	Assumptions based on WCS contracts and partnerships track at the same proportion of SG accumulative figure. SG targeting 27,000 in 2017 (28,000 in 18; 29,000 in 19; and 30,000 in 2020).
6. Number of full-time learners with high quality work placement or workplace 'experience' as part of their programme of study				52%	60%	65%	75%	
7. Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Number Proportion	287 15.6%		16%	16.5%	17%	17.5%	Target also subject to HEI partnership working and entry criteria
8. Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	FT FE FT HE	2,065 96.1% 1,448 93.9%		97% 95%	97.5% 96%	98% 97%	98% 98%	
9. SSES Survey – the percentage of students overall, satisfied with their college experience.			91%	92%	93%	94%	95%	
10. Gross carbon footprint (3 year period)		5,300	5,150	5,075	5,000	4,925	4,850	

Equality Impact Assessment

Name of policy/procedure/decision: Regional Outcome Agreement 2017-18 to 2019-2020.

Responsible Person: Vice Principal Educational Leadership

Date: 26 February 2017

1. What information is readily available to measure the effect this policy/procedure/decision has on people who share protected characteristics? What data is not available or not reliable?

West College Scotland collects information about the protected characteristics of students at applications and admissions. This data is reviewed by college staff with a view to analysing reasons for gaps or disproportionality. There is a range of reliability of data depending on protected characteristic. For example, there is reliable and comprehensive data regarding sex, race, age and race. Other protected characteristics have a higher rate of “No Response” or “Prefer Not to Say”, for example, sexual orientation and religion or belief.

2. Please provide information about potential positive, neutral and negative impacts on people who share protected characteristics below.

Protected Characteristic	Description of Impact
	Note: The Agreement should benefit all students, staff and stakeholders of WCS. The information below anticipates particular benefits for groups of students which are set out in more detail in the Agreement.
Age	This Agreement should result in a particular benefit for older students as it sets out measures to address the attainment gap for students aged 41 and over.
Disability	Arrangements to support for students with mental health issues is set out in this Agreement, including the implementation of a mental health strategy which aim to develop an interconnected approach to promoting mental health and ensuring that students receive effective, targeted support.
Sex	There is a clear focus on improving the gender balance of students at WCS. The Agreement details plans to address the gender imbalance in the top ten most imbalanced Superclasses. The Agreement also considers differences in attainment rates for male and female students, and how best to address attainment gaps.
Gender Re-assignment	The number of transgender students at WCS is comparatively very low, and it would not be meaningful to analyse enrolment and attainment rates for transgender students given the size of the cohort. Nevertheless, the Agreement’s overall focus on quality and enhancing services should result in a positive impact for all students.

Sexual Orientation	The number of LGBT students at WCS is comparatively very low, and it would not be meaningful to analyse enrolment and attainment rates for LGBT students given the size of the cohort. Nevertheless, the Agreement's overall focus on quality and enhancing services should result in a positive impact for all students.
Race	The data set out in the Agreement shows that the percentage of ethnic minority students at WCS is proportionately higher than the local demographics. The Agreements sets out plans to reviewing the online Admissions processes to ensure that non-EU applicants have equal access to places in our courses. In particular, we are considering how "first come, first served" impacts on non-EU applicants who may need assistance with the applications process.
Religion or belief	The majority of WCS students fall into three categories; a Christian based religion; atheists; or "Prefer not to Say". A small number of students at WCS have declared a religion or belief outwith these categories, and it would not be meaningful to analyse enrolment and attainment rates for these students given the size of the cohort. Nevertheless, the Agreement's overall focus on quality and enhancing services should result in a positive impact for all students.
Pregnancy and/or Maternity	It is anticipated that the plans to address the gender imbalance will also benefit students who are pregnant or who have returned from maternity leave.

3. What arrangements could be implemented to reduce or mitigate any potential adverse or negative impacts identified above?

The arrangements set out in the Agreement should result in a positive impact on protected groups. In the event that information arises which indicates a negative impact, further measures will be put in place to ensure that discrimination does not occur.

4. Has there been consultation/is consultation planned with stakeholders/ learners/ staff who will be affected by this policy/project/decision? Please detail below how this has affected your decision making.

The Agreement has been developed in consultation with the College Board which includes representations from staff and students.

5. How will the policy/project/decision be monitored and evaluated?

We will monitor enrolment, attainment and retention rates with reference to each protected group. This data will be evaluated regularly by the SMT, the Board, the Equality, Diversity and Inclusion Committee, and through the Portfolio Review process.

Access and Inclusion Strategy

February 2017

Strategy Statement

Following the Scottish Funding Council's full review of Extended Learning Support (ELS), the funds allocated for ELS have been renamed Access and Inclusion Funds. These funds have been allocated to all colleges, including West College Scotland, for the purpose of enhancing our inclusive practices and meeting the needs of our students. The SFC expectation is that West College Scotland uses our allocated funds to deliver a parity of intake and outcome for our students in order that all students have an equal chance of successfully completing their programme of learning.

Equality Statement

The College is committed to providing equal opportunities to ensure its students, staff, customers and visitors are treated equally regardless of gender reassignment, race, religion or belief; disability; age; marriage and civil partnerships; pregnancy and maternity; sexual orientation; sex.

Please note this document is available in other formats, to request another format please email Charlene.Clark@wcs.ac.uk

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Our Access and Inclusion Contextual Statement

Following the Scottish Funding Council's full review of Extended Learning Support (ELS), the funds allocated for ELS have been renamed Access and Inclusion Funds. These funds have been allocated to all colleges, including West College Scotland, for the purpose of enhancing our inclusive practices and meeting the needs of our students. The SFC expectation is that West College Scotland uses our allocated funds to deliver a parity of intake and outcome for our students in order that all students have an equal chance of successfully completing their programme of learning.

For this reason, the SFC's guidance on this funding should be read in conjunction with the West College Scotland's legal responsibilities as outlined in the Equality Act 2010. These Access and Inclusion funds are intended to assist West College Scotland in supporting inclusive practices in areas such as:

- teaching
- ICT and
- the welfare of students

This applies to all students in the College across all levels but with particular attention to the progression of students on introductory or access level provision i.e. up to SCQF Level 4.

These funds are intended to ensure successful student achievement, completion, progression, destination as well as contributing to a positive engaging student experience whilst at college.

1. *Our Access and Inclusion Services*

This strategy defines the inclusive service we provide and how we monitor its effectiveness and impact. It outlines the inclusive service we provide for our students and sets out our ambitions in relation to our student intake, successful completions and post course destinations. Where possible, these ambitions also include an ambition in relation to improvement in practices and achievement.

Our Access and Inclusion Strategy demonstrates our commitment to creating an inclusive curriculum which recognises the needs of all individuals studying at our College. Where appropriate we embed our inclusive practices across all aspects of college life. The anticipated outcome of our Access and Inclusion Strategy is the creation of confident and assured 'independent learners'.

“How can you be a:

- Successful learner – if you can’t read books and learning materials?
- Confident individual – if you depend on others to read to you, write for you or talk for you?
- Responsible citizen – if you don’t have access to information?
- An effective contributor – if you can’t speak, write or communicate”

Paul Nisbett – CALL

Implication: West College Scotland aims to enable and empower all students in the above abilities and competencies to ensure they have skills for learning, skills for work and skills for life. This inclusive approach will enable all students to become ‘independent learners’.

What is ‘Access and Inclusion’ at West College Scotland?

‘Access and Inclusion’ at West College Scotland encompasses the following:

– the list is not exhaustive – see fig (i):

- Enabling Services (*formerly Extended Learning Support*)
- Corporate Parenting
- Care Experienced
- Deprived Communities
- Essential Skills
- Safeguarding
- Young Carers/parent carers
- Counselling
- Young Offenders
- Counselling Service Users
- Communities/Outreach

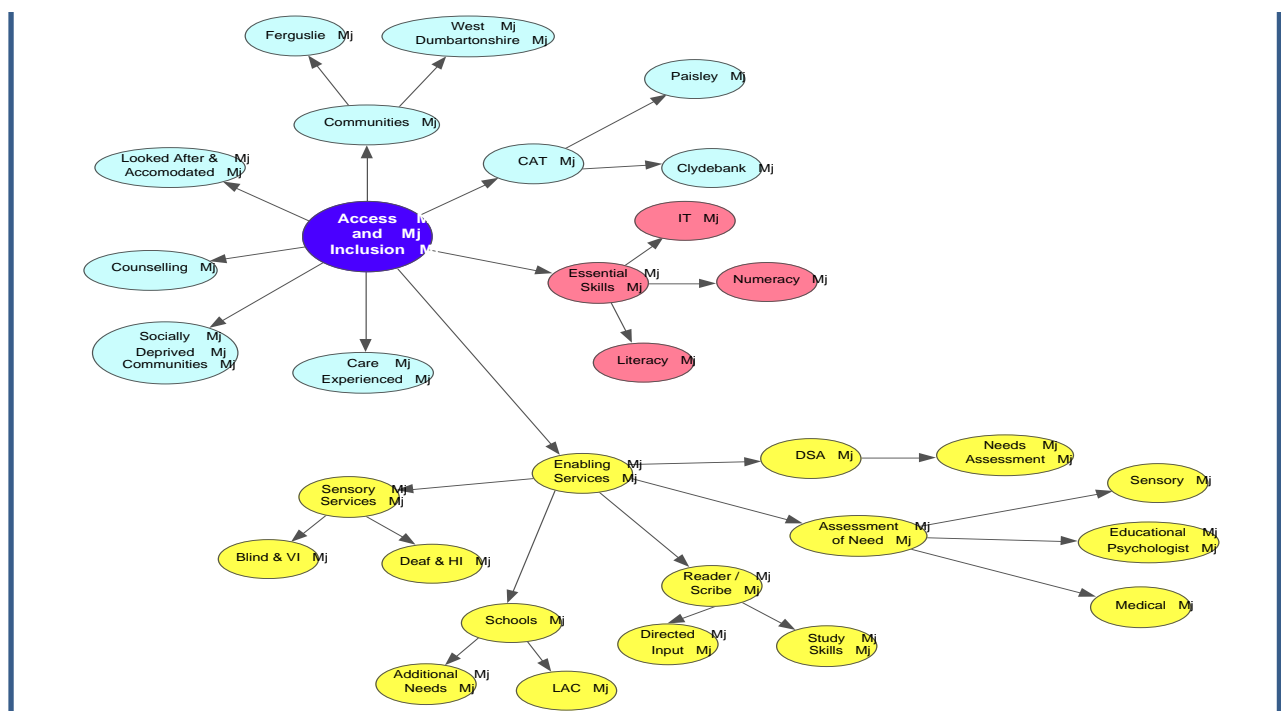


Fig (i)

Department of Enabling Services:

Given the identified, specific, priority focus on ensuring students are supported and positively progress within the College, the ELS Department at West College Scotland has been restructured in order to provide a more effective and responsive service for students to respond to the Government Agenda and SFC requirements. The renamed department, Enabling Services, takes on board the Scottish Funding Council's request to support students with a broad range of needs "from chaotic backgrounds to severe medically diagnosed conditions" (Fiona Burns, SFC). Each member of the team has a remit which contributes to the overall success of the student experience and which contributes to the wide requirements of the new funding model.

***Implication:** The creation of this structure, and associated business partner model with the Faculties they serve, aims to immerse the team with mainstream curriculum staff and vice versa. This close partnership working aims to ensure that interventions are carried out proactively and in advance of escalation. The presence of an Enabling Services Co-ordinator on each campus will ensure that there is a promoted post presence on all campuses in order to respond to any particular day-to-day issue as they arise and provide a consistency of service across the College.*

2. Our Local Authority and Government reporting

What is the impact of the funding model for West College Scotland?

For Enabling Services at West College Scotland, the impact of the new SFC model for funding, means that:

- We will no longer use an ELS flag in FES to identify individual students in our student records system

***implication:** the Enabling Services Department will work closely with MIS to capture, track and monitor the levels of enabling services activity within the department whilst liaising closely with curriculum and other services teams within the College.*

- We will collectively work to improve our data collection in order to be able to assess the impact that this approach specifically has on our priority access groups at a regional and national level

***implication:** the Enabling Services Team will work closely with MIS and curriculum teams to analysis the positive impact of Enabling Services' interventions, support, referrals and guidance in realising student potential and enabling progress in learning*

- We will retain Student Personal Learning Support Plans (PLSPs) when it is in the best interest of the student although they are no longer required for financial audit

implication: *the Enabling Services Team will work closely with curriculum teams to ensure that PLSPs log all activity and progress diligently and thoroughly to track the progress of all interventions and support provided by all teams.*

- We will use Learning Plans for all students as evidence to support the claim and as good practice. For students whose needs cannot be met through our inclusive approaches alone, we will complete a PLSP as per the SFC expectations.

implication: *rigorous guidance Learning Plans will ensure that progress reports for all students are held in a consistent manner to track the learner journey of our students.*

- The SFC has undertaken to improve, significantly, the recording of our priority access groups by providing additional data flags such as improving the flags available to record disability, care experience, profound and complex needs and carers.

The SFC, through our Outcome Agreement Manager, will work closely with West College Scotland to provide information on our priority access groups for comparison with a Scottish level.

implication: *the Enabling Services Team will analyse the data and report internally and externally on the findings and any necessary changes or improvements which are highlighted as a result. We will ensure a close working relationship on this via our Outcome Agreement Manager.*

- We will monitor the intake and outcome ambitions we have set ourselves for our priority access groups. When considering this, representation of the priority access groups at a regional, subject and Scottish level will be taken into account.

Implication: *all staff involved in Access and Inclusion at West College Scotland will contribute to monitoring our performance.*

- We will track and monitor our intake working in strong partnerships with our local authorities and external agencies with designated points of contact for care experienced students and other vulnerable groups.

Implication: *Pre-entry engagement with care teams and their young clients to aid the transition to college. The outcomes for care experienced students will be monitored and analysed as with other groups with a protected characteristic.*

- We will track and monitor our successful completions and destinations
***Implication:** The Access and Inclusion department at West College Scotland will track, monitor, support and evidence the successful completion and destination statistics of the following groups in particular:*
 - those students who reside in the 10% most deprived postcode areas (Measure 4b).
 - those students who have declared a disability including by type of disability when possible
 - those students with dyslexia, deaf or hard of hearing, visual impairments, autistic spectrum disorder and mental health conditions
 - those students who have declared an additional educational need including literacy and numeracy
 - those students who have declared a care experience background.¹
 - those students who are young carers or have significant caring responsibilities.²
 - those students who are supported through bespoke provision
 - (Price Group 5) at the College.
 - Please note this strategy replaces Measure 7 in the Outcome Agreement Guidance and the corresponding guidance.
 - or a combination of the above
 - or any other identified groups the SFC are supporting who are not covered by the above such as travellers or juvenile offenders, veterans or special interest groups.

WCS Mental Health Strategy

We aim to create an inclusive learning environment which is conducive to student engagement and making connections that will positively influence student mental health and well being. Our goal is to ensure the provision of adequate, effective and interconnected mental health services which employ “best practice” knowledge in the support of students who are experiencing mental health issues and to maintain responsive processes for individual students at risk.

¹ Care experience is the term used to define people considered under The Children and Young People (Scotland) Act 2014. This Act outlines statutory guidance in relation to Corporate Parenting. It defines 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, emotional, spiritual, social and educational development is promoted." (Scottish Government, 2015)

²The Carers Trust defines a carer as follows: A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.

Implication: *We will engage our staff and partners in a process of valuing and initiating actions which promote mental health and well being. We will support students who are experiencing mental health issues, connect them to college support services and signpost external specialist agencies.*

3. Our Partnership Approach

Who will engage with our WCS Access and Inclusion strategy?

- all our staff across all Directorates and Faculties at West College Scotland
- our students and our Student Association at West College Scotland
- our regional and community partners
- our Regional Strategic Board in the areas we serve

Implication: *We will continue to meet the support needs by ensuring staff and students are fully aware of the support on offer, the process of referral and we will expand our reporting in relation to undiagnosed additional needs within the teams to build a profile of requirements for our College.*

4. Our Commitment to CPD

The College fully supports Continuing Professional Development providing all staff the opportunity to update their professional skills, knowledge and understanding in order to support every student within the College and assist in the future career progression for all. Training and support is provided to ensure that all staff are comfortable, confident and competent to meet the educational needs of all students.

Implication: *the Enabling Services team will continue to work with our Continuing Professional Development team and Marketing to:*

- *conduct raising awareness campaigns of what we can offer; offer advice and guidance on how to spot if and when referrals are necessary; offer specific strategies to staff to support student learning; promote the Enabling Services Lecturer workshops in embracing the benefits of assistive technologies*
- *enhance our own professional development in relation to the latest specialist knowledge, skills and approaches to ensure full student inclusive support in learning; cascade information within the teams; stay abreast of new and existing government initiatives to ensure we connect to wider requirements including Developing the Young Workforce.*

5. Our Investment in ICT Organisation

At West College Scotland, we recognise the key role that Information Technology has in underpinning the development, improvement and success of our College and all its users.

Implication: *Our investment in ICT will continue to support an inclusive approach for students. There will continue to be investment in technological advances for the benefit of the students. We will continue to upskill the workforce in the use of these existing and emerging technologies. A specific driver at West College Scotland is the further development of the Digital Literacy agenda. This includes the creation of a baseline for staff skills and student skills in digital and assistive technologies to ensure smooth processes in learning and support for learning.*

6. Our Bespoke One-to-One Support

The overriding approach to Access and Inclusion at West College Scotland is to ensure that its inclusive practices, which support all learners, are embedded throughout the curriculum with specialist staff provide tuition in the use of assistive technology.

Implication: *Our processes for providing bespoke individualised support for students including our use of PLSPs will continue to be enhanced and customised to the individual's requirements. We will enhance our tracking of their progression and destinations.*

7. Our Student Association Engagement

This strategy will impact various dimensions of all students' development within West College Scotland. We believe that the engagement of the West College Scotland Student Association is crucial in driving the approach forward, enabling all students to be fully aware of the opportunities for support available while studying at College, seeking student views and feedback on what is working well and where we need to improve the service, seeking student views on further enhancement and development of the area to best support students.

Implication: *Communication and close partnership working with the Student Association Executive team is key to delivering a productive and effective service to support the students and to achieve what our joint strategy is setting out to deliver. The role of the Student Representative Council will be key and their group meetings important as a vehicle for knowledge exchange and dissemination of information across the College to the wider student body.*

Equality Impact Assessment

Name of policy/procedure/decision:

Access and Inclusion Strategy

Responsible Person: Angela Pignatelli

Date: 6 December 2016

1. What information is readily available to measure the effect this policy/procedure/decision has on people who share protected characteristics? What data is not available or not reliable?

Information on the protected characteristics of students is collected at application and enrolment. There is a range of reliability depending on category – for example, there is a reluctance for students to disclose information which is perceived as being sensitive, such as sexual orientation. There is a lack of external and internal data on care experienced students, but it is noted that this Strategy plans to address this gap.

2. What does this information indicate about positive, neutral and negative impacts on people who share protected characteristics? Please detail below.

Protected Characteristic	Description of Impact
Age	Younger people are more likely to experience mental health issues and older people. It is also noted that health conditions can increase with age. This Strategy takes a person centred approach which should have a positive impact on all age groups.
Disability	This Strategy has been designed to have a particular positive impact on students with disability. It aims to ensure that needs are met on an individual basis, and that effective processes are in place to support students with a disability. It should also result in increased awareness of good practice in supporting students.
Sex	It is not anticipated that there will be any differential impact on the grounds of sex as this Strategy should promote access and inclusion for all students.

Gender Re-assignment	This Strategy should assist the College in tackling barriers for transgender students. The Scottish Transgender Alliance have reported that trans people experience high levels of depression, anxiety and self-harm, and the promotion of initiatives to increase well-being within this Strategy should have a positive impact.
Sexual Orientation	It is not anticipated that there will be any differential impact on the grounds of sexual orientation as this Strategy should promote access and inclusion for all students.
Race	A report from the Royal College of Psychiatrists (Minority Ethnic Communities and Specialist Learning Disability Services , 2011) points to a number of barriers that exist for these communities in the use of mental health and learning disability services. This Strategy should assist the college in understanding such barriers and in improving access.
Religion or belief	It is not anticipated that there will be any differential impact on the grounds of religion or belief as this Strategy should promote access and inclusion for all students.
Pregnancy and Maternity	Pregnancy and maternity can cause health problems for people with existing medical conditions, and it is anticipated that this Strategy should assist the College in supporting pregnant students or students who have returned from maternity leave.

3. What arrangements could be implemented to reduce or mitigate any potential adverse or negative impacts identified above?

No adverse impacts have been identified above. It is noted that there can be barriers for students in seeking support or in providing information about their condition a personal circumstances, and it is anticipated that the Strategy itself should assist the College in tackling these barriers.

4. Has there been consultation/is consultation planned with stakeholders/ learners/ staff who will be affected by this policy/project/decision?

A draft of this Strategy will be discussed with the Students Association and the Board of Management.

5. How will the policy/project/decision be monitored and evaluated?

We will monitor the intake and outcome ambitions we have set ourselves for our priority access groups. When considering this, representation of the priority access groups at a regional, subject and Scottish level will be taken into account.

Appendix

WCS Case studies illustrating current student detail and positive impacts

Student from a local secondary school who is affected by Autistic Spectrum Disorder (ASD) and Hydrocephalous who then became blind due to a blockage in her 'shunt' damaging her retina. As part of the transition into College members of the Enabling Services (ELS) team met with representatives of the School, Social Work Service (personal care and transport issues) Services for the Blind and Visually Impaired People, Visibility, etc. Information was freely exchanged on the support strategies and equipment she had previously used when at school and at home. Specialist kit that the student had previously found beneficial to her learning was also agreed to be loaned to the College until such time that either the College or the DSA could purchase it for her to use in class and at home with her studies.

Impact: she was able to continue her learning aspirations smoothly and securely when she had thought they may come to an end nad life opportunities may have been restricted.

A dyslexic learner enrolled on an HNC Sports course. He initially 'demanded' a Scribe be in attendance at all his classes although not to sit in his proximity – didn't want his peers to know he was receiving additional assistance. Throughout his Schooling and previous courses he was provided with a PA / Note taker at all times. This support was initially provided by Enabling Services with the caveat being that it would be reviewed once he had settled into College. It was the opinion of ES team that this would not develop the student as an 'Independent Learner' who could function in the workplace? Technology was introduced in the form of a Dictaphone to record notes in class and specialist 'study skills' for three hours a week out with class time. A Reader / a Scribe was provided for all assessments as this was his preferred way of working in that situation. After a few weeks this was reviewed and the learner commented on how more 'confident and independent' he had become. As this was an adjustment that the College could reasonably provide, there was no need for an application to SAAS-DSA.

Impact: learner taking control of their learning, their life chances and confidence in own ability and capacity

After passing the College on a bus each day, one student thought to herself "wish I was clever enough to go to college". After finally plucking up the courage to enter the college, Student Services contacted Enabling Services and asked if they were available to speak to her. After an initial interview where possible support was discussed, she applied for an Access to Social Care course. Initial screening tests conducted indicated a specific learning difficulty and this was thereafter confirmed by an Educational Psychologist commissioned by the College. The student reported that it was a relief to finally know why she had difficulties with aspects of learning. Support in the form of 1:1 tuition, access to specialist software (text-to-speech), proofreading of report & essays prior to submission., extra time for assessments was provided. She achieved this course and then articulated onto the HNC Social Care

course where she applied for support from the Disabled Students Allowance. At this point she applied to University and was supported in her application by ES staff who attended the course and support interviews with her. After graduating with a BA in Social Care, she gained employment as a Social Worker with the local council.

Impact: real creation of successful life opportunities for someone who may otherwise have chosen a different path in life

Student affected by short stature studying an HNC in Business. The standard college desk / chair is not appropriate for her to sit or work on for any extended period. ES conduct an ergonomic assessment of her workspace and thereafter purchase a height adjustable chair and desk to accommodate her body frame. On achieving her qualifications she is accepted onto a degree course at a local university, The college loan the university the equipment until such time that the purchase 'kit' of their own.

Student studying NC Computing is severely affected by epilepsy to the point that neurosurgery is recommended and conducted on them to assist in the control of the attacks. Significant memory loss is a result of this intrusive intervention. ES staff work with her on a 1:1 with regards to memory techniques, mind mapping as a means to developing her thoughts, note taking skills, etc. on achieving the NC the student articulates onto the HNC Computer Networking course and successfully applies for the Disabled Students Allowance after a Needs Assessment is conducted by ES staff

Twenty nine year old student who has Autistic Spectrum Disorder (ASD) applies for a NC Computing at our college. Previously he has studied 'special programmes' at other colleges for those diagnosed on the spectrum. Induction for the course is conducted in the Lecture Theatre with students from many courses. The thought of being amongst so many other people is causing great concern to the point that he did not attend the first session organised. ES staff were made aware of this fact and contacted his family to arrange an interview where possible support strategies could be discussed. The agreed support for the interview was that a member of the ES staff would meet him at the Reception on the day of the Induction. They would then sit with him and have a coffee before accompanying him to the Lecture Theatre. Rather than go into the room with him they would wait in the anteroom next to this room although still in the 'line of sight' for the student. The induction went well and the student meets weekly with a member of ES to discuss how the week has went. 1:1 study skills, proofreading of reports prior to submission are also provided.

Deaf student for whom British Sign Language is their first language comes to college to study Beauty Therapy. A BSL Facilitator is provided for all classes and also to accompany them at breaks to assist with the social interaction with their peers. For all theoretical classes a note taker is also provided as the student is unable to simultaneously take notes and watch the signer. After achieving the NC course, the student articulated onto the HND Holistic Therapy course. Her confidence in the English Language has developed to the point that when on her work experience in a local Hospice she did not have the support of a BSL Facilitator.

TITLE: STUDENTS ASSOCIATION REPORT

Action: The Board is invited to consider and note the report from the Students Association.

Lead: Andrew Hunter, Student President, Students Association

Status: Open



Board Report

March 2017

The Students' Association {SA} continues to work for the benefit of **all** students. At the time of writing, The SA consists of a President {myself}, and three Vice Presidents at Paisley {**Andrew Murtagh**}, at Clydebank {**Moses Apiliga**} and at Greenock {**Osama Nadeem**}. Executive officers have been documented previously and continue to report feedback that isn't normally communicated through the usual channels.

As relayed to the Board in the previous meeting the SA have written up the findings of the first Student Rep Council Meetings held in December, this was developed further into a 'You said We did' format from which members of the Senior Management Team {SMT} and the SA have been assigned to take responsibility for certain issues raised. These issues were further prioritised and listed as either a 1,2 or 3. The next SRC Meetings are planned for end of March and it is hoped some feedback can be provided at this point, either way it is envisaged that all students will be able to access resolutions to all issues raised before the end of AY

The SA have scrutinised the results of the First Student Survey {Dec 16} conducted by the Student Engagement Team, for which the SA actively encouraged Students to participate in. The results are encouraging and show the College in a positive light, however the comments left by students, overall reflected the concerns raised by Students at SRC #1. The main concern being ICT.

The 2nd Student Survey will be starting soon and the SA will again have an active role in promoting that, and encouraging Students to leave as many comments as possible. This survey as well as being benchmarked against last years' results for West College Scotland {WCS} it will also be a chance for the SA to benchmark itself against any movement from the **don't know** replies from this survey last year, about the single SA question.

"Do you believe the Students' Association influences change for the better?"

Following on from the delegation of Students that lobbied MSPs in January, at time of writing, it is envisaged that there will be 4/5 Students [16-19 year old only] attending Holyrood on Friday 24th March, at same time the SA at WCS will be attending with a full delegation of 9 the two day NUS Scotland Conference in Dundee where motions on issues affecting Students will be debated and networking and best practise can be exchanged. The SA will at time of writing be attending SPARQS/NUS Scotland events in relation to 'How good is our College' where again networking and best practise can be exchanged,

This Student activity with NUS Scotland over nationwide #support us campaign and in providing the Scottish Government feedback on their Student Support Review questionnaire {at request of SMT} which resulted in 3 question changes, will hopefully encourage Students to become Candidates and/or Vote in upcoming SA Elections, however at time of writing the SA {which cannot be involved in the Election itself} do not have information at present on number of candidates standing.

Clydebank Campus has had a few LGBT meetings with a view to setting up their own LGBT society, which looks certain now to go ahead. The SA continue to forge a strong working relationship with the Student Experience Team and will be working with them on such ventures as Equality Diversity Inclusion and Gender Action Plans.

The SA continues to self-evaluate itself and how it can best serve students and engage with them, particularly in relation to communication and structure. To this end the SA is looking to communicate through video messages, and to re-structure the class rep system to see if it would be more beneficial to have sector class reps and more online class rep resources, that can be linked to badges and accreditation

The SA continues to work on a Student Partnership Agreement {SPA} with Student Support Services and SPARQS, and are hopeful a draft will be ready soon to bring to SMT and the Board.

The SA are also exploring the possibility of an APP that can let Students at WCS access key links/sites. The SA are also of the opinion that a Staff Member {of co-ordinator level} exclusive to SA, is required so that the SA can maintain/retain the knowledge needed should for whatever reason, SA positions not be filled {particularly at President and Vice President level} This is something that is common in nearly all Colleges and Universities.

As always, the SA chairs regular meetings with Marketing/Student Engagement Team/Student Services and Advisory Teams to co-ordinate activities and will for next AY year hopefully have in place a diary of when key events will take place. Also as Student President I will be preparing a comprehensive handover folder as well as being available over June July to help the next SA President transition in to the role.

The SA as always welcomes any thoughts, questions from Board members

[AH]

TITLE: **HUMAN RESOURCES REPORT 2016**

Background: The Human Resources Report is intended to update the Board of Management on a range of activities covered by the Organisational Development and HR Directorate during 2016 and reviews key OD and HR performance indicators. It also contains information on progress made in implementing the People Strategy.

The draft report was discussed by the OD&HR Committee at its meeting on 15 March 2017. The Committee welcomed the clear reporting format. In discussing some of the findings of the report it welcomed that performance had been benchmarked against other public sector organisations where possible and that plans were in place to improve performance where necessary. Overall the Committee was of the view that this was a good report and commends it to the Board.

Action: The Committee **RECOMMENDS** that the Human Resources Report 2016 be approved.

Lead: Audrey Cumberford, Principal and Lyndsay Lauder, Chair of the Organisational Development & HR Committee.

Status: Open

West College Scotland

HUMAN RESOURCES REPORT

2016

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1. INTRODUCTION

The Human Resources Report is intended to update the Board of Management on a range of activities covered by the Organisational Development and HR Directorate during 2016 and reviews a number of key Organisational Development and HR performance indicators. Where possible these indicators are compared both internally and externally, against relevant data available from the Scottish Government, Chartered Institute of Personnel and Development (CIPD), Scottish Funding Council (SFC) and XpertHR.

The report incorporates progress made on implementing the People Strategy 2016-2019.

Progress on implementation of this Strategy is also reported at each meeting of the Board of Management Organisational Development and HR Committee.

The Human Resources Report will be made available to all staff on the College Intranet.



2. SUMMARY INFORMATION

2.1 SUMMARY OF KEY HR METRICS

Table 1:

	2015	2016	External Benchmark
Headcount	1211	1209	n/a
Staffing costs as a percentage of income	65.0%	68.0%	n/a
Employee turnover	9.4%	10.01%	13.6%*
Male / female ratio	41/59	40/60	41/59***
Percentage of BME staff	0.76%	1.07%	1.71***
Percentage of staff with a disability	3.32%	3.69%	3.64***
Sickness Absence	4.6%	5.21%	4.6%**
Age bracket highest number of staff	30-49	30-49	30-49***

*Public Sector, XpertHR 2015

**CIPD 2016

***External benchmark based on staff data published in 2015 Equality Reports of Colleges in West of Scotland

2.2 HR REPORT SUMMARY

2.2.1 Staffing Profile

The headcount for 2016 was 931 permanent staff and 288 temporary staff. Slight decreases in temporary staff from 2015 were offset by increases in permanent staff, in the main due to staff with sufficient service moving from temporary to permanent contracts.

2.2.2 Employee turnover

This continues to be relatively low – 10.01% compared to a public sector average of 13.06% (2015 figure).

2.2.3 Length of Service

Most staff have more than 10 years of service.

2.2.4 Sickness Absence

The College's sickness absence rate now stands at 5.21%. This is higher than a benchmark example of 4.6% in Local Government. The sickness level for support staff has decreased whereas for teaching staff it has increased, mainly due to minor illnesses and non-work-related anxiety/depression.

The College is fully committed to an effective absence management approach coupled with a focus on health promotion and employee well-being. The College is also committed to achieving Carer Positive status – a Scottish Government funded initiative. The CIPD Survey Report states that currently one in nine of the UK workforce provides care for a relative or dependant.

2.2.5 Equality, Diversity and Inclusion

The Report provides key highlights of actions we have taken to advance equality, including an investment in CPD, a Staff Equality Survey, and our work to increase gender participation in line with Scottish Funding Council's Gender Action Plan. We are confident that our progress to date will hold us in good stead in the achievement of our Equality Outcomes and the Regional Outcome Agreement.

The analysis of staff equality data contained within shows that WCS broadly reflects sector and national demographics from an external perspective. From an internal perspective, there are indications that the diversity of our staff has increased. We have more female teaching staff, ethnic minority staff, staff with a disability, and a wider range of age groups than we had last year. We know more about our staff, with only 0.9% of staff declining to provide us with information about whether they have a disability, and we are pleased to note that our Equal Pay gap is less than half of the national gap.

2.2.6 Learning & Development

In 2016 we conducted a corporate training needs analysis and started to develop and release a larger and more varied programme of staff development. We also developed a Leadership Development Strategy which will form the basis of a leadership programme to be released in 2017. The Continuous Professional Development Review (CPDR) procedure was piloted in 2016 and will be implemented in 2017 as a platform for management-employee dialogue about development needs and key objectives. The success of the 2015 WITS (West College Scotland Information Technology Symposium) was followed up in 2016 with WITS 2.

2.2.7 Employee Relations

The College has maintained good working relations with trade union representatives (EIS, Unison and Unite) based on the values of mutual respect and trust during a period of industrial unrest caused by national bargaining.

2.2.8 Resourcing & Talent Planning

A staff survey was conducted in May 2016 focussing on the College's current culture, values and behaviours. Analysis of the survey results has led to the implementation of a College wide improvement plan.

iTrent, a combined web-based payroll, talent management, workforce planning, human resources management system, is now fully embedded leading to greater efficiency and improved availability of management information. The average accuracy of monthly payroll processing in 2016 was 99.8%.

An electronic staff benefits booklet is being developed to promote the College's attractive benefits package. This will contribute to the College's objective of becoming an employer of choice.

2.2.8 Health & Wellbeing

The College retained its Healthy Working Lives Gold Award status with a continuing programme of health promotion, safety and wellbeing initiatives. An online Health and Wellbeing survey was opened to all staff in West College Scotland with findings helping to prioritise the Health Working Lives action plan. A positive health and safety culture remains a key priority for the College where accident figures remain low with just one reportable incident in 2016.

2.2.9 Data Protection & Freedom of Information

In 2016 the College received 26 DPA requests and 44 FOI requests.

3. COLLEGE HR METRICS

3.1 COLLEGE STAFFING PROFILE

The staffing profiles shown below (**Figures 1 & 2**) compare 2015 and 2016 headcount figures for teaching and support staff. The differences in the figures are mainly due to changes in contracts from temporary to permanent status based on statutory entitlement.

Figure 1: Teaching Staff

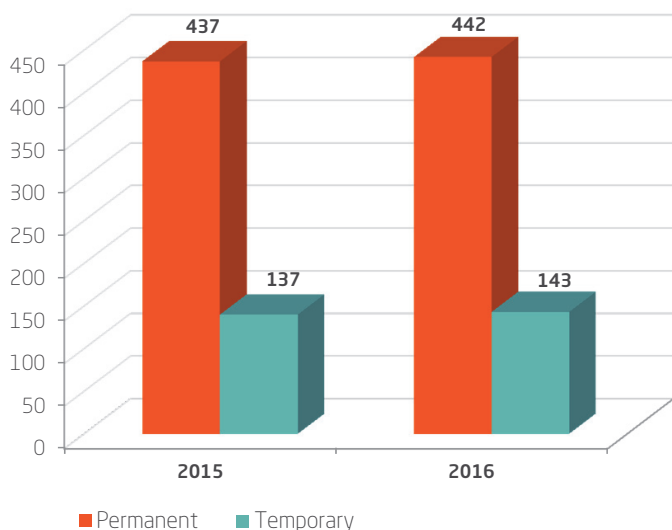
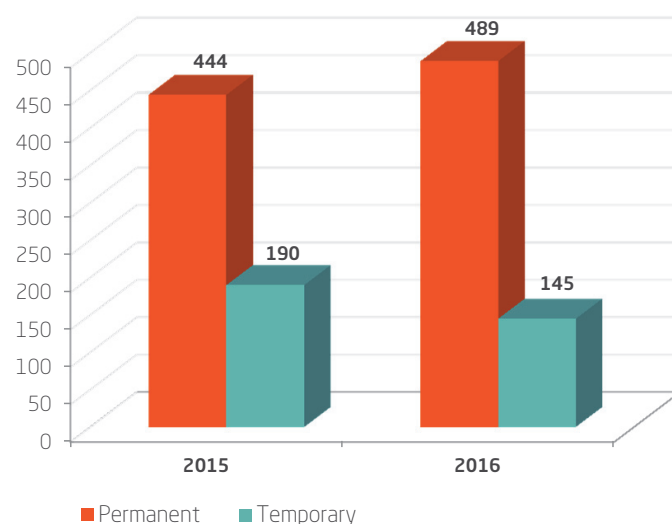


Figure 2: Support Staff



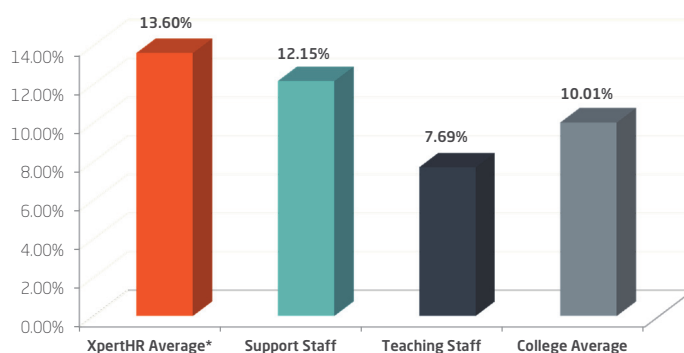
3.2 EMPLOYEE TURNOVER

Based on headcount, the College average employee turnover (**Figure 3**) was **10.01%** during 2016.

The retention of staff compares favourably with the average for the public sector based on XpertHR's 2015 survey (the most recent benchmark we have) which was **13.6%**.

The sector is vocational and the College's terms and conditions are extremely competitive – both of these factors are likely to affect the turnover rate. The majority of turnover is attributable to employees leaving voluntarily.

Figure 3: Employee Turnover 2016



*Public Sector 2015

The main reason for teaching staff leaving in 2016 was resignations **(Figure 4)**.

The main reason for support staff leaving in 2016 was resignations **(Figure 5)**.

Figure 4:
Reasons for Teaching Staff leaving

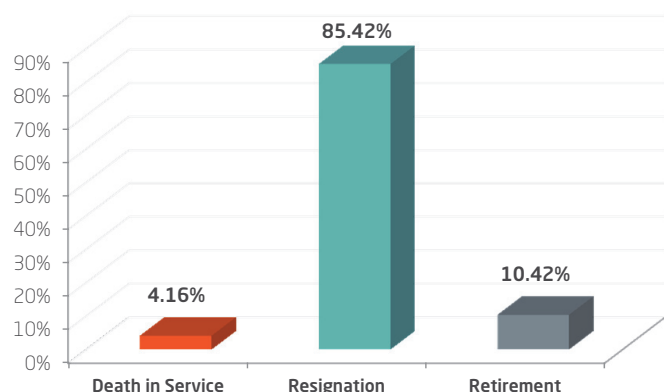
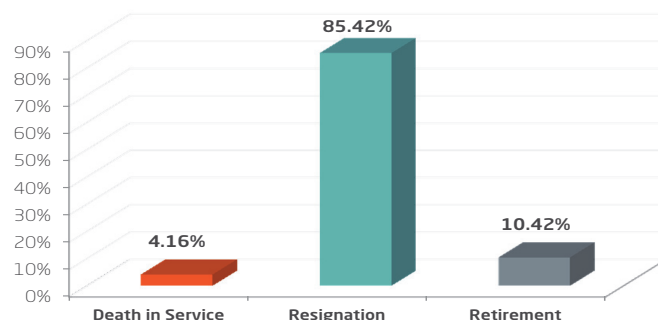


Figure 5:
Reasons for Support Staff leaving



Through the continued implementation of our People Strategy 2016-2019, the College wishes to ensure that it secures, develops, retains and effectively manages sufficient teaching and support staff to provide quality education to students and employer clients within the resources available. It wishes to attract and engage diverse, talented individuals from different background, heritages and lifestyles.

3.3 LENGTH OF SERVICE

The length of service of teaching and support staff are included as **(Figures 6 and 7)**.

The length of service of the majority of staff is in excess of 10 years. This could be related to the vocational nature of the teaching profession as well as the competitive terms and conditions of employment in the College Sector (e.g. pension, holidays, flexible working etc.).

Figure 6:
Length of Service - Teaching Staff (%)

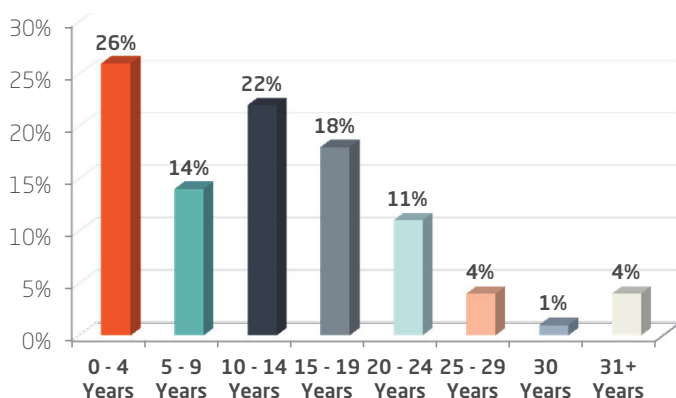
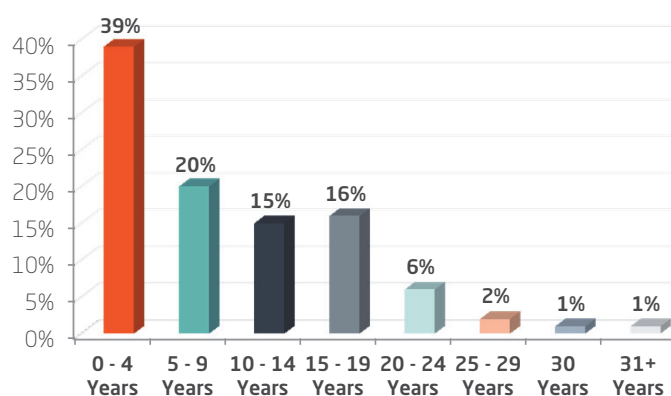


Figure 7:
Length of Service - Support Staff (%)



As an integral part of the College's workforce planning activity the implications of the long service staffing profile will be taken into account.

3.4 SICKNESS ABSENCE

3.4.1 RATES OF ABSENCE

The average level of sickness absence for 2016 was **5.21%**.

The split in percentage absence for teaching and for support staff is shown in **Figure 8**.

The average level of sickness absence for 2015 was 4.6%. This indicates that the average sickness absence rate has increased by 0.61% in 2016. The average level of employee absence for the public sector based on the CIPD Absence Management Annual Survey Report 2016 was:

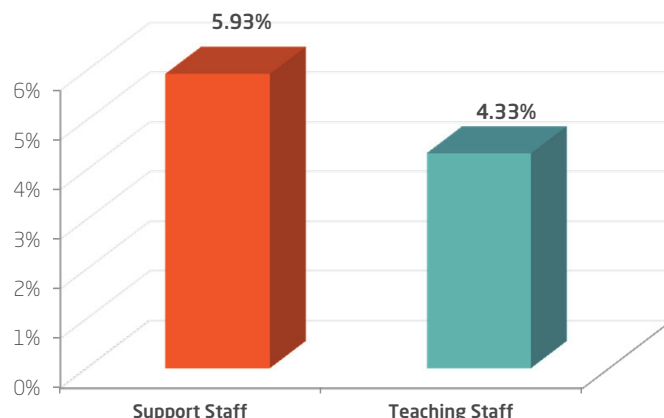
- Central Government 4.8%
- Local Government 4.6%
- Health 4.8%

The average sickness absence for Support Staff has fallen by **0.47%** from 2015 to 2016. For teaching staff there is an increase from 2015 to 2016 of **1.63%**. The most significant difference in the figures for teaching staff for 2015 and 2016 is mainly attributable to absence due to minor illness (750 days lost in 2015 compared to 1425 days lost in 2016) and to non-work related anxiety/depression (237 days lost in 2015 compared to 846 days lost in 2016).

An analysis of data from our Occupational Health provider, Integral Occupational Health, shows that the percentage of the total mental ill health referrals which were work-related in 2015 was **66%**. In 2016 the trend was reversed. Non work-related mental ill health now accounted for 68% of the total number of mental ill health referrals. This is entirely due to an increase in non-work-related referrals (a 165% increase, 53 referrals as opposed to 20 referrals). The number of work-related referrals in 2016 was exactly the same in 2015 i.e. 39 referrals.

Caring for dependants could be one explanation for the increase in minor illness and mental health absence.

Figure 8: Sickness Absence for 2015



The CIPD Survey Report states that the UK has an increasingly ageing workforce which also reflects the college profile. They have to balance work with the responsibility of caring for family members which has a direct impact on the physical and mental wellbeing of the individual. The survey shows that organisations have seen an increase in stress related absence and mental health problems. Stress is one of the top causes for short term and long term absence in the public sector. Additionally, the Scottish Government has identified mental illness as one of the major health public challenges in Scotland, with around one in three people estimated to be affected by mental health illness in any one year.

The CIPD Survey Report states that currently one in nine of the UK workforce provides care for a relative or dependant and experts predict that that numbers will rise significantly. Monitoring the caring responsibilities of employees and finding ways to support working carers is a growing imperative if organisations are to avoid losing productive staff. The College is fully committed to an effective absence management approach coupled with a focus on health promotion and employee well-being.

The College is also committed to achieving Carer Positive status which is a Scottish Government funded initiative developed with the support of private, public and voluntary sector organisations in Scotland. Carer Positive status is demonstrated by the level of carer engagement in the development of workplace support and their endorsement that their experience is a positive reflection of the employer's support.

3.4.2 CAUSES OF SICKNESS ABSENCE

The main cause of short term absence for both support staff and teaching staff was minor illness (for example colds/flu, stomach upsets, headaches and migraines).

The CIPD Survey found that three quarters of organisations report that minor illness is the most common cause of short term absence.

Short term absence reasons for teaching staff and for support staff are shown in **Figures 9 and 10**.

Figure 9: Teaching Absences - Short Term (Less than 4 weeks)

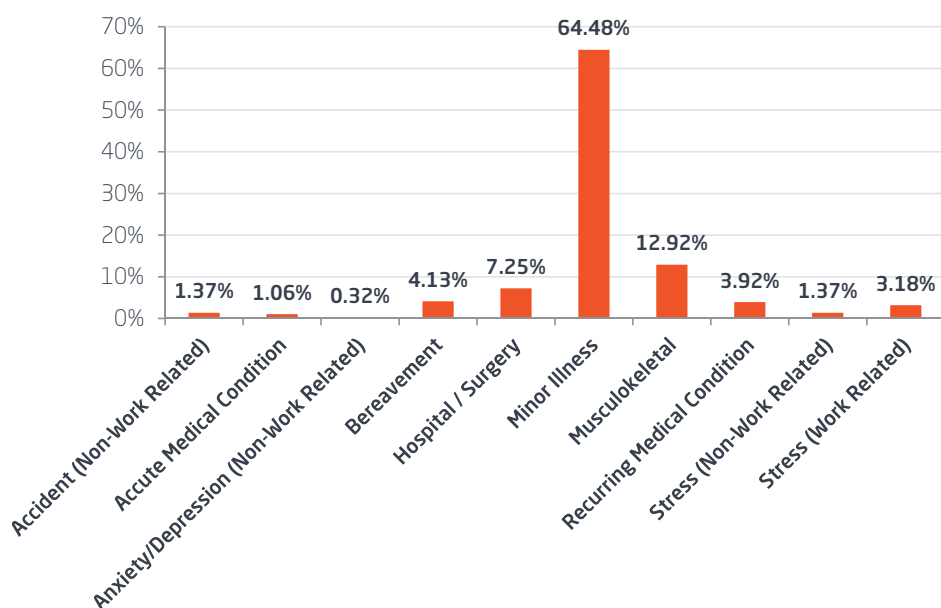
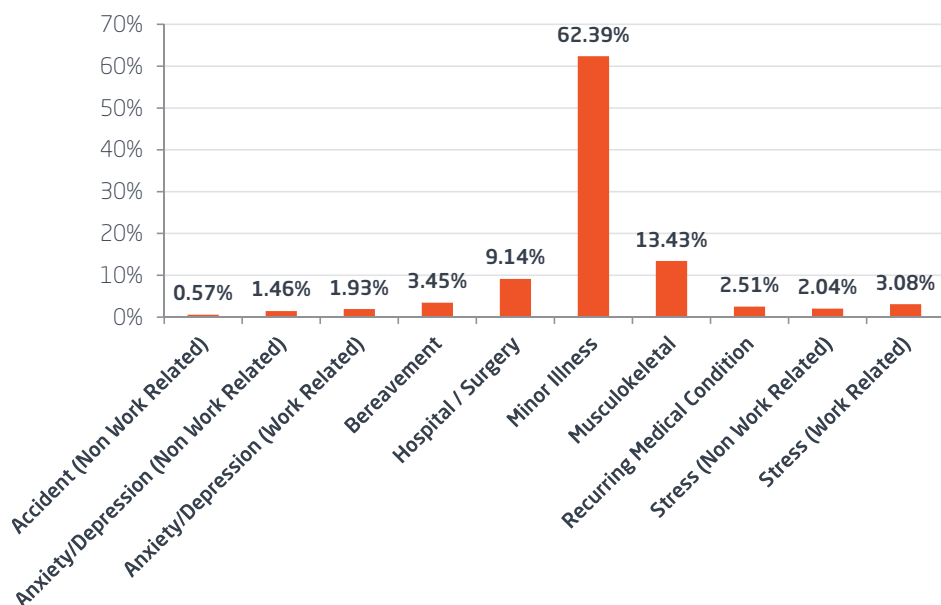


Figure 10: Short Term Absence - Support



The sickness absence figures for the college are similar to those in the CIPD Survey relating to the Public Sector.

The CIPD Survey found that stress and acute medical conditions remain the top causes of long term absence followed by mental ill health and musculoskeletal injuries. Public sector organisations were more likely than those in the private sector to report that stress, mental ill health and musculoskeletal injuries are among the five most common causes of long term absence.

Figures 11 and 12 show the causes of long term absences amongst teaching staff and support staff.

Figure 11: Long Term Absence (20 days+) - Teaching

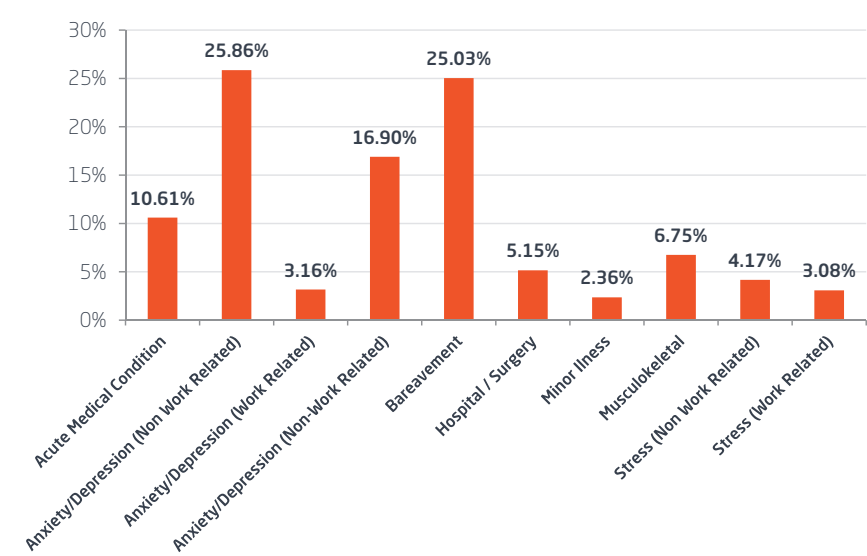
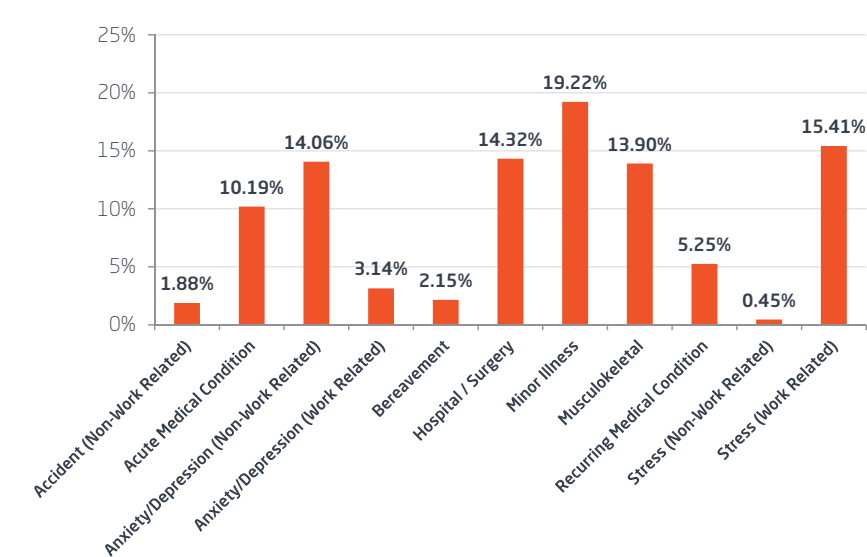


Figure 12: Long Term Absence (20 days+) - Support



4. EQUALITY, DIVERSITY AND INCLUSION

PEOPLE STRATEGY

"The College aims to continue being an inclusive organisation which respects and encourages diversity in all activities. In achieving this aim the College will be proactive in removing barriers for its staff and students to enable them to achieve their potential."

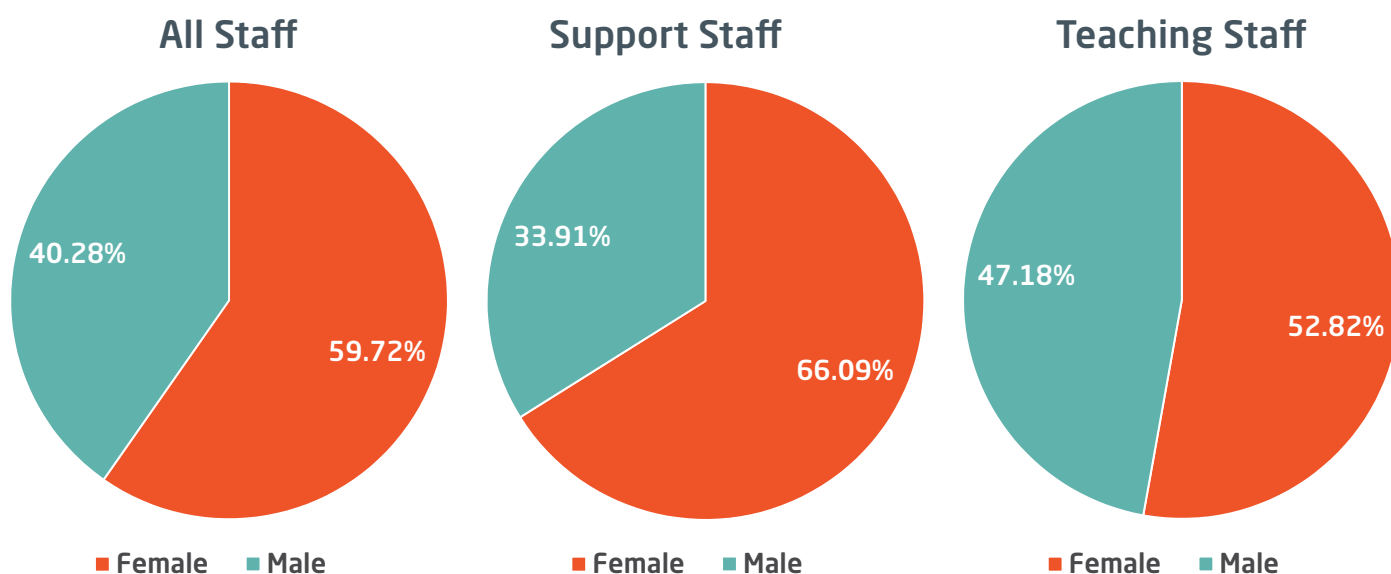
4.1 INTRODUCTION

Staff equality data provides an evidence base to inform the College's equality impact assessment process, and the development of equality outcomes. It provides indicators as to where positive action may be required to address underrepresented equality groups in the workplace, and measures performance and progress towards equality and diversity goals.

Staff are asked for information about each protected characteristic at recruitment, and appointed staff are encouraged to keep their information up to date using the iTrent HR System. The College acknowledges the gaps that still exist in its staff identifying themselves by the protected characteristics of sexual orientation, religion or belief, and gender reassignment. While reporting by staff across these particular protected characteristics has shown gradual improvement, there remains a reluctance for staff to disclose information which is perceived as being personal or sensitive. We will continue to encourage our staff to disclose equality information by addressing barriers which can prevent disclosure.

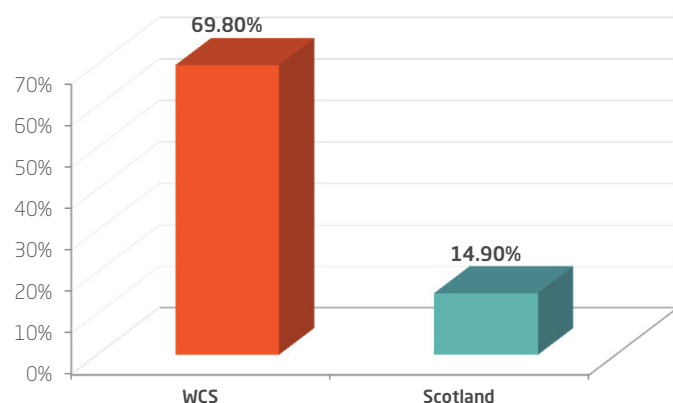
The following information shows the headcount of staff as opposed to using a full time equivalent.

Figure 13: Gender Profile



- Overall, there is a 19.44 percentage point difference between male and female staff. There is a higher rate of proportionality of gender with Teaching Staff compared with Support Staff.
- The percentage of female Teaching Staff has increased by 6.62% since 2015.
- There has been very little change in the proportion of female Support Staff. There are twice as many female support staff than male. Nationwide, women are more likely to work in the public sector, and around 80% of administrative, secretarial and service support jobs in Scotland are performed by women. The College will continue to address occupational segregation through actions which accompany its Equality Outcomes.
- The representation of women on the College Board exceeds the gender composition recommended by Scottish Government Ministerial Guidance.

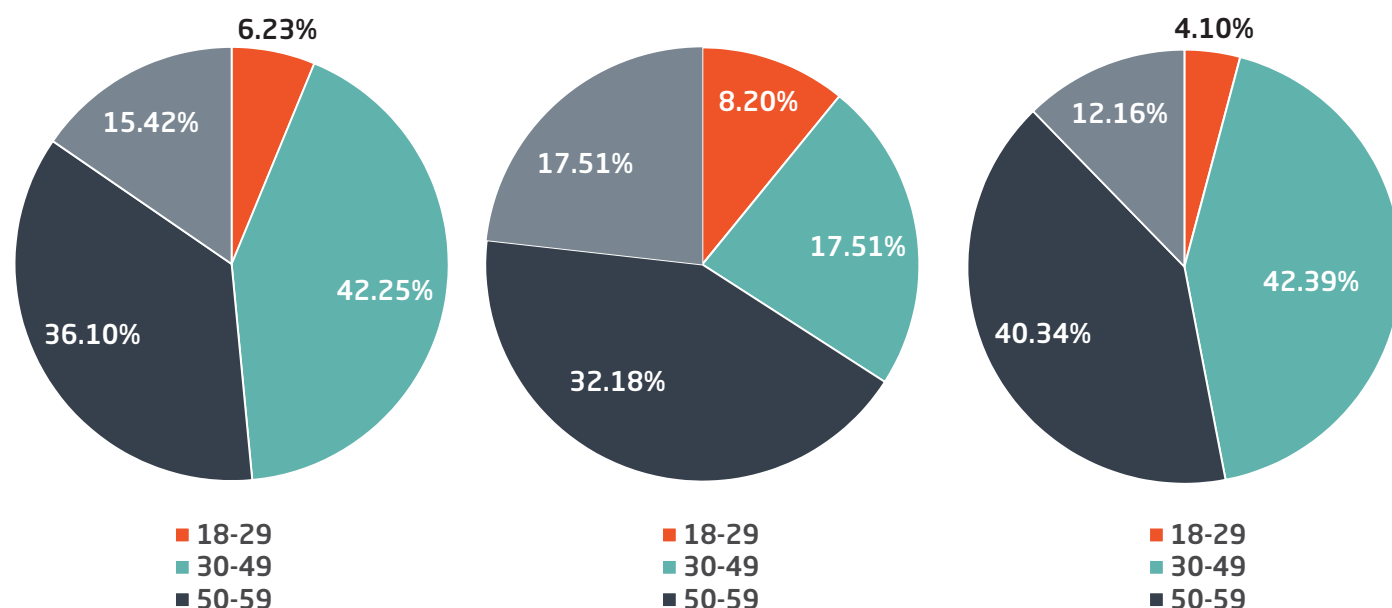
Figure 14: Equal Pay Gap



The equal pay gap has been calculated by dividing the full time equivalent average female annual salary by the male.

- The pay gap is higher for Support Staff than for Teaching Staff. An analytical, factor based job evaluation process is used to provide equal pay for work of equal value for Support roles. The pay gap may be attributable in part to the fact that a higher proportion of women than men work in administrative grades in Support areas.
- While the College pay gap is less than half the national pay gap, the Equality and Human Rights Commission advise that any pay gap which exceeds 5% is regarded as "significant". The College will take action to address this gap, including initiatives to address barriers to career development for female staff.

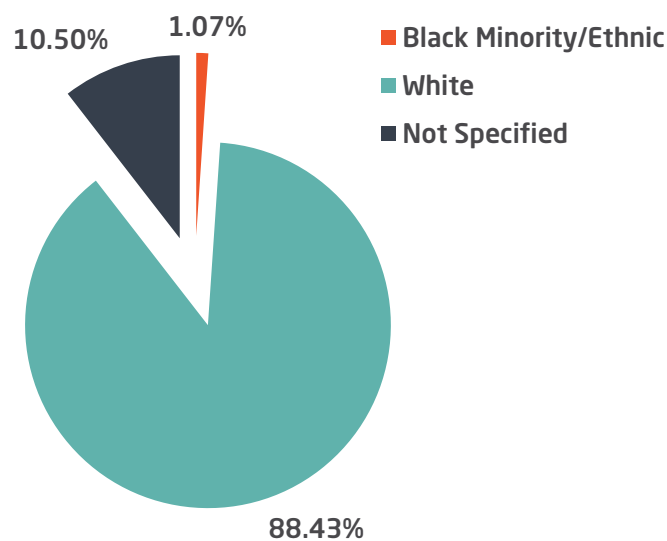
Figure 15: Age Profile



- The age data shows similar patterns for Teaching and Support staff. The age bracket with the highest number of staff in both areas is between 30-49 (42.25%). The second largest age group is aged between 50-59 (42.25%). These proportions reflect the national demographics.
- There has been an increase in the proportion of Teaching Staff who are aged between 18 - 29 (from 0.8% in 2015 to 4.10% in 2016).

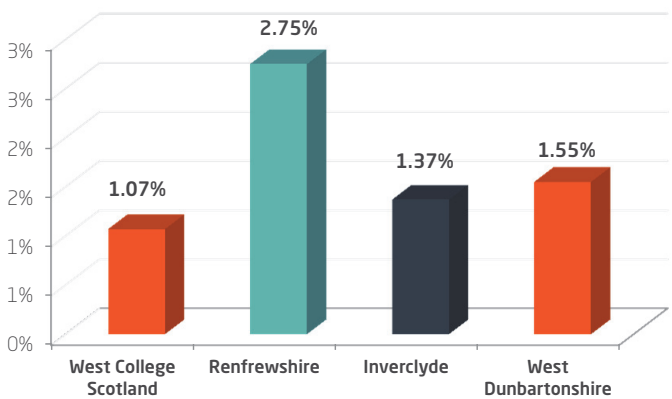
- The proportion of staff aged 60 and over has increased by approximately 6%. This is consistent with Regional Employment Patterns in Scotland, which notes that the employment rate for older people in Scotland has been steadily increasing for the past decade.

Figure 16: Ethnic Profile



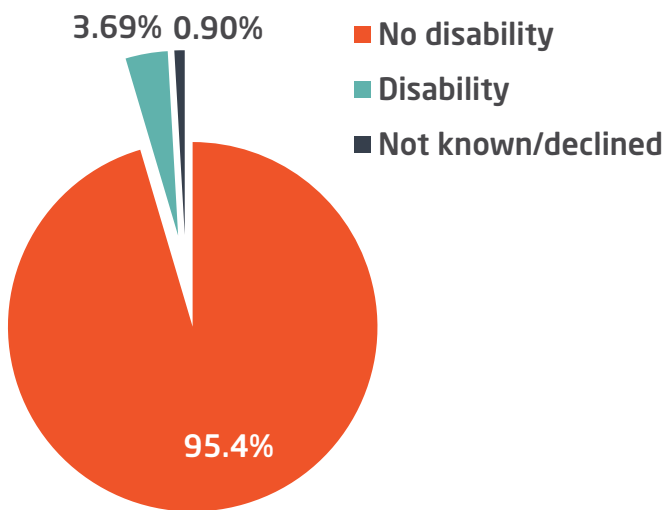
- Teaching and Support staff have been combined given the relatively low amount of ethnic minority staff. Overall, 1.07% of staff are from a black or minority ethnic (BME) background. This is a slight increase from last year, when 0.76% of staff were BME.
- This can be compared with the demographics of the campus local council areas of West Dunbartonshire, Inverclyde and Renfrewshire, where between 1-3% of residents are BME.

West College Staff Compared with Council areas



- It is noted that there are different employment rates for ethnic minority groups. The Annual Population Survey shows that employment rates for ethnic minorities in Scotland are on average about 13 percentage points lower than those for the white population. The difference is driven mainly by much lower employment rates for minority ethnic women which are typically below 50% (about 20 percentage points lower than white women).
- Equality training has been scheduled for managers involved in Recruitment and Selection which will raise awareness of good practice in attracting diverse candidates, and in recognising unconscious bias.

Figure 17: Profile of Staff with Disability



- As the number of staff with a disability is comparatively small, and in order to protect the confidentiality of staff, Figure 17 shows an overall staff profile.
- There has been a 1 percentage point increase in the number of staff with a disability at West College Scotland since last reported.
- The proportion of staff who have declared a disability is lower than national indicators. The Scottish Government estimate that approximately 10% of the population who are economically active have a long term activity limiting health problem. No sector comparators are available.
- The College will continue to encourage staff to disclose disabilities through initiatives planned in its Equality Outcomes and promotion of the Disability Confident symbol.

4.2 PROGRESS TO DATE

The College has made considerable progress on its equality, diversity and inclusion agenda in the past year. In particular:

(a) Continuous Professional Development

All staff are required to undertake online equality and diversity training. A range of online training courses are available which provide an overview of the equality legislation and outlining good practice. Our Equality, Diversity and Inclusion Manager has also designed and delivered tailored training to raise awareness of best practice, including Mainstreaming Equality in the Curriculum, and Embedding Equality in Admissions.

Having involved the Students Association in the pilot of a smartphone EDI training package, we have invested in this training to make it available to all students.

(b) Focus on Gender Equality

In order to complement the Scottish Funding Council's Gender Action Plan, which aims to address the gender imbalance in the FE sector, we have developed regional outcomes to increase gender participation. We have also made good progress this year in our participation in the Equality Challenge Unit's "Attracting Diversity" project, where we have used a Theory of Change model to learn from how change has happened in Sport, and how we might apply this model to encourage increased participation in other areas where a particular gender is under represented.

(c) Disability Confident Symbol

The "Two Ticks" Positive About Disability Scheme has been replaced with a new award namely "Disability Confident". This award has three levels, and we successfully applied for Level 2. Our Equality, Diversity and Inclusion Committee are currently considering the benefits for application to Level 3.

(d) Equality Staff Survey

Over 200 staff responded to our Equality, Diversity and Inclusion Staff Survey, which asked staff to consider how we are doing in this area, and what we may need to improve. There is good evidence that staff feel that they are treated fairly at West College Scotland. For example, 92.15% of respondents stated that they felt that men and women were treated equally. The Survey has proven to be extremely valuable in measuring progress on our Equality Outcomes and in assisting with the development of refreshed arrangements to advance equality for our staff.

5. LEARNING AND DEVELOPMENT

PEOPLE STRATEGY

"We need to ensure that people at all levels of the organisation possess and develop the skills, knowledge and experience to fulfil the short and long term ambitions of the College and they are motivated to learn, grow and prosper. The college recognises the need to develop the leadership potential of its Managers in order to prosper in an increasingly complex and financially constrained environment and equip them with the necessary skills and behaviours to achieve their potential and maximise their talent."

5.1 L&D ACTIONS FROM THE WEST COLLEGE SCOTLAND PEOPLE STRATEGY

The People Strategy identified specified actions for the Learning and Development function which are reported under the relevant headings below.

5.1.1 Develop Learning & Development Plans

A corporate training needs analysis was initiated in June 2016, consulting through the senior management team and managers of support services.

The returns submitted represented a large cross-section of the College's activity. This will help ensure that the overall programme supports the specific needs of management, teaching and support staff.

Analysis of the training needs revealed the following broad areas of training requirement:-

- ICT
- Management & Leadership
- Teaching Related
- Wellbeing, Safety & Health
- Personal Development

5.1.2 Design & Delivery of Learning & Development Interventions

The College is now in the process of offering a planned series of CPD programmes covering each of the topic areas listed above. The first programme – ICT is currently underway. The main focus of the programme as a whole is to increase capacity therefore the offerings are highly specified to meet the requirements of West College Scotland.

5.1.3 Leadership Development

The College is currently in the process of bringing forward a Leadership Development Programme for West College Scotland. The underpinning strategy is complete and the specification document is now going through the procurement process. The Leadership Development Programme will target aspiring managers as well as current managers. It will be a priority for academic year 2017-18 therefore we are aiming to commence a pilot of the Leadership Development Programme around Easter 2017.

5.1.4 Talent Management

This action was about embedding talent management procedures appropriately. One aspect of this relates to Workforce Planning and an exercise is currently underway to explore how the College should approach this in accordance with Audit Scotland recommendations (where possible utilising planning processes and procedures currently in place). Another aspect of this relates to individuals. The introduction of the Continuing Professional Development Procedure (CPDR) being introduced in 2017 will form an important building block of talent management.

5.2 CONTINUING PROFESSIONAL DEVELOPMENT REVIEW (CPDR) PROCEDURE

The CPDR Procedure has now been approved by the SMT and agreed with trade unions. It has been piloted within the Faculty of Care and Life Sciences, Student Services and Learning Communities and the Organisational Development and HR Directorate. A number of implementation issues around capturing data from the process, especially with regard to the online forms have now been resolved. The pilot demonstrated that the CPDR process works well in achieving its objectives.

The CPDR Procedure aims to identify individual learning and development needs by adopting a planned and prioritised approach. The CPDR Form has been developed online in SharePoint so that information can be recorded and managed electronically with an approval process built in. CPDR Workshops have now been arranged for all Reviewers to participate in and following the training the process will be fully implemented.

5.3 TEACHING QUALIFICATIONS

A total of 6 lecturers successfully completed the TQFE programme through the University of Dundee last session. A further 13 lecturers are currently undertaking the TQFE programme with the University of Dundee.

The process for identifying the TQFE cohort for session 2017/18 will commence in April 2017.

5.4 CPD ACTIVITY 2016

A total of 1332 delegates attended 242 internal and 223 external staff development events. A number of CPD / Curriculum & Development Days have taken place over the last year along with a learning technologies conference WITS 2 (West College Scotland Information Symposium 2) in August. A comprehensive programme of staff development was available for staff to participate in during the various CPD Days. Faculty / Sector Days have also continued to run for staff in curriculum areas to share best practice and focus on particular topics relating to learning and teaching. Staff have also been supported in attending and participating in external events and courses following approval through the Staff Development procedures. A range of internal workshops, short courses and awareness sessions took place last year including:

Learning & Teaching

- Teaching & Learning Community: Assessment
- Teaching & Learning Community: Student Engagement
- Teaching & Learning Community: Planning and Preparation
- Teaching & Learning Community: Contextualising Learning

Learning Technologies / IT

- ClassFlow - Cloud based teaching and learning platform
- ClickView Training
- Introduction to MS Office 365
- MS OneNote / OneDrive / Sway / Office Mix
- WITS 2 Conference & Workshops

Quality & Professional Standards

- Complaints Handling - Front Line Staff
- Investigating Complaints - Guidance for Managers
- Quality Induction
- Using the SCQF to Level Assessments

Policy and Legislative

- Managing Attendance
- CPD Review Workshop
- Hate Crime - Third Party Reporting
- Mental Health Awareness
- Recruitment and Selection Training
- Working with Students from Diverse Religious Backgrounds

General

- Dealing with Difficult People
- Healthy Eating Talk
- People Skills for Managing and Effective Team
- RICOH Printing Devices (General / Super Users)
- safeTALK "suicide alertness" training workshop
- Staff Induction Programme
- Time Management Workshop

Health, Safety & Wellbeing

Throughout the year various wellbeing, safety and health training sessions were delivered covering topics such as:

- Fire Safety & Emergency Arrangements
- Defibrillator and Basic Life Support
- Epilepsy Awareness
- Evacuation Chair Training
- First Aid at Work
- Stress Management Workshop
- Let it Go (Values and Beliefs)
- Building Resilience in a College Environment

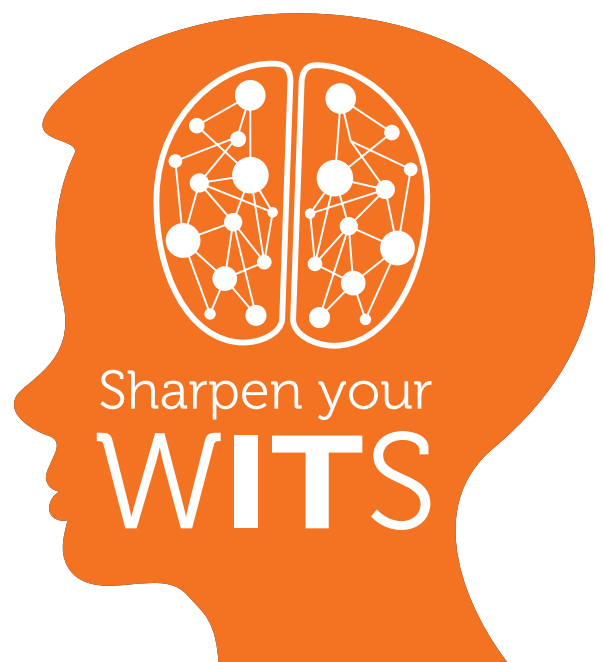
5.5 WITS 2 CONFERENCE

Following the success of our first Learning Technologies Conference - WITS (West College Scotland Information Symposium) - our second conference of WITS 2 took place in August across the three campuses. Supported by Microsoft as part of their Redefining Learning Programme this session was designed to help staff get to grips with the latest software tools and their use in the classroom. Inspiring and interactive keynote presentations from learning technology experts were delivered on each campus with a live feed to the other two campuses using Skype for business.

Following the keynote presentations staff attended hands on workshops sessions on the following topics:

MS Office 365 / MS Office Mix / Sway / OneNote / Virtual presence / Beyond MCQs

These workshops were also repeated again during the November CPD days to ensure that staff had the opportunity to attend a workshop of their choice.



6. EMPLOYEE RELATIONS

PEOPLE STRATEGY

"The college wants to maintain positive employee relations in a challenging financial environment that will be significantly influenced by the introduction of national bargaining."

6.1 LOCAL EMPLOYEE RELATIONS

The College has maintained good working relations with trade union representatives (EIS, Unison and Unite) based on the values of mutual respect and trust during a period of industrial unrest caused by national bargaining. Formal channels of consultation and negotiation are based on local Recognition and Procedure Agreements which include monthly Joint Consultative meetings with trade unions during term time, chaired by a member of the College Executive. Agreed Committee minutes are posted on the staff intranet. Board members are provided with copies of the agreed minutes at meetings of the Organisational Development and HR Committee.

These formal collective arrangements are complemented by regular informal, open agenda meetings with local and national trade union representatives.

6.2 NATIONAL BARGAINING

All negotiations took place through the National Joint Negotiating Committee (NJNC) and key dates/events during the first full year of national bargaining were as follows:

21 January: Acceptance by Unison, Unite and GMB members of 2015/16 support staff pay offer

17 March: Industrial Action by members of EIS over 2015/16 pay offer

19 March: Acceptance by EIS members of 2015/16 and 2016/17 Teaching Staff pay offer

26 June: Management representatives and Depute representatives nominated to newly formed Employers Association

6 September: Industrial action by members of Unison over 2016/17 pay offer. Colleges were also informed by Unison of action short of strike action consisting of members not acting as fire wardens, first aiders or members of personal evacuation teams

27 and 28 September: Industrial action by members of Unison over 2016/17 pay offer

14 December: Acceptance by Unison, Unite and GMB members of amended 2016/17 pay offer

7. RESOURCING AND TALENT PLANNING

PEOPLE STRATEGY

“The College wishes to ensure that it secures, develops, retains and effectively manages sufficient teaching and support staff to provide quality education to students and employer clients within the resources available. It wishes to attract and engage diverse, talented individuals from different backgrounds, heritages and lifestyles. The College wishes to be an “Employer of Choice” by becoming recognised for its positive working environment and conditions of service.”

7.1 STAFF SURVEY

As part of the College’s Collective Ambition Programme (CAP) a staff survey was conducted in May 2016 focussing on the College’s current culture, values and behaviours. The survey was supplemented by a number of focus groups which all staff were invited to attend. Whilst a culture survey was conducted in each of the legacy colleges prior to merger this was the first survey for West College Scotland, and the results therefore provide a clear baseline to build on and inform our ‘improvement agenda’ going forward.

At the all-staff event in August, the College Principal promised an Improvement Plan to address the issues raised in the Staff Survey. The Vice Principal Corporate Development took on this task and developed a College wide improvement plan outlining approaches dealing with the matters raised in the survey. These included, for example, a review of Internal Verification, an approach to team meetings, recruitment etc.

Work is well advanced in a range of areas such as the “Student Journey”, expected behaviours and the establishment of an Operational Managers’ Forum. Progress updates are communicated to staff across the College periodically. Staff involvement is critical to our success and so cross-college staff teams take forward improvement initiatives wherever this approach is possible.

7.2 ITRENT HUMAN RESOURCES MANAGEMENT SYSTEM

iTrent is a single, web based HR, payroll, talent management and workforce planning HR management system.

Since going live with the iTrent system in November 2014, it has now been fully embedded, both for Payroll and HR processes, and for staff using the Self Service functions. We are also continually looking to improve and develop the quality of service to staff and the accuracy of management information, using the system, where possible, to help us to do this. The average accuracy of monthly payroll processing during 2016 was 99.8%.

Web Recruitment is fully developed and is in place using iTrent. The web recruitment has been further reviewed and developed by the HR team to improve the recruitment application process.

The Staff Development module has been developed and populated so that staff have access to their learning Activity records. Staff are now able to update their own memberships and qualifications through the HRonline system.

An iTrent Support Page has been devised and implemented. This is an information and guidance page to help staff on the use of HRonline (the Self Service part of the package), such as how to book a holiday, how to submit a travel claim etc. Information and guidance is also available on 'People Manager', which is the section for staff who have line management responsibility. This page will enable us to support staff going forward and will also help to reduce the number of generic queries which arise and which can easily be answered. Links to short 'help' videos are also included for staff who prefer visual guidance. "Drop in" sessions and one-to-one tuition sessions are also available from the Payroll team who have been striving to ensure that all staff become fully conversant with the Self Service functions. Due to the successful implementation of iTrent, the Payroll team are frequently asked by Midland HR to demonstrate the iTrent system to other organisations. In return the College receives credits for development.

A significant amount of preparatory work has been done in getting ready for our staging date for Automatic Enrolment (the Government's new pensions initiative), which for West College Scotland is July 2017. The system is set up and ready for this and the Payroll team have met with other external organisations to learn from their experience since their go live date. This has been helpful in allowing us to plan/prepare our communication to staff on this subject. We have also ensured we have been kept fully apprised of information available from the Pension Regulator, and liaised with both of the pension schemes we deal with.

7.3 STAFF BENEFITS

West College Scotland has an extremely attractive employee benefits package including an excellent pension scheme, generous holiday entitlement and modern flexible entitlements such as maternity, paternity, dependent care leave etc. Not all of these benefits are obvious to current and prospective employees e.g. we also have a cycle to work scheme, reduced rates for gym membership, access to childcare vouchers, health and wellbeing initiatives etc. To promote these benefits an electronic staff benefits booklet is currently being developed which can be easily accessed and continuously updated for staff and can be referenced as part of the recruitment process.

8. HEALTH SAFETY AND WELLBEING

PEOPLE STRATEGY

“The College will demonstrate that there is a robust system for managing health, safety and risk with clear accountability, to ensure compliance with statutory requirements. The health and safety structure, policy and arrangements will be developed in line with Health and Safety HSG 65 Guidance adopting principles of Plan, Do, Check, Act.”

8.1 HEALTH & WELLBEING SURVEY

An online Health and Wellbeing survey was opened to all staff in West College Scotland in May 2016 with a 17% response rate. The survey findings were helpful in prioritising the Health Working Lives action plan and the conclusions have since been triangulated by evidence from other data, such as sickness absence data, and from other forms of consultation, such as the staff survey.

Some of the key conclusions and resultant actions were in the following areas:-

Conclusion	Action
A need to improve health and safety policy awareness.	The College responded by creating new and revised intranet for health and safety generally and Healthy Working Lives in particular. New reliable information is now promoted via this site.
A need to provide and track increased Health and Safety training.	Programmes in Managing Safely, Food Hygiene, Dealing With Hazardous Spills, Stress Awareness, Resuscitation and Fire Safety and Evacuation have been provided.
A need to focus on health promotion and wellbeing.	Sessions in wellbeing will feature as part of our CPD weeks and a renewed focus on resilience and wellbeing will form the core of our Healthy Working Lives arrangements.
Issues of passive smoking particularly at building entrances/exits.	Plans are underway to make WCS a “No Smoking” Campus in 2017-18.

8.2 HEALTHY WORKING LIVES

West College Scotland had a successful review in 2016 to retain the Healthy Working Lives Gold Award. As well as staff enjoying the high profile Step Count Challenge the College has maintained an educational programme covering such areas as nutritional awareness, alcohol awareness and wellbeing. The College has also offered confidential staff health checks and has continued to offer popular physical activity classes in such things as Palates and Tai Chi. All staff were also given the opportunity to have flu vaccinations provided by Integral Occupational Health.

Building on this success the College will now look to review the arrangements for Healthy Working Lives to connect it to emerging strategic issues such as staff wellbeing, support for carers and looking after the ageing workforce.

8.3 HEALTH SURVEILLANCE

The College takes steps to prevent harm to staff from prolonged exposure to certain occupational health risks e.g. respiratory risks from dusts and fumes, dermatological risks from chemical products, noise risks from powered machinery, vibration risks from power tools etc. Controls may include engineered solutions such as Local Exhaust Ventilation (LEV), establishing Hearing Protection Zones and, as a last line of defence, Personal Protective Equipment (PPE) such as masks, hearing protection etc. To check that our control measures are effective we monitor staff who may potentially be exposed to such hazards. We do this through a programme of regular occupational health nurse clinics and, where necessary, occupational health physician reviews relating to:-

- a. Lung function – for 151 members of staff
- b. Hearing – for 125 members of staff
- c. Skin problems – for 371 members of staff
- d. Vibration induced symptoms – for 23 members of staff

The health surveillance programme has been able to provide the College with reassurance that our risk control measures seem to be working. All individuals working with these risks have been tested to ensure they are fit to continue working in these areas

8.4 INCIDENTS

Table 5: Accidents/Incidents

Non-Reportable Accidents	104 (54%)
Reportable Accidents	1 (0.5%)
Illness	77 (40%)
Violence	6 (3%)
Near Miss	5 (2.5%)
Total	193 (100%)

Figure 18: Breakdown of accidents by group

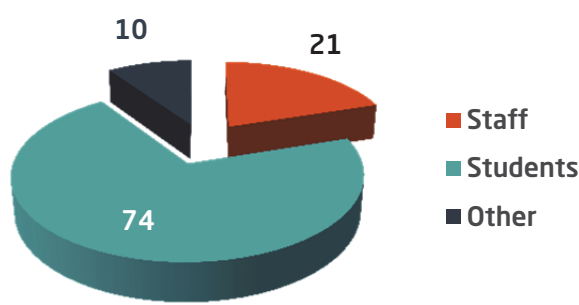
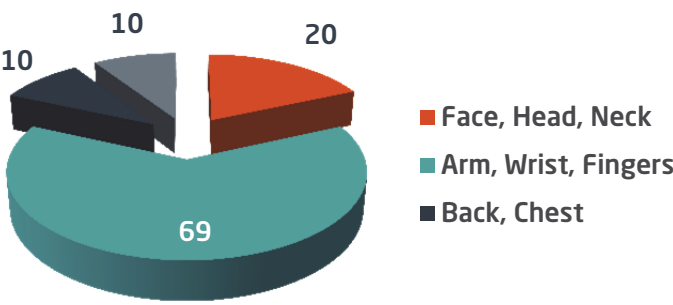


Figure 19: Injuries to Body



9. DATA PROTECTION AND FREEDOM OF INFORMATION

9.1 FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of information (Scotland) Act 2002 came into force on 1st January 2005 and covers public authorities in Scotland. Under the Act a person who requests information from a Scottish Public Authority which holds it is entitled to be given it by the Authority. The right is subject to certain conditions and exemptions. The Act is enforced by the Scottish Information Commissioner.

As well as responding to requests Public Authorities must publish certain information on their website.

Public Authorities must provide the information, or tell requestors why they will not provide it, within 20 working days.

The College received 44 FOI requests during 2016 (1 more than in 2015). Table 2 provides an indication of the broad areas the requests covered.



Table 2: FOI Requests

		Nature of Request									Total
Requested By	Funding	HR - Contracts	HR - VS	HR - Other	IT - Contracts	IT - General	Nursery	Student data info	Tenders/ Contracts	Other	
	Trade Union	1	3		5			1	1	1	12
	Scottish Parliament				1			3			4
	Newspaper/Media			1						2	3
	Individual/Company	1			4	3		6	7	4	25
	Total	2	3	1	10	3		10	8	7	44

9.2 DATA PROTECTION ACT 1998

The Data Protection Act 1998 (DPA) governs access to personal information (i.e. information about an individual and others) and applies to the whole of the UK.

The Director Organisational Development & HR is the Data Protection Officer for West College Scotland in terms of the Data Protection Procedure. It is his role to determine the purposes for which and the manner in which data is processed.

The College should provide the information, or tell the requestor why we will not provide it, within 40 days. The College received 26 DPA requests during 2016. This was 18 less than the 44 requests in 2015. Table 3 provides an indication of the broad areas requests covered. The College is not aware of any breaches of the DPA and no complaints were received.

		Nature of Request					
Requested By		Student Personal Data	Student - General Personal Stats	Staff Personal Data	CCTV request	Specific Incident	Total
	Police Scotland	11					11
	SAAS	9					9
	Local Authority	2					2
	Student	1					1
	Solicitors	1		2			3
Total	24	0	2	0	0	26	

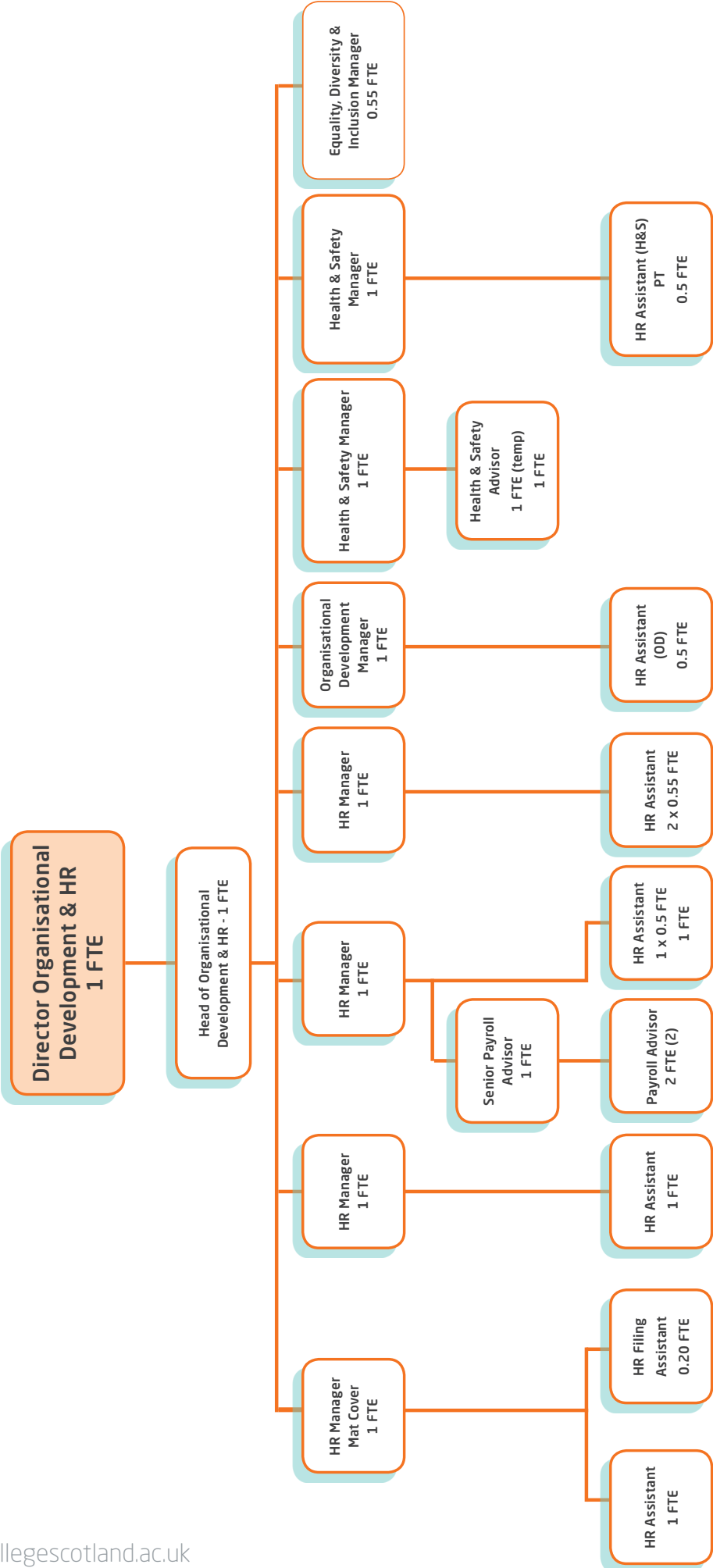
The DPA provides the facility for the College (as a data controller) to release personal data to a third party (e.g. the police force) for the following purposes:

- a. The prevention or detection of crime;
- b. The apprehension or prosecution of an offender; or
- c. The assessment or collection of any tax or duty or of any imposition of a similar nature.

The College received 11 requests from Police Scotland in 2016. Where no court order has been made the decision on whether to release information lies with the College (i.e. with the Data Protection Officer). The requests can come into the College at a variety of points therefore the College recently developed new guidance for staff – **Data Protection Act: Guidance On Police Enquiries** – in order to set out how such requests should be handled.



10. APPENDIX: ORGANISATION CHART



TITLE: REMUNERATION COMMITTEE: REMIT AND
MEMBERSHIP

Background: The review of the effectiveness of governance identified a matter relating to the remit and membership of the Remuneration Committee that needed some further consideration. The Board had previously agreed that the Chair of the Corporate Development Committee should chair the Remuneration Committee on an interim basis as there were a number of matters that were continuing from earlier meetings (Board meeting of 30 January 2017 – BM342.3). However, this matter had not been picked up at the last meeting of the Remuneration Committee as it was inquorate and so a proposal to amend the remit of the Committee is now sought. The Board is invited to consider amending the remit to allow the Chair of the Corporate Development Committee to chair meetings of the Remuneration Committee until further notice. The remit and membership of the Remuneration Committee is attached for information with the proposed change highlighted.

Action: The Board is asked to approve the following amendment to the remit of the Remuneration Committee:

‘The Vice Chair of the Board of Management, *or the Chair of one of the standing Committees of the Board*, will Chair the meetings. If the chair is not available to chair the meeting then the members of the Remuneration Committee will appoint a chair from amongst those members present, but the Chair of the Board of Management may not chair meetings of the Remuneration Committee.’

Lead: Mark Newlands, Chair of the Remuneration Committee

Status: Open

West College Scotland
Board of Management
Remuneration Committee

Statement of Purpose

The Board provides the principal governance mechanism through which activities are managed in accordance with legislation and regulations, as well as ensuring that systems are in place to provide efficiency, effectiveness and economy. However, the Board has delegated some of its responsibilities to certain committees.

The purpose of the Remuneration Committee will be to determine the remuneration and terms and conditions of the Principal, all other members of the College Executive (which comprises the three Vice Principals), and the Secretary to the Board, and to ensure due process is followed.

1. Remit

- a. The Committee will review and determine the remuneration and terms and conditions and, where appropriate, the severance conditions of the Principal, all other members of the College Executive and the Secretary to the Board, on behalf of the Board of Management.
- b. To assist the Committee to make salary awards it will receive performance appraisal reports on the Principal, all other members of the College Executive, and the Secretary to the Board.
- c. The Chair of the Board of Management will conduct the annual performance appraisal of the Principal and of the Secretary to the Board.

The annual performance appraisal of the College Executive will be consistent with the recommendations in the College's HR Policy.

The Principal will not be present when her/his salary, severance conditions or performance is being considered.

The Vice Chair of the Board of Management, *or the Chair of one of the standing Committees of the Board*, will Chair the meetings.

If the chair is not available to chair the meeting then the members of the Remuneration Committee will appoint a chair from amongst those members present, but the Chair of the Board of Management may not chair meetings of the Remuneration Committee.

2. Membership

The Committee will comprise:

The Chair of the Corporate Development Committee (Interim Chair of the Remuneration Committee)
The Vice Chair of the Board of Management
The Chair of the Board of Management
The Chair of the Audit Committee
The Chair of the Estates Committee
The Chair of the Finance and General Purposes Committee
The Chair of the Learning, Teaching and Quality Committee

The Chair of the Organisational Development and HR Committee

Attending;

The Principal
Professional advisers as required.

3. Frequency of Meetings

As required, and should be at least annually

4. Quorum

A quorum will be four Members,

5. Secretariat

Secretary to the Board of Management.

Papers for the meeting will be sent out 7 days in advance of the meeting.

The Committee will report to the Board of Management as required.

6. Review

The Remit will be subject to review by the Committee annually.

Membership:

Mark Newlands (Chair)
Keith McKellar
Nick Allan
Mike Haggerty
Jacqueline Henry
Lyndsay Lauder
John McMillan
Joyce White

Approved by the Board of Management, March 2016
Membership Updated 01.01.17 and approved by Board 30.01.17

TITLE: **NOMINATIONS COMMITTEE**
Minutes of the meeting held on 27 February 2017

Action: The minutes of the meeting held on 27 February 2017 are attached. There are two recommendations for consideration and some matters for information.

1. Recommendations

i. NM62 Committee Remit and Membership - the Board is asked to consider an amendment to the membership of the Nominations Committee as follows:

Membership

The membership shall be:

- The Chair of the Board of Management
- The Vice Chair of the Board of Management
- The Chairs of the standing Committees of the Board
- One staff member
- The Student President.

As detailed in Annex 1 to the minutes.

ii. NM64 Co-opted Membership: Succession Planning – the Committee

RECOMMENDS to the Board that Wilma Bain's appointment as a co-opted member of the Learning, Teaching and Quality Committee be extended for the period 1 April 2017 to 31 March 2018.

2. Items for Information

i. NM63 Membership of Board and Committees: Succession Planning - the Committee has been considering the membership of the Board and Committees and the need to widen the recruitment pool and increase diversity on the Board. Advice from a number of sources is being sought to help with this. It is the intention to start another recruitment process shortly.

ii. NM65 Senior Independent Member – the Committee noted information provided by the College Development Network on the role of the Senior Independent Member. This is attached at Annex 2 for information.

Lead: Keith McKellar, Chair, Board of Management

Status: Open

WEST COLLEGE SCOTLAND

NOMINATIONS COMMITTEE

MINUTE: 27 February 2017

Present: Keith McKellar (in the Chair)
Andrew Hunter, Lyndsay Lauder, John McMillan, Alison Mitchell, Mark Newlands.

Attending: Gwen McArthur, Secretary to the Committee.

Apologies: Nick Allan, Mike Haggerty, Jacqueline Henry, Mark Newlands, Joyce White.

NM59 DECLARATION OF INTERESTS

None.

NM60 MINUTES

The minutes of the meeting held on 13 December 2016 were approved.

NM61 ACTIONS FROM THE MINUTES

The Committee noted the actions taken since the last meeting and in particular the following:

- .1 Leave of Absence Policy (NM52.1)** – a draft policy for leave of absence for Board members had just been developed. It was **agreed** that it would be circulated to the members of the Committee for consideration and feedback.
[Action: GMcA]

- .2 Annual Reviews of Board Members (NM54.2)** – it was noted that the annual review process for Board members had started.

NM62 COMMITTEE REMIT AND MEMBERSHIP (NM53)

The Committee considered its remit and membership in light of the changes in appointment of the Vice Chair and the Committee Chairs. As it was currently worded the Vice Chair of the Board would not be a member of the Nominations Committee, as she was not currently a Chair of a Standing Committee of the Board. The Committee was clear that the Vice Chair of the Board should be a member of this Committee and so

RECOMMENDS to the Board that its membership be amended to read as follows:

Membership

The membership shall be:

- The Chair of the Board of Management
- The Vice Chair of the Board of Management
- The Chairs of the standing Committees of the Board
- One staff member
- The Student President.

As detailed in Annex 1 to the minutes.

[Action: GMcA]

NM63 MEMBERSHIP OF BOARD AND COMMITTEES: SUCCESSION PLANNING (NM55)

The Committee noted that Joyce White had resigned from the Board with effect from 31 March 2017. It was noted that J White was also currently the Chair of the Finance and General Purposes Committee. In discussion the Committee was of the view that, in the short term, there was a need to find someone with appropriate financial skills and expertise. However, in the longer term consideration needed to be given to widening the recruitment pool and to create an environment that encouraged and motivated individuals to apply. More support could also be provided to new members in terms of mentoring and support, to help them understand the environment in which the College operated and to instil confidence in them. Some individuals might find it easier to join a committee first before considering joining the Board itself, an approach that the Committee would support. The Committee was also aware of the need to have a gender balance on the Board and to encourage diversity.

As a first step the Committee was of the view that:

- The advertisement and further particulars for the Board vacancy be drafted and circulated to the Committee members for comment and feedback; **[Action: GMcA]**
- Further information be sought on different organisations where this vacancy could be drawn to their attention (e.g. through the Community Partnerships, Chambers of Commerce Women's Network; etc); **[Action: LL]**
- Professional advice be sought from others, such as head hunter firms, as to the best places to advertise such appointments; **[Action: KM]**
- Board members be asked to assist by informing their networks and contacts of this vacancy and to help widen the potential pool of applicants. **[Action: KM]**

It was **agreed** that the Board be informed of the actions the Committee was taking in relation to recruitment.

NM64 CO-OPTED MEMBERSHIP: SUCCESSION PLANNING

It was noted that the period of membership of W Bain, the co-opted member on the Learning Teaching and Quality Committee, was due for review. Her appointment was currently for the period to 31 March 2017. Both the Chair and the Vice Chair of the Learning, Teaching and Quality Committee had confirmed that they were pleased with W Bain's performance and contributions to the Committee and asked that her appointment be continued for a further year. In light of this the Committee

RECOMMENDS to the Board that Wilma Bain's appointment as a co-opted member of the Learning, Teaching and Quality Committee be extended for the period 1 April 2017 to 31 March 2018. **[Action: GMcA]**

NM65 SENIOR INDEPENDENT MEMBER

The Committee noted information that had been provided by the College Development Network (CDN) on the role of the Senior Independent Member. John McMillan, the Senior Independent Member, had attended the networking event held by CDN in December where this information had been produced. The Committee welcomed this information which would be provided to the Board – attached at Annex 2 to the minutes. **[Action: GMcA]**

NM66 RISK (NM57)

The Committee considered the main risk to be the failure to attract suitable candidates to apply to join the Board and how this might impact on the gender balance of the Board. The Committee was clear that it needed to consider its recruitment process in order to attract good candidates. The Committee was also clear that it needed to appoint the best candidate for the post, rather than be driven by other factors. In terms of mitigating actions, the Committee was currently developing its recruitment and retention plan, and would seek advice from other professional organisations on how to achieve the best outcome for the Board and its Committees.

Annex 1

West College Scotland

Board of Management

Nominations Committee

Statement of Purpose

The Board provides the principal governance mechanism through which activities are managed in accordance with legislation and regulations, as well as ensuring that systems are in place to provide efficiency, effectiveness and economy. However, the Board has delegated some of its responsibilities to certain committees.

The purpose of the Nominations Committee will be to consider and make recommendations to the Board on Board appointments ensuring due process is followed, to consider matters of succession planning, and to consider processes in place for the induction, training and development of Board members.

1. Remit

- a. To manage the process for identifying individuals for nomination to membership of the Board of Management, using appropriate search and recruitment methods and following good practice, and to nominate such Board member appointments and extensions of appointments to the Board of Management, all in accordance with the guidance issued by the Scottish Ministers as amended or updated from time to time;
- b. To review and consider the composition and balance of the Board of Management in relation to equality of representation as well as particular skill sets;
- c. To make recommendations to the Board of Management regarding the appointment or reappointment of the Vice Chair of the Board of Management, the Senior Independent Member, as well as the Chairs and members, including co-opted members, of its standing committees;
- d. To develop and keep under review succession planning arrangements taking into account the challenges and opportunities facing the College and the impact these have on the skill and expertise required by the Board of Management;
- e. To develop and keep under review procedures for the induction, training, development and evaluation of Board members.
- f. To review the attendance of members of the Board of Management and its standing committees and to take follow up action as appropriate.

2. Frequency of Meetings

As required, and should be at least annually

3. Membership

The membership shall be:

- the Chair of the Board of Management
- *the Vice Chair of the Board of Management*
- *the Chairs of the standing Committees of the Board*
- One Staff Member*
- The Student President

The Chair of the Board of Management will be Chair of the Committee.

Committee members will normally be appointed to serve a four- year term, or for the period of their term of office.

*The Staff members will serve for 2 years each (in succession), so that both the Teaching staff member and the Support staff member will have the opportunity to join this committee during their period of membership of the Board.

The Principal will not be a member of, nor attend meetings of the Nominations Committee.

4. Quorum

A quorum will be four Members of the Board of Management,

5. Secretariat

Secretary to the Board of Management.

Papers for the meeting will be sent out 7 days in advance of the meeting.

The Committee will report to the Board of Management as required

6. Review

The Remit will be subject to review by the Committee annually.

Approved by the Board – 22 June 2015

Revised 23.08.16

Revised 27.02 17

MEMBERSHIP 2017

Keith McKellar, Chair

Jacqueline Henry, Vice Chair of the Board of Management

Committee Chairs

Nick Allan

Mike Haggerty

Lyndsay Lauder

John McMillan

Mark Newlands

Joyce White

Staff Member

Alison Mitchell

Student President

Andrew Hunter

GMcA/Revised 27.02.17

NOTE OF CONCLUSIONS OF NETWORKING EVENT FOR SENIOR INDEPENDENT MEMBERS

7TH DECEMBER 2016

The discussion identified four main areas for debate:

- a) A common understanding of the role/remit of a Senior Independent Member (SIM)
- b) The attributes required when considering appointment of a SIM including
 - The degree of 'independence' required
 - The extent to which the role can be held in conjunction with other posts
 - The personal characteristics required
- c) The role of the SIM in Chair Appraisal
- d) The relationship between the SIM and other key personnel both inside the college and externally (SFC/government/regional strategic body)



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Role/Remit of the SIM

The role of the SIM is described in general terms in the sector's Code of Good Governance -

“A14. The board must appoint one of the non-executive members to be the senior independent member to provide a sounding board for the chair and to serve as an intermediary for the principal, other board members and the board secretary when necessary (see Annex 1 for the definition of ‘non-executive’). The senior independent member should also be available where contact through the normal channels of chair, principal or secretary has failed to resolve an issue or for which such contact is inappropriate. Further information on the role of the senior independent member can be found in The Guide for Board Members in the College Sector. “

“D24. The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs. The evaluation of the board chair should normally be led by the vice-chair/senior independent member. “

Until now, few colleges have had cause to make use of their SIMs, except with regard to the Chair appraisal process. In some instances the post has been explicitly linked with that of the Vice Chair while in others a conscious decision has been taken to differentiate the post from that of the Vice Chair/ Chair of Audit etc in order to protect its independence from the Chair.

Roles currently being undertaken by SIMs vary but include

- Organiser of the Chair's appraisal including coordinating board member views, providing feedback to the Chair (orally and/or in writing). Some SIM's are doing this in conjunction with the Vice Chair, others are doing it themselves and others hold both roles in any case
- Addressing any issues with the Chair that are raised with the SIM by board members, the Principal or senior staff
- Drawing matters to the attention of the Board if they are not mentioned by the Chair
- Acting as a link to the rest of the Board for the Board Secretary if he/she is concerned about a Chair's decision on the information provided to the Board
- Sounding board/confidante for the Chair, individual board members, Principal and in some cases SMT
- Hears appeals over the removal of a board member
- Ex officio Vice Chair or Remuneration Chair.

It was agreed that it would be helpful to have a common understanding of the role of the SIM in order to inform their appointment process, ensure that postholders understand what is expected of them and that other board members and the board secretary know what they can expect from the postholder.

The following SIM role description was proposed –

The Senior Independent Member is appointed by the Board as a whole to provide advice and guidance to the Board Chair, as required and on its members' behalf, in order to support good standards of corporate governance and the maintenance of collective responsibility. Situations in which that advice and guidance may be required include

- a) Leading the annual appraisal of the Board Chair, alone or in conjunction with the Vice Chair, including ensuring
 - i. All board members have an opportunity to express their views on the Chair's performance over the last year and areas for development over the coming 12 months
 - ii. The Chair is given the opportunity to understand and discuss the collective views with the SIM
 - iii. An annual development plan is agreed with the Chair and the SIM ensures the board is informed of its content
 - iv. If required, the SIM facilitates the provision of information from the appraisal process to the Chair's appointing body (Scottish Government or the Regional Strategic Body)
- b) Intervening with the Chair, on behalf of the Board, if board members, the board secretary or senior staff are concerned that the Chair's actions are undermining good standards of corporate governance and the maintenance of collective responsibility, including if the Chair
 - i. Is unable to fulfil the responsibilities set out in the letter of appointment
 - ii. Fails to make pertinent information available to the Board as a whole
 - iii. Undermines the collective responsibility of the Board as a whole
 - iv. Acts in a manner which brings the Board into disrepute, including failing to address personal conflicts of interest
 - v. Is unable to work with the Principal to ensure that the staff of the organisation provide the Board with the service required, including adequate sources of information and assurance and delivery of performance
- c) Acting as a sounding board for the Chair in pursuit of good standards of corporate governance and collective responsibility.

Should a SIM ever have serious concerns about the propriety, regularity or governance of the college, and these cannot be resolved satisfactorily with the Chair, they should inform the Scottish Funding Council or, in the case of an assigned college, the relevant Regional Strategic Body.

Attributes of a SIM

It was agreed that when appointing a SIM, Boards should give careful consideration to the personal attributes required of that postholder. The following attributes were suggested –

- Seen as having personal integrity and being independent of the Chair and Principal
- Experienced in and knowledgeable of the requirements of good governance and collective responsibility
- Respected by all board members and able to engage constructively with all concerned
- Ability to consider matters calmly and constructively, striking an appropriate balance between support and challenge

It was agreed that it should be for each Board to decide whether the SIM also holds other senior roles e.g. Vice Chair, Chair of Audit but, in doing so, Boards must satisfy themselves that any additional roles will not undermine the individual's ability to fulfil the role of SIM – the role of SIM is set out in the Code of Good Governance and is therefore a condition of grant.

When appointing the SIM, Boards may wish to give consideration to how long the appointment should last.

Role of SIM in Chair Appraisal

It was noted that the Code of Good Governance states

“The evaluation of the board chair should normally be led by the vice-chair/senior independent member.”

It is therefore for each Board to decide the respective roles of the SIM and Vice Chair in the Chair Appraisal process. It was clear however that most SIMs have led or been involved in appraisal of their Chair to date. The processes adopted varied at the margins but there were a number of common features –

1) How are board member’s views canvassed?

- Most use a written form that lists criteria and board members are asked to assess performance against them.
- A range of forms are used, involving different criteria, different scoring and different requirements for comments and evidence.
- Some board’s invite the Principal to take part in the process, others don’t

2) Who collates the information?

- Forms are sent to either the board secretary who collates them for the SIM/Vice Chair, or directly to the SIM/Vice Chair who aggregates them personally
- Some boards ask members to add their name to the form which is seen only by the board secretary/SIM/ Vice Chair, others complete the forms anonymously

3) How is the feedback offered to the Chair?

- Mostly in written summary form plus a 1:1 meeting with the SIM and/or Vice Chair, which also agrees future development plans for the Chair

4) How are the results reported back to the Board?

- Most colleges provide a confidential written report to board members and report back on it (in some colleges the Chair withdraws for this discussion, in others he/she is present)
- A few colleges provide only verbal feedback to the Board which the Chair may or may not attend

5) Any links with the Chair appraisal process undertaken by Scottish Government (SG) or the Regional Strategic Body (RSB)?

- The position is still unclear. Some appraisal processes take account of the record of the Chair’s appraisal with SG/RSB, others don’t. In no cases have SG/RSB asked for feedback from the board appraisal process.

The meeting agreed that further work is needed to help SIMs ensure they are reflecting best practice in the Chair appraisal process.

Jan Polley
5th January 2017

TITLE: **ESTATES COMMITTEE**
 Minutes of the meeting held on 28 February 2017

Action: There is 1 recommendation for consideration and a number of matters for report.

.1 Recommendation
 EM214 Paisley Campus: Inchinnan/Oakshaw Project – the Committee considered this project in some detail, including visiting the buildings concerned. It now recommends to the Board that this project proceed. This will have been discussed earlier at agenda item 10.

.2 Matters for Report
 EM202 Regional Outcome Agreement 2017/2020 – the Committee considered the draft Regional Outcome Agreement for the period 2017/18 – 2019/2020.

EM203 Summary Operating Plan 2016/17 – the Committee welcomed and endorsed the Operating Plan.

EM208 Estates Maintenance Plans 2016-2021- the Committee noted reports on a number of matters including the development of a 5 year maintenance plan; progress with implementing the Carbon Management Plan; and the development of key performance indicators.

 The Committee received update/progress reports on a number of matters including the following:

 EM204 Emerging Opportunities

 EM205 Development of Outline Business Case – Paisley

 EM206 Leased Property Update

 EM207 Room Utilisation Survey

Lead: Nick Allan, Chair of the Estates Committee

Status: Open, except for items EM213, 214 and 215 which are deemed to be reserved as they are commercially sensitive

DRAFT

ESTATES COMMITTEE

MINUTES: 28 February 2017

Present: Nick Allan (in the Chair), Audrey Cumberford (from Item 9), Andrew Hetherington and John McMillan.

Apology: Keith McKellar

Attending: David Alexander (Vice Principal Operations), Stephanie Graham (Vice Principal Educational Leadership), Alan Ritchie (Director of Finance and Estates), Peter Thorne (Head of Estates) and Douglas Wilson (for the Secretary to the Committee).

EM198 DECLARATION OF INTERESTS

Audrey Cumberford, John McMillan and David Alexander declared an interest as Trustees of the West College Scotland Foundation.

EM199 MINUTES

The minutes of the meeting held on 15 November 2016 were approved as a correct record.

EM200 ACTIONS FROM THE MINUTES

The Committee noted the actions taken since the last meeting.

EM201 MATTERS ARISING – SCOTTISH FUNDING COUNCIL (SFC) 2017/18 – FUNDING UPDATE (EM194)

The Vice Principal Operations provided a summary analysis of SFC funding for 2016/17 and 2017/18 with respect to the indicative core grant funding and specifically for estates maintenance. With respect to estates maintenance funding the Committee noted the 2017/18 indicative allocation of £1.973m as compared to the total allocation of £2.425m received during the course of 2016/17.

EM202 REGIONAL OUTCOME AGREEMENT 2017/18 TO 2019/20 - UPDATE (BM338)

The Board at its meeting on 30 January 2017 had welcomed the draft Regional Outcome Agreement (ROA) and agreed that each of the Board's Committees should consider the document and provide any input as appropriate to their remit. The Committee had reviewed the draft ROA and endorsed the draft subject to the following amendment with respect to Priority Outputs to be delivered in Academic Year 2017/18 'Estates – the College is seeking to secure SFC approval to move to a final business case for the Finnart Street, Greenock and Paisley campuses in order to deliver College Estate Strategy objectives'.

EM203 SUMMARY OPERATING PLAN 2016/17 (BM311)

The Board at its meeting on 5 December 2016 had welcomed the College summary operating plan 2016/17 and agreed that each of the Board's Committees should consider the plan and provide any input appropriate to their remit. The Committee considered and endorsed the summary operating plan 2016/17.

EM204 EMERGING OPPORTUNITIES (EM190)

The Vice Principal Operations provided the Committee with an update report on a range of estates matters across the College's main campuses. The College had undertaken, and continued to undertake, a significant programme of engagement with partners in seeking to progress emerging estates opportunities and models. [REDACTED]

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EM205 DEVELOPMENT OF OUTLINE BUSINESS CASE – PAISLEY (EM193)

The Vice Principal Operations provided an update report on the development of an outline business case (OBC) for the College estate in Paisley.

The Estate Strategy had confirmed the College's commitment to the existing Renfrew Road site and indicated the intention to undertake an options review and prepare an outline business case for the redevelopment of current facilities.

[REDACTED]

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EM206 LEASED PROPERTY UPDATE (EM189.1)

The Head of Estates provided the Committee with an update report on the progress made in relation to College leased properties. The Committee noted the current position and agreed that the Vice Principal Operations serve the required 6 months' notice with respect to the lease of The Hub, High St, Dumbarton should it be determined that this was the best option for the College.

[Action: DA/PT]

EM207 ROOM UTILISATION SURVEY (EM189.3)

The Head of Estates provided the Committee with a summary of the principle findings of the room utilisations survey undertaken in November 2016. It was acknowledged that the College now had space utilisation trend data which showed a consistent trend across each campus and the College as a whole recognising that there was scope for improvement. The information gathered would continue to be used to support any future estate planning.

EM208 ESTATES MAINTENANCE PLANS 2016-2021 (EM194)

The Director of Finance and Estates provided an update on a range of estates management matters including the following:

- Scottish Funding Council (SFC) estate maintenance funding – the College had received its indicative funding allocation of £1.973M for estates maintenance in 2017/18 compared to a total allocation of £2.425m received during 2016/17. The funding continued to be allocated on an activity basis rather than on a needs basis pending completion of a sector wide building conditions survey not scheduled to be completed by the SFC until late 2017. The additional capital maintenance funding of £942,000 received from SFC for 2016/17 would be allocated to the Inchinnan/Oakshaw project as reported elsewhere on the agenda.

➤ 5 year maintenance planning – the Committee had previously been advised that the condition survey undertaken in 2015 had identified investment of £33m in the college estate over the next 10 years. As a result the College had initiated a comprehensive review of the works identified in the survey in order to align those with the objectives set out in the Estate Strategy. An update on the funding available to the College was set out in the report. Net depreciation funding of £1.2m for 2016/17 had been approved by the SFC for use against the strategic priority of estate maintenance and without the availability of those funds the level of estates expenditure could not be maintained beyond the current year. This aspect of College funding would continue to be discussed with the SFC.

➤ Sustainability – The College is investing £100k towards the implementation of its Carbon Management Plan and has saved 170 tonnes of CO2 compared to the base year of 2014/15. This represents just over 3% of the intended target. Work continues towards this target, in particular, with respect to the proposed Clydebank District Heating System. It was agreed that the Chair, as the Carbon Champion, would be invited to attend a meeting of the Sustainability Group.

➤ Key performance indicators - The Committee previously noted that the College had been invited to attend a benchmarking club which comprised 3 other colleges – Edinburgh, Forth Valley and Dundee and Angus colleges. It was anticipated that this group would conclude its initial review of its baseline position by March 2017 with an update presented to the next meeting of the Committee.

[Action: AR]

EM209 COMMUNITY EMPOWERMENT (SCOTLAND) ACT 2015 (EM189.2)

The Head of Estates provided a report on the potential implications of the Community Empowerment (Scotland) Act 2015. This included issues with regard to asset transfer requests, community planning and participation requests. The Committee noted the potential wide ranging obligations within the legislation although the resource implications were as yet not fully known. As the legislation comes into force the College would continue to monitor the implications and report back to Committee as appropriate.

[Action: PT]

EM210 STRATEGIC RISK (EM195)

The Committee noted the updated strategic risk register and endorsed the register for consideration by the Audit Committee and subsequently the Board.

[Action: AR]

EM211 SCHEDULE OF BUSINESS 2016/17 (EM196)

The Committee noted its Schedule of Business for 2016/17.

EM212 NEXT MEETING

Tuesday 30 May 2017 at 4.00 p.m. at the Greenock Campus.

DW/20.03.17/Draft v2

RESERVED BUSINESS

The following items are deemed to be restricted under the Freedom of Information Act as being commercially sensitive.

EM213 OPTIONS APPRAISAL AND OUTLINE BUSINESS CASE – GREENOCK (EM192)

The Vice Principal Operations provided an update report on the current position of the outline business case for the development of the Greenock campus. The business case for the Greenock campus had been previously submitted to the Scottish Funding Council (SFC). [REDACTED]

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EM215 CLYDEBANK DISTRICT HEATING SYSTEM (EM201)

The Vice Principal Operations provided an update report on the development of the Clydebank District Heating System. The Committee at its previous meeting had considered a presentation from representatives of West

Dunbartonshire Council and Dawn Developments on the progress towards the installation of a District Heating System. [REDACTED]

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TITLE: FINANCE AND GENERAL PURPOSES COMMITTEE
Minutes of the meeting held on 7 March 2017

Action: There are 2 recommendations and a number of matters for report.

.1 Recommendations

- i. FPM123 Review of Financial Regulations** – the Committee **RECOMMENDS** to the Board that the proposed amendments to the Financial Regulations be approved as set out in Annex 1 to the minutes.
- ii. FPM128 Oakshaw/Inchinnan Project** – the Committee recommends that this project be approved. This matter will have been discussed at agenda item 10.

.2 Matters for Report

FPM117 Draft Regional Outcome Agreement (ROA) 2017-2020 – the Committee considered the draft ROA and noted that the final edition would be brought to the Board for approval.

FPM118 Operational Planning 2016/17 – the Committee considered the Operational Plan for 2016/17. While it welcomed this document the Committee was aware that this was at a detailed level and agreed that an update on progress should come forward that was more strategic in the information provided.

FPM119 Vice Principal Update – the Vice Principal Operations updated the Committee on a range of matters including the funding settlement from SFC for 2017/18; the level of cash anticipated to arise from net depreciation during 2016/17 and the proposal to apply this to support key priorities, namely loan repayments and estates maintenance and upgrades. The Committee also discussed the future financial sustainability of the College and particularly the number of matters that would impact on this but were outwith the control of the College, but the College would have to manage the impact they would have.

FPM120 IT Strategy – the Committee welcomed the progress report on implementing the IT Strategy.

FPM122 New Banking Arrangements – it was noted that the College would transfer to the Scottish Government's banking service operated by the Royal Bank of Scotland by 1 April 2017 (this being a requirement following the reclassification of colleges).

FPM124 Procurement and Improvement Plan – the Committee noted the outcome of the Procurement and Commercial Improvement Plan (PCIP) review that had been conducted in December 2016. The

Committee was pleased to note that the outcome showed that the score achieved by the College was reasonable. Sound procurement processes have been embedded and there is buy in from senior management.

Lead: Joyce White, Chair, Finance and General Purposes Committee

Status: Open, except for FPM128 which is restricted as it is deemed to be commercially sensitive

FINANCE AND GENERAL PURPOSES COMMITTEE

MINUTES: 7 March 2017

Present: Joyce White (in the Chair), John Leburn, Keith McKellar.

Attending: David Alexander (Vice Principal Operations), Alan Ritchie (Director of Finance and Estates), David Black (Director of IT), Vivienne Mulholland (Head of Finance and Student Funding), Gwen McArthur (Secretary to the Committee).

Apologies: Audrey Cumberford.

FPM111 WELCOME

The Chair welcomed the new member, John Leburn, to his first meeting.

FPM112 DECLARATION OF INTERESTS

David Alexander declared an interest as a Trustee of West College Scotland Foundation.

FPM113 MINUTES

The minutes of the meeting held on 22 November 2016 were approved.

FPM114 MINUTES OF JOINT MEETING WITH AUDIT COMMITTEE

The minutes of the Joint meeting held with the Audit Committee on 22 November 2016 were noted and agreed.

FPM115 ACTIONS

The Committee noted a report on actions taken since the last meeting.

FPM116 REMIT AND MEMBERSHIP (FPM96)

The Committee noted that, at its meeting in December, the Board had approved the amendments to its remit.

The Chair informed the Committee that she would be resigning from the Board and this Committee with effect from 30 June 2017.

FPM117 DRAFT REGIONAL OUTCOME AGREEMENT 2017-2020 (FPM97)

The Committee received the Draft Regional Outcome Agreement (ROA) for the period 2017/18 – 2019/20. In particular the Committee considered the matters contained within the ROA that fell within its remit. In discussion it was noted that sector wide information was available for the data contained in the outcome measures tables, and in some cases this data would be updated on reaching agreement with SFC on the final version of the ROA.

The Committee noted that the ROA was still in draft form and that the final version for submission to the SFC would be brought to the Board meeting at the end of March for approval.

FPM118 OPERATIONAL PLANNING 2016/17 (BM311)

The Board had considered the Summary Operating Plan 2016/17 at its meeting on 5 December 2016 and had asked that each Committee should consider this Plan in relation to the matters that fell within its remit. The Operational Plan provided an oversight of the key priorities for 2016/17 and how these tied in with the Corporate Plan and fed into the risk management process, as well as providing assurance that such activity was being managed by the Executive. The Committee welcomed consideration of this Plan. The Committee noted that the document was very detailed but acknowledged that this was driven by the fact that it was at an operational level. The Committee **agreed** that an update on progress, which was more strategic in the information provided, should come forward once per annum so that the Board could monitor the key priorities and progress made.

[Action: DA]

FPM119 VICE PRINCIPAL UPDATE (FPM98)

The Vice Principal Operations provided the Committee with an update on a range of matters relating to the financial position of the College and the reporting requirements that had to be met, including the following matters:

- At the last meeting the Committee had noted that the level of cash anticipated to arise from net depreciation during 2016/17 was expected to be £1,773,000, which would be applied towards two key priorities: to repay loan capital amounts (£601,000); and to maintain levels of student support funding (£563,000), leaving a balance of £609,000 for other key priorities. This had been agreed with SFC. However, since then the SFC had allocated an additional £250,000 of student support funding. This amount would be sufficient to meet the total required by the College for student support funding for the year and so the £563,000 set aside previously could be re-allocated.
It was noted that the remaining funds (i.e. the £563,000 and the balance of £609,000) would now be used to support estates maintenance and upgrades, with £563,000 being specifically allocated to support the Oakshaw/Inchinnan Project. This had been agreed with SFC and the Committee supported this action.
- As previously reported the Scottish Government remained committed to identifying a long-term sustainable sector solution in relation to levels of student support funding. A national review group had now been established and the Committee noted its membership.
- The Committee noted the final overall funding settlement made by the SFC to the College in 2016/17 including all the movements that had occurred

during the year. The SFC had recently announced the indicative funding allocation for 2017/18 which showed an overall reduction in funding of 0.24% from the previous year. Discussions with SFC would continue regarding the final allocations to be made and the use of cash arising from net depreciation funds.

- The Committee was aware that meetings with SFC had been held to discuss a number of matters relating to the future financial sustainability of the College. However, the Committee was aware that a number of these matters were not matters under the control of the College, but the College would have to manage the impact such decisions would have on it. The potential negative impact certain decisions might have on the financial position of the College had been highlighted in the discussions with SFC and there would continue to be meetings in order to work through the issues raised. The Committee was aware that the College could only plan one year ahead with any financial certainty which significantly restricted the long-term planning that the College could undertake or the flexibility it would have to implement change quickly. It was known that the Board would be asked to approve a deficit budget for the coming year and the challenge this represented. The Committee queried the role of Colleges Scotland in voicing the concerns of the sector and influencing the Scottish Government and SFC in relation to the future sustainability of the sector as a whole, as there was a need for a strong sector wide dialogue on this.
- The Committee was aware that the SFC had encouraged the College to consider introducing a Voluntary Severance (VS) Scheme this year which would help reduce costs and provide a more sustainable financial position for the future. The College had moved quickly and had submitted plans for the introduction of a VS scheme which had been approved by SFC. However, to date the SFC had not confirmed if funding would be made available to support the implementation of this Scheme. The College had expected that some clarity on the position would have been provided at this stage.
- The Committee noted an update on progress in National Bargaining and annual pay awards. The Vice Principal provided a summary of the agreement that had been reached so far, but also highlighted that there was a gap in the current negotiating position. The potential threat of strike action by EIS remained but negotiations were continuing.

The Chair thanked the Vice Principal Operations for his report.

FPM120 IT STRATEGY (FPM62)

The Director of IT provided an update on progress in implementing the Information Technology Strategy 2016-2020. Six strategic objectives had been set when the Strategy had been approved and the Committee noted the report on progress in achieving these objectives. The Committee was pleased to note that good progress had been made in a number of areas but

there were some areas where progress had not been as originally intended. This related particularly to the operation of the College Technology Committee and the IT service delivery. Further consideration was being given to these areas so that improvements could be achieved and progress made during the coming year. The Committee also noted the actions taken to ensure security of the IT systems and the governance arrangements in place for overseeing all IT and related activities.

The Committee noted that SFC did not allocate specific funding to support IT. Rather the College decided the level of funding to be applied to supporting IT infrastructure and services from its overall funding allocation.

In discussion the Committee considered the service delivery within the College and if it was all provided in-house or if there was any sharing of services or expertise either across the sector or with other partners. It was noted that at present the service delivery was in-house, and the College was involved with Clyde College regarding the development of particular software, and was also a member of the Joint Academic Network (JANET) which provided a high speed network for the UK education and research community. The College also had the option to subscribe to the University and College Shared Services (UCSS) which worked with institutions to test their security systems. It was queried if more could be done across the sector to promote sharing of expertise and services, possibly led by Colleges Scotland.

The Committee welcomed the progress report on implementing the IT Strategy and noted that some objectives would take a little longer to achieve than originally thought, but that these were being actively progressed. It would return to consider these matters further when it received the next progress report.

[Action: DB]

FPM121 MANAGEMENT ACCOUNTS TO 31 JANUARY 2017 (FPM102)

The Committee received the Management Accounts for the six months to 31 January 2017. At its meeting in June 2016 the Board of Management had approved a budgeted financial deficit of £537,000 for the year to 31 July 2017 (BM273). Since then agreement had been reached with SFC on the use of cash generated through net depreciation with a total of £1,173,000 being allocated to estates maintenance (see FPM119 above). Taking other movements into account this meant that the Management Accounts now forecast a financial deficit of £1,129,000 for the year to 31 July 2017. The Committee noted this information and **approved** the Management Accounts for the period to 31 January 2017.

FPM122 BANKING ARRANGEMENTS UPDATE (FPM103)

.1 New Banking Arrangements

The Committee noted a report on progress with the transfer to the Scottish Government's banking service operated by the Royal Bank of Scotland (this being a requirement following the reclassification of the Colleges). This transfer would be complete and new bank accounts for the College would be in place before 1 April 2017. A summary of the financial impact this move would have on the College was noted. The Committee asked for clarification on the position of Board members due to this change and where the potential liability would now lie. The Director of Finance and Estates would seek further information on this matter. **[Action: AR]**

.2 Bank Loan Covenants

The Committee noted that discussions had taken place recently with both the Bank of Scotland and the Clydesdale Bank regarding the loan covenants that the College had in place with them. Revised terms had been reached with both banks and it had been agreed that existing accounts with Bank of Scotland and the Clydesdale Bank would be retained as part of the loan agreements to service the debt. Cash holding in these accounts would be limited.

The Committee thanked the Director of Finance and Estates for this update.

FPM123 REVIEW OF FINANCIAL REGULATIONS (FPM85)

The Committee considered proposed amendments to the Financial Regulations. These amendments were proposed to reflect:

- The changes in terminology due to the adoption of Financial Reporting Standard 102 and the introduction of the new SORP (Statement of Recommended Practice: Accounting for Further and Higher Education 2015);
- Changes to the College banking arrangements;
- Changes to the procurement regulations following implementation of the recent procurement reform bill in the Scottish Parliament;
- A number of updates within the College.

The Committee was satisfied with the changes proposed and

RECOMMENDS to the Board of Management that the proposed amendments to the Financial Regulations be approved as set out in Annex 1 to the minutes. **[Action: GMcA]**

FPM124 PROCUREMENT AND COMMERCIAL IMPROVEMENT PLAN (FPM100)

The Committee noted the outcome of the Procurement and Commercial Improvement Programme (PCIP) review that had been conducted in December 2016 by Advanced Procurement for Universities and Colleges (APUC). This was the first time that the College had been reviewed under

this new programme and it had been subject to the Lite Assessment, which was based on annual influenceable procurement spend of between £2 and 15M. The Committee was pleased to note that the College had achieved an overall outcome of 45% which fell into the 'Purple' category. The summary statement provided by APUC concluded that

'The PCIP Lite score achieved by West College Scotland is reasonable. Sound procurement processes have been embedded and there is buy in from senior management. As procurement engagement with stakeholders becomes more embedded in the day to day running of the college this will be reflected across the sections and in contract coverage. There is a clear commitment from the college on this backed up by the publication of the Procurement Strategy. Over time it is expected that the college will move towards Silver banding.'

It was noted that the Director of Finance and Estates was seeking further information from APUC to clarify particular points and to discuss how this report could be used to improve the College Procurement Strategy. This review exercise and report was designed to be a development tool and the College was keen to learn from this and to make improvements. It was hoped that APUC would be able to share best practice to assist the College as it moved forward. The Committee welcomed this approach and encouraged the College to work with APUC and to learn from best practice where possible. It would be kept informed of developments. **[Action: AR]**

FPM125 STRATEGIC RISK REGISTER (FPM104)

The Committee considered the Strategic Risk Register. In discussion the Committee was of the view that Risk 3, the impact of SFC funding changes, should be rated a higher risk and probably the top risk that the College faced. There was also some concern regarding the potential impact of National Bargaining and the ability of the College to meet the increased costs. It was **agreed** that the risk register be reviewed in light of these comments. **[Action: AR]**

FPM126 SCHEDULE OF BUSINESS 2016/17

The Committee noted its schedule of business for 2016/17.

FPM127 NEXT MEETING

Tuesday 6 June 2017 at 4.00 p.m. at the Clydebank Campus.

[REDACTED]

[REDACTED]

1. The Financial Regulations

- 1.1 The report indicates a number of amendments to the College Financial Regulations. The Finance and General Purposes Committee considered these at its meeting on 7 March 2017 and now

RECOMMENDS to the Board that these be approved.

- 1.2 The report lists the proposed changes and provides a rationale for the amendment.

2. Proposed Amendments

2.1 Update to Terminology

- a) Changes have been made to reflect the introduction of FRS012 i.e. profit and loss account changed to Statement of Comprehensive Income and Expenditure
- b) Updated referencing to the new Statement of Recommended Practice (SORP): Accounting for Further and Higher Education 2015

2.2 Suspense Accounts

- Page 43 referred to the use of suspense accounts. As the Financial Reporting Manual does not allow the use of suspense accounts this section has been removed. The College does not use suspense accounts and therefore there is no impact upon operations through the removal of this section.

2.3 Banking Arrangements

- a) Page 53 referred to the requirement to move to the Scottish Government Banking arrangements during 2016-17. The College is required to transfer its current account activity to this service during the early part of 2017 and therefore reference to the requirement to move have been removed.
- b) Page 54 covered the appointment of bankers. Given the Scottish Public Finance Manual requirement to move to the Scottish Government Banking Arrangements the power for the Board of Management to approve the College bankers and to open bank accounts out with the Scottish Government bank scheme have been removed

- c) The section on automated transfers has been updated to include the Head of Finance and Student Funding as one of the authorised persons and removed the ambiguity over other authorised person:

All automated transfers on behalf of the College, such as BACS or CHAPS, must be authorised by two persons drawn from the Principal, Vice Principals, the Director of Finance and Estates, Head of Finance and Student Funding, Finance Manager, Principal Accountant or ~~other authorised persons~~ Accountants / System Accountant.

2.4 Procurement

- a) The amounts referred to in the Regulations are inclusive of VAT and this fact has been made clear.
- b) Goods and Services
- The thresholds at which EU regulations apply have been amended from £207,000 to £197,000 in line with current requirements.
- c) Works
- Previously for works up to £250,000 consideration should have been given to a competitive tender exercise. Under the new regulations unless drawing from a framework agreement a competitive tender exercise must be carried out. This change has been reflected in the Regulations.
 - The thresholds at which EU regulations apply have been amended from £5,186,414 to £4,925,000 in line with current requirements.
 - The provision of works between £250,000 and the EU threshold have been updated to ensure that at least 5 competitive tenders must be sought in line with lower valued works.
 - Tenders for works above the EU threshold must including provision for achieving Community Benefits as part of their outcomes and this has been written into the Regulations.

- d) The Regulations have been updated to reflect the requirement that all budget holders, irrespective of the source of funds, are required to obtain supplies, equipment and services at the most economically advantageous cost (MEAT) rather as previously stated at the lowest possible cost. The following paragraph has been inserted to emphasise this requirement:

Purchasing purely on the basis of cost is no longer permitted for requirements above £50,000. Quality must be taken into account. It is good practice to include quality considerations below £50,000 to reflect 'best value'.

- e) Purchasing from on line market sites such as eBay have been extended to Amazon due to the limited protection available to the College despite the purchase price appearing to be competitive.

2.5 Housekeeping changes

A number of minor housekeeping arrangements were updated to reflect current working practices:

- Payroll BACS files will only be uploaded by a member of the Management Accounts team given the nature of the information contained in the file;
- Title of external organisations have been corrected and a few minor typos have been corrected
- Reference to Symmetry have been replaced with electronic finance system as the College moves to Tech One System
- For payment of suppliers reference to computer cheques have been removed as cheques will only be used in exceptional circumstances as BACS is the required payment method.

TITLE: **AUDIT COMMITTEE**
Minutes of the meeting held on 9 March 2017

Action: There are no recommendations but there are some matters for report.

AM241 Draft Regional Outcome Agreement – the Committee had considered the draft Regional Outcome Agreement for 2017-2020. Some concerns were expressed regarding the funding position of the College and the limitations this placed on the College, particularly when some matters were not under the control of the College but it had to manage the impact such decisions would have on it.

AM242 Operational Planning 2016/17 – the Committee welcomed this Plan.

AM244 Internal Audit Report: Student Experience – Students Association – the Committee noted the progress being made with the development of the Student Partnership Agreement. It was the intention that this agreement would be brought to the Board at its next meeting in June.

AM246 External Audit Fee 2016/17 – the Committee noted the external audit fee to be charged for 2016/17 and welcomed information provided by Audit Scotland on the approach they had taken to setting the external audit fee.

AM248 Annual Review of Effectiveness of External Audit Function – a review of the effectiveness of the external auditors, Wylie & Bisset had been conducted now that they had completed their appointment. The review confirmed that Wylie & Bisset had worked constructively with the College and the Audit Committee had been satisfied with their performance.

AM249 Procurement and Commercial Improvement Programme (PCIP) – the Committee noted the outcome of the PCIP review that had been conducted in December.

AM250 Strategic Risk Register – the Committee approved the risk register and asked that some further consideration be given to some matters that had been raised by other Committees.

Lead: John McMillan, Chair of Audit Committee

Status: Open

AUDIT COMMITTEE

MINUTES: 9 March 2017

Present: John McMillan (in the Chair)
Andrew Hetherington, Stephen Vere.

Attending: David Alexander (Vice Principal Operations), Alan Ritchie (Director of Finance and Estates), Gwen McArthur (Secretary to the Committee).

Attending by invitation: Chris Brown, Scott-Moncrieff, Internal Auditors.

Apologies: Robin Downie, Audrey Cumberford.

AM236 R DOWNIE

The Committee was informed that Mr Downie had been unwell recently but was now recovering. The Committee sent their best wishes for a speedy recovery to Mr Downie.

AM237 DECLARATION OF INTERESTS

John McMillan and David Alexander declared an interest as Trustees of West College Scotland Foundation. Stephen Vere declared an interest as a Director of C3 Investments in Ayrshire College Education Limited.

AM238 MINUTES

The minutes of the meeting held on 12 December 2016 were approved.

AM239 MINUTES OF JOINT MEETING

The minutes of the joint meeting held with the Finance and General Purposes Committee on 22 November 2016 were noted and agreed.

AM240 ACTIONS FROM THE MINUTES

The Committee noted a report on the actions taken since the last meeting and particularly the following:

- .1 Committee Remit and Membership (BM342.2; AM225)** – it was noted that the Board had approved the proposed amendments to the Committee's remit and membership at its meeting in January 2017.
- .2 Internal Audit Report: Whistleblowing (AM228)** – it was noted that the revised whistleblowing policy and procedures would be brought to the next meeting for consideration. **[Action: GMcA]**

- .3 Governance Effectiveness Review (AM231)** – it was noted that the Governance Effectiveness Review was nearing completion and a draft Report had been produced. This would be discussed at the Board meeting the following week (15th March). Further information would be provided to the Committee after this. **[Action: GMcA]**

AM241 DRAFT REGIONAL OUTCOME AGREEMENT (BM338; AM203)

The Board had asked each of the Committees to consider the draft Regional Outcome Agreement (ROA) 2017-2020 and in particular the matters that fell within their remit. The majority of the ROA related to teaching and learning but it did also include information on financial sustainability, as well as governance and compliance. The Committee did receive an annual update on compliance and so could confirm that it was satisfied with this information.

In discussion the view was expressed that the Board was accruing more and more responsibilities but had limited control and authority, particularly when it came to funding. The Scottish Funding Council (SFC) allocated the funding to each college, but it could only provide information on the year ahead. This meant that colleges were limited in what they could do in terms of forward planning. The ROA was intended to cover the next 3 years. However, it was noted that the main emphasis was on the first year, and the College would be asked to refresh the ROA each year thereafter until the end of the period covered. The ROA set out what the College could fund, it did not include activities it could not fund. It was acknowledged that the funding position of the College, and indeed the whole sector, was challenging but these points had been made to the SFC and to the Scottish Government. The College would continue to raise these matters with the SFC and the Scottish Government as appropriate and when the opportunity arose.

The Committee welcomed the draft Regional Outcome Agreement 2017-2020 and noted that the final version would be brought to the Board at its meeting at the end of March for consideration and approval.

AM242 OPERATIONAL PLANNING (BM311)

The Board had considered the Summary Operating Plan 2016/17 at its meeting on 5 December 2016 and had asked that each Committee should consider this Plan in relation to the matters that fell within its remit. The Operational Plan provided an oversight of the key priorities for 2016/17 and how these tied in with the Corporate Plan and fed into the risk management process, as well as providing assurance that such activity was being managed by the Executive. The Committee welcomed this Plan.

AM243 INTERNAL AUDIT PROGRESS REPORT (AM226)

The Committee received the progress report from the Internal Auditors for the period to March 2017 and was pleased to note that Internal Audit were on track to deliver the 2016/17 audit plan as previously agreed with the Committee. The Committee welcomed this report and **approved** the Internal Audit plan for the next quarter.

AM244 INTERNAL AUDIT REPORT: STUDENT EXPERIENCE - STUDENTS ASSOCIATION

The Committee considered the Internal Audit Report: Student Experience – Students' Association. The Internal Auditors report identified a number of areas for improvement with the main focus being on the need to have an agreed Student Partnership Agreement (SPA) in place. The SPA would set out the partnership roles and responsibilities of the College and of the Students' Association. The SPA was under development and it was anticipated that it would be finalised by the end of this month. An action plan for the SPA had also been developed and both of these would be brought forward to the Board for approval before the end of session. It was also noted that Student Partnerships in Quality Scotland (SPARQS) had been involved in the development process and would continue to offer advice as appropriate. The Committee and the Internal Auditors acknowledged the significant amount of work that had been put into this by the Student Advisory Service team and the Students Association. The Student President would be standing down at the end of this session and training would be put in place for the new Students Association team elected for next year. The recommendations emerging from this report would be captured in the Rolling Audit Action Plan so that the Committee could monitor progress.

The Committee welcomed this report and **agreed** that the Learning, Teaching and Quality Committee consider this report at its next meeting.

[Action: GMcA]

AM245 ROLLING AUDIT ACTION PLAN (AM230)

The Committee noted the updated Rolling Audit Action Plan 2016/17. In light of the information presented the Committee **agreed**:

- i. an extension of time be granted to 4 recommendations;
- ii. the Rolling Audit Action Plan be approved.

The Director of Finance and Estates informed the Committee that it was the intention to put the Rolling Audit Action Plan on a centrally accessible electronic system that could be accessed by the College and internal auditors on an on-going basis. Scott-Moncrieff had provided software that would allow better sharing of information between the

College and the Internal Audit team so that updates could be shared more quickly.

AM246 EXTERNAL AUDIT FEE 2016/17

The Director of Finance and Estates informed the Committee that John McLeod, the Senior Lead for the External Audit Team at Mazars, would shortly be leaving the firm. His replacement, Lucy Nutley, would be taking up appointment shortly and the College Team hoped to meet with her to discuss the work ahead.

C Brown declared an interest as L Nutley was known to him and would consider if this presented any conflict of interest. **[Action: CB]**

The Committee noted a letter from Audit Scotland that set out the approach that they had taken when setting the external audit fee for 2016/17. The expected audit fee for the external audit of the College Financial Statements 2016/17 was proposed at £28,990. The fee proposal allowed for a 10% variation on the auditors remuneration element of this fee, which was currently set at £25,900. The Committee noted that Mazars intended to charge the proposed fee of £28,990 following confirmation from J McLeod.

The Committee was aware that the External Auditors also conducted 4 other additional audits as part of the year end cycle, these being: SFC Credits; SFC Student Support Funding; Educational Maintenance Allowance; and SAAS Discretionary Funds. Previously the College had contracted the External Auditors undertaking the audit of the Financial Statements to conduct these other 4 audits on the basis this gave a measure of consistency across all the audits undertaken. This would be Mazars first year working with the College and it was proposed that they be invited to undertake the other 4 audits also. This would allow them to see the full range of activity and give them a better feel for the College. However, an alternative proposal was to ask Wylie & Bisset to undertake the other 4 audits, as they were already familiar with this activity, and then the work of the audit teams could be reviewed. This would also allow Mazars the opportunity to familiarise themselves with the audit requirements of the College, concentrate on the Financial Statements and then pick up the 4 other audits the following year. The Vice Principal Operations and the Director of Finance and Estates would be meeting with the new auditor from Mazars to discuss the work ahead and would also discuss the work required for the other 4 year end audits. Following this they would bring proposals to the Committee for consideration on how best to proceed.

The Committee **agreed** that the Vice Principal Operations and the Director of Finance and Estates meet with Mazars to discuss the year-

end audit work to be undertaken and to report back to the next meeting with proposals regarding how best to proceed. **[Action: DA; AR]**

AM247 SFC INDICATIVE FUNDING 2017/18

The Vice Principal Operations tabled information showing a summary of the indicative SFC funding allocation for 2017/18. The Finance and General Purposes Committee had considered this information at its meeting earlier in the week and would return to discuss this at its next meeting when it would be considering the budget for 2017/18. It was noted that the core resource remained at a similar level to the current year. Given this the College faced a number of challenges when setting the budget for next year. The Committee noted this information.

AM248 ANNUAL REVIEW OF EFFECTIVENESS OF EXTERNAL AUDIT FUNCTION

Wylie & Bisset had completed their final audit for the College and so a review of their effectiveness had been conducted. The Committee was in agreement that Wylie & Bisset had worked constructively with the College and with the Finance Team. The Committee considered the responses provided and **agreed** that the outcomes of the effectiveness review and the effectiveness statement in relation to the work carried out by Wylie & Bisset be approved.

The Committee also **agreed** that the annual review of the effectiveness of the Committee and of the Internal Auditors be conducted, using the same methodology as was used last year, with a report on the outcomes to be brought to the next meeting. **[Action: GMcA]**

AM249 PROCUREMENT AND COMMERCIAL IMPROVEMENT PROGRAMME

The Committee noted the outcome of the Procurement and Commercial Improvement Programme (PCIP) review that had been conducted in December 2016 by Advanced Procurement for Universities and Colleges (APUC). This was the first time that the College had been reviewed under this new programme and it had been subject to the Lite Assessment, which was based on annual influenceable procurement of between £2M and £15M. The Committee was pleased to note that the College had achieved an overall outcome of 45% which fell into the 'Purple' category. The summary statement provided by APUC concluded that

'The PCIP Lite score achieved by West College Scotland is reasonable. Sound procurement processes have been embedded and there is buy in from senior management. As procurement engagement with stakeholders becomes more embedded in the day to day running of the college this will be reflected across the sections and in contract coverage. There is a clear commitment from the college on this backed

up by the publication of the Procurement Strategy. Over time it is expected that the college will move towards Silver banding.'

It was noted that the Director of Finance and Estates was seeking further information from APUC to clarify particular points and to discuss how this report could be used to improve the College Procurement Strategy. This review exercise and report was designed to be a development tool and the College was keen to learn from this and to make improvements. It was hoped that APUC would be able to share best practice to assist the College as it moved forward. The Committee welcomed this approach and encouraged the College to work with APUC and to learn from best practice where possible. It would be kept informed of developments. **[Action: AR]**

AM250 STRATEGIC RISK REGISTER (AM232)

The Committee considered the Strategic Risk Register. This had been reviewed recently by the Senior Management Team (SMT) and by other Board Committees. The Finance and General Purposes Committee had been of the view that risk 3, the impact of SFC funding changes, should be rated a higher risk, if not the highest risk the College faced. National Bargaining was another risk that could move higher up the risk register depending on how the national discussions progressed. The Committee welcomed this information and **agreed** that the risk register be approved and some further consideration be given to the matters raised above. **[Action: DA; AR]**

AM251 SCHEDULE OF BUSINESS 2016/17

The Committee noted its Schedule of Business 2016/17.

AM252 NEXT MEETINGS

The next meeting would be on Thursday 25 May 2017 at 4.00 p.m. at the Greenock Campus. This would be preceded by a tour of the Greenock Campus at 3.00 p.m. and a closed session meeting with the Internal Auditors at 3.45 p.m.

TITLE: ORGANISATIONAL DEVELOPMENT AND HR COMMITTEE
Draft Minutes from the meeting held on 15 March 2017

Action: There are 2 recommendations and a number of matters for report.

1. Recommendations

- i. **OM126 Remit and Membership** – the Board approved the Voluntary Severance Scheme process at its meeting in December 2016. This has led to a requirement to change the remit of the ODHR Committee as this is an addition to its responsibilities. The Committee

RECOMMENDS to the Board that its remit be amended by the addition of paragraph f as follows (all subsequent paragraphs will be adjusted to reflect this addition):

f) To consider the scope and terms of any voluntary severance scheme to be introduced and to make any recommendations to the Board accordingly; to receive regular monitoring reports from the group established by the Board to manage the voluntary severance scheme for College staff (apart from those falling under the responsibility of the Remuneration Committee): these reports to provide information on the numbers applying, the number of cases approved, the total costs involved and the potential savings to be achieved; to report on a regular basis to the Board on the implementation of the voluntary severance scheme.

The Committee will also report to the Board on any cases that are approved outwith the voluntary severance scheme (e.g. settlement agreements).

All as detailed in Annex 1 to the minutes.

- ii. **OM130 Human Resources Report 2016** – the Committee recommends to the Board that the Human Resources Report 2016 be approved. This will have been discussed earlier at agenda item 11.

2. Matters for Report

OM127 Voluntary Severance Scheme – the Committee noted progress with this matter. This will be discussed earlier on the agenda at item 7.

OM128 College Improvement Plan – the Committee noted progress with implementing the College Improvement Plan and that an action plan had been drawn up by SMT and would be shared with staff. Similarly the Behaviours Framework was being progressed and would be discussed with the unions before being issued to the staff and brought to the Board in June.

OM129 Update from Director, Organisational Development and HR

The Committee noted progress on the following matters:

- The Employee Wellbeing Survey and associated Action Plan
- National Bargaining

- Workforce Planning.

OM131 People Strategy – the Committee welcomed the update on progress implementing the People Strategy.

OM132 Summary Operating Plan 2016/17 – the Committee noted the Summary Operating Plan 2016/17 and welcomed the update provided on progress to date with the priorities that fell within its remit.

OM133 Risk – the Committee was of the view that consideration be given to re-phrasing some of the matters and mitigating actions so that they would be expressed in less technical terms and more people-oriented.

Lead: Lyndsay Lauder, Chair, Organisational Development and HR Committee

Status: Open

DRAFT

ORGANISATIONAL DEVELOPMENT & HR COMMITTEE

MINUTES: 15 March 2017

Present: Lyndsay Lauder (in the Chair)
Audrey Cumberland, Jim Hannigan, Linda Johnston, Keith McKellar.

Attending: David Gunn (Director Organisational Development & HR), Gwen McArthur (Secretary to the Committee).

OM122 WELCOME

The Chair welcomed the new member, Linda Johnston, to her first meeting.

OM123 DECLARATION OF INTERESTS

Audrey Cumberland and David Gunn declared interests as both are members of the Management side for local staff bargaining committees.

OM124 MINUTES

The minutes of the meeting held on 16 November 2016 were approved.

OM125 ACTIONS FROM THE MINUTES

The Committee noted the actions taken since the last meeting.

OM126 REMIT AND MEMBERSHIP (OM111; BM316)

The Committee noted that, at its meeting in December, the Board had approved the amendments to the Committee's remit and membership. However, at the same meeting the Board has also approved the Voluntary Severance Scheme: Approval and Management Process. This new process meant that the Committee would now have responsibilities relating to the introduction and monitoring of any Voluntary Severance Scheme introduced in the College. In order to reflect this change the Committee

RECOMMENDS to the Board that its remit be amended by the addition of paragraph f as follows (all subsequent paragraphs will be adjusted to reflect this addition):

g) To consider the scope and terms of any voluntary severance scheme to be introduced and to make any recommendations to the Board accordingly; to receive regular monitoring reports from the group established by the Board to manage the voluntary severance scheme for College staff (apart from those falling under the responsibility of the Remuneration Committee): these reports to provide information on the numbers applying, the number of cases approved, the total costs involved and the potential savings to be achieved; to report on a

regular basis to the Board on the implementation of the voluntary severance scheme.

The Committee will also report to the Board on any cases that are approved outwith the voluntary severance scheme (e.g. settlement agreements).

All as detailed in Annex 1 to the minutes.

[Action: GMcA]

OM127 VOLUNTARY SEVERANCE SCHEME (BM339)

The Committee was aware that, following discussions between the Executive, the Director of Finance and Estates, and colleagues from the Scottish Funding Council (SFC) the College had been encouraged to consider introducing a Voluntary Severance (VS) Scheme which would help reduce the cost base of the College. SFC had indicated that there might be the opportunity for the College to receive strategic funding to support such a scheme if it was approved. In order to progress this matter quickly a joint meeting of the Remuneration Committee and this Committee had been held on 25 January 2017. The minutes of this meeting were noted and agreed by the Committee.

The draft VS scheme that had been considered at the joint meeting in January had been presented to the Board for consideration at its meeting on 30 January 2017. The Board had approved this scheme and it had been submitted to the SFC for approval. The Principal informed the Committee that SFC had approved the scheme and had confirmed this within a few days. However, SFC had only just contacted the College to indicate that financial support for the scheme could not be provided at present. Discussions with SFC would continue. In the meantime the Board would have to consider the best course of action in relation to this matter.

[REDACTED]

[REDACTED]

OM128 COLLEGE IMPROVEMENT PLAN (OM113)

The Principal provided the Committee with an update on progress with the implementation of the College Improvement Plan. The Vice Principal Corporate Development was leading on this matter and discussions within the Senior Management Team (SMT) were on-going in relation to an action plan that would be shared with staff. As part of this the Behaviours Framework had been developed and considered by the SMT and the middle managers. This was currently being revised in light of the feedback obtained. Consultation with the Unions had still to take place but it was the intention that this would happen at a workshop on 5 May 2017. The Behaviours Framework could be launched to all staff soon after that. It would then be brought to the next meeting in May before being forwarded to the Board in June.

The Committee welcomed this information and would also welcome information on how the Behaviours Framework would be communicated and promoted within the College. **[Action: AC; DG]**

OM129 UPDATE FROM DIRECTOR, ORGANISATIONAL DEVELOPMENT & HR (OM114)

The Director, Organisational Development and HR reported on the following matter:

.1 Employee Wellbeing Survey and Action Plan (OM114.1)

The Committee noted the updated Action Plan following on from the Employee Wellbeing Survey. The Committee welcomed this progress report and congratulated the College for taking such a direct and practical approach to progressing the actions.

The Principal informed the Committee that plans were being developed to make the College a smoke-free organisation. This would be implemented over time as it was acknowledged that it would take some time to change habits.

The Committee would be kept informed of progress. **[Action: DG]**

.2 National Bargaining (OM115)

The Principal updated the Committee on progress with National Bargaining. The Committee noted that both the Support Unions and the EIS had submitted pay claims for 2017/18 but the Management side of the Employers Association had not responded yet. Discussions with trade unions regarding the development of a workforce for the future were on-going. Progress had been made in negotiations at the

Employers Association but there were still a number of matters where there was some distance between the Management and the Unions. It was known that EIS were discussing the possibility of strike action and had consulted their members on this matter in a consultative ballot. If strike action was to be taken then it would most likely occur in the third term, i.e. after the Easter break and before the end of session. SMT would be considering this matter at its meeting the following week and discussing what mitigating actions it could take to protect the students should strike action take place. A report would be made to the Board at its next meeting on this matter.

The Committee noted that the Employers Association had established a number of technical working groups to consider specific areas and that the Vice Principal Operations, the Vice Principal Educational Learning and the Director, Organisational Development and HR, were all involved in these groups. Significant progress had been made in some areas and this had been reported to the Employers Association.

The Committee would be kept informed of developments.

[Action: AC; DG]

.3 Workforce Planning Update (OM117)

At the last meeting the Committee had been informed that the Internal Auditors, Scott-Moncrieff, would be working with the College to assist in the development of a workforce planning process. The Director, Organisational Development and HR, and the Director of Finance and Estates had met with the Internal Auditors to discuss this matter. It had been decided that the best approach was to progress as a self-assessment checklist which was now before the Committee for information. The Internal Auditors would be in the college on 27 March to meet with the Directors and other staff to discuss this matter further and to agree the actions so that a workforce plan could be developed. Once the self-assessment was complete this would be brought to the Committee at its next meeting.

The Committee welcomed this information and noted that many of the building blocks required to develop a workforce plan were already in place. Once the self-assessment was complete then the timescale required to develop the workforce plan could be considered. Further information would be brought to the next meeting.

[Action: DG]

OM130 HUMAN RESOURCES REPORT 2016

The Committee considered the draft Human Resources Report 2016. In discussion the following points were raised:

- Overall the Committee considered this to be a very good report and welcomed the clear reporting format.

- In relation to sickness absence the rate for the College was slightly higher than for other public sector organisations but steps were being taken to address this.
- With regard to the equal pay gap, while this was well below the average for Scotland, steps were being taken to address this matter as well. It would be important to monitor the trend for this measure and to ensure that this was addressed.
- The Committee was of the view that the report would benefit from the inclusion of an Executive Summary which would highlight factors for consideration by the Board.

The Committee welcomed the Human Resources Report 2016 and, subject to the inclusion of an Executive Summary,

RECOMMENDS to the Board that it be approved. **[Action: DG]**

OM131 PEOPLE STRATEGY: PROGRESS REPORT (OM116)

The Committee noted the progress report on implementing the People Strategy and welcomed the progress that had been made to date. The Committee **agreed** that the progress report might benefit from including a RAG status approach (i.e. Red/Amber/Green) which would help the Committee to identify areas it needed to focus on and the issues emerging. The Committee would continue to receive regular updates on progress. **[Action: DG]**

OM132 SUMMARY OPERATING PLAN 2016/17 (BM311)

The Committee received the West College Scotland Summary Operating Plan 2016/17. This had been discussed at the Board meeting in December where it had been agreed that each of the Board standing committees should consider this plan in relation to matters that fell within their remit. In addition to the Summary Operating Plan the Committee noted an update on progress with the priorities that fell within its remit. The Committee welcomed this update.

OM133 RISK (OM118)

The Committee considered the Strategic Risk Register. While the Committee agreed with the risks identified it was of the view that perhaps some of these could be phrased in a different way to make the risks less technically focussed and more people-oriented so that it would be clear that matters relating to staff and students were included in the risk register. It was accepted that the risks identified relating to financial and estates matters did impact on staff and students, but perhaps some re-wording might change the emphasis. It was **agreed** that the Committee members give some further thought to this for the next meeting. **[Action: All]**

OM134 INTERNAL AUDIT REPORT: WHISTLEBLOWING

The Committee noted the Internal Audit Report on Whistleblowing. It was pleased to note that College policy and procedures reflected good practice and had been well designed. It noted that the actions for improvement had been followed-up and the Whistleblowing policy and procedures had been revised in light of the Internal Audit report. The revised Whistleblowing policy and procedures would be provided to the Audit Committee for information.

OM135 REPORTS FROM SUB-COMMITTEES (OM119)

The Committee noted the reports from the following Sub-Committees:

- i. Joint Consultative and Negotiating Committee for Lecturing Staff meetings of 10 November and 14 December 2016;
- ii. Joint Consultative and Negotiating Committee for Support Staff meetings of 10 November and 14 December 2016;
- iii. Health and Safety Committee meetings of 23 November 2016 and 15 February 2017;
- iv. Equality, Diversity and Inclusion Committee meeting of 1 December 2016.

The Committee welcomed these reports.

OM136 NEXT MEETING

Wednesday 17 May 2017 at 4.00 p.m. at the Paisley Campus.

GMcA/16.03.17/Draft v2

West College Scotland

Board of Management

Organisational Development and HR Committee

Statement of Purpose

The Board provides the principal governance mechanism through which activities are managed in accordance with legislation and regulations, as well as ensuring that systems are in place to provide efficiency, effectiveness and economy. However, the Board has delegated some of its responsibilities to certain committees.

The main purpose of the Organisational Development and HR Committee is to develop strategy and policy in all matters relating to the recruitment, reward, recognition, retention, motivation and development of the college's employees, taking account of accepted good practice and to ensure that the Organisational Development and HR strategy of the College is clearly derived from the College's Annual Regional Outcome Agreement.

1. Remit

- a) To agree an Organisational Development and HR Strategy for the College, for approval by the Board and to review progress against key milestones;
- b) To ensure that the College complies with all aspects of employment and health and safety legislation;
- c) To monitor effective and efficient use of the College's Human Resources;
- d) To ensure that the College operates effective policies, procedures, systems and administrative controls, including:

- recruitment and selection
- equality and diversity
- continuous professional development
- employee relations
- health and safety
- employee communications
- payroll
- Freedom of Information and Data Protection

- e) To agree College Senior Management's collective bargaining remit for discussions with senior staff outwith Recognition and Procedure agreements (with the exception of those covered under the remit of the Remuneration Committee) and in liaison with the Finance and General Purposes Committee;

f) To consider the scope and terms of any voluntary severance scheme to be introduced and to make any recommendations to the Board accordingly; to receive regular monitoring reports from the group established by the Board to manage the voluntary severance scheme for College staff (apart from those falling under the responsibility of the Remuneration Committee): these reports to provide information on the numbers applying, the number of cases approved, the total costs involved and the potential savings to be achieved; to report on a regular basis to the Board on the implementation of the voluntary severance scheme.

The Committee will also report to the Board on any cases that are approved outwith the voluntary severance scheme (e.g. settlement agreements).

- g) To receive regular reports on staff development and training activities;
- h) To manage the annual self-evaluation activities of the Board of Management and its standing committees;
- i) To consider risk relating to the matters that fall within the Committee's remit and to agree what mitigating factors/actions are in place and what further action, if any, needs to be taken to address such matters of risk.

TITLE: JOINT MEETING OF AUDIT AND FINANCE AND GENERAL PURPOSES COMMITTEES
Minutes of the meeting held on 22 November 2016

Action: The minutes of the Joint meeting of the Audit Committee and the Finance & General Purposes Committee are attached for information and noting.

The 2 recommendations regarding the approval of the Letter of Representation (AFM12) and the Performance and Accountability Report and the Financial Statements for the year ended 31 July 2016 (AFM13) were approved by the Board at its meeting on 5 December 2016.

The Annual Reports from the Audit Committee and from the Internal Auditors were considered and approved by the Board at its meeting on 5 December 2016.

These minutes have been noted and agreed by the Finance & General Purposes Committee, at its meeting on 7 March 2017, and by the Audit Committee, at its meeting on 9 March 2017.

Lead: John McMillan, Chair of the Joint meeting of the Audit Committee and the Finance & General Purposes Committee

Status: Open

**JOINT MEETING OF AUDIT COMMITTEE AND
FINANCE AND GENERAL PURPOSES COMMITTEE**

MINUTES: 22 November 2016

Present: John McMillan (in the Chair)

Audit: Andrew Hetherington, Robin Downie.

FGP: Joyce White, Audrey Cumberford, Maggie McManus.

Attending: David Alexander (Vice Principal Operations), Alan Ritchie (Director of Finance and Estates), Vivienne Mulholland (Head of Finance and Student Funding), Gwen McArthur (Secretary to the Committee).

Attending by invitation:

Scott Gillon, Wylie & Bisset LLP (External Auditor).

Apologies: Stephen Vere.

AFM1 CLOSED SESSION

The Committee members (excluding the Principal) had met in closed session with the External Auditor, Mr Gillon, with no members of the Executive or Senior Management team present. Mr Gillon informed the Committee that the audit process had passed efficiently and smoothly, staff had provided all information required plus further information when requested, and had been available to discuss matters whenever necessary. The information provided had been of a good standard and had allowed the auditors to reach their opinion with confidence. His main contact had been with the Finance Team which had been strengthened since the previous year and who were well prepared. The External Auditors were of the opinion that the Senior Management Team at West College Scotland was a strong team that worked together well, and were diligent and professional. The Committee welcomed this information.

AFM2 WELCOME

The Chair welcomed everyone to the joint meeting of the Audit Committee and the Finance and General Purposes Committee (FGP).

AFM3 DECLARATION OF INTERESTS

John McMillan, Audrey Cumberford and David Alexander declared an interest as Trustees of the West College Scotland Foundation.

AFM4 MINUTES

The minutes of the Joint meeting of the Audit Committee and the Finance and General Purposes Committee (FGP) held on 24 November 2015 were approved.

AFM5 ACTIONS FROM THE MINUTES

The Committee noted that all actions arising from the previous minutes had been completed.

AFM6 2015/16 CREDIT AUDIT REPORT

The Committee received the Credit Audit Report for 2015/16 and was pleased to note that the Auditors had issued an unqualified certificate which had been submitted to the Scottish Funding Council (SFC) on 24 October 2016. The External Auditors had confirmed that “the College has reasonable procedures and controls over the collection of data for the Credits return and assurance can be taken that the Credits count for the College is not materially mis-stated. The systems used by the College are satisfactory in most areas”. The report contained 3 low priority recommendations for action and had provided an update on the implementation of the recommendations from the prior year which had contained 7 recommendations, 5 of which were now fully implemented and the remaining 2 were partially implemented. The two prior year partially implemented, and three current year, recommendations had been built into the Rolling Audit Action Plan and would be monitored by the Audit Committee.

The Committee noted that the Credit target for 2015/16, which had been agreed with SFC, was 166,111. The Committee was pleased to note that the final Credits figure for the year was 166,261 which was 150 higher than the agreed target and so the College would not be subject to a claw back of funding. The Committee **agreed** that the 2015/16 Credit Audit Report be approved.

AFM7 STUDENT SUPPORT FUNDS 2015/16 AUDIT REPORT

The Committee received the Student Support Funds Audit Report for 2015/16 and was pleased to note that the External Auditors had confirmed that the College had used these funds in accordance with the guidance issued by SFC and that they were satisfied with the systems and controls of the administration and disbursement of these funds. There were 2 medium priority recommendations made in the 2014/15 report, of which one had been fully implemented and the other partially implemented. The partially implemented recommendation remained a medium priority and related to attendance monitoring. The College had taken steps to address this matter but these had taken longer to implement than originally anticipated. This recommendation had been built into the Rolling Audit Action Plan and would be monitored by the Audit Committee. There were no further recommendations in the 2015/16 Audit Report.

The Committee **agreed** that the Student Support Funds Audit Report for 2015/16 be approved.

AFM8 EMA 2015/16 AUDIT REPORT

The Committee received the Education Maintenance Allowance (EMA) Audit Report for 2015/16 and was pleased to note that the External Auditors had confirmed that they were satisfied with the systems and controls in place for the administration and disbursement of these funds and that the funds had been used in accordance with the guidance issued by SFC. It was noted that there were no recommendations arising from this Audit Report but there was one partially implemented high priority recommendation remaining from the previous year's Audit report. This related to monitoring student attendance, which had also been raised in the Student Support Funds Audit Report for 2015/16 (see AFM7 above). The College had taken steps to address this matter and it would continue to be monitored through the Rolling Audit Action Plan by the Audit Committee.

The Committee **agreed** that the Education Maintenance Allowance (EMA) Audit Report for 2015/16 be approved.

AFM9 INTERNAL AUDITOR ANNUAL REPORT

The Committee received the Annual Report for 2015/16 from the Internal Auditors and was pleased to note that this was a positive report. The Internal Auditors had confirmed that they were satisfied with the framework of controls in place and the arrangements in place to promote value for money, deliver best value and secure regularity and propriety in the administration and operation of the College. In discussion of this Annual Report it was noted that the Finance and General Purposes Committee had reviewed two of the Internal Audit reports at its meeting earlier in the day. The Committee had been of the view that, while these reports were very helpful, the report relating to the review of the IT Strategy had been too operational in its approach and that a higher level report would be more helpful (FPM105). It was noted that the timing of this report might have had an influence on the outcome. However, further discussions with the Internal Auditors had been held and this would be taken into account in future reports.

The Committee **agreed** that the Internal Auditor Annual Report 2015/16 be approved and be forwarded to the Board for information.

AFM10 AUDIT COMMITTEE ANNUAL REPORT

The Committee noted the Annual Report from the Audit Committee for the year to 31 July 2016 which was **approved** and would be forwarded to the Board for information.

AFM11 AUDIT REPORT/LETTER OF REPRESENTATION FROM EXTERNAL AUDITORS

Mr Gillon presented the External Auditors Report and Letter of Representation from the External Auditors, Wylie & Bisset LLP, for the year ending 31 July 2016. The Committee was pleased to note that the External Auditors were satisfied and had issued an unqualified audit opinion. Also there were no management recommendations.

In discussion the following points were raised:

- The high priority recommendation made the previous year related to the £3.2M of SFC Estates Maintenance funding. A resolution to this matter had been reached with SFC and the External Auditors confirmed that they were satisfied with the action taken.
- The External Auditors had confirmed that, in light of the College's current position, its forecasts and financial projections, they were of the view that it had adequate resources to continue in operational existence for the foreseeable future and so the Financial Statements had been prepared on a going concern basis.
- The Committee was aware that there were new reporting requirements in place and the College was reporting an accounting deficit of £3,062k for the year ended 31 July 2016. This deficit was due to the changes in the disclosure of pension costs which were now reported on the face of the statement of comprehensive income and expenditure. This treatment of pension costs would be consistently applied across the sector. The Committee was of the view that a positive message regarding the underlying financial health of the College operations should be prepared. This would ensure that not only other Board members but also the wider community were aware of the financial health of the College. It was hoped that Colleges Scotland would act similarly for the sector.

The External Auditor confirmed that he had received excellent support from College staff and particularly from the Finance Team and wished to record his thanks to them.

The Committee **agreed** that the External Auditors report be approved subject to some minor amendment and be forwarded to the Board for consideration, and

RECOMMENDS to the Board that the Letter of Representation be approved and the Chair and the Principal be authorised to sign this on behalf of the Board.
[Action: AR; GMcA]

AFM 12 PERFORMANCE AND ACCOUNTABILITY REPORT/FINANCIAL STATEMENTS 2015/16

The Committee received the Performance and Accountability Report and the Financial Statements for the year ended 31 July 2016. The Finance and General Purposes Committee had discussed the Performance and Accountability Report and the Financial Statements at its meeting earlier in the day and had been satisfied with the information presented (FPM101).

It was noted that the College had to comply with the requirements of the Financial Reporting Standard FRS102, which had brought a number of changes, including: the introduction of a new Performance and Accountability Report to replace the previous Operational and Financial Review at the start of the Financial Statements; the need to restate the prior period figures; and the requirement to include an Accounting Policy on the going concern concept. An explanation of the impact these changes had made was provided to the Committee.

In discussion the following points were raised:

- The College had achieved a small operating surplus of £11k.
- An interim valuation of land and buildings had been conducted which had resulted in a significant increase in the overall value of land and buildings held by the College. However, the insurance valuation which was carried out at the same time was not materially different.
- The College had bank covenants in place and discussions with the banks concerned had taken place. The banks had confirmed that they were satisfied with the College's position and there would be no changes to the lending conditions or interest rates.
- It was noted that the College would shortly be moving to Scottish Government banking arrangements, which was a requirement under the reclassification of the Colleges. This meant that the College would bank with the Royal Bank of Scotland in the future. This move would not impact on the bank covenants that the College already had in place.

The Committee was satisfied with the information provided and, subject to some minor editorial amendments and the insertion of the Going Concern policy note provided to the meeting,

RECOMMENDS to the Board that the Financial Statements for the year ended 31 July 2016 be approved and that the Chair of the Board and the Principal be authorised to sign these on behalf of the Board.

[Action: AR; GMcA]

AFM13 THANKS

The Chair thanked the members of the Committee and the External Auditor for their attendance at the meeting and their input to the business before the Committee. He also thanked the Vice Principal Operations, the Director of Finance and Estates and their team for all their efforts in producing the information for this meeting.

AFM14 EXTERNAL AUDITORS

The External Auditors, Wylie & Bisset LLP, had now completed their period of appointment to the College. On behalf of the Committee the Chair thanked the team from Wylie & Bisset for all their hard work and constructive comments during their period of appointment. Their professionalism and experience had been valued by the College and the Board.

GMcA/16.02.17/Final

TITLE: CONSIDERATION OF STRATEGIC RISK REGISTER

Background: Under the Corporate Governance Code the Board of Management is tasked with ensuring that an appropriate framework of risk management and control is in place.

This paper is designed to assist in fulfilling the above remit by:

- Presenting to the Board of Management the considerations of Board sub-Committees and the College Senior Management Team regarding the current Strategic Risk Register; and
- Providing a summary of other assurances regarding the adequacy of the management of risk within the College.

Action: The Board of Management is requested to review and approve the Strategic Risk Register and in doing so consider:

- Whether they are content with the risks included in the register;
- The risk rating both pre and post mitigation;
- Whether any of the risks should be considered for removal; and
- Whether any new risks should be considered for inclusion.

Lead: David Alexander, Vice Principal Operations

Status: Open

1. Risk Management Strategy

- 1.1 The West College Scotland Risk Management Strategy was approved by the Board of Management on 5 October 2015 and reviewed by the Audit Committee in December 2016 with no material amendments being made.
- 1.2 The Risk Management Strategy is owned and led by the Board of Management and requires that the College Strategic Risk Register is reviewed and updated through consideration by all Board sub-committees, with the Senior Management Team having responsibility for the implementation and co-ordination of risk management and the ongoing review of risks and mitigations.

2. Considerations of Board Sub-Committees and Senior Management Team

- 2.1 In reviewing the Strategic Risk Register the Senior Management Team have taken into account feedback from recent cycle of Board sub-Committee meetings and from this are proposing the following:
- Risk (3 now 1) *'Impact of SFC funding changes including credit, European, ELS, student support and estates maintenance funding'* was considered by the Finance and General Purposes Committee with the conclusion being that it required revision. This was based on discussions held by the Committee following presentation of the Vice Principal Update Report where a number of financial matters were highlighted as under discussion and review with the SFC. The risk probability score was amended from 5 (very likely) to 4 (likely) given the ongoing discussions being held with the SFC. The risk impact score was amended from 3 (critical) to 4 (catastrophic) given the potential financial impacts now being discussed with the SFC and their impact upon the financial stability of the College.
 - Risk (15) *'Curriculum offering is not reviewed to ensure employer and student needs are met and appropriate courses delivered'* has been removed from the register after review by SMT. The post mitigation risk score was 4 and the College curriculum planning process is considered robust and effective in identifying the needs of external stakeholders. This planning process has therefore been included as mitigation in relation to Risk 5 (Unable to meet Regional Outcome Agreement Objectives).
 - The mitigating factors under risk (5) have been supplemented by the fact that the curriculum planning process is considered to be robust.
 - The minute from the Learning, Teaching and Quality Committee meeting of 7 December 2016 states the following:

The Committee agreed that, in light of the feedback obtained from the student satisfaction surveys, the provision of adequate IT facilities and infrastructure and access to them meant that - Risk 3 (Impact of changes to funding, especially to

estates maintenance funding, and forthcoming change to credit funding model) and Risk 11 (Failure to maintain or acquire and use IT systems and infrastructure to support strategic improvement in business and learning processes) - should continue to be captured in the risk register. A review of the risk rating and mitigating actions relating to these matters might be conducted to determine if there should be any movement on them.

Both of these risks have been reviewed following the Learning, Teaching and Quality Committee meeting. It was agreed that the current pre and post mitigation risk rating for Risk 11 will remain on the register as currently shown, but will be kept under continuous review. Risk 3 has been reviewed as outlined above, resulting in changes to the post mitigation risk rating.

- The Nominations Committee meeting held on 13 December 2016 had no further risks to raise.
- The minute of the Corporate Development Committee held on 13 December 2016 noted:
'...that the Strategic Risk Register had been considered at the Audit Committee meeting the previous day. The points raised by the Committee at its last meeting had been included within the revised Strategic Risk Register. The revised risk register would be considered by the Board at its meeting in January and by this Committee at its next meeting. The Committee had no further points to raise at this time.'
- Consideration of the potential impacts of Brexit upon the College was considered by the Senior Management Team. At this time there is no proposal to include a singular risk in relation to Brexit, however the potential funding and activity impacts are recognised for the moment by Risk 1. The impact of Brexit will be kept under consideration when the risk register is reviewed in future.

The Audit Committee on 9 March also considered the output from the internal auditor's review - Student Experience. It was agreed that no matters arising from this report required inclusion within the Strategic Risk Register at this time.

3. West College Scotland Risk Management - Further Assurance

- 3.1 In line with the College Risk Management Strategy, risk management training has been arranged for Heads of Faculty/Departments and this will take place during March/April 2017.
- 3.2 The training will build on the Board and Senior Management Training undertaken during 2016 and will be based around the requirement that Departments consider risk as part of their operational planning and review process. The training will be externally facilitated and will enable participants to gain an understanding of how operational risks are identified, quantified and mitigated.

4. Conclusion

4.1 The Board of Management is requested to review and approve the Strategic Risk Register and consider:

- Whether they are content with the risks included in the register;
- The risk rating both pre and post mitigation;
- Whether any of the risks should be considered for removal; and
- Whether any new risks should be considered for inclusion.

WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER 2016/17

			Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
1 3	1,2,3,11	Impact of SFC funding changes including credit, European, ELS, student support and estates maintenance funding.	5	4	20	1) Financial scenario planning undertaken along with development of Financial Strategy 2) Budgetary / forecasting including management accounts 3) Board and Committee oversight 4) Estates Strategy including improved utilisation of the College estate 5) Alternative income group 6) Creation and monitoring of current and future curriculum delivery plans (CMAP) 7) On going discussions and modelling with SFC 8) Active involvement in external review groups - Credit review, Access and Inclusion, Student Funding	4	4	16	VP Operations / VP Educational Leadership
2 1	1,2,3,11	Failure to secure estates capital funding for future investment or refurbishment	5	4	20	1) Continued full engagement with SFC which has resulted in an additional £0.9m of estate funding being secured for 2016/17 2) Participation in SFC/sector Capital working group 3) Business case for Greenock campus 4) Approval of business case for future Paisley development	4	4	16	VP Operations
3 2	1,2,3,11	Business case for development of estate are delayed impacting upon ability of College to recruit students / retain staff.	5	4	20	1) Continued development of working relationship with SFC, SFT and other key stakeholders 2) Estate Strategy presented to the Board of Management for approval on 3 October 2016, highlights required estate investment for consideration by SFC and Scottish Government. 3) Option appraisal and business case considering future options for College estate in Greenock presented to the Board of Management on 3 October 2016 for consideration and submission to SFC. 4) SFC agreement that option appraisal and business case can now be undertaken for College estate in Greenock. 5) Ongoing prioritisation of College estates funding in a way which links to priority projects, with update reports being provided to each meeting of the Board of Management Estates Committee. 6) Ongoing involvement in sector/SFC capital working group enables WCS input to ongoing discussions re SFC estates maintenance allocation methodology and capital allocations.	4	4	16	VP Operations

			Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
4	3, 11	Impact and outcomes of National Pay Bargaining for both teaching and support staff	6	3	18	1) WCS Representation and involvement in national college Employers Association; sector Workforce for the Future working group, which is considering the future teaching and support staff roles required by colleges; and national joint negotiating committee (NJNC). 2) Financial impact assessment / planning scenarios 3) Planning for impact of industrial action, with business continuity plans in place. 4) Local trade union negotiating committees for support and teaching staff continuing to meet on an ongoing basis in order to maintain positive College industrial relations. 5) Ongoing development and review of robust college sector and WCS communication plan.	6	2	12	Principal
5	1, 3, 5, 6	Unable to meet student targets leading to a failure to deliver stated Regional Outcome Agreement objectives	5	3	15	1) Robust internal monitoring, tracking and reporting procedures in place, including through College operational planning process and ongoing monitoring through the Board of Management and sub-committees. 2) Ongoing monitoring against agreed outcomes. 3) Detailed Curriculum Development Planning and review process. 4) Continued positive engagement with SFC to resolve issues identified. 5) Involvement with SFC advisory group on 'One Plus' 6) Blended approach to delivery of teaching and learning including distance and online learning 7) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered	4	3	12	VP Educational Leadership
6	2, 11	Inadequate business continuity / contingency planning	3	4	12	1) Business Continuity Plans in place 2) Scenario planning for specific threats including bomb threats 3) On going communications to staff of procedures to be followed in the event of an incident 4) Effective security procedures 5) Adequate insurance cover. 6) Embedding of risk assessments 7) Planned preventative measures in place, including alarms.	3	3	9	VP Operations
7	2, 9, 11	Unable to develop and commence the implementation of an Estates Strategy that achieves the agreed criteria for size, quality, flexibility and carbon emissions	3	4	12	1) Estate Strategy 2016-2026 presented to Board of Management for approval and submission to SFC on 3 October 2016. 2) Plans to improve infrastructure and equipment are in place 3) Minimise possibility of unplanned closures through regular maintenance of physical assets 4) On going discussions with funders and other stakeholders to identify potential funding / development opportunities. 5) Conditions survey work undertaken to assist with identification of areas of investment	3	3	9	VP Operations

			Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
8	3, 4, 11	Inability to maintain good staff relations	4	3	12	1) Effective HR / System procedures to minimise exposure 2) Clear communications on progress 3) Developed procedures for staff engagement / negotiations 4) Staff feedback sessions "Ask Audrey" / surveys 5) Local trade union negotiation committees in place for teaching and support staff and meet on an ongoing basis	3	3	9	Principal
9	3, 4,	Failure to implement a systematic approach to workforce planning resulting in lack of appropriate resources and skills to achieve strategic priorities	4	3	12	1) Detailed teaching resource planning through use of curriculum mapping tool (CMAP) 2) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities 3) Itrent HR and Payroll software developed to provide staff data and reports 4) Professional Development Policies are aligned to strategic priorities 5) Roll out of CPD review process now underway and supports succession planning, leadership development and assists in mitigating the impact of the loss of key staff 6) Internal audit to review workforce planning as part of 2016/17 audit plan	3	3	9	VP Educational Leadership VP Operations
10	1,2,3,11	Failure to invest sufficient resource (financial / staff) into delivery of Carbon Management Plan resulting in negative publicity for College.	3	3	9	1) Approval of CMP and Board endorsement 2) Specific resource - staff and funding - allocated to allow CMP to be implemented 3) Launch of CMP across the College along with events to publicise CMP commitments 4) Creation of Sustainability Group involving staff and students representatives 5) CMP Plan and targets will be kept under review and revised should further funding become available 6) Funding allocated to allow CMP to be embedded and implemented	2	3	6	VP Operations
11	2, 3	Failure to maintain or acquire and use IT systems and infrastructure to support strategic improvement in business and learning processes	4	3	12	1) IT Strategy, Policies / Procedures in place and operational 2) Staff and student feedback and evaluation procedures in place and operable. 3) Staff and Student systems access management processes in place and operable. 4) IT Contingency Plan in place with regular review. 5) Embedded IT incident review process.	3	2	6	VP Operations
12	5, 6, 8, 11	Inability to specify, deliver and implement effectively an approach to generation of alternative income	3	3	9	1) Development of strong partnerships with local employers and stakeholders 2) Development of operation plans 3) Adaption of course portfolio to meet student / employer needs 4) Financial strategy and financial planning 5) Review of resources required within Curriculum Development Planning procedure 6) Annual financial target is agreed and closely monitored by the Corporate Development Committee	3	2	6	VP Corporate Development

			Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
13	1, 3, 5, 6	Normal business activities are unduly affected due to the complexity of sequencing estates investment works	4	2	8	1) Detailed resource planning involving all relevant parties at an early stage 2) Level of investment at a stage where no material impact on activities 3) Knowledge base within current staff to be able to identify issues	3	2	6	VP Operations
14	1, 3, 5, 8	Investment plans do not reflect future requirements. Sector and/or market expectations do not materialise or are markedly different resulting in changes to future delivery plans.	3	3	9	1) Developed environmental scanning process in place 2) Operational planning process in place linked to resource requests 3) Detailed resource allocation process and ability to address ad hoc requests	2	3	6	VP Educational Leadership VP Operations
15	9, 10, 11	Failure to analyse and respond effectively to changes such as ONS implications, net depreciation / resource impact, year end and insurance	3	2	6	1) Participation in a number of sector working groups 2) Established team and knowledge base to allow impact of changes to be assessed 3) Developed budget / forecasting models 4) Further areas of review expected - including use of bank accounts, commercial insurance, financial year end, allocation of cash arising from net depreciation - WCS represented on sector Financial Directors group in order to provide input to these key areas of consideration.	1	2	2	VP Operations

STRATEGIC PRIORITIES

1. We will provide education and training in inspirational and innovative ways to engage and meet the diverse needs of our students.
2. Education and training will be delivered to students in high quality College facilities, in their place of work or through the development and use of digital technologies.
3. We will provide the highest quality of teaching and tailored support to maximise our students' opportunities to achieve success and progress to employment and further study.
4. We will support the development of our staff and teams to achieve successful outcomes for themselves, our students and the College.
5. We will develop our curriculum and services to ensure they align with and support Scotland's key economic sectors. We will ensure that our students are equipped with the relevant training, qualifications and essential skills they need for employment and life.
6. We will develop meaningful partnerships; connections and alliances with business and industry to ensure employers are directly involved and invest in educational and skills development across the west.
7. We will become a strategic resource and valued partner with our stakeholders, building relationships, leveraging resources and capabilities to design, develop and deliver our products and services.
8. We will proactively look for new partners and new areas of activity, which will allow us to grow and develop our income to reinvest in our core business for the benefits of our students, our staff and our communities.
9. We will grow our reputation both nationally and internationally. Our reputation will be based on the quality of our teaching, outcomes for our students and our willingness to strive for and set the highest standards across all areas of our work.
10. We are committed to taking a leadership role in the West Region and together with our partners and stakeholders, tackle the significant social and economic deprivation, which still characterise many of our communities.
11. We will deliver a sustainable, effective and efficient service to our communities, through the implementation of sound governance, leadership, planning and management.

Probability	Score	Impact	Score
Almost Certain	6	Catastrophic	4
Very Likely	5	Critical	3
Likely	4	Marginal	2
Possible	3	Negligible	1
Very Unlikely	2		
Remote Chance	1		

Risks - Probability x Impact Score Grid

Almost Certain 6	6	12	18	24
Very Likely 5	5	10	15	20
Likely 4	4	8	12	16
Possible 3	3	6	9	12
Very Unlikely 2	2	4	6	8
Remote Chance 1	1	2	3	4
	Negligible 1	Marginal 2	Critical 3	Catastrophic 4

TITLE: PROPOSED DATES OF MEETINGS IN 2017/18

Background: Consideration has been given to potential dates of meetings of the Board next session. It is proposed that:

- The Board continue to have 5 scheduled meetings during the year;
- The meetings follow the same pattern as for this session and previous sessions;
- The meetings continue to be held on Monday afternoons starting at 4.00 p.m.;
- The Board continue to hold at least 1 meeting at each campus;
- A development/strategic session be scheduled to be held on the same day as the February 2018 meeting. Further consideration needs to be given to the precise timing of this event (i.e. whether a half-day or whole day session) but it would be helpful to get it into diaries now.

The dates proposed for session 2017/18 are:

9 October 2017 at the Greenock Campus
4 December 2017 at the Paisley Campus
5 February 2018 at the Paisley Campus (plus development and/or strategic session)
26 March 2018 at the Clydebank Campus
18 June 2018 at the Paisley Campus.

Action: The Board is asked to consider and approve the proposed dates of its meetings in 2017/18.

Lead: Keith McKellar, Chair, Board of Management.

Status: Open

TITLE: MEMBERSHIP, SCHEDULE OF BUSINESS AND DATES OF MEETINGS IN 2016/17

Background: I have attached the following information which the Board is asked to note:

1. A list showing the current membership of the Board and the Committees – see Annex 1.
2. The proposed Schedule of Business for 2016/17 – see Annex 2.
3. Dates of meetings in 2016/17 – see Annex 3.

Action: The Board is asked to note this information.

Lead: Gwen McArthur, Secretary to the Board

Status: Open

WEST COLLEGE SCOTLAND

BOARD OF MANAGEMENT

Under the terms of the Further and Higher Education (Scotland) Act 1992, as amended by the Post-16 Education (Scotland) Act 2013, the membership of the Board of Management 'shall consist of no fewer than 15 nor more than 18 members'. The current membership is:

Chair

Keith McKellar

Vice Chair

Jacqueline Henry

Principal

Audrey Cumberford (*ex officio*)

Teaching staff – 1 elected

Paul McFarlane

Non-Teaching staff – 1 elected

Alison Mitchell

Students Association (2)

Andrew Hunter

Moses Apiliga

Non-Executive Members

Nick Allan

Mike Haggerty

Jim Hannigan

Andrew Hetherington

Jenifer Johnston

Linda Johnston

Lyndsay Lauder

John Leburn

John McMillan

Mark Newlands

Joyce White

In Attendance

Stephanie Graham, Vice-Principal Educational Leadership

David Alexander, Vice-Principal Operations

Liz Connolly, Vice-Principal Corporate Development
Gwen McArthur, Secretary to the Board

GMcA/revised 1.01.17

COMMITTEE MEMBERSHIP AND ATTENDING OFFICERS 2016-17

1. Audit Committee

Membership

John McMillan (Chair)
Andrew Hetherington
Robin Downie (co-opted)
Stephen Vere (co-opted)

Attending Officers

Audrey Cumberford, Principal
David Alexander, Vice Principal Operations
Alan Ritchie, Director of Finance and Estates
Gwen McArthur, Secretary

Internal Auditor – Chris Brown & Elizabeth Young, Scott Moncrieff
External Auditors – John McLeod, Mazars

2. Corporate Development Committee

Membership

Mark Newlands (Chair)
Jim Hannigan (Vice Chair)
Jenifer Johnston
Audrey Cumberford
Keith McKellar (*ex officio*)

Attending Officers

Liz Connolly, Vice Principal Corporate Development
Sara Rae, Director of Business & Enterprise
George Johnson, Director of Technology & Innovation
Diarmid O'Hara, Director of Communications, Policy & Planning
Gwen McArthur, Secretary

3. Estates Committee

Membership

Nick Allan (Chair)
Andrew Hetherington (Vice Chair)
John McMillan
Audrey Cumberford
Keith McKellar (*ex officio*)

Attending Officers

David Alexander, Vice Principal Operations
Stephanie Graham, Vice Principal Educational Leadership
Alan Ritchie, Director of Finance and Estates
Peter Thorne, Head of Estates
Gwen McArthur, Secretary

4. Finance & General Purposes Committee

Membership

Joyce White (Chair)
Audrey Cumberland
John Leburn
Keith McKellar (*ex officio*)

Attending Officers

David Alexander, Vice Principal Operations
Alan Ritchie, Director of Finance and Estates
David Black, Director of Information Technology
Vivienne Mulholland, Head of Finance
Gwen McArthur, Secretary

(**Plus** Internal and External Auditors receive papers)

5. Learning, Teaching & Quality Committee

Membership

Mike Haggerty (Chair)
Jacqueline Henry (Vice Chair)
Audrey Cumberland
Paul McFarlane
Alison Mitchell
Andrew Hunter
Wilma Bain (co-opted)
Keith McKellar (*ex officio*)

Attending Officers

Stephanie Graham, Vice Principal Educational Leadership
Rose Brown, Director of Student Services & Communities
Cathy MacNab, Director of Quality Learning & Teaching
Gwen McArthur, Secretary

(**Plus** papers go to David Alexander, Vice Principal Operations)

6. Organisational Development & HR Committee

Membership

Lyndsay Lauder (Chair)
Audrey Cumberland
Jim Hannigan
Linda Johnston
Keith McKellar (*ex officio*)

Attending Officers

David Gunn, Director of Organisational Development & HR
Gwen McArthur, Secretary

(**Plus** papers to go to David Alexander, Vice Principal Operations)

7. Nominations Committee

Membership

Keith McKellar (Chair)
Nick Allan
Mike Haggerty
Jacqueline Henry
Lyndsay Lauder
John McMillan
Mark Newlands
Joyce White
Alison Mitchell
Andrew Hunter, Student President

Attending Officer

Gwen McArthur, Secretary

8. Remuneration Committee

Membership

Mark Newlands (Chair)
Keith McKellar
Nick Allan
Mike Haggerty
Jacqueline Henry
Lyndsay Lauder
John McMillan
Joyce White

Attending Officer

Gwen McArthur, Secretary

As at January 2017

SCHEDULE OF BUSINESS 2016/17

BOARD OF MANAGEMENT

Date of meeting	Agenda items	Deadline for Papers
3 October 2016 Clydebank Campus	Main items of business Estate Strategy and Carbon Management Plan Options Appraisal and Outline Business Case for Greenock Board Membership External Review of Effectiveness of Governance Audit Scotland Report Merger Evaluation Report Committee reports Estates; Nominations Committee; Remuneration Committee	20 September
5 December 2016 Paisley Campus	Main items of business Review of Regional Outcome Agreement Operational Plan Key Performance Indicators Review of Governance Effectiveness Review of Risk Management Strategy and Strategic Risk Register Financial Statements for the year ending 31 July 2016 Report from External Auditor Annual Report from Audit Committee Annual Report from Internal Audit Committee reports Audit; Corporate Development; Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR; Remuneration	23 November
30 January 2017 Paisley Campus	Main items of business Workshop on Effectiveness of Governance Draft Regional Outcome Agreement VS Scheme Committee Reports Audit; Corporate Development; Learning, Teaching and Quality; Nominations	18 January
27 March 2017 Clydebank Campus	Main items of business Report on Governance Effectiveness Board Development Action Plan Final Regional Outcome Agreement HR Annual Report	15 March

	Committee Reports Audit; Estates; Finance & General Purposes; Organisational Development & HR; Remuneration; Nominations; Joint meeting of Audit and FGP Committee.	
19 June 2017 Paisley Campus	Main items of business Annual Review of Corporate Plan 2015-2020 Budget 2017/18 and Financial Strategy (including Budget for Students Association) Board Development Action Plan Committee Reports on Progress against Regional Outcome Agreement Schedule of Business 2017/18 Dates of meetings in 2017/18 Committee reports Audit; Corporate Development; Estates; Finance & General Purposes; Learning, Teaching & Quality; Organisational Development & HR	7 June

GMcA/As at 20.03.17/v5

Dates of Meetings in 2016/17

Committee	Aug	September	October	November	December	January	February	March	April	May	June
BOARD Mondays at 4.00 p.m.			3 3.00 p.m. C		5 P	30 P		27 C			19 P
Audit Thursdays at 4.00 p.m.			6 2.00 p.m. P		12 C			9 P		25 P	
Joint Audit & Finance				22 4.00 p.m. C							
Finance and GP Tuesdays at 4.00 p.m.		27 CANCELLED C		22 2.00 p.m. C				7 C			6 C
Corporate Development Tuesdays at 4.00 p.m.			25 P		13 P			28 P		16 P	
Estates Tuesdays at 4.00 p.m.		13 3.00 p.m. G		15 C			28 P			30 G	
OD&HR Wednesdays at 4.00 p.m.		14 CANCELLED P		16 P				15 P		17 P	
LTQ Wednesdays at 4.00 p.m.			12 G		7 P			30 P		24 G	

NOTE: the venue for the Board and some Committee meetings will alternate between different campuses as indicated above.

C = Clydebank; G = Greenock; P = Paisley.