

**West College Scotland**

**LEARNING, TEACHING AND QUALITY COMMITTEE**

**WEDNESDAY 11 OCTOBER 2017 at 4.00 p.m.  
in Room 114, Clydebank Campus**

**AGENDA**

**General Business**

1. Apologies
2. Declaration of Interests
3. Minutes of the meeting held on 24 May 2017  
Actions from the minutes
4. Matters arising from the Minutes  
(and not otherwise on the agenda)

Enclosed  
Enclosed

**Main Items for Discussion and/or Approval**

5. Committee Remit, Membership and Dates of Meetings
6. Update from Vice Principal Educational Leadership
  - .1 Activity Update
  - .2 Quality, Learning and Teaching Update
  - .3 Learning Communities and Student Services
7. Students Association Update
8. Student Enrolment 2017-18
9. Regional Outcome Agreement Monitoring
10. College Leaver Destinations 2015/16
11. Student Feedback and Surveys
12. Education Scotland – Evaluation and Grading update
13. Examinations Report
14. Equality Challenge Unit – addressing the gender gap

Paper 5      GM  
  
Oral report    SG  
Oral report    CM  
Oral report    IFS  
  
Oral report    MM  
  
Paper 8      SG  
  
Paper 9      SG  
  
Paper 10     CM  
  
Paper11      CM/MM  
  
Paper 12     CM  
To follow  
  
Paper 13     CM  
  
Oral report    CM

15. Risk Paper 15    SG

**Items for Information**

16. Internal Audit Report: Curriculum Planning Paper 16    SG

17. Any other business

Next meeting: Wednesday 15 November 2017 at 4.00 p.m. on the Paisley Campus

Gwen McArthur  
Secretary to the Committee

## **LEARNING, TEACHING AND QUALITY COMMITTEE**

**MINUTES:** 24 May 2017

**Present:** Mike Haggerty (in the Chair), Jacqueline Henry, Andrew Hunter, Alison Mitchell.

**Attending:** Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Director of Quality, Learning and Teaching), Peter Pringle (Assistant Principal, Business and Technologies), Scott Campbell (Head of Student Services), Gwen McArthur (Secretary to the Committee).

**Apologies:** Audrey Cumberland, Wilma Bain, Rose Brown, Paul McFarlane, Keith McKellar.

### **LM212 WELCOME**

The Chair welcomed Peter Pringle (Assistant Principal, Business and Technologies) and Scott Campbell (Head of Student Services) to the meeting.

### **LM213 DECLARATION OF INTERESTS**

None

### **LM214 MINUTES**

The minutes of the meeting held on 30 March 2017 were approved.

### **LM215 ACTIONS FROM THE MINUTES**

The Committee noted the actions from the minutes.

### **LM216 UPDATE FROM VICE PRINCIPAL EDUCATIONAL LEADERSHIP (LM197)**

#### **.1 Activity Update**

Stephanie Graham, Vice Principal Educational Leadership, provided a report to the Committee on a range of activities, including the following:

- The strike action that had been taken by members of the EIS (Educational Institute of Scotland) was currently suspended while talks continued through the National Bargaining process. The Committee noted that action had been taken to mitigate the impact of the strike on students and communication with the students had been good so that they were kept informed of what was happening. Some catch-up action was currently underway to ensure that students covered any material that they might have missed during the strike days. It was noted that the impact had not been the same for all students, as not all students had been due to attend classes on strike days. It was also noted that, while the students had

supported the staff in the early days of their action, this support had diminished over time and it was considered that there was a bit of work to be carried out to repair any reputational damage the College might suffer. Also all students had continued to receive their funding uninterrupted. The Committee was pleased to note that everything that could be done to mitigate the impact of the strike action on the students was done. However, the strike action was only suspended and the Committee would draw to the attention of the Board the need for Colleges Scotland to continue discussions so that a resolution to this matter could be achieved.

**[Action: MH]**

- It was noted that the Regional Outcome Agreement needed a slight adjustment as the College had received additional funding for Childhood Practice training and would increase its credit target.
- The information on the total credits delivered this session (2016/17) was currently being finalised and the College was optimistic that it would achieve the credit target, although this remained challenging. The full impact of the strike action had still to be determined, but staff were working hard to ensure that the target was achieved.
- The SFC (Scottish Funding Council) had confirmed that only 2.5% of the total College activity could be achieved through One Plus activity for 2017/18. Discussions with SFC regarding this matter were continuing and an application had been submitted to SFC on this matter as there were specific courses that could be excluded from this, e.g. some of the apprenticeship programmes currently in place. It was also noted that the SFC might apply this ratio retrospectively so that it would apply for the current session, 2016/17, also. This was despite SFC not communicating the finalised One Plus guidance until recently and College planning for the 2016/17 provision having been undertaken over a year ago and based on what was approved for One Plus in the previous session. The Committee was disappointed that this ratio could be applied retrospectively, particularly as the College was working to reduce One Plus overall. The Committee wished to draw this to the attention of the Board as a matter of some concern.

**[Action: MH]**

- The Committee noted a tabled paper that showed the number of full-time applications received to date. This showed that the total number of applications received this year was down on the number received on the same date last year. Within the data provided this showed that there were variations between Campuses and between different subject areas, with the Greenock Campus and the care and life sciences areas showing a fall in numbers. The Curriculum Quality Leaders (CQL's) were taking action to address this. It was the intention that an update on the number of applications would be provided to the Board at its next meeting in June.

**[Action: SG]**

- It was noted that: planning meetings for next session were underway; a gender action plan was being developed and would be submitted to the SFC by 3 July 2017 (this was to address particular areas where there was currently a gender imbalance); information on the programme for the Paisley Creative Festival was noted; the College had recently hosted a meeting to discuss the Scottish Government's 15-24 learner journey; Shirley Anne Somerville, the Minister for Further Education, Higher Education and Science, would visit the College on 13 June 2017.
- The Committee was pleased to note that Iain Forster-Smith, would take up post as the Director of Student Services and Communities on 1 August 2017.

## **.2 Student Services and Communities**

Scott Campbell, Head of Student Services and Communities, provided a report on the following:

- The Corporate Planning process for next year was well underway. Reports from each of the areas had been received and were being considered;
- The Student Advisory Services accommodation at the Paisley Campus had undergone a major refurbishment and was now much more accessible and comfortable for students.
- The Paisley campus Library would shortly be moving from the Abercorn Centre to the atria in the Renfrew North building. It was the intention that this would be ready early next session (i.e. August/September).
- Responsibility for the Students Association would move from Student Services and Communities to the Quality, Learning and Teaching team by the 1 August 2017. The transition was now well underway.
- The 'keep it warm' campaign would be updated and run again this summer as it had proved to be very successful last year. The Committee welcomed this information.

## **.3 Quality, Learning and Teaching**

Cathy MacNab, Director of Quality, Learning and Teaching, provided a report on the following:

- It was noted that, as part of the Equality Challenge Unit's (ECU) project, two areas within the College, Electrical Engineering and Computer Gaming, were participating to identify action that could be taken to close the gender gap in these areas (LM196.2). Teaching staff had attended a cross-institutional forum in March to learn from and share experiences with other project participants. Further events would be held and an action plan would be developed. The Committee would be kept informed of developments.

**[Action: CM]**

- The College had experienced a sharp increase in the number of student complaints received as a result of the strike action taken by EIS. While staff had worked with the Students Association to mitigate the impact of this on students, there had nonetheless been an adverse effect. A sector wide

group had been established to look at the complaints received and to categorise them. The external verification schedule had been revised so that relevant staff would be present. The SQA examinations had proceeded as planned, as these were externally invigilated, and some 500 students had undertaken these at the College.

- In relation to the new quality arrangements Education Scotland required an Evaluative Report and Enhancement Plan to be submitted by the College by 31 October 2017. Some guidance on the format of the report had been provided by SFC and a visit to West Dunbartonshire Education Department had been arranged to help the College team build up their own capacity for this new self-evaluative reporting process. There was on-going engagement with the College Inspector, Peter Connolly, and HMIE Associate Assessors would visit the college in September. The Committee noted that this new process was a move towards more self-evaluation and provision of hard data.
- It was noted that a refresh of the Teaching Enhancement Moodle site was underway, so that all resources would be directed into a single point of contact. The Teaching Enhancement Lecturers would focus on supporting new staff induction from 2017/18.
- The Committee was aware that Education Scotland had been commissioned by SFC to undertake a review of all Colleges in relation to their partnership with Scottish Credit and Qualifications Framework (SCQF) and the credit ratings for courses. This process was on-going and it was anticipated that the outcome would be known in the autumn.

## **LM217 STUDENTS ASSOCIATION UPDATE (LM198)**

The President of the Students Association provided the Committee with a report from the Students Association.

### **.1 Activity Report**

The Committee noted the following:

- The President tabled a paper which provided an update on progress with the 'You said, we did' process. The Committee welcomed this report and noted the actions taken.
- A new President had been elected for next session and Vice Presidents had been elected at the Paisley and Clydebank Campuses. However, no students had come forward for the Vice President post at the Greenock campus. The Students Association were working hard to encourage students to come forward for this post.
- Members of the Students Association had attended a SPARQS/NUS Scotland event in relation to 'How good is our College'. Two main themes had emerged: the need for a Student Partnership Agreement; and the need for the Students Association to have staff members who worked exclusively for the Students Association. In relation to the development of a Student

Partnership Agreement this would be discussed later in the meeting – see LM219 below.

- The President tabled a paper setting out a business case for the appointment of a Development Officer who would work exclusively for the Students Association. At present the Students Association (SA) worked closely with staff in the Student Services, but these staff were not dedicated to the SA and had other duties as well. The SA were of the view that they had now reached the point where they needed a dedicated member of staff to help run the SA, to make it more pro-active rather than reactive, and to provide continuity given that the SA Officers only held post for a relatively short period of time.

In considering this request the Committee was supportive of the SA but was also aware of the overall financial position of the College. There were many competing factors to be taken into account. It was **agreed** that the Vice Principal Educational Leadership would take this paper to the next meeting of the Executive Management Team for consideration. The budget for next session would be discussed at the next Board meeting in June and this business case would be considered as part of the overall budget setting process. **[Action: SG]**

## **.2 Financial Report**

The Committee noted a report on the income and expenditure of the Students Association for the period 1 August 2016 to 2 May 2017, which showed that there was a small sum of money remaining which would be retained as a contingency to meet any further outstanding expenditure.

### **LM218 STUDENTS ASSOCIATION BUDGET 2017/18**

The Committee noted that it was proposed that the budget for the Students Association be increased from £82,000 to £83,000 in 2017/18. The Committee supported this increase and

**RECOMMENDS** to the Board that the budget for the Students Association in 2017/18 be set at £83,000. **[Action: GMcA]**

### **LM219 STUDENT PARTNERSHIP AGREEMENT (LM203)**

The Committee noted the draft Student Partnership Agreement 2017-2020 which had been developed in collaboration with students, staff, the Students Association and external partners. The aim of this Agreement was to formalise the commitment between the College and the Students Association to develop a strong, robust, effective and autonomous Students Association. The Committee welcomed this report and endorsed the direction of travel. The Agreement was still developing and the next edition would be brought to the Board at its meeting in June. **[Action: SC]**

### **LM220 CORPORATE PARENTING PLAN (LM196)**

The Committee noted that the legislation, the Children and Young People (Scotland) Act 2014, placed certain duties on Colleges as Corporate Parents to

care experienced young people until their 26<sup>th</sup> birthday. This legislation made it clear that the corporate parent was the whole organisation and it was required to prepare, keep under review and publish a Corporate Parenting Plan. The Corporate Parenting Plan had been developed and the Committee considered the information it contained. It was known that traditionally this group of students had a high non-completion rate in the College and so certain actions had been identified to try and address this. The Student Advisory Team were the first point of contact for students and had already agreed the action they needed to take in relation to this matter.

In discussion it was queried what impact the Named Person scheme proposed by the Scottish Government might have on this. If this scheme did proceed then this person would be someone from a local authority and would be in addition to the individual identified by the College as the Named Person.

The Committee welcomed this report and noted that the Board would receive a presentation on Corporate Parenting at its meeting in October so that it was clear what its responsibilities were in relation to this matter. The next edition of the Corporate Parenting Plan would be provided to the Board at its October meeting.

**[Action: SC]**

#### **LM221 STUDENT SURVEY RESPONSE RATES (LM202)**

The Committee was pleased to note that the response rate for the second student survey of the session had increased from the previous year. It was noted that some of the questions were set by the SFC so that comparisons could be made across the sector. The remainder of the questions were specific to the College and would be used to identify local issues that needed attention. The Quality, Learning and Teaching team were currently reviewing the responses received and an analysis of the feedback obtained would be brought to a future meeting. The Committee welcomed the increase in the response rate.

#### **LM222 EXPANSION OF FREE EARLY LEARNING AND CHILDCARE**

The Committee noted that the Scottish Government had made a commitment to increase free early learning and childcare hours for all three and four year olds. The College was currently the largest provider of early learning and childcare education in Scotland and would receive additional funding to help increase the provision of education in this field. The College team was well connected with various local authorities who were able to provide student placements and potential employment opportunities once the students were qualified. The College would continue to work in partnership with the local authorities and would increase the number of student places on the early learning and childcare courses, as well as increasing the range of courses offered in this subject area. There was a move to increase part-time provision for students wishing to undertake these courses. The Committee welcomed this information.

**LM223 RISK**

The Committee noted the strategic risk register and **agreed** it had no further comment to add.

**LM224 DATES OF MEETINGS IN 2017/18**

The Committee noted the proposed dates of its meetings in session 2017/18, these being:

20 September 2017 at the Clydebank Campus

15 November 2017 at the Greenock Campus

28 February 2018 at the Paisley Campus

23 May 2018 at the Clydebank Campus

All Wednesdays starting at 4.00 p.m.

The Chair indicated that he had a difficulty with the September date and this would be investigated further. The Committee would be notified of the confirmed dates once final agreement was reached. **[Action: GMcA]**

**Secretary's Note:** subsequent to the meeting it was agreed that the Committee would meet on 20 September 2017 and the Vice Chair, Jacqueline Henry, would chair the meeting.

## Learning, Teaching and Quality Committee: Meeting of 24 May 2017

### Actions from the Minutes

<b>Date of Meeting</b>	<b>Min Ref</b>	<b>Matter for Action</b>	<b>Responsible Person</b>	<b>Action Taken</b>	<b>Timescale (where applicable)</b>
24 May 2017	LM216.1	Activity update – i. Committee to draw to attention of Board the need for Colleges Scotland to continue discussions to resolve EIS industrial dispute; ii. attention of Board to be drawn to Committee’s concerns regarding possible retrospective application of ratio for One Plus activity; iii. update on number of applications to be made to Board meeting in June	M Haggerty  M Haggerty  S Graham	All matters raised at Board meeting in June and update on number of applications provided	Complete
	LM216.3 196.2	Quality, Learning and Teaching – Committee to be kept informed of developments in relation to Equality Challenge Unit’s project on closing the gender gap in certain subject areas	C MacNab		Future meeting
	LM217	Students Association Report – business case for Development Officer to be taken to Executive Team meeting for consideration	S Graham	This was also discussed at the Board meeting in June where it was agreed that the Executive consider this as part of their Operational Plans for next session.	Complete
	LM218	Students Association Budget 2017/18 – Committee recommended approval of the SA Budget to the Board	G McArthur	Board approved the SA Budget for 2017/18 at its meeting in June.	Complete
	LM219 203	Student Partnership Agreement – to be considered by Board at its meeting in June	S Campbell	Board considered and approved this at its June	Complete

				meeting – but noted this is still developing.	
	LM220 196.1 167.2	Corporate Parenting Plan – next edition of Corporate Parenting Plan to be provided to Board at its October 2017 meeting	S Campbell	Plan to be provided to Board in October 2017	October 2017
	LM224	Dates of meetings in 2017/18 – dates to be confirmed to Committee	G McArthur	Committee notified of confirmed dates of meetings in 2017/18	Complete
		<b>Actions from previous minutes</b>			
30 Mar 2017	LM196.1 171, 167.2	PREVENT Training and Corporate Parenting – development training to be provided to Board at its October meeting	G McArthur	Agreed with Chair of Board and arrangements to be finalised	October
	LM197.1 183.3	Update from Vice Principal: One Plus activity – committee to be kept informed of developments	S Graham		On-going
	LM197.3	Quality, Learning and Teaching i. Education Scotland Review Report on College's partnership with SCQF and the credit ratings for courses – to be brought to a future meeting once available; ii. Quality enhancement plan being developed – to be brought to a future meeting (also LM205)	C MacNab		i. Future meeting  ii. Before October submission deadline
	LM201 183.4	College Leaver Destinations Report 2014/15 – report on data for 2015/16 to be provided once available	C MacNab		Future meeting
	LM202 187	Student Satisfaction Survey Outcomes – feedback from second student survey to be provided once available	C MacNab		Future meeting
7 Dec 2016	LM183.1 165.1	Dedicated E-assessment centres – funds provided and Committee to be kept informed of progress	S Graham		Future meeting
12 Oct 2016	LM167.1	Vice Principal Update			i. Future meeting

		i. curriculum reviews - more information to be provided later in session ii. Further information on operation of Educational Committees to be provided	S Graham  S Graham		ii. Future meeting
--	--	---	--------------------------	--	--------------------

GMcA/6.07.17

**TITLE: COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS IN 2017/18**

**Background:** The remit, membership and dates of meetings in 2017/18 are attached for information. The Committee is asked to note its membership and the dates of meetings for the remainder of the session 2017/18.

The Committee is invited to review its remit. A few amendments have been proposed for consideration as follows:

At c) the College is no longer required to submit an Annual Quality Report to the SFC, but is now required to submit an Annual Evaluative Report and Enhancement Plan to Education Scotland and the SFC. Separate Education Scotland reviews will no longer be conducted.

At d) it is proposed that the wording be amended to reflect that it is the curriculum and student experience elements of the Regional Outcome Agreement that the Committee is responsible for monitoring.

At e) it should be noted that the educational committees are under review and so it is proposed that the wording be amended to reflect this.

The Committee is invited to consider these proposed amendments and, if satisfied, to recommend these to the Board for approval.

**Action:** The Committee is asked to:  
- note its membership and dates of meetings in 2017/18;  
- consider the proposed amendments to its remit and, if satisfied, recommend these to the Board for approval.

**Lead:** Gwen McArthur, Secretary to the Committee

**Status:** Open

## West College Scotland

### Board of Management

#### Learning, Teaching and Quality 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 Learning, Teaching and Quality Committee will be to ensure strategic development of learning and teaching within the College. The Committee provides guidance to staff and student presidents as well as overseeing all matters relating to KPIs including student progress, retention and achievement.

##### 1. Remit

- a) To advise the Board on matters relating to student affairs including:
  - Students Association activities
  - student experience and engagement
  - student guidance and support
  - disciplinary procedures and appeals
- b) To advise the board on all matters relating to the curriculum, teaching and learning including:
  - academic planning, development and delivery of the curriculum
  - national curriculum initiatives
  - admissions and Further Education Student (FES) data
  - enhancement of the College's Learning and Teaching development
- c) To advise the Board on all matters relating to quality including;
  - College quality assurance, improvement and enhancement activities
  - academic standards
  - quality performance indicators (PIs), including retention and attainment
  - the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and Quality Report to the Scottish Funding Council
  - external body quality reviews and reports
  - ~~Education Scotland review outcomes and action plans~~
- d) To monitor the progress in ~~the~~ delivering the academic curriculum and student experience elements in the West Region Outcome Agreement.
- e) To receive reports from ~~the Educational Leadership~~ College Committees and work groups related to the Committee remit.
- f) To review all matters relating to the student experience.
- g) To monitor expenditure of the annual budget of the Students' Association, based on reports received from the Student President, and to confirm to the Board that these are in line with the plans of the Students' Association.

- h) 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.

## 2. **Composition**

The Principal, Student's Association President (or nominee), Teaching Staff Representative and two Members of the Board of Management (other than those noted), one of whom, will Chair. The non-teaching staff member may also become a member of this committee.

Attending;

Vice Principal Educational Leadership  
Director of Student Services and Communities  
Director of Quality, Learning and Teaching

The Committee is empowered to invite members of the Senior Management/Executive team to attend meetings of the Committee

The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee

Chairs of other Committees can attend the meetings, with the approval of the Chair of the Learning Teaching and Quality Committee

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

The Chair of the Board of Management will be an ex- officio member of the Committee

## 3. **Frequency of Meetings**

The Committee will meet at least three times per year. Additional meetings will be convened as necessary.

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

## 4. **Quorum**

The quorum will be two Members of the Board of Management.

## 5. **Secretariat**

The Secretary to the Board of Management.

The Committee will report to the Board of Management and the minutes of its meetings will be circulated to the Board for information.

## 6. **Review**

The Remit will be subject to review annually.

## **Membership 2017/18**

Mike Haggerty (Chair)  
Jacqueline Henry (Vice Chair)  
Audrey Cumberford  
Alison Mitchell  
David Watson  
Matthew Marsden (Student President)  
Wilma Bain (Co-opted)  
Keith McKellar (*ex officio*)

### **In Attendance:**

Stephanie Graham, Vice Principal Educational Leadership  
Cathy McNab, Director of Quality, Learning and Teaching  
Iain Forster-Smith, Director of Student Services and Communities  
Gwen McArthur, Secretary to the Committee

## **Dates of meetings in 2017/18**

11 October 2017 at the Clydebank Campus  
15 November 2017 at the Paisley Campus  
28 February 2018 at the Greenock Campus  
23 May 2018 at the Clydebank Campus

All Wednesdays starting at 4.00 p.m. (unless otherwise notified).

GMcA/4.10.17

**TITLE: 2017-18 Enrolment Update**

**Background:** Full time classes started week beginning 21<sup>st</sup> August. The enrolments have now been completed although part time classes are still enrolling.

Overall full time student numbers are around 200 down compared to the same point last year.

The pattern is similar to last year in that the FE students have decreased, but this time by a higher number. Unlike last session, our HNC numbers have not increased but show a slight drop.

Unlike last session, we have had an increase in 2<sup>nd</sup> year HND students. This includes two new courses of HND Childhood Practice and HND Fitness, Health and Exercise. The increase in HND second year overall may also have been due to the fact that we had an increase in HNC numbers last session and increase in students achieving their full award.

Our block release, part time and evening student recruitment is up. This is due to increased part time provision being available and increased demand. Unfortunately our school college programme has not recruited to the expected target numbers.

**Action being taken**

The Educational Leadership Team is addressing the pattern of reducing full time FE enrolments by revising the offering at FE level. New pilot provision is being run with a more generic

overall curriculum and more project based learning. This is being reviewed at present to consider extending for 2018-19.

Individual trends in enrolments are currently being considered through Portfolio Reviews and will be reviewed within the Curriculum Planning and Review meetings in November.

The reduction in full time numbers, along with the reduction in credits claimable due to the overall 2.5% cap in 'One Plus' means that our credit estimates for 2017-18 are slightly down on target. Action is being taken at this point to further increase part-time, evening and January start provision, plus look at additional short taster provision for the schools. We believe that we will be able to address the shortfall by these means.

<b>Action:</b>	For discussion
<b>Lead:</b>	Stephanie Graham, Vice Principal Educational Leadership
<b>Status:</b>	Open.





**TITLE:**           **Regional Outcome Agreement 2017-20 monitoring**

**Background:** A new format for LTQ monitoring of progress for the new Regional Outcome Agreement has been produced. This single document will be updated on an on-going basis as performance information is available and considered at each Committee meeting.

The document extracts all the Regional Outcome Agreement main commitments and measurement targets relevant to the Learning Teaching and Quality Committee.

The front index page will be used to date and give an overall progress rating of any particular updates for each meeting. The same 'traffic light' rating is used throughout the document to show progress on the measurement targets.

**Action:**           The Committee is asked for any feedback on the document format.  
The Committee is invited to consider the performance to date on the measures within the new Regional Outcome Agreement.

**Lead:**             Stephanie Graham, Vice Principal Educational Leadership

**Status:**           Open.



**REGIONAL OUTCOME AGREEMENT  
THE WEST REGION**

**Academic years 2017-18 to 2019-20**

**Monitoring report for Learning, Teaching & Quality  
(Sept, Nov, Feb, May)**

The following KPIs and commitments are extracted from the Regional Outcome Agreement and progress will be monitored by the Learning, Teaching and Quality Committee. Updated data will be inserted into the 'peach' shaded cells as it becomes available and any associated commentary added in the 'progress commentary' boxes.

Index	Page	Updated	Progress	Index	Page	Updated	Progress
<b>Credits</b>	2	Sept 17		<b>Quality</b>			
				Student Outcomes and Retention	10	Sept 17	
<b>Access</b>				Articulation	12		
Deprivation	3	Sept 17		<b>Skills and Employability</b>			
Disability	4	Sept 17		STEM	13	Sept 17	
Gender	5			Work Experience	13		
Age	7	Sept 17		Apprenticeships, Employability and SDS	14	Sept 17	
Ethnicity	7			<b>High Performing Institutions</b>			
Corporate Parenting	8			Student Association	14		
Caring Responsibilities	8			College Leaver Destination Survey	15	Sept 17	
School College Programme	9	Sept 17		Student Satisfaction and Engagement	16	June 17	

## Credits

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Target 18-19	Target 19-20	Progress commentary
1a. Credits delivered	Core	159,434	159,175	159,025	159,064	159,025			Achieved the target overall after SFC brought the credits delivered down slightly due to 'One Plus' claim.
	ESF	7,086	7,086	7,086	7,086	7,086			
	Childcare					1,269			
	Total	<b>166,520</b>	<b>166,261</b>	<b>166,111</b>	<b>166,150</b>	<b>167,380</b>			

## Access - Deprivation

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
1c. Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas	Volume	46,369	45,464	46,500	45,349	47,300				Credit target not met (level equivalent to 2015-16). However, increase in actual SIMD10 students from 5,058 to 5,261.
	Proportion	27.8%	27.35%	28%	27.26%	28.5%		29%	30%	

Enrolments	WCS 13-14	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18 (est)	Progress commentary
Full time students from the 10% most deprived postcodes	29.9%	30.7%	30.5%			There was an increase in students from SIMD10 for all three of our main local authority areas.
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%			
Commitment	Progress commentary					
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.						The College is using our involvement in the Scottish Government Improvement in Retention and Attainment project to focus on SIMD10

Outcomes and Retention Courses over 160 hours 15-16	Completed successful 15-16	Completed successful 16 17	Completed partial success 15-16	Completed partial success 16-17	Further withdrawal 15-16	Further withdrawal 16-17	Early withdrawal 15-16	Early withdrawal 16-17	Early withdrawal 17-18 (est)
From SIMD10	57.6%	64.8%	78.3%	81.6%	14.8%	11.8%	6.9%	6.8%	
Not from SIMD10	58%	67.3%	85.2%	86.3%	10.1%	9.4%	4.6%	4.3%	
Progress commentary	Improvements were made in retention and attainment for both students from SIMD10 and from other postcode areas. The improvement in student success however, were more marked for those not from SIMD10. The gap in attainment was wider for 2016-17. Overall retention figures became more similar with good improvements for SIMD10 students. The early retention differences remained similar to last session.								

## Disability

Measure	Disability	Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups	Credits Proportion	28,435 <b>17.1%</b>	<b>17.5%</b>	18%	29,979 <b>18%</b>	18.5%		19%	19.5%	Increase in the percentage of students with a disability.

Commitment	Progress commentary
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.	This is still an on-going project. Irrespective of the outcome of the Volunteering Matters partnership, we have established positive links with Engage Renfrewshire, Engage and other voluntary organisations who are keen to work with the Learner Development Sector.
Work with Gateways to design and market a pre employability programme for adults with mental health issues for inclusion in the 2017-18 portfolio.	The Focus course in Greenock has been redesigned to incorporate accredited career management and business Units. In addition to Gateways, Your Voice Inverclyde referrals have made referrals to the FOCUS, TOP and Wellbeing courses
Provide staff CPD sessions on meeting the range of additional support needs including support for those students with Autism Spectrum Disorder.	This has not yet happened formally. However, Sector staff do provide advice and strategies for Servicing areas and staff across the College as required.

For courses lasting 160 hours or more	Students with a declared disability					Students without a declared disability	
	WCS 2013-14	WCS 2014-15	WCS 2015-16	WCS 2016-17	Sector 2015-16	WCS 2015-16	WCS 2016-17
Completed Successfully and Partial success	82.2%	83.9%	84.2%	<b>84.6%</b>	78.6%	<b>86.9%</b>	<b>85.1%</b>
Completed Successfully	66.3%	62.5%	60.2%	<b>68.1%</b>	65.4%	<b>55.1%</b>	<b>66.4%</b>
Progress commentary	In line with the overall College improvements in PIs, student success rates rose for students with a disability. The students with a declared disability continued to achieve better success rates than those without.						

## Gender

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups and care leavers.	Male	72,207 <b>43.4%</b>	70,239 <b>42.25%</b>	42%	73,487 <b>44.15%</b>	42%		42%	42%	Although target percentages not achieved, the overall gender split for the college is better with increase in males.
	Female	94,219 <b>56.6%</b>	95,882 <b>57.67%</b>	58%	92,778 <b>55.73%</b>	58%		58%	58%	

West College Scotland Superclass	2015-26		2016-17		2017-18 (est)		Target 2019-20		Progress commentary
	Male	Female	Male	Female	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%	

Commitments for enrolments	Progress commentary
Build on the work with employers to promote gender equality in their industries.	
Work with schools to help change perceptions of particular industries and subject areas with high gender imbalances.	
Engage with local councils on initiatives such as the Renfrewshire Council Women into Construction event.	
Use marketing and promotion material to promote gender equality and improve understanding of careers and pathways for all genders.	
Engage 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.	
Engage in the development of qualifications with awarding bodies to use its involvement to effect change to encourage gender equalities	

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

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 16-17	WCS 13-14	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 14-15	WCS 15-16	WCS 16-17	WCS 14-15	WCS 15-16	WCS 16-17	WCS (est) 17-18
FE females	65.1%	61.7%	51.2%	64.9%	64%	82.9%	80.9%	85.1%	78.5%	85%	12.1%	9.7%	10%	7.1%	5.2%	5.1%	
FE males	67.6%	60.8%	60.8%	69.5%	66.8%	82.7%	82.8%	84.2%	81.5%	85.6%	12.1%	10.5%	9.2%	5.7%	5.2%	5.2%	
HE females	73.9%	72.2%	68.2%	75.1%	72.1%	77.8%	84.6%	79.3%	83.7%	86.3%	10.8%	14.6%	11.8%	4.6%	5.9%	5%	
HE males	63.4%	61.8%	63.7%	71.7%	70.5%	80.8%	84.7%	79.6%	84.7%	83.2%	9.9%	16%	10.3%	5.4%	4.4%	3.4%	
<b>Progress commentary</b>	<p>In line with improvements in College PIs, there were improvements for both male &amp; female students. The biggest increase in success rates was for FE females (+13%). Their overall retention was the same as last session but a higher percentage achieved their qualifications. In HE, the difference between male and female success rates narrowed with a 7% improvement in male success rates compared to a 4% improvement for females.</p> <p>Overall retention is similar for both males and females but early retention continued to be better for HE males and improved even further. This is likely to be due to the higher number of employed HE male students in engineering and construction. The success in improving female FE early withdrawal rates in 2015-16 was retained for 2016-17.</p>																

Commitment to improving attainment	Progress commentary
Connect students with mentors of the same gender within the curriculum or role models in the industry	
Ensure work-placements are well considered and supportive of gender equalities, including providing appropriate facilities.	
Offer assertiveness/resilience training to minority genders	
Involve 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.	
Analyse 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.	

## Age

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
1b. Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24	16-19	69,867 <b>42%</b>	66,254 <b>40%</b>	40%	67,473 40.5%	40%		40%	40%	Percentage exceeded in 16-19 year olds and almost achieved for 20-24.
	20-24	36,211 <b>21.7%</b>	36,272 <b>22%</b>	22%	35,446 21.3%	22%		22%	22%	

Courses lasting more than 160 hours	Completed Successful					Completed and partial success					Progress commentary
	WCS 13-14	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 13-14	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	
under 18	65.4%	56.2%	58.6%	62.9%	<b>63.8%</b>	82.9%	81.9%	79.5%	77.2%	<b>79.7%</b>	There were improvements in student success rates for all age groups. The biggest increase was for the older age groups and in particular the 41 years and over where success rates returned to previous levels.
18-20 year olds	67.3%	63.3%	65.2%	70.7%	<b>67.9%</b>	82.7%	82.2%	80.8%	82.1%	<b>83.7%</b>	
21-24 year olds	63.6%	62.9%	58.4%	69.9%	<b>67.2%</b>	77.8%	81.7%	81%	81.2%	<b>84.2%</b>	Retention was broadly in line with last session, it was the conversion from partial to full success that was the big improvement.
25-40 year olds	71.4%	67.3%	55.2%	72%	<b>66.4%</b>	80.8%	82.6%	86.1%	82.8%	<b>86.8%</b>	
41 and Over	69.7%	72.1%	45.2%	70%	<b>67.6%</b>	80.2%	88.4%	92.6%	85.3%	<b>92.6%</b>	

## Ethnicity

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to learners from different protected characteristic groups	BME Credits Proportion	6,232 <b>3.7%</b>	8,542 <b>5.14%</b>	5.5%		6%		6.5%	7%	

## Corporate Parenting

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to care leavers.	Credits Proportion	870 <b>0.52%</b>	2,829 <b>1.7%</b>	3,000 <b>1.8%</b>		<b>2%</b>		<b>2.5%</b>	<b>3%</b>	
Number of Care Experienced					128					

Commitment	Progress commentary
<p>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:</p> <ul style="list-style-type: none"> <li>👉 Encourage early disclosure</li> <li>👉 Facilitate ease of transition and identification of appropriate course options</li> <li>👉 Provide targeted support</li> <li>👉 Be responsive to need</li> <li>👉 Raise aspirations</li> <li>👉 Improve outcomes</li> <li>👉 Provide training and development opportunities for staff</li> </ul>	

## Caring Responsibilities

Commitment	Progress commentary
Extend the existing model of support that is offered to Care Experienced to our students with caring responsibilities	
Make an application to be a 'Caring Positive' employer	

## School College Partnership

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
2a. Number of senior phase age pupils studying vocational qualifications delivered by colleges	Number	436	426	450	164	500		550	600	
2b. Volume and proportion of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	Volume	1,688	1465	1900	829	2,200		2,500	3,000	
	Proportion	1%	0.88%	1.15%	0.5%					
2c. Volume and proportion of credits delivered to learners at S3 and above as part of 'school-college' provision.	Volume	6,227	5,370	6,000	6,375	6,600		7,000	7,500	Target achieved and an increase in activity overall.
	Proportion	3.7%	3.2%	3.8%	3.8%	4%		4.2%	4.5%	
2d. Volume and proportion of Credits delivered at HE level to learners from SHEP schools	Volume Proportion									Enrolment forms did not require previous school to be completed prior to 17-18 onwards. This has been included in 2017-18 enrolment
4c. Proportion of senior phase age pupils successfully completing a vocational qualification	Proportion	59%	59%	65%		68%		72%	74%	

Commitment	Progress commentary
Work with local schools and Authorities to identify new partnership initiatives to support the Senior Phase and increased vocational learning opportunities	
Support initiatives to promote STEM, vocational learning and gender equalities to school pupils.	
Prioritise the development of STEM and employability skills for young people.	
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.	
Continue to be involved with FOCUS West in supporting SHEP schools to increase progression to HE.	
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 - PIs

### Student Outcomes and Retention

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
4a. Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)	Full-time FE	59.7%	63.7%	65%	68%	67%		70%	73.5%	
	Part-time FE	64.3%	52.5%	66%	65%	69%		72%	74%	
	Full-time HE	67.1%	65.4%	67%	69%	69%		72%	74.5%	
	Part-time HE	76.5%	74.1%	76%	81%	77%		78%	79%	
4b. Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)	Full-time FE	57.6%	61.1%	62%	62.6%	64%		66%	67.5%	Improvement in FT FE and HE success for SIMD10 students, although HE actual target not met. (FT not from SIMD10 FE 66.5% HE 72%)
	Part-time FE	59.4%	53%	62%		65%		68%	70%	
	Full-time HE	63.6%	61.7%	64%	62.4%	66%		68%	70.5%	
	Part-time HE	67.1%	69.1%	71%		73%		74%	75%	

FE Courses	Completed Successful					Completed with full and partial success					Progress commentary
	13-14	14-15	15-16	16-17	Sector 15-16	13-14	14-15	15-16	16-17	Sector 15-16	
under 10 hours	96.4%	97%	100%	99.5%	99.2%	100%	100%	100%	99.8%	100%	Good improvements for student success rates in all FE part time provision. This was particularly marked in courses lasting 80-160 hours and 160-320 hours where previously retention was good but lower numbers of students gained full qualifications. Sector figures for 2016-17 are not yet available.
10 up to 40 hours	85.8%	77.2%	69.4%	77.1%	91.35	99.7%	99.8%	99.2%	99.1%	98.7%	
40 up to 80 hours	67.9%	64.9%	59%	65.4%	76.4%	95.4%	96.9%	99%	92.4%	94.3%	
80 up to 160 hours	60.9%	54.3%	43%	64%	67.6%	94.8%	98.3%	96.7%	94.6%	91.8%	
160 up to 320 hours	65.4%	59.4%	40.6%	59.5%	66.3%	85.1%	92.4%	95.3%	92.5%	86%	
320 hours up to FT	70.4%	69.1%	68.9%	75.5%	74%	87.3%	90.1%	87.8%	89.6%	85.5%	
<b>HE Courses</b>											
10 up to 40 hours	82.6%	69.2%	90.9%		-	100%	100%	100%		-	Improvements in success rates for some HE part time provision. Further analysis in subject areas is being undertaken through Portfolio Review. Sector figures for 2016-17 are not yet available.
40 up to 80 hours	80.8%	76.6%	62.8%	64.9%	81.9%	99%	100%	94.9%	98.9%	94.2%	
80 up to 160 hours	60.9%	74.7%	78.4%	71.2%	77.4%	86.3%	96.2%	89.6%	90.4%	92.7%	
160 up to 320 hours	73.5%	67%	70.2%	80.5%	77.3%	83.4%	92.3%	84.7%	94.5%	89.2%	
320 hours up to FT	77.9%	91.4%	82.4%	77.1%	82.7%	90.1%	97.4%	94.4%	92.5%	92.8%	

Commitment	Progress commentary
Continue to focus on attainment, data analysis and sharing good practice across the College to identify strategies for improvement.	
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.	Not achieved for 2016-17, with an increase in non-recognised activity. This will be a priority to reduce in 2017-18.
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.	FE full time student success rates have improved for 2016-17. The College applied & was accepted for the Scottish Government Improvement in retention & attainment project to focus on FT FE
Undertake benchmarking and dialogue with other Colleges for specific curriculum areas to review successful actions to improve PIs.	
Aim to improve HE full-time student success rates by focusing on identifying courses with low PIs and preparing detailed action plans for improvement.	
Implement significant improvements in the support and monitoring of part-time distance learning courses.	
Review the entry criteria and admission processes for HE students undertaking a single unit.	
Review the course set up arrangements for SVQs	
Undertake sector benchmarking and further analysis of part-time Higher provision.	

### Early withdrawal

WCS Early Withdrawal	Actual 13-14	Actual 14-15	Actual 15-16	Sector 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress Commentary
FE Full-time	9%	9.6%	<b>8.9%</b>	9%	8.5%	8.7%	8%		7.5%	7.5%	Consistent with 2015-16 figure & in line with Sector 15-16.
HE Full-time	6.3%	5.1%	<b>5.7%</b>	4.6%	5%	4.9%	4.5%		4%	4%	Improved for HE bringing figure close to Sector for 2015-16. Achieved target.

Commitment	Progress commentary
Improve the support provided within the student application and induction processes and support in relation to applications for student funding.	Very positive feedback from students and from staff (including EIS) on the 2017-18 enrolment and student funding process.

## Articulation

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Target 18-19	Target 19-20	Progress commentary
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%	

Commitments	Progress commentary
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	
Extend the offer of OU taster courses (currently offered in our Ferguslie Learning Centre) to more of our community partners.	

## Skills & Employability

### STEM

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses	Volume Proportion	35,462 <b>21.3%</b>	34,433 <b>20.7%</b>	35,600 21.5%	39,355 <b>23.66%</b>	36,500 22%		23%	24%	Exceeded target Credits % of STEM: 23% IT, 12% Science & Maths, 23% Construction, 42% Engineering.

### Work experience

Measure	Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
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%	

Commitments	Progress commentary
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.	A template mapping the student, college and employer responsibilities against the themes of Inspiration, Simulation and Placement (SFC Guidance: Work Placement Standard for colleges) has been developed. By mid-October, curriculum teams will have identified current activity under the three headings. Once this data has been captured and by December 2017, an improvement plan to enhance current practices will be completed.
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.	

## Apprenticeships, Employability and SDS

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
5. Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	CITB	214	302	261	297	269		278	288	Contracts associated with CITB, SECTT and SNIPEF are not as yet finalised for 2017-18. Contracts usually in place for Oct/Nov
	SECTT	227	321	332	367	340		353	365	
	SNIPEF	34	36	53	47	54		56	58	
	SDS contract	217	179	217	175	233	200	241	249	
	<b>Total</b>	<b>692</b>	<b>838</b>	<b>863</b>	<b>886</b>	<b>896</b>		<b>928</b>	<b>960</b>	

Commitments	Progress commentary
Continue to develop new Foundation Apprenticeship frameworks and seek to continue to provide a minimum of 10% of all FAs available across the country	Foundation Apprenticeship partnership bid agreed and submitted for 2018-20
Seek to become an early adopter of Graduate Level Apprenticeships	Meeting held with SDS 29 <sup>th</sup> Sept.

## High-performing institutions

### Students' Association

Commitments	Progress commentary
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.	Student partnership Agreement signed at the Board
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 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

Measure		Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
8. Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	<b>FT FE</b>	2,065 <b>96.1%</b>	2362 <b>96.2%</b>	97%		97.5%		98%	98%	An increase in the percentage of positive destinations for both FE and HE students.
	<b>FT HE</b>	1,448 <b>93.9%</b>	1438 <b>94.8%</b>	95%		96%		97%	98%	

Commitments	Progress commentary
Work to confirm as many student destinations as possible and aim for over a 90% confirmation rate for full time student 2015-16 returns.	Not achieved – confirmed destinations 85.2% compared to 86.1% last session
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.	
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

Measure	Actual 14-15	Actual 15-16	Target 16-17	Actual 16-17	Target 17-18	Est 17-18	Target 18-19	Target 19-20	Progress commentary
9. SSES Survey – the percentage of students overall, satisfied with their college experience.		91%	92%	95%	93%		94%	95%	A positive increase in overall student satisfaction for 2016-17. Over target

Student Survey questions	2015-16	2016-17	2017-18	Progress commentary
Agree staff encourage students to take responsibility for their learning	94%	97%		An improved positive response rate for all categories of question in the 2016-17 survey, other than the question relating to the impact of the Student Association. This had a similar response rate to the previous session.
Agree their time at college has helped develop knowledge and skills for the workplace	90%	92%		
Agree the way they are taught helps them learn	87%	90%		
Agree they are able to influence learning on their course	85%	91%		
Agree they receive useful feedback which informs their future learning	85%	90%		
Believe all students in the college are treated equally and fairly by staff	85%	87%		
Agree they regularly discuss their progress with staff	81%	86%		
Believe student suggestions are taken seriously	78%	83%		
Agree that the College Student Association influence change for the better	55%	53%*		

\*This question included 'don't know'. 41% chose this option

Survey responses	Survey Response 15-16	Target 16-17	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
Full-time	31%	40%	33%	50%		53%	55%	Increased survey responses and percentages of students responding in all modes of learning, although actual targets not met for full time and distance learning.
Part-time	22%	25%	40%	30%		35%	40%	
Distance Learning	17%	20%	19%	25%		30%	35%	

**TITLE:** **College Leaver Destinations (CLD) – 2015/16**

**Background:**

The College Leavers Destination survey is conducted annually in line with Scottish Funding Council Guidance [Ref SFC/GD/24/2016].

The data is collected in January following the year of course completion, and is based on full time college successful completers. Summary data for 2015/16 is attached along with some previous year's benchmarks for trend analysis. The SFC also provide a CLD Tool which allows college teams to access and look at their own data at course level.

**Action:** The Committee is asked to review, seek clarification and comment on the report.

**Lead:** Cathy MacNab, Director of Quality, Learning and Teaching

**Status:** Open



## **College Leaver Destination Report [EXTRACT]**

**2015-16**

*August 2017*

## 1. Introduction

The College Leavers Destination survey is conducted annually in line with Scottish Funding Council Guidance [Ref SFC/GD/24/2016].

[http://www.sfc.ac.uk/web/FILES/GUI\\_SFCGD242016\\_GuidancenotesCollegeLeaverDestinations/SFC\\_GD\\_24\\_2016\\_College\\_Leaver\\_Destinations\\_2015-16.pdf](http://www.sfc.ac.uk/web/FILES/GUI_SFCGD242016_GuidancenotesCollegeLeaverDestinations/SFC_GD_24_2016_College_Leaver_Destinations_2015-16.pdf)

The data set and summary relates to only full time students who have successfully completed their programme qualification aim in the previous session, 2015/16, benchmarked against WCS data since merger in session 2013/14.

In line with the Guidance document, the College is required to confirm the post course destination of all 'qualifiers', namely full time students from the previous academic session, which for session 2015/16 ended on 31<sup>st</sup> July 2016, who have successfully attained the qualification aim of their programme of study.

The collation of CLD information and the College data return to the SFC was completed on schedule by 28<sup>th</sup> February 2017. Post course destinations require confirmation from selected sources to ensure accuracy of the returned data – acceptable sources include information held in national data sets (not accessible directly by the College) or by direct confirmation from the student.

It is the responsibility of the College to ensure proper process for capture and accuracy of the data returned. The rate of confirmed destinations is a required measure in the data set return.

Positive post course destinations include the qualifier, post course, having entered full or part time work, self-employment, internships, apprenticeships, further study, training and research in FE or HE. Negative destinations include being unemployed, seeking work, time off for personal and family reasons, caring responsibilities and travel.

## Trend Summary and Data Benchmarks

	2015/16		2014/15	SECTOR 2014/15	2013/14
	Number	%	%	%	%
All qualifiers	4661	100%	100%	100%	100%
Confirmed Destinations	3972	85.2%	86.1%	86.4%	90.4*
Unconfirmed Destinations	689	14.8%	13.9%	13.6%	9.6%*
Positive Destinations**	3800	95.7%	95.2%	95.6%	86.6%*
Negative Destinations**	172	4.3%	4.8%	4.4%	13.4%*

\*Session 2014/15 data is more accurate as a base year for trend analysis, as during this session, the SFC issued revised sector guidance. From 2014/15 the rules around confirmation of the information provided as evidence is from restricted sources – the student personally or from restricted access national data sets which the SFC update directly on the College file for return.

\*\* As a subset of confirmed destinations

## Overview of Data 2015/16

Table 1: Overview of Results for College Leavers 2015-16 – FE/HE Cohort

	#	%
All FE/HE Qualifiers	4661	100%
Confirmed Destinations	3972	85.2%
Unconfirmed Destinations	689	14.8%
Positive Destinations	3800	95.7%
Negative Destinations	172	4.3%

**Table 2: Overview of Results for College Leavers 2015-16 – FE Cohort**

	#	%	2014-15
All FE Qualifiers	2861	100%	
Confirmed Destinations	2457	85.9%	
Unconfirmed Destinations	404	14.1%	
Positive Destinations <b>ROA Measure 8</b>	2362	96.2%	96.1%
Negative Destinations	93	3.7%	

**Table 3: Overview of Results for College Leavers 2015-16 – HE Cohort**

	#	%	2014-15
All HE Qualifiers	1800	100%	
Confirmed Destinations	1515	84.2%	
Unconfirmed Destinations	285	15.8%	
Positive Destinations <b>ROA Measure 8</b>	1438	94.8%	93.9%
Negative Destinations	79	5.2%	

**Table 4: Overview of Results for College Leavers 2015-16 – 16-24 Cohort**

	#	%
All FE/HE 16-24 Qualifiers	3236	100%
Confirmed Destinations	2805	86.7%
Unconfirmed Destinations	431	13.3%
Positive Destinations	2703	96.4%
Negative Destinations	100	3.6%

**Table 5: Sources of the College Leaver 2015-16 Data**

	#	%
Further Education Statistics	2463	52.8%
Individual	927	19.9%
Cannot Be Contacted	668	14.3%
SDS Data Hub	292	6.3%
College	219	4.7%
Family	46	1.0%
Missing	28	0.6%
SAAS	17	0.4%
Other	1	0.0%

**Table 6: Unconfirmed Destinations of College Leavers 2015-16 by WCS Campus**

	Qualifier #	Unconfirmed #	Unconfirmed %
All	4661	689	14.8%
Paisley	1918	258	13.6%
Greenock	1448	229	15.8%
Clydebank	1295	202	15.6%

**TITLE:** **Student Survey 2 (April 2017)**

**Background:**

The College surveys all students twice per academic year – the second survey conducted in Spring 2017 incorporates the mandatory SFC question set for the College sector. Attached is the summary of student responses to this survey.

**Action:** The Committee is asked to review, seek clarification and comment on the report.

**Lead:** Cathy MacNab, Director of Quality, Learning and Teaching

**Status:** Open

# WEST COLLEGE SCOTLAND

## Student Survey 2 16/17 College Report



# Introduction

Over the past couple of months, students were invited to participate in the second survey of our academic session. The survey also included questions from the Scottish Funding Council's nationally issued Student and Satisfaction Engagement Survey which aims for a target response rate of 50%. The SFC return excludes any courses which deliver less than 4 credits.

The SSES is a national approach to monitoring student satisfaction and engagement that over time will provide a consistent basis for college regions to evidence impact and improvement within their outcome agreements. (Source: <http://www.sfc.ac.uk>)



The survey was open between Monday 20th March and Monday 24th April and was circulated electronically to all students studying with West College Scotland.

Below are the response rates for the West College Scotland:



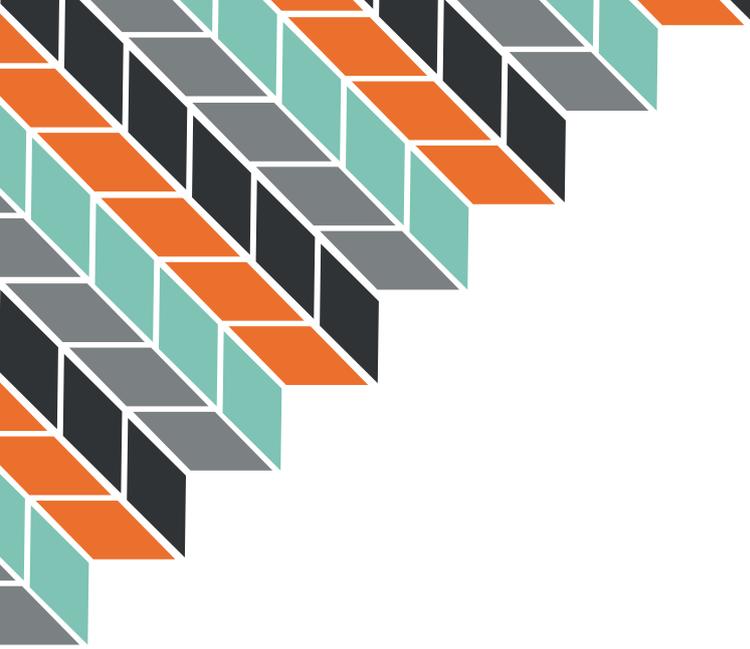
The inclusion of a 'Comments' section within the report is effective in highlighting any trends identified within the survey. The comments are categorised, summarised and then reported 'verbatim' to ensure accurate representation. The sector comments are provided with this report (see Appendix A).

SSES 2016 - 17 Student Survey 2

## College Report

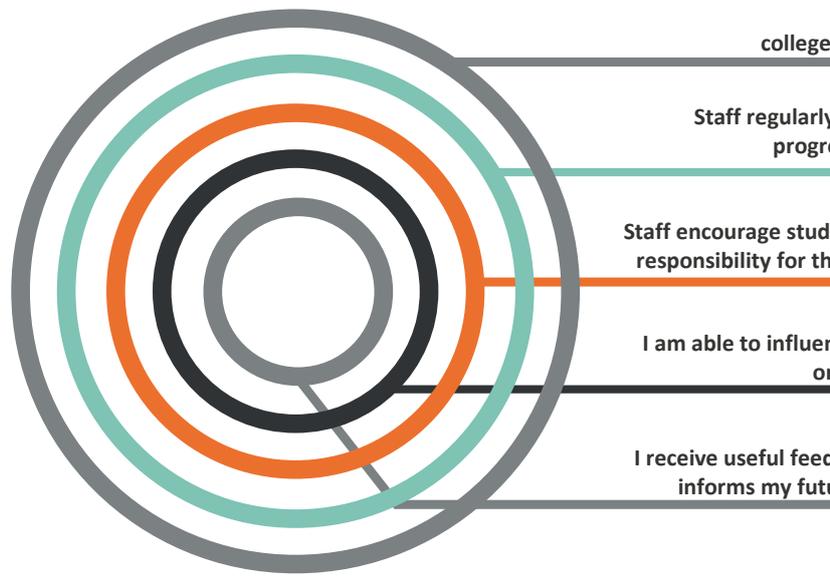
All Campuses

3452 Responses

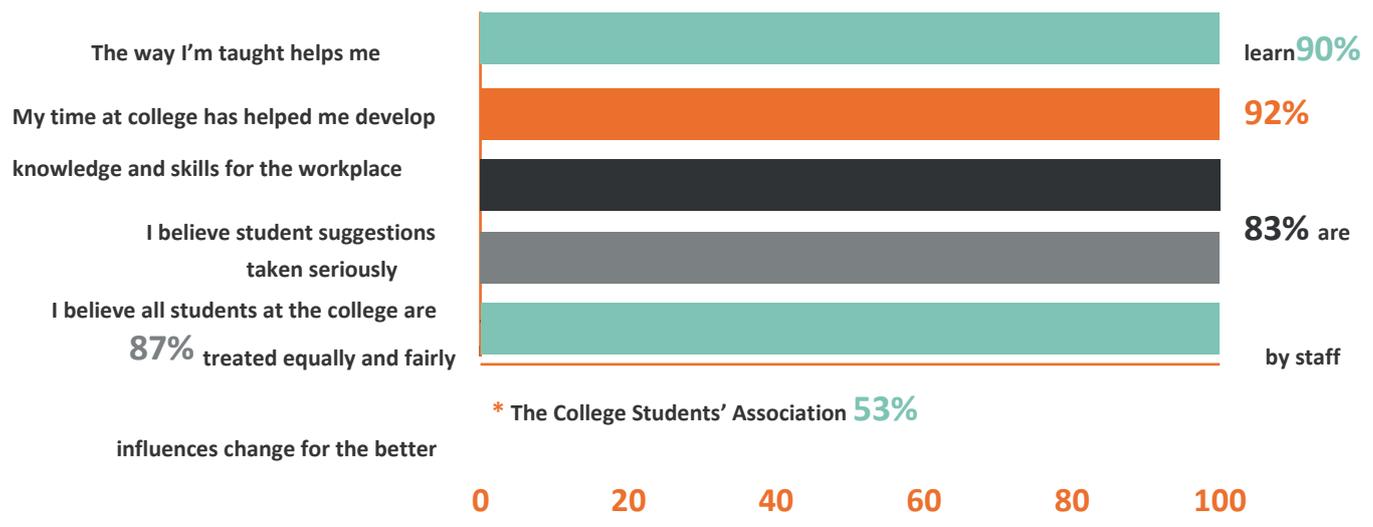


# Student Satisfaction and Engagement

\*



Overall I am satisfied with my



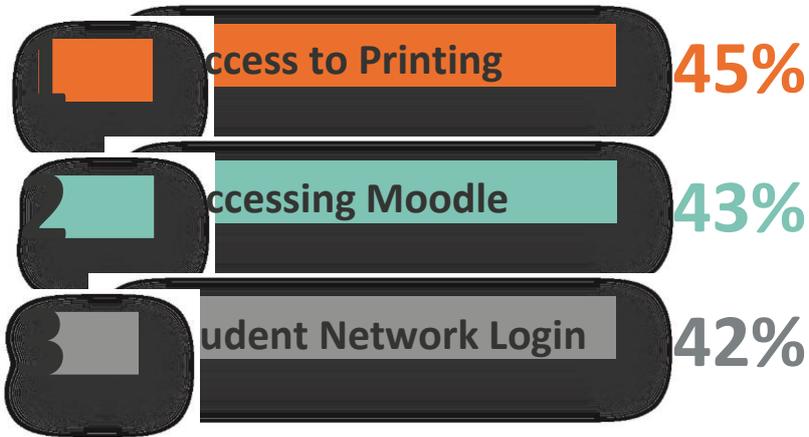
\* Participants were asked to select an option between Strongly Agree and Strongly Disagree (4 options in total). The percentages detailed in this report reflect those who selected Agree or Strongly Agree.

\* Question 10 of the Student Satisfaction and Engagement Survey included a 'don't know' answer option. 41% of respondents chose this option.

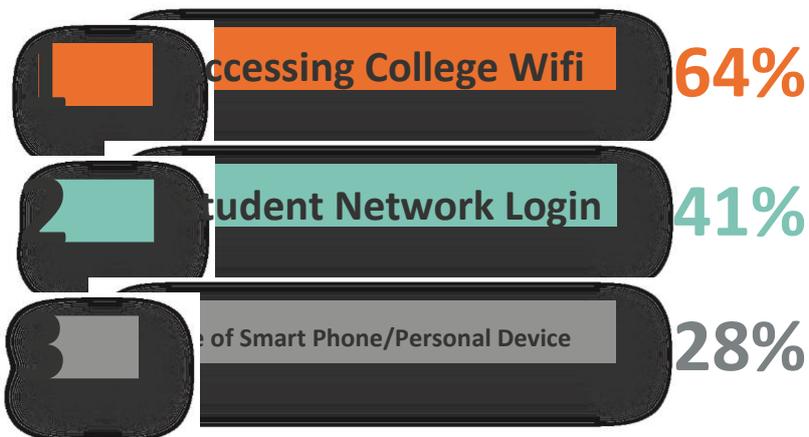


## ACCESS TO IT

The following three IT related items were selected as working well for students

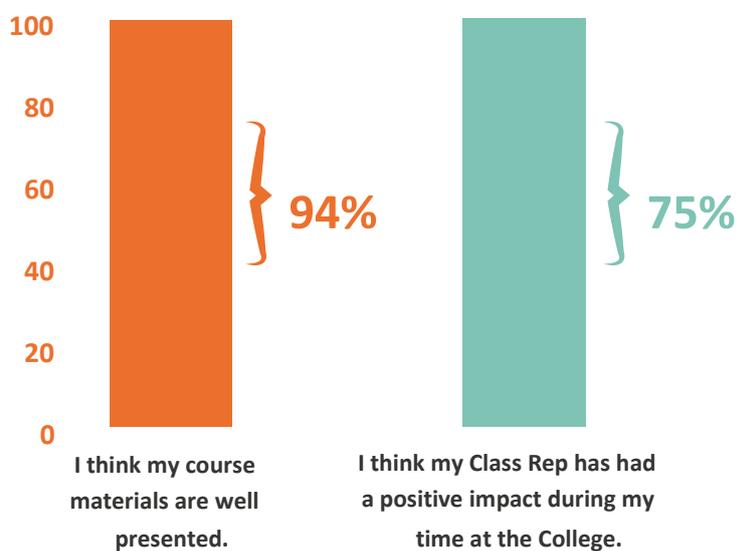


The following three IT related items were selected as not working well for students



*N.B. Students were asked to select three options in each of the above questions. Thus, the total %age values exceed 100%*

# College Report



95%



of Students found their course Interesting

88%



of Students found their course Motivating

91%



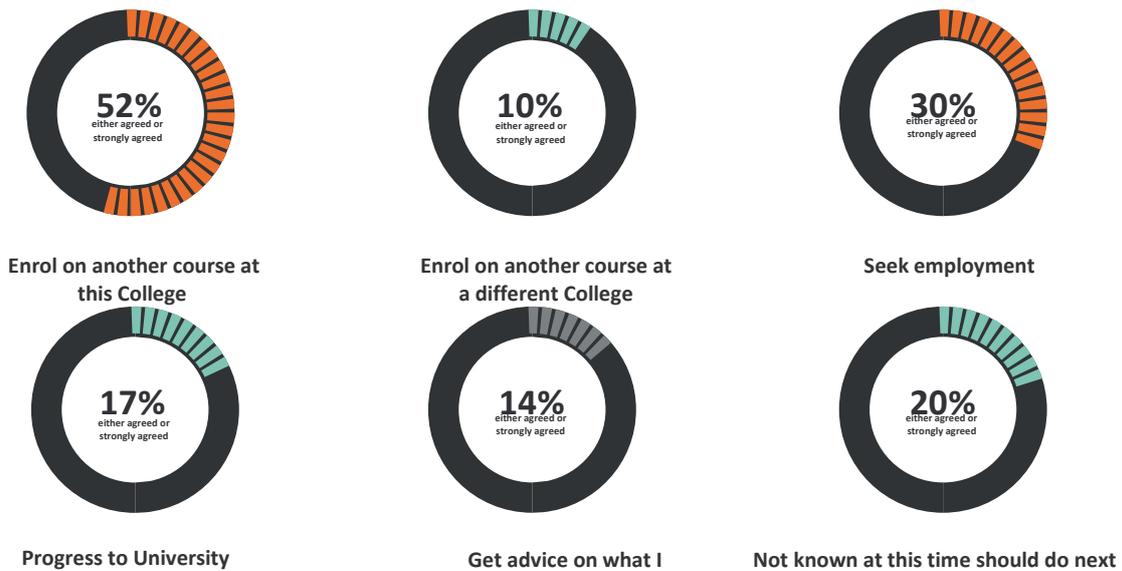
of Students found their course Positively Challenging



The following three options were selected by students as being what they felt their course helped them the most with



The following results show what students plan to do after they have completed their course.



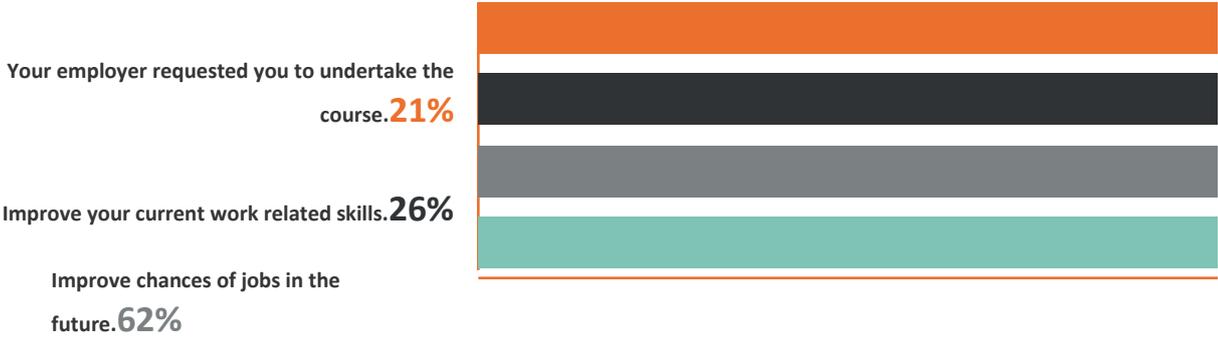
*N.B. Students were able to select multiple options in these questions. Thus, the total %age values exceed 100%*



## Employment



### Why did you apply for the course?



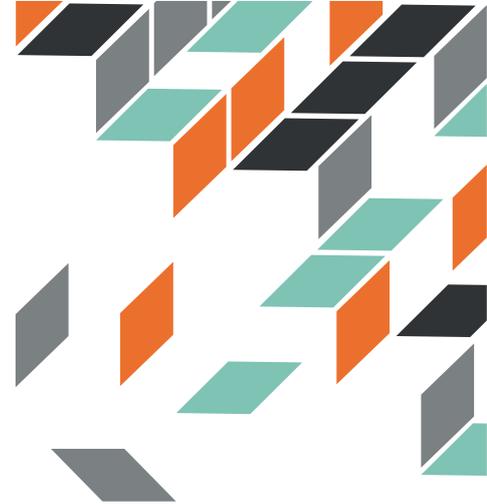


SSES 2016 - 17 Student Survey 2

# College Report



*N.B. The employment questions were only included for student studying on a part time basis*



There were 168 comments left by full time students who completed the survey and 159 comments left by part time students. Both lecturing and support staff were praised by many students, as were the facilities and resources available in the College. However, there were also several suggestions for improvement within

the comments and these have been detailed at sector and curriculum team level.



## Curriculum

Some of the comments made regarding curriculum were positive in nature, including 'I found many skills here in WCS', 'My experience this year as a whole has been positive' and 'During my college studies, I received an excellent education and knowledge. The lecturers did a fantastic job. They are always helpful and always looking for the best possible solution to the problem is solved.' However, not all of the comments were as positive. Some students highlighted areas which could be improved. These comments included 'Course lacks structure', 'Make the course less difficult' and 'I would like to get taught a basic knowledge of how to use the programs like Photoshop which can be quite complicated to use for beginners.'



## Funding

All of the comments related to funding came from full time students and most of them were highlighting concerns the students had with funding, especially with the self-certification process. These comments included 'Bad idea with self certificates system. 12 weeks gap is too long...better idea to have 5 days each block without 12 week gap' and 'Bad time with self cert. Doesn't work well'. Comments on other issues included 'The student finance needs to have a look at itself the amount of people that drop out every year due to not getting paid is a very serious issue, not including the stress of losing a weeks money for half a day missing'.



## Learning Resources

Most of the comments left regarding Learning Resources were about IT – WiFi, printing services and PC's were all mentioned. Other resources which mentioned include the library and tools/materials used by students. Some of the comments included 'Please get the computers in the library fixed.. They are so slow and only a handful pick up when the USB is in', 'Printing services are very poor', 'the wifi can be a lot better in the college', 'I always had a problem with browsers. I think about updates including flash players', 'Would like to see more technology used in the learning process', 'new brick new supplier new tools college WIFI' and 'We would learn more if we had funding for materials to try new things'.



## Learning and Teaching Process

Some students commented that they had positive learning and teaching experiences, however, the majority of students who left comment believed that their experience could have been better. Comments included 'lecturers give us good motivation', 'Personally think this year teaching has went down hill from last year', 'I felt the way I was taught just didn't help me', 'Excellent learning environment great lecturers attitude towards students needs and required academic achievements. Had a great personal learning experience' and 'Some lecturers don't want to be there and we suffer for it'.



## Assessment and Feedback

There were a few comments which suggested more detailed feedback from assessments, such as 'Feedback on assignments and units have been very general and not specific t the piece of work handed in.' Other comments included 'Work is completed and marked as finished yet it is put in our reviews that work has not been completed and sent to our employers' and 'I would like my class to speak to the tutor individually about assessment results'.



## Guidance and Support

The comments left in this section were mixed. Some students said they had fantastic support whilst others believed the guidance and support could have been better. Comments included 'all the staff and lectures have been really supportive through my academic years of education', 'There is a very large amount of support at college' and 'As a mature student I've had a very enjoyable time, the tutors are really helpful, informative and supportive'. Some less positive comments included 'The staff can be inconsiderate of what is best for the pupils and seem to care more about what suits them', 'No support or time for learning disabilities such as dyslexic or dyscalculia or resources that support' and 'I am registered disabled, I require help with my written work, repeated attempts by myself and my parent/carer to have this put in place and have been ignored.



## Other

Students mentioned various matters out with those mentioned above. These include the students' association, prices in the canteen and estates issues (temperature in classes and car parks). Several school pupils also requested that they are given student cards. Comments included 'My only complaint is

that the canteen and café at the college are really expensive', 'No idea what the Student Association actually does', 'The college is too hot which leads to uncomfortable working conditions in classrooms', 'I believe that the cafeteria prices are too high, as most students are on a budget', 'Requests like ATMs being installed have not been listened to' and 'Numerous common rooms throughout the campus are needed...A hot water urn and some microwaves would be beneficial!'.

## SSES 2016 - 17 Student Survey 2

# College Report

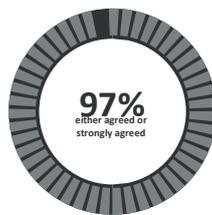
**Clydebank**  
1216 Responses



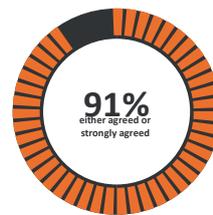
Overall, I am satisfied with my college experience.



Staff regularly discuss my progress with me.



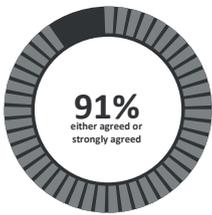
Staff encourage students to take responsibility for their learning.



I am able to influence learning on my course.



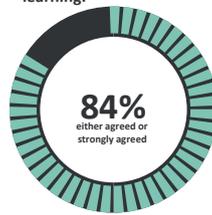
I receive useful feedback which informs my future learning.



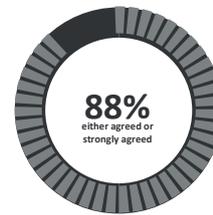
The way I'm taught helps me learn.



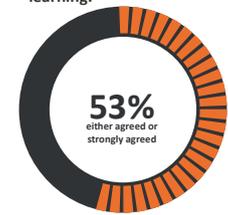
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



I believe all students at the college are treated equally and fairly by staff.

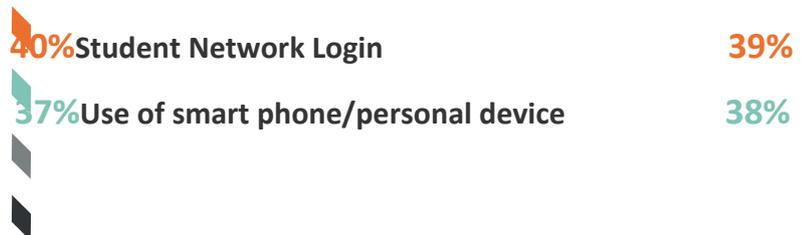
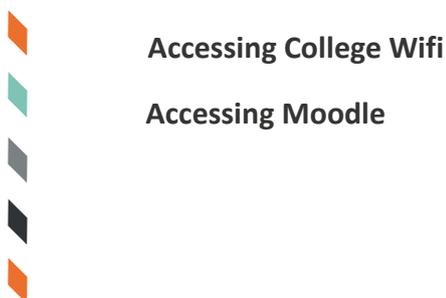


The College Students' Association influences change for the better.\*

\*42% 'Don't Know'

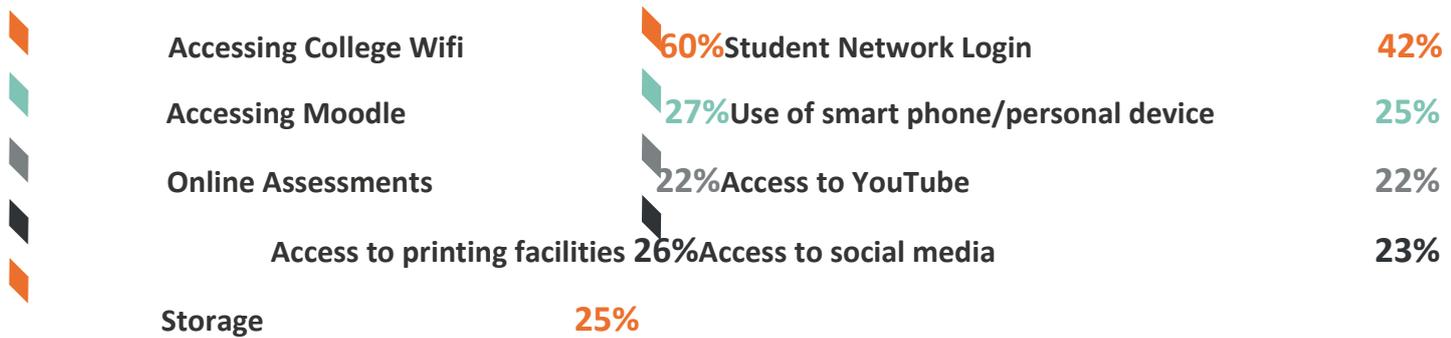
N.B. Students were asked to select three options

in the question below. Thus, the total %age values exceed 100%



Online Assessments	25%	Access to YouTube	28%
Access to printing facilities	41%	Access to social media	26%
Storage	15%		

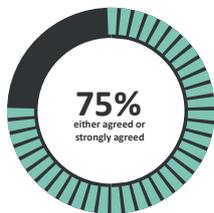
N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%



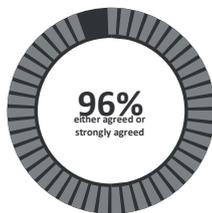
## Thinking about my college experience



I am confident I am on to satisfactorily complete my course



I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been interesting

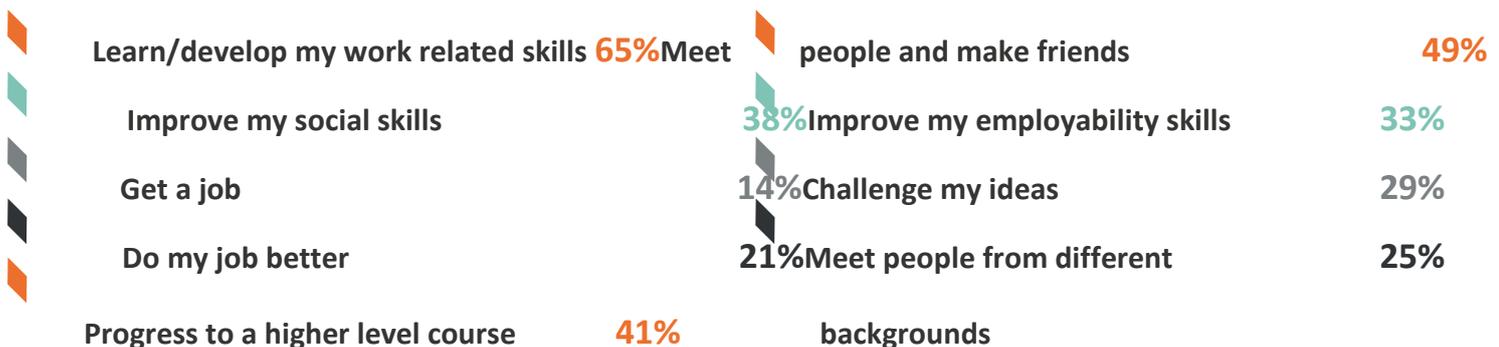


Lessons on my course have been motivating

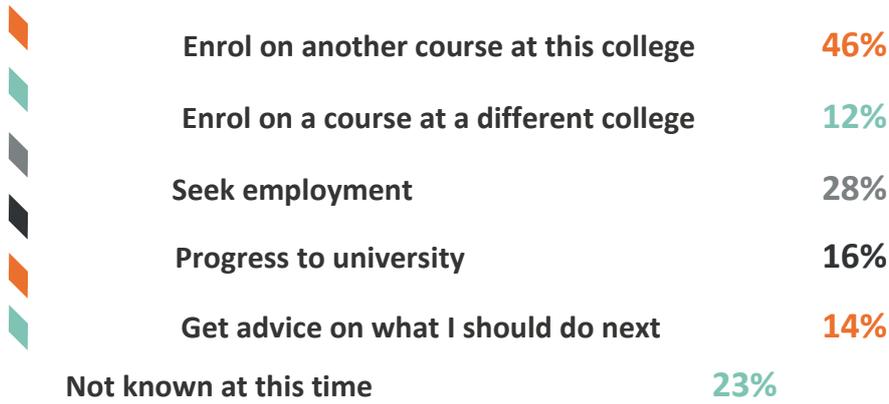


Lessons on my course have been positively challenging

N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%

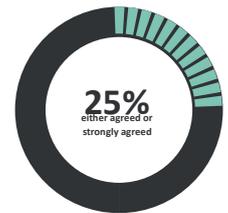
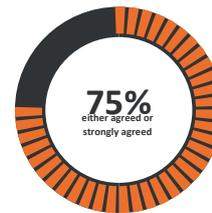
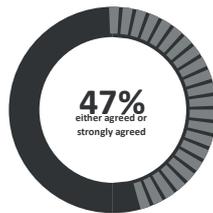
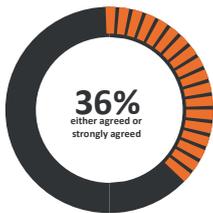


N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%



## Employment

N.B. The employment questions were only included for student studying on a part time basis



Students in full time Students in part time Not in employment employment employment

**Your employer requested you undertake the course.**

**Improve your current work related skills.**

**Improve chances of new jobs in the future.**

**Improve chances of a promotion.**

Students who haven't completed any other part time course to improve  
Students who have completed any other part time course to improve



N.B. Students were asked to select as many options that applied. Thus, the total %age values exceed 100%



improve their skills in employment

their skills in employment

29%

21%

SSES 2016 - 17 Student Survey 2

# College Report

Greenock

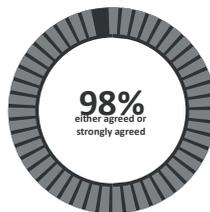
1036 Responses



Overall, I am satisfied with my college experience.



Staff regularly discuss my progress with me.



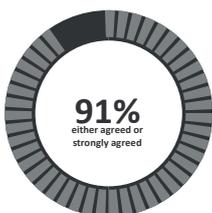
Staff encourage students to take responsibility for their learning.



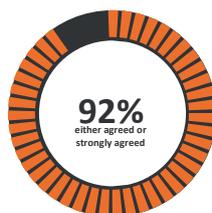
I am able to influence learning on my course.



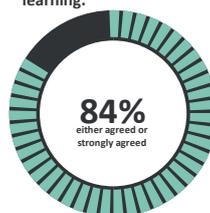
I receive useful feedback which informs my future learning.



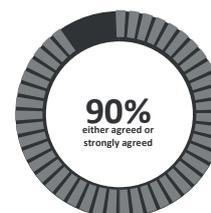
The way I'm taught helps me learn.



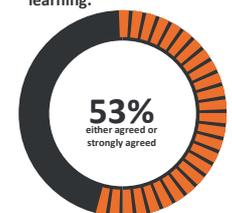
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



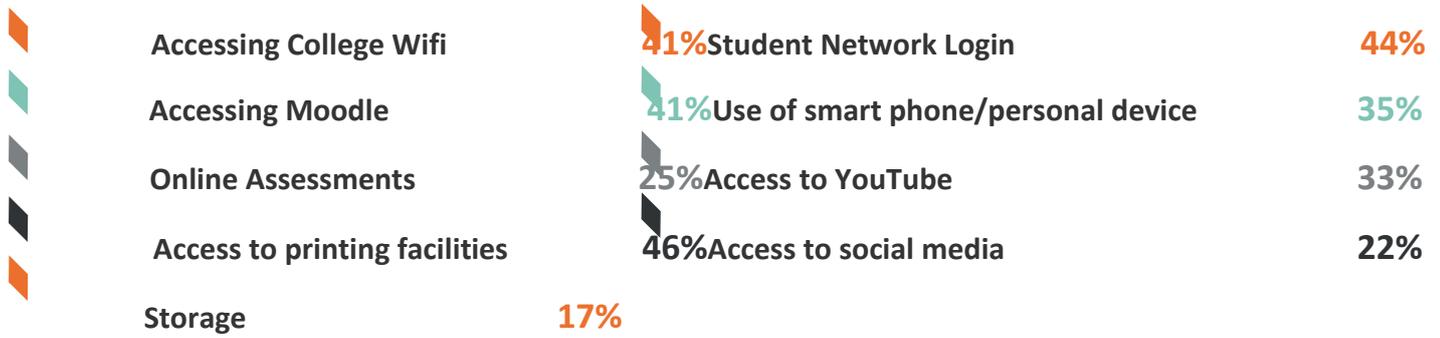
I believe all students at the college are treated equally and fairly by staff.



The College Students' Association influences change for the better.\*

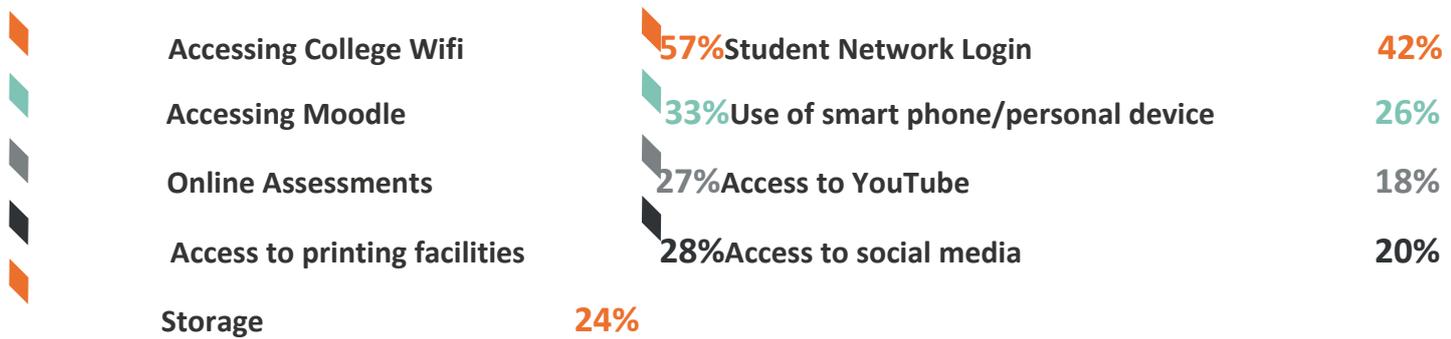
\*41% 'Don't Know'

N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%



N.B. Students were asked to select three options

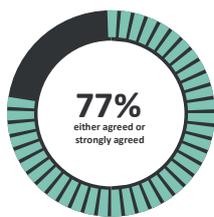
in the question below. Thus, the total %age values exceed 100%



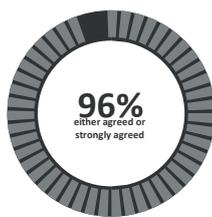
## Thinking about my college experience



I am Confident I am on to satisfactorily complete my course



I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been Interesting, Motivating, Positively Challenging



Lessons on my course have been



Lessons on my course have been track

N.B. Students were asked to select three options in the

question below. Thus, the total %age values exceed 100%



Do my job better

8% Meet people from different

28%

Progress to a higher level course

33%

backgrounds

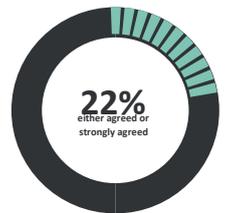
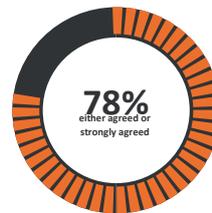
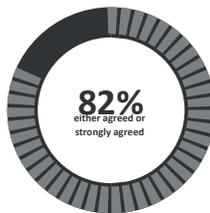
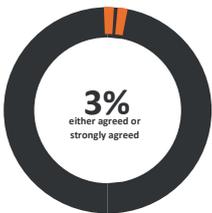
N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%



Enrol on another course at this college	57%
Enrol on a course at a different college	8%
Seek employment	29%
Progress to university	15%
Get advice on what I should do next	15%
Not known at this time	18%

## Employment

N.B. The employment questions were only included for student studying on a part time basis



Students in full time Students in part time Not in employment



73%  
3%

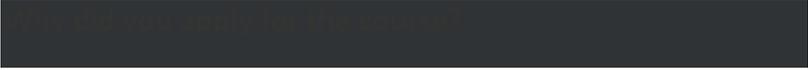
N.B. Students were asked to select as many options that applied. Thus, the total %age values exceed 100%



employment employment

3%

32%



Your employer requested you undertake the course.

Improve your current work related skills.

Improve chances of new jobs in the future.

Improve chances of a promotion.

Students who haven't completed any other part time course to improve their skills in employment

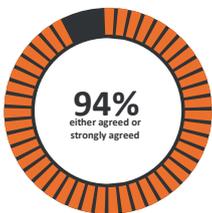
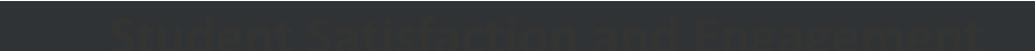
Students who have completed any other part time course to improve their skills in employment

SSES 2016 - 17 Student Survey 2

# College Report

Paisley

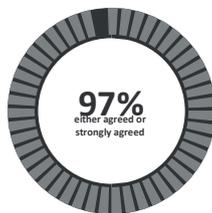
1131 Responses



Overall, I am satisfied with my college experience.



Staff regularly discuss my progress with me.



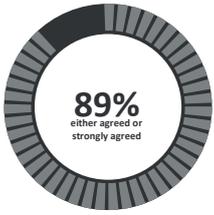
Staff encourage students to take responsibility for their learning.



I am able to influence learning on my course.



I receive useful feedback which informs my future learning.



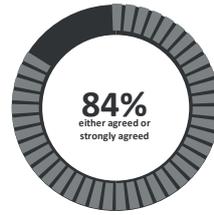
The way I'm taught helps me learn.



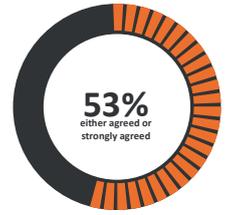
My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.



I believe all students at the college are treated equally and fairly by staff.

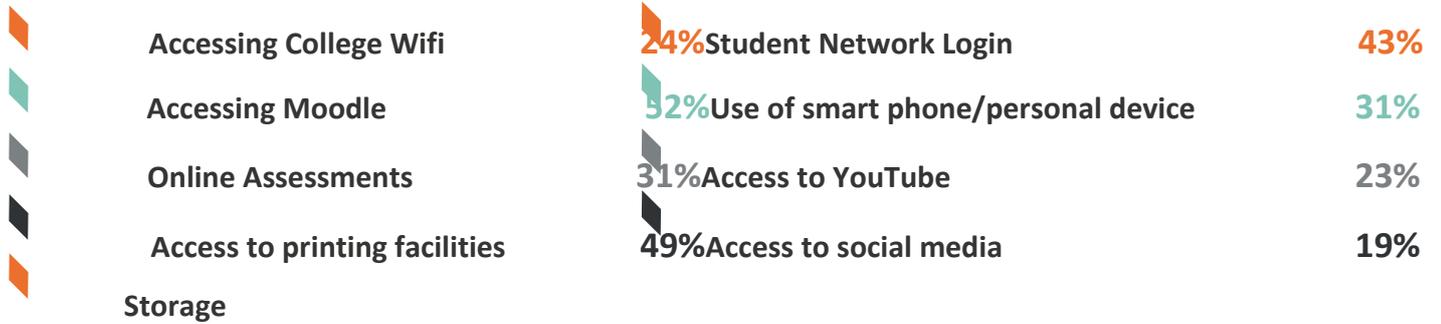


The College Students' Association influences change for the better.\*

\*42% 'Don't Know'

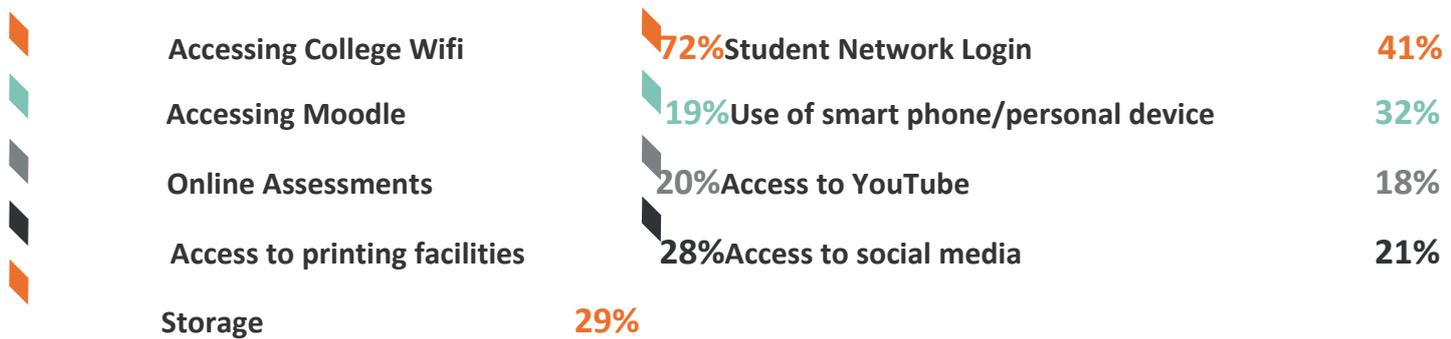
*N.B. Students were asked to select three options*

*in the question below. Thus, the total %age values exceed 100%*



*N.B. Students were asked to select three options*

*in the question below. Thus, the total %age values exceed 100%*



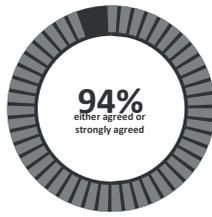
## Thinking about my college experience



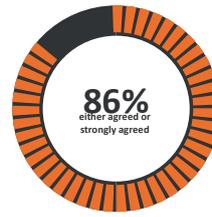
I am Confident I am on to satisfactorily complete my course



I think my Class Rep has had a positive impact during my time at the college



Lessons on my course have been Interesting Motivating Positively Challenging



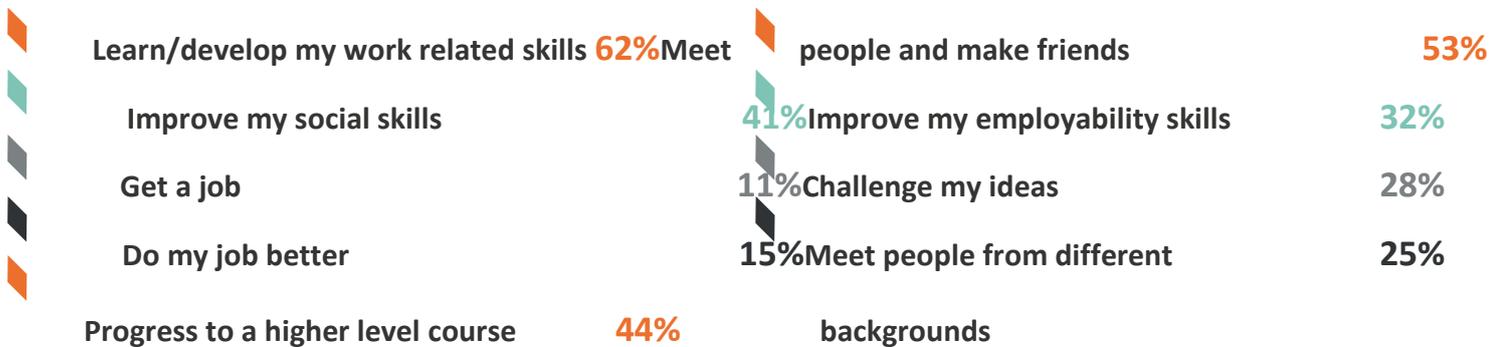
Lessons on my course have been track



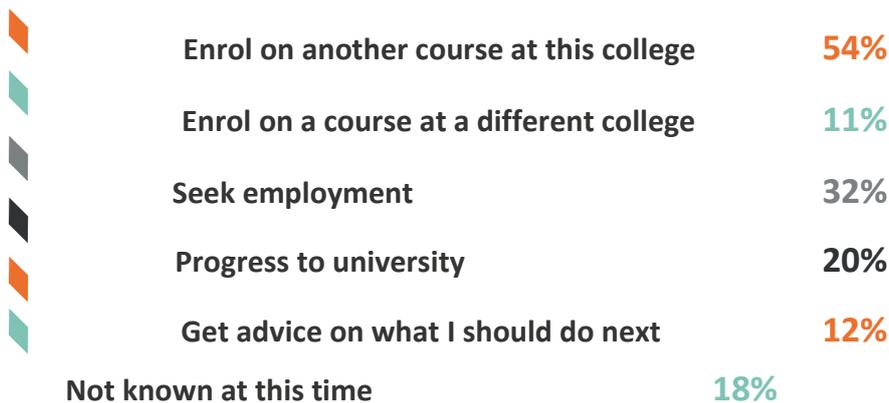
Lessons on my course have been track

N.B. Students were asked to select three options in the

question below. Thus, the total %age values exceed 100%

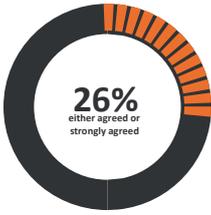


N.B. Students were asked to select three options in the question below. Thus, the total %age values exceed 100%

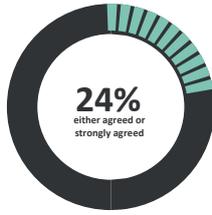


## Employment

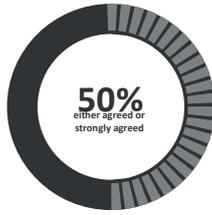
N.B. The employment questions were only included for student studying on a part time basis



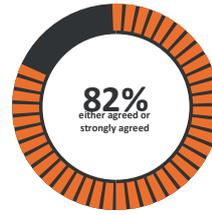
Students in full time employment



Students in part time employment

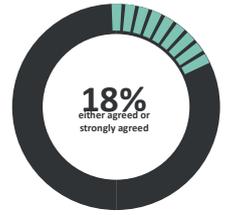


Not in employment



18%

30%



# Trend Analysis

Your employer requested you undertake the course.

Improve your current work related skills.

Improve chances of new jobs in the future.

Improve chances of a promotion.

Students who haven't completed any other part time course to improve their skills in employment

Students who have completed any other part time course to improve their skills in employment



62%

4%



N.B. Students were asked to select as many options that applied. Thus, the total %age values exceed 100%



2017



Overall I am satisfied with my college experience **94%**

Staff regularly discuss my progress with me **91%**

Staff encourage students to take responsibility for their learning **90%**

I am able to influence learning on my course **87%**

I receive useful feedback which informs my future learning **85%**

2016



Overall I am satisfied with my college experience **95%**

Staff regularly discuss my progress with me **86%**

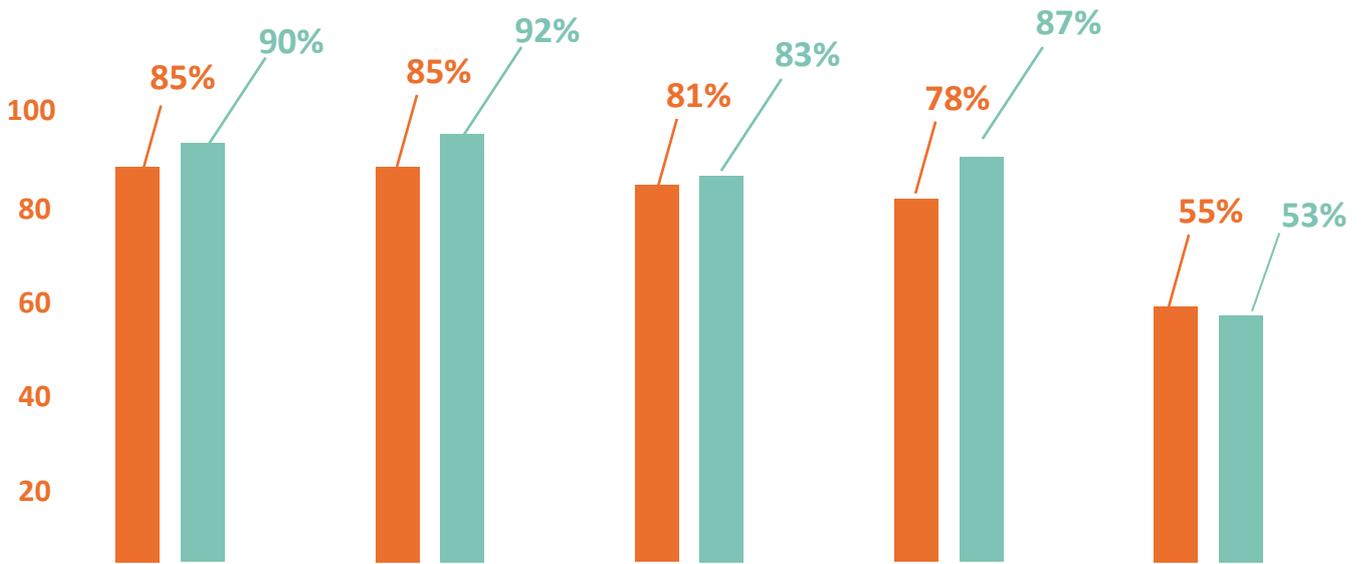
Staff encourage students to take responsibility for their learning **97%**

I am able to influence learning on my course **91%**

I receive useful feedback which informs my future learning **90%**

# Trend Analysis

2016  
2017



The way I'm taught helps me learn



My time at college has helped me develop knowledge and skills for the workplace



I believe student suggestions are taken seriously



I believe all students at the college are treated equally and fairly by staff



The College Students' Association influences change for the better

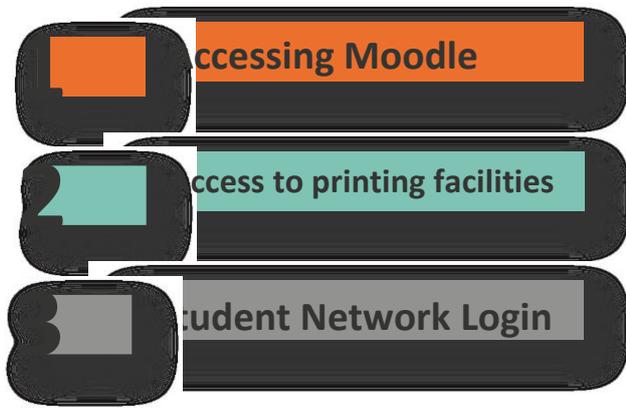


5% 7% 2% 9% 2%

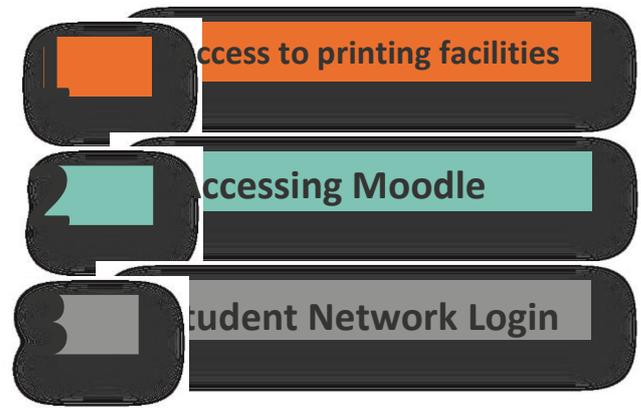
# Trend Analysis

The following list of I.T. related items were selected as working the **best**;

2016

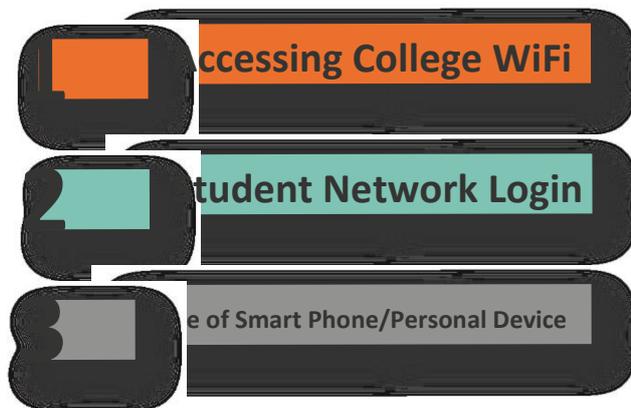


2017

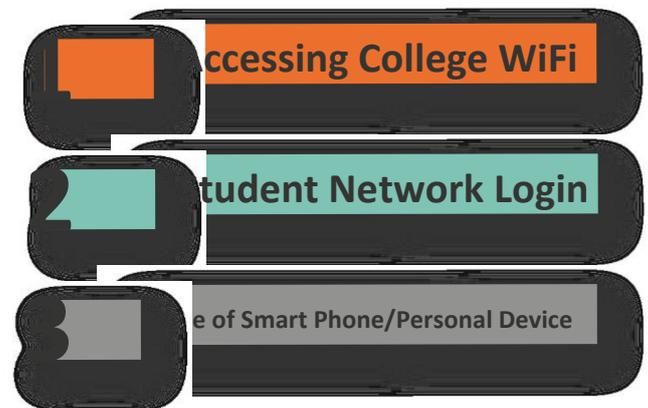


The following list of I.T. related items were selected as working the **least**;

2016



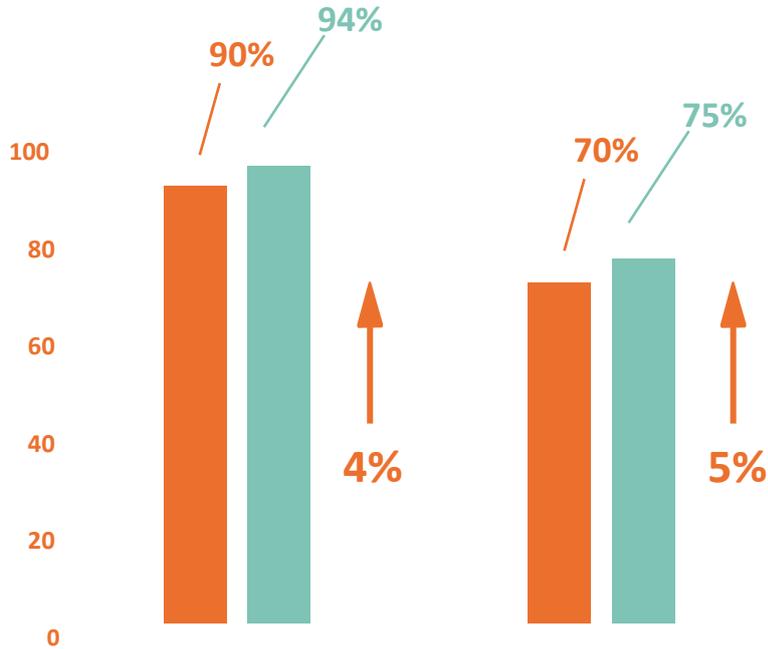
2017



## Trend Analysis

2016

2017



95%



88%



91%



I think my course materials are well presented.

94%



87%



91%



I think my Class Rep has had a positive impact during my time at the College.

2016

2017

of Students found their course Motivating

of Students found their course Positively Challenging

# Trend Analysis

The following three options were selected by students as being what they felt their course helped them the most with

2016

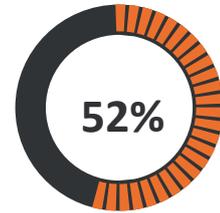
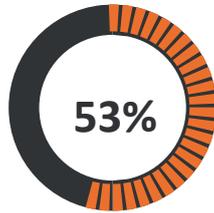


2017

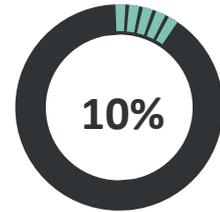
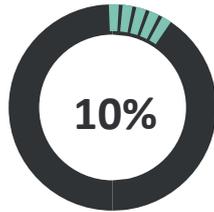


# Trend Analysis

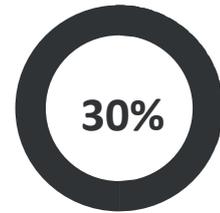
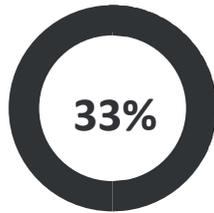
Enrol on another course at this College



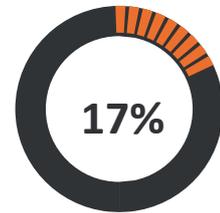
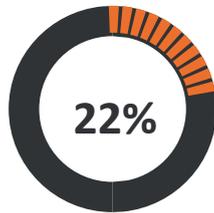
Enrol on another course at a



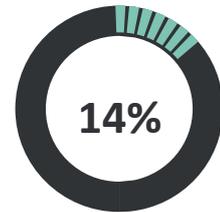
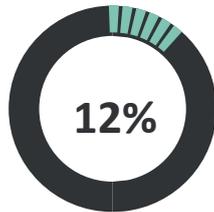
different College Seek



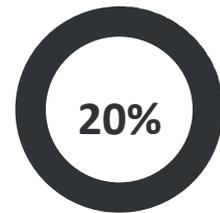
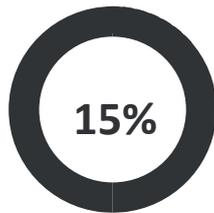
employment



Progress to University



Get advice on what I should do next



Not known at this time

# Trend Analysis

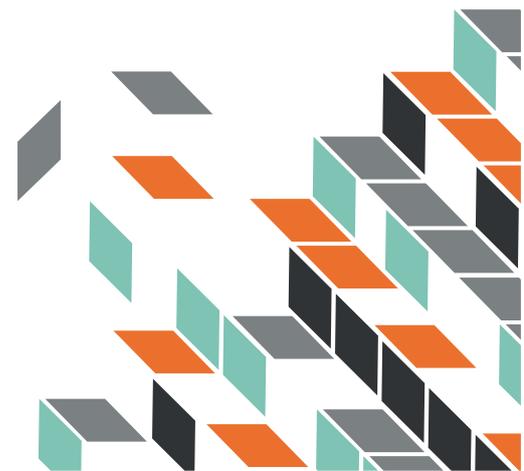
## SURVEY RESPONSE RATES

### 2016

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE
Full Time	6002	1875	31%
Part Time	4037	914	23%
Distance/Flexible	1638	247	15%
Total Responses	11677	3036	26%

### 2017

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE	INCREASE/DE-
Full Time	5584	1824	33%	+2%
Part Time	4080	1638	40%	+17%
Distance/ Flexible	3017	579	19%	+4%
Total Responses	12681	4041	32%	+6%



**TITLE:** **SQA National Examinations Report 2016/17**

**Background:**

The College delivers a range of subjects in SQA national awards – National 5 and Highers – and presents students for the external examination component of the course. This paper summarises the outcomes for those students and presents an overview of the college trends in success rates.

**Action:** The Committee is asked to review, seek clarification and comment on the report.

**Lead:** Cathy MacNab, Director of Quality, Learning and Teaching

**Status:** Open

## Exam Report Session 2016 - 2017

- **National Qualifications SQA Diet (Nat 5, Highers)**

### **Summary: SQA National Qualifications Examination Report**

The evidence to support the following comments is located on the final page of this document.

The College has above the national average in the following subject areas:

- National 5 Accounting
- National 5 Lifeskills Mathematics
- Higher Psychology

Furthermore, National ESOL at National 5 had a success rate of 87.67%

The following subjects had success rates below the national average:

- Higher Politics
- Higher Sociology

### **Trends:**

In 2016/2017 a total of 845 students were enrolled on national qualifications examinations compared (593 students 2015/16) representing a 42% increase, equivalent to 252 students.

Of those enrolled this session a total of 749 students (87%) turned up on the day of the exam, confirming recent year trends that the proportion of students, relative to those enrolled, sitting the exams has shown a steady year on year increase.

## SQA Examination Results Summary – Session 2016/17

Exam Title	Award Code	Campus	WCS Enrols	WD	Expected Attendees	Actual Attendees	Absentees	No Award	Grade A	Grade B	Grade C	Grade D	WCS Pass Rate A-C	WCS Pass Rate A-D	WCS rate %age enrolling	WCS % actual sitting	National Pass rate A-D
National Accounting 5	C70075	C	19	14	17	17	0	1	27	3	1	0	31	31	86.1%	96.88%	89.1%
		G	0	0	0	0	0										
		P	17	2	17	15	2										
Higher English	C72476	C	80	23	83	72	12	45	19	54	61	22	134	156	71.9%	75.73%	87.3%
		G	65	23	65	64	0										
		P	72	18	75	70	5										
National ESOL 5	C72775	C	31	8	32	32	0	3	30	18	13	3	61	64	94.1%	87.67%	90.4%
		G	0	0	0	0	0										
		P	37	8	41	41	0										
Higher ESOL	C72776	C	12	2	13	13	0	4	12	7	3	0	22	22	75.9%	73.33%	94.8%
		G	0	0	0	0	0										
		P	17	1	17	17	0										
Higher History	C73776	C	24	6	25	23	2	7	0	7	7	2	14	16	66.7%	69.57%	88.9%
		G	0	0	0	0	0										
		P	0	0	0	0	0										
National Lifeskills Mathematics 5	C74475	C	76	19	78	78	0	10	59	34	18	11	111	122	72.6%	78.71%	57.9%
		G	14	3	14	11	3										
		P	78	32	71	66	5										
National Mathematics 5	C74775	C	2	0	2	2	0	4	8	5	2	1	15	16	59.3%	66.67%	71.0%
		G	0	0	1	1	0										
		P	25	4	25	21	4										
Higher Mathematics	C74776	C	0	0	0	0	0	3	2	4	4	3	10	13	72.2%	68.42%	81.7%
		G	0	0	0	0	0										
		P	18	7	21	19	2										
Higher Politics	C76376	C	16	4	16	11	5	7	0	3	1	0	4	4	25.0%	36.36%	81.1%
		G	0	0	0	0	0										
		P	0	0	0	0	0										
Higher Psychology	C76376	C	89	29	70	71	10	62	35	33	50	21	118	139	65.9%	86.34%	73.0%
		G	32	9	32	32	0										
		P	90	27	64	58	6										
Higher Sociology	C76876	C	0	0	0	0	0	9	0	1	3	2	4	6	19.4%	40.00%	76.2%
		G	31	11	18	15	3										
		P	0	0	0	0	0										
TOTALS 2017			845	250	797	749	59	155	192	169	163	65	524	589	70%	79%	
TOTALS 2016			593	101	383	316	67	102	68	50	62	36	180	216	48.7%	77.1%	
TOTALS 2015			943	227	748	595	164								49.60%	73.60%	
TOTALS 2014			1134	208											49.60%	73.60%	

>National

<National

>50< National

Note - Pass Rate A-C is reported in SFC PI data, D passes are not recognised as success

**Post Results Services – the College covers the financial cost of SQA national examination paper post results services on confirmation by the CQL that the student has a reasonable request for a review of their paper.**

Request Status	Number of Requests
Pending Review	<a href="#">30</a>
Resulted	<a href="#">14 (2 successful upgrade/12 unchanged)</a>
Cancelled	<a href="#">12</a>
TOTAL	<a href="#">56</a>

**TITLE: RISK**

**Background:** The strategic risk register has been updated to reflect changes since the last meeting. This includes the addition of the risk represented by the new General Data Protection Regulations and the need for the College to comply with these. This is shown at Risk 13.

The revised risk register is attached and the Committee is asked to consider the risks identified and the mitigating actions being taken and if there are any further additions or amendments to be made to it.

**Action:** The Committee is asked to review the current strategic risk register in light of the matters discussed at the meeting and to propose any amendments and/or additions to be made to this register.

**Lead:** Jacqueline Henry, Vice Chair, Learning, Teaching and Quality Committee.

**Status:** Open

## WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER 2017/18

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
1	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 5 year financial plan 2) Robust budgetary / forecasting including production of monthly management accounts 3) Estates Strategy including objective to improve / rationalise the College estate 4) Commercial Development Group reporting to Corporate Development Committee. 5) Robust monitoring of current and future curriculum delivery plans (CMAF) including staffing needs 6) Significant work undertaken to embed Workforce Planning into College operations / planning. Positive internal audit report highlighting solid base position. 7) On going discussions and modelling with SFC. 8) Active involvement in external review groups - Credit review, Access and Inclusion, Rural and remoteness Premium and Student Funding.	4	4	16	VP Operations / VP Educational Leadership
2	1,2,3,11	Failure to secure estates capital funding for future investment or refurbishment	5	4	20	1) Approved Estate Strategy which has been subject to positive review by internal audit. 2) Continued engagement with SFC regarding the basis of the funding methodology for the allocation of estate maintenance resource. 3) Participation in SFC/sector Capital Working Group 4) Submission of Outline Business Case for Greenock campus to SFC; awaiting review. 5) Development of draft Outline Business Case for the future development of the Paisley campus.	4	4	16	VP Operations
3	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) The College continues to actively engage with SFC, SFT and other key stakeholders. 2) Approved Estate Strategy (ES) highlights required estate investment for consideration by SFC and Scottish Government. ES submitted to SFC for consideration. 3) Option Appraisal and Outline Business Case considering future options for College estate in Greenock submitted to the SFC. 4) Outline Business Case for College estate in Paisley now concluded for review and submission to SFC. 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

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			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	<ul style="list-style-type: none"> <li>1) WCS representation and involvement in national college Employers Association and national joint negotiating committee (NJNC).</li> <li>2) Financial impact assessment / planning scenarios with the financial impacts of National Bargaining under ongoing discussion with the SFC.</li> <li>3) Planning for impact of industrial action, with specific strike business continuity plans in place.</li> <li>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.</li> <li>5) Robust college sector and WCS communication plan.</li> <li>6) Local workforce planning arrangements subject to positive internal audit review (May 2017)</li> </ul>	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	<ul style="list-style-type: none"> <li>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.</li> <li>2) Detailed Curriculum Development Planning and review process.</li> <li>3) Ongoing engagement with SFC in relation to ROA outcomes.</li> <li>4) Involvement with SFC advisory group on 'One Plus'</li> <li>5) Blended approach to delivery of teaching and learning including distance and online learning.</li> <li>6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered.</li> </ul>	4	3	12	VP Educational Leadership
6	2, 11	Inadequate business continuity / contingency planning	3	4	12	<ul style="list-style-type: none"> <li>1) Business Continuity Plans in place with planning for specific threats.</li> <li>2) Communications to staff of procedures to be followed in the event of an incident.</li> <li>3) Effective estate security procedures.</li> <li>4) Adequate insurance cover.</li> <li>5) Embedding of risk assessments.</li> <li>6) Planned preventative measures in place, including alarms.</li> </ul>	3	3	9	VP Operations

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
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	<ul style="list-style-type: none"> <li>1) Estate Strategy 2016-2026 approved by Board of Management October 2016 and submitted to SFC.</li> <li>2) Plans to improve infrastructure and equipment are in place.</li> <li>3) Minimise possibility of unplanned closures through regular maintenance of physical assets.</li> <li>4) On going discussions with funders and other stakeholders to identify potential funding / development opportunities.</li> <li>5) Condition survey work undertaken to assist with identification of areas of investment .</li> <li>6) Internal audit review (May 2017) of Asset Management included positive review of work undertaken to developed the College Estate Strategy 2016-26.</li> </ul>	3	3	9	VP Operations
8	3, 4, 11	Inability to maintain good staff relations	4	3	12	<ul style="list-style-type: none"> <li>1) Internal audit report on Workforce Planning indicated sound building blocks.</li> <li>2) Clear procedures for communication in place in order to engage with Trade Unions and all staff across the College.</li> <li>3) Developed procedures for staff engagement / negotiations</li> <li>4) "Ask Audrey" staff engagement session and staff surveys undertaken.</li> <li>5) Local trade union negotiation committees in place for teaching and support staff and meet on an ongoing basis</li> </ul>	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	<ul style="list-style-type: none"> <li>1) Detailed teaching resource planning through use of curriculum mapping tool (CMAP).</li> <li>2) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities.</li> <li>3) Itrent HR and Payroll software developed to provide staff data and reports.</li> <li>4) Professional Development Policies are aligned to strategic priorities.</li> <li>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.</li> <li>6) Internal audit reviewed workforce planning as part of 2016/17 audit plan.</li> </ul>	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 (CMP) resulting in negative publicity for College.	3	3	9	<ul style="list-style-type: none"> <li>1) Approval of CMP by Board of Management in October 2016 with this subsequently being submitted to SFC.</li> <li>2) Specific resource - staff and funding - allocated to allow CMP to be implemented.</li> <li>3) Creation of Sustainability Group involving staff and student representatives.</li> <li>4) CMP Plan and targets will be kept under review and revised should further funding become available.</li> </ul>	2	3	6	VP Operations

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
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	<ul style="list-style-type: none"> <li>1) IT Strategy, Policies / Procedures and system access processed in place.</li> <li>2) Staff and student feedback and evaluation procedures in place.</li> <li>3) IT Contingency Plan in place with regular review.</li> <li>4) Embedded IT incident review process.</li> </ul>	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	<ul style="list-style-type: none"> <li>1) Development of strong partnerships with local employers and stakeholders.</li> <li>2) Development of operation plans.</li> <li>3) Adaption of course portfolio to meet student / employer needs.</li> <li>4) Financial strategy and financial planning.</li> <li>5) Review of resources required within Curriculum Development Planning procedure.</li> <li>6) Annual financial target is agreed and closely monitored by the Corporate Development Committee.</li> <li>7) Commercial Development Group reporting to Corporate Development Committee.</li> </ul>	3	2	6	VP Corporate Development
13	11	Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).	3	3	9	<ul style="list-style-type: none"> <li>1) External briefings provided to SMT on principles and practicalities of implementing GDPR.</li> <li>2) Establishment of College working group on implementation of GDPR requirements. This group will have oversight of the information risk assessment process.</li> <li>3) Update reports to SMT and OD&amp;HR Committee on progress made.</li> <li>4) Active engagement across the College to ensure collaborative approach to addressing issues raised.</li> <li>5) Data Protection concepts and principles already embeded within the operations of the College.</li> <li>6) Working with other Colleges to pool resources and minimise duplication of effort.</li> </ul>	3	2	6	Principal
14	1, 3, 5, 6	Normal business activities are unduly affected due to the complexity of sequencing estates investment works	4	2	8	<ul style="list-style-type: none"> <li>1) Detailed resource planning involving all relevant parties at an early stage for project work undertaken.</li> <li>2) Level of investment at a stage where no material impact on activities.</li> <li>3) Knowledge base within current staff to be able to identify issues.</li> </ul>	3	2	6	VP Operations
15	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	<ul style="list-style-type: none"> <li>1) Developed environmental scanning process in place</li> <li>2) Operational planning process in place linked to resource requests.</li> <li>3) Detailed resource allocation process and ability to address ad hoc requests.</li> </ul>	2	3	6	VP Educational Leadership VP Operations

Risk No.	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
			Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
16	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 - 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**

<b>Almost Certain 6</b>	6	12	18	24
<b>Very Likely 5</b>	5	10	15	20
<b>Likely 4</b>	4	8	12	16
<b>Possible 3</b>	3	6	9	12
<b>Very Unlikely 2</b>	2	4	6	8
<b>Remote Chance 1</b>	1	2	3	4
	<b>Negligible 1</b>	<b>Marginal 2</b>	<b>Critical 3</b>	<b>Catastrophic 4</b>

**TITLE:** INTERNAL AUDIT REPORT – Curriculum Planning

**Background:** In February 2017, the internal auditors carried out an audit of our Curriculum Planning processes.

The report conclusion states:

The College has efficient and well-designed curriculum planning arrangements that are operating effectively. We have identified a small number of areas where existing controls could be strengthened, including ensuring action plans are comprehensive and developing a formal process for removing courses from the curriculum.

The audit identified four improvement areas which would further strengthen the existing curriculum planning arrangements:

- The College should develop a guidance document which clearly details the steps to be taken in developing the annual curriculum plan.
- Ensure SMART targets in Portfolio Review.
- The College should implement a process for removing courses from the curriculum. This should include justification for the change and the approval process.
- A summary of amendments made to the curriculum from one year to the next should be provided internally to all key staff involved with student recruitment and enrolment in order to ensure they are able to provide accurate and up to date information to current and prospective students.

The report was considered by the Audit Committee and progress on the improvement actions will be monitored through the rolling audit action plan.

**Action:** The Learning, Teaching and Quality Committee is asked to note the contents of this report.

**Lead:** Stephanie Graham, VP Educational Leadership

**Status:** Open