

## West College Scotland

### LEARNING, TEACHING AND QUALITY COMMITTEE

TUESDAY 20 MARCH 2018 at 4.00 p.m. in  
Paisley Campus

#### AGENDA

##### General Business

1. Apologies
2. Declaration of Interests
3. Minutes of the meeting held on 11 October 2017  
Actions from the minutes
4. Matters arising from the Minutes  
(and not otherwise on the agenda)

Enclosed JH  
Enclosed JH

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

5. Update from Vice Principal Educational Leadership
  - .1 Activity Update
  - .2 Quality, Learning and Teaching Update
  - .3 Learning Communities and Student Services
6. Students Association Update
7. Regional Outcome Agreement Monitoring
8. Corporate Parenting
9. Draft Regional Outcome Agreement  
Revised paper
10. Education Scotland update
11. ECU Project – Attracting Diversity
12. Student Survey 2017-18 (1 or 2) Summary
13. Curriculum Planning and Review Summary
14. Risk

Oral report SG  
Oral report CM  
Oral report IFS

Paper 6 NP  
To follow

Paper 7 SG

Paper 8 IFS

Paper 9 SG

Oral report CM

Paper 11 CM

Paper 12 CM

Paper 13 SG

Paper 14 SG

## Items for Information

15. Complaints Handling Annual Report 2016-17 Paper 15 CM

16. Proposed Dates of meetings in 2018/19

It is **proposed** that the Committee continue to meet at 4.00 p.m. on Wednesday afternoons as follows:

24 October 2018 at the Clydebank Campus

20 February 2019 at the Paisley Campus

22 May 2019 at the Greenock Campus.

17. Any other business

Next meeting: Wednesday 23 May 2018 at 4.00 p.m. at the Paisley Campus

Gwen McArthur  
Secretary to the Committee

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

**MINUTES:** 11 October 2017

**Present:** Jacqueline Henry (in the Chair), Audrey Cumberland, Matthew Marsden, Keith McKellar, David Watson.

**Attending:** Stephanie Graham (Vice Principal Educational Leadership), Cathy MacNab (Director of Quality, Learning and Teaching), Iain Forster-Smith (Director of Student Services and Communities), Angela Pignatelli (Assistant Principal, Creative Industries and Essential Skills), Gwen McArthur (Secretary to the Committee).

**Apologies:** Mike Haggerty, Alison Mitchell, Wilma Bain.

### **LM225 WELCOME**

The Chair welcomed the new members, David Watson and Matthew Marsden, to the meeting. She also welcomed Angela Pignatelli, Assistant Principal, Creative Industries and Essential Skills, and Iain Forster-Smith, the new Director of Student Services and Communities, to the meeting.

### **LM226 DECLARATION OF INTERESTS**

None

### **LM227 MINUTES**

The minutes of the meeting held on 24 May 2017 were approved.

### **LM228 ACTIONS FROM THE MINUTES**

The Committee noted the actions from the minutes.

### **LM229 COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS**

The Committee noted its membership and the dates of its meetings in 2017/18. It was noted that the Board, at its meeting earlier in the week, had approved the co-option of Peter Macleod, Director of Children's Services at Renfrewshire Council, to this Committee. It was hoped that he would be able to attend the next meeting.

The Committee reviewed its remit and considered some proposed amendments. These amendments had been brought forward to reflect the changes in relation to the new national arrangements now in place for evaluating the quality of learning provision in the sector; to reflect more accurately the elements of the Regional Outcome Agreement that this Committee was responsible for; and to note that the educational committees were currently under review. It was also proposed that, under Section 2

Composition, the wording be amended to clarify that any Board member could attend meetings of this Committee with the agreement of the Chair, rather than restricting it to other Committee Chairs only. The Committee welcomed these amendments and

**RECOMMENDS** to the Board that its remit be amended as detailed in the Annex to the minutes. **[Action: GMcA]**

## **LM230 UPDATE FROM VICE PRINCIPAL EDUCATIONAL LEADERSHIP (LM216)**

### **.1 Activity Update**

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

- More Faculty Days had been held this year which had been welcomed by the staff. Also a number of continuing professional development (CPD) sessions had been arranged for the start of the new term. The uptake had been quite disappointing, but this could be due to the timing of these events. Some further consideration was being given to when these events could be held later in the session.
- The Committee was pleased to note that the Principal had formally opened the new Library facility on the Paisley Campus the previous day. The library had moved from the Abercorn Centre to the Renfrew North building.
- The Construction department had moved into recently refurbished accommodation on the Paisley campus which would provide a much improved learning environment.
- It was noted that the College was one of five colleges in Scotland taking part in the Scottish Government's Improvement Project. The aim of this project was to improve retention rates and attainment. This activity was being undertaken in addition to the various activities that the College already had underway to improve retention and attainment. The five colleges taking part in this project would share their findings so that they could learn from one another and share good practice across the sector. The Committee noted that no additional resource had been provided to help implement this project. The Vice Principal Educational Leadership would provide a progress report on this project to a future meeting of the Committee. **[Action: SG]**
- It was noted that portfolio reviews were currently underway across all the subject areas. The information obtained from this would feed into the curriculum planning and review exercise undertaken in November which would assist in planning which courses would run the following year. Further information on this exercise would be brought to a future meeting of the Committee. **[Action: SG]**
- The College was still in discussion with SFC (Scottish Funding Council) about the One Plus activity for session 2017/18. SFC had earlier confirmed that only 2.5% of the total College activity could be achieved through One Plus activity for 2017/18. However, discussions with SFC regarding this matter

were continuing in order to clarify which activities could be included in this and which were excluded, so that the College was clear for future reference.

- The Board had received a presentation on Corporate Parenting at its meeting earlier in the week. This had been well received at the Board and it had been agreed that the Director of Student Services and Communities should attend a future meeting of the Board to provide further information on this matter. **[Action: SG; IFS]**

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

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

- It was noted that the Students' Association was now part of the Quality, Learning and Teaching Directorate, having moved from the Student Services and Communities Directorate. The Students' Association Officers were working closely with the Student Experience Team.
- The first student survey of the session was now open. Staff in the Directorate were monitoring the response rate as they were keen to achieve a good response.
- The Further Education Statistics (FES) Data had now been submitted to SFC. Initial feedback confirmed that the data provided was acceptable and the College was waiting for further, more detailed, feedback.
- Staff were currently working on the implementation of the new National 5 curriculum.
- The outcome of the Scottish Qualifications Authority (SQA) systems audit had been positive and the College would retain its devolved authority to approve its own awards. A few minor updates had been made to the policies and procedures which would be published shortly, and staff development activities to support their implementation would be offered soon.

## **.3 Student Services and Communities**

Iain Forster-Smith, Director of Student Services and Communities, provided a report on the following:

- The Student Advisory Services accommodation at the Paisley Campus had undergone a major refurbishment and was now much more accessible and comfortable for students. Improvements had also been made to the Student Advisory Service area at the Greenock Campus (Finnart Street).
- New links had been established to provide help and support for students in care who were studying at the Greenock and Clydebank Campuses. It was the intention to introduce this to the Paisley Campus as well.
- A new Prince's Trust programme had been introduced by Inverclyde. Also new European funding mechanisms had been introduced and the College Prince's Trust team would be attending the training for this.
- Enrolment to the school's programme would be complete shortly. It was noted that there was a dip in the number of school pupils coming to study at the College. However, a number of colleges were experiencing a similar

dip in numbers as schools were now running some of these classes themselves. The Director had arranged meetings with each of the Local Authorities to discuss this, and other, matters. Further information would be brought to the next meeting. **[Action: IFS]**

- The Committee was pleased to note that the number of students undertaking Foundation Apprenticeships had increased this year. All Local Authorities were involved in this scheme and the apprenticeships were across all 12 subject streams. The College was working in partnership with the Local Authorities and Skills Development Scotland (SDS) to ensure that these programmes met the needs of the students.
- A number of joint evaluation and planning meetings had been set up with local community groups.
- A meeting had been arranged with staff from East Dunbartonshire Council to discuss the possibility of re-establishing the community activities that the College previously offered for this Local Authority.
- Staff in the Directorate were working with the Nurseries who were finding it difficult due to a drop in demand for places from students in Greenock.

The Chair thanked the Vice Principal and the Directors for their reports.

#### **LM231 STUDENTS ASSOCIATION UPDATE (LM217)**

The President of the Students Association provided the Committee with a report from the Students Association which included the following:

- The Committee was pleased to note that three Vice Presidents had been elected, one for each Campus, who had taken up post on 1 August 2017.
- The Students Association had taken a stall at the Fresher's week on each campus. This had been very positive with good engagement with students attending the College.
- Officers of the Students Association (SA) had attended a number of student induction events and had given class talks. Good feedback had been received from these events which the Association would be following-up on. It was also the intention to use social media more to communicate with students in order to issue messages and updates about the work of the Association.
- The Committee noted that one of the priority areas the Association would be working on this year was mental health. All the SA Officers would undertake training in this matter so that they could provide help and support to students and raise awareness about these issues and how they affected students.
- The SA premises at the Clydebank and Greenock Campuses had been redecorated recently. It was the intention to undertake similar work at the Paisley Campus. It was also the aim for the SA to have a presence at the Waterfront Campus.
- The SA Officers had been working closely with the student class representatives. The class representatives had indicated that they would

welcome more than 2 meetings of the Student Representative Council (SRC) each year. This was currently being explored.

- The Student president met monthly with staff from the Quality, Learning and Teaching Directorate to discuss matters of mutual interest and how the SA could be supported.

The Chair thanked the Student President for his report which clearly showed that the Students Association had been very busy and made excellent progress so far.

### **LM232 STUDENT ENROLMENT 2017/18**

The Committee noted information on the student enrolment numbers for session 2017/18. This data concentrated on full-time provision, as the part-time provision was much more variable and not easily comparable. It was noted that:

- Overall full-time numbers were down slightly compared to the same point last year. In particular the demand for FE provision had fallen. The College was taking a number of steps to address this matter.
- There was an increase in HND student numbers, but a slight fall in HNC numbers which could indicate a potential drop in HND numbers the following year as students progressed.
- Some subject areas were showing a decline in demand for places, e.g. Hair and Beauty, while others were showing an increase, e.g. Fitness, Health and Exercise.
- The population demographics were showing that the number of 16 – 19 year olds in the Region were levelling-off, this was following declining numbers in previous years. However, there were now more opportunities available to young people and so there would be competition to attract these students to study at College.
- The numbers undertaking part-time, block release and evening study had increased this year.

The Committee welcomed this information and noted the range of actions currently underway to increase student recruitment. It was acknowledged that it would be challenging for the College to meet its recruitment target. A further report on student enrolments would be provided to the Committee during the session.

**[Action: SG]**

### **LM233 REGIONAL OUTCOME AGREEMENT 2017-20 (LM216.1)**

It was noted that the Regional Outcome Agreement Review Report 2016/17 had been considered by the Board at its meeting earlier in the week. Some of the data was still being finalised, but once this was available the final version would be issued to the Board for approval prior to submission to the SFC by the deadline of 31 October 2017. The Committee confirmed that it was content with the information provided that fell within its remit and that the Board would approve the final version to be submitted.

The Committee considered the Regional Outcome Agreement (ROA) Monitoring Report for 2017/18 – 2019/20, which also included historical data for sessions 2014/15 – 2016/17 for comparative purposes. The Committee noted that

- The College had achieved its credit totals for session 2016/17 and so there would be no financial clawback.
- The number of students from areas of multiple deprivation (SIMD10) had increased and their retention and attainment rates were improving. Work on retention and attainment was continuing to ensure continuing improvement.
- The success rates for students with disabilities was higher than for those without. This demonstrated that the support put in place to assist students with disabilities was effective.
- The success rates in all age groups had increased, with the overall outcomes and retention rates improving. However, the number of early withdrawal of FE students remained much the same, but had reduced for HE students, so there had been an improvement in HE numbers.
- The data showed an increase in STEM activity, as well as good results for leaver destinations and student satisfaction.

The Committee was pleased with the overall report which showed mainly positive trends. It was **agreed** that consideration be given to providing these monitoring reports on the staff intranet so that all members of staff were aware of the improvements being achieved. **[Action: SG]**

#### **LM234 COLLEGE LEAVER DESTINATIONS 2015/16 (LM201)**

The Committee noted the report on College Leaver Destinations for students who completed their course in 2015/16. The report contained information on students who had studied full-time only. The Committee welcomed this report.

#### **LM235 STUDENT SATISFACTION SURVEY 2016/17 (LM221, 202)**

The Committee noted the Student Satisfaction Survey report 2016/17, this was the report of the second survey conducted during 2016/17. The Committee was pleased to note that the feedback showed an improvement over the previous report. It was also noted that the Education Scotland Student Assessors had received positive feedback from students during their recent visit to the College. The Committee was aware of the issues surrounding the ICT facilities and also the actions that had been taken by the College to address these. Significant improvements had been achieved in some curriculum areas, but not in all areas and not in College wide provision. Further improvements were planned and would be undertaken as resources became available. The Committee welcomed the report.



**LM236 SFC/EDUCATION SCOTLAND EVALUATION REPORT AND ENHANCEMENT PLAN (BM396; LM205, 197.3)**

In relation to the new quality arrangements the Committee noted that reviewers from Education Scotland had visited the College during August/September and sat in on teaching and met with staff and students. A range of curriculum areas had taken part in this process. The draft Evaluation Report and Enhancement Plan had been considered by the Board at its meeting earlier in the week. It was noted that a pre-endorsement meeting with Education Scotland would take part later in the week and the final Evaluation Report and Enhancement Plan would be produced and circulated to the Board for final consideration and approval before submission by 31 October 2017.

**LM237 SQA NATIONAL EXAMINATIONS REPORT 2016/17**

The Committee noted the report on the outcomes of the students who had sat SQA National examinations at the College in 2016/17. The Committee was pleased to note that the success rate had been above the national average in some subject areas and consistent with the national average in most other areas. Only two subject areas were below the national average, Higher Politics and Higher Sociology, and this was being monitored with action being taken as appropriate. The Committee welcomed the report.

**LM238 EQUALITY CHALLENGE UNIT PROJECT (LM216.3)**

The Committee was aware that the College was taking part in the Equality Challenge Unit (ECU) project which was looking at gender balance in certain subject areas. There were 2 areas in the College involved in this project, Electrical Engineering and Computer Gaming, where the College was trying to encourage more female students to take these courses. College staff were revisiting many local schools to try and encourage more females to consider these courses. It was acknowledged that it would take time to achieve improvements as many of the issues and challenges were societal in nature and would need intervention at earlier stages in life in order to change the culture. The Committee noted the actions being taken and would receive a report on progress at a future meeting. **[Action: CM]**

**LM239 RISK**

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

**LM240 INTERNAL AUDIT REPORT – CURRICULUM PLANNING**

The Committee noted the Internal Audit Report on Curriculum Planning. This was a positive report with some suggestions for improvement, which were now being progressed.

**LM241 STUDENT COMPLAINTS ANNUAL REPORT 2016/17**

It was noted that the Annual Report on Student Complaints had been considered at the meeting of the Senior Management Team (SMT) the previous day and would come to the next meeting of this Committee for consideration.

**[Action: CM]**

**LM242 COMPUTER MANAGEMENT SYSTEM**

It was queried if there were any plans to introduce a computer management system to manage the computers in the IT suite, as this could help improve the learning experience of students. It was noted that the funding provided by SFC to the College to support such initiatives had been reduced by 43% over the past two years and support for other areas/activities had been deemed a higher priority. However, it was **agreed** that the Assistant Principal, Creative Industries and Essential Skills, investigate this matter further and report back to a future meeting.

**[Action: AP]**

**LM243 NEXT MEETING**

Wednesday 15 November 2017 at 4.00 p.m. at the Paisley Campus

GMcA/25.10.17/Final

## ANNEX

**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~~ **Other Board members** 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.

## Learning, Teaching and Quality Committee: Meeting of 11 October 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>
11 Oct 2017	LM229	Committee remit – amendments to be proposed to Board	G McArthur	Amendments will be forwarded to December meeting of Board for consideration and approval	December
	LM230.1	Activity Update from Vice Principal i.Scottish Government's Improvement Project – progress report to be provided to future meeting; ii. Curriculum planning and review exercise – further information to be provided to future meeting.	S Graham		Reports to future meetings  Curriculum Planning and Review summary will come to the February meeting
	LM230.1 220	Activity Update: Corporate Parenting – further information to be provided to Board; and Director of Student Services and Communities to attend Board meeting.	S Graham I Forster-Smith		Future meeting
	LM230.3	Activity Update: Student Services and Communities – further information on the school's programme to be brought to next meeting	I Forster-Smith		February meeting
	LM232	Student Enrolment 2017/18 – further report to be provided to Committee later in session	S Graham		February meeting
	LM233 216.1	Regional Outcome Agreement 2017-20 – consideration to be given to providing monitoring reports on staff intranet	S Graham		

	LM238 216.3	Equality Challenge Unit Project – progress report to be provided to future meeting	C MacNab		Future meeting
	LM241	Student Complaints Annual Report 2016/17 – to come to next meeting	C MacNab		February meeting
	LM242	Computer Management System – possible introduction of such a system for the IT suite to be investigated and findings to be reported to a future meeting	A Pignatelli		Future meeting
		<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	Development session provided to Board at its meeting on 9 October 2017	Complete
	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	ii. Evaluative Report and Quality Enhancement Plan approved and submitted by 31 October 2017 deadline	i. Future meeting  ii. Complete
	LM201 183.4	College Leaver Destinations Report 2014/15 – report on data for 2015/16 to be provided once available	C MacNab	Provided to October meeting	Complete
	LM202 187	Student Satisfaction Survey Outcomes – feedback from second student survey to be provided once available	C MacNab	Provided to October meeting	Complete

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. 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		i. Complete  ii. Future meeting

GMcA/1.11.17/updated 6.11.17



## The Student Association LTQ Report / February 2018

The Students' Association {SA} continues to work for the benefit of all students. At the time of writing, The SA consists of an Acting President – Nicole Percival and three Vice Presidents at Paisley - Marek Gorecki, at Clydebank - James Morrison and at Greenock - Mac Murray. Executive officers for the following posts have been filled, LGBT student@Greenock, Mental Health@Greenock, Disability@Greenock , Mature student@Greenock. It is hoped further Officer roles will be filled.

These officers have been put in contact with NUS Scotland, so they can attend any relevant events, or training. They will also be holding drop in sessions for any student to visit them, the first of which has started is the LGBT drop ins within Greenock which happen once a fortnight at lunch time, others will be set up in the coming weeks. The Vice President for Greenock and the LGBT officer will be attending an LGBT conference through NUS Scotland in April, and encouragement and support will be given to all Officers to fulfil these voluntary roles and participate in any events that will help them develop in their roles, which is usually through NUS Scotland Events and tie-ins. The Vice Presidents and President have regular contact with the executive officers face to face and also via other methods, such as email.

One of the Student Associations main aims and campaigns have been around the student mental health and we are pleased to report that the SA have agreed to take part in NUS campaign healthy body, healthy mind as well as making a student mental health agreement, this will be done in partnership with Iain Forster-Smith.

Class Rep training has been delivered to approx. 140 students, during October and further training is scheduled for the week beginning the 5<sup>th</sup> of March. This is something we are currently promoting and planning to train as many class reps as possible. We have a total of 336 class reps, so are aware that there is a gap in the amount of class reps that are trained. We have also recently provided training in partnership with the student experience team to the additional support learning students.

The first Student Rep Council meetings have been carried out at all campuses except the New Street campus which will be the 15<sup>th</sup> March. The Student Experience Team have been of tremendous support in not only providing further Class Rep Training, but in helping set up a database that identifies where class reps are present or not present by campus / sector and department, as well as identifying those that have and have not been trained. The second set of Student Rep Council meetings will take place in April, with dates currently being confirmed.

The SA has continued to have internal department meetings every month and this involved representation from various different departments within the college. This is also a great way to work in partnership with other departments on the issue and campaigns that the SA are planning to run.

As always- any thoughts/comments/questions are most welcome.



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

**Background:** The following document provides an update on progress on the Regional Outcome Agreement. This document has been updated from the last meeting in the sections marked 'Feb 18' on the first page with final figures for 2016-17. Any updates to the text are in orange.

Some of the figures have also been amended since the last meeting in line with the final 2016-17 data verified by SFC (the last meeting had initial data from our own MIS, prior to full verification). The majority of changes are very small.

The only more significant change has been made by SFC in the last few weeks and impacts on student outcome PIs. SFC have been addressing PI data across the sector and requiring some colleges to make changes, including to historical PIs, to address accuracy. We have no such changes to make.

However, SFC have decided that SVQ3 qualifications which are levelled at SCQF7 should not be categorised as HE. This moves these results from HE to FE performance indicators. The impact for us for 2016-17 is:

	Full Success 06/02/18	Full Success 18/12/17
FE FT	68.7% (Increased by 1%)	67.7%
HE FT	68.7% (decreased by 1.5%)	70.2%

**Action:** 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	Feb 18		Work Experience	13	Feb 18	
Age	7	Sept 17		Apprenticeships, Employability and SDS	14	Sept 17	
Ethnicity	7	Oct 17		<b>High Performing Institutions</b>			
Corporate Parenting	8	Feb 18		Student Association	14	Feb 18	
Caring Responsibilities	8	Feb 18		College Leaver Destination Survey	15	Feb 18	
School College Programme	9	Feb 18		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	159,048	159,025			Over target for 2016-17.  Currently predicting achievement in 2017-18 but challenging.
	ESF	7,086	7,086	7,086	7,086	7,086			
	Childcare					1,269			
	Total	166,520	166,261	166,111	166,134	167,380			

## 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%	30.6%		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%	34%					
Full time HE students from the 10% most deprived postcodes	24.4%	24.7%	25.8%	24.9%					
Full time students from the 20% most deprived postcodes	48.5%	49.4%	48.8%	48.6%					
Full time FE students from the 20% most deprived postcodes	52.6%	54%	54.5%	52.9%					
Full time HE students from the 20% most deprived postcodes	41.6%	41.9%	41.4%	41.7%					
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.						Undertaking work for Renfrewshire through Poverty Commission funding.			
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%	64.9%	78.3%	80.8%	14.8%	12.1%	6.9%	6.9%	
Not from SIMD10	58%	67.1%	85.2%	86.2%	10.1%	9.4%	4.6%	4.2%	
Progress commentary	Improvements were made in retention and attainment for both students from SIMD10 and from other postcode areas. The improvement in student success rates 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. Student outcomes for FE were almost the same for both groups but withdrawal higher from SIMD10. Student outcomes were 5.6% lower for HE students from SIMD10 and this was due to a higher withdrawal rate during the course.								

## 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 17.1%	29,082 17.5%	18%	29,267 17.6%	18%		18.5%	19%	Small increase in the credits and percentage of activity for 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 ongoing. Latest update from Volunteering Matters states that there have been significant staffing changes but that the bid is ready for submission and the supported internships project is a key priority. 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.	New pre employability course piloted from August 2017. However, the people referred from Mental Health partners had significant health challenges and discussions are ongoing about the target cohort for future provision.
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%	84.6%	78.6%	86.9%	85.1%
Completed Successfully	66.3%	62.5%	60.2%	68.1%	65.4%	55.1%	66.4%
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%	72,993 <b>43.94%</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%	92,957 <b>55.95%</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%	94%	6%			86%	14%	<p>In line with SFC Gender Action Plan, the College aims to increase by 5% the majority share in each superclass.</p> <p>Gender balance in 2016-17 only improved in Mechanical Engineering and Hair/Personal Care Services. It became more marked in others, particularly Vehicle Maintenance and Building/Construction Operations.</p>
Electrical Engineering	97%	3%	98%	2%			92%	8%	
Mechanical Engineering	96%	4%	93%	7%			91%	9%	
Engineering/Technology (General)	91%	9%	92%	8%			86%	14%	
Building Services	99%	1%	99%	1%			94%	6%	
Building/Construction Operations	95%	5%	99%	1%			90%	10%	
Construction (General)	94%	6%	95%	5%			89%	11%	
IT: Computer Science/Programming/Systems	80%	20%	87%	13%			75%	25%	
Child Care Services	5%	95%	4%	96%			10%	90%	
Hair/Personal Care Services	3%	97%	4%	96%			8%	92%	

Commitments for enrolments	Progress commentary
Build on the work with employers to promote gender equality in their industries.	<p>Construction continued to engage school pupils in tasters and involvement in 'Women into Construction'</p> <p>Recruitment being undertaken with DYW for a female Foundation Apprenticeship in Engineering.</p>
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					Further withdrawal			Early Withdrawal				Progress commentary
	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%	12.1%	9.7%	10.1%	7.1%	5.2%	5.1%		
FE males	67.6%	60.8%	60.8%	69.5%	66.6%	12.1%	10.5%	9.4%	5.7%	5.2%	5.2%		
HE females	73.9%	72.2%	68.2%	75.1%	72.3%	10.8%	14.6%	11.8%	4.6%	5.9%	5%		
HE males	63.4%	61.8%	63.7%	71.7%	70.5%	9.9%	16%	10.4%	5.4%	4.4%	3.4%		

Commitment to improving attainment	Progress commentary
Connect students with mentors of the same gender within the curriculum or role models in the industry	<p>Continued contribution to ECU Attracting Diversity project.</p> <p>WCS accepted for involvement in national project (College and University) for guidance for ROA equality impact assessments.</p>
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 42%	66,254 40%	40%	<b>67,333</b> <b>40.5%</b>	40%		40%	40%	Percentage exceeded in 16-19 year olds and almost achieved for 20-24. A slight increase in the proportion and number of 16-19 year olds
	20-24	36,211 21.7%	36,272 22%	22%	<b>35,305</b> <b>21.3%</b>	22%		22%	22%	

Courses lasting more than 160 hours	Completed Successful					Completed successful and completed with 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>63.7%</b>	82.9%	81.9%	79.5%	77.2%	<b>79.6%</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>67.8%</b>	82.7%	82.2%	80.8%	82.1%	<b>83.5%</b>	
21-24 year olds	63.6%	62.9%	58.4%	69.9%	<b>67.1%</b>	77.8%	81.7%	81%	81.2%	<b>84%</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>66.5%</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>92.5%</b>	

## Ethnicity

Measure		Actual 14-15	Actual 15-16	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 students	676	801	<b>765</b>					A slight increase in the proportion of credits relating to students from black or ethnic minority backgrounds. Student demographics compare well with the local region, where approx. 2% of residents are BME.  Student success rates for BME students improved slightly although were still lower than for other students.
	Credits Proportion	6,232 <b>3.7%</b>	5,904 <b>3.6%</b>	<b>6,730</b> <b>4.1%</b>	4.5%		5%	5.5%	
	Student success rates	<b>59.4%</b>	<b>60.2%</b>	<b>60.8%</b>					



## Corporate Parenting

Measure		Actual 14-15	Actual 15-16	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. (all ages)	<b>Credits Proportion</b>	870 <b>0.52%</b>	3,788 <b>2.28%</b>	3,119 <b>1.88%</b>	3,850 <b>2%</b>		4,175 <b>2.5%</b>	5,010 <b>3%</b>	Reduction in credits for care experienced students of all ages. A very good increase in the number of care experienced students aged 16-26.
Number of Care Experienced 16-26		52	70	135					
Proportion of FT Care Experienced students successfully achieving a recognised qualification	<b>FT FE FT HE</b>	64.7% 71.4%	53.8% 66.7%	58.4% 55.6%	58% 64%		60% 66%	62% 68%	This all for age groups and not just the 16-26 directly supported. Success rates rose FE but reduced for HE & all well below rates for other students.

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>	<p>Signed Stand Alone Pledge to provide similar support to students estranged from their families.</p>

## 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	<b>Achieved</b>

## 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	178	115		97	120		130	150	The number undertaking vocational as defined by SFC for this measure reduced. This does not include Foundation Apprenticeships which increased. The volume of credits increased however as pupils undertook more substantial courses.
2b. Volume and proportion of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	Volume Proportion		398 0.2%		610 0.4%	700 0.42%		750 0.45%	800 0.5%	
2c. Volume and proportion of credits delivered to learners at S3 and above as part of 'school-college' provision.	Volume Proportion	6,227 3.7%	6,399 3.8%	6,000 3.8%	6,855 4.1%	7,000 4%		7,515 4.5%	8,350 5%	Target achieved and an increase in activity overall. An increase targeted but may become more challenging in light of LA funding and FA displacement.
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%	52.2%	65%	67.8%	68%		72%	74%	Improvement in attainment and in line with FT college rates

Commitment	Progress commentary
Work with local schools and Authorities to identify new partnership initiatives to support the Senior Phase and increased vocational learning opportunities	<p>Established new links with Castlehead High School for blended delivery of art and design with MOYA (business start-up) focus.</p> <p>Extension of award winning STEM Ambassador work to include Sport students.</p> <p>Currently operating well in Greenock and Paisley. To be extended to Clydebank campus.</p>
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.	

## 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%	68.7%	67%		70%	73.5%	All figures increased and over target
	Part-time FE	64.3%	52.5%	66%	67.6%	69%		72%	74%	
	Full-time HE	67.1%	65.4%	67%	68.7%	69%		72%	74.5%	
	Part-time HE	76.5%	74.1%	76%	76.9%	77%		78%	79%	
4b. Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)	Full-time FE	57.6%	61.1%	62%	64.5%	64%		66%	67.5%	All figures increased and over target
	Part-time FE	59.4%	53%	62%	64.7%	65%		68%	70%	
	Full-time HE	63.6%	61.7%	64%	65.6%	66%		68%	70.5%	
	Part-time HE	67.1%	69.1%	71%	74.8%	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%	77.2%	91.35	99.7%	99.8%	99.2%	99.1%	98.7%	
40 up to 80 hours	67.9%	64.9%	59%	65.2%	76.4%	95.4%	96.9%	99%	92.4%	94.3%	
80 up to 160 hours	60.9%	54.3%	43%	64.1%	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%	74.9%	74%	87.3%	90.1%	87.8%	89.6%	85.5%	
HE Courses											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.
10 up to 40 hours	82.6%	69.2%	90.9%		-	100%	100%	100%		-	
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%	81.5%	77.3%	83.4%	92.3%	84.7%	94.5%	89.2%	
320 hours up to FT	77.9%	91.4%	82.4%	81.5%	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.	<p>FE full time student success rates improved for 2016-17.</p> <p>The College applied &amp; was accepted for the Scottish Government Improvement in retention &amp; attainment project to focus on full time FE.</p> <p>Partnership approach with Enabling Services which improved student retention has been shared at Head and CQL level</p>
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.	
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.	
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%	7.7%	7.5%	7.5%	Consistent with 2015-16 figure & in line with Sector 15-16. 2017-18 rate improved but does not include Jan starts & could increase with outstanding withdrawals
HE Full-time	6.3%	5.1%	<b>5.7%</b>	4.6%	5%	4.9%	4.5%	5.8%	4%	4%	Improved for HE bringing figure close to Sector for 2015-16. Achieved target. 2017-18 rate appears to have increased – further verification to be undertaken

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%	SFC still not provided data

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.	Formal links with Glasgow School of Art being secured for a range of Creative Industries courses following joint meeting of agreement.

## 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 21.3%	34,433 20.7%	35,600 21.5%	38,814 23.4%	36,500 22%		38,410 23%	40,080 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				1,208 16.7%	1,436 19.3%	20%		30%	35%	Increase in numbers of students with work placement within their courses. Ambitious targets to increase further in the future

Commitments	Progress commentary
Adopt a joint approach involving schools and local authorities with shared responsibility to grow work experience within senior phase vocational pathways.	Work with Local Authorities and Schools for Foundation Apprenticeships.
The Sector of Hospitality, Tourism and Languages will develop a sector specific standard to use with employers to agree expectations.	
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 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.
Formal links to Golden Jubilee Hospital including work experience, student placement and live project working	Formal Agreement reached through GJH Board and WCS. Project work commenced through Creative Industries and Construction areas leading to Easter and Summer student work placements
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 successful for 300 places for 2018-20. Staff recruited to support the development of Foundation Apprenticeships
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 Student Association has been working with NUS Scotland on creating a new SA Constitution, fit for purpose in a regional college landscape. This work is potentially of national interest and has a completion target date of May 2018.
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 Student Association President has been actively involved in developing our college approach on the new quality framework HGIQC.
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.	Course and class representatives have been recruited across all campuses and trained to carry out their roles by the College Student Experience Assistants in partnership with the Student Association. Training for specific interest groups has been delivered using tailored training materials. Faculty Rep councils have taken place on each campus.

## 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	FT FE	2,065 96.1%	2362 96.2%	97%	96%	97.5%		98%	98%	FE FT – positive destinations in to work (FT or PT) or to further study is broadly in line with previous year results, and is 1% lower than target. HE FT – target achieved.
	FT HE	1,448 93.9%	1438 94.8%	95%	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 returns.						<p>We were able to confirm destinations for 97% of successful completers in session 2015/16.</p> <p>Over the summer of 2017, the college piloted some small scale destination tracking of part time students. This work will form the basis of a wider activity during summer 2018 where we will replicate the CLD FT completer’s data collection activity with select Part Time programmes.</p> <p>CLD Slicer Tools are available to all staff via the College Quality Portal, enabling a drill down to course level destinations, and informing programme evaluation and improvement actions.</p>				
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%	



## **Student Services and Communities Directorate Corporate Parenting Discussion Paper**

Our Corporate Parenting Plan was developed in partnership with care experienced young people, local authority partners and stakeholders. It was designed in partnership with care experienced young people and other corporate parents as a living plan, expressing how the college will fulfil its statutory duties. The Plan sought to fully consider the views, aspirations, needs and expectations of care experienced young people, and to put in place practical measures to best ensure that the college is able to execute its statutory duties and fully support our care experienced young people in overcoming barriers to participation, wellbeing and success.

The college will shortly be required to report on its activities as a Corporate Parent. The reporting parameters are as follows:

1. How the college exercised its responsibilities in terms of the six Corporate Parenting duties.
2. How the college has collaborated with other Corporate Parents e.g. sharing information; providing advice or assistance; co-coordinating activities; sharing responsibility for action e.g. funding activities jointly etc.
3. How the college has met its responsibilities across the entire age range.
4. How the college has sought to involve the perspective of care experienced young people and carers.
5. How the college has evaluated its objectives.
6. What impact has our Corporate Parenting Plan had on the outcomes for care experienced children, young people and carers (directly and indirectly).
7. The future priorities.

1. How the college exercised its responsibilities in terms of the six Corporate Parenting duties.

<p>Be alert to matters which, or which might, adversely affect the wellbeing of eligible children and young people.</p>	<ul style="list-style-type: none"> <li>✓ Partnership working and data sharing arrangements with other Corporate Parents</li> <li>✓ Named contact for each care experienced young person at each campus. That person will provide advice and support pre-entry, during transition, on-course and pre-exit</li> <li>✓ Named contact offers regular 1:1 with each care experienced young person; will monitor their attendance and progress; will ensure there are no barriers in accessing services or support (e.g. core skills, counselling, financial support, external)</li> </ul>
<p>Assess the needs of those children and young people for the services and support you provide.</p>	<ul style="list-style-type: none"> <li>✓ Named contact will provide transitional support where a care experienced young person is identified; raise awareness of services and support; ensure there are no barriers to accessing services of support; provide monitoring and early intervention support</li> </ul>
<p>Promote the interests of those children and young people.</p>	<ul style="list-style-type: none"> <li>✓ Fully involve the young person in planning and decision making</li> <li>✓ Provide opportunities for care experienced young people to shape college policy and provision</li> <li>✓ Champion the voice of care experienced young people</li> <li>✓ Treat care experienced as a protected characteristic</li> <li>✓ Named contact acts as the communication hub internally (e.g. CQL, Guidance, Funding, Enabling Services, Essential Skills) and externally (e.g. Social Work, Schools, SAAS, Who Cares? Scotland)</li> </ul>
<p>Provide those children and young people with opportunities to participate in activities designed to promote their wellbeing.</p>	<ul style="list-style-type: none"> <li>✓ Provide opportunities for care experienced young people to access services (e.g. financial, physical and mental health, diet, nutrition and exercise, core skills)</li> <li>✓ Work in partnership with other Corporate Parents and external service providers as relevant (e.g. gym, financial fitness)</li> </ul>
<p>Take appropriate action to help those children and young people to: (i) access the opportunities you provide; and (ii) make use of services and access support, which</p>	<ul style="list-style-type: none"> <li>✓ Named contact present from initial identification through to exit. S/he is tasked with ensuring that each young person is aware of their role and that the young</li> </ul>

you provide.	person is able to use and access the services and support provided
Take appropriate action to improve the way in which you exercise your functions in relation to eligible children and young people.	<ul style="list-style-type: none"> <li>✓ Continuous evaluation – capturing the views of the young people, staff, other Corporate Parents and stakeholders</li> <li>✓ Removing duplication and streamlining processes</li> </ul>

2. How the college has collaborated with other Corporate Parents e.g. sharing information; providing advice or assistance; co-coordinating activities; sharing responsibility for action e.g. funding activities jointly etc.

- ✓ Data sharing agreements/service level agreements to help facilitate transition and support arrangements
- ✓ In addition, each care experienced young person is asked if their named contact within the college can share data with relevant Corporate Parents (e.g. Local Authority Social Worker, Throughcare worker)
- ✓ College staff participate in Champion Boards activity and work in partnership with Local Authorities to remove duplication and ensure the young person has access to the right services and support at the right time
- ✓ The college is limited in its ability to jointly fund activities but provides meaningful support where possible (e.g. fast-tracking, access to equipment, greater flexibility with college administered funding)
- ✓ Initial work has taken place to remove duplication by forming multi-agency support panels (e.g. Family Firm partnership)

3. How the college has met its responsibilities across the entire age range.

- ✓ The college has a standard support offering for all care experienced up to the age of 26. This continues beyond 26 if the young person is continuing their studies with the college.
- ✓ Support is further tailored to the specific needs and circumstances of the individual (e.g. some young people will require additional support with numeracy or literacy – this may be provided by the college or arranged in partnership with another Corporate Parent; some young people will be living at home with a parent – their circumstances may be very different to a young person living in foster care or residential unit; some young people may not have access to study resources or spaces outside of the college)

4. How the college has sought to involve the perspective of care experienced young people and carers.

- ✓ Our Corporate Parenting Plan was co-written by Care Experienced Young People
- ✓ Our support services have been designed and refined through continuous feedback from our Care Experienced Young People ('What matters to me') with the help of Who Cares? Scotland
- ✓ Integrating support (holistic approach) whilst maintaining a named contact
- ✓ The Students' Association has sought to engage Care Experienced Young People to ensure that there is a loud and clear collective voice that is able to influence policies,

opportunities, experiences; challenge the barriers to participation and success; shape our approach as a Corporate Parent\* (activity has slipped during session 2017/18)

5. How the college has evaluated its objectives.

- ✓ Continuously monitor the aims of our Corporate Parenting Plan, achievements, fitness for purpose and resource
- ✓ Continuously monitor the impact of our role as a Corporate Parent and the mechanisms we have in place, and continuously refining and improving
- ✓ Continuously engage with Care Experienced Young People to seek their views and adapt to meet their needs
- ✓ Continuously engage with other Corporate Parents to share practice, disseminate information and to work as collaboratively as possible

6. What impact has our Corporate Parenting Plan had on the outcomes for care experienced children, young people and carers (directly and indirectly).

- ✓ Greater awareness amongst Care Experienced Young People and those who support them of the opportunities available at college
- ✓ Care Experienced Young People more able to aspire to college and beyond as a positive destination
- ✓ Care Experienced Young People more likely to feel well supported in their transition to college and with greater stability throughout their college journey
- ✓ Barriers better understood by the college and mechanisms in place to remove and to best ensure that each young person is retained, active and engaged, their needs well supported and well planned, and they are achieving

7. The future priorities.

- ✓ Our future priorities will mostly be determined by Care Experienced Young People. Reach will not be limited to current students
- ✓ More holistic approach internally and externally; and working smarter with a greater focus on a shared model, quality, identifying and adopting best practice within the sector
- ✓ Overcome limitations in resource (financial, staff, services)
- ✓ Mentoring, life-skills and work placement opportunities
- ✓ Retention and attainment in line with non-care experienced students
- ✓ Support for all care experienced students, regardless of age
- ✓ Supporting care experienced student as a protected characteristic

**TITLE:** Draft Regional Outcome Agreement

**Background:** The 2018-19 update to the West College Scotland Regional Outcome Agreement is required to be submitted to SFC for the end of April 2018 (previously this was March). An initial draft update was submitted in December in line with SFC requirements. A copy of this submission was provided for the last Board meeting.

As reported orally at the Board, SFC have provided positive feedback on the initial draft. The main feedback was that the document was too lengthy and we should consider ways to shorten it i.e. by links to other documents. The feedback was that SFC recognises the challenge and stretch targets for our attainment.

The following draft ROA has been partially updated following the SFC feedback but is still in the process of being completed and a final draft will be provided for the Board meeting on 26<sup>th</sup> March.

**Action:** The Committee is asked for any feedback on this draft to inform the work to complete the document.

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

**Status:** Open.

**TITLE:** **Equality Challenge Unit – Attracting Diversity Project**

**Background:** This paper provides the Committee with an update on the project, supported by the Equality Challenge Unit (ECU), which commenced in September 2016 with a completion date of June 2018. A final report will be published by the ECU.

**Action:** The Committee are asked to note, and comment on, the content of update.

**Lead:**

Cathy MacNab, Director of Quality, Learning and Teaching

**Status:**

Open.

## **ECU – Attracting Diversity Project (Update February 2018)**

This project is supported by the Equality Challenge Unit (ECU) and commenced in September 2016 with a completion date of June 2019, after which a final report will be published by the ECU. The focus of the project has been on gender equality within educational programmes and the College initially identified two curriculum areas where gender imbalance was predominant, namely, Electrical Engineering and Computer Gaming. Over the course of the last session, the Scottish Government focus on gender equality action planning has broadened the initial scope of the ECU project across more curriculum areas. The College, however, will continue to input into the ECU project with a focus on positive actions taken to achieve equitable gender balance across all curriculum areas.

The ECU have run cross-Institutional Events, in the form of workshops for project participants, since January 2017. The College has been represented at these by Clare Fraser, Equality and Diversity manager and by Joe Mulholland, our CQL for Electrical Engineering. Joe has been particularly proactive in engaging with schools across the region, to try to encourage females to consider electrical engineering as an option post school.

Applications to pre- apprenticeship electrical courses are/have been predominantly from male applicants and are very successful in that all students who complete enter an apprenticeship with an employer. Applications are now open for session 2018/19 and will be monitored for gender balance. It is feasible that, given sufficient levels of interest, a female only electrical engineering pre apprentice class will be offered.

The aim of the events is to enable project teams to share practice, learning, and build capacity in developing and implementing positive action initiatives. These events provide opportunities to participate in several workshops on practical themes relating to the Attracting Diversity project. The final workshop takes place in late February 2018, and seeks to help institutions build capacity in developing and implementing practical positive action initiatives.

The most interesting aspects of the workshops focused on identifying positive actions taken by institutions to redress any gender imbalance across programmes. These initiatives, along with good practice identified within the College through programme evaluation, are shared with curriculum teams at faculty and development days.

Also ongoing, across all curriculum areas, is a full review of our recruitment and admissions process, which, although not specifically focused on gender equality, will highlight any entry barriers experienced by applicants and encourage positive action for redress.

**[End]**



**TITLE:** **Student Survey Responses– Survey 1 session 2017/18**

**Background:** This paper highlight response rates for the first (of two) College student surveys for session 2017/18. This survey highlighted an increase in the number of responses from students. The Student Experience team administer the survey and collate responses which are disseminated to all curriculum and support areas across the College, informing programme and college service evaluation activities.

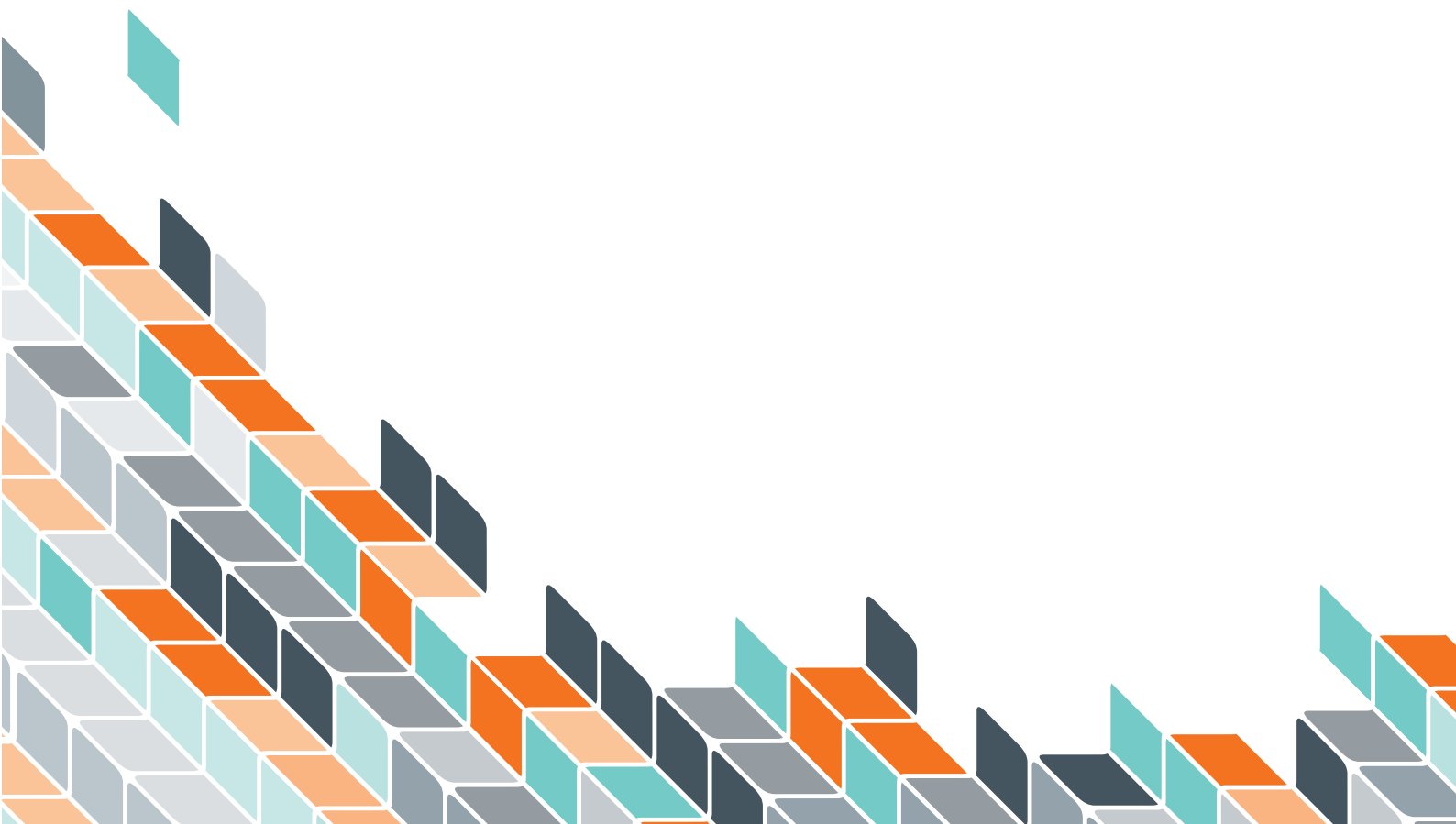
**Action:** The Committee are asked to note the content of student feedback.

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

**Status:** Open.

# WEST COLLEGE SCOTLAND

Student Survey 1 17-18 College Report





## INTRODUCTION

During the past couple of months, students were invited to participate in the first survey of our academic session. The survey was targeted to all enrolled students studying on our full-time and part-time courses. This year, we brought forward the timing of the survey to allow curriculum teams the use of student feedback in shaping their future curriculum.

Distance Learning students were excluded from the survey as they engage in regular feedback activities which are more relevant for their mode of study however, as per SFC requirements, they will be included in our Student Satisfaction and Engagement Survey which is undertaken in March/April of each year. We also excluded our school students from this survey as the focus on applications and enrolment is less relevant for them.

## METHODOLOGY

The survey was open between Monday 2nd and Friday 24th October and was distributed to a total of 7613 students. The majority of these were issued via a unique single-access link via their personal e-mail address. This allowed us to track completion rates and issue reminders to those who had still to respond.

Hard copies were also distributed to those where students who did not have access to I.T. facilities. This method has proved an effective way of engaging with these curriculum areas and ensuring a high percentage of response rates.

At the close of the survey, the data underwent a series of quality checks to ensure its integrity. This quality assurance process continues whilst the data is subsequently analysed and compiled for inclusion in the college and sector reports.

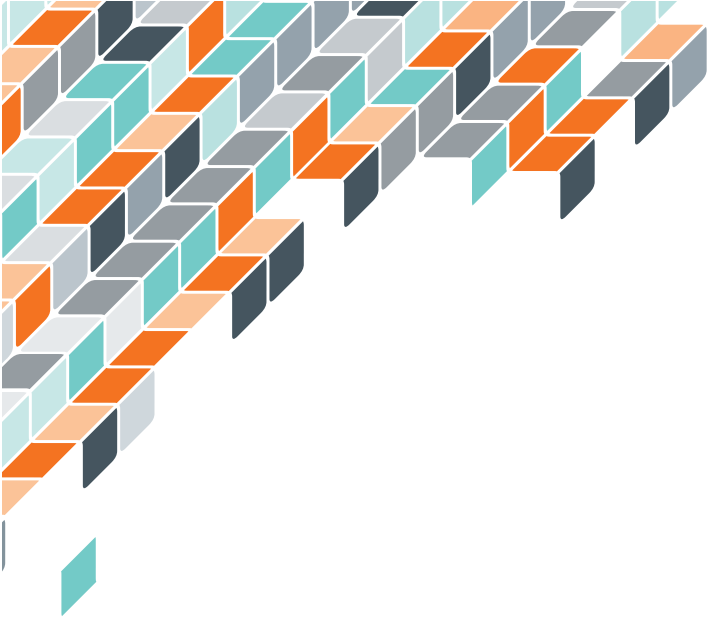
## RESPONSE RATES

The overall response rate was 36%. This comprised 25% HE FT; 2% HEPT; 44% FEFT; 29% FEPT.

## REPORT

Comments provided are categorised, summarised and then reported 'verbatim' to ensure accurate representation. Comments by Sector are included on pages 9-18

Data for similar surveys in sessions 2015-2105 and 2016-2017 have been included to allow for comparative trends to be identified. These have been highlighted on pages 19-24

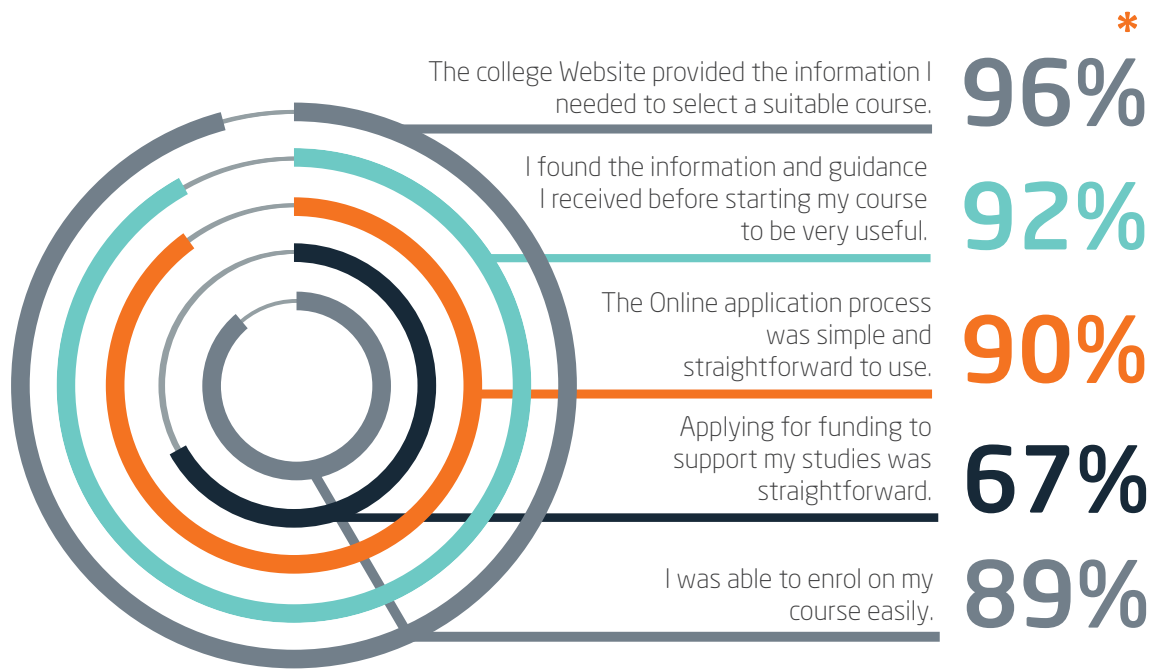


2017 - 18 Student Survey 1  
**COLLEGE REPORT**

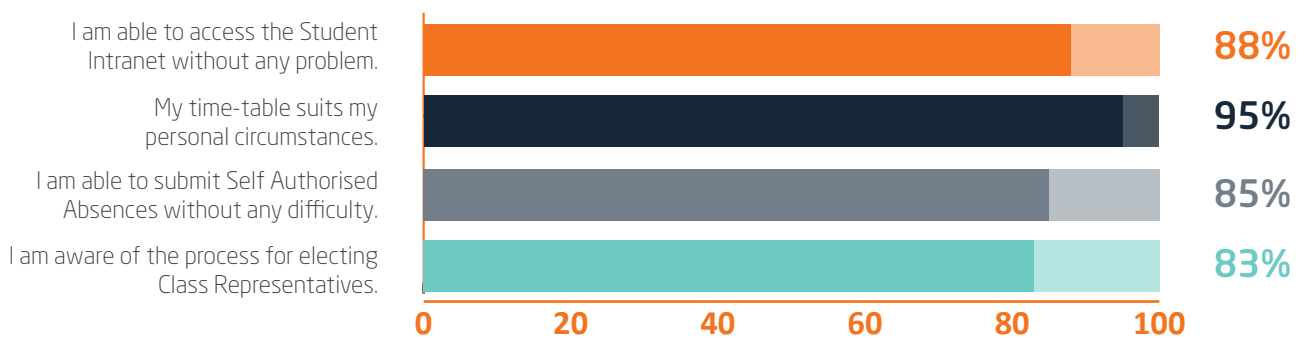
All Campuses

2716 Responses

Before I started



Starting my Course



\* 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.

2017 - 18 Student Survey 1  
**COLLEGE REPORT**

Learning

94%



92%



92%



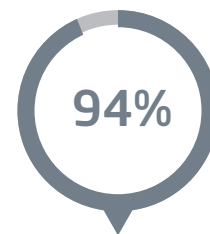
93%



The speed of my coursework is suited to my learning needs.



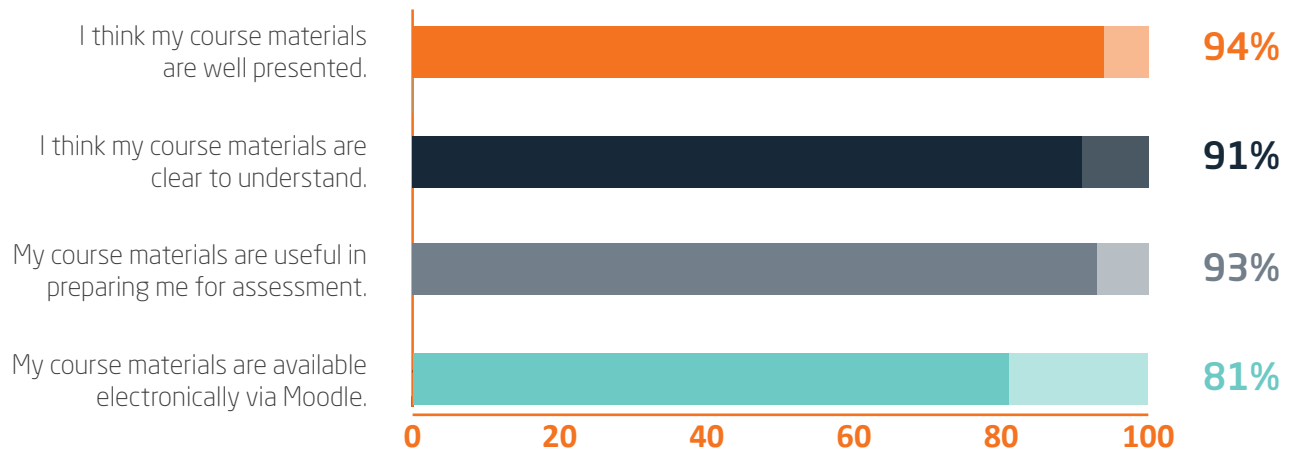
My progress and learning are checked regularly.



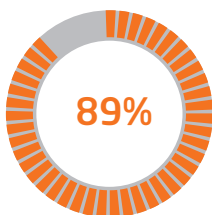
In general, I am satisfied with my learning experience at West College Scotland so far.

2017 - 18 Student Survey 1  
**COLLEGE REPORT**

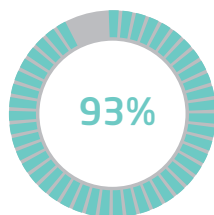
Learning Resources



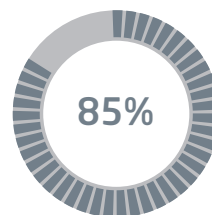
The Learning Environment



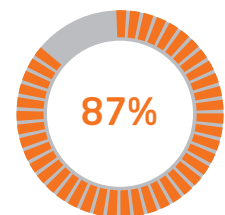
The classroom environment is comfortable.



The classroom environment is suitable for the learning taking place.



The IT equipment available meets the needs of my course..



The campus library meets the needs of my course..

Guidance and Support







- 88%** I am aware of the additional services available to support my learning.
- 92%** I am satisfied with the level and frequency of on-course guidance I have received.
- 88%** Since becoming a student, I am more aware of my career progression opportunities.
- 96%** Overall, my first experiences with WCS have been positive.



# KEY FINDINGS






## WHAT IS WORKING WELL?

Across a broad range of areas there was positive feedback with high numbers of respondents agreeing or strongly agreeing. We have summarised those areas below which received a satisfaction rate of 90% or above

-  The student survey showed a high satisfaction rate with information and guidance received before starting their course. It also highlighted that students felt the application process was simple and straightforward to use.
-  The survey reflected that students are satisfied their timetabled classes fit around their personal commitments
-  Students illustrated a very high satisfaction rate with their learning experience and course content.
-  The survey established that a high percentage of students felt overall their WCS learning experience had been a positive one

## WHAT COULD WE DO BETTER?





Although many areas received a high satisfaction rate, we have summarised areas below that students felt could be improved.

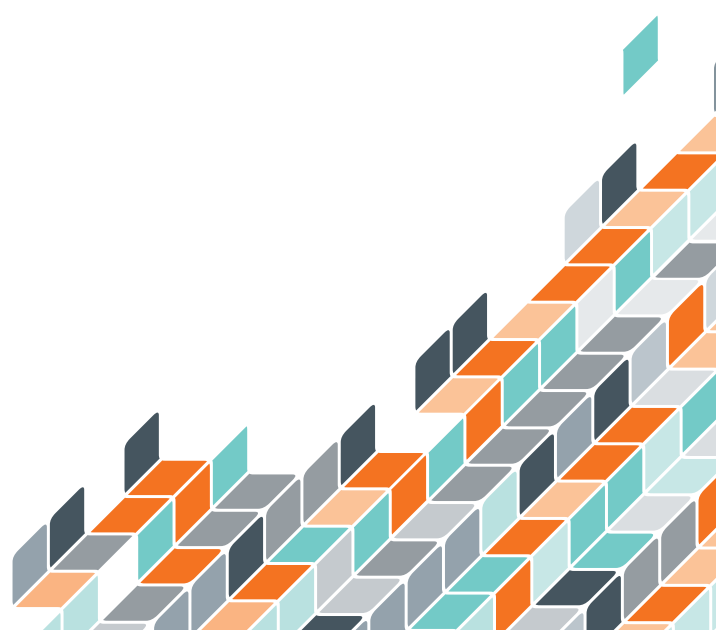
-  Applying for funding received the lowest satisfaction rate. This is typical of the trend with this survey.
-  Students felt that although they were able to apply for their course easily, the process for enrolling was not as straightforward.
-  The survey showed that on starting their course students were having difficulty accessing the student Intranet and submitting self certificated absences.
-  The survey established that some students were unaware of the class representation system and the process for electing their chosen nominee.
-  As mentioned above, students demonstrated a very high satisfaction rate with their learning experience. The only area that showed room for improvement was the speed in which their coursework was delivered.



# KEY FINDINGS

## WHAT COULD WE DO BETTER?

-  The survey showed that some students were experiencing problems gaining access to their course materials on Moodle
-  IT equipment was highlighted by students as being an issue. Comments cited out of date software and hardware issues.
-  Although campus library facilities received a good satisfaction rate, some students still felt that the facilities did not meet the needs of their course.
-  The survey illustrated that although students were satisfied with the level of on-course guidance, some students were unaware of services to support their learning and career progression opportunities.



# ANNUAL TRENDS

Appendix B



# ANNUAL TRENDS

Below are response rates to questions which featured in each annual survey. We have highlighted those which experienced a significant increase or decrease within the data set.

## Before I started

	2017	2016	2015	
The college Website provided the information I needed to select a suitable course.	96%	95%	94%	
I found the information and guidance I received before starting my course to be very useful.	92%	93%	91%	
The Online application process was simple and straightforward to use.	90%	90%	96%	↓
Applying for funding to support my studies was straightforward.	67%	69%	55%	↑

## Starting my Course

My time-table suits my personal circumstances.	95%	94%	96%	
I am able to submit Self Authorised Absences without any difficulty.	85%	79%	73%	↑
I am aware of the process for electing Class Representatives.	83%	86%	66%	↑

# ANNUAL TRENDS

## Learning

	2017	2016	2015	
Students found their course Interesting.	94%	95%	97%	↓
Students found their course Positively Challenging.	92%	93%	94%	
Students found their course Varied.	92%	93%	94%	
Students found their course Relevant.	93%	94%	95%	
The speed of my coursework is suited to my learning needs.	87%	87%	89%	
My progress and learning are checked regularly by my lecturer/tutor.	92%	91%	91%	
In general, I am satisfied with my learning experience at West College Scotland so far.	94%	94%	94%	

# ANNUAL TRENDS

## Learning Resources

	2017	2016	2015	
I think my course materials are well presented.	96%	95%	94%	
My course materials are useful in preparing me for assessment.	92%	93%	91%	
My course materials are available electronically via Moodle.	90%	90%	96%	↓

## The Learning Environment

The classroom environment is comfortable.	89%	86%	91%	
The classroom environment is suitable for the learning taking place.	93%	93%	93%	
The IT equipment available meets the needs of my course..	85%	83%	76%	↑
The campus library meets the needs of my course..	87%	87%	78%	↑

# ANNUAL TRENDS

## Guidance and Support

	2017	2016	2015
I am aware of the additional services available to support my learning.	88%	86%	84% ↑
I am satisfied with the level and frequency of on-course guidance I have received.	92%	91%	91%



# ANNUAL TRENDS

## Response Rates

### 2017

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE
Full Time	6578	2292	35%
Part Time	1035	426	41%
Total Responses	7613	2716	36%



### 2016

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE
Full Time	6578	1994	30%
Part Time	2045	344	17%
Total Responses	8623	2338	27%

\* Please note we cannot provide response rates for 2015 as the method for distributing and collating survey responses was different.

**TITLE:** **Curriculum Planning and Review Summary**

**Background:** The following document is a summary of the 2017 Curriculum Planning and Review (CPR).

Ten Curriculum Planning and Review meetings were held in November using the CPR scoring and summary document previously discussed in the LTQ Committee, as the basis for discussions.

A summary of self-evaluation grades is provided for the Committee on the attached sheet with the previous grade set by each curriculum Sector for 2016 shown in brackets. The grading for resources was split for 2017 to separate staff resources as a separate factor, this was combined in 2016.

Overall, good progress has been made by Sectors. The previous 5 point grading has been amended to 6 grades to bring it in line with the Education Scotland grading. Sectors were therefore asked to reconsider their 2020 aspirations. These aspirations are also shown on the last page of the following document. In general all aspects are being focused on equally for improvement and actions to progress towards their 20:20 aspirations will be within the Sector Operational Plans.

The Educational Leadership Team are progressing with a range of actions which came from the CPR process.

**Action:** For information/discussion

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

**Status:** Open.



**TITLE: STRATEGIC RISK REGISTER**

**Background:** Under the Corporate Governance Code the Board of Management is tasked with ensuring a framework of risk management and control is in place. This paper presents to the Learning, Teaching and Quality Committee the considerations of the College Senior Management Team (SMT) in relation to the College Strategic Risk Register.

**Action:** The Learning, Teaching and Quality Committee is requested to review and approve the Strategic Risk Register and in doing so consider:

- The risks included in the register;
- The risk ratings both pre and post mitigation;
- The removal of risks 14;
- Whether any other risks should be considered for removal; and
- Whether any new risks should be considered for inclusion.

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

**Status:** Open

## 1. Risk Management Strategy

- 1.1 The West College Scotland Risk Management Strategy was approved by the Board of Management and is subject to ongoing review by the Audit Committee.

## 2. Considerations of Board Sub-Committees and Senior Management Team

- 2.1 The College Senior Management Team (SMT) has carried out a periodic review of the College strategic risk register for consideration by Board Committees prior to presenting this at the next Board of Management meeting in March 2018. A copy of the previous version of the risk register, and the proposed updated version, are provided with this report.
- 2.2 The SMT have made the following changes to the Strategic Risk Register:

### **Risk 1 – Impact of SFC funding changes**

The description for Risk 1 was previously stated to be as follows:

*‘Impact of SFC funding changes including credits, European, ELS, student support and estates maintenance funding.*

This has been revised in order to more fully recognise the nature of the risk arising, with the risk description now reading as follows:

*‘Negative impact of SFC funding changes including revised Credit model; reduction in European funding; changes in One Plus activity; changes to levels of student support funding; and impact of estates maintenance funding methodology.’*

The pre and post mitigation scores for Risk 1 have not been altered and this remains the highest ranked risk faced by the College.

### **Risk 2 – Failure to secure estates capital funding**

The description for Risk 2 was previously stated to be as follows:

*‘Failure to secure estates capital funding for future investment or refurbishment.’*

This has been amended in order to recognise the broader nature of this risk as being not only in relation to buildings, but also in relation to information technology, and now reads as follows:

*‘Failure to secure adequate estates maintenance/capital funding for future investment or refurbishment of IT and physical infrastructure.’*

There have been no changes to the pre or post mitigation scores for Risk 2.

The potential to combine risks 2 and 3 was also considered by the College SMT given the similar nature of each risk – although Risk 3 is slightly different in nature given it relates specifically to estates business cases. SMT agreed that this would be referred to the Estates Committee for consideration.

**Risk 3 – Business cases for development of the College estate are delayed**

No change has been made to this risk subject to further consideration by the Estates Committee as outlined above.

**Risk 4 – Intensification of the SFC Regional Outcome Agreement process (previously risk 5)**

The description for this risk previously read as follows:

*‘The College is unable to meet student targets leading to a failure to deliver stated Regional Outcome Agreement (ROA) objectives.’*

However this has been updated in order to reflect the change of emphasis in relation to the SFC Regional Outcome Agreement process and the challenges arising in relation to the changing educational landscape, with particular reference to schools and the allocation and use of Scottish Government Attainment funding. The revised description for Risk 4 now therefore reads as follows:

*‘Intensification of the SFC Regional Outcome Agreement process requires the College to be more ambitious in delivering and sustaining outcomes at a time of limited resource and changing educational landscape, particularly in relation to schools.’*

Given this intensification of the SFC ROA process the SMT were minded to increase the pre mitigation risk impact score from 3 to 4 resulting in an overall post-mitigation risk rating score of 20. This is pre mitigation score of 20 is higher than the previous rating of 15, and thus has resulted in the risk moving from position 5 to position 4 on the strategic risk register.

**Risk 5 – Impact and outcomes arising from National Pay Bargaining (previously Risk 4)**

The prominence of the Regional Outcome Agreement in the relationship between the College and the SFC has move the impact of national bargaining down the Register. As the outcome of the negotiation process becomes clearer along with the potential impact on the College this downward movement appears correct. No change to this risk scoring was considered necessary.

**Risk 6 – Failure to maintain or acquire and use It systems and infrastructure to support the digital ambitions of the College (previously risk 10)**

The description for this risk previously read as follows:

*‘Failure to maintain or acquire and use IT systems and infrastructure to support strategic improvement in business and learning processes.’*

However this was reviewed in light of ongoing College dialogue with the SFC regarding the need for investment to meet College Digital Strategy requirements. The risk description has therefore been revised to:

*'Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College'.*

The SMT view this as being a critical area for the College and as each year passes with a stagnant level of investment in addressing digital requirements the impact of the risk will increase. This is evidenced by recent Education Scotland review outcomes. The pre mitigation risk impact score has therefore been increased from 3 to 4 resulting in a total risk rating of 16. With limited visibility on the availability of future funding the post mitigation risk probability score has been increased from 3 to 4 resulting in a total score of 12.

This movement upward movement in rating result in the risk moving from the ranking of (10) on the register to a ranking of (6).

**Risk 7 - Inadequate business continuity/cyber resilience planning (previously risk 6)**

The risk description previously read as follows:

*'Inadequate business continuity / contingency planning.'*

However this has been revised in order to recognise the increasing prominence of cyber security and resilience, and now reads as follows:

*'Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery.'*

Although the risk description has been widened, the SMT believes that based on recent internal audit work and the preparation work being undertaken by the College there is no requirement to change the risk scoring. The mitigations in relation to this risk have been updated in order to recognise the work that has been undertaken and is being progressed by the College in relation to cyber resilience.

**Risk 8 – Unable to develop and commence the implementation of an Estates Strategy (previously risk 7)**

SMT considered that no changes were required to this risk.

**Risk 9 – Inability to maintain positive staff relations (previously risk 8)**

SMT considered that no changes were required to this risk.

**Risk 10 – Failure to implement a systematic approach to workforce planning (previously risk 9)**

SMT considered that no changes were required to this risk.

**Risk 11 – Inability to specific, deliver and effectively implement an approach to generation of alternative income (previously risk 12)**

With the likelihood that SFC funding for the coming year being of a similar level to this year the SMT consider the impact of the failure to deliver on alternative income

targets to have a greater impact on the College budget. As such the pre mitigation risk impact score has increase from 3 to 4 and the score increased to 12. Even after the mitigating actions have been implemented, given the critical nature of this income generation to the delivery of a break even budget the post mitigation score risk impact score has also increased from 2 to 3 giving a total score of 9.

**Risk 12 – failure to invest sufficient resource into delivery of College Carbon Management Plan (previously risk 11)**

The achievement of carbon reduction targets is embedded in the Regional Outcome Agreement. The SMT consider that no change is required to this risk.

**Risk 13 – Compliance with General Data Protection regulations (GDPR)**

SMT considered that no changes were required to this risk.

**Risk 14 – Investment plans do not reflect future requirements**

The SMT consider that the content of this risk is captured within risk 2 and that it should therefore be removed.

**Risk 15 – Complexity of sequencing estates investment works**

SMT considered that no changes were required to this risk.

**Risk 16 – Failure to analyse and respond effectively to changes such as ONS implications**

The SMT consider that the implications of ONS are either now well understood and have been/are being addressed. However there remains one key issue at this time still without a clear resolution – which is the impact of the end of the 3 year derogation from the Scottish Government regarding the purchase of commercial insurance. A business case has been presented to the Scottish Government by Scotland’s Colleges requesting a continuation of the derogation and they are awaiting feedback. As the outcome is unclear as is the impact it may have this risk will be considered further during the next cycle of Committee reviews. At this stage the working of the risk description and the mitigations have been revised slightly.

- 2.3 The Strategic Risk Register has been updated based upon the above considerations and is presented to the Committee for review. The considerations of this Committee will be consolidated along with the feedback from the other Board Committees during the forthcoming round of meetings. The Audit Committee will then consider all Committee feedback and make recommendations to the Board of Management at its next meeting in relation to any changes required to the strategic risk register.

**3. West College Scotland Risk Management Training and Assurance**

- 3.1 In addition to ongoing review of the strategic risk register the College will progress the following training during 2018 in order to further develop risk management systems:

- A Board of Management session facilitated by Mott MacDonald to review the College Risk Management Strategy and risk appetite of the Board has been arranged prior to the March 2018 meeting; and
- College Heads of Department will undergo an introduction to risk management as part of the development of the operational risk management process.

#### **4. Conclusion**

4.1 The Committee is requested to review and approve the strategic risk register and consider:

- The risks included in the register;
- The revised risk rating both pre and post mitigation;
- The removal of risk 14;
- Whether any other risks should be considered for removal; and
- Whether any new risks should be considered for inclusion.

**TITLE:** **Complaints Handling Procedure Annual Report 2016/17**

**Background:** Under SPSO (Scottish Public Sector Ombudsman) legislation in place since August 2013, the college sector is required to publish an Annual Report on our Complaints Handling Activities. A statistical reporting template is provided by the SPSO and additional narrative inserted by the College.

The attached paper for information, is the college annual report for the session 2016/17 which covers the period August 2016 until July 2017.

**Action:** The Committee are asked to approve the report for publication.

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

**Status:** Open.



## **Annual Report on Complaints**

**Session 2016 – 2017**

**Publication Date: 31<sup>st</sup> October 2017**



## Context

The College operates its complaints handling procedures in accordance with the Scottish Public Sector Ombudsman. The college regards “expressions of dissatisfaction” as opportunities to review and amend its’ practices, and recognises complaints as key elements of learner [and other stakeholders] feedback. This report is a summary of the complaints received and actions taken for the academic session 2016 – 2017.

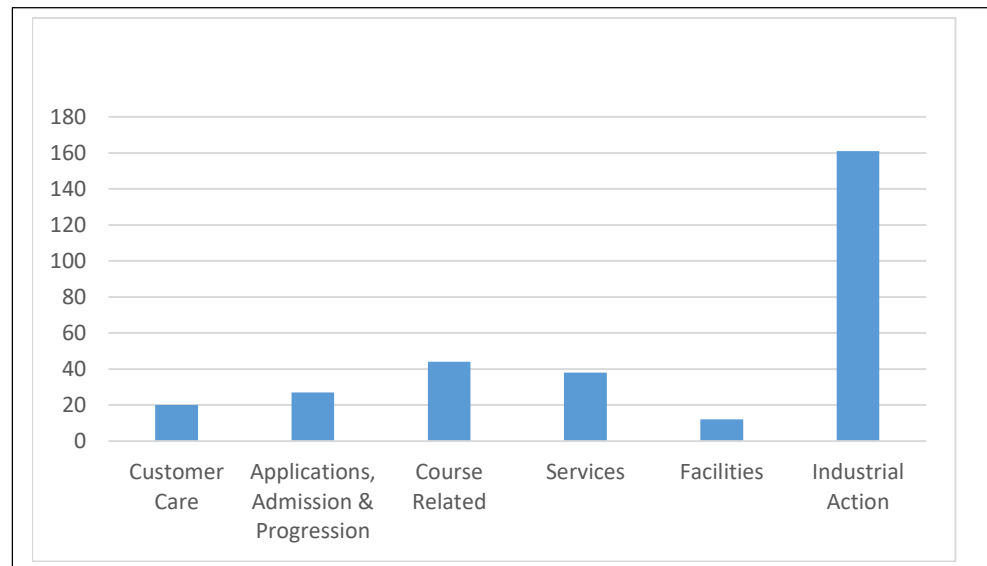
## Volume and Causes of Complaints

The number of complaints received last session was 301. This was nearly 80 % higher than the total for session 2015-2016, which itself was 75% more than session 2014-2015.

Session	2014-15	2015-2016	2016-17
Volume	96	168	301

The cause for the year on year increase related directly to student concerns about prospective or actual industrial action.

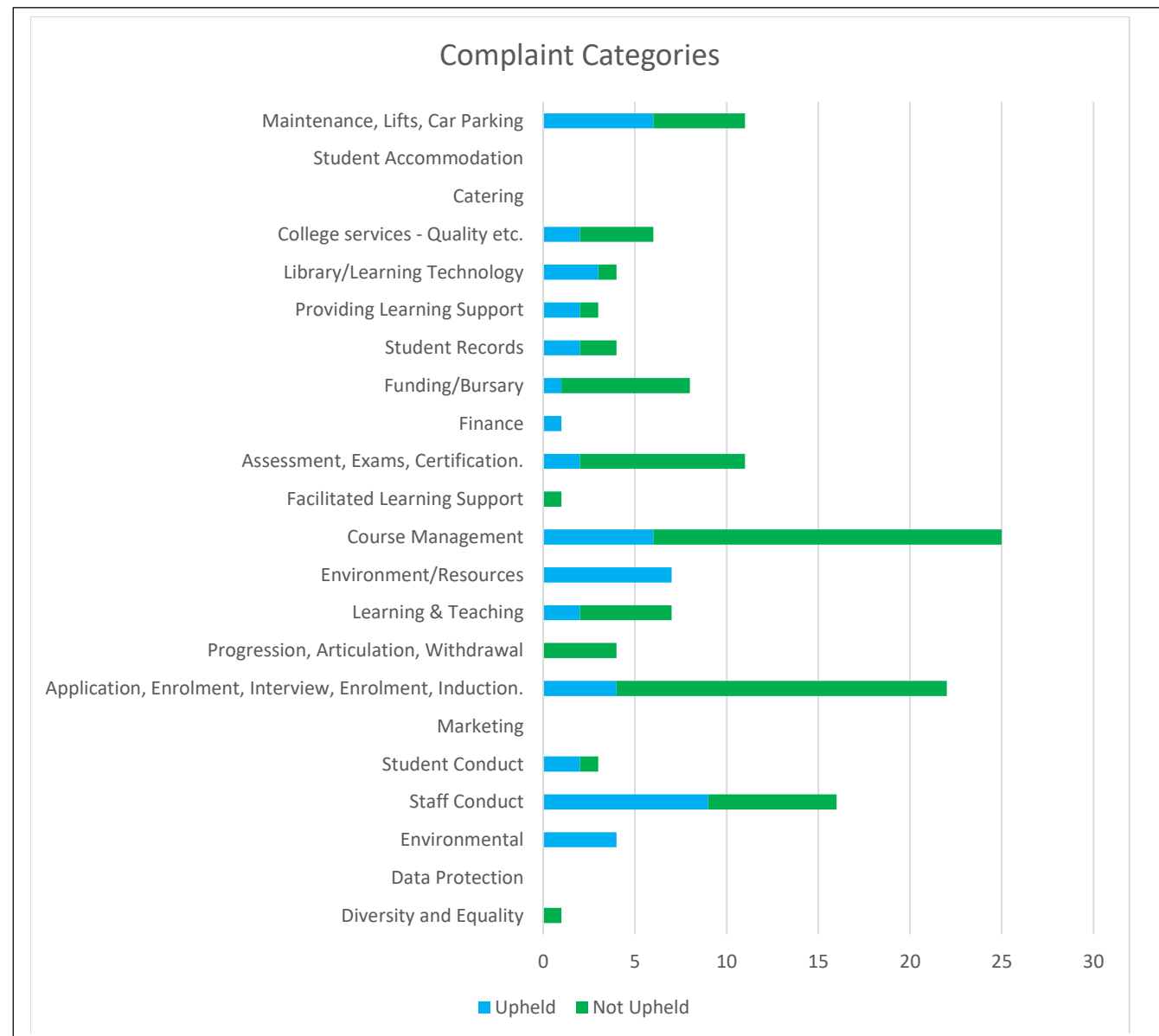
Complaints received last session in relation to industrial action constituted 55% of the total.



## What did stakeholders complain about?

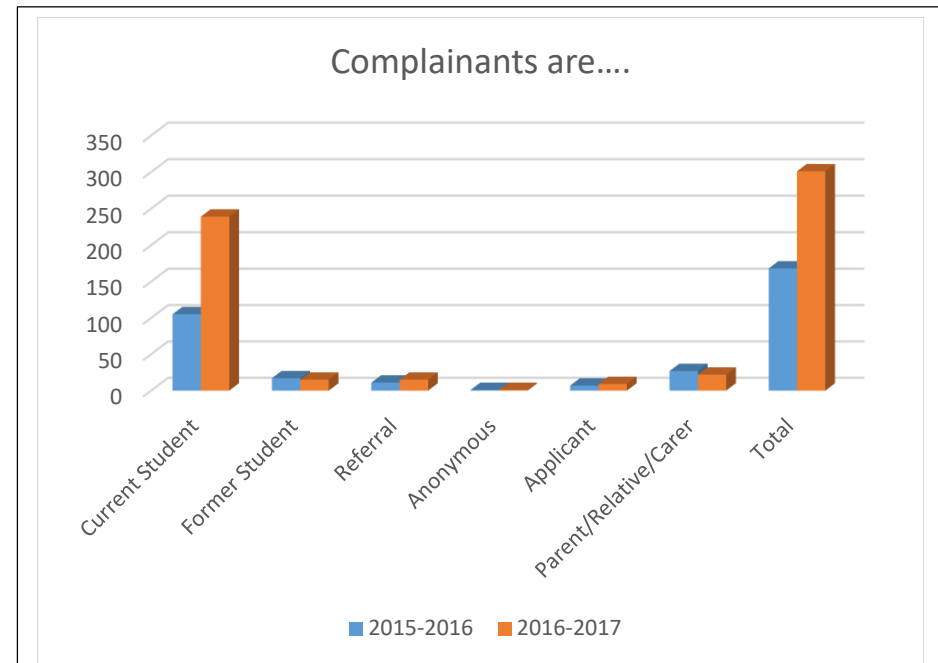
The majority of complaints – excluding those relating specifically to industrial action – were concerned with:

- Organisational aspects of the course
- Applications and enrolments
- Staff conduct
- Car Parking



## Who complained?

Complaints were received overwhelmingly by current students. The mixture of complainants is consistent with the previous session, as the graph demonstrates.



## Feedback

The college is keen to receive feedback on the experiences of the complainants, and issues a questionnaire shortly after the complaint is closed off. However, the response rate is very low at just 9%. Of those received, the majority have expressed dissatisfaction with their experiences, although it appears that their dissatisfaction is more to do with the decision reached rather than the process.



## Complaint Decisions

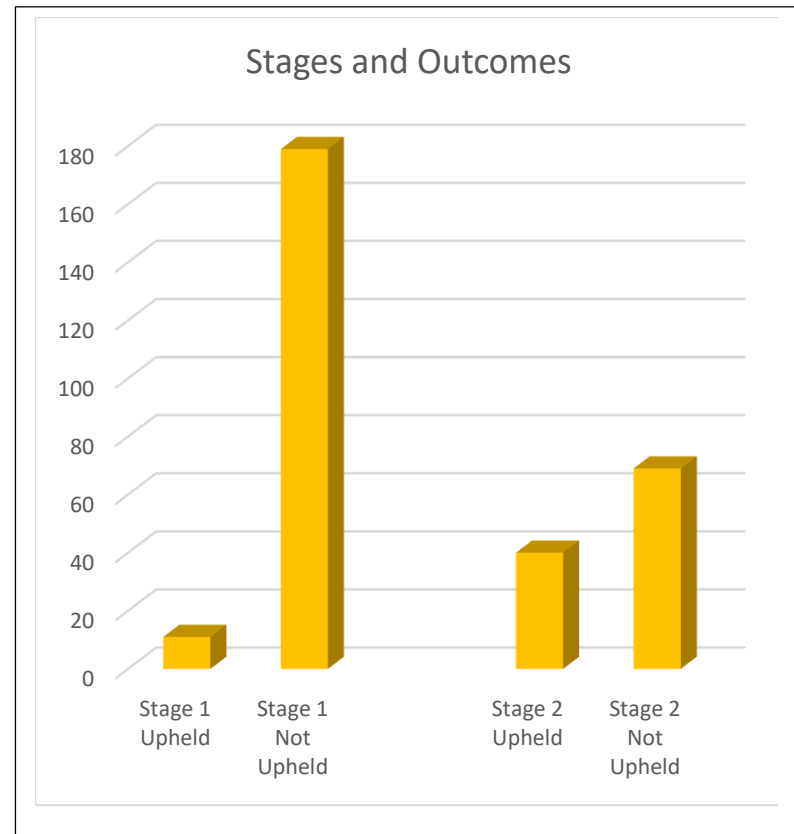
The SPSO uses two categories in relation to complaints. Some complaints can be responded to quickly. The SPSO refers to these as Stage 1 complaints, for which we received a total of 190 last session. Out of these 11 were upheld and 179 were not upheld.

Those which require investigation, and take longer to reply to, are referred to as Stage 2 Complaints by the SPSO. The college received 109 last session. Out of these 40 were upheld and 69 were not upheld. There were two complaints carried over into this session.

## SPSO Referrals

During session 2016-2017 two complainants referred their cases to the Scottish Public Sector Ombudsman. The first referral related to an original complaint raised over inappropriate parking in designated accessible bays. The College upheld the complaint and issued an apology. The complainant was not satisfied and took their case to the Ombudsman. The SPSO did not uphold the referral from the complainant.

The second referral related to the manner in which a student was withdrawn from a programme of study. In this instance, the complaint was partially upheld by the SPSO. The College has acted on recommendations from the SPSO and has reviewed and updated the procedures for withdrawing students.



## **Lessons Learned**

Although the majority of complaints were not upheld, a number provide opportunities to review our practices and processes. The following describes a number of actions we have taken in relation to the complaints we have received last session.

### **Complaint: Misuse of disabled parking spaces [Clydebank Campus]**

The college has introduced more prominent signage, monitors the use of the designated spaces, and is working in conjunction with Police Scotland to minimise the extent of inappropriate usage.

### **Complaint: Print allowances are too restrictive for students on Art & Design courses**

This complaint allowed the ICT team within the College to engage in targeted user feedback – which is on-going – in order to customise the way in which the ICT resource is being utilised.

### **Complaint: Unacceptable reduction in planned delivery hours**

While a slight reduction in planned delivery hours did materialise, the reduction was substantially less than the complainant believed. The curriculum team will ensure that any future planned changes in delivery are clearly communicated to students in advance

### **Complaint: Unacceptable changes to the course time-table**

The curriculum teams involved will operate consistently with the College's commitment to restrict time-table changes to a minimum

### **Complaint: Poor levels of ICT functionality**

The College recognises that our current ICT infrastructure across our campuses, is challenging in supporting our ambitions to deliver the best possible student experience. The College continues to address the concerns of students through a sustained programme of priority maintenance, acquisition and allocation of ICT restricted resources, and is committed to targeting of functionality black spots.

COMPLAINTS HANDLING PROCEDURE INDICATORS		Q1		Q2		Q3		Q4		YTD		2015 - 2016	
1.0	<b>Total number of complaints received &amp; complaints received per 100 population</b>												
1.1	Complaints Received	35		31		44		191		301		168	
1.2	College Population	13254	0.3	16330	0.2	21762	0.2	21260	0.9	21762	1.4	18759	0.9
2.0	<b>Number of complaints closed at each stage and as a % of all complaints closed</b>												
2.1	Number of complaints closed at Stage 1 and % of total closed	9	25.7%	10	32.3%	16	36.4%	155	81.2%	190	63.1%	69	41.1%
2.2	Number of complaints closed at Stage 2 and % of total closed	26	74.3%	21	67.7%	28	63.6%	34	17.8%	109	36.2%	86	51.2%
2.3	Number of complaints closed after Escalation and % of total closed	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2.4	Open	0	0.0%	0	0.0%	0	0.0%	2	1.0%	2	0.7%	13	7.7%
3.0	<b>STAGE 1: Target timescales within 5 working days</b>												
3.1	Number and % Stage 1 complaints upheld	5	55.6%	2	20.0%	2	12.5%	2	1.3%	11	5.8%	15	21.7%
3.2	Number and % Stage 1 complaints not upheld	4	44.4%	8	80.0%	14	87.5%	153	98.7%	179	94.2%	54	78.3%
3.3	Total working days and average time in working days to close complaints at Stage 1	29	3.2	34	3.4	30	1.9	308	2.0	401	2.1	155	2.2
3.4	Number and % Stage 1 complaints closed within 5 working days	9	100.0%	10	100.0%	16	100.0%	155	100.0%	190	100.0%	64	92.8%
3.5	Number and % Stage 1 complaints not closed within 5 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.6	Number and % of Stage 1 complaints closed within 10 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3.7	Number and % of Stage 1 complaints not closed within 10 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4.0	<b>STAGE 2: Target timescales within 20 working days</b>												
4.1	Number and % Stage 2 complaints upheld	12	46.2%	9	42.9%	11	39.3%	8	23.5%	40	36.7%	18	20.9%
4.2	Number and % Stage 2 complaints not upheld	14	53.8%	12	57.1%	17	60.7%	26	76.5%	69	63.3%	68	79.1%
4.3	Total working days and average time in working days to close complaints at Stage 2	338	13.0	386	18.4	717	25.6	771	22.7	2212	20.3	1406	16.3
4.4	Number and % Stage 2 complaints closed within 20 working days	20	76.9%	14	66.7%	16	57.1%	18	52.9%	68	62.4%	65	75.6%
4.5	Number and % Stage 2 complaints not closed within 20 working days	5	19.2%	7	33.3%	12	42.9%	8	23.5%	32	29.4%	16	18.6%
4.6	Number and % of Stage 2 complaints closed within 40 working days ( extension)	0	0.0%	7	100.0%	6	50.0%	9	100.0%	22	68.7%	3	18.7%
4.7	Number and % of Stage 2 complaints not closed within 40 working days ( extension)	1	20.0%	0	0.0%	6	50.0%	7	100.0%	14	43.7%	2	12.5%
5.0	<b>ESCALATED : Complaints escalated from Stage 1 to Stage 2</b>												
5.1	Number and % Escalated complaints upheld	0	0.0%	0	0.0%	0	0.0%		0.0%	0	0.0%	0	0.0%
5.2	Number and % Escalated complaints not upheld	0	0.0%	0	0.0%	0	0.0%		0.0%	0	0.0%	0	0.0%
5.3	Total working days and average time in working days to close complaints at Stage 1		0.0%		0.0%		0.0%		0.0%	0	0.0%	0	0.0
5.4	Number and % of Escalated complaints closed within 20 working days	0	0.0%	0	0.0%	0	0.0%		0.0%	0	0.0%	0	0.0%
5.5	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%		0.0%	0	0.0%	0	0.0%
5.6	Number and % of Escalated complaints closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%		0.0%	0	0.0%	0	0.0%
5.7	Number and % of Escalated complaints not closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%		0.0%	0	0.0%	0	0.0%