West College Scotland

LEARNING, TEACHING AND QUALITY COMMITTEE

WEDNESDAY 24 OCTOBER 2018 at 4.00 p.m.
in the Cunard Suite, Clydebank Campus

AGENDA

General Business

1.	Apologies		
2.	Declaration of Interests		
3.	Minutes of the meeting held on 23 May 2018	Enclosed	MH
	Actions from the minutes	Enclosed	MH
4.	Matters arising from the Minutes (and not otherwise on the agenda)		

Main Items for Discussion and/or Approval

5.	Committee Remit, Membership and Dates of Meetings	Paper 5	GM
6.	Update from Vice Principal Educational Leadership		
	.1 Activity Update	Oral report	SG
	.2 Quality, Learning and Teaching Update	Oral report	CM
	.3 Learning Communities and Student Services	Oral report	IFS
7.	Students Association Update	Oral report	MM
8.	Student Enrolment 2018-19	Paper 8	SG
9.	Education Scotland Evaluation Report & Enhancement Plan	Paper 9 To follow	CM
10.	Regional Outcome Agreement Monitoring	Paper 10	SG
11.	I Reflect	Presentation	CM
12.	College Leaver Destination Report	Paper 12	CM
13.	Student Survey	Paper 13	CM
14.	Equality Challenge Unit – Attracting Diversity Project	Paper 14	CM

15. Risk	Paper 15	SG

Items for Information

16. Internal Audit Report Student Experience	Paper 16	SG
17. Audit Scotland Report – Scotland's Colleges 2018	Paper 17	SG

18. Any other business

Next meeting: Wednesday 20 February 2019 at 4.00 p.m. at the Paisley Campus

Gwen McArthur
Secretary to the Committee

LEARNING, TEACHING AND QUALITY COMMITTEE

MINUTES: 23 May 2018

Present: Mike Haggerty (in the Chair), Jacqueline Henry, Alison Mitchell, Nicole Percival, 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), Anne Campbell (Assistant Principal, Care and Life Sciences), Gwen McArthur (Secretary to the Committee).

Attending by Invitation: Janet Campbell, HMI, Education Scotland.

Apologies: Audrey Cumberford, Keith McKellar, Peter Macleod.

LM262 WELCOME

The Chair welcomed the Janet Campbell, HMI, Education Scotland to the meeting. Janet is the new Education Scotland contact person for the College and would be visiting the College on a regular basis as part of the new Evaluation Reporting and Enhancement Planning process.
He also welcomed Anne Campbell, Assistant Principal, Care and Life Sciences, to the meeting.

LM263 W BAIN

The Chair paid tribute to Wilma Bain, a co-opted member of this Committee, who had died recently. Wilma had been a valuable member of the Committee and her contributions to the meetings had been much appreciated.

LM264 DECLARATION OF INTERESTS

None

LM265 MINUTES

The minutes of the meeting held on 20 March 2018 were approved subject to the deletion of the last bullet point from LM248.2, as this duplicated an earlier bullet point.

LM266 ACTIONS FROM THE MINUTES

The Committee noted the actions from the minutes.

LM267 SFC FUNDING ALLOCATION FOR 2018/19

Stephanie Graham, Vice Principal Educational Leadership, updated the Committee on the funding position for 2018/19. The Scottish Funding Council

(SFC) had only announced the final funding allocations for session 2018/19 the previous Friday. While further analysis of the funding allocation was taking place within the College, the Committee was made aware of the main changes between the initial funding allocation and the final. The overall credit target had been reduced which meant that there had been a corresponding reduction in the total funding allocated to support this. This reduction represented a significant challenge to the College and plans on how to address this were being drawn up and would be discussed further at the various Committees and the Board. The College was working with SFC on a longer term plan for financial sustainability. This plan would include how the College was putting students at the centre of the College activity and how the College had already taken various steps to address the funding situation in previous years. It was noted that West College Scotland was not the only College in this situation.

In discussion, the view was expressed that the current funding model for the sector did not appear to be working, as it appeared to cause financial challenges in a number of Colleges, and should be reviewed. The Board would consider this matter at its next meeting in June and what options it had open to it to address the funding shortfall. The Board wished to be innovative and positive in its approach. It was hoped that the College could have an input to the national bodies and discussions on this matter. Stephanie confirmed that this was the approach the College would be taking and it would be seeking some leeway where possible, e.g. in the recognition of the One Plus activity. It was noted that the College would offer to be a test site for any new funding model being considered. The Committee welcomed this information and would be kept informed of developments.

LM268 UPDATE FROM VICE PRINCIPAL EDUCATIONAL LEADERSHIP (LM248)

.1 Activity Update

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

- It was noted that the College was taking steps to address the credit shortfall for this session and the numbers achieved so far indicated that the College should be on track to achieve its overall target. If there was a shortfall then there would be a financial clawback.
- It was noted that the College provided Distance Learning (DL) programmes in a similar way to NESCO (North East Scotland College). The Committee was disappointed that SFC was of the view that the College should only deliver DL courses within it Region and hoped that working with NESCOL in responding to this would prove fruitful.
- The current activities in the College included completing the programmes with the current students; considering the applications for next session and completing the planning for next session. A series of Operational Planning meetings would be held shortly to consider and agree the plans for next session for each operational area within the College.

- The College was looking at new ways of using predictive analytics to make better use of the data the College already held in order to consider how best to tailor support for students, especially around improving retention.
- Stephanie had recently been involved in an appeal at national level regarding the matching of WCS promoted teaching posts. The Appeal Panel had not reached a conclusion yet and it would be into June before a decision was reached. If the Panel upheld the view of the EIS there would be financial implications in meeting the increased costs involved.
- The students' end of year showcase events were now currently underway. It was the intention that Board members would be invited to these.
- The Committee was pleased to learn of the increased involvement of West College Scotland students in entry to World Skills.

.2 Quality, Learning and Teaching

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

- It was noted that the College was encouraging all teaching staff to have an accredited qualification while waiting to undertake the Teaching Qualification.
- Teaching Enhancement staff were also currently promoting the various CPD events planned and encouraging staff to attend/undertake these.
- 'I Reflect' software had been developed by a member of staff in the College which allowed students to provide feedback to staff teaching the course. This was currently being piloted with the aim of being fully operational next session. This allowed staff to use the feedback to produce a reflective report which could then be shared with their mentor/assessor and aid personal development. It was **agreed** that there should be a demonstration of this software at a future meeting of the Committee. **[Action: CM]**
- Staff were currently in the process of closing off the results for the students. For those students who achieved partial success they would be encouraged to return next session to complete the qualification.
- The SQA examination process was still underway within the College. It was noted that there had been an incident at the Clydebank Campus where some students sitting the Higher English exam had left the room due to the noise of work being undertaken on an adjacent site. This had occurred despite the College taking steps to prevent noisy work being carried out during the exam sessions.
- It was noted that there had been an incident of maladministration at one examining centre. The situation had been rectified and no student had been disadvantaged.
- An analysis of the SFC Student Survey data was currently underway and a report would come to the next meeting. **[Action: CM]**
- College staff had attended a demonstration of the SFC College Leaver destination tool. Feedback from staff confirmed that while this was very useful it did not fit well with the timing the College needed for evaluation.

.3 Student Services and Communities

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

- The Student Journey team was now operating the revised application/interview/follow-up process and were taking action as appropriate to communicate with students regularly to keep them engaged with the College. This process would be reviewed in August to determine how successful it had been.
- The College had introduced the provision of free sanitary products for those who needed them. This was estimated at costing £10,000 for next session which would have to be met from existing budgets as no additional funding had been provided for this.
- A Student Mental Health agreement had been put in place with the Students Association. While current students would be made aware of the support available now, the main launch of this would take place at the start of next session.
- In relation to Safeguarding, consideration was being given to using new on-line tools. The information available would be refreshed accordingly.
- A new, and improved, tool had been developed to monitor student absences and would help staff identify ways of providing better support to such students.
- The Communities programmes were currently being reviewed. To date there had been some success with an overall increase in applications.

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

LM269 STUDENTS ASSOCIATION UPDATE (LM249)

Nicole Percival, Acting President of the Students Association, provided the Committee with a report from the Students Association (SA) which included the following:

.1 Activity Report

- The SA Officers had attended recent NUS conferences and would attend the various NUS training programmes and other events as appropriate.
- One of the main aims and campaigns of the SA was around student mental health and wellbeing. The SA had signed a partnership agreement with the Student Services Team (as noted above) and a copy of the agreement was tabled. The SA were taking part in the NUS campaign 'Healthy body, healthy mind' and had completed and submitted their report to NUS Scotland for this award. The outcome would be announced at an event in June.
- A student from the Learner Development Sector was currently working with the SA on a part-time basis. The SA were particularly pleased at how well this was working and wished to continue, and possibly even extend, this opportunity to more students in the future.
- Another campaign for the SA next year was the Respect campaign. The SA was working with the Student Experience Team to take this forward. They would also be visiting a number of colleges to discuss their Respect

campaign and to share best practice. It was the intention to hold an election for an Officer of the SA to take on this role. A student behavioural framework had already been drafted.

- Nicole and a fellow SA Officer had attended the Edinburgh College awards night with the aim of finding out how other colleges celebrated the success of their students. They had found this event interesting as it had focussed on the recognition of staff from students and also a way of rewarding the class reps within the College. It was noted that an on-line training module was being developed for class reps in the College.
- Nicole and Cathy MacNab would be attending an event, "How good is your College?" which provides support to students for staff evaluation meetings.
- The SA would be reviewing its current structure as it was considered that each Vice President should also take on responsibility for a particular area of activity, e.g. Nicole would be taking on health and wellbeing. The Committee would be informed of the final arrangements at a future meeting.

.2 Budget Report

The Committee noted a report on the SA Budget for 2017/18. This showed that a small amount of funding remained for the year, but further expenditure was planned. The budget for next year had not been finalised due to the lateness of the funding announcement from SFC. However, the intention was to protect the SA budget at similar funding levels.

The Chair thanked the Student President for her report which clearly showed the progress being made. The Committee was pleased that the SA were starting to deliver on raising their profile and increasing visibility. Also that there was more interaction with other colleges and students from other colleges and NUS were visiting the College.
Nicole Percival left the meeting at this point.

LM270 SCHOOL COLLEGE ACTIVITY UPDATE (LM248.3)

The Committee noted a report which provided an update on the activities that had taken place during the year to support the changing environment between Colleges and Schools. Staff had been actively working with schools in the 4 main Local Authorities in the Region. At West College Scotland the main focus had been on Senior Phase Vocational Options for S4, S5 and S6 pupils. There had also been an expansion in activity to include Foundation Apprenticeships. In looking to the future, consideration of the delivery models to be used would be required as schools were looking for co-delivery options. A number of pilot programmes would be run next session to test these out.

A new area of delivery identified through discussions with Local Authority Head Teachers was how to work with disengaged learners. The College had run a non-assessed programme of activity at Port Glasgow shared campus which had proved to be successful. Indeed the College was now developing an assessed

programme which all 6 secondary schools in Inverclyde had signed up for which would run next session.

In relation to Foundation Apprenticeships there had been a full discussion of the challenges facing the College at the last meeting. These challenges were shared by other colleges and the issues had been raised nationally with Skills Development Scotland. Recruitment continued to be a challenge, particularly in Renfrewshire. The College was investigating this and trying to identify actions that could be taken to improve the situation.

The raising attainment agenda linked to Pupil Equity Funding (PEF) had raised more interest from local Primary Schools and further plans were being developed to take this forward with West Dunbartonshire Council. The College was also in discussions with other colleges regarding working in partnership opportunities.

LM271 EXPANSION OF FREE EARLY LEARNING AND CHILDCARE (LM222)

The Committee noted an update on actions being taken by the College to meet the Scottish Government's policy of increasing free early learning and childcare provision. In session 2017/18 the College increased its learning provision to meet the challenges this posed and a further increase would take place in session 2018/19. However, the indicative Childcare target of 4,814 credits for HNC posed a significant challenge to the College. In session 2018/19 the College planned to offer 6 full-time HNC Childhood Practice qualifications (2 on each campus), which was an increase on the offering in 2017/18 when 5 cohorts were run. The College recognised the need for flexibility in delivery of these courses and offered different modes of study. In relation to meeting the credit target for 2018/19 it was hoped that SFC would be flexible about how these numbers were achieved. Discussions with SFC were currently taking place.

It was noted that the College no longer offered the BA Childhood Practice level 9 qualification in partnership with the University of the West of Scotland. Instead the College offered the new HND Childhood Practice qualification in session 2017/18 and would offer it again in 2018/19.

LM272 REGIONAL OUTCOME AGREEMENT (LM252)

The draft 2018/19 Regional Outcome Agreement (ROA) had originally been due to be submitted to SFC by the end of April. However, SFC had delayed the submission date until the final funding allocations had been announced (these had only been announced the previous week). The Committee and the Board had been kept informed of the revisions made at each of the earlier stages. Once the final funding allocations had been announced, the ROA had been revisited. It was noted that only minor amendments required to be made and so the ROA had been revised and submitted to SFC the previous day.

The updated Outcome Measurement Table had been extracted from the ROA and was tabled at the meeting. The Committee noted this information.

In relation to the ROA Monitoring Report for 2017/18 there had been no further changes made to it and so there was nothing further to report at this meeting.

The new ROA for 2018/18 and the Monitoring Report for 2017/18 would be added to the staff intranet for information.

The Committee welcomed this information.

LM273 EDUCATION SCOTLAND (LM253)

The Committee noted the Education Scotland report on the review of learning and teaching in the College. Two visits had taken place: one last autumn; and one that had just been completed in March. Education Scotland had produced a report which confirmed that there was a high standard of teaching in the College. Janet Campbell posed the question regarding how the College would assure itself about the standard of teaching if such visits did not take place. "I Reflect" was a good start but the College should consider how to build on this to obtain the feedback it required to confirm the quality of teaching.

The Committee welcomed the report and would continue to monitor this. It was the intention that the Committee would receive regular updates on progress in addressing the actions contained in the Education Scotland report. **[Action: CM]**

LM274 EDUCATION SCOTLAND EVALUATION REPORT AND ENHANCEMENT PLAN (LM248.2)

SFC had recently issued 'Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017/18". The College Evaluative Report was now required to be an evaluative report on progress from the 2017 report. Colleges would be required to report on progress on just 7 of the Quality Indicators (QI's) and to provide a 3 year Enhancement Plan. The Evaluative Report and Enhancement Plan had to be submitted by 31 October 2018. It was the intention that the Committee would receive this report at its meeting in October prior to submission to the SFC. **[Action: CM]**

LM275 COLLEGE STATUS AS SCQF RATINGS BODIES

Following an Education Scotland led review of the College SCQF credit rating activities, the SFC and SCQF had agreed a set of new arrangements for quality assuring credit rating activities undertaken by colleges. The Committee noted the new arrangements.

LM276 RISK (LM257)

The Committee noted the strategic risk register which had been reviewed by the Senior Management Team (SMT) and updated since the last meeting. It

was noted that the high risks remained the highest risks for the College, and particularly the funding position in light of the recent announcement from the SFC. The Committee noted the information and had no changes to make.

LM277 15-24 LEARNER JOURNEY REVIEW REPORT

The Committee noted the 15-24 Learner Journey Review Report which had been published recently by the Scottish Government.

LM278 LEAVERS

The Committee noted that this was the last meeting for Alison Mitchell and Nicole Percival. On behalf of the Committee the Chair thanked them for their contributions to the work of the Committee.

LM279 NEXT MEETING

Wednesday 24 October 2018 at 4.00 p.m. at the Clydebank Campus.

GMcA/30.05.18/Final

Learning, Teaching and Quality Committee: Meeting of 23 May 2018

Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
23 May 2018	LM268.2	QLT: 'I Reflect' software – demonstration of this software to be provided to Committee	C MacNab		October meeting
	LM268.2	QLT: SFC Student Survey data – report to be brought to next meeting	C MacNab		October meeting
	LM273 253	Education Scotland – Committee to receive regular updates on progress in addressing actions in Education Scotland report	C MacNab	Progress reports to be provided to each meeting	October meeting
	LM274	Education Scotland Evaluation Report and Enhancement Plan – College Evaluative Report and Enhancement Plan to be brought to next meeting	C MacNab		October meeting
		Actions from previous minutes			
20 March 2018	LM248.2	Quality, Learning and Teaching Update – i.Action Plan and Monitoring document arising from revised Evaluation Report and Enhancement Plan to be brought to next meeting; ii. College Leaver Destination Report 2016/17 to be brought to next meeting	C MacNab	i.Revised guidance issued by SFC for Evaluative Reports and Enhancement Plans – next edition of College's report and plans to be brought to October meeting ii. Report to be brought to next meeting	October meeting
	LM250 233	Regional Outcome Agreement 2017-20 Monitoring – i.additional table to be added to monitoring report ii. monitoring report to be uploaded to staff intranet	S Graham	Table added and monitoring report uploaded to staff intranet along with the updated ROA. Revised ROA submitted to SFC	Complete

	LM253 236	Education Scotland – J Campbell to be invited to a future meeting of the Committee	C MacNab	J Campbell attended May meeting	Complete
	LM254 238	Equality Challenge Unit Project – final report to be provided to Committee early next session	C MacNab		October meeting
11 Oct 2017	LM230.1	Activity Update from Vice Principal i.Scottish Government's Improvement Project – progress report to be provided to future meeting.	S Graham	i.Progress report provided to March meeting (LM248.1)	Further report to 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	Report on School College activity provided to May meeting	Complete
30 March 2017	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 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	C MacNab	Report provided to May 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 Further information on operation of Educational Committees to be provided	S Graham		Future meeting

LTQ Committee
24.10.18
Paper 5

TITLE: **COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS IN 2018/19**

Background: The remit, membership and dates of meetings in 2018/19 are attached for information and consideration. The Committee is asked to review its remit and to note its membership and the dates of meetings for the remainder of the session 2018/19.

Action: The Committee is asked to consider its remit and to note its membership and dates of meetings in 2018/19.

Lead: Gwen McArthur, Secretary to the Committee

Status: Open

West College Scotland

Board of Management

Learning, Teaching and Quality Committee

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

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

1. **Remit**

a) To advise the Board on matters relating to student affairs including:
- Students Association activities
- student experience and engagement
- student guidance and support
- disciplinary procedures and appeals

b) To advise the board on all matters relating to the curriculum, teaching and learning including:
- academic planning, development and delivery of the curriculum
- national curriculum initiatives
- admissions and Further Education Student (FES) data
- enhancement of the College's Learning and Teaching development

c) To advise the Board on all matters relating to quality including;
- College quality assurance, improvement and enhancement activities
- academic standards
- quality performance indicators (PIs), including retention and attainment
- the College's Annual Evaluative Report and Enhancement Plan for Education Scotland and the Scottish Funding Council
- external body quality reviews and reports

d) To monitor the progress in delivering the curriculum and student experience elements in the West Region Outcome Agreement.

e) To receive reports from 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

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.

Approved by Board – 4 December 2017

Membership 2018/19

Mike Haggerty (Chair)
Jacqueline Henry (Vice Chair)
Liz Connolly
Danny Walls
David Watson
Mac Murray (Student President)
Peter Macleod (Co-opted)
Keith McKellar (*ex officio*)

In Attendance:

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

Dates of meetings in 2018/19

24 October 2018 at the Clydebank Campus
20 February 2019 at the Paisley Campus
22 May 2019 at the Greenock Campus

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

GMcA/11.10.18

LTQ
24.10.18
Paper 8

TITLE: **2018-19 Full Time Enrolment Update**

Background: Full time classes started week beginning 27th August. The enrolment process has now been completed, although part-time classes will continue to enrol throughout the year.

Overall, there are 137 more full-time students compared to the same point last year. The enrolment numbers mean that the College is on track to achieve this year's credit target, assuming additional part time and January start courses recruit as planned.

The pattern within curriculum areas and campuses varies however, as is evidenced in the attached chart. Staffing and delivery plans have been adjusted where possible to address the changes in demand. Particular concern has been in Greenock, where we are experiencing a continuation of the reduction in full time student numbers. This has been addressed in part, by an increase in part time provision but remains a concern. A meeting has been held with the EIS to review the attached chart and other data.

Further discussion is taking place in individual Portfolio Reviews and the curriculum plans address changes in demand will be considered in the Curriculum Planning and Review meetings.

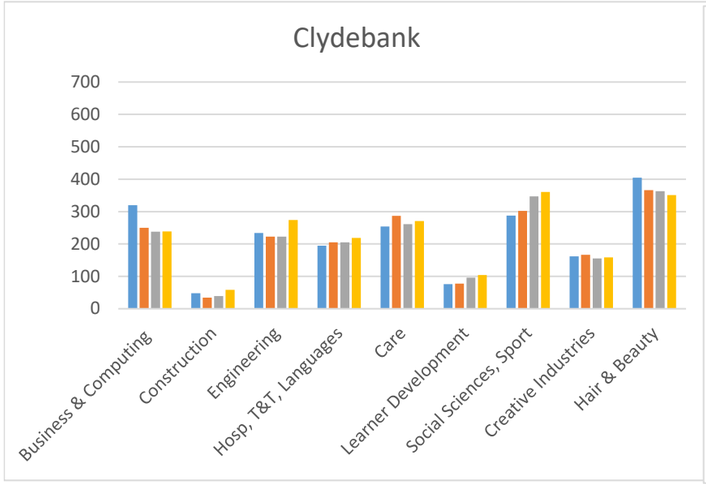
Action: For discussion

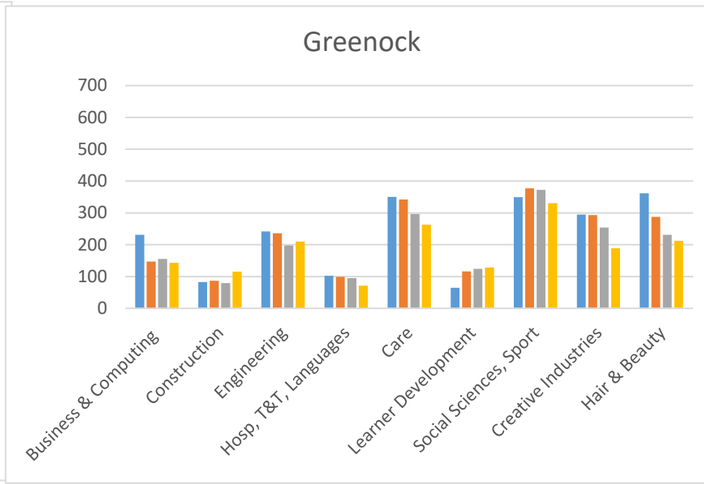
Lead: Stephanie Graham, Vice Principal Educational Leadership

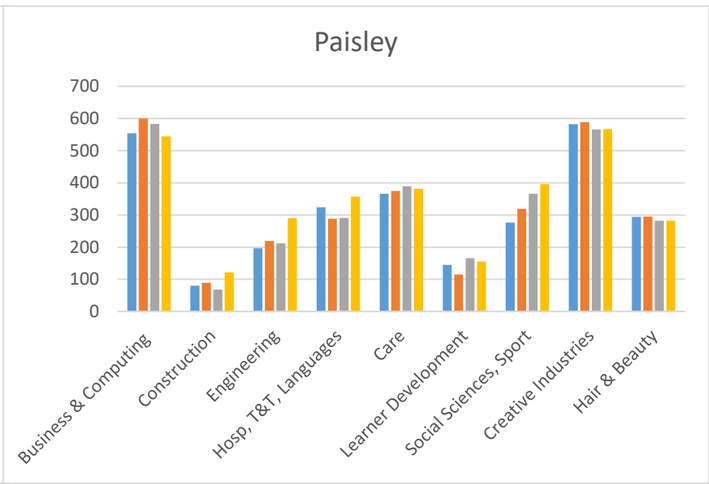
Status: Open.

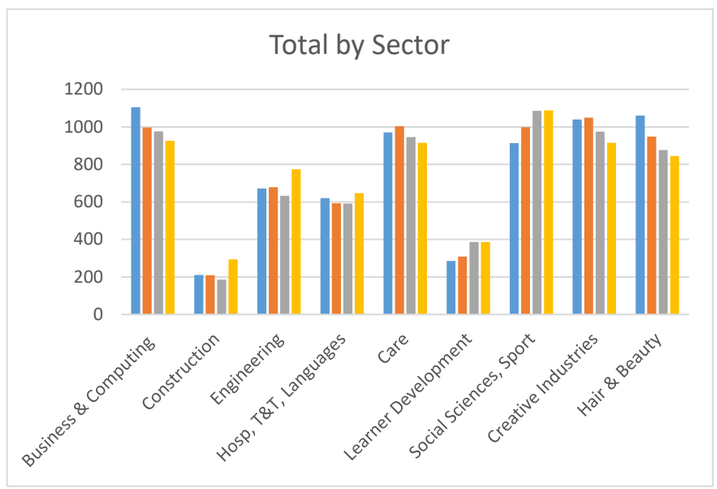
Full time enrolments as of end September each year (17 Sept for 2018-19)

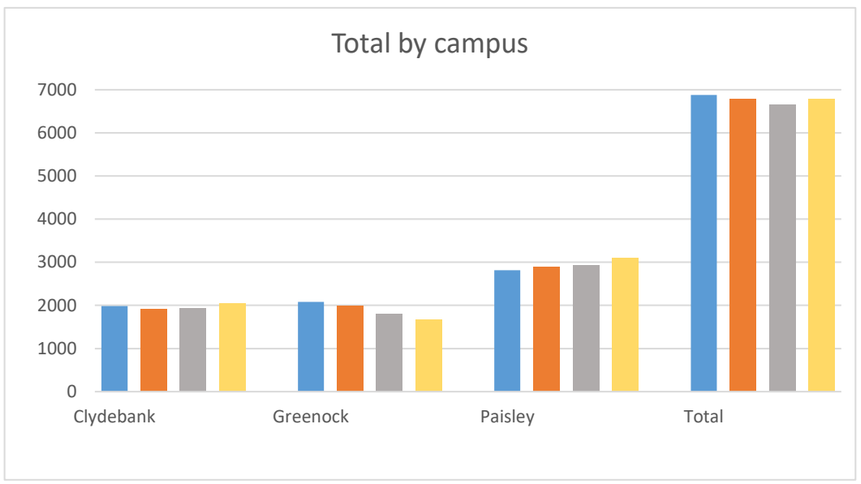
	Clydebank				Greenock				Paisley				Total			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Business & Computing	320	250	238	239	231	147	155	143	554	600	583	544	1105	997	976	926
Construction	48	34	39	58	83	87	79	115	80	89	68	121	211	210	186	294
Engineering	234	223	223	274	242	236	198	210	196	219	212	290	672	678	633	774
Hosp, T&T, Languages	195	205	205	219	102	99	95	71	324	288	291	357	621	592	591	647
Care	254	287	261	271	350	342	296	263	366	375	389	381	970	1004	946	915
Learner Development	76	78	96	104	65	116	124	128	145	115	166	155	286	309	386	387
Social Sciences, Sport	288	302	347	361	349	377	372	331	276	319	366	396	913	998	1085	1088
Creative Industries	162	167	155	159	295	293	254	189	582	589	566	567	1039	1049	975	915
Hair & Beauty	405	366	363	351	362	287	231	212	294	295	282	282	1061	948	876	845
Total	**1982**	**1912**	**1927**	**2036**	**2079**	**1984**	**1804**	**1662**	**2817**	**2889**	**2923**	**3093**	**6878**	**6785**	**6654**	**6791**











LTQ
24.10.18
Paper 10

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

Background: The following Regional Outcome Agreement monitoring report has been updated for 2017-18. A summary of the changes are as follows:

- **Credits** – *Achieved 2017-18 target*
- **Disability** – *Increased activity for students with a disability. Student outcomes for this group continued to be in line with students without a disability*
- **Gender** – *Increased male student activity overall in the college. Further detailed data still to be updated.*
- **Age** – *Reduced level of 16-19 year olds but increase in 20-24 years. Improvements in student outcomes for all age groups, other than under 18s, which were in line with the previous session and remain the lowest success rates.*
- **Ethnicity –** *increase in student numbers and credits for students from black or ethnic backgrounds. Targets exceeded. Also, improvements in student outcomes for these students, although outcomes still lower than for other students.*
- **School College Programme –** *targets met and increase in activity overall.*
- **Student Outcomes & retention** – *Increases in all student outcomes. Improvement in FE early withdrawal but increase in HE students withdrawing early.*
- **STEM** – *Increase in credits for SFC defined STEM courses. There was a reduction of 2% in IT but 2% increase in Construction.*
- **Apprenticeships** – *Increase in apprenticeships overall and exceeded target.*
- **Student Satisfaction** – *Target for student satisfaction met but overall reduction in satisfaction levels. There was a reduction in*

survey response rates for all modes of attendance and the response rates did not make target for full time and distance learning students.

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 progress report for the Learning, Teaching & Quality Committee

(reported for meetings - Oct, Nov, Feb, May)

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

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Credits	2	**Oct 18**		**Quality**			
				Student Outcomes and Retention	**10**	**Oct 18**	
Access				Articulation	**12**		
Deprivation	**3**	Sept 17		**Skills and Employability**			
Disability	**4**	**Oct 18**		STEM	**13**	**Oct 18**	
Gender	**5**	Feb 18		Work Experience	**13**	Feb 18	
Age	**7**	**Oct 18**		Apprenticeships, Employability and SDS	**14**	**Oct 18**	
Ethnicity	**7**	**Oct 18**		**High Performing Institutions**			
Corporate Parenting	**8**	Feb 18		Student Association	**14**	**Oct 18**	
Caring Responsibilities	**8**	Feb 18		College Leaver Destination Survey	**15**	Feb 18	
School College Programme	**9**	Feb 18		Student Satisfaction and Engagement	**16**	**Aug 18**	

Monitoring performance

Credits

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1a. Credits delivered	Core	159,434	159,175	159,048	159,025	160,294	157,855	157,855	**Just over target for 2017-18**
	ESF	7,086	7,086	7,086	7,086	7,086	6,368	6,368	
	Childcare				1,269				
	Total	**166,520**	**166,261**	**166,134**	**167,380**	**167,480**	**164,223**	**164,223**	

Access - Deprivation

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 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	45,349	47,300				Credit target not met for 16-17 (level equivalent to 2015-16). However, increase in the actual SIMD10 students from 5,058 to 5,261.
	Proportion	**27.8%**	**27.35%**	27.26%	28.5%		28.5%	29%	

Enrolments	WCS 13-14	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	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 in 2016-17**.**
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 and will have some focus on SIMD10

Outcomes and Retention Courses over 160 hours 15-16	Completed successful 15-16	Completed successful 16 17	Completed successful 17-18	Completed partial success 15-16	Completed partial success 16-17	Completed partial success 17-18	Early withdrawal 15-16	Early withdrawal 16-17	Early withdrawal 17-18
From SIMD10	**57.6%**	**64.9%**		**78.3%**	**80.8%**		**6.9%**	**6.9%**	
Not from SIMD10	58%	67.1%		85.2%	86.2%		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	Actual 16-17	Target 17-18	Actual 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%**	29,267 **17.6%**	18%	33,737 **20.14%**	18.5%	19%	**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.

	Students with a declared disability					Students without a declared disability		
For courses lasting 160 hours or more	**WCS 2014-15**	**WCS 2015-16**	**WCS 2016-17**	**Sector 2015-16**	**WCS 2017-18**	**WCS 2015-16**	**WCS 2016-17**	**WCS 2017-18**
Completed Successfully and Partial success	83.9%	84.2%	84.6%	78.6%	**85.5%**	**86.9%**	**85.1%**	**83.4%**
Completed Successfully	62.5%	60.2%	68.1%	65.4%	**67.4%**	**55.1%**	**66.4%**	**67.9%**
Progress commentary	**A very small reduction in overall success for students with a disability in 2017-18 but still retained a good level overall. Success rates are in line with those students without a disability**							

Gender

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 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	70,239	72,993		74,205			**Further increase in percentage of activity for males.**
		43.4%	**42.25%**	**43.94%**	42%	**44.31%**	42%	42%	**(Male participation is an SFC priority for the updated ROA)**
	Female	94,219	95,882	92,957		92,697			
		56.6%	**57.67%**	**55.95%**	58%	**55.35%**	58%	58%	

West College Scotland Superclass	2015-26		2016-17		2017-18		Target 2019-20		Progress commentary
	Male	Female	Male	Female	Male	Female	Male	Female	
Vehicle Maintenance/Repair	91%	9%	94%	6%			86%	14%	In line with SFC Gender Action Plan, the College aims to increase by 5% the majority share in each superclass. 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.
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.	Construction continued to engage school pupils in tasters and involvement in 'Women into Construction' Recruitment is being undertaken with DYW for a female Foundation Apprenticeship in Engineering.
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 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 17-18	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	WCS 14-15	WCS 15-16	WCS 16-17	WCS 17-18	
FE females	61.7%	51.2%	64.9%	64%	**63.7%**	12.1%	9.7%	10.1%	**12%**	7.1%	5.2%	**5.1%**	**5%**	**Success rates for FE males were significantly improved but almost the same for FE females and a greater gap, with females achieving less well.**
FE males	60.8%	60.8%	69.5%	66.6%	**71.1%**	12.1%	10.5%	9.4%	**9%**	5.7%	5.2%	**5.2%**	**4.6%**	**In HE however females had a better success rate and the HE male success dropped.**
HE females	72.2%	68.2%	75.1%	72.3%	**73.9%**	10.8%	14.6%	11.8%	**12.3%**	4.6%	5.9%	**5%**	**6.5%**	**Retention in HE was worse for both males and females**
HE males	61.8%	63.7%	71.7%	70.5%	**66.5%**	9.9%	16%	10.4%	**11.9%**	5.4%	4.4%	**3.4%**	**5.8%**	

Commitment to improving attainment	Progress commentary
Connect students with mentors of the same gender within the curriculum or role models in the industry	Continued contribution to ECU Attracting Diversity project. WCS accepted for involvement in national project (College and University) for guidance for ROA equality impact assessments.
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	Actual 16-17	Target 17-18	Actual 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	66,254	67,333		**64,688**			**A reduction in the proportion and credits for 16-19 year olds but increase for 20-24 year olds.**
		42%	40%	40.5%	40%	**38.6%**	40%	40%	
	20-24	36,211	36,272	35,305		**37,303**			
		21.7%	22%	21.3%	22%	**22.3%**	22%	22%	

Courses lasting more than 160 hours	Completed Successful					Completed successful and completed with partial success					Progress commentary
	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 17-18	WCS 14-15	WCS 15-16	Sector 15-16	WCS 16-17	WCS 17-18	**There were improvements in student success rates for all age groups.**
under 18	56.2%	58.6%	62.9%	63.7%	**63.6%**	81.9%	79.5%	77.2%	**79.6%**	**79.6%**	
18-20 year olds	63.3%	65.2%	70.7%	67.8%	**68.5%**	82.2%	80.8%	82.1%	**83.5%**	**82.7%**	**Withdrawals were slightly higher than last session.**
21-24 year olds	62.9%	58.4%	69.9%	67.1%	**68.6%**	81.7%	81%	81.2%	**84%**	**82.9%**	
25-40 year olds	67.3%	55.2%	72%	66.5%	**68.7%**	82.6%	86.1%	82.8%	**86.8%**	**85.0%**	
41 and Over	72.1%	45.2%	70%	67.6%	**69.2%**	88.4%	92.6%	85.3%	**92.5%**	**90.4%**	

Ethnicity

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 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	765		**954**			**An increase in the number and 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.**
	Credits	6,232	5,904	6,730		**7,675**			
	Proportion	**3.7%**	**3.6%**	**4.1%**	4.5%	**4.6%**	5%	5.5%	
	Student success rates	**59.4%**	**60.2%**	**60.8%**		**63.3%**			**Student success rates for BME students improved although were still lower than for other students.**

Corporate Parenting

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
1d. Volume and Proportion of Credits relating to care leavers. (all ages)	**Credits** **Proportion**	870 **0.52%**	3,788 **2.28%**	3,119 **1.88%**	3,850 **2%**		4,175 **2.5%**	5,010 **3%**	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	**FT FE** **FT HE**	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 age group directly supported. Success rates rose for FE but reduced for HE & all rates are well below those of other students.

Commitment	Progress commentary
The Corporate Parenting Team will work to enhance the partnership with Care Experienced young people, curriculum staff, funding and student support services, the Student Association and external agencies (e.g. Who Cares? Scotland and Celcis) to: • Encourage early disclosure • Facilitate ease of transition and identification of appropriate course options • Provide targeted support • Be responsive to need • Raise aspirations • Improve outcomes • Provide training and development opportunities for staff	Signed Stand Alone Pledge to provide similar support to students estranged from their families. The majority of the care experienced young people studying at the college, or considering the college as a destination, reside within one of the Local Authorities areas within the West Region. It is acknowledged that the best outcomes can be achieved when Corporate Parents plan, work and act together. Whilst there is no regional model, the college has strong and effective relationships with Local Authorities for the transition and ongoing support of our care experienced young people. The college has developed a standard support offering and shares best practice amongst Local Authorities and stakeholders.

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	**Achieved**

School College Partnership

Measure		Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 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	**342**	130	150	**The number undertaking vocational as defined by SFC for this measure increased. This now includes Foundation Apprenticeships**
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%	**1,391** **0.83%**	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%	6,855 4.1%	7,000 4%	7,369 4.4%	7,515 4.5%	8,350 5%	**Target achieved and an increase in activity overall.**
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%	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	Established new links with Castlehead High School for blended delivery of art and design with MOYA (business start-up) focus.
Support initiatives to promote STEM, vocational learning and gender equalities to school pupils.	Extension of award winning STEM Ambassador work to include Sport students.
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.	Currently operating well in Greenock and Paisley. To be extended to Clydebank campus.
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	Actual 16-17	Target 17-18	Actual 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%	68.7%	67%	**69.3%**	70%	73.5%	**All figures increased and over target**
	Part-time FE	64.3%	52.5%	67.6%	69%	**72.3%**	72%	74%	
	Full-time HE	67.1%	65.4%	68.7%	69%	**69.1%**	72%	74.5%	
	Part-time HE	76.5%	74.1%	76.9%	77%	**79.9%**	78%	79%	
4b. Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)	Full-time FE	57.6%	61.1%	64.5%	64%		66%	67.5%	All figures increased and over target
	Part-time FE	59.4%	53%	64.7%	65%		68%	70%	
	Full-time HE	63.6%	61.7%	65.6%	66%		68%	70.5%	
	Part-time HE	67.1%	69.1%	74.8%	73%		74%	75%	

	Completed Successful						Completed with full and partial success					Progress commentary
FE Courses	**14-15**	**15-16**	**16-17**	**Sector 15-16**	**17-18**		**14-15**	**15-16**	**16-17**	**Sector 15-16**	**17-18**	
under 10 hours	97%	100%	**99.5%**	**99.2%**	**99.9%**		100%	100%	**99.8%**	**100%**	**100%**	**Good improvements for student success rates in all FE part time provision.**
10 up to 40 hours	77.2%	69.4%	**77.2%**	**91.35**	**82.9%**		99.8%	99.2%	**99.1%**	**98.7%**	**96.9%**	
40 up to 80 hours	64.9%	59%	**65.2%**	**76.4%**	**75.7%**		96.9%	99%	**92.4%**	**94.3%**	**92.9%**	**Sector figures for 2016-17 are not yet available.**
80 up to 160 hours	54.3%	43%	**64.1%**	**67.6%**	**72.1%**		98.3%	96.7%	**94.6%**	**91.8%**	**93.5%**	
160 up to 320 hours	59.4%	40.6%	**59.5%**	**66.3%**	**60.7%**		92.4%	95.3%	**92.5%**	**86%**	**90.7%**	
320 hours up to FT	69.1%	68.9%	**74.9%**	**74%**	**76%**		90.1%	87.8%	**89.6%**	**85.5%**	**86.6%**	
HE Courses												
10 up to 40 hours	69.2%	90.9%		-	-		100%	100%		-	-	**Improvements in success rates for most HE part time provision. Further analysis in subject areas is being undertaken through Portfolio Review.**
40 up to 80 hours	76.6%	62.8%	**64.9%**	**81.9%**	**73%**		100%	94.9%	**98.9%**	**94.2%**	**100%**	
80 up to 160 hours	74.7%	78.4%	**71.2%**	**77.4%**	**77.8%**		96.2%	89.6%	**90.4%**	**92.7%**	**95.3%**	
160 up to 320 hours	67%	70.2%	**81.5%**	**77.3%**	**77.8%**		92.3%	84.7%	**94.5%**	**89.2%**	**85.5%**	**Sector figures for 2017-18 are not yet available.**
320 hours up to FT	91.4%	82.4%	**81.5%**	**82.7%**	**91.4%**		97.4%	94.4%	**92.5%**	**92.8%**	**98.5%**	

Commitment	Progress commentary
Continue to focus on attainment, data analysis and sharing good practice across the College to identify strategies for improvement.	FE full time student success rates improved for 2016-17. The College applied and was accepted for the Scottish Government Improvement in retention & attainment project to focus on full time FE. Partnership approach with Enabling Services which improved student retention has been shared at Head and CQL level
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**	**Actual 16-17**	**Target 17-18**	**Actual 17-18**	**Target 18-19**	**Target 19-20**	**Progress Commentary**
FE Full-time	9%	9.6%	**8.9%**	9%	8.7%	8%	**7.7%**	7.5%	7.5%	**Consistent with 2015-16 figure & in line with Sector 15-16. 2017-18 rate improved again**
HE Full-time	6.3%	5.1%	**5.7%**	4.6%	4.9%	4.5%	**5.8%**	4%	4%	**Increased early withdrawals for HE**

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 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 have not yet 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	Actual 16-17	Target 17-18	Actual 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%**	38,814 23.4%	36,500 22%	39,400 **23.5%**	38,410 23%	40,080 24%	**Exceeded target** **Credits % of STEM:** **21% IT (2% drop), 12% Science & Maths, 25% Construction (2% increase), 42% Engineering.**

Work experience

Measure	Actual 14-15	Actual 15-16	Actual 16-17	Target 17-18	Actual 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			1,436 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	Actual 16-17	Target 17-18	Actual 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	297	269	306	278	288	**Target not achieved for SDS contract but overall increase for 2017-18**
	SECTT	227	321	367	340	368	353	365	
	SNIPEF	34	36	47	54	65	56	58	
	SDS contract	217	179	175	233	178	241	249	**Contracts associated with CITB, SECTT and SNIPEF are not as yet finalised for 2018-19. Discussions are ongoing with contract leads**
	Total	**692**	**838**	**886**	**896**	**917**	**928**	**960**	

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. **Recruitment targets were not achieved for 2018-19**
Seek to become an early adopter of Graduate Level Apprenticeships	Meeting held with SDS 29th 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 HGIOC.

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	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%**	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%	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.	We were able to confirm destinations for 97% of successful completers in session 2015/16. 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. 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.
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 15-16	Actual 16-17	Target 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress commentary
9. SSES Survey – the percentage of students overall, satisfied with their college experience.	94%	**95%**	93%	**93%**	94%	95%	**A positive increase in overall student satisfaction for 2016-17 but reduction in 2017-18, although the overall target was met.**

Student Survey questions	2015-16	2016-17	2017-18	Progress commentary
Overall, I am satisfied with my college experience	94%	**95%**	**93%**	There was 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 and discussing individual progress. **The 2017-18 responses did not show improvements on any category and in some cases a more negative response although still above 2015-16 (other than the Student Association)**
Agree staff encourage students to take responsibility for their learning	90%	**97%**	**97%**	
Agree their time at college has helped develop knowledge and skills for the workplace	85%	**92%**	**91%**	
Agree the way they are taught helps them learn	85%	**90%**	**90%**	
Agree they are able to influence learning on their course	87%	**91%**	**88%**	
Agree they receive useful feedback which informs their future learning	85%	**90%**	**89%**	
Believe all students in the college are treated equally and fairly by staff	78%	**87%**	**85%**	
Agree they regularly discuss their progress with staff	91%	**86%**	**86%**	
Believe student suggestions are taken seriously	81%	**83%**	**81%**	
Agree that the College Student Association influence change for the better	55%	**53%***	**52%**	

**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%	26%	53%	55%	**Increased survey responses and percentages of students responding in all modes of learning in 2016-17 but reductions in 2017-18 and targets not met.**
Part-time	**22%**	25%	**40%**	30%	**32%**	35%	40%	
Distance Learning	**17%**	20%	**19%**	25%	17%	30%	35%	

LTQ Committee
24.10.18
Paper 12

TITLE: **COLLEGE LEAVER DESTINATIONS (CLD) – 2016/17**

Background: The College Leavers Destination survey is conducted annually in line with Scottish Funding Council Guidance. This report draws on the Regional and College publication of the 2016/17 college destinations publication. [SFC/ST/07/2018].

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

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

Status: Open

College Leaver Destination Report [EXTRACT]

2015-16

August 2017

1. **Introduction**

The College Leavers Destination survey is conducted annually in line with Scottish Funding Council Guidance [Ref SFC/GD/24/2016].
http://www.sfc.ac.uk/web/FILES/GUI_SFCGD242016_GuidancenotesCollegeLeaverDestinations/SFC_GD_24_2016_College_Leaver_Destinations_2015-16.pdfSFC/GD/24/2016

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

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

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

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

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

Trend Summary and Data Benchmarks

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

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

** As a subset of confirmed destinations

Overview of Data 2015/16

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

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

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

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

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

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

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

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

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

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

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

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

College Leaver Destination Report

Session 2016-17

Issue Date - October 2018

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1. **Introduction**

The College Leavers Destination survey is conducted annually in line with Scottish Funding Council Guidance number SFC/ST/07/2018.

The data set and summary relates to only full time students who have successfully completed their programme qualification aim in the previous session, 2016/17, benchmarked against WCS data since merger in session 2015/16. The College has collected destinations information since merger, however, as the funding council guidance has changed in that time the most reliable base year is 2015/16.

In line with the Guidance document, the College is required to confirm the post course destination of all 'qualifiers' - full time students from the previous academic session (2016/17) who successfully attained the qualification aim of their programme of study. The return data collation period opened in January 2018 and closed at the end of February 2018, and the confirmed destination date is 31st December 2017.

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

Positive post course destinations include the qualifier, post course, having entered full or part time work, self-employment, internships, apprenticeships, further study, training and research in FE or Higher Education.

Negative destinations include being unemployed, seeking work.

A separate category of 'Other' includes time off for travel, personal incapacity for work or study (such as illness) personal and retired/ not in employment and not looking for work.

A comparative regional and college destinations sector report is available - SFC Reference SFC/ST/07/2018, dated 9 October 2018.

2. Trend Summary and Data Benchmarks

Table 2.1

	2016/17		2016/17 Sector	2015/16	2014/15
	Number	%	%	%	%
All qualifiers	4912	100%	100%	100%	100%
Confirmed Destinations	3961	80.6%	84.5%	85.2%	86.1%
Unconfirmed Destinations	689	16.3%	11.1%	14.8%	13.9%
Positive Destinations*	3800	96.3%	95%	95.7%	95.2%
Negative Destinations**	172	3.7%	5%	4.3%	4.8%

*of confirmed destinations **to negative and other destinations

3. Overview of Data 2016/17

Table 3.1: Overview of Results for College Leavers 2016-17 – FE/HE Cohort

	2016/17		2015/16	
	#	%	#	%
All FE/HE Qualifiers	4912	100%	4661	100%
Confirmed Destinations	4113	83.7%	3972	85.2%
Unconfirmed Destinations	799	16.3%	689	14.8%
Positive Destinations	3961	80.6%	3800	95.7%
Other destinations	31	<1%		
Negative Destinations	121	2.5%	172	4.3%

Table 3.2: Overview of Results for College Leavers 2016-17 – FE (SCQF Levels 2-6)

	2016/17		2015/16	
	#	%	#	%
All FE Qualifiers	3074	100%	2861	100%
Confirmed Destinations	2594	84.4%	2457	85.9%

Unconfirmed Destinations	480	15.6%	404	14.1%
Positive Destinations **ROA Measure 8**	2502	81.4%	2362	96.2%
Negative /Other Destinations	74	2.4%	93	3.7%

Table 3.3: Overview of Results for College Leavers 2016-17 – HE (SCQF Levels 6-10)

	2016/17		2015/16	
	#	%	#	%
All HE Qualifiers	1838	100%	1800	100%
Confirmed Destinations	1519	82.6%	1515	84.2%
Unconfirmed Destinations	319	17.4%	285	15.8%
Positive Destinations **ROA Measure 8**	1459	79.4%	1438	94.8%
Other destinations	13	<1%		
Negative Destinations	47	2.56%	79	5.2%

Table 3.5: Sources of the College Leaver 2016-17 Data (All HE/FE)

	2016/17		2015/16	
	#	%	#	%
Further Education Statistics	2650	53.9%	2463	52.8%
Individual	915	18.6%	927	19.9%
Cannot Be Contacted	780	15.7%	668	14.3%
SDS Data Hub	395	8.0%	292	6.3%
College	83	1.7%	219	4.7%
Family	27	0.5%	46	1.0%
Missing from SFC list	20	0.7%	28	0.6%
SAAS	38	0.8%	17	0.4%
Other	4	0.1%	1	0.0%

Table 3.6: Unconfirmed Destinations of College Leavers 2016-17 by WCS Campus

	2016/17			2015/16		
	Qualifier #	Unconfirmed #	Unconfirmed %	Qualifier #	Unconfirmed #	Unconfirmed %
All	4912	799	16.3%	4661	689	14.8%
Paisley	2072	361	17.4%	1918	258	13.6%
Greenock	1448	246	17.0%	1448	229	15.8%
Clydebank	1392	192	13.8%	1295	202	15.6%

4. Demographics of 2016/17 College Leavers

Table 4.1: Composition of College Leavers 2016-17– FE/HE Cohort

		2016/17		2015/16	
		#	%	#	%
All College FE/HE Leavers		4912	100%	4661	100%
Level of Study	Further Education	3074	62.5%	2861	61.4%
	Higher Education	1838	37.5%	1800	38.6%
WCS Campus	Paisley	2072	42.2%	1918	41.1%
	Greenock	1448	29.5%	1448	31.1%
	Clydebank	1392	28.3%	1295	27.8%
Gender	Male	2058	41.9%	1900	40.8%
	Female	2845	57.9%	2754	59.1%
	Other/Undeclared	9	0.2%	7	0.1%
Age	< 16	0	0%	72	1.5%
	16-24	3368	68.8%	3164	67.9%
	> 24	1544	31.4%	1425	30.6%
SIMD Decile	(Most Deprived) 1	1462	29.8%	1259	27.0%
	2	873	17.7%	954	20.5%
	3	545	11.1%	519	11.1%
	4	401	8.2%	427	9.2%
	5	313	6.4%	366	7.8%
	6	245	5%	256	5.5%
	7	235	4.8%	241	5.2%
	8	242	4.9%	228	4.9%
	9	269	5.4%	295	6.3%
	(Least Deprived) 10	116	2.4%	109	2.3%
	Unknown	11	0.2%	7	0.2%

Table 4.2: Composition of College Leavers 2016-17 – FE Cohort

	2016/17	2015/16

		#	%	#	%
All College FE Leavers		3074	100%	2861	100%
WCS Campus	Paisley	1148	37.3%	1030	36.0%
	Greenock	985	32%	949	33.2%
	Clydebank	941	30.7%	882	30.8%
Gender	Male	1130	43.3%	1213	42.4%
	Female	1735	56.4%	1644	54.5%
	Other/Undeclared	9	0.3%	4	0.1%
Age	< 16	0	0%	71	2.5%
	16-24	2044	66.5%	1882	65.8%
	> 24	1030	33.5%	908	31.7%
SIMD Decile	(Most Deprived) 1	1018	33.1%	854	29.4%
	2	581	18.9%	649	22.7%
	3	360	11.7%	331	11.6%
	4	222	7.2%	261	9.1%
	5	314	10.2%	205	7.2%
	6	129	4.2%	128	4.5%
	7	140	4.5%	133	4.6%
	8	128	4.2%	110	3.8%
	9	133	4.3%	135	4.7%
	(Least Deprived) 10	43	1.4%	48	1.7%
	Unknown	6	0.2%	7	0.2%

Table 4.3: Composition of College Leavers 2016-17 – HE Cohort

		2016/17		2015/16	
		#	%	#	%
All College HE Leavers		1838	100%	1800	100%
WCS Campus	Paisley	924	50.3%	888	49.3%
	Greenock	463	25.2%	499	27.7%
	Clydebank	451	24.5%	413	22.9%
Gender	Male	728	39.6%	687	38.2%
	Female	1110	60.4%	1110	61.7%
	Other/Undeclared	0	0%	3	0.2%
Age	< 16	0	0%	1	0.1%
	16-24	1324	72%	1282	71.2%
	> 24	514	28%	517	28.7%
SIMD Decile	(Most Deprived) 1	444	24.2%	405	22.5%
	2	292	15.9%	305	16.9%
	3	185	10.1%	188	10.4%
	4	179	9.7%	166	9.2%
	5	199	10.8%	161	8.9%
	6	116	6.3%	128	7.1%
	7	95	5.1%	108	6.0%
	8	114	6.2%	118	6.6%
	9	136	7.4%	160	8.9%
	(Least Deprived) 10	73	4%	61	3.4%
	Unknown	5	0.3%	0	N/A

5. Destinations of College Leavers

Table 5.1: Destinations of College Leavers All FE/HE

Destination	2016/17 %	2015/16 %
Not Employed But Not Looking For Employment, Study Or Training	0.1%	0.4%
Starting Job By 31st March	0.1%	0.2%
Studying Full Time	67.7%	65.8%
Studying Part Time	2.6%	3.3%
Taking Time Out In Order To Travel	0.1%	0.2%
Temporarily Sick Or Unable To Work/Looking After Home Or Family	0.5%	0.6%
Unconfirmed	16.3%	14.8%
Unemployed And Looking For Work	2.3%	2.5%
Working Full Time	9.1%	7.8%
Working Part Time	3.2%	4.4%

6. Summary

- The College has improved the proportion of students who entered work or further study post qualifying, with higher than average sector rates. The rate of negative destination has fallen year on year, is lower than sector average, and endorses the value of full time qualifications for progressing students who complete.
- The College had a lower percentage of confirmed destinations in 2016/17, compared with the annual sector and previous less than in previous sessions. This is partly due to increased rigour, placed by the SFC, around who can confirm the validity of the destination data.
- The 16-24 year old age group were more likely to confirm their destination with a confirmation rate of 86.3%, higher than for the college generally at 80.6%.
- Unconfirmed destination rates were 1.5% higher than last session, across all campuses, with only Clydebank campus reducing the rate of unconfirmed responses.
- FE level students are more likely to confirm their destination than HE students (84.4% as opposed to 82.6%), possibly due to the number of returners to higher level study within the college.
- The majority of college students, at all levels, go on to further study. The proportion of all confirmed qualifiers going on to further study rose by 1.9% to 67.7%.
- The proportion starting a job by 31st March 2018 had fallen 1% on the previous year, down to 1% of all confirmed.
- The data set, and any subsequent analysis, is limited by the rate of confirmed destinations. It is therefore not known what numbers of those who did not respond, or were not contactable, who would have resulted in positive destinations.

7. Improvement Plans 2017/18 cohort of qualifiers

- SFC staff demonstrated, on site, how to use the sector interrogative CLD tool (base year 2015/16) to all college staff and this tool is available for course and sector level analysis via the Quality Portal. The 2016/17 CLD tool is made available from October 2018.
- The College Leavers Destinations Tool 2014/15 and 2015/16 is made available to all staff – O drive/Open to All/Quality. This will encourage, through the existing curriculum evaluation mechanisms, teams to analyse course provision with positive destinations, and help ensure currency of curriculum.
- A review of the data collection and reporting process was carried out in June 2018. Staff re-allocation and process improvements have been put in place, including staff partner model for faculty returns, shared master document improvements, back up student postcard return and staff training in techniques to gather data.
- The percentage confirmed rate target for the 2017/18 cohort has been set at 86% (higher than sector in 2016/17 and almost 6% higher than 2016/17 return rate).
- The College will look at capacity for extending the data collection exercise to include the destinations of successful part time students, not currently included in the SFC analysis, but who make up a majority proportion of college students, as the proportion going into, or already in, work, may be higher than those for full time qualifiers.

SFC Website 9 October

College Leaver Destinations 2016-17 report released

9 Oct 2018

Prospects for those qualifying through Scotland's colleges continue to improve according to the Scottish Funding Council's annual College Leaver Destinations report published today. The publication reports on the destinations of those who left college in 2016-17 and shows a steady increase in positive destinations, with a rise in both entry to employment and into further study.

Positive destinations for 16 – 24 year olds have increased 3.3 percent over the last three years. Among all college leavers, the majority of those leaving college went on to employment (47.1%), followed closely by those who enrolled to study at university (41.2%). The number of those in unemployed or unavailable to work due to travel or other responsibilities also dropped from 12.4% to 11.7%.

For those students who remained in education at college or university, 86.3% progressed to a higher level of study on the Scottish Credit and Qualifications Framework (SCQF). The proportion of 16 – 24 year old students either moving up one or more SCQF levels, in training, modern apprenticeships or work was also 85.3%, up from 83.9% the previous year.

SFC Interim Chief Executive John Kemp said:

"These figures show steady improvement across a range of indicators for college leavers. They underline the college sector's vital role in ensuring Scotland has the right skills for the future. There is still work to be done and we look forward to making more progress in partnership with colleges, in fulfilling the aims of the Scottish Government's Developing the Young Workforce and Skills for Scotland strategies."

LTQ Committee
24.10.18
Paper 13

TITLE: **STUDENT SURVEY RESPONSES (APRIL 2018)**

Background:

The College surveys all students twice per academic year – the second survey conducted in Spring 2018 incorporates the mandatory SFC Student Satisfaction and Engagement Survey for the College sector. Attached is the summary of student responses to this survey.

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

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

Status: Open

WEST COLLEGE SCOTLAND

Student Survey 2 17-18 College Report

Introduction

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

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

Below are the response rates for the SFC return:

- **Full Time FE - 31%**
- **Full Time HE - 22%**
- **Part Time FE - 38%**
- **Part Time HE - 27%**
- **Distance FE - 17%**
- **Distance HE - N/A**

The survey was open between Monday 26th March and Friday 27th April and was circulated electronically to all students studying with West College Scotland.

Below are the response rates for the West College Scotland:

- **Full Time - 26%**
- **Part Time - 32%**
- **Distance - 17%**
- **Total - 26%**

REPORT

The inclusion of a 'Comments' section within the report is effective in highlighting any concerns and positive experiences identified within the survey. The comments are categorised, summarised and then reported 'verbatim' to ensure accurate representation. The sector comments are provided with this report.

Data for similar survey data sets in sessions 2015-2016 and 2016-2017 have been included to allow for comparative trends to be identified.

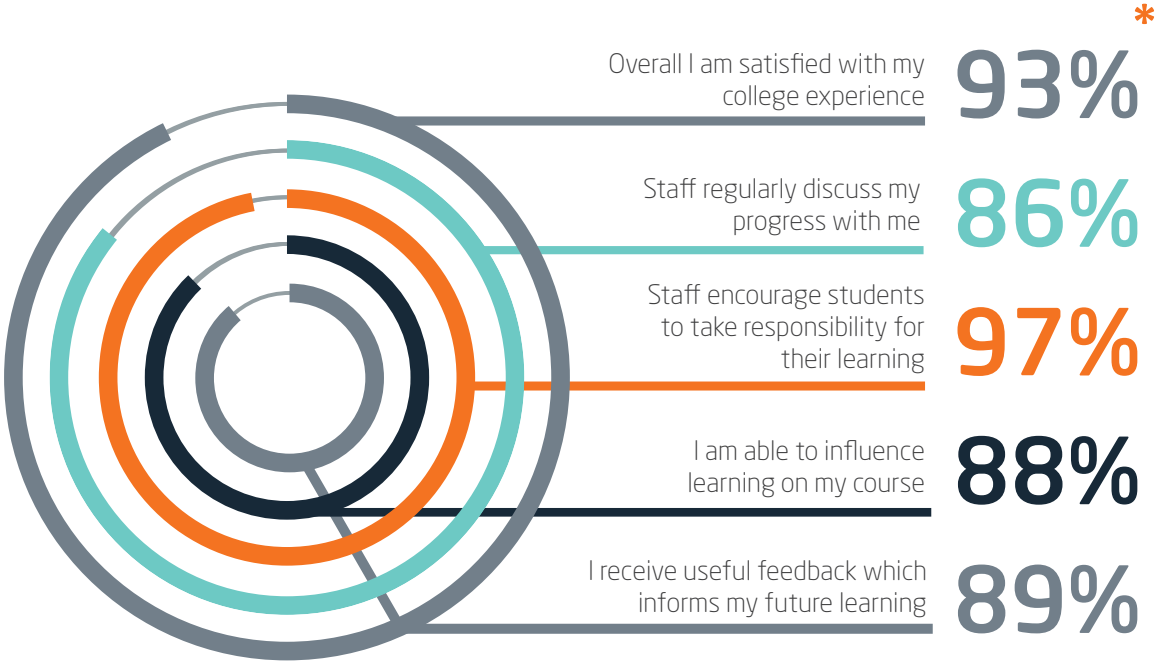
2017 - 18 Student Survey 2

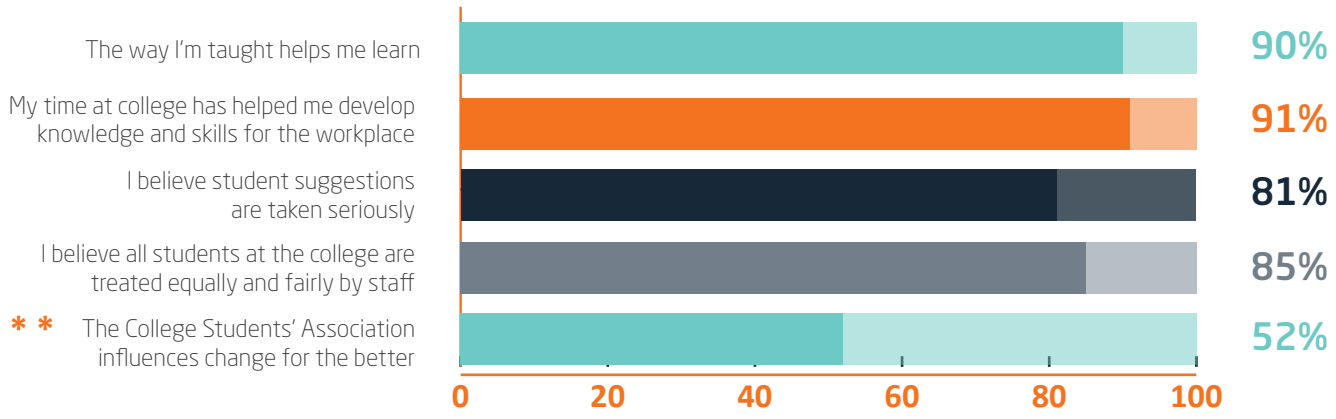
COLLEGE REPORT

All Campuses

2824 Responses

Student Satisfaction and Engagement





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

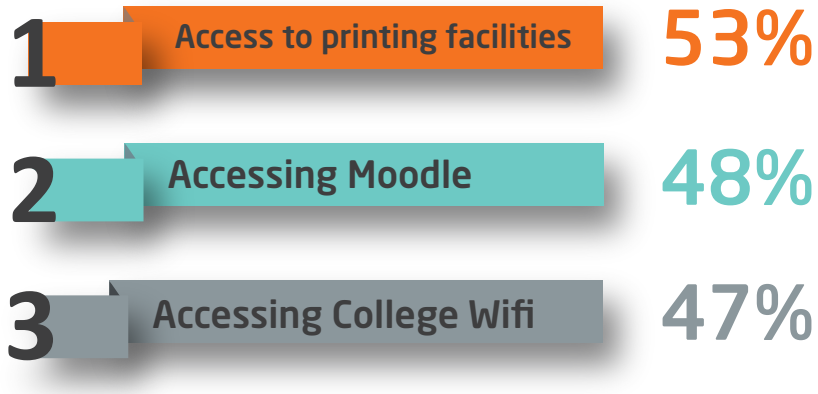
* * Question 10 of the Student Satisfaction and Engagement Survey included a 'don't know' answer option. 43% of respondents chose this option..

2017 - 18 Student Survey 1

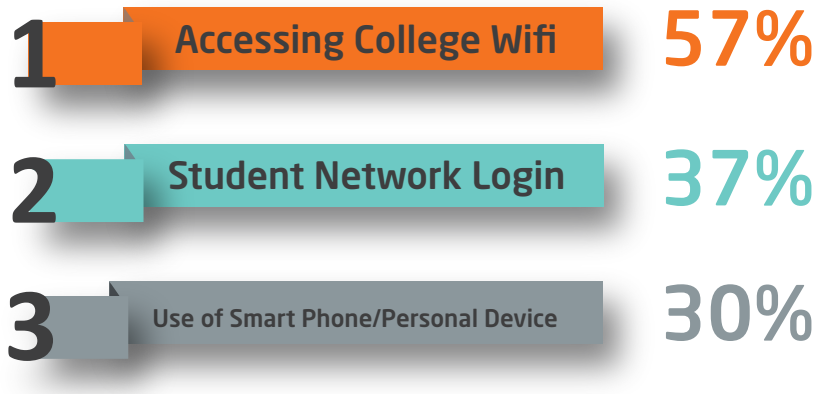
COLLEGE REPORT

Access to I.T.

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



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

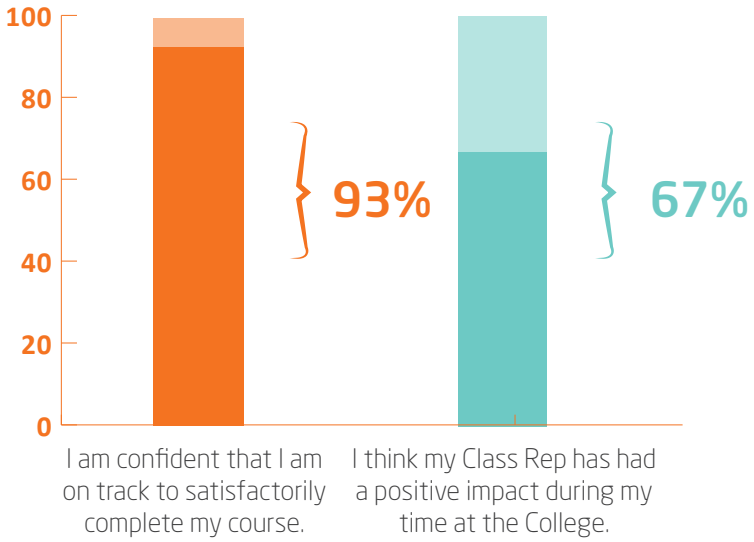


N.B. Students were asked to select three options in the questions above . Thus, the total %age values exceed 100%

2017 - 18 Student Survey 2

COLLEGE REPORT

Thinking about my college experience



94% of Students found their course Interesting

87% of Students found their course Motivating

90% of Students found their course Positively Challenging

2017 - 18 Student Survey 2

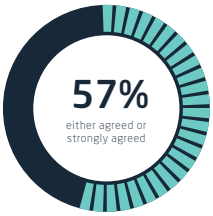
COLLEGE REPORT

Student Progression

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

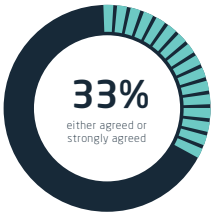
1. Meet people and make friends — 53%
2. Learn/develop my work related skills — 51%
3. Progress to a higher level course — 49%

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



Enrol on another course at this College

Enrol on another course at a different College



Seek employment

Progress to University

Get advice on what I should do next

Not known at this time

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

COMMENTS

There were 145 comments left by full time students who completed the survey and 106 comments left by part time students. Various topics were brought up in the comments and as such, there is no particular theme which can be identified.

Curriculum

Several issues with curriculum were highlighted by student. The comments included – 'Work in class can be very tight with time', 'I think the college course has been a shambles and not been the best managed course', 'Should be more workshop time' and 'I would prefer more than 2 days at the college for a full-time course'. There were however, some comments which were quite upbeat – 'learned a lot on my course', 'The course is easy to do, and the subjects are brilliant' and 'Overall, a good course'.

Funding

The majority of the students whose comments mentioned funding, expressed concerns. The comments included – 'If you miss one day of college having a full week bursary taken off I find is extremely harsh and could potentially put students into financial crisis', 'More people should be entitled to bursary', 'Not being able to access self certs all at once really has an impact on keeping the course going'.

Learning Resources

Students provided several suggestions on how to improve resources. Comments included – 'There could be more notes/tutorial sheets handed out for home study', 'Some of the equipment is out of date & broken this has hindered the class process', 'use moodle', 'make wifi better and faster', 'the equipment in the class room are appalling the backs of chairs are broken some completely missing', 'The lack of internet in some parts of the building is infuriating', 'problems have arisen with lack of proper facilities and functioning equipment within the department', 'Teaching is fine when the computer you need actually works', 'The resources available are pretty poor and out of date, resources mainly no access from college to use academic research papers and journals which is poor for level 7 and 8 courses' and 'Classrooms could have better ventilation as some classes are too small for the class size'.

Learning and Teaching Process

The majority of students had positive things to say regarding their learning and teaching experience however, there were a few who were not as happy with their experience. Comments included – 'I appreciate the effort and support of the science teachers', [Name Removed is excellent teachers. Apart from her I would say Teaching standards could have been lot better than that', 'They made all difference and helped me all the way to achieve my goals', 'I would like to thank all the teachers for their efforts with us', 'Some lecturers seem to struggle to teach their subject and continue to make mistakes', 'Dreadful teacher on my course How on earth she is a teacher is beyond me', 'recently there has been seriously lack of organisation on the part of my lecturers on my course', 'I have been left feeling extremely disappointed and discouraged with my lecturer', 'Someone have not enough qualifications as a critical malign person and not prepared for dialogue and teaching' and 'Classes are spent not learning, as staff see you is in and then leave to push devices, Therefore no work is done'.

Assessment and Feedback

Most of the comments in this area were from students who wanted to highlight the weaknesses in the assessment and feedback process. These comments included 'Teachers need to ensure their students are properly prepared before being given assessments and must ensure their students have been taught enough for the assessments', 'I would say some of the written assessments are not very helpful for me to be able to demonstrate the skills I have learned so far', '5 plus week turn around for feedback on assessments causes a lot of students stress', 'I was disappointed with the length of time work took to be marked', 'our work seemed to be marked very inconsistently, seemingly choosing when something was right and wrong' and 'I believe that a way we/the course could improve is that we are given consistent feedback on our work'.

Guidance and Support

The comments in this area were mixed, with some students praising the support given to them and others highlighting areas for improvement. Comments included – 'Our lecturers regularly encourage us to influence our own learning', 'I love that my lecturer [Name Removed] helps me to make a personalised timetable to suit my needs and interests', 'The staff I have been taught by have been very supportive and encouraging, very pleasant to work with', 'There is sometimes a dismissiveness towards mature students for experience gained through life', 'I think the college lecturers need to work on treating all students the same' and 'A way to contact a lecturer with a guaranteed response would prove useful'.

Other

Many students mentioned their overall experience, whilst others highlighted some issues which did not fall in to any of the other categories. The comments included – 'Fantastic', 'It's been an most pleasant experience', 'not familiar with the Students Association', 'I feel there should be an option to say "I don't know" because I don't know if students suggestions are taken seriously', 'our class rep has done a lot for us, 5 stars', 'Overall experience with West college Scotland is atrocious and is highly unprofessional in so many manners. Main source of communication between staff and students is Facebook', 'I just wish the college catered for vegans' and 'I've never heard of the students association until this survey'.

2017 - 18 Student Survey 2

COLLEGE REPORT

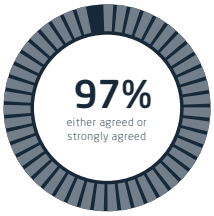
Clydebank

1458 Responses

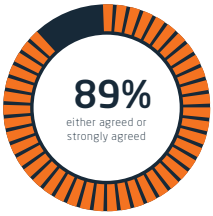
Student Satisfaction and Engagement

Overall, I am satisfied with my college experience.

Staff regularly discuss my progress with me.

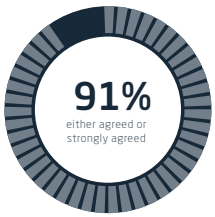


Staff encourage students to take responsibility for their learning.



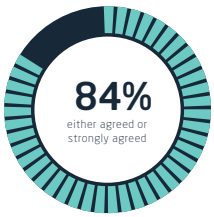
I am able to influence learning on my course.

I receive useful feedback which informs my future learning.



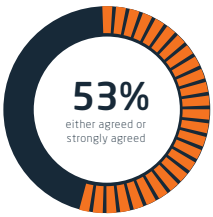
The way I'm taught helps me learn.

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



I believe student suggestions are taken seriously.

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



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

*43% 'Don't Know'

Access to I.T.

From the following list of I.T. related items, please select 3 which have worked well:

48% Accessing College Wifi

43% Accessing Moodle

26% Online Assessments

50% Access to printing facilities

19% Storage

45% Student Network Login

31% Use of smart phone/personal device

22% Access to YouTube

18% Access to social media

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

2017 - 18 Student Survey 2

COLLEGE REPORT

From the following list of I.T. related items, please select 3 which haven't worked well:

54% Accessing College Wifi

29% Accessing Moodle

24% Online Assessments

22% Access to printing facilities

27% Storage

38% Student Network Login

28% Use of smart phone/personal device

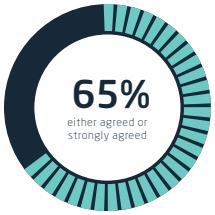
21% Access to YouTube

25% Access to social media

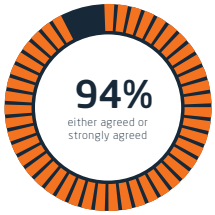
N.B. Students were asked to select three options in the question above . Thus, the total %age values exceed 100%

Thinking about my College Experience

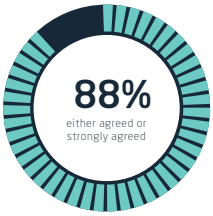
I am Confident I am on track to satisfactorily complete my course



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



Lessons on my course have been Interesting



Lessons on my course have been Motivating

Lessons on my course have been Positively Challenging

2017 - 18 Student Survey 2

COLLEGE REPORT

My course has helped me:

- 46% Progress to a higher level course
- 39% Improve my social skills
- 13% Get a job
- 27% Do my job better
- 50% Learn/develop my work related skills
- 49% Meet people and make friends
- 30% Improve my employability skills
- 26% Challenge my ideas
- 26% Meet people from different backgrounds

Progression

After you have completed this course, what do you plan to do next?

- 37% Enrol on another course at this college
- 6% Enrol on a course at a different college
- 16% Seek employment
- 10% Progress to university
- 10% Get advice on what I should do next
- 16% Not known at this time

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

2017 - 18 Student Survey 2

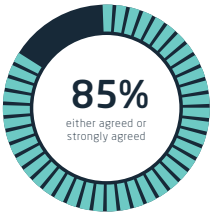
COLLEGE REPORT

Greenock

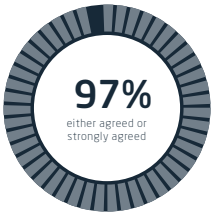
756 Responses

Student Satisfaction and Engagement

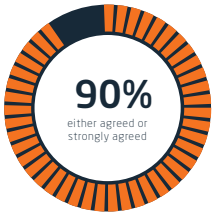
Overall, I am satisfied with my college experience.



Staff regularly discuss my progress with me.



Staff encourage students to take responsibility for their learning.



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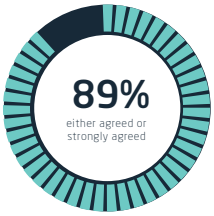

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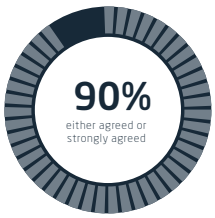
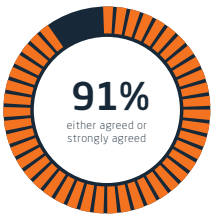
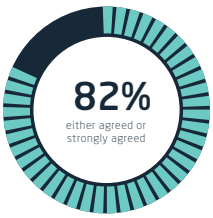


The way I'm taught helps me learn.

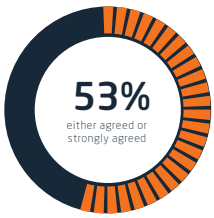


My time at college has helped me develop knowledge and skills for the workplace.



I believe student suggestions are taken seriously.

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



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

*42% 'Don't Know'

Access to I.T.

From the following list of I.T. related items, please select 3 which have worked well:

- **56%** Accessing College Wifi
- **48%** Accessing Moodle
- **33%** Online Assessments
- **47%** Access to printing facilities
- **16%** Storage
- **41%** Student Network Login
- **34%** Use of smart phone/personal device
- **23%** Access to YouTube
- **17%** Access to social media

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

2017 - 18 Student Survey 2

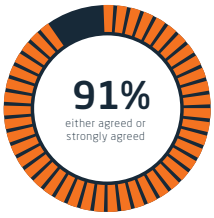
COLLEGE REPORT

From the following list of I.T. related items, please select 3 which haven't worked well:

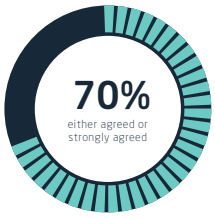
- **46%** Accessing College Wifi
- **28%** Accessing Moodle
- **28%** Online Assessments
- **28%** Access to printing facilities
- **33%** Storage
- **36%** Student Network Login
- **26%** Use of smart phone/personal device
- **20%** Access to YouTube
- **22%** Access to social media

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

Thinking about my College Experience

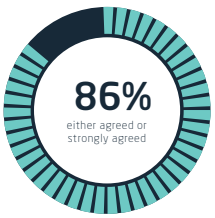


I am Confident I am on track to satisfactorily complete my course

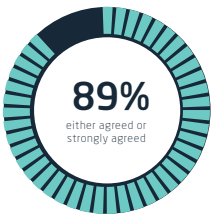


I think my Class Rep has had a positive impact during my time at the college

Lessons on my course have been Interesting



Lessons on my course have been Motivating



Lessons on my course have been Positively Challenging

2017 - 18 Student Survey 2

COLLEGE REPORT

My course has helped me:

- 46% Progress to a higher level course
- 42% Improve my social skills
- 12% Get a job
- 13% Do my job better
- 46% Learn/develop my work related skills
- 56% Meet people and make friends
- 33% Improve my employability skills
- 27% Challenge my ideas
- 30% Meet people from different backgrounds

Progression

After you have completed this course, what do you plan to do next?

- 37% Enrol on another course at this college
- 7% Enrol on a course at a different college
- 21% Seek employment
- 11% Progress to university
- 9% Get advice on what I should do next
- 11% Not known at this time

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

2017 - 18 Student Survey 2

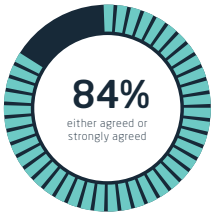
COLLEGE REPORT

Paisley

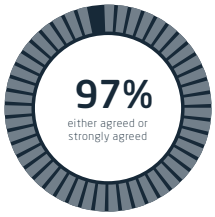
987 Responses

Student Satisfaction and Engagement

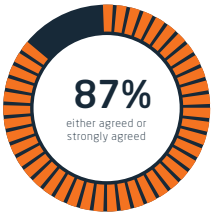
Overall, I am satisfied with my college experience.



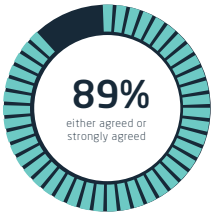
Staff regularly discuss my progress with me.



Staff encourage students to take responsibility for their learning.



I am able to influence learning on my course.



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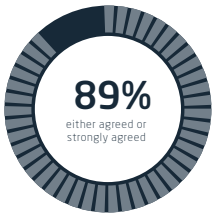
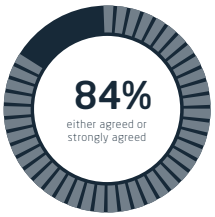


The way I'm taught helps me learn.

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

I believe student suggestions are taken seriously.



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

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

*45% 'Don't Know'

Access to I.T.

From the following list of I.T. related items, please select 3 which have worked well:

- **37%** Accessing College Wifi
- **49%** Accessing Moodle
- **26%** Online Assessments
- **56%** Access to printing facilities
- **16%** Storage
- **41%** Student Network Login
- **32%** Use of smart phone/personal device
- **24%** Access to YouTube
- **20%** Access to social media

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

2017 - 18 Student Survey 2

COLLEGE REPORT

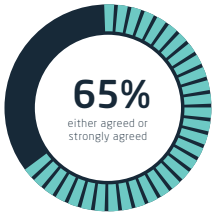
From the following list of I.T. related items, please select 3 which haven't worked well:

- **67%** Accessing College Wifi
- **24%** Accessing Moodle
- **25%** Online Assessments
- **22%** Access to printing facilities
- **27%** Storage
- **39%** Student Network Login
- **33%** Use of smart phone/personal device
- **20%** Access to YouTube
- **18%** Access to social media

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

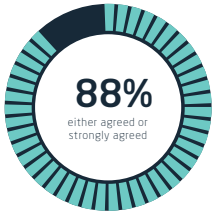
Thinking about my College Experience

I am Confident I am on track to satisfactorily complete my course

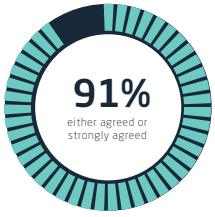


I think my Class Rep has had a positive impact during my time at the college

Lessons on my course have been Interesting



Lessons on my course have been Motivating



Lessons on my course have been Positively Challenging

2017 - 18 Student Survey 2

COLLEGE REPORT

My course has helped me:

- 50% Progress to a higher level course
- 34% Improve my social skills
- 11% Get a job
- 17% Do my job better
- 50% Learn/develop my work related skills
- 56% Meet people and make friends
- 32% Improve my employability skills
- 28% Challenge my ideas
- 25% Meet people from different backgrounds

Progression

After you have completed this course, what do you plan to do next?

- 36% Enrol on another course at this college
- 7% Enrol on a course at a different college
- 21% Seek employment
- 17% Progress to university
- 7% Get advice on what I should do next
- 11% Not known at this time

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

SECTOR COMMENTS

Appendix A

BUSINESS & COMPUTING COMMENTS

There were 16 comments left by Full Time Business and Computing Students and a further 5 left by Part Time Students and they varied in content.

Curriculum

There were a few comments made regarding the curriculum on the Business and Computing courses. These included 'learned a lot on my course' and 'Everything my classes lecturers have taught us is well revived'. There were also a few students who commented on timetabling – 'Having a stable rota would be ideal also for technical support...we spent a long time in three different classes doing the same writing report task' and 'This whole year my course didn't get a time table until we were in that block, further more, the amount of times that we turned up to a class and it's double booked. I think this college needs to focus on actually providing information to students like emailing time tables instead of leaving them completely in the dark'.

Learning Resources

Various issues were highlighted by students in this area. The comments included – 'For the laptops we have been given though is that what is the point there is no reason to have them given to us for homework when it does not work at home !!!!', 'the equipment in the class room are appalling the backs of the chairs are broken some completely missing sometimes not enough chairs and a lot of the pcs cut out or don't work' and 'the amount of times that we turned up to a class it's double booked'.

Learning and Teaching Process

Several students expressed concern regarding the lecturers and the behaviour displayed. These comments include – 'The lecturers are seriously unprofessional and try to bully and intimidate students', 'While some lecturers are excellent, motivated and care for our learning, some come to work with a horrible attitude. It really shows when a lecturer walks into a computer games development class and says most of us won't become game developers', 'Far too many students want spoon fed the course work, and unfortunately many lecturers pander to this', 'There are a number of lecturers that are disengaged and the classes lack structure', 'I feel like the college needs to step up with both how the lecturers treat students as well as keeping students informed' and 'Teaching techniques were very basic (reading a handout aloud)...No terminology explained'. There were, however, some students who praised the lecturers and their learning and teaching experience. Comments included – '[Name Removed] came in on week 4 of 6 and completely turned out learning experience around', These comments above do not reflect how [Name Removed] has help over the last few weeks', 'I believe that my lecturer has helped me motivate myself in my learning. his teaching style is very unique!' and '[Name Removed] is excellent teacher. Apart from her I would say Teaching standards could have been lot better than that.'

Assessment and Feedback

Most of the comments highlighted areas which need improved. Comments included – 'Many of our class have complained heavily about one of our lecturers, as our work seemed to be marked very inconsistently, seemingly choosing when something was right and wrong', 'Marking is inconsistent', 'Teachers need to ensure their students are properly prepared before being given assessments and must ensure their students have been taught enough for the assessments'. However, there was one student who shared a positive view – '...highlighted by the 1 lecturer that does give very good feedback',

Guidance and Support

A few comments fell under this category and they highlighted areas in which the college can improve. These comments included – 'lack of consistency gas affected many of my classmates' learning', 'I have been left feeling extremely disappointed and discouraged with my lecturer. I feel that I am belittled in the class' and 'this year I feel like I have been completely let down by the course'.

Other

Comments included – 'I've never heard of the students association until this survey', vending machines sometimes takes people money and then break', I have seen no evidence of the student association at all' and 'My experience at the College so far is very good'. A couple of students commented on progression – 'This year has personally left me completely burnt out and I absolutely do not plan on continuing my further education', '...this experience has completely put me off college. Will not be returning next year' and ' 'There are not enough opportunities for people over retirement age'.

CARE COMMENTS

There were 21 comments left by Full Time Care Students. A further 4 were left by Part Time Students and the content of them varied.

Curriculum

Comments related to the curriculum varied in nature. They included 'The HNC Childhood Practice course has a ridiculous amount of work that is extremely stressful !!', 'Some classes there is far too much information that it is merely impossible to gain knowledge and understanding of all that is being taught (HNC Childhood Practice). It is a great course to do however, there is far too much content for and HNC' and 'Overall,a good course'.

Funding

There was just one comment left buy a full time student related to Funding – 'If you miss one day of college having a gull week bursary taken off I find is extremely harsh and could potentially put students into financial crisis'.

Learning Resources

Several resources were mentioned in this area including IT, car park and classrooms. Comments included – 'I'm dyslexic and with the support of my head lecturer and enabling support I'm able to try and achieve my dream of becoming a nurse', 'The resources available are pretty poor and out of date', 'Classrooms could have better ventilation as some classes are too small for the class size' and 'Car parking at waterfront campus is terrible. Hearing is unpredictable and WiFi is poor'.

Learning and Teaching Process

Comments left by students in this area were mixed, with some being positive whilst others were highlighting some changes they would like to see. They included comments such as – 'Special thanks to [Name Removed], [Name Removed] and [Name Removed] for their encouragement, they made all difference and helped me all the way to achieve my goals', 'The staff I have been taught by have been very supportive and encouraging, very pleasant to work with', 'Fantastic lecturers on childhood practice' and 'The lecturers are approachable, patient and encouraging'. Other comments which were not as encouraging included – 'Dreadful teacher on my course How on earth she is a teacher is beyond me', 'Some lecturers seem to struggle to teach their subject and continue to make mistakes on worksheets they give out making it harder to learn the information' and 'Planning from the lecturer has been appalling'

Assessment and Feedback

Just one student commented on this area – 'Some students are given multiple chances to hand work in late'.

Guidance and Support

Most of the comments in this section were of a positive nature, with students praising the staff for the guidance and support they have received. Comments include – 'The guidance and help I have received throughout my NC course last year and HNC this year has been excellent in every way' and 'Every one of my lecturers have been first class and really support me' . There were, however, a few students who were not as positive in their comments – 'I would like to see more support for mature students. I feel there is a lot of support for younger students but not enough structure to the support for mature students' and 'I feel that lecturers do not always understand that you choose to study on a part time basis because you are working full time'.

Other

Several of the comments in this section mentioned the Students' Association – 'the student association haven't brought any of the daily problems or struggles for students to the light with the president of the college', 'It would be nice if the student association had a meeting

CONSTRUCTION COMMENTS

Comments

There were four comments left but Full Time students and three left by Part Time students. A couple of the comments were not applicable and of those left, students mentioned IT, the staff and the course. Comments included – 'WHEN MY COURSE STARTED AS A CLASS WE WERE REALLY DISSATISFIED WITH THE LAYOUT OF IT BUT YOU'SE LISTENED TO US AND CHANGED AS MUCH AS YOU'SE COULD...KEEP UP THE GOOD WORK AS A GREAT COURSE', 'Staff didn't communicate with students', 'College needs more computers in the construction department' and 'The lecturers are fantastic and enthusiastic, I would like to see lecturers given more to time to the future of the construction industry, maybe expert or specialist trade talks'.

CREATIVE INDUSTRIES COMMENTS

There were 21 comments left by full time students and a further 2 left by part time students and there were various topics mentioned.

Curriculum

Several of the comments left here were highlighting areas for improvement. These included – 'There is nothing I've learned in the HND which I didn't know last year leading me to believe that this course has been an absolute waste of time for all involved' and 'I feel like I would have been better off taking the course at another college with a more hands-on approach'. One student did praise the curriculum by saying 'Since commenting my course I have learned loads of amazing new skills, should've done it sooner'.

Funding

Just one student commented on funding – 'I feel there should be more employment opportunities given to us in the creative industries, I feel like we are financially limited and don't get enough of that'.

Learning Resources

Various resources were mentioned in this section including equipment, student accounts and estates. The comments included – 'for the last three months last winter we had no heating in our building, and for three years we have been asking for a microwave which we have never been given', 'Please get new computer in 611 as they take 30 min to load and they are slow', 'I have been locked out my account most of the year and has been totally annoying' and 'problems have arisen with lack of proper facilities and functioning equipment within the department'.

Learning and Teaching Process

Many of the comments left by students mentioned areas in which improvements could be made. These include – 'I had issues with one lecturer whose style was not one of nurturing and was in fact the reason I left', 'Classes are not spent learning, as staff see you is in and then leave to push devices, Therefore no work is done', 'lecturers got by with handing out papers of what I should be researching. I feel like I would have been better off taking the course at another college with a more hands-on approach' and 'As a senior student My tutor makes me feel comfortable within the group of students who are of a younger generation than me...He makes constructive criticism and praise my work as warranted'.

Assessment and Feedback

Students who mentioned assessments and feedback mostly believed that work took too long to come back. Comments include – 'I also handed in work in November which was lost so I provided another copy which still has not been marked', 'I was disappointed with the length of time work took to be marked' and 'I would say some of the written assessments are not very helpful for me to be able to demonstrate the skills I have learned so far...Although I completely understand why these are done'.

Guidance and Support

Several comments were left here in which students expressed their dissatisfaction with the support available. Comments included – 'More teaching and guidance and less "self-research" on NC Photo course would assist students in honing their skill', 'The course is completely unorganized and the lecturers seem like they don't care', 'I feel like my class is completely forgotten about several occasions this year', 'I was encouraged in every way to produce my best', 'The lecturers try their very best, but you can see they are spread thin trying to accommodate us all in the learning experience' and 'I had awful anxiety and some lecturers didn't understand that I need sometime out to deal with my situations...'.

Other

Students mentioned their overall experience in this section. Comments included – 'Overall experience with West college Scotland is atrocious and is highly unprofessional in so many manners', 'I feel at the new street campus is very isolated from the main college campus, and for the tech students we have the workshop however we are unable to do graded unit work in there as there is lots of different things in the way...Also at lunch it gets very crowded as there is lots of people in the canteen we don't have enough space as there is lots of computers taking up the space', 'I am disappointed in my experience at west college scotland that I have decided not to go back and work full time' and 'I'm sorry but I had to either disagree or strongly disagree because a lot of problems brought in past 4 years'.

ENERGY & ENGINEERING COMMENTS

There were 29 comments left by full time students and a further 11 comments left by part time students and they varied in content.

Curriculum

Most of the students who commented here, highlighted areas in which they were dissatisfied. Comments included 'I think the college course has been a shambles and not been the best managed course', 'Should be more workshop time', 'I would prefer more than 2 days at the college for a full-time course', 'The curriculum we have been given over the last two years holds very little relevance to our specific trade. Valuable time wasted' and 'College is very unorganised and the curriculum is very irrelevant'.

Funding

Just one student commented on funding – 'More people should be entitled to bursary'.

Learning Resources

Comments in this area were varied in nature and included – 'Tools supplied are good', 'Computer speeds/internet speeds in general extremely slow not just You Tube', 'none of the IT related items have worked well', 'Some of the equipment is out of date & broken this has hindered the class process', 'HNC we need a set car to work on to test systems yet we end up using about 5 different cars to get the job done. we should have 1 car off limits to other classes. By the end of the course all the pico-scopes broken' and 'I believe if every lecturer used moodle then this would be a big advantage'.

Learning and Teaching Process

Comments in this section were mixed, with one praising the staff and the others mentioning areas for improvement. Comments include – 'Lecturers have been very helpful', 'No support/help from lecturer who are trying to get a qualification instead of teaching. Lied to on many occasions', 'The organisation skills are extremely disappointing and a number staff commonly act in a rather unprofessional manner' and 'With the course some of the teachers are more focused on their own progress than the students'.

Assessment and Feedback

Just 3 comments were left which related to assessment & feedback and all of them highlighted areas in which improvements could be made. The comments were – 'it would have been better if we had the correct and appropriate equipment which was in correct working equipment to assist us in assessments', 'I believe that a way we/the course could improve is that ewe are given consistent feedback on our work' and '[Name Removed] in particular used shobie or his own website. I believe this has nothing but hassle and slowed down the whole marking process'.

Other

Comments in this section varied and included – 'College is very unorganised', 'No contact from Students Association', 'I think the college course has been a shambles' and 'What is the college student association?'.

HAIRDRESSING, BEAUTY & MAKE-UP ARTISTRY COMMENTS

There were 11 comments from full time students and one from a part time student and the majority of the comments made suggestions on how to improve their student experience.

Curriculum

Four students made comments related to the curriculum and they all indicated some level of dissatisfaction with their learning. Comments included 'Make up is about being creative and I feel as though that one we hardly done any at the beginning', 'I had been happy with the experience I have been having at West College Scotland, however, recently there has been seriously a lack of organisation on the part of my lecturers on my course', 'The evening course was not thought out properly, no class structure, and not as advertised', 'Certain students are preferred to work on clients and others are being left behind in one class. The other class concentrates too much in theory' and 'Over half of the course work to date has been repeated and learning for class in general has been slow which holds you back from learning more as have to stay at their level'.

Funding

Just one student made a comment related to funding – 'staff should be more understanding when family death or emergences happen and help when bursary dont'.

Learning and Teaching Process

Most of the comments in this section were discouraging. They included – 'I also feel that they dont allow you to be as creative', 'a lack of coherent, consistent communication between staff and students that has caused unnecessary stress not only to myself but to others in the class with me', 'The majority of educators, are amazing & did a brilliant job. Unfortunately there are a small percentage who behave in a manner which is entirely unacceptable'and 'I find some lectures ate really well organised and learning with them is more fun and easier, were a few are very scatty, not organised, never on time and when in classes you can sit about doing nothing for about an hour, bored'. There was one student who was positive in their outlook – 'My tutor is best ! Life changing experience!'

Guidance and Support

Areas for improvement were highlighted in this area – 'I have 4 tutors 2 of them are not interested in my work, and couldn't care less about how I am doing...I feel as though they look straight through you and not encouraging...have had one actually humilate me in class for stepping outside the box'.

Other

Comments here included – 'No awareness of the student association', 'Senior members of faculty are made aware & situations are pushed under the carpet. This disrupts the general learning process & makes students lose faith in the system. Back are protected & bad situations aloud to continue' and 'I chose James Watt to support local but really the standard was not what James Watt College used to known for'..

HOSPITALITY, TOURISM & LANGUAGES COMMENTS

There were 5 comments left by full time students and a further 6 left by part time students.

Curriculum

Just one student commented by saying 'Excellent course content'.

Funding

One student commented on funding. They said 'one thing I am not happy about, I have been pay my council tax for almost a year, recently I was told by the person at the college office, that I should not be paying this as I am attending college, why was I not told.'

Learning Resources

Another sole student made reference to learning resources by commenting 'Teaching is fine when the computer you need actually works. Some items have been getting complaints now for two years and nothing ever changes'.

Learning and Teaching Process

The comments left regarding learning and teaching were mixed. They included – 'Some people aren't treated fairly within the class' and 'tutor made the learning experience very enjoyable and interesting'.

Other

Several students mentioned progression routes in their comments – 'Would love a "next stage" after Nat 5', 'Would love to continue next year. Pre – Higher course', 'Would like to continue on a course speaking, empathised Spanish but feel all I have learned will go to waste' and 'Would like to be able to go beyond Nat 5'.

LEARNER DEVELOPMENT COMMENTS

There were 14 comments left by Full Time Learner Development students and a further 22 left by Part Time students. Most of the comments were positive in nature, with the students praising the staff, their course and the college.

Curriculum

Most of the students were happy with the curriculum. Comments included – 'I enjoy being at college and like the campus. I think this college challenges me more than other colleges', 'I love the courses we are doing learning a lot and meeting new people', 'Learn new skills, would love more dancing classes. Looking forward to getting the choices booklet to choose courses for next year', 'The course is easy to do, and the subjects are brilliant' and 'I went go to college more days & learn about makeup fxs, art & ICT'.

Learning Resources

Most of the comments here mentioned IT resources, however, that was not the only resource which was touched on. Comments included – 'We need new PC's I suggest HP computers', 'able to acsses wifi eaisier and faster wifi' and 'a dyslexia overlay would help for some classes & visual diagrams for some classes'.

Learning and Teaching Process

The majority of the comments in this area were extremely positive, with the students commending the staff for the work they have done. Comments included – 'teaching at the college successful and helpful', 'Staff go above and beyond the call of duty', the tutors are really nice, helpful & creative when teaching me' and 'the teaching is good in the college'.

Guidance and Support

There were two comments left in which students mentioned guidance and support – 'I love that my lecturer [Name Removed] helps me to make a personalised timetable to suit my needs and interests' and 'I think the college lecturers need to work on treating all students the same, a lot of times I've felt segregated from other students. It's definitely something that has to be addressed'.

Other

A few students mentioned the progression routes. Comments included – 'I'm finding very helpful in my footsteps into employment and I hope to achieve this' and 'Teaching students to understand what and how work experience, our course choices can help of effect their CV's'. Students had positive things to say , such as 'I HAVE ENJOYED MY TIME AT COLLEGE' and 'I enjoy being at college and like the campus'. However, one student had this to say – 'Could improve on actually running the college. 1 stop bullying & harassment. 2. Show discipline. 3. Try to hear students out. 4.'.

SOCIAL SCIENCE, SCIENCE & SPORT COMMENTS

There were 32 comments left by Full Time students and a further 4 by part time students. Many of these were positive in nature, with one even complimenting the use of Gaelic in the survey – 'As a speaker and literate in Scots Gaelic I can highly appreciate the use of Gaelic' and another complimenting their experience – 'I have had and excellent experience at west collage Scotland, could not fault it in anyway! Keep up the good work, looking forward to next year'.

Curriculum

There were two students who mentioned the curriculum in their comments, both of whom were on the same course – 'Unfortunately ICT was not related to dental nursing. –Communication lessons should be run by dental nurse teacher (to know how exactly communicate with patient and dental staff)', 'Dental nursing, full curse if really self study at home, Communication and IT lessons are not connected and relevant to dental nursing'.

Funding

Just one student commented on funding – 'not being able to access self certs all at once really has an impact on keeping the course going because sometimes parents need more time of at certain times of year because children tend to be ill more at some times then other'.

Learning Resources

Just two students commented on learning resources, however, they each raised quite a few points. The comments were – 'The resources at the Waterfront are long overdue investment, both library and IT equipment for teaching, teaching staff struggling to access moodle tools due to slow speed and constant disconnection. Student wifi.... is there any? e-books are so out of date. Access to online journal articles non-existent which is appalling for HNC & HND courses. No where to heat own food or make tea or coffee' and 'The lack of internet in some parts of the building is infuriating – especially when the internet is required for class work! The broken tables, chairs and ceilings in our class rooms is dreadful. They were reported in September, October AND November. We are still putting up with them'.

Learning and Teaching Process

Several of the comments in this section were positive, giving praise to the staff and the methods used. Comments included – 'I appreciate the effort and support of the science teachers, especially the pharmacy course', 'I would like to thank all the teachers for their efforts with us and especially [Name Removed] physics teacher because she is already doing her best with us', 'My teacher [Name Removed] was fantastic. She made learning maths really easy & simple' and 'couldn't recommend staff enough. So helpful and masters of their trade'. However, there were some which we not so positive such as – 'I think complaints about college teachers should be taken more seriously or something should be done to help' and 'I've witnessed a lack of professionalism with some lecturers, and it's somewhat unsettling. Education needs people who genuinely care about what it is they do, regardless of how much pay is on offer'.

Assessment and Feedback

One student mentioned the time taken for feedback to be given – '5 plus week turn around for feedback on assessments causes al lot of student stress'.

Guidance and Support

The comments here were mixed, with some praising the staff whilst others made suggestions on how to improve the experience. Comments included – 'Clydebank Campus in my experience has a wider range of lecturers knowledge base & support for students than Paisley campus does', 'Our lecturers regularly encourage us to influence our own learning...[Name Removed]. She encourages us to plan our own experiments and take responsibility for them, if they don't go as well as expected then she helps us think of ways to fix them without telling us how to. She is really supportive when it comes to revising for assessments and really goes the extra mile where she can', 'A dedicated human resource number would be useful, as one is not on the website. I realise there are student counsellors but it doesn't fulfil the same role'.

Other

Various issues were raised which did not fit in to the previous categories such as the Hep B vaccination, class reps, the Students' Association and lack of cash machines. Comments included – 'Hep B vaccination supposed to be in August (then in January) but until now we still have a problem', 'The college left Student to do HB vac themselves', 'Personally I feel our class reps do not represent how the class feels they only put across their own opinions and there is no talking to them because they shoot you down. I dont feel they are useful', 'I find sitting at the broken desks incredibly uncomfortable and distracting', 'The SA is only now proving effective, with an always dedicated team finally getting leadership and direction it needed but reputational damage had occurred. Suggest SMT fully support the SA for 2018 by endorsing it front n centre through any Keep Warm Campaigns over summer months', 'Don't feel the student association interact much if at all with the student body', 'There is no cash points which is ridiculous and there are many disabled toilets which are unable to lock', 'I would there is a survey that is more specific than this – to each teacher/module/unit', 'I feel the college could use a place with kettles and microwaves so students can bring in their own meals to heat up, not everyone can afford to use the café' and 'I believe that my (Access Humanities A) class reps did not do enough to merit their being class reps. This could have been affected by lack of information and support they received from the student bod'.

ANNUAL TRENDS

Appendix B

2017 - 18 Student Survey 2

COMPARATIVE REPORT

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.

SFC Student Satisfaction and Engagement Survey

	2018	2017	2016
Overall, I am satisfied with my college experience.	93%	95%	94%
Staff regularly discuss my progress with me.	86%	86%	91%
Staff encourage students to take responsibility for their learning.	97%	97%	90%
I am able to influence learning on my course.	88%	91%	87%
I receive useful feedback which informs my future learning.	89%	90%	85%
The way I'm taught helps me learn.	90%	90%	85%
My time at college has helped me develop knowledge and skills for the workplace.	91%	92%	85%
I believe student suggestions are taken seriously.	81%	83%	81%
I believe all students at the college are treated equally and fairly by staff.	85%	87%	78%
The College Students' Association influences change for the better.	52%	53%	55%

2017 - 18 Student Survey 2

COMPARATIVE REPORT

Thinking about my college Experience

	2018	2017	2016
I am Confident I am on track to satisfactorily complete my course	93%	94%	90%
I think my Class Rep has had a positive impact during my time at the college	67%	75%	70%
Lessons on my course have been Interesting	94%	95%	94%
Lessons on my course have been Motivating	87%	88%	87%
Lessons on my course have been Positively Challenging	96%	91%	91%

Progression

Enrol on another course at this college	57%	52%	53%	
Enrol on a course at a different college	11%	10%	10%	
Seek employment	33%	30%	30%	
Progress to university	27%	17%	22%	↑
Get advice on what I should do next	11%	14%	12%	
Not known at this time	3%	20%	15%	↓

COMPARATIVE REPORT

SURVEY RESPONSE RATES

2016

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

2017

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE
Full Time	5584	1824	33%
Part Time	4080	1638	40%
Distance/ Flexible	3017	579	19%
Total Responses	12681	4041	32%

2018

CATEGORY	POTENTIAL RESPONDENTS	RESPONSES	RESPONSE RATE	INCREASE/DECREASE
Full Time	6017	1545	26%	-7%
Part Time	3633	1148	32%	-8%
Distance/Flexible	2287	384	17%	-2%
Total Responses	11937	3077	26%	-6%

LTQ Committee
24.10.18
Paper 14

TITLE: **EQUALITY CHALLENGE UNIT – ATTRACTING DIVERSITY PROJECT**

Background: This paper provides the Committee with the College report, following completion of our participation in a two year project with the Equality Challenge Unit (ECU), Attracting Diversity. A final sector report, drawing on the experiences of all educational institutes who contributed, will be published by the ECU, and look at how best to utilise learning and progress from positive action initiatives designed to tackle under-representation across protected characteristics.

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.

Attracting Diversity End of Project Institutional Report, May 2018

Background to the Project

In response to a call, in 2015, for Higher and Further educational institutions to participate in a two year Equality Challenge Unit project, the College set up a project team aiming to improve diversity within curriculum subject specialisms.

The project team was chaired by the Director of Quality, Learning and Teaching, led by the Equality, Diversity and Inclusion Manager and comprised of representatives from Marketing, Quality and the Student Experience, Student Services. The project team met for the first time in December 2015.

Planning and Implementation

At the initial scoping meeting, sub groups were formed to consider potential areas of focus which would form the basis of the future work.

Each sub group reported back at the following team meeting, with four areas identified:

1. Race – the project group noted that while the student demographics broadly matched the local profile, there was evidence at a national level that black or ethnic minority students had a higher level of participation in urban Colleges. WCS wished to learn more about student's choice in location and how to attract a more diverse student population.
2. Disability – the College wishes to encourage the progression of students in supported programmes into mainstream programmes, and this ambition could complement the aims of the Attracting Diversity project.
3. Socio Economic Status – the Project Group noted the intersectionality of socio economic status and protected characteristics, and how a lower level of socio economic status can exacerbate barriers for protected groups.
4. Gender – the gender imbalance in particular subjects is evident nationally and reflects the labour market and societal issues of occupational segregation.

Following the scoping, each individual sub group gathered data to explore each area further. The Project Group benefited from a visit from consultants appointed by the Equality Challenge Unit who assisted the Group in deciding to focus on the key area of gender. This decision to focus was based on alignment with government strategic priorities and with the Scottish Funding Council's forthcoming development of its Gender Action Plan.

WCS recognises that further work needs to be done with regards to the other areas of focus which were identified above, and that attracting diversity in the wider sense for these groups will be incorporated within the ongoing delivery of its Equality Outcomes and Regional Outcome Agreement.

Theory of Change Approach

A Theory of Change approach was adopted to begin to plan programmes which would positively impact the gender imbalance. The project team identified Sport as an area in which a positive change in gender participation has occurred – not just with reference to WCS, but in terms of societal perceptions, cultural attitudes and where national policy has positively affected gender equality.

Research was conducted to analyse what factors had instigated these changes, and if, and how, the College could adopt similar approaches with areas which have a more marked gender imbalance. The research considered 5 areas:

1. Internal data
2. Sector data
3. Employment statistics
4. Qualitative internal evidence about the experience of minority gender students
5. Qualitative external national evidence about the change in sports participation and employment patterns.

Applying Learning from the Increase in Gender Participation in Sport

The research findings and evidence (Appendix 1) demonstrates that there has been a change in the gender balance of females studying sport, a higher rate of employment and a shift in cultural attitudes.

The project team used learning points from this study to inform work in the Attracting Diversity project. The project programme of work included:

1. Unconscious Bias training for all CQLs, and a further development session to identify areas where bias could occur in key practices such as Admission, Induction and Assessment.
2. Outreach initiatives to engage with underrepresented genders
3. Working in partnership with local authorities to engage younger people in non traditional career choices
4. Engaging with minority gender students to learn more from their experience and consider further initiatives to address barriers
5. Review of portfolio and curriculum review processes to include gender action planning
6. The use of student testimonials and case studies to change perceptions
7. STEM ambassador primary schools initiatives

8. Engagement with local councils on initiatives such as Women into Construction event and taster programmes
9. Engagement 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'
10. Heads of Sector sharing good practice to inform operational planning
11. More effective use of communications to promote the success of minority gender students

Impact of the Attracting Diversity Project

In the context of ongoing work within some subject areas to address gender imbalance, and, in light of the fact that this involves continual and repetitive action, meaningful evaluation of the impact of this project will be longitudinal. That said, current analysis has been useful and will help shape future interventions.

In particular, progress in terms of increasing participation has not been uniform across subjects. This was to be expected, given the timing of the data analysis and the fact that our College Gender Action Plan was collated and published less than a year ago.

The data below shows that gender balance has improved in two subjects – Mechanical Engineering and Hair/Personal Care Services, and has become more marked in the other areas.

West College Scotland Superclass	2015-16		**2016-17**		**Target 2019-20**	
	Male	Female	**Male**	**Female**	**Male**	**Female**
Vehicle Maintenance/Repair	91%	9%	**94%**	**6%**	86%	14%
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%

Short Term Benefits

An immediate change from project activities is a significant increase in the level of awareness of staff in understanding this work as a strategic priority for the College and for the sector.

The high profile nature of this project resulted in increased focus, discussion and promotion, and progress reporting at meetings of the Senior Management Team, the Equality, Diversity and Inclusion (EDI) Committee, Student Association (SA) and sub committees of the Board, particularly the Learning, Teaching and Quality Committee.
Our goal to address the gender imbalance has been clearly expressed to all staff and stakeholders, and has impacted on operational planning, which is now aligned with our Gender Action Plan. Course team evaluations, annual curriculum portfolio and Sector reviews, report progress on the targets set within each area. This has helped to improve actions at sector level and enabled sharing of experiences across subject departments.
Of particular significance, are changes evident in the Portfolio Review process, which has enabled a greater degree of reflection and action planning by Curriculum and Quality Leaders on how to lead teaching teams on mitigating the risk of unconscious bias.

Medium Term Benefits

This project has also led us to an increased understanding of how to make effective use of positive action, and has enabled us to offer courses targeted at underrepresented genders, such as Women into Construction, which we provide at our Greenock Campus. We have also noted that this Project has assisted us in engagement with our Student Association, who were actively involved in the development of our Gender Action Plan and who we are working with closely to achieve our gender aims.

Long Term Impact

We would suggest that the overall impact of this Project will be more evident in the longer term. We do not expect change to happen overnight, but we are confident that our systematic approach will assist us in addressing the gender imbalance in the longer term.

Learning and Reflection

We found the support from, and events facilitated by ECU, extremely helpful in assisting us in developing our project activities. The outputs were used to develop workshops and were shared with staff on the EDI area of the staff intranet. Much of the information which was shared by ECU was evidence based and could be used as a basis to inform action.

We consider that the project encouraged staff to reflect on their individual role and how it can impact change. Previously, it was evident that staff understood that addressing the gender imbalance was a priority of the sector; we now feel that staff are better able to articulate into SMART actions what they will do, when they will do it and what the intended impact will be.

In terms of challenges, some of the activity was disparate and hard to capture and evaluate. We remain enthusiastic about this work, but it can be challenging to maintain levels of

enthusiasm, particularly when we are aware of other work that needs to be done with respect to other groups, including socio economic status.

Another challenge is around the considerable amount of effort from curriculum staff that it takes to arrange events to attract under represented genders, e.g. taster days. Engagement with College partners and other groups who have a significant role to play in working with the College, can be challenging. We, and our external partners, share the desire to improve gender imbalance, but this is set within an environment of ingrained societal perceptions of suitable career choices for specific genders. There can, therefore, be a lack of direct pay back in terms of increasing participation.

Notably, our Building Services Department was disappointed with the lack of participation in a taster event targeted at school pupils and aiming to offer a wide variety of experiences across traditional trade areas. This event was marketed effectively, well in advance, and distributed widely to schools and community hubs. Significant resources were involved, including arranging temporary lecturers to provide class cover, and risk assessments were produced. However only one person attended.

Future work

In the short term, we plan to review our work on "Influencing the Influencers", and are currently considering initiatives to engage parents in atypical career choice. In session 2018/19, we plan to learn more from the minority gender experience. Our EDI Manager will engage with minority students during Induction with the aim of keeping in touch with them throughout, and beyond, their WCS journey and developing methods to evaluate their particular experience.

Student Engagement and Partnership

Our Student Association was actively involved in this project and in the development of our Gender Action Plan. Their input has been invaluable and has alerted us to physical barriers in our estates for female students in STEM. We are actively addressing these barriers. Our students have expressed interest in resilience training for minority genders, and we are in the course of identifying suitable providers.

Links to Wider Policies and Strategies

Our Project links to a number of Gender Action themes, notably Raising Awareness and Aspirations, and Encouraging Applications. There is also a link with our Regional Outcome Agreement and our Equality Outcomes, which include a specific Outcome relating to addressing the gender imbalance.

The outcomes and impact of the following case studies will help inform and shape our plans as we move forward.

Case Study 1: Females into Construction Skills Taster Event

West College Scotland worked with Renfrewshire Council to raise awareness amongst young women of the significant career opportunities available with the STEM sector generally and the construction sector in particular. The aim of this partnership was to enhance the knowledge of the wide range of opportunities for women available within the sector and encourage them to apply for MAs within this sector.

Further discussion led to DYW West and a small number of local businesses agreeing to get involved, including Centrica / British Gas, NHS, Clark Contracts and Ashleigh Construction. Awareness raising events were delivered to support young women with work experience opportunities, to assist them when taking subject choices which lead to the right job opportunities. The proposal to arrange the events was developed following focus groups with teachers, and senior phase female students. Their views were taken into consideration regards the programme outline and content for the initial awareness raising event.

The first event was delivered as part of the STEM fortnight for Renfrewshire's High Schools in October 2017. This was a generic awareness-raising event aimed at female students within S3 – S6., and allowed participants to consider how they might access and build a sustainable and rewarding career within the STEM sector.

The attendees heard about the range of opportunities available within the sector, including renewables, professional disciplines such as quantity surveying and estimating, as well as the traditional trades. They were offered the opportunity to choose from a range of workshops, including participation in short practical exercises, in areas such as renewables, electrical, carpentry / joinery and bricklaying. Other workshop choices allowed them to discuss with a number of local businesses the opportunities they have available and to meet female role models who have experience of working within the sector or are working towards gaining qualifications which will allow them to begin their career. Participants were asked to consider this experience and the learning gained when making their subject choices and considering work experience opportunities going forward. Participants were also offered the opportunity to attend a more detailed follow up STEM session.

Impact:

- Increased engagement with local secondary education
- Increased awareness of what industry can offer to women
- Attitudes and beliefs were challenged
- Positive impact on WCS profile through press coverage
- Higher awareness of career opportunities

Case Study 2: Celebrating International Women's Day and Scottish Apprenticeship Week

WCS marked Scottish Apprenticeship Week with series of STEM events to encourage young women to consider careers in traditionally male dominated sectors. The week celebrated the benefits apprenticeships bring to businesses, individuals and the economy, and coincided with International Women's Day.

This initiative was delivered in partnership by Renfrewshire Council, DYW West, Invest in Renfrewshire, West College Scotland and a number of local businesses.

Events took place at various venues across Renfrewshire. At West College Scotland's Paisley campus, students completed specific pieces of work which enhanced their skillset, covering bricklaying and painting and decorating. Students were invited to NHS Greater Glasgow & Clyde to hear about apprenticeship opportunities, and Morrison Construction took students on a tour of the St Paul's School site in Paisley to give an understanding of what is required to keep the project on track and to deliver a high quality build. One of Morrison's female quantity surveyors was on-hand to share her experience of working within this sector.

Paisley firm Clark Contacts gave students a tour of its head office where they learned about the company's in house academy and the roles available, from estimating and quantity surveying to marketing. Students also met many of the firm's female employees to discuss their experience of the sector.

Rolls Royce Inchinnan hosted a site visit of its engineering plant on International Women's Day, with all students asked to wear purple to mark the day which celebrates women across the globe.

Impact:

- Increased engagement with local secondary education
- Increased awareness of what industry can offer to women
- Attitudes and beliefs were challenged
- Positive impact on WCS profile through press coverage
- Higher awareness of career opportunities

Case Study 3: Mitigating the Risk of Unconscious Bias

The aim of this part of our Attracting Diversity Programme was to reduce the impact of unconscious bias and institutional barriers on underrepresented gender students. We note from our Theory of Change research that that one way to reduce unconscious bias is simply to become aware of its existence. We developed training to educate Curriculum and Quality Leaders about data driven research on how unconscious bias can negatively impact minority gender students, and which provided guidance on good practice in student processes.

The training sessions benefitted from research and guidance which was shared by ECU and HEA at a range of Attracting Diversity events.

CQLs participated in two sessions:

1. A workshop which explored the sector and College ambitions, and considered quantitative data in detail on a Superclass and Sector level. This enabled discussion on potential barriers, and a greater understanding of what may influence the student choice.
2. A workshop which considered how unconscious bias has been shown to affect decision making, and how it can impact at an organisational and subject level. CQLs participated in an exercise reflecting on how different types of bias, eg the "halo effect", may impact on different processes, such as interviews, marketing and communications. The output of this reflection has been included in the Portfolio Review process.

Impact:

- Evaluation of the workshops show that 92% of participants considered that the learning would enhance their ability to perform their role
- The median evaluation score where 5=Excellent and 1= Poor was 4.1
- The majority of comments on evaluations were constructive and favourable
- Among informal feedback, we received requests that the training is rolled out to other staff who would also benefit from the recommended practices
- Operational planning has been enhanced and includes methods to mitigate the risk of bias.

Case Study 4: Male Student in Beauty Therapy

While the main focus of our work in this project was on encouraging women into STEM, we also explored barriers for males in female dominated subjects.

Sam[1], age 26, was studying NC Level 5 in Beauty Therapy. He was the only male student in a class of 12. We interviewed him to learn more about what influenced his subject choice, and to understand if he had any concerns about being a minority gender student.

Sam stated that he was confident, assertive and happy in his course. He did not feel that he had been treated differently, gets on well with his fellow students and finds the teaching staff "brilliant". However the teaching staff were aware that as a male, Sam could potentially be affected by the fact that some clients and/or students may feel uncomfortable receiving treatment from a male therapist, particularly if performing intimate treatments such as waxing or massage.

The teaching staff met with the EDI Manager initially to discuss how this would be approached. She confirmed their views that an open dialogue was best with the student, and facing up to the fact that while there is a shift in culture, some people may feel still uncomfortable receiving treatment from male therapists. This is something which the student may well face in the future working in the beauty industry. The teaching staff adopted an open, supportive approach, and noted that female students were happy to pair up with Sam. The issue of possible reluctance to be treated by a male therapist was discussed in class.

Teaching staff have also raised awareness of equality and inclusion in general by providing a presentation to students overviewing the benefits of good practice, and asking students to reflect on potential barriers for clients from all protected groups, e.g. people from an ethnic minority.

Impact

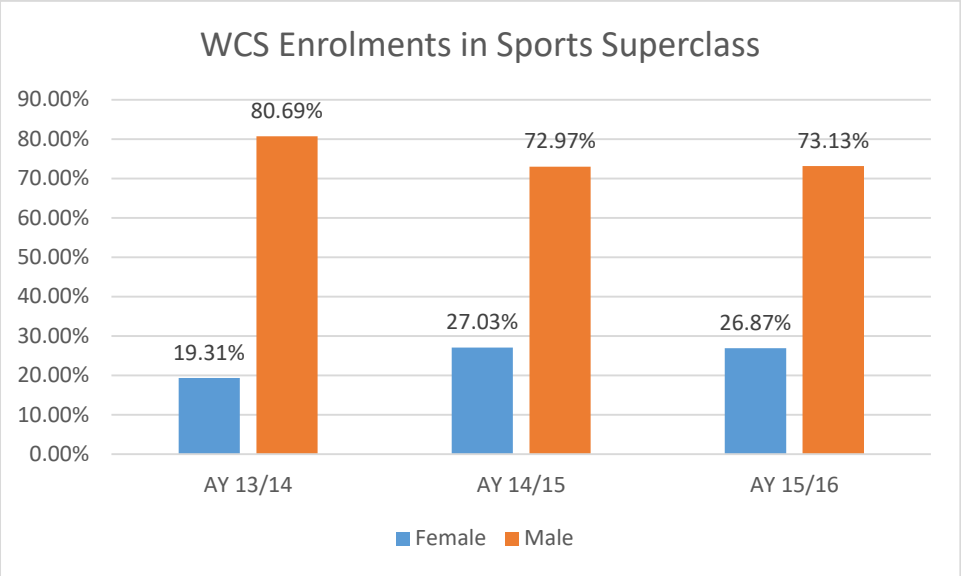
Sam is optimistic about his future career in the beauty industry. He is aware that as a minority gender student/employee, he may encounter barriers, but he has gained an understanding that this is not "personal", and is based on other people's perceptions. His resilience has increased as he knows what to expect, and has been supported greatly by the inclusive, open teaching environment.

[1] Not his real name

APPENDIX 1

Theory of Change Research Summary

Internal Data



The data shows a 7.72 percentage point increase from AY 13/14 to AY 14/15, and very little change in AY 15/16. Longer term data is not available. It is noted that the most recent data shows a gender balance which is very similar to the SFC long term aim of a 75:25 gender ratio.

Sector Data

Data from the SFC Infact Database shows an average of 33.36% of students enrolled in the same Superclass within the time frame from AY 13/14 to AY 15/16 inclusive. Data is available from 1998, and shows that there has been an overall decrease in female students since AY 2009/10, where there had been approximately 40%. (In AY 1998/1999, 47% of students were female). On further enquiry, the SFC have indicated that the makeup of the Superclass has changed, and pre AY 2009/10, this category included evening leisure classes such as “Keep Fit”, which attracted more females than males.

Employment Statistics

ONS Occupational Data	**2014**	**2015**	**2016**
Sports Players			
Men	17000	15000	12000
Women	*	*	*
Sports coaches, instructors and officials			
Men	57000	60000	49000
Women	32000	39000	46000
Fitness instructors			

Men	25000	28000	25000
Women	25000	30000	35000

This data indicates a decrease in men working in sport since 2015 and an increase in females. Occupational segregation is evident from the types of employment – there are less than 1000 professional female Sports Players, and approximately 30% more female fitness instructors than male. The most pronounced change is with Sports Coaches, Instructors and Officials, where male employment has decreased by 8.5% and female employment has increased by 44%.

Qualitative internal evidence about the experience of minority gender students in Sports:

Three focus groups were held in each campus in 2016. A total of 38 students attended. The following themes emerged:

Support from WCS Staff: Students noted that they felt that they were treated equally as females. They were asked if they thought staff took a different approach with them, or spoke to them differently, and they disagreed. They felt that a similar teaching and engagement approach was taken with both sexes. They also felt that they had similar choices in types of sport to specialise in, and did not feel that they were doing "female" type sports (e.g. Zumba) unless they wanted to.

Studying with male students: Many female students felt that initially, other male students held back slightly to begin with, and stayed in their "male group". One participant noted that in group work male students took a "gentle" approach which made her feel different/not an equal contributor. However all students felt that once they got to know the male students they got on very well and felt that they were treated regardless of sex. Participants were asked to comment on whether they had experienced any sexist behaviour or harassment. No instances were reported by any participants.

Societal Attitudes: The students were asked if their family and friend were supportive of their choice of course. Many of the students were in sports clubs from an early age and had excelled in their field, and felt that studying sport was the next logical step. Their subject choice did not come as a surprise to their family and friends, and they felt that they were encouraged to pursue sport as a potential career. It is noted that this was not the case for all students – a small minority had been discouraged by older members of their family who felt that sport wasn't really a "job for girls". This was the case for two ethnic minority participants.

Inclusion at School: The majority of participants had enjoyed sport at primary school, where sport and games were played by both sexes together. (This was not the case at break/lunch time, where the girls didn't play football with the boys). Many noted that segregation happened at secondary level, where classes were split and the girls played hockey, for example. Secondary school clubs were dominated by one sex, e.g. netball for girls, football for boys. A number of participants noted that they had wanted to play football at secondary school but were not allowed to play in the boys groups in case it was too "rough".

Assertiveness: From a general point, the participants were assertive, confident and good at getting their point across. They gave examples of why they felt that occupational stereotypes should be challenged, and were aspirational about their future at WCS and in the sports industry.

Qualitative external national evidence about the change in sports participation and employment patterns.

Studies by Sport Scotland provide evidence about barriers for women in participation and working in sport. Their study entitled "Barriers to women and girls' participation in sport and physical activity" explains the difference between physical , personal and social barriers.

Physical barriers include lack of money, lack of transport, and personal safety. Sport Scotland highlights the difference in the level of funding for women in sport compared with men. At community sport level, girls' teams tend to attract less sponsorship from local businesses because they do not have large supporter bases. The result of this funding gap is poorer facilities, equipment and kit.

With regards to personal barriers, research shows that in general, female adolescents report greater body image dissatisfaction than males. However, body image is a particularly important issue in sport – research shows that women are far more self-conscious than men when taking part in sport and physical activity. For girls and women the relationship between body image and physical inactivity is a vicious circle; the more self-conscious they feel about their bodies, the less likely they are to take part in sport, and yet participation in sport has a positive effect on girls' perceptions of their bodies.

The male-dominated culture of sport is identified as a key social barrier. Some argue that sport has traditionally been defined, organised, promoted and constructed as a male activity. Some women are turned off 'sport' altogether because they see it as a male-dominated activity. For many girls, being sporty is felt to be at odds with being feminine.

A report by the Scottish Government - Sport, Exercise and Physical Activity: Public Participation, Barriers and Attitudes – shows that men and women choose to exercise for different reasons:

Similar numbers of men and women are exercising in order to keep fit or to keep in shape/toned. However, it appears that men are more likely to give other - arguably more positive - reasons in addition:

- 69% of men say they enjoy it, compared with 59% of women
- 37% of men enjoy the social side, compared with 27% of women
- 31% of men enjoy the competition, compared with just 8% of women
- 20% of men want to improve their performance, compared with 8% of women

The only reasons cited by more women than men were 'to lose weight' (40% of women compared with 27% of men) and 'to accompany children' (17% of women compared with 11% of men).

The report noted different attitudes towards sport, where women were more likely to agree that "when I hear the word sport I turn off" (29% agreed compared with 17% of men). More men say they enjoy the competitive side of sport (69% compared with 42% of women).

Women in Sport published Trophy Women in 2015 notes a clear sense that change has occurred. In particular, senior women across a number of sports spoke of a noticeable shift in attitudes, with greater collaboration between male and female colleagues working in sport. Female presence in governance has also increased, with the proportion of women on executive teams of national sports governing bodies rising to 40%. The report emphasised the importance of co-ordinating initiatives, and highlighted the success of a school based initiative which raised awareness of employment opportunities for women in sport. One interviewee stated: “None of the girls realised that there were all these jobs in sport. It’s a recurring theme! Whose responsibility is it to raise awareness?”

LTQ Committee
24.10.18
Paper 15

TITLE: **RISK**

Background: The strategic risk register was updated and considered by the Board at its last meeting on 8 October 2018.

The revised risk register is attached. Since June the College Senior Management Team (SMT) has continued to carry out periodic reviews of the Strategic Risk Register and, in a number of cases, mitigating controls and actions taken have been updated to take account of items such as the SFC final funding announcement and ongoing interactions with SFC. It should be noted that no risk score has been amended and no item has been removed or added to the Strategic Risk Register. The Board noted this information at its meeting and made no changes to the risk register.

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

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

Lead: Stephanie Graham, Vice Principal Educational Leadership

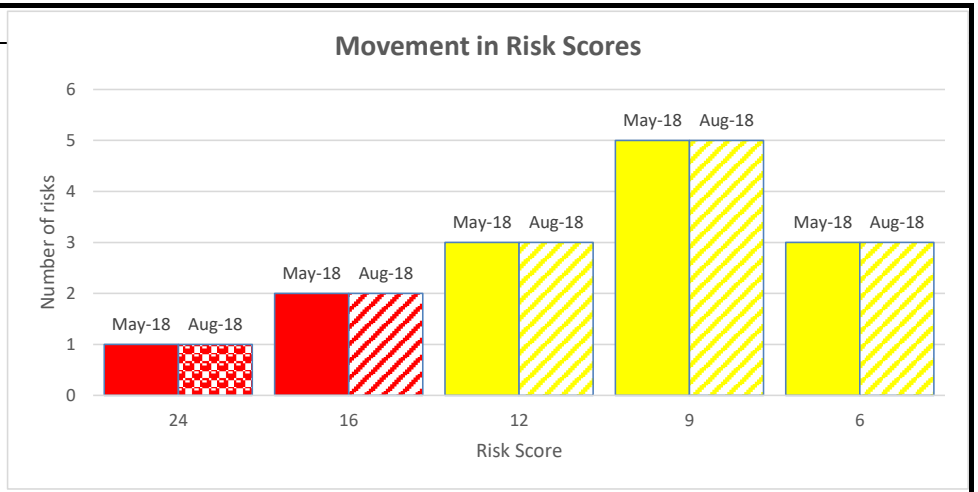
Status: Open

Strategic Risk Register Dashboard Report

Risk register reference date: Aug-18
Committee review date: 06-Sep-18

Top 5 risks this period

Ref	Risk	Probability	Impact	Score
WCS 1	Negative impact of SFC funding changes including core-grant-in-aid, 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.	6	4	**24**
WCS 2	Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.	4	4	**16**
WCS 3	Business cases for development of estate are delayed, impacting upon ability of College to recruit students / retain staff.	4	4	**16**
WCS 4	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.	4	3	**12**
WCS 5	Impact and outcome of National Pay Bargaining for both teaching and support staff.	6	2	**12**



The risk register has been reviewed with no movement in the risk scores being recorded. A number of mitigating factors have been updated.

WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER 2018-19

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Risk Reference	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
1	WCS 1	1,2,3,11	**Negative impact of SFC funding changes including core-grant-in-aid, 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.**	6	4	24	1) 2018-19 budget approved in conjunction with 5 year future financial scenario planning and detailed assumptions. 2) Detail of 2018-19 final SFC funding received on 18 May 2018. This shows a level of core funding which is less than in 2017-18; a 1.9% reduction in the level of activity the College will be required to deliver; a change in the estates funding methodology which will impact upon College operations; and no specific funding in order to meet the cost of any annual pay increases. The College will continue to face a number of financial challenges arising from this settlement. 3) Transition Plan created in conjunction with SFC to address future financial challenges. Final Plan submitted to SFC 24 August 2018. 4) Robust forecasting including production and review of monthly management accounts. 5) Estates Strategy including objective to improve / rationalise the College estate utilising estate maintenance funding. 6) Commercial Development Group reporting to Corporate Development Committee with focus on maintaining and growing income including ESF activity. 7) Robust monitoring of current and future curriculum delivery plans (CMAP) including staffing requirements. 8) Significant work undertaken to embed Workforce Planning into College operations / planning. 9) Active College representation and involvement in external SFC review groups - Director of Finance network; Access and Inclusion; Rural and remoteness Premium; Student Funding and SFC Funding Model review Group.	6	4	24	VP Operations / VP Educational Leadership
2	WCS 2	1,2,3,11	**Failure to secure adequate estates maintenance / capital funding for future investment or refurbishment of IT and physical infrastructure.**	5	4	20	1) College Estate Strategy submitted to SFC, reviewed by internal audit and Year 1 implementation update provided to Board of Management Estates Committee. 2) 2018/19 final funding for estates now split into lifecycle maintenance and high priority maintenance. Reduction in lifecycle maintenance will present College with operational challenges as 5 year financial modelling assumes flat cash settlement in future years. Discussions on-going with the SFC on nature of spend under high priority maintenance heading. There is also a need to understand the basis of estates maintenance funding allocation beyond 2018-19 beyond the modelling that has been undertaken. 3) WCS participation in SFC/sector Capital Working Group. 4) Outline Business cases for Paisley and Greenock being progressed with SFC and wider partners. 5) SFC issued the outcome of a national College estate condition survey in December 2017. SFC have advised this will now be used as the basis for prioritising future sector capital investment and the College requires further understanding from the SFC as to how this will be progressed and the processes and methodology behind it.	4	4	16	VP Operations

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Risk Reference	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
3	WCS 3	1,2,3,11	**Business cases for development of estate are delayed, impacting upon ability of College to recruit students / retain staff.**	5	4	20	1) The College continues to actively engage with SFC, SFT and other key stakeholders. 2) College Estate Strategy highlights required estate investment for consideration by SFC and Scottish Government. 3) Option Appraisal and Outline Business Cases for College estate in Greenock and Paisley submitted to the SFC. Response received from SFC in regard to Paisley OBC and College now working through making necessary changes and liaising with partners as required. College also meeting with Inverclyde Council in seeking to progress Greenock plans and liaising with the SFC and SFT on next steps regarding this. Revised OBCs are expected to be submitted to the SFC in latter half of 2018 / early 2019. 4) Ongoing prioritisation of College estates funding in a way which links to priority projects, with update reports being provided to each meeting of the Board of Management Estates Committee. 5) Ongoing involvement in sector/SFC capital working group enables WCS input to ongoing discussions in relation to SFC estates maintenance allocation methodology and capital allocations. 6) Ongoing engagement with SFC in relation to implementation of national estate condition survey review and future direction of travel.	4	4	16	VP Operations
4	WCS 4	1, 3, 5, 6	**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.**	5	4	20	1) Improving working relationships with local authorities and school head teachers in order to access attainment funding in support of College activities in this area. 2) Continued engagement with SFC over likely impacts of "intensification of ROA objective monitoring" for current and future year delivery and funding. 3) Robust internal monitoring, tracking and reporting procedures in place, including through College operational planning process and ongoing monitoring through the Board of Management and sub-committees. 4) Detailed curriculum development planning and review process which has been subject to review by internal audit. 5) Blended approach to delivery of teaching and learning including distance and online learning allowing College to address changes in recruitment and delivery. 6) Curriculum offering is reviewed to ensure employer and student needs are met and appropriate courses delivered.	4	3	12	VP Educational Leadership

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Risk Reference	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
5	WCS 5	3, 11	**Impact and outcome of National Pay Bargaining for both teaching and support staff.**	6	3	18	1) WCS representation and involvement in national college Employers Association and national joint negotiating committee (NJNC). 2) Financial impact assessment / planning scenarios with the financial impacts of National Bargaining under ongoing discussion with the SFC. 3) 2018-19 final SFC funding included an allocation in order to meet the initial costs of national bargaining. However further information and understanding of how this will be funded beyond 2018-19 is required. 4) Business Continuity Planning considers impact of industrial action, with specific plans in place. 5) Local trade union consultation and negotiating committees for support and teaching staff continuing to meet on an ongoing basis in order to maintain positive College industrial relations. 6) Robust college sector and WCS communications plan. 7) Local workforce planning arrangements subject to positive internal audit review (June 2018).	6	2	12	Principal
6	WCS 6	2, 3	**Failure to maintain or acquire and use IT systems and infrastructure to support the digital ambitions of the College.**	4	4	16	1) IT Strategy, Policies / Procedures and system access processes in place. The Finance and General Purposes Committee have reviewed progress achieved in delivering the IT Strategy as at Year 2 and are satisfied with progress given the level of resource available to the College - although recognise that the College digital ambitions are being constrained by the level of SFC funding. Strategic dialogue with the SFC is therefore ongoing in an effort to secure the required level of funding in order to deliver College digital ambitions. 2) Staff and student feedback and evaluation procedures in place. 3) IT Contingency Plan in place with regular review. 4) Embedded IT incident review process. 5) Review of College cyber resilience undertaken with a plan in development to secure Cyber Essentials Plus accreditation by October 2018 in accordance with Scottish Government guidelines. 6) Development of College Digital Strategy with assistance from external organisations. 7) Development of funding bid based on above work for submission to SFC to ensure IT systems are fit for purpose.	4	3	12	VP Operations
7	WCS 7	2, 11	**Inadequate business continuity / cyber resilience planning leading to material interruptions to service delivery.**	3	4	12	1) Internal audit report on Business Continuity Planning highlighted areas for development. Action has been taken to address the audit recommendations with update provided to Audit Committee. 2) Internal audit have carried out IT security health check with aim of preparing the College to answer requirements of Governments Cyber resilience Strategy. Action plan in place to address recommendations made. 3) Incident response plan has been updated and communicated to all relevant staff. 4) Effective estate response procedures to incidents. 5) Adequate insurance cover to assist in recovery after an incident. 6) Risk assessment process well embedded at strategic level now being further embedded at operational level. Review of risk appetite undertaken by Board and SMT. 7) Planned preventative maintenance regime in place including fire and intruder alarms. 8) Engagement of external consultancy support to assist with addressing requirements of cyber resilience action planning and implementation.	3	3	9	VP Operations

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Risk Reference	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
8	WCS 8	2, 9, 11	**Unable to develop and commence implementation of an Estate Strategy that achieves the agreed criteria for size, quality, flexibility and carbon emissions**	3	4	12	1) Estate Strategy 2016-2026 approved by Board of Management and submitted to SFC. 2) Improvements to infrastructure and equipment are actioned and updated annually based on funding available. 3) Minimise possibility of unplanned closures through regular maintenance of physical assets. 4) On going discussions with funders and other stakeholders to identify potential funding / development opportunities. 5) College wide condition survey work undertaken to assist with identification of areas of investment . 6) Internal audit review (May 2017) of Asset Management included positive review of work undertaken to develop and implement the College Estate Strategy 2016-26. 7) 2018-19 final SFC funding for estates now split into lifecycle maintenance and high priority maintenance. Reduction in lifecycle maintenance will present College with operational challenges as financial modelling assumed flat cash settlement in future years. Discussions have been had with the SFC on nature of spend under high priority maintenance heading and agreement reached on areas of spend. There is also a need to understand the basis of estates maintenance funding allocation beyond 2018-19.	3	3	9	VP Operations
9	WCS 9	3, 4, 11	**Inability to maintain positive staff relations**	4	3	12	1) Internal audit report (June 2018) on Workforce Planning confirmed substantial progress made in addressing Audit Scotland recommendations. 2) Clear procedures for communication in place in order to engage with Trade Unions and all staff across the College. 3) Developed procedures for staff engagement and negotiations. 4) Staff engagement session and staff surveys undertaken on regular basis allowing issues to be addressed early. 5) Local trade union consultation and negotiation committees in place for teaching and support staff and meet on an ongoing basis	3	3	9	Principal
10	WCS 10	3, 4,	**Failure to implement a systematic approach to workforce planning resulting in lack of appropriate resources and skills to achieve strategic priorities**	4	3	12	1) Internal working groups have been set up to develop College workforce Plan and associated reporting requirements. 2) Detailed teaching resource planning through use of curriculum mapping tool (CMAP). 3) Resourcing of support staff structures reviewed on an ongoing basis by Executive Management Team to ensure alignment with operational and strategic priorities. 4) Itrent HR and Payroll software developed to provide staff data and reports. 5) Professional Development Policies are aligned to strategic priorities. 6) Roll out of College CPD review process is ongoing and supports succession planning, leadership development and assists in mitigating the impact of the loss of key staff. 7) Internal audit reviewed workforce planning as part of 2017-18 audit plan.	3	3	9	VP Educational Leadership VP Operations

				Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
Risk No.	Risk Reference	Strategic Priority	Risk	Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
11	WCS 11	5, 6, 8, 11	**Inability to specify, deliver and effectively implement an approach to generation of alternative income**	3	4	12	1) Development of strong partnerships with local employers and stakeholders. 2) Operation planning process used to identify potential opportunities for income growth. 3) Adaption of course portfolio to meet student / employer needs. 4) Financial strategy and planning in place to address resource needs and redirect as required. 5) Review of resources required within Curriculum Development Planning procedure. 6) Annual financial target is agreed and monitored by the Corporate Development Committee. 7) Commercial Development Group reporting to Corporate Development Committee.	3	3	9	VP Corporate Development
12	WCS 12	1,2,3,11	**Failure to invest sufficient resource (financial / staff) into delivery of College Carbon Management Plan (CMP) resulting in negative publicity and failure to achieve ROA outcomes.**	~~3~~	3	9	1) Approval of CMP by Board of Management in October 2016 with this subsequently being submitted to the SFC. 2) Specific resource - staff and funding - allocated to allow CMP to be implemented. 3) Development of Sustainability Group involving board, staff and student representatives. 4) Annual Scottish Government report on carbon management and wider sustainability issues now reported on for second year. 5) College on target to achieve objectives of CMP including 10% reduction in emissions.	2	3	6	VP Operations
13	WCS 13	11	**Inability to ensure a holistic response to data and information governance, including compliance with the General Data Protection Regulations (GDPR).**	3	3	9	1) External briefings provided to SMT on principles and practicalities of implementing GDPR. 2) Establishment of College working group on implementation of GDPR requirements. This group has oversight of the information risk assessment process. 3) Update reports to SMT and OD&HR Committee on progress made. 4) Active engagement across the College to ensure collaborative approach to addressing issues raised. 5) Data Protection concepts and principles already embedded within the operations of the College. 6) Working with other Colleges to pool resources and minimise duplication of effort. 7) Data protection Officer appointed to the College.	3	2	6	Principal
14	WCS 14	1, 3, 5, 6	**Normal business activities are unduly affected due to the complexity of sequencing estates investment works**	4	2	8	1) Detailed resource planning involving all relevant parties at an early stage for project work undertaken. 2) Level of investment at a stage where no material impact on activities. 3) Knowledge base within current staff to be able to identify issues.	3	2	6	VP Operations

STRATEGIC PRIORITIES

1. We will provide education and training in inspirational and innovative ways to engage and meet the diverse needs of our students.

2. Education and training will be delivered to students in high quality College facilities, in their place of work or through the development and use of digital technologies.

3. We will provide the highest quality of teaching and tailored support to maximise our students' opportunities to achieve success and progress to employment and further study.

4. We will support the development of our staff and teams to achieve successful outcomes for themselves, our students and the College.

5. We will develop our curriculum and services to ensure they align with and support Scotland's key economic sectors. We will ensure that our students are equipped with the relevant training, qualifications and essential skills they need for employment and life.

6. We will develop meaningful partnerships; connections and alliances with business and industry to ensure employers are directly involved and invest in educational and skills development across the west.

7. We will become a strategic resource and valued partner with our stakeholders, building relationships, leveraging resources and capabilities to design, develop and deliver our products and services.

8. We will proactively look for new partners and new areas of activity, which will allow us to grow and develop our income to reinvest in our core business for the benefits of our students, our staff and our communities.

9. We will grow our reputation both nationally and internationally. Our reputation will be based on the quality of our teaching, outcomes four our students and our willingness to strive for and set the highest standards across all areas of our work.

10. We are committed to taking a leadership role in the West Region and together with our partners and stakeholders, tackle the significant social and economic deprivation, which still characterise many of our communities.

11. We will deliver a sustainable, effective and efficient service to our communities, through the implementation of sound governance, leadership, planning and management.

Probability	Score	Impact	Score
Almost Certain	6	Catastrophic	4
Very Likely	5	Critical	3
Likely	4	Marginal	2
Possible	3	Negligible	1
Very Unlikely	2		
Remote Chance	1		

Risks - Probability x Impact Score Grid

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

LTQ Committee
24.10.18
Paper 16

TITLE: **INTERNAL AUDIT REPORT ON STUDENT EXPERIENCE**

Background: The Internal Auditors conducted a review of the schools learning programme and produced its report earlier in the year. This is a very positive report which confirms that the College has robust processes in place to drive and deliver continuous improvement within the schools programme and monitor resource use in terms of estates and staffing. Minor improvement actions have been identified to further support the planning process, including ensuring student feedback is gathered on a timely basis to inform the operational plan, and these are being progressed within the College. The Internal Audit Report is attached for information.

Action: The Committee is asked to note this report and consider if there are any actions that it needs to progress in light of the recommendations contained in the report.

Lead: Stephanie Graham, Vice Principal Educational Leadership

Status: Open