



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

**MINUTES:** 24 October 2018

**Present:** Mike Haggerty (in the Chair), Jacqueline Henry, Liz Connolly, Mac Murray, Peter Macleod, Danny Walls, 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), Gwen McArthur (Secretary to the Committee).

**Apologies:** Keith McKellar.

### **LM280 WELCOME**

The Chair congratulated Liz Connolly on her appointment as Principal and welcomed her to the meeting. He also welcomed the new members Danny Walls and Mac Murray to their first meeting, and Peter Macleod who had been re-appointed to membership of the Committee.

### **LM281 'I REFLECT' SOFTWARE (LM268.2)**

At its last meeting the Committee had been informed of the development of the 'I Reflect' software which allowed students to provide feedback to staff teaching the course during the class time. The Committee viewed a video produced by staff in the College that demonstrated how the software worked and what feedback it could provide. This software was now available to all teaching staff and was being rolled-out across the College. Feedback from the teaching staff who used it was positive and ideas for further development were coming forward. The Quality, Learning and Teaching team staff could access the anonymised data this software provided which could be used to inform the various reports they produced including developing the key performance indicators for this area. This data would also be used to inform the staff development programme and for inclusion in the Education Scotland Review and Enhancement Plan. The Committee welcomed this information and would receive a progress report at its next meeting. **[Action: CM]**

### **LM282 DECLARATION OF INTERESTS**

None

### **LM283 MINUTES**

The minutes of the meeting held on 23 May 2018 were approved.

### **LM284 ACTIONS FROM THE MINUTES**

The Committee noted the actions from the minutes.

## **LM285 REMIT, MEMBERSHIP AND DATES OF MEETINGS**

The Committee noted its remit, membership and dates of meetings in 2018/19.

## **LM286 UPDATE FROM VICE PRINCIPAL EDUCATIONAL LEADERSHIP (LM268)**

### **.1 Activity Update**

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

- Since the last meeting there had been a number of changes in staffing, including the departure of Peter Pringle, Assistant Principal. The curriculum was now split between two Assistant Principals, rather than three. There had also been a number of changes at Sector Heads and Curriculum Quality Leader levels as well, and some areas had moved into different Sectors.
- The curriculum portfolio reviews were currently underway and the Assistant Principals were attending these meetings to discuss any changes in provision that might be required. This would inform the Curriculum Planning and Review meetings about to take place.
- The Vice Principal provided an update on the outcome of the appeal at national level regarding the matching of WCS promoted teaching posts. The Appeal Panel had not upheld the view of the EIS and the salaries of the Curriculum Quality Leaders (CQL's) would not be increased. The Vice Principal was currently in discussion with the EIS regarding the workload for the CQL's. It was acknowledged that this situation would need to be closely monitored, particularly in terms of staff morale and student feedback over the year. Consideration would be given to conducting another staff survey in the future which would help identify any issues arising or action that needed to be taken.
- The Vice Principal provided a report on a number of successes and events that students had been involved in that showcased their work. This included three photography students who had been selected for an event in France organised by Cannon. The Committee welcomed this information.
- The British Council had assessed the work undertaken by the College for its international students. The College was awaiting the formal report but the oral feedback had been very positive.
- The Committee was pleased to note that the Scottish Funding Council (SFC) had agreed with the College regarding the funding and support for its One Plus activity. This was in recognition of the achievements made by the students undertaking this activity.

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

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

- It was noted that the SQA and other accrediting bodies had confirmed that they were satisfied with the arrangements and processes in place at the College.

- It was reported that there had been an incident in June around an HNC programme at one campus where students had been downgraded after being issued their graded unit outcome. The external verifier had been of the view that the marks awarded to the students had been too generous and so all scripts had been re-assessed and revised marks issued. Students had been provided with an opportunity to re-sit this unit to mitigate against any risk to student progression. The issue was quickly dealt with and resolved. Lessons had been learned from this experience and more work would be done in terms of more robust cross campus assessment verification and support for the staff involved.
- ELT and Heads of Sector undertook a mentoring role to support the development of evaluative reporting with assigned groups of CQL's. This would be taken forward in order to improve the standard and consistency of course evaluations.
- The Students Association had a presence in support team evaluation meetings so that the student voice was influential in action planning. This will further strengthen the evaluation process and result in continual improvement to the student experience.
- The College CPD programme for the continuing professional development of teaching staff was now in place for the year ahead. There had been an increase in the uptake of the College Development Network (CDN) Teaching in Colleges Today award, improved induction for new staff and referral to the campus Teaching Enhancement Lecturers who provide pedagogical support. The College will continue to engage with Education Scotland in the use of Associate Assessors to observe teaching practices.

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

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

- The Committee was pleased to note that one of the Foundation Apprenticeship students at the College had been short-listed for the Foundation Apprenticeship of the Year Award. The award ceremony would be held on 15 November 2018.
- The Foundation Apprenticeship bid 2019-2021 had been submitted and a letter of intent to award as requested had been received by the College. The College currently provided offerings across 6 sectors, but was looking to reduce the number of offerings and consolidate the provision. Consideration was also being given to reducing the time commitment of these programmes from 2 years to 15 months. The College was continuing to work closely with Local Authorities and employers in order to provide the courses sought and improve overall recruitment to these programmes. The Principal had raised the matter of recruitment at a national level so that a national approach could be taken to address this matter and better promotion of the value of these programmes could be achieved.



- The Student Counselling team was now in-house with 3 members of staff (2.0 FTE) offering counselling services across all 3 campuses. It was noted that there was a high demand for this service.
- A Student Wellbeing Adviser had also been appointed who operated across all 3 campuses. 'Gie us a Break Café's' had been launched, which the Wellbeing Adviser attended, and these had been well received by students with some 150 students attending them to date.
- The Committee welcomed the joint approach being taken by the Students Association and HR in relation to mental health and wellbeing support provision for staff and students.
- There had been changes to the staffing in the Directorate with MIS and Data Services moving into the Directorate while Library services moved out to Enabling Services and Essential Skills.
- In relation to schools activity recruitment to the programmes offered remained strong, with more training and delivery being provided in schools. A new programme had been launched recently which worked with students who had become disengaged with school. This was offered in all schools across Inverclyde, two in West Dunbartonshire and interest had been shown by schools in other local authority areas.
- The College had played an integral role in the development of Community Learner Development Plans for each of the Local Authorities in its region. There had been a growth in activity in these programmes.
- The College was part of the development team for a Scottish wide survey of care experienced students, this was being conducted in partnership with SFC, Napier University and CELCIS.
- The College was the only College member of the Standalone Key Stakeholder Group Scotland. This Group had been set up to develop and take forward with Stand Alone a national strategy for change for estranged higher education students in Scotland.

The Chair thanked the Vice Principal and the Directors for their reports. The Committee noted that the Board had agreed to hold themed meetings in the future and it was considered that the work coming through this Committee would make an ideal theme for a future Board meeting. **[Action: LC]**

#### **LM287 STUDENTS ASSOCIATION UPDATE (LM269)**

Mac Murray, President of the Students Association, provided the Committee with a report from the Students Association (SA) which included the following:

- The new team of Executive Officers was now in place and working well. The team had already taken part in a number of training and development events and attended various NUS sessions.
- The Students Association had taken part in the NUS campaign, 'Healthy body, healthy mind' and had received a rating of 1 star, having narrowly missed out on a 2 star rating. However, this year the Students Association and the Student Services and Communities Team were working together to progress this within the College, with the aim of achieving a higher rating

next time. As mentioned above a Health and Wellbeing Adviser had been appointed to work in this area and the support available to students would be communicated widely.

- The Student Officers had attended a number of events, including the SPARQS event 'How good is my College', College Improvement event. The Director of Quality, Learning and Teaching had also attended this event and confirmed that the contribution from the West College Scotland (WCS) students had been particularly well received.
- The Respect campaign was being developed and was on track to be launched before Christmas.
- Training for Class Representatives was now well underway with a high attendance at these courses. The feedback from the students attending had been very positive.
- A review of the Students Association Constitution was underway and would come forward in due course.

The Chair thanked the Student President for her report which clearly showed the progress being made.

#### **LM288 STUDENT ENROLMENT 2018-19**

The Committee noted a report on full-time student enrolments 2018-19 and data on how this compared with enrolments in previous years from 2015. This data had been provided by subject area and by campus. The Committee was pleased to note that the enrolment numbers to date showed that the College was on track to achieve this year's credit target (assuming additional part-time and January start courses recruited as planned). This data showed that the pattern and variation in recruitment within curriculum areas and on each Campus varied. Of particular concern was recruitment to the Greenock Campuses where there was a continuing reduction in full-time student numbers. This was partially off-set by an increase in part-time student numbers. However, it was the intention to conduct further research into this matter in order to identify the reasons behind this change and if any further re-shaping of the curriculum offerings needed to be undertaken. This matter had already been discussed with members of the EIS in the College so that they were aware of the position and the steps being taken to try and address it. The Committee welcomed this report.

#### **LM289 EDUCATION SCOTLAND EVALUATION REPORT AND ENHANCEMENT PLAN (LM273, 274)**

The Director of Quality, Learning and Teaching tabled the Evaluative Report 2017-18 and Enhancement Plan 2016/17 – 2020/21. This was the near final version of the report which had been updated following a recent meeting with Education Scotland where their feedback had been taken into account in the report. In presenting this report the Director drew the Committee's attention to the Enhancement Plan and the progress that had already been made. This was a rolling action plan that covered a 4 year planning cycle. It was noted

that the Enhancement Plan did indicate that further investment in ICT would be required if the College was to further improve the overall learning experience of the students.

The Director also drew attention to the areas of positive practice and the successes that had been achieved. It was noted that Education Scotland were satisfied with the evidence provided to demonstrate the improvements achieved. Some further data was awaited before the report could be finalised. The summary grades provided in this report were the same as had been achieved last year and Education Scotland would decide if these grades remained the same or if they were satisfied that further improvement had been achieved, as they would have sector benchmarking completed by then and would take their decision based on the sector information.

The Committee **agreed** that it was satisfied with the Evaluative Report and Enhancement Plan and that, once finalised, it be submitted to SFC by the end of October. The final report would be circulated to the Committee for information. **[Action: CM]**

**Secretary's Note:** the final Evaluative Report and Enhancement Plan was submitted to SFC by the deadline and circulated to the Committee.

**LM290 REGIONAL OUTCOME AGREEMENT 2017-20 MONITORING (LM272)**

The Committee noted the monitoring report on the Regional Outcome Agreement (ROA) 2017/18 – 2019/20. The Committee noted a paper provided by the Vice Principal Educational Leadership which summarised the changes to the ROA and confirmed where the College had met its targets. The next edition of the ROA had to be submitted to the SFC by 15 December 2018. Changes would be minimal and, therefore, a more finalised draft would be provided to the Board meeting in February 2019, after SFC feedback on the first draft.

**[Action: SG]**

**LM291 COLLEGE LEAVER DESTINATION REPORT 2016-17 (LM248)**

The Committee noted the College Leaver Destination Report 2016-17 which had been conducted in line with the guidance from the Scottish Funding Council (SFC). The Committee was pleased to note that the positive leaver destinations for West College Scotland students had improved over the previous year.

**LM292 STUDENT SURVEY 2017-18 (LM268)**

The Committee noted the report on the feedback obtained from the Student Survey 2017-18. It was noted that more detailed feedback had been supplied to each of the areas and this information was being taken into account in the curriculum review that was currently taking place.

**LM293 EQUALITY CHALLENGE UNIT: ATTRACTING DIVERSITY PROJECT (LM254)**

The Committee noted the End of Project Institutional Report which had been prepared following completion of the College's participation in a two year project with the Equality Challenge Unit (now called HE Advance) on Attracting Diversity.

**LM294 RISK (LM276)**

The Committee noted the Strategic Risk Register which had been approved by the Board at its meeting on 8 October 2018. The Committee noted the information and had no changes to make.

**LM295 INTERNAL AUDIT REPORT: STUDENT EXPERIENCE**

The Committee noted the Internal Audit Report on Student Experience. This was a positive report which had been well received. The Committee was pleased to note that all the actions had now been completed.

**LM296 AUDIT SCOTLAND REPORT: SCOTLAND'S COLLEGES 2018**

The Committee noted the Audit Scotland Report: Scotland's Colleges 2018.

**LM297 NEXT MEETING**

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

GMcA/9.11.18/Final

## Learning, Teaching and Quality Committee: Meeting of 24 October 2018

### Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
24 Oct 2018	LM281 268.2	'I Reflect' software – progress report to be provided to next meeting	C MacNab		February meeting
	LM286	Update from Vice Principal Educational Leadership – work coming through this Committee to be a theme for discussion at a future Board meeting	S Graham C MacNab I Forster-Smith		Future meeting
	LM289 274	Education Scotland Evaluation Report and Enhancement Plan – final report to be submitted to SFC and circulated to Committee	C MacNab	Final report submitted to SFC and report circulated to Committee and to Board	Complete
	LM290 272	Regional Outcome Agreement – next edition (2018/19 – 2019/20) to be provided to Board in February once feedback from SFC is obtained	S Graham	ROA on the agenda for February Board meeting	February meeting
		<b>Action from previous minutes</b>			
23 May 2018	LM268.2	QLT: SFC Student Survey data – report to be brought to next meeting	C MacNab	Student Survey provided to October meeting	Complete
	LM273 253	Education Scotland – Committee to receive regular updates on progress in addressing actions in Education Scotland report	C MacNab	Progress report provided to October meeting	On-going
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;	C MacNab	i Plan provided to October meeting	Complete

		ii. College Leaver Destination Report 2016/17 to be brought to next meeting		ii. Report provided to October meeting	Complete
	LM254 238	Equality Challenge Unit Project – final report to be provided to Committee early next session	C MacNab	Final report provided to October meeting	Complete
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 2018 meeting (LM248.1)	Further report to future meeting
7 Dec 2016	LM183.1 165.1	Dedicated E-assessment centres – funds provided and Committee to be kept informed of progress	S Graham		Future meeting
12 Oct 2016	LM167.1	Vice Principal Update Further information on operation of Educational Committees to be provided	S Graham		Future meeting

GMCA/14.01.19



## Key functions and activities of STEM Hubs

The STEM Hub network will be largely college-led partnerships, bringing together schools, colleges, universities and industry (and, in time, early learning and CLD) with a focus on joint CLPL activities for staff and practitioners in the different sectors, co-ordinating existing STEM outreach activity, developing new programmes of STEM engagement and enabling joint curriculum development across schools and colleges. This will involve making college STEM facilities accessible to school teachers as well as children and young people at school.

They will have three core aims:

1. Raise the profile of STEM with young people, families, communities and adult learners and work with partners to provide a coherent range of activities and programmes to build engagement with STEM and STEM skills at local and regional level – building on the ESP supported work already undertaken and working closely with the regional DYW groups;
2. Facilitate and enable more professional learning, networking and discussion between school, college and university STEM practitioners (and in time with early learning and CLD practitioners as well) and employers at local and regional level, complementing and linking with practitioner CLPL being offered through other actions in the STEM strategy; and
3. Facilitate and enable more joint curriculum planning for STEM across schools and colleges locally and regionally including helping schools develop a STEM curriculum, connected to labour market need, working closely with the new regional STEM Advisers for schools.

The STEM hubs will build collaboration and networks across all parts of the STEM education and training system including early learning and community learning providers as well as schools, colleges, universities and science centres and festivals and employers.

## **Annex Two**

### **Regional STEM Hub Membership**

#### **Core Membership**

STEM Hub Lead

College STEM leads

University Representative

DYW Group Member

Regional STEM advisors (Education Scotland)

SSERC

Science Centres and Festivals (where appropriate)

Schools and ELC Providers

Employers

SDS

Plus key STEM Partners at local level



**Working collectively, we will strive for the very best in STEM learning and teaching at every stage of lifelong learning, with a coherent regional approach, ensuring that STEM provision is well promoted and designed to support our regional economy.**

### **Pledges**

#### **To our learners, whatever your age, location within our region, or subject you are studying**

We will provide you with STEM experiences which:

- Are valuable for your life, learning, and future employment.
- Inspire and excite you.
- Raise your aspirations and help you make well informed choices for your future.
- Improve your skills and knowledge.
- Improve your employability for any industry.

#### **To our employers and partners**

We will provide you with:

- Opportunities to be involved in supporting and shaping our regional STEM learning.
- Entrants to your workforce who have the STEM capabilities to meet your current and future needs and be an asset to your business.
- STEM training opportunities to upskill your workforce.

#### **To our communities and region**

We will:

- Contribute to raising levels of STEM skills to improve life chances.
- Ensure an inclusive approach, removing barriers and providing wider opportunities in STEM learning.
- Ensure resources across the region are used efficiently and effectively, whilst pursuing any opportunities to secure further investment to support the regional STEM agenda.
- Contribute to attracting underrepresented groups into STEM related industries.

#### **To our educational workforce**

We will use STEM as a vehicle to:

- Build collaboration and networking across schools, college and university to share knowledge and improve learning pathways and curriculum coherence.
- Provide you with professional learning opportunities to improve your understanding, knowledge and expertise, to enhance your learning and teaching.



## The Student Association Board Report February 2019

The Students' Association {SA} continues to work for the benefit of all students. At the time of writing, The SA consists of Student President– Mac Murray and three Vice Presidents at Paisley - Marek Gorecki, at Clydebank - James Morrison and at Greenock – Nicole Percival. Executive officers for the following posts have been filled, LGBT student@ all 3 campuses, Mental Health@ all 3 campuses, Disability@Greenock , Parent@Greenock, Carers@Greenock and supported learning @ Clydebank, Clubs and societies officer at Greenock. It is hoped further Officer roles will be filled.

The Student President at the time of writing this report is preparing for a presidents roundtable discussion which was set up by NUS Scotland in partnership with the new Minister for Further Education, Higher Education and Science, Richard Lochhead MSP. This event will also include the presence of the Minister for Mental Health, Clare Haughey MSP, the Cabinet Secretary for Social Security and Older People, Shirley-Anne Somerville MSP and the Minister for Local Government, Housing and Planning, Kevin Stewart MSP. The three main areas of discussion during this roundtable discussion will be:

1. Student mental health.
2. Ensuring equality throughout further and higher education.
3. The costs of being a student in Scotland – housing, healthcare and exploitative work.

The SA have put these three topics out for feedback and comments from our student body and this alongside the feedback we have gathered through the student survey and the recent student rep council meeting will ensure the President will be going with student lead feedback and questions.

The Student Association will be working in partnership the Health and Wellbeing Advisor Kirsty McEwan to run two mental health awareness events on Thursday 7<sup>th</sup> February. These events will be the See Me: Pass the badge campaign and time to talk campaign, this will be ran across all three campuses and we are hoping this will be very successful.

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

The Student Association are offering students the opportunity to come and “shadow an officer” for a day. The aim of this is to promote the roles within the SA before the upcoming elections and also to give students a better understand of what we do to represent them.

With regards to the feedback received from the students during our student rep council meetings and also from the student survey, the student association are working closely with the college to try and improve certain areas. Catering seems to be something the students are unhappy about with

regards to prices and quality, this seems to be more in the Greenock and Clydebank campuses. The Waterfront campus students are extremely unhappy about the selection of food being reduced drastically with regards to hot food options and they are expressing feelings of being seen as the not important college due to the other campuses still being able to access this. Christmas dinner for the first time was not offered within the Waterfront campus which was disappointing for them. This is an area which the President is trying to work out with the head of catering. Another issue would be the IT within the college, with regards to computers being slow and again this is something the Waterfront feel is affecting them greatly, this is due to there not being an IT staff member down on that campus and they sometimes have to wait weeks on issues being dealt with. The Student Association understand that there are issues with regards to the upkeep of the IT system and the cost of maintaining this however; we do still feel it is important that these issues are highlighted.

Lastly, the President at the time of writing this report is also preparing to go along to the SMT meeting and discuss a mental health video campaign. The aim of this campaign is for both staff and students to talk about their experiences of mental health, this can be done in front of the camera or it can be written down on a script and we will have someone else read these out. The reason in which the SA would like for staff to also participate in this, if they feel comfortable doing so, is to show students that although some individuals may experience mental health it is still possible to go out and achieve your goals and aims in life. It will also go towards lifting the stigma around mental health within our colleges and could lead to our student body feeling more comfortable about asking for help and support. We are also in talks with local mental health organisations about doing a short clip throughout this video on the help and support they can offer.

Any questions are welcome.

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

**Background:** The following document provides an update on progress on the Regional Outcome Agreement. This document has been updated from the last meeting in the sections marked 'Jan 19' in bold blue text on the first page. Any updates to the text in the document are also in bold blue.

Some of the figures have also been amended since the last meeting in line with the final 2017-18 data verified by SFC (the last meeting had initial data from our own MIS, prior to full verification). These changes are very small and have no impact on the previously reported progress.

Summary of progress:

- Enrolments and success rates for students from SIMD10 reduced.
- Enrolments for students in the most gender imbalanced subject areas generally improved but not in all areas.
- Increase in Care Experienced students although reduced success rates.
- School College enrolments and success rates improved.
- Numbers of full time students with work placements increased

**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.

Index	Page	Updated	Progress	Index	Page	Updated	Progress
<b>Credits</b>	2	Oct 18		<b>Quality</b>			
				Student Outcomes and Retention	10	Oct 18	
<b>Access</b>				Articulation	12		
<b>Deprivation</b>	3	Jan 19		<b>Skills and Employability</b>			
Disability	4	Oct 18		STEM	13	Oct 18	
<b>Gender</b>	5	Jan 19		<b>Work Experience</b>	13	Jan 19	
Age	7	Oct 18		Apprenticeships, Employability and SDS	14	Oct 18	
Ethnicity	7	Oct 18		<b>High Performing Institutions</b>			
<b>Corporate Parenting</b>	8	Jan 19		Student Association	14	Oct 18	
Caring Responsibilities	8	Feb 18		College Leaver Destination Survey	15	Feb 18	
<b>School College Programme</b>	9	Jan 19		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	160,293	157,855	157,855	Just over target for 2017-18  <b>On track for 2018-19</b>
	ESF	7,086	7,086	7,086	7,086	7,086	6,368	6,368	
	Childcare				1,269				
	<b>Total</b>	<b>166,520</b>	<b>166,261</b>	<b>166,134</b>	<b>167,380</b>	<b>167,479</b>	<b>164,223</b>	<b>164,223</b>	

## 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	41,664			Credit target from SIMD10 students not met for 17-18 and a reduction on the previous years. Analysis added into ROA
	Proportion	27.8%	27.35%	27.26%	28.5%	24.8%	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%	27%	There was an increase in students from SIMD10 for Renfrewshire but a decrease for our other local authority areas. The reduction in FE students may have an impact on the HE figures for 2018-19.  Overall, whilst there has been a reduction, the College still has an exceptionally high proportion of students from SIMD10 and 20 compared to other colleges.				
Full time FE students from the 10% most deprived postcodes	33.2%	34.4%	34%	34%	30%					
Full time HE students from the 10% most deprived postcodes	24.4%	24.7%	25.8%	24.9%	23%					
Full time students from the 20% most deprived postcodes	48.5%	49.4%	48.8%	48.6%	46.5%					
Full time FE students from the 20% most deprived postcodes	52.6%	54%	54.5%	52.9%	49.7%					
Full time HE students from the 20% most deprived postcodes	41.6%	41.9%	41.4%	41.7%	41.5%					
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. <b>Increased work with community learning in Inverclyde and Renfrewshire</b> <b>In-school delivery in across Inverclyde, Renfrewshire, WDC programme for disengaged learners</b>					
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%	61.4%	78.3%	80.8%	74.9%	6.9%	6.9%	6.4%	
Not from SIMD10	58%	67.1%	69.8%	85.2%	86.2%	80.1%	4.6%	4.2%	4.8%	
Progress commentary	Improvements were made in retention and attainment for students not from SIMD10 but performance fell for those from SIMD10. This was more marked for HE courses. The gap in attainment widened for 2017-18. Early retention figures however became more similar with improvements for SIMD10 students.									

## 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%	33,442 20%	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.	<b>Funding from Volunteering Matters is no longer a possibility. The partnership, however, has provided opportunities for students. We have also established positive links with Engage Renfrewshire, Engage and other voluntary organisations who are keen to work with the Learner Development Sector.</b>
Work with Gateways to design and market a pre employability programme for adults with mental health issues for inclusion in the 2017-18 portfolio.	<b>A New pre employability course was successfully 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. Discussions are ongoing about expanding this provision in Renfrewshire.</b>
Provide staff CPD sessions on meeting the range of additional support needs including support for those students with Autism Spectrum Disorder.	This has not yet happened formally. However, Sector staff do provide advice and strategies for Servicing areas and staff across the College as required.

For courses lasting 160 hours or more	Students with a declared disability				Students without a declared disability			
	WCS 2014-15	WCS 2015-16	WCS 2016-17	Sector 2016-17	WCS 2017-18	WCS 2015-16	WCS 2016-17	WCS 2017-18
Completed Successfully and Partial success	83.9%	84.2%	84.6%	78.8%	85.5%	86.9%	85.1%	83.4%
Completed Successfully	62.5%	60.2%	68.1%	66.5%	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 <b>43.4%</b>	70,239 <b>42.25%</b>	74,204 <b>44.3%</b>	42%	74,205 <b>44.31%</b>	42%	42%	Further increase in percentage of activity for males. (Male participation is an SFC priority for the updated ROA)
	Female	94,219 <b>56.6%</b>	95,882 <b>57.67%</b>	92,696 <b>55.3%</b>	58%	92,697 <b>55.35%</b>	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%	93%	7%	86%	14%	<p><b>In line with SFC Gender Action Plan, the College aims to increase by 5% the majority share in each superclass.</b></p> <p><b>Gender balance in 2017-18 improved most significantly in Mechanical Engineering, Construction and IT. It became more marked in Engineering and Child Care.</b></p>
Electrical Engineering	97%	3%	98%	2%	98%	2%	92%	8%	
Mechanical Engineering	96%	4%	93%	7%	91%	9%	91%	9%	
Engineering/Technology (General)	91%	9%	92%	8%	93%	7%	86%	14%	
Building Services	99%	1%	99%	1%	99%	1%	94%	6%	
Building/Construction Operations	95%	5%	99%	1%	97%	3%	90%	10%	
Construction (General)	94%	6%	95%	5%	91%	9%	89%	11%	
IT: Computer Science/Programming/Systems	80%	20%	87%	13%	75%	25%	75%	25%	
Child Care Services	5%	95%	4%	96%	3%	97%	10%	90%	
Hair/Personal Care Services	3%	97%	4%	96%	4%	96%	8%	92%	

Commitments for enrolments	Progress commentary
Build on the work with employers to promote gender equality in their industries.	<p>Construction continued to engage school pupils in tasters and involvement in 'Women into Construction'</p> <p><b>A planned female Foundation Apprenticeship in Electrical did not recruit in January 2019 despite it being heavily advertised, particularly by SECTT and DYW. The small number successfully recruited have been integrated in to a mix gender programme.</b></p>
Work with schools to help change perceptions of particular industries and subject areas with high gender imbalances.	
Engage with local councils on initiatives such as the Renfrewshire Council Women into Construction event.	
Use marketing and promotion material to promote gender equality and improve understanding of careers and pathways for all genders.	
Engage with national bodies including CITB and Energy Skills Partnership to participate in relevant promotional programmes such as 'Women into Construction', 'Go Construct' and 'Bloodhound Challenge'.	
Continue working with the Scottish Funding Council and the College Development Network to promote the recruitment of males into the early learning and childcare workforce.	
Engage in the development of qualifications with awarding bodies to use its involvement to effect change to encourage gender equalities	

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

Courses lasting more than 160 hours	Completed successful					Further withdrawal				Early Withdrawal				Progress commentary
	WCS 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. In HE however females had a better success rate and the HE male success dropped. Retention in HE was worse for both males and females
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%	
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%	
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 42%	66,254 40%	67,333 40.5%	40%	64,698 38.6%	40%	40%	A reduction in the proportion and credits for 16-19 year olds but increase for 20-24 year olds.
	20-24	36,211 21.7%	36,272 22%	35,305 21.3%	22%	37,315 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	
under 18	56.2%	58.6%	62.9%	63.7%	63.6%	81.9%	79.5%	77.2%	79.6%	79.6%	There were improvements in student success rates for all age groups.  Withdrawals were slightly higher than last session.
18-20 year olds	63.3%	65.2%	70.7%	67.8%	68.5%	82.2%	80.8%	82.1%	83.5%	82.7%	
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.  Student success rates for BME students improved although were still lower than for other students.
	Credits Proportion	6,232 3.7%	5,904 3.6%	6,730 4.1%	4.5%	7,596 4.5%	5%	5.5%	
	Student success rates	59.4%	60.2%	60.8%		63.3%			

## 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)	<b>Credits Proportion</b>	870 <b>0.52%</b>	3,788 <b>2.28%</b>	3,119 <b>1.88%</b>	3,850 <b>2%</b>	2,463 <b>1.47%</b>	4,175 <b>2.5%</b>	5,010 <b>3%</b>	<b>Reduction in credits for care experienced students of all ages.</b> <b>A very good increase in the number of care experienced students aged 16-26.</b>
Number of Care Experienced 16-26		52	70	137		256			
Proportion of FT Care Experienced students successfully achieving a recognised qualification	<b>FT FE</b> <b>FT HE</b>	64.7% 71.4%	53.8% 66.7%	58.4% 55.6%	58% 64%	54.2% 50%	60% 66%	62% 68%	<b>This success all for age groups and not just the 16-26 age group directly supported. Success rates reduced for both FE and HE and were significantly below those of other students.</b>

Commitment	Progress commentary
<p>The Corporate Parenting Team will work to enhance the partnership with Care Experienced young people, curriculum staff, funding and student support services, the Student Association and external agencies (e.g. Who Cares? Scotland and Celcis) to:</p> <ul style="list-style-type: none"> <li>Encourage early disclosure</li> <li>Facilitate ease of transition and identification of appropriate course options</li> <li>Provide targeted support</li> <li>Be responsive to need</li> <li>Raise aspirations</li> <li>Improve outcomes</li> <li>Provide training and development opportunities for staff</li> </ul>	<p>Signed Stand Alone Pledge to provide similar support to students estranged from their families.</p> <p><b>Working directly with Stand Alone in seeking parity for estranged learners as care experienced learners. Part of a cross Scotland group working with the Government to seek support. WCS are the only College in Scotland representing the College sector.</b></p> <p>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.</p>

## Caring Responsibilities

Commitment	Progress commentary
Extend the existing model of support that is offered to Care Experienced to our students with caring responsibilities	<b>There has been a significant increase of students identifying themselves as having caring responsibilities</b>
Make an application to be a 'Caring Positive' employer	<b>Achieved</b>

## 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%	1,373 0.8%	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%	7,400 4.5%	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	-	-	4.4%		5%			Enrolment forms did not require previous school to be completed prior to 17-18 onwards. <b>Increase in student numbers 2017-18</b>
4c. Proportion of senior phase age pupils successfully completing a vocational qualification	Proportion	59%	52.2%	67.8%	68%	68.2%	72%	74%	<b>Improvement in attainment and in line with FT college rates and target</b>

Commitment	Progress commentary
Work with local schools and Authorities to identify new partnership initiatives to support the Senior Phase and increased vocational learning opportunities	<p>Established new links with Castlehead High School for blended delivery of art and design with MOYA (business start-up) focus.</p> <p>Extension of award winning STEM Ambassador work to include Sport students.</p> <p><b>In-school delivery in across Inverclyde, Renfrewshire, WDC programme for disengaged learners</b></p> <p>Currently operating well in Greenock and Paisley. To be extended to Clydebank campus.</p>
Support initiatives to promote STEM, vocational learning and gender equalities to school pupils.	
Prioritise the development of STEM and employability skills for young people.	
Introduce a STEP/Link Forum at all campuses to allow promotion of college provision to schools and other relevant agencies, involving Principal Teachers for Learning Support/Guidance in co-creating curriculum to avoid duplication of course content, strengthen partnerships and identify future provision.	
Continue to be involved with FOCUS West in supporting SHEP schools to increase progression to HE.	

## Quality - PIs

### Student Outcomes and Retention

Measure		Actual 14-15	Actual 15-16	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%	65.5%	66%	67.5%	All figures increased and over target other than full time HE
	Part-time FE	59.4%	53%	64.7%	65%	68.6%	68%	70%	
	Full-time HE	63.6%	61.7%	65.6%	66%	64.4%	68%	70.5%	
	Part-time HE	67.1%	69.1%	74.8%	73%	80.9%	74%	75%	

FE Courses	Completed Successful					Completed with full and partial success					Progress commentary
	14-15	15-16	16-17	Sector 17-18	17-18	14-15	15-16	16-17	Sector 17-18	17-18	
under 10 hours	97%	100%	99.5%	99%	99.9%	100%	100%	99.8%	99.9%	100%	Good improvements for student success rates in all FE part time provision.  Above the Sector for the more substantial part time provision of 320 hours to full time but below for shorter part time courses.
10 up to 40 hours	77.2%	69.4%	77.2%	93.8%	82.9%	99.8%	99.2%	99.1%	98.7%	96.9%	
40 up to 80 hours	64.9%	59%	65.2%	80.7%	75.7%	96.9%	99%	92.4%	92.4%	92.9%	
80 up to 160 hours	54.3%	43%	64.1%	77.7%	72.1%	98.3%	96.7%	94.6%	91.6%	93.5%	
160 up to 320 hours	59.4%	40.6%	59.5%	68.5%	60.7%	92.4%	95.3%	92.5%	84.4%	90.7%	
320 hours up to FT	69.1%	68.9%	74.9%	75.7%	76%	90.1%	87.8%	89.6%	85.1%	86.6%	
<b>HE Courses</b>											
10 up to 40 hours	69.2%	90.9%		72.2%	-	100%	100%		99.4%	-	Improvements in success rates for most HE part time provision. Further analysis in subject areas is being undertaken through Portfolio Review.  Below sector for smaller elements of part time but above for more substantial part time provision
40 up to 80 hours	76.6%	62.8%	64.9%	82.8%	73%	100%	94.9%	98.9%	93.6%	100%	
80 up to 160 hours	74.7%	78.4%	71.2%	81.9%	77.8%	96.2%	89.6%	90.4%	94.1%	95.3%	
160 up to 320 hours	67%	70.2%	81.5%	77.9%	77.8%	92.3%	84.7%	94.5%	89.3%	85.5%	
320 hours up to FT	91.4%	82.4%	81.5%	84%	91.4%	97.4%	94.4%	92.5%	93.1%	98.5%	

Commitment	Progress commentary
Continue to focus on attainment, data analysis and sharing good practice across the College to identify strategies for improvement.	<p>FE full time student success rates improved for 2016-17 and 2017-18. The College has been engaged in the Scottish Government Improvement in retention &amp; attainment project to focus on full time FE.</p> <p>Partnership approach with Enabling Services which improved student retention has been shared at Head and CQL level</p> <p>Improved attainment rates in distance learning courses through increased monitoring, direct student contact and analysis.</p>
Continue to reduce the percentage of enrolments on non-recognised qualifications to less than 2% of total activity, by transferring to accredited provision and/or credit rating and leveling all other assessed qualifications on the SCQF.	
Continue to improve FE full-time student success rates by focusing course teams on PI analysis and making amendments to content and delivery of provision.	
Undertake benchmarking and dialogue with other Colleges for specific curriculum areas to review successful actions to improve PIs.	
Aim to improve HE full-time student success rates by focusing on identifying courses with low PIs and preparing detailed action plans for improvement.	
Implement significant improvements in the support and monitoring of part-time distance learning courses.	
Review the entry criteria and admission processes for HE students undertaking a single unit.	
Review the course set up arrangements for SVQs	
Undertake sector benchmarking and further analysis of part-time Higher provision.	

### Early withdrawal

WCS Early Withdrawal	Actual 13-14	Actual 14-15	Actual 15-16	Sector 16-17	Actual 16-17	Sector 17-18	Actual 17-18	Target 18-19	Target 19-20	Progress Commentary
FE Full-time	9%	9.6%	<b>8.9%</b>	9%	8.7%	9%	7.7%	7.5%	7.5%	2017-18 rate improved again and better than Sector
HE Full-time	6.3%	5.1%	<b>5.7%</b>	4.8%	4.9%	5%	5.8%	4%	4%	Increased early withdrawals for HE and below Sector

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 <b>21.3%</b>	34,433 <b>20.7%</b>	38,814 23.4%	36,500 22%	39,400 <b>23.5%</b>	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			1,208 16.7%	3,114 41.9%	20%	3,001 41.1%	50%	55%	<b>Increase in numbers of students with work placement within their courses. Ambitious targets to increase further in the future</b>

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  Contracts associated with CITB, SECTT and SNIPEF are not as yet finalised for 2018-19. Discussions are ongoing with contract leads
	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	
	<b>Total</b>	<b>692</b>	<b>838</b>	<b>886</b>	<b>896</b>	<b>917</b>	<b>928</b>	<b>960</b>	

Commitments	Progress commentary
Continue to develop new Foundation Apprenticeship frameworks and seek to continue to provide a minimum of 10% of all FAs available across the country	Foundation Apprenticeship partnership bid agreed and successful for 300 places for 2018-20. Staff recruited to support the development of Foundation Apprenticeships. Recruitment targets were not achieved for 2018-19  <b>Foundation Apprenticeship partnership bid agreed and successful for 272 places for 2019-21.</b>
Seek to become an early adopter of Graduate Level Apprenticeships	Meeting held with SDS 29 <sup>th</sup> Sept.

## High-performing institutions

### Students' Association

Commitments	Progress commentary
The Students' Association has an action plan aligned to the national Framework for Developing Strong and Effective Student Associations and are using the new Self Evaluation tool kit as a method for continuous monitoring and review of activity. This will be a key driver in the development of a Student Partnership Agreement and annual revision of the Student Engagement Strategy.	Student partnership Agreement signed at the Board. The Student Association has been working with NUS Scotland on creating a new SA Constitution, fit for purpose in a regional college landscape. This work is potentially of national interest and has a completion target date of May 2018.
The College is committed to ensuring the Students' Association are encouraged and supported to play an increasingly active role in strategic and operational planning across the College.	The Student Association President has been actively involved in developing our college approach on the new quality framework 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.
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## 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.
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.	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.
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.	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.

## 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
<b>Overall, I am satisfied with my college experience</b>	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%	

**TITLE: Sector Performance and Profile**

**Background:** The following charts have been provided by SFC to show trends in some of our Regional Outcome Agreement measures and our college performance against the sector.

The information shows that:

- Our age profile differs from many colleges (especially the more rural colleges) in that we have a lower proportion of 16-19 year olds and higher proportion of 20-24.
- We have a significantly higher proportion of students from SIMD10.
- Our proportion of credits for senior phase pupils studying vocational qualifications is lower than many other colleges but in line with more urban colleges of a similar size. (note: 'Vocational qualifications' are specifically defined by SFC and some subject areas requested by our Local Authorities and Schools are not defined as vocational). Our overall schools activity at 'S3 and above' is in line with Lanarkshire and Fife and reasonably well above Edinburgh and Glasgow.
- The measure for STEM relates to specifically defined qualifications but it is worth considering that the college has a slightly lower proportion than similar types of other colleges.
- Our full time FE success rates have seen good improvements and are above sector averages. We compare favourably to other large colleges.
- Despite improvements in part time FE success rates, we are below sector averages and below several of the more similar colleges. Part time FE covers a very wide range of types of provision, which is not always comparable. Our rates for more significant part time courses over 320 hours are in line with the sector but below for the shorter courses. We have made significant improvements in our distance learning performance which previously impacted negatively on our part time PIs. It is worth

noting that Aberdeen has the lowest part time PIs and also is a significant provider of distance learning.

- Again, our HE full time success rates have improved but in this case, remain below Sector averages.
- Success rates for students from SIMD10 varies from above sector for full time FE and part time HE but below for full time HE and part time FE. All of our percentages have improved other than full time HE.
- In terms of success rates for the school programmes, some of the numbers are very small and therefore percentages are not always that meaningful.

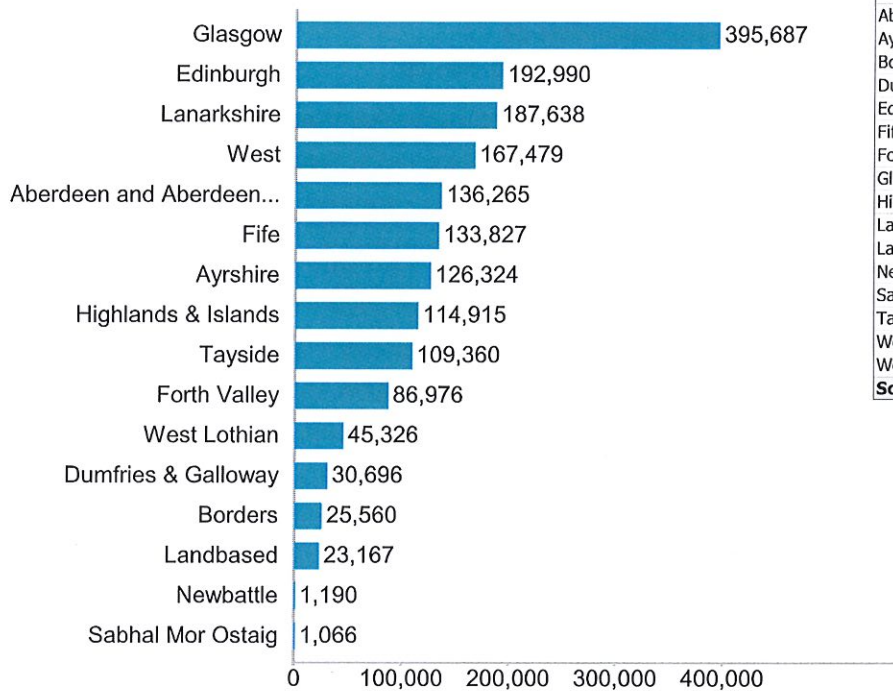
**Action:** The Committee is invited to consider the college performance to inform the ROA target setting for future years.

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

**Status:** Open.

## National Measure 1(a) - Volume of Credits delivered

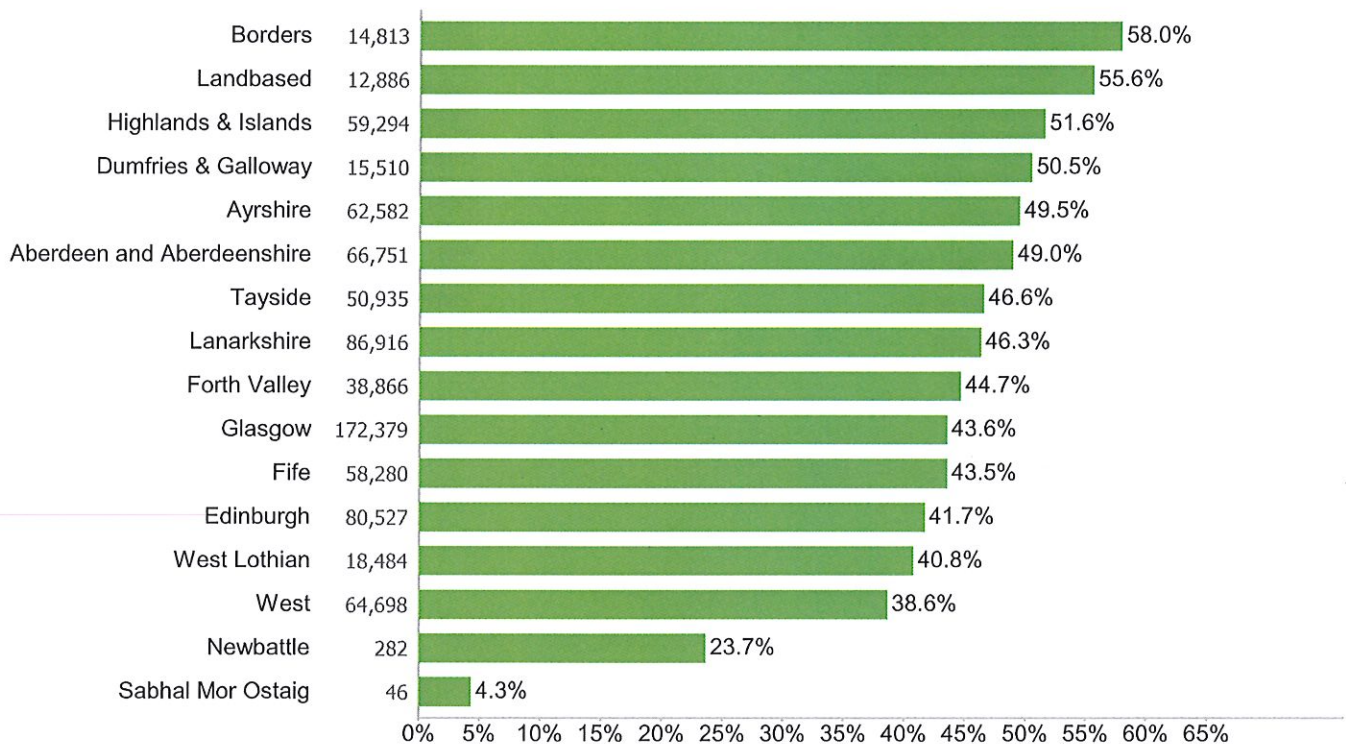
### National Measure 1(a)\* - Volume of Credits delivered



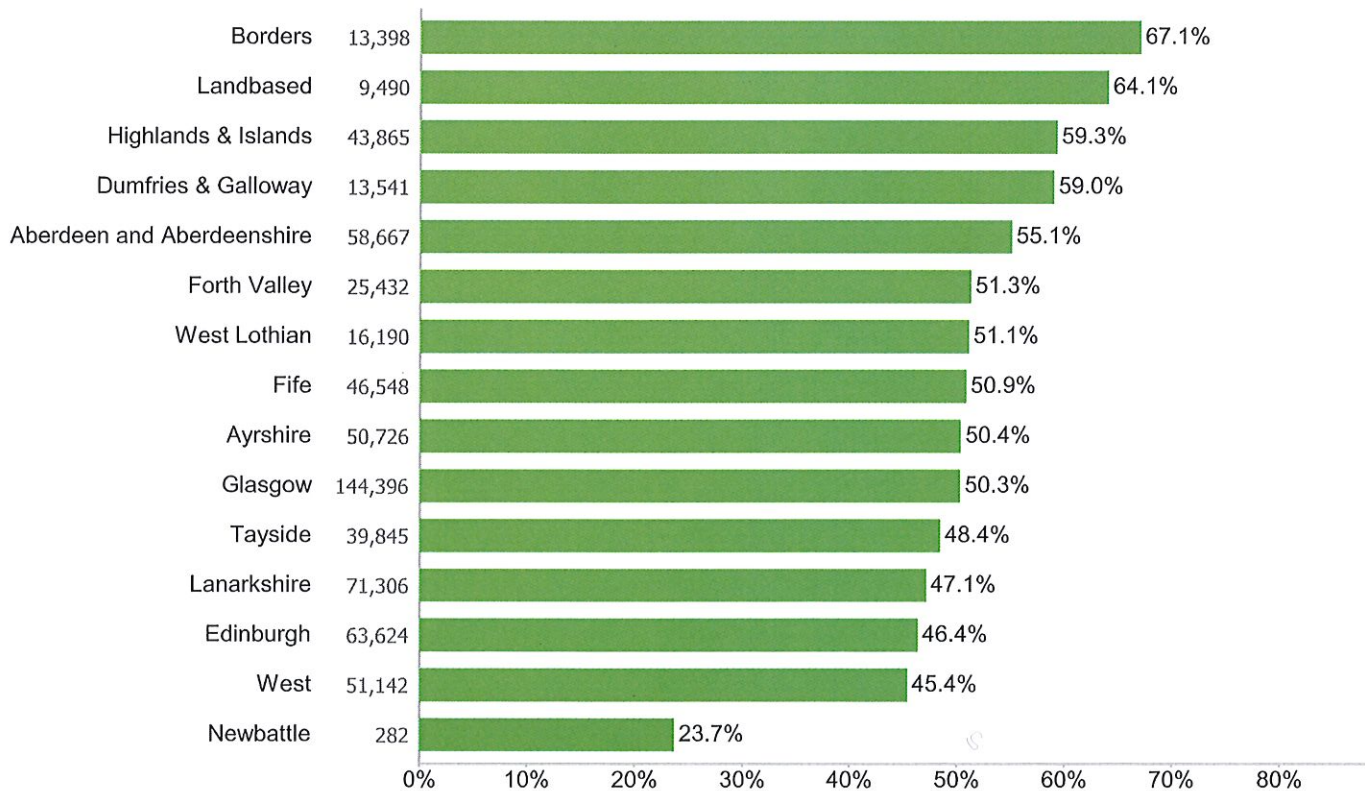
Region	Credits delivered
Aberdeen and Aberdeenshire	136,265
Ayrshire	126,324
Borders	25,560
Dumfries & Galloway	30,696
Edinburgh	192,990
Fife	133,827
Forth Valley	86,976
Glasgow	395,687
Highlands & Islands	114,915
Lanarkshire	187,638
Landbased	23,167
Newbattle	1,190
Sabhal Mor Ostaig	1,066
Tayside	109,360
West	167,479
West Lothian	45,326
<b>Scotland</b>	<b>1,778,466</b>

# Volume and proportion of Credits delivered to learners aged 16-19 and 20-24

## Volume and proportion of Credits delivered to learners aged 16-19

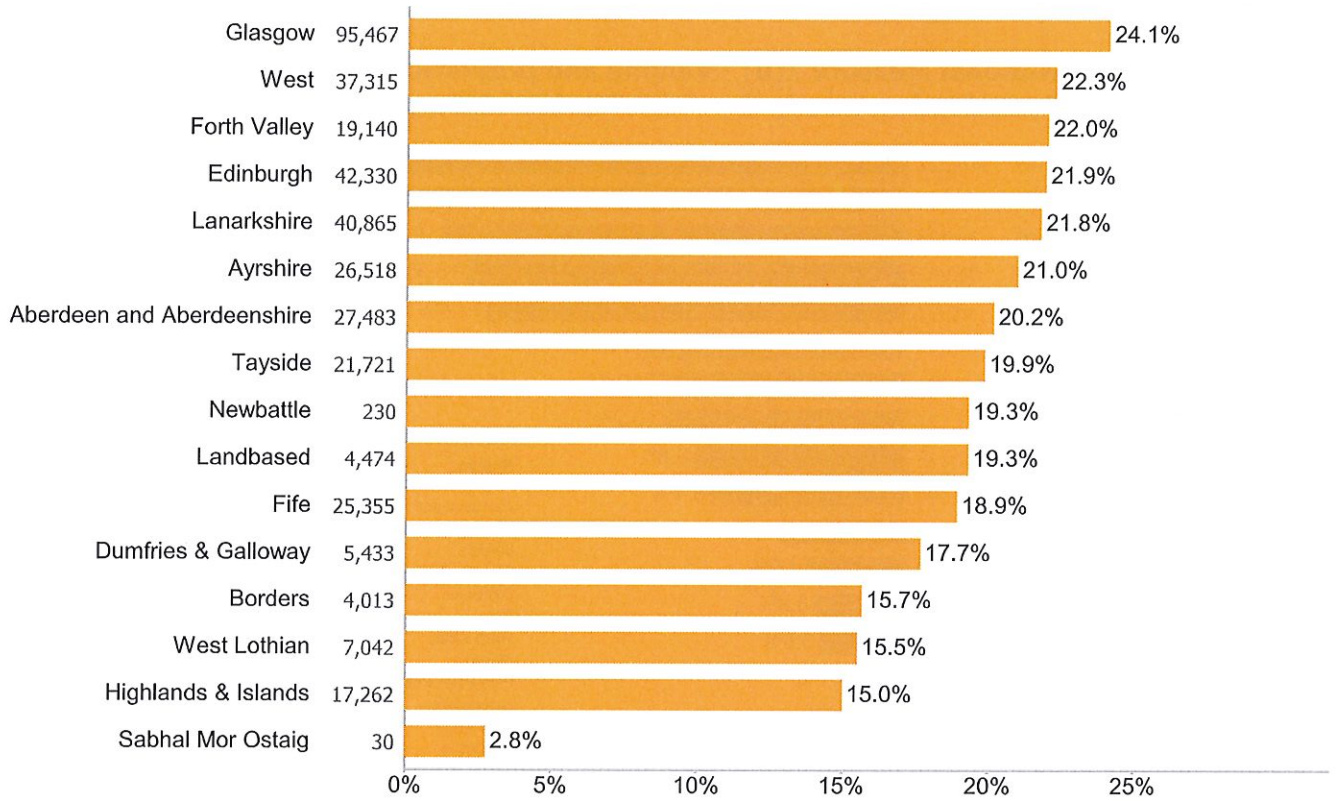


## Volume and proportion of Credits delivered to full-time learners aged 16-19

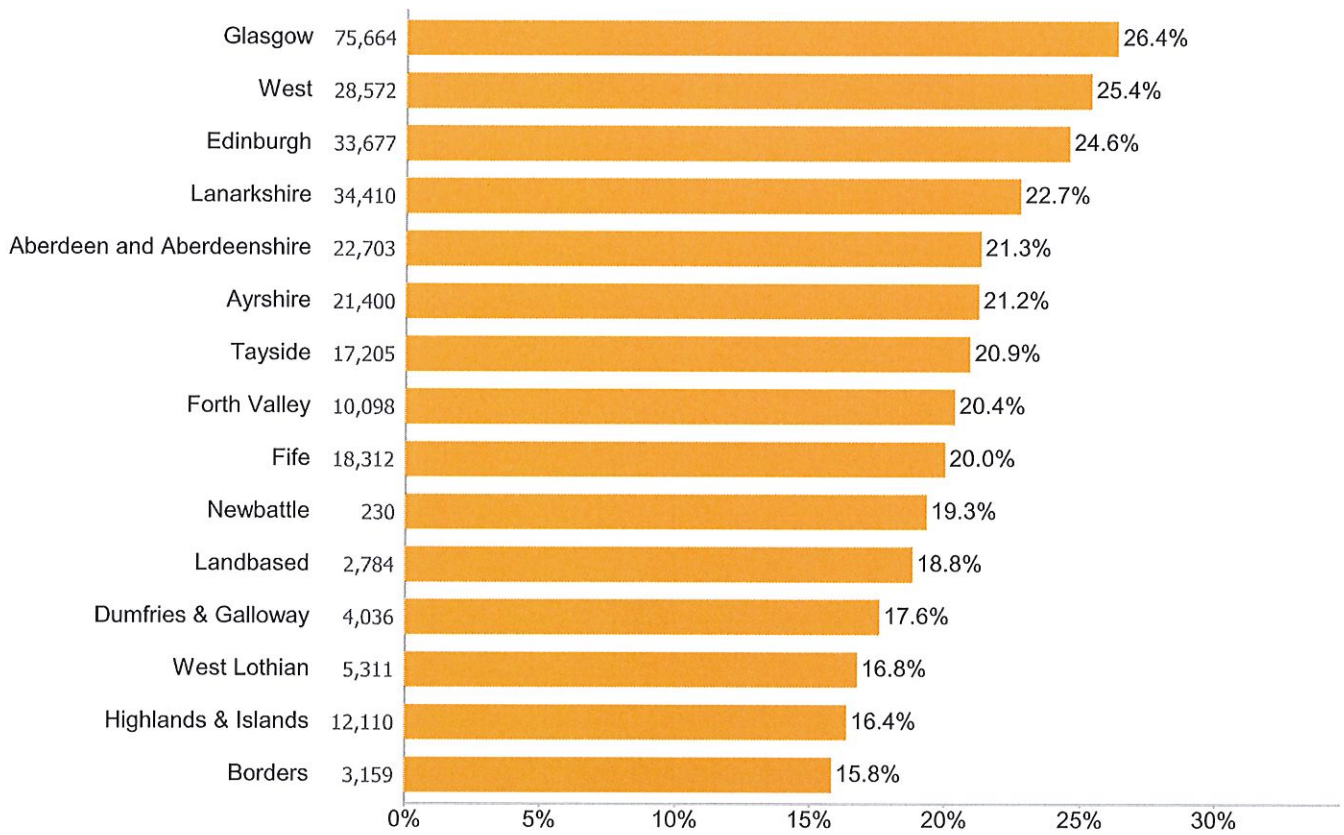




### Volume and proportion of Credits delivered to learners aged 20-24

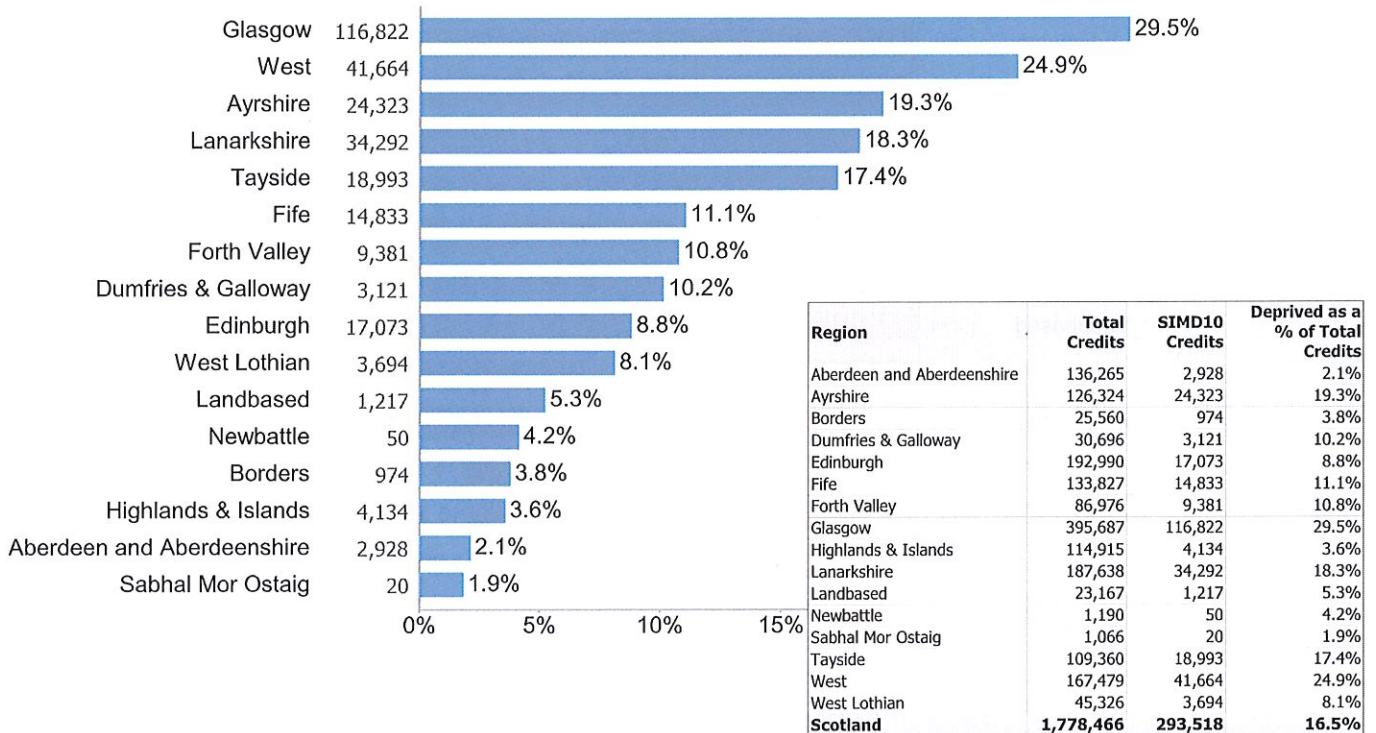


### Volume and proportion of Credits delivered to full-time learners aged 20-24



## National Measure 1(b) - Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas

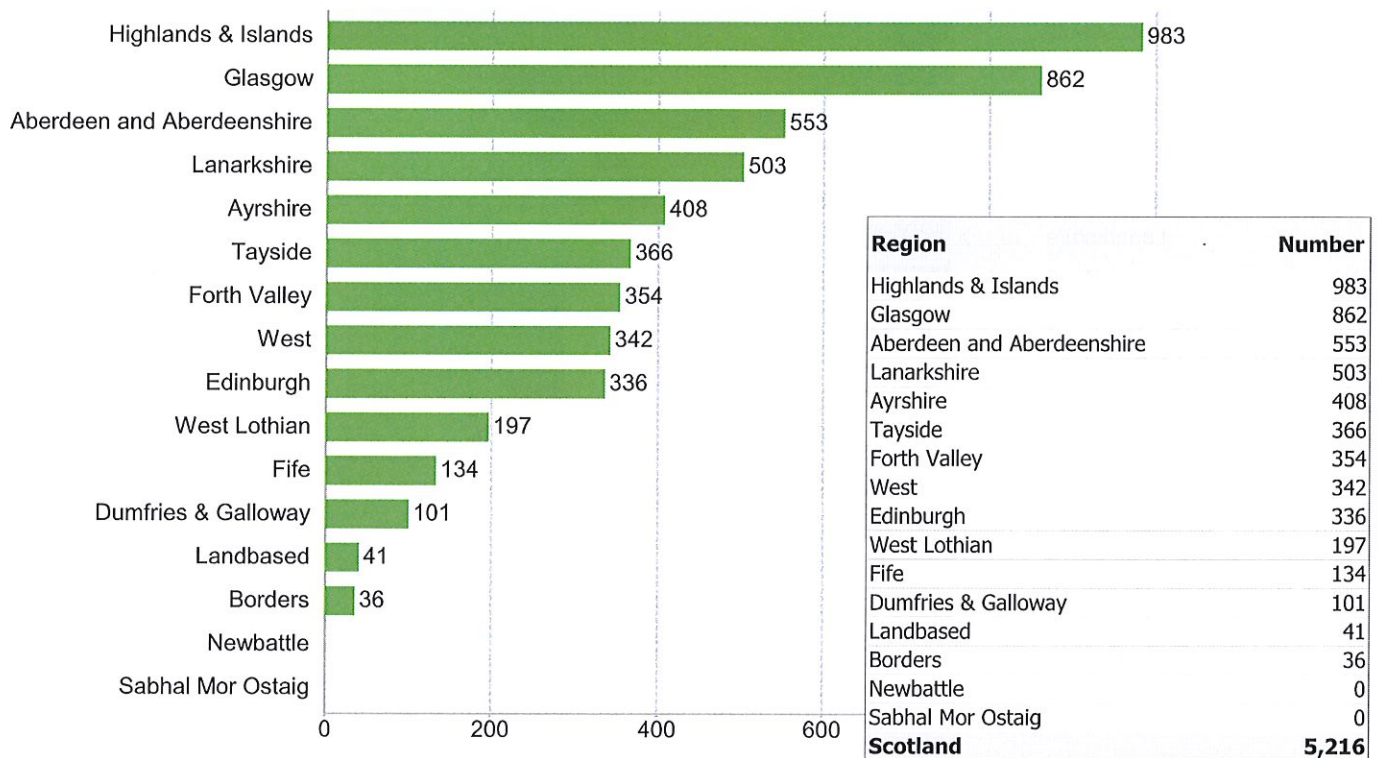
National Measure 1(b) - Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas





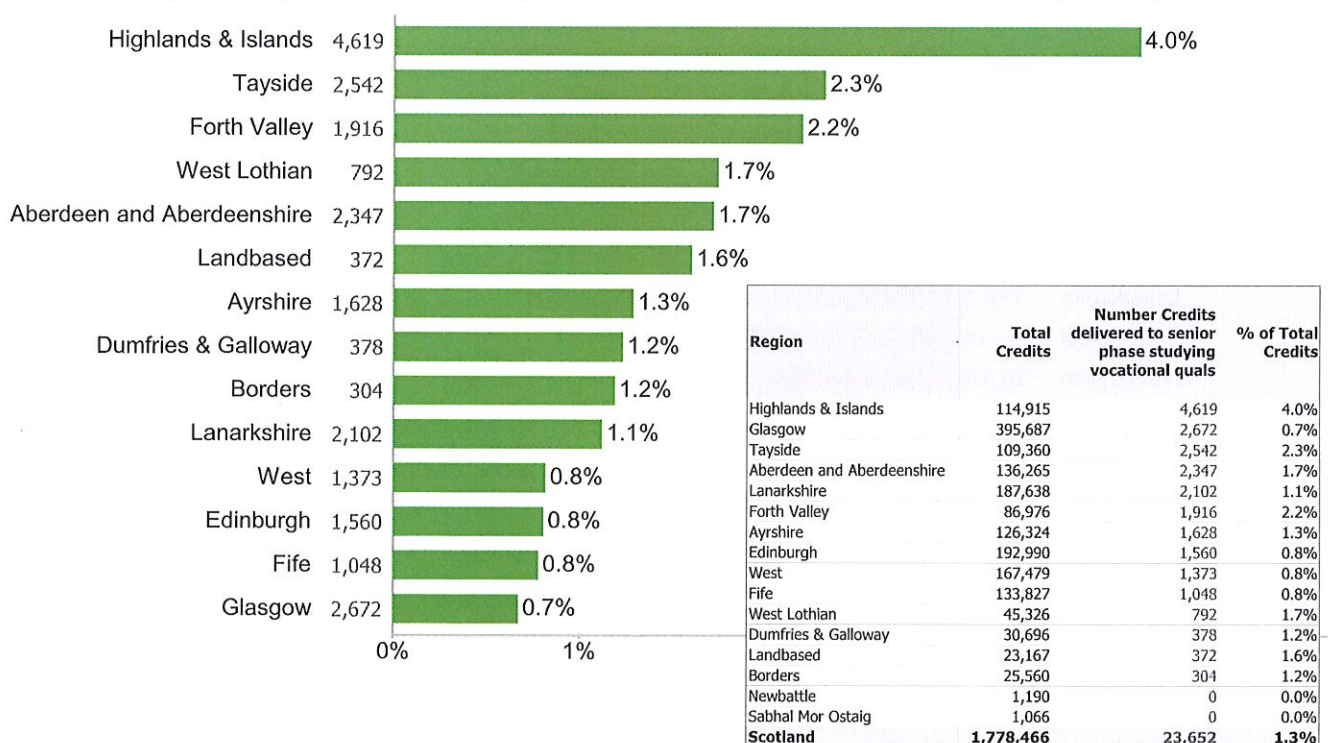
## National Measure 2(a) - Number of senior phase age pupils studying vocational qualifications delivered by colleges

National Measure 2(a) - Number of senior phase age pupils studying vocational qualifications delivered by colleges



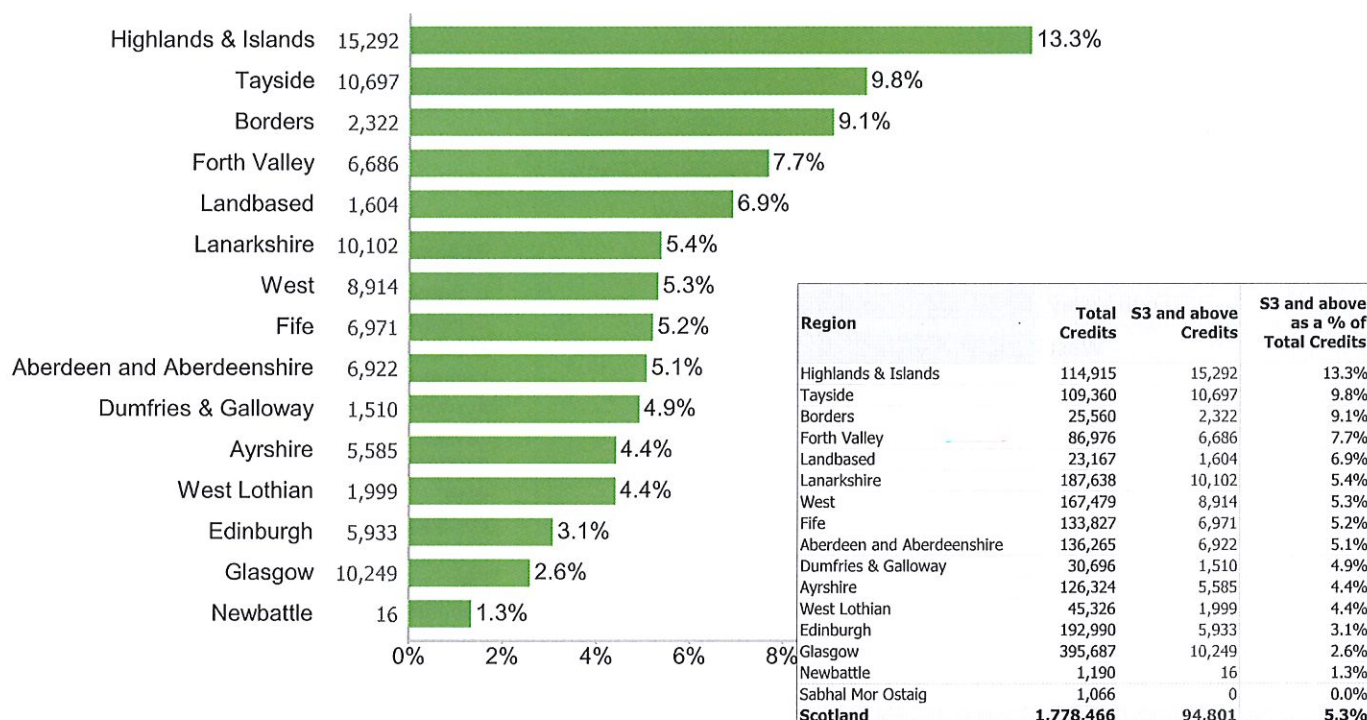
## National Measure 2(b) - Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges

National Measure 2(b) - Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges



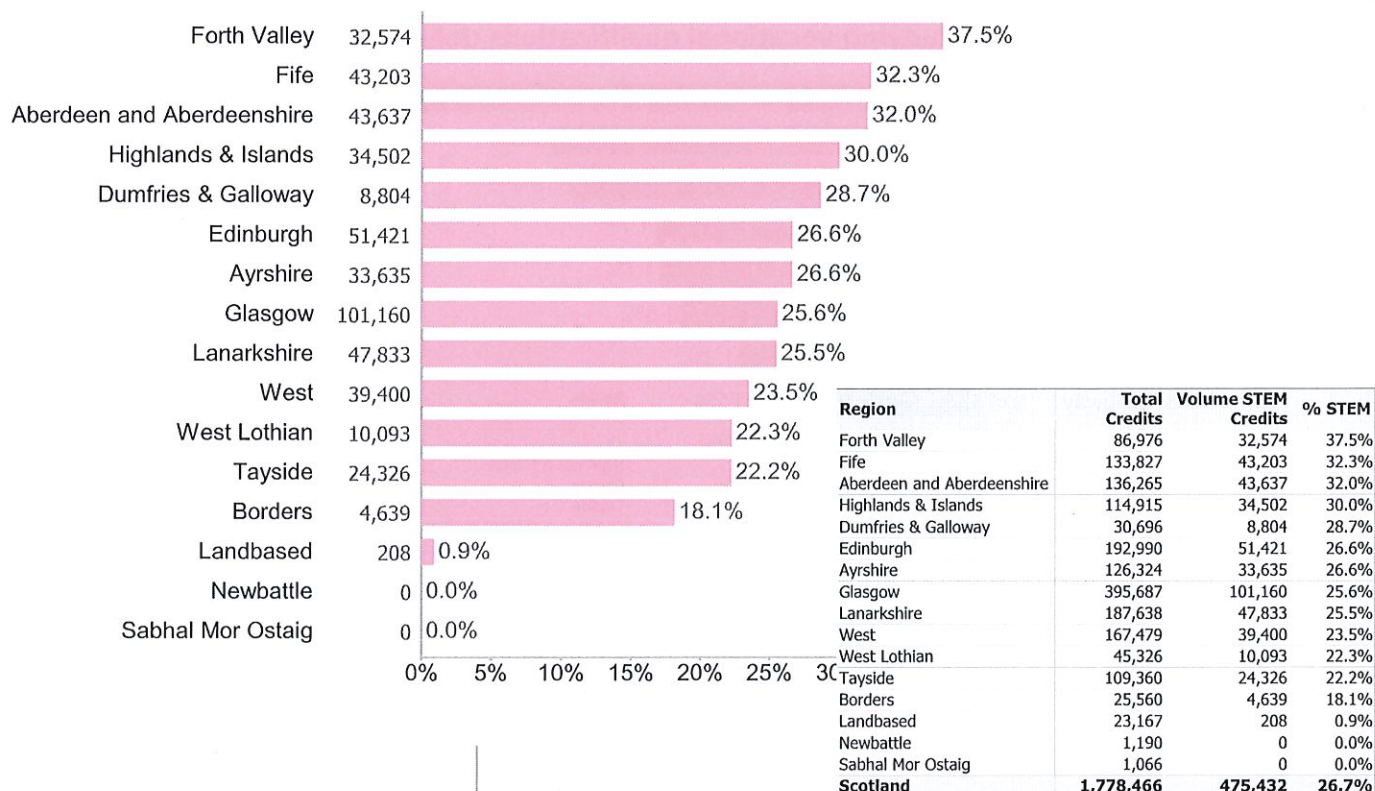
## National Measure 2(c) - Volume and proportion of Credits delivered to learners at S3 and above as part of 'school college' provision

### Volume and proportion of Credits delivered to learners at S3 and above as part of 'school college' provision by region



## National Measure 3 - Volume and proportion of Credits delivered to learners enrolled on STEM courses

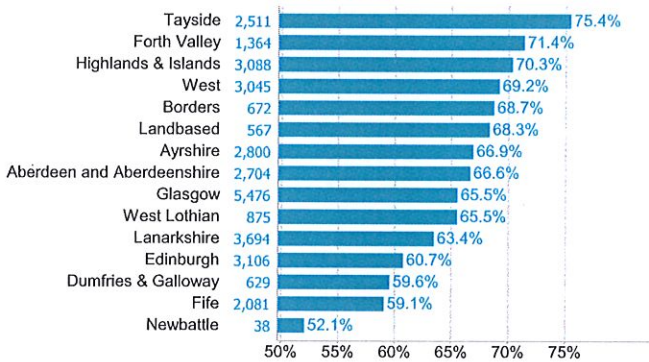
### National Measure 3 - Volume and proportion of Credits delivered to learners enrolled on STEM courses



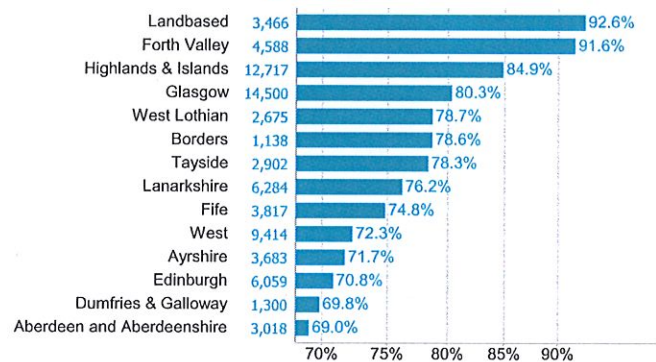


## National Measure 4(a) - Percentage of enrolled students successfully achieving a recognised qualification

Full-time FE



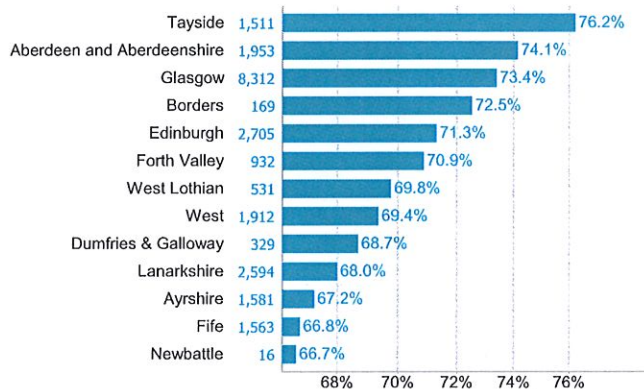
Part-time FE



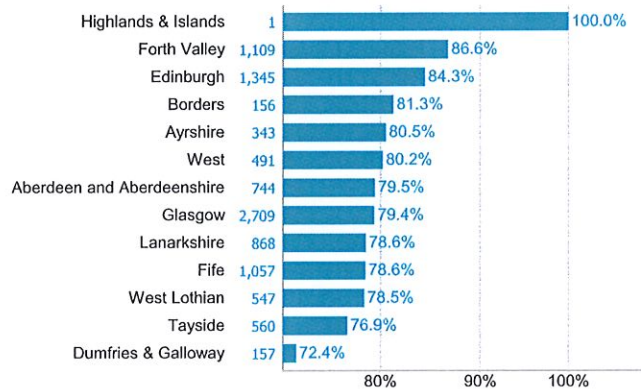
Region	% completed successful	Number completed successful	Total FT FE enrolments
Tayside	75.4%	2,511	3,329
Forth Valley	71.4%	1,364	1,911
Highlands & Islands	70.3%	3,088	4,390
West	69.2%	3,045	4,402
Borders	68.7%	672	978
Landbased	68.3%	567	830
Ayrshire	66.9%	2,800	4,186
Aberdeen and Aberdeenshire	66.6%	2,704	4,058
Glasgow	65.5%	5,476	8,358
West Lothian	65.5%	875	1,336
Lanarkshire	63.4%	3,694	5,822
Edinburgh	60.7%	3,106	5,114
Dumfries & Galloway	59.6%	629	1,056
Fife	59.1%	2,081	3,523
Newbattle	52.1%	38	73
<b>Scotland</b>	<b>66.1%</b>	<b>32,650</b>	<b>49,366</b>

Region	% completed successful	Number completed successful	Total PT FE enrolments
Landbased	92.6%	3,466	3,743
Forth Valley	91.6%	4,588	5,008
Highlands & Islands	84.9%	12,717	14,986
Glasgow	80.3%	14,500	18,050
West Lothian	78.7%	2,675	3,400
Borders	78.6%	1,138	1,447
Tayside	78.3%	2,902	3,705
Lanarkshire	76.2%	6,284	8,248
Fife	74.8%	3,817	5,101
West	72.3%	9,414	13,023
Ayrshire	71.7%	3,683	5,136
Edinburgh	70.8%	6,059	8,553
Dumfries & Galloway	69.8%	1,300	1,862
Aberdeen and Aberdeenshire	69.0%	3,018	4,371
<b>Scotland</b>	<b>78.2%</b>	<b>75,561</b>	<b>96,633</b>

### Full-time HE



### Part-time HE

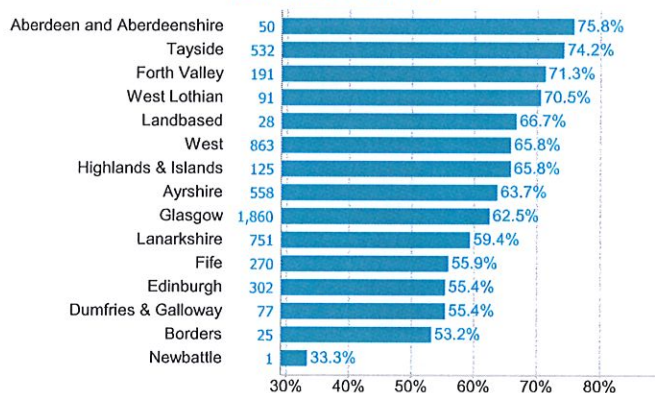


Region	% completed successful	Number completed successful	Total FT HE enrolments
Tayside	76.2%	1,511	1,982
Aberdeen and Aberdeenshire	74.1%	1,953	2,634
Glasgow	73.4%	8,312	11,325
Borders	72.5%	169	233
Edinburgh	71.3%	2,705	3,793
Forth Valley	70.9%	932	1,315
West Lothian	69.8%	531	761
West	69.4%	1,912	2,757
Dumfries & Galloway	68.7%	329	479
Lanarkshire	68.0%	2,594	3,815
Ayrshire	67.2%	1,581	2,351
Fife	66.8%	1,563	2,340
Newbattle	66.7%	16	24
<b>Scotland</b>	<b>71.3%</b>	<b>24,108</b>	<b>33,809</b>

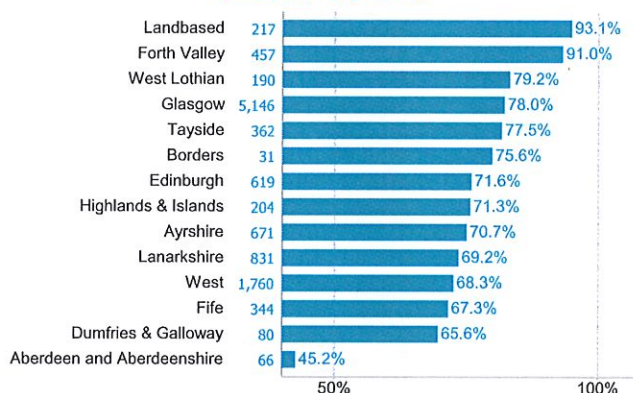
Region	% completed successful	Number completed successful	Total PT HE enrolments
Dumfries & Galloway	72.4%	157	217
Tayside	76.9%	560	728
West Lothian	78.5%	547	697
Fife	78.6%	1,057	1,345
Lanarkshire	78.6%	868	1,104
Glasgow	79.4%	2,709	3,410
Aberdeen and Aberdeens...	79.5%	744	936
West	80.2%	491	612
Ayrshire	80.5%	343	426
Borders	81.3%	156	192
Edinburgh	84.3%	1,345	1,595
Forth Valley	86.6%	1,109	1,280
Highlands & Islands	100.0%	1	1
<b>Scotland</b>	<b>80.4%</b>	<b>10,087</b>	<b>12,543</b>

## National Measure 4(b) - Percentage of enrolled MD10 students successfully achieving a recognised qualification

### Full-time FE (MD10)



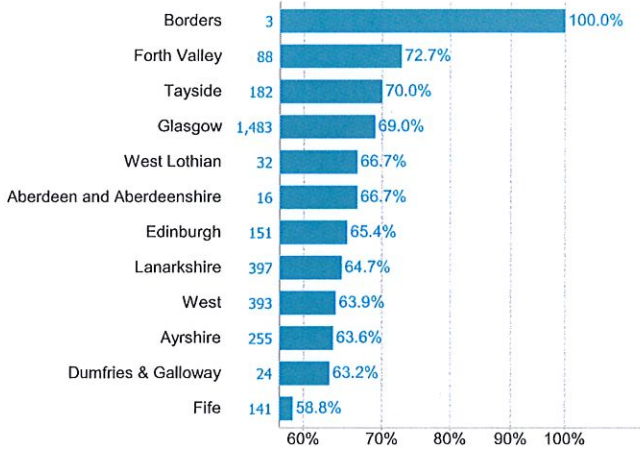
### Part-time FE (MD10)



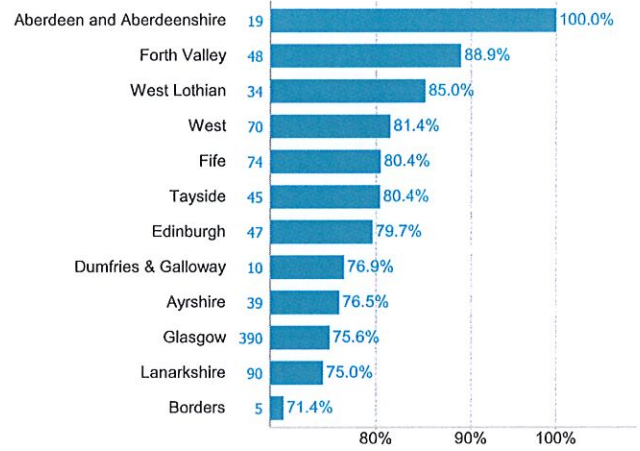
Region	% completed successful (MD10)	Number completed successful (MD10)	Total FT FE enrolments (MD10)
Aberdeen and Aberdeenshire	75.8%	50	66
Tayside	74.2%	532	717
Forth Valley	71.3%	191	268
West Lothian	70.5%	91	129
Landbased	66.7%	28	42
West	65.8%	863	1,311
Highlands & Islands	65.8%	125	190
Ayrshire	63.7%	558	876
Glasgow	62.5%	1,860	2,978
Lanarkshire	59.4%	751	1,265
Fife	55.9%	270	483
Edinburgh	55.4%	302	545
Dumfries & Galloway	55.4%	77	139
Borders	53.2%	25	47
Newbattle	33.3%	1	3
<b>Scotland</b>	<b>63.2%</b>	<b>5,724</b>	<b>9,059</b>

Region	% completed successful (MD10)	Number completed successful (MD10)	Total PT FE enrolments (MD10)
Landbased	93.1%	217	233
Forth Valley	91.0%	457	502
West Lothian	79.2%	190	240
Glasgow	78.0%	5,146	6,599
Tayside	77.5%	362	467
Borders	75.6%	31	41
Edinburgh	71.6%	619	865
Highlands & Islands	71.3%	204	286
Ayrshire	70.7%	671	949
Lanarkshire	69.2%	831	1,201
West	68.3%	1,760	2,577
Fife	67.3%	344	511
Dumfries & Galloway	65.6%	80	122
Aberdeen and Aberdeenshire	45.2%	66	146
<b>Scotland</b>	<b>74.5%</b>	<b>10,978</b>	<b>14,739</b>

### Full-time HE (MD10)



### Part-time HE (MD10)



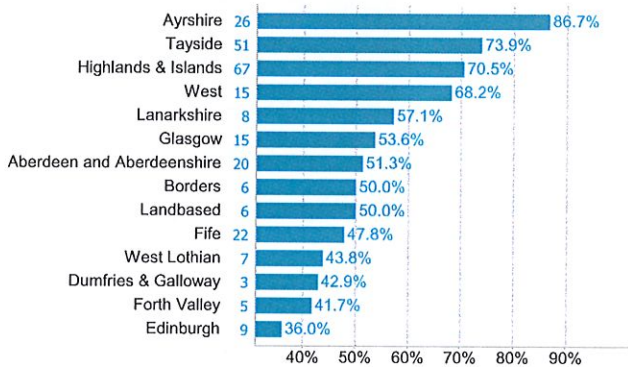
Region	% completed successful (MD10)	Number completed successful (MD10)	Total FT HE enrolments (MD10)
Borders	100.0%	3	3
Forth Valley	72.7%	88	121
Tayside	70.0%	182	260
Glasgow	69.0%	1,483	2,148
Aberdeen and Aberdeenshire	66.7%	16	24
West Lothian	66.7%	32	48
Edinburgh	65.4%	151	231
Lanarkshire	64.7%	397	614
West	63.9%	393	615
Ayrshire	63.6%	255	401
Dumfries & Galloway	63.2%	24	38
Fife	58.8%	141	240
<b>Scotland</b>	<b>66.7%</b>	<b>3,165</b>	<b>4,743</b>

Region	% completed successful (MD10)	Number completed successful (MD10)	Total PT HE enrolments (MD10)
Aberdeen and Aberdeens...	100.0%	19	19
Forth Valley	88.9%	48	54
West Lothian	85.0%	34	40
West	81.4%	70	86
Fife	80.4%	74	92
Tayside	80.4%	45	56
Edinburgh	79.7%	47	59
Dumfries & Galloway	76.9%	10	13
Ayrshire	76.5%	39	51
Glasgow	75.6%	390	516
Lanarkshire	75.0%	90	120
Borders	71.4%	5	7
<b>Scotland</b>	<b>78.3%</b>	<b>871</b>	<b>1,113</b>

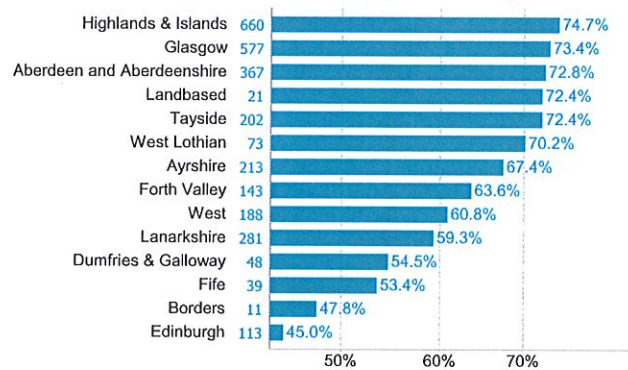


## National Measure 4(c) - Percentage of pupils on senior phase vocational pathways successfully completing a vocational qualification delivered by colleges

**Full-time FE  
(Senior phase - vocational qualifications)**



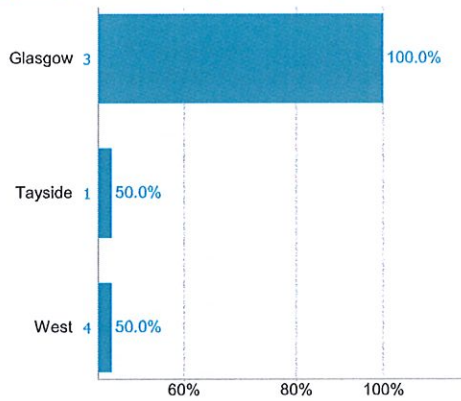
**Part-time FE  
(Senior phase - vocational qualifications)**



Region	% completed successful (Senior phase - vocational qualifications)	Number completed successful (Senior phase - vocational qualifications)	Total FT FE enrolments (Senior phase - vocational qualifications)
Ayrshire	86.7%	26	30
Tayside	73.9%	51	69
Highlands & Islands	70.5%	67	95
West	68.2%	15	22
Lanarkshire	57.1%	8	14
Glasgow	53.6%	15	28
Aberdeen and Aberdeenshire	51.3%	20	39
Borders	50.0%	6	12
Landbased	50.0%	6	12
Fife	47.8%	22	46
West Lothian	43.8%	7	16
Dumfries & Galloway	42.9%	3	7
Forth Valley	41.7%	5	12
Edinburgh	36.0%	9	25
<b>Scotland</b>	<b>60.9%</b>	<b>260</b>	<b>427</b>

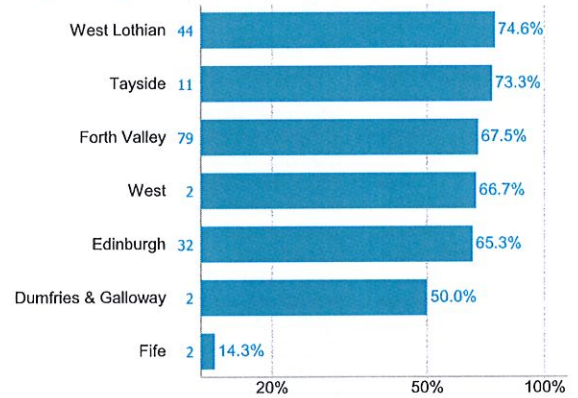
Region	% completed successful (Senior phase - vocational qualifications)	Number completed successful (Senior phase - vocational...)	Total PT FE enrolments (Senior phase - vocational qualifications)
Highlands & Islands	74.7%	660	884
Glasgow	73.4%	577	786
Aberdeen and Aberdeenshire	72.8%	367	504
Landbased	72.4%	21	29
Tayside	72.4%	202	279
West Lothian	70.2%	73	104
Ayrshire	67.4%	213	316
Forth Valley	63.6%	143	225
West	60.8%	188	309
Lanarkshire	59.3%	281	474
Dumfries & Galloway	54.5%	48	88
Fife	53.4%	39	73
Borders	47.8%	11	23
Edinburgh	45.0%	113	251
<b>Scotland</b>	<b>67.6%</b>	<b>2,936</b>	<b>4,345</b>

**Full-time HE**  
(Senior phase - vocational qualifications)



Region	% completed successful (Senior phase - vocational qualifications)	Number completed successful (Senior phase - vocational...)	Total FT HE enrolments (Senior phase - vocational qualifications)
Glasgow	100.0%	3	3
Tayside	50.0%	1	2
West	50.0%	4	8
<b>Scotland</b>	<b>61.5%</b>	<b>8</b>	<b>13</b>

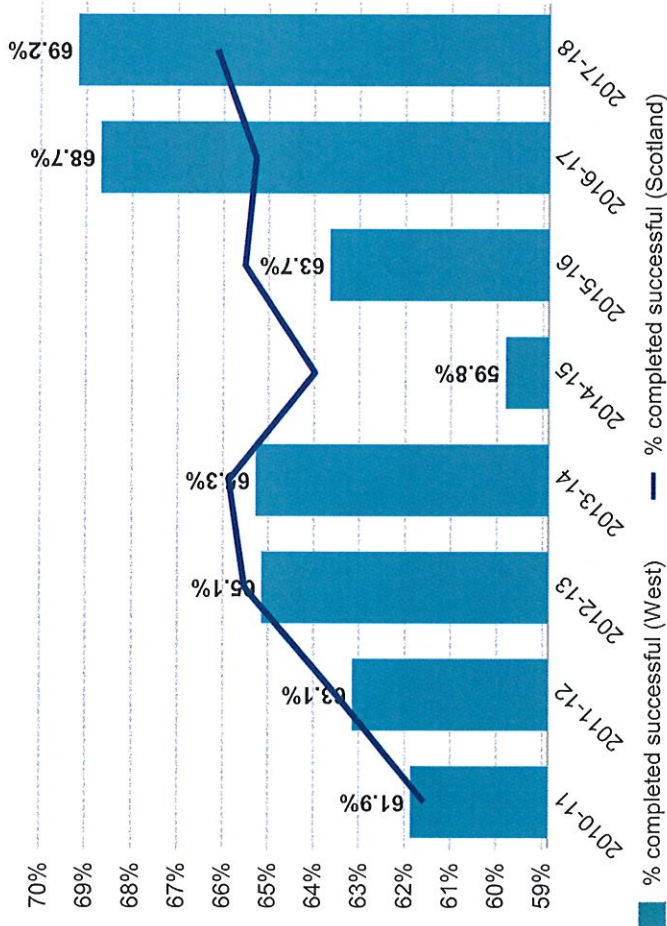
**Part-time HE**  
(Senior phase - vocational qualifications)



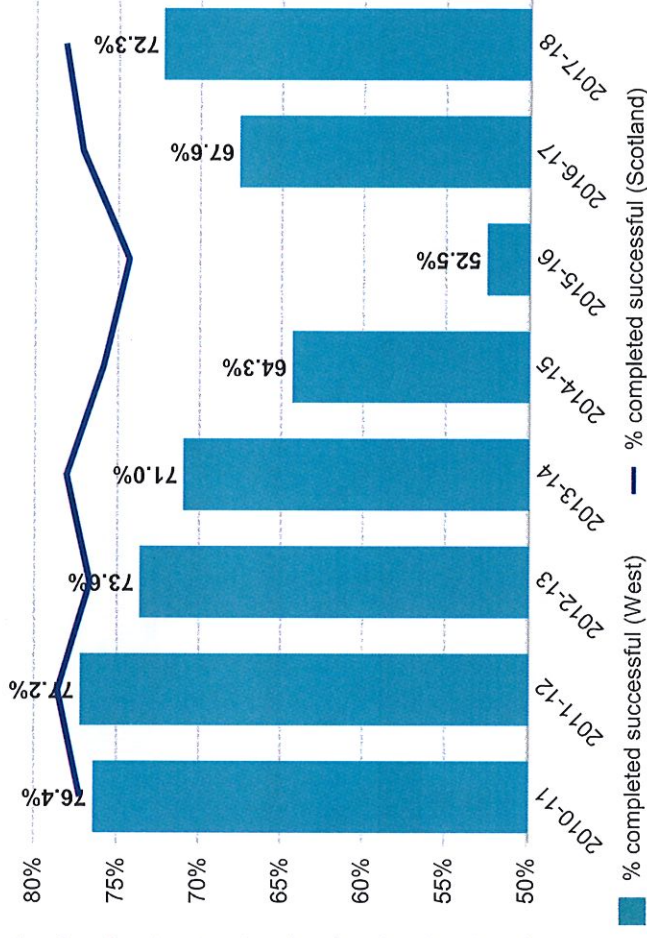
Region	% completed successful (Senior phase - vocational...)	Number completed successful (Senior phase - vocational...)	Total PT HE enrolments (Senior phase - vocational qualifications)
West Lothian	74.6%	44	59
Tayside	73.3%	11	15
Forth Valley	67.5%	79	117
West	66.7%	2	3
Edinburgh	65.3%	32	49
Dumfries & Galloway	50.0%	2	4
Fife	14.3%	2	14
<b>Scotland</b>	<b>65.9%</b>	<b>172</b>	<b>261</b>

# National Measure 4(a) - Percentage of enrolled students successfully achieving a recognised qualification

## Full-time FE



## Part-time FE



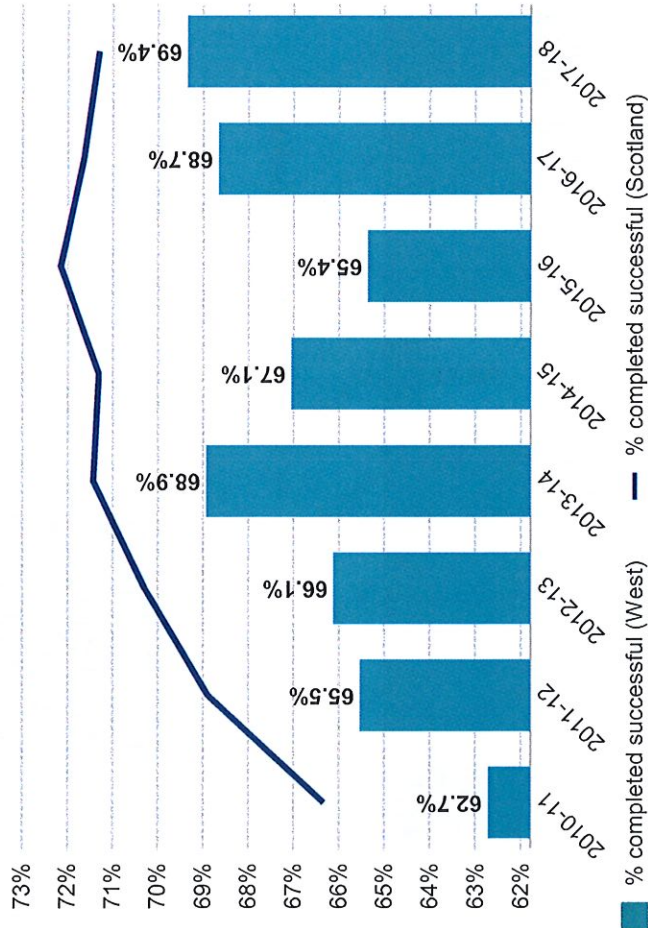
Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2010-11	61.9%	4,704	61.6%
2011-12	63.1%	4,859	63.5%
2012-13	65.1%	4,664	65.5%
2013-14	65.3%	4,438	65.9%
2014-15	59.8%	4,232	64.0%
2015-16	63.7%	4,240	65.5%
2016-17	68.7%	4,620	65.3%
2017-18	69.2%	4,402	66.1%

Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2010-11	76.4%	14,643	77.2%
2011-12	77.2%	12,554	78.6%
2012-13	73.6%	10,463	76.6%
2013-14	71.0%	11,929	78.1%
2014-15	64.3%	13,007	75.9%
2015-16	52.5%	14,501	74.3%
2016-17	67.6%	14,497	77.1%
2017-18	72.3%	13,023	78.2%



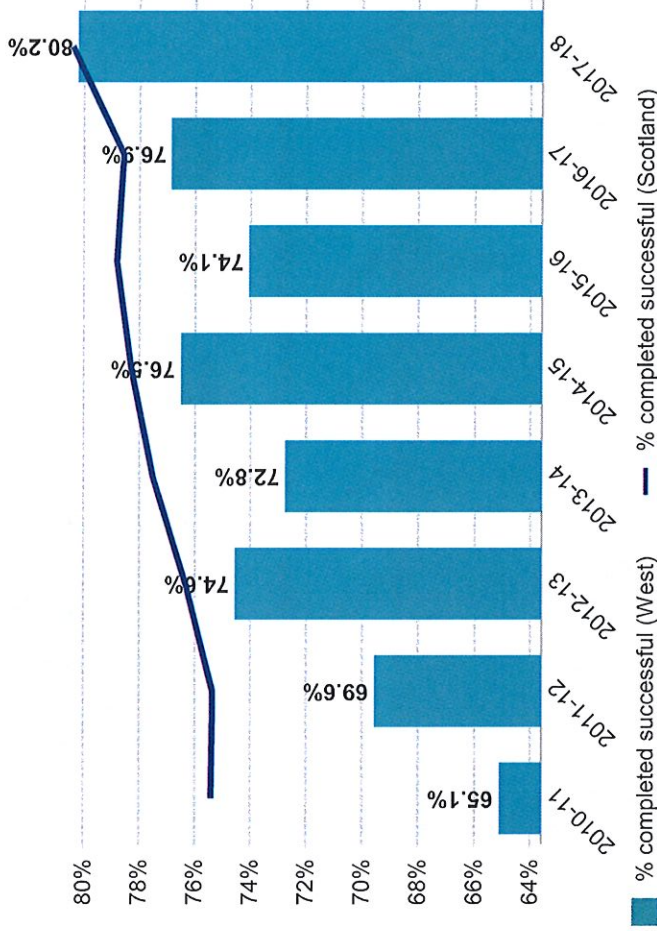
# National Measure 4(a) - Percentage of enrolled students successfully achieving a recognised qualification

## Full-time HE



Year	Enrolments (West)	% completed successful (West)	% completed successful (Scotland)
2010-11	3,340	62.7%	66.3%
2011-12	2,997	65.5%	68.9%
2012-13	2,871	66.1%	70.3%
2013-14	2,739	68.9%	71.4%
2014-15	2,771	67.1%	71.3%
2015-16	2,780	65.4%	72.2%
2016-17	2,693	68.7%	71.6%
2017-18	2,757	69.4%	71.3%

## Part-time HE



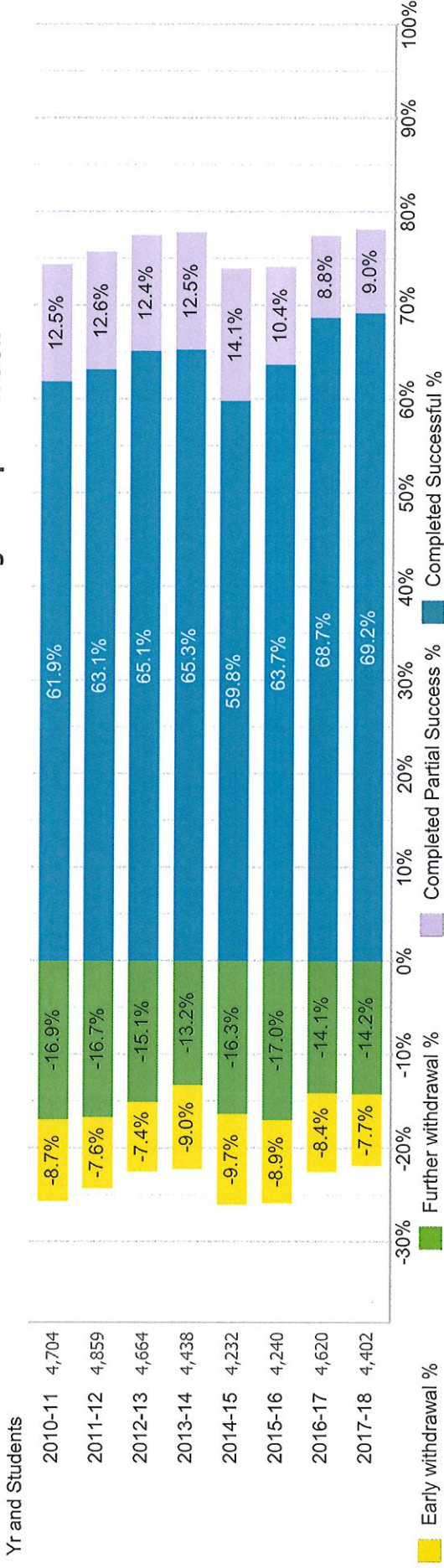
Year	Enrolments (West)	% completed successful (West)	% completed successful (Scotland)
2010-11	1,181	65.1%	75.4%
2011-12	841	69.6%	75.4%
2012-13	794	74.6%	76.3%
2013-14	547	72.8%	77.5%
2014-15	430	76.5%	78.3%
2015-16	567	74.1%	78.8%
2016-17	579	76.9%	78.6%
2017-18	612	80.2%	80.4%



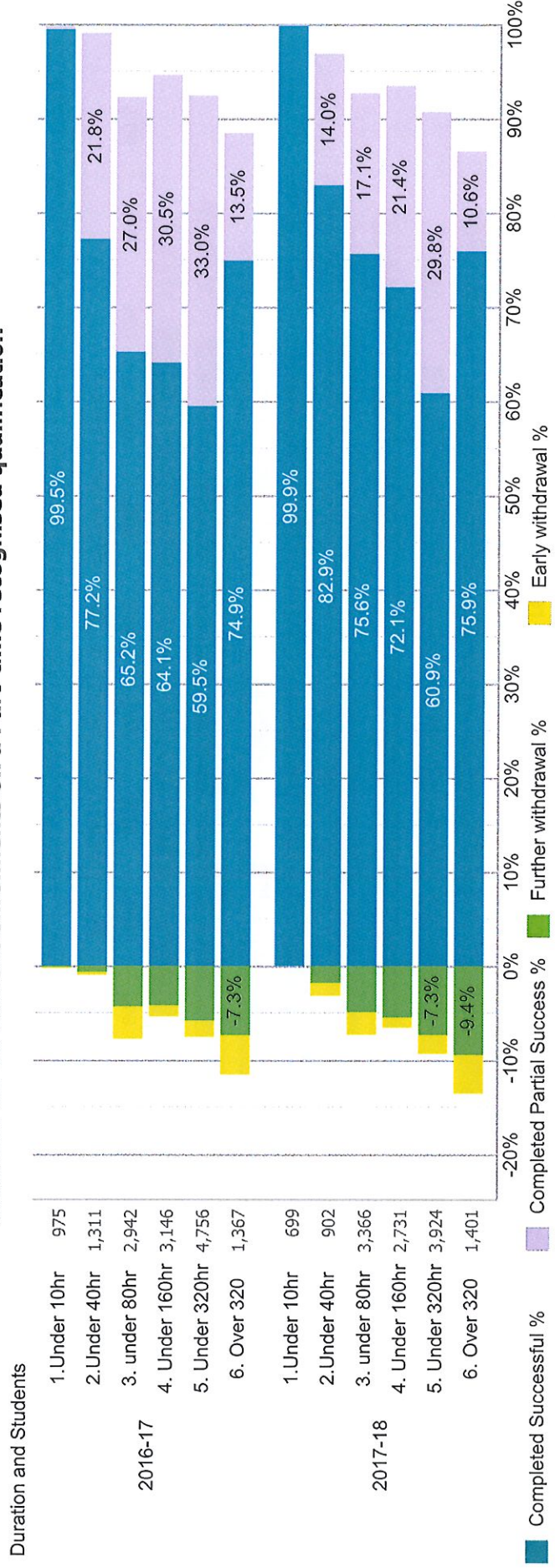
**Success (trend)**

West

**Outcome for student enrolments on a full-time FE recognised qualification**



**Outcome for FE student enrolments on a Part-time recognised qualification**

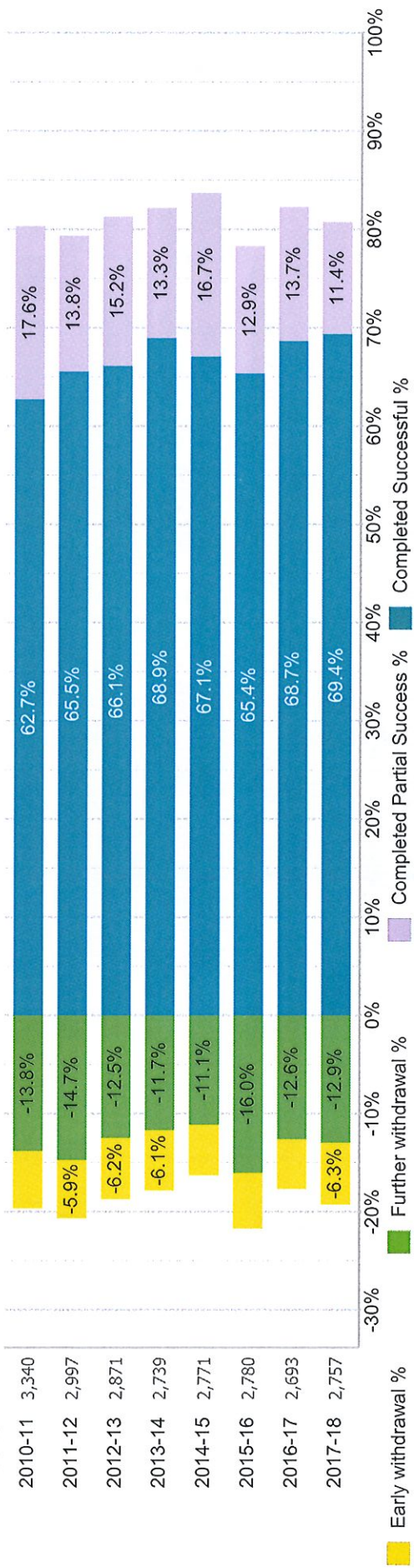




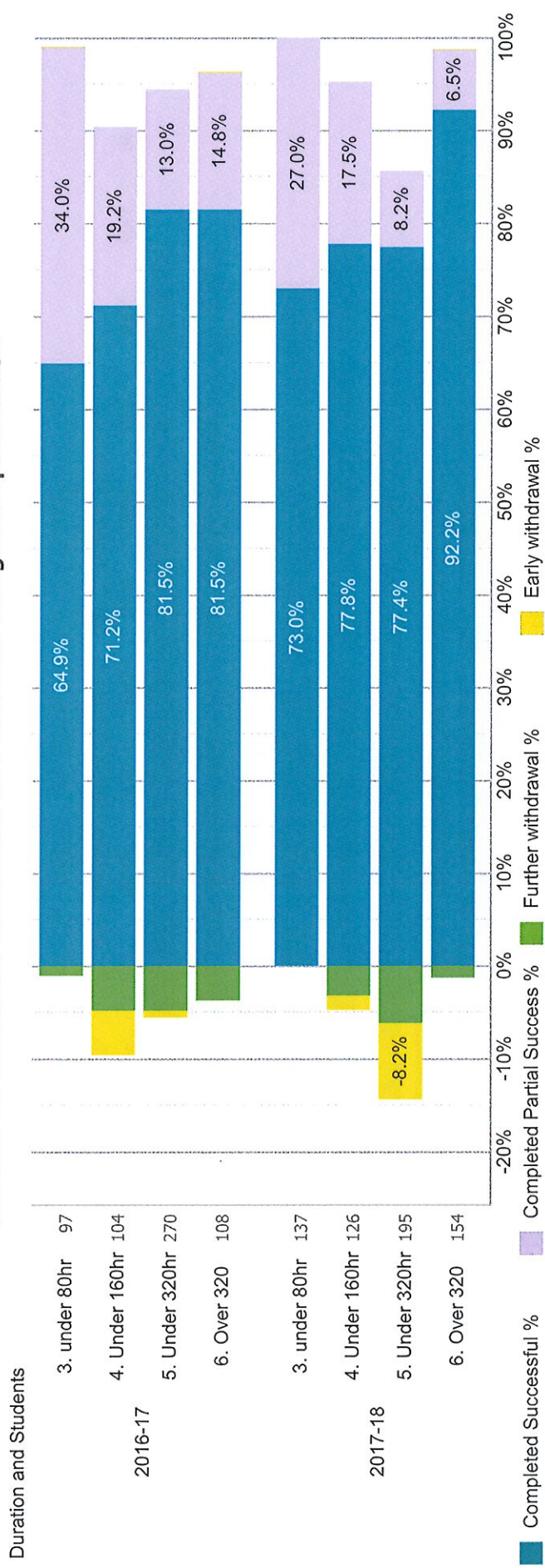
**Success (trend)**

West

Yr and students



**Outcome for HE student enrolments on a Part-time recognised qualification**



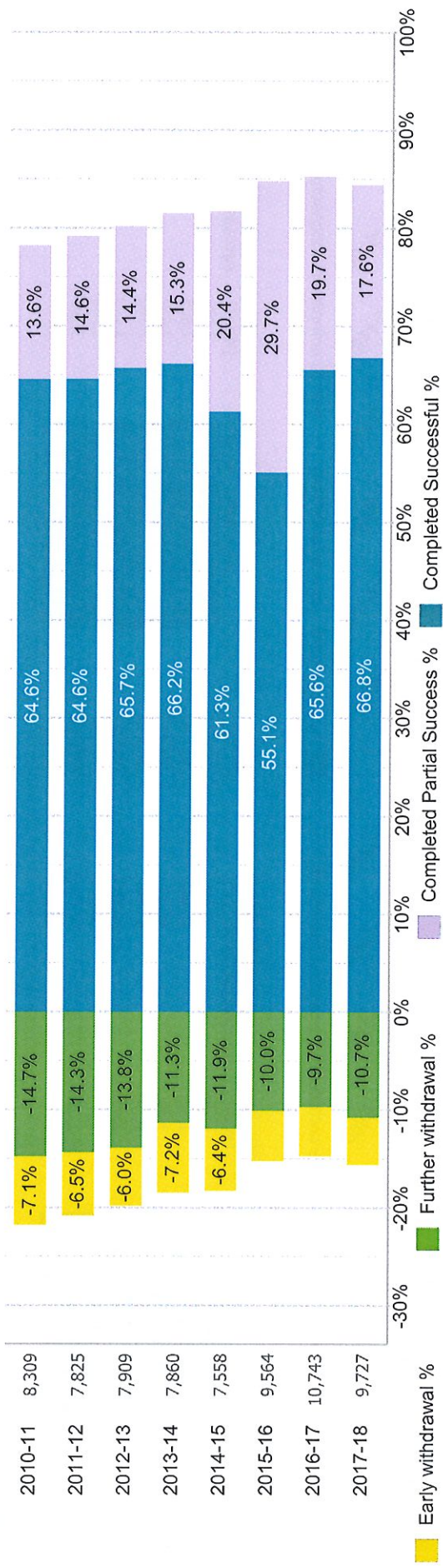


**Success (trend)**

West

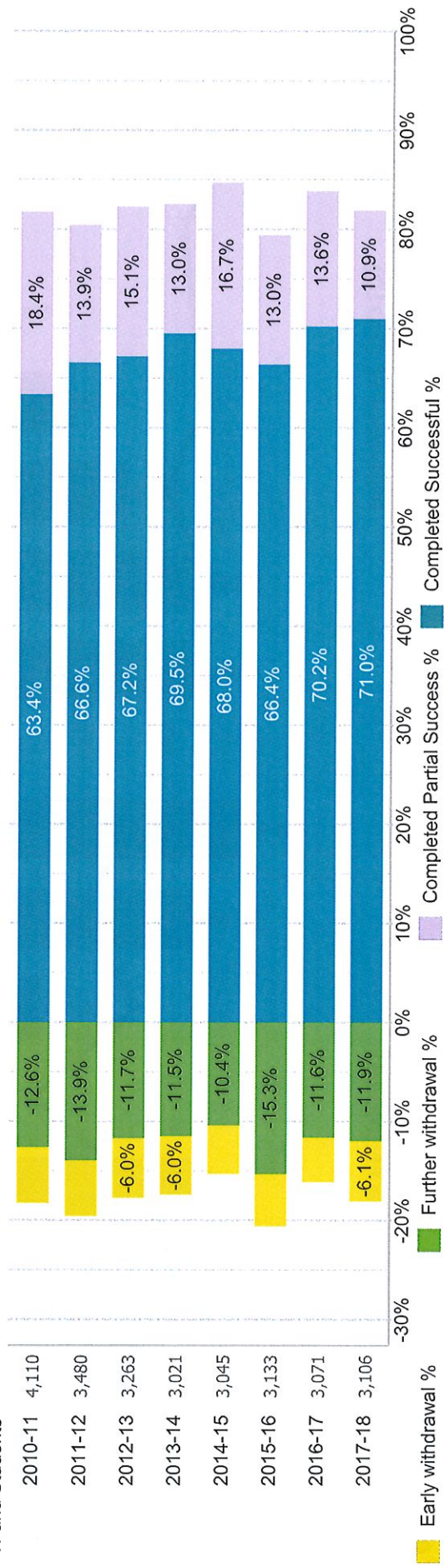
**Outcome for student enrolments on a FE recognised qualification lasting 160 hours or more**

Yr and Students



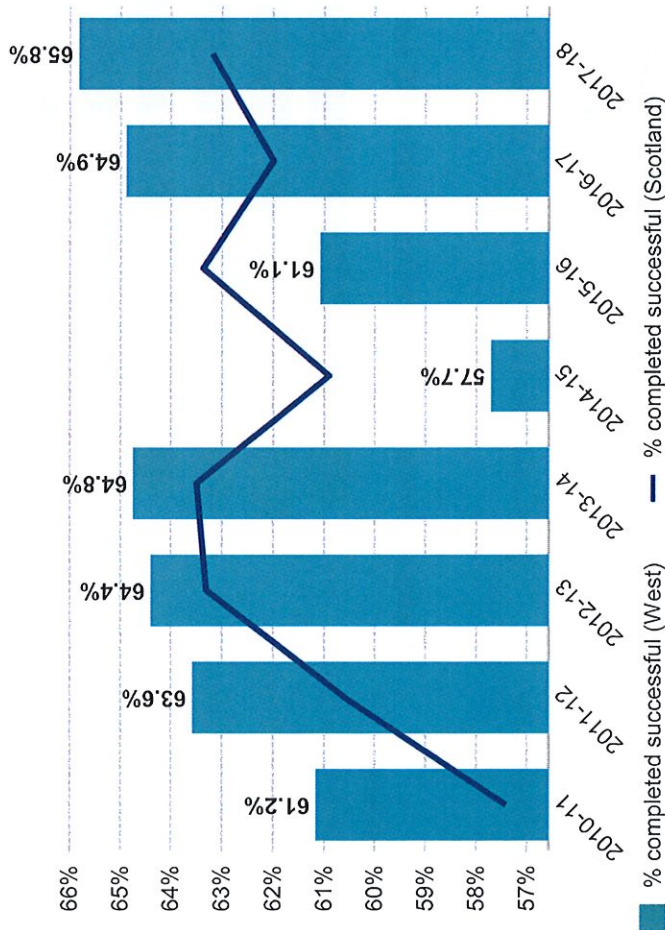
**Outcome for student enrolments on a HE recognised qualification lasting 160 hours or more**

Yr and Students

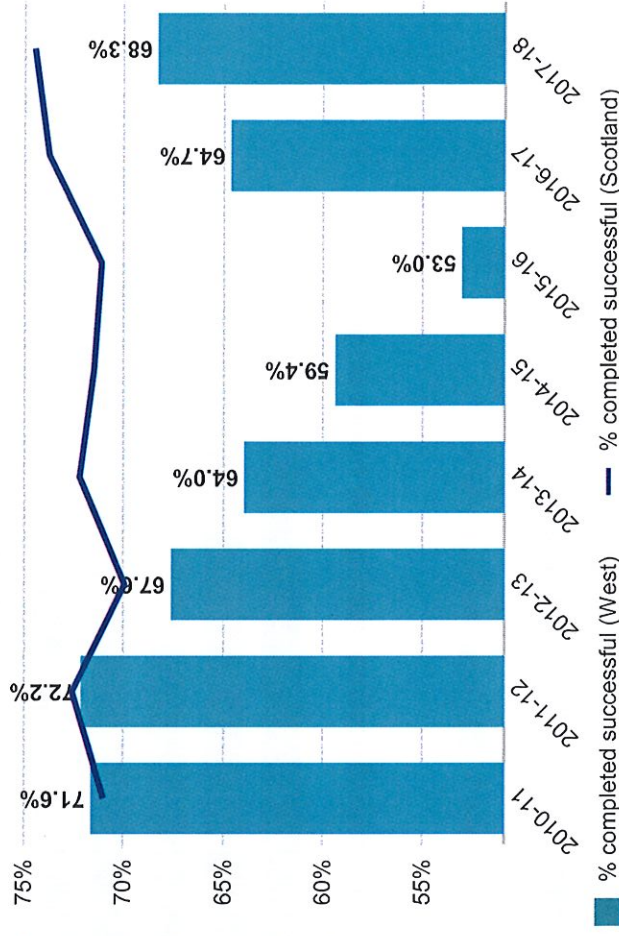


### National Measure 4(b) - Percentage of enrolled MD10 students successfully achieving a recognised qualification

Full-time FE (MD10)



Part-time FE (MD10)



Year	% completed successful (West)		% completed successful (Scotland)	
	Enrollments (West)	Enrollments (Scotland)	Enrollments (West)	Enrollments (Scotland)
2010-11	61.2%	1,496	57.4%	3,121
2011-12	63.6%	1,521	60.6%	2,805
2012-13	64.4%	1,500	63.3%	2,439
2013-14	64.8%	1,393	63.5%	2,770
2014-15	57.7%	1,499	60.9%	3,110
2015-16	61.1%	1,472	53.0%	2,980
2016-17	64.9%	1,518	64.7%	3,227
2017-18	65.8%	1,311	68.3%	2,577

Year	% completed successful (West)		% completed successful (Scotland)	
	Enrollments (West)	Enrollments (Scotland)	Enrollments (West)	Enrollments (Scotland)
2010-11	71.6%	3,121	71.0%	3,121
2011-12	72.2%	2,805	72.6%	2,805
2012-13	67.6%	2,439	69.9%	2,439
2013-14	64.0%	2,770	72.2%	2,770
2014-15	59.4%	3,110	71.5%	3,110
2015-16	53.0%	2,980	71.1%	2,980
2016-17	64.7%	3,227	73.8%	3,227
2017-18	68.3%	2,577	74.5%	2,577

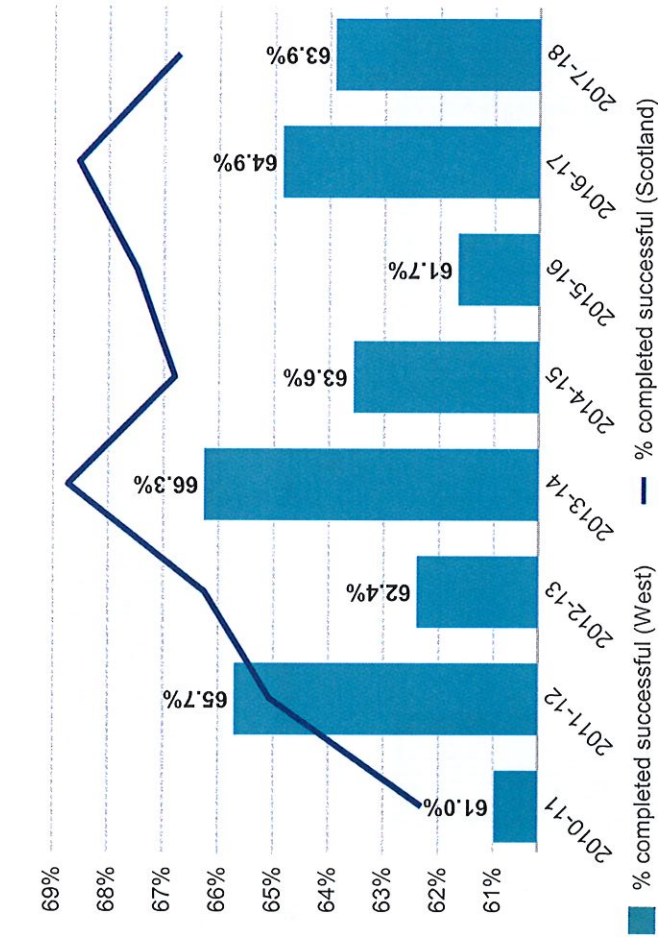


Success (trend)

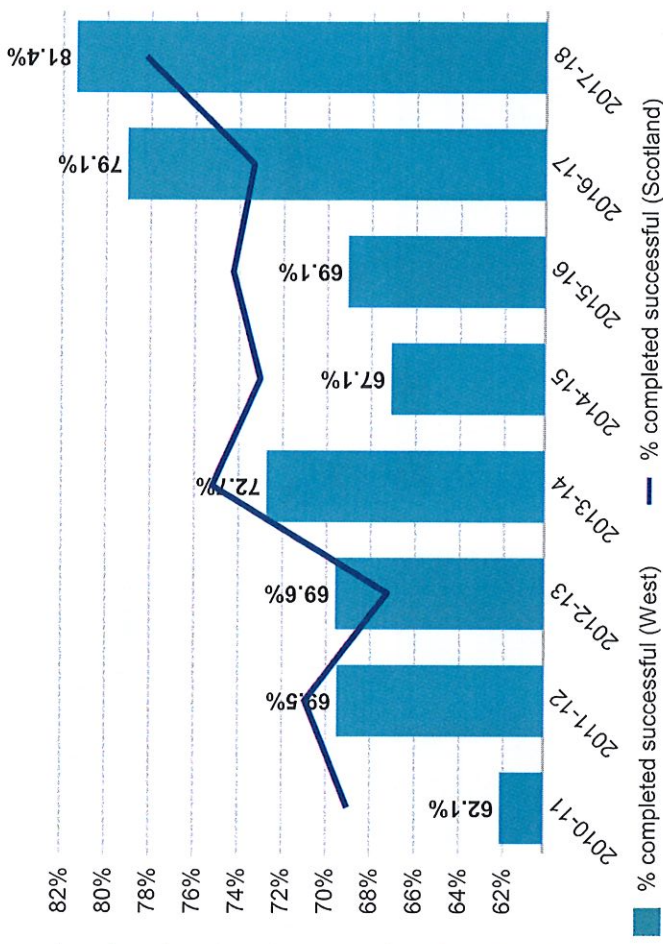
West

# National Measure 4(b) - Percentage of enrolled MD10 students successfully achieving a recognised qualification

## Full-time HE (MD10)



## Part-time HE (MD10)

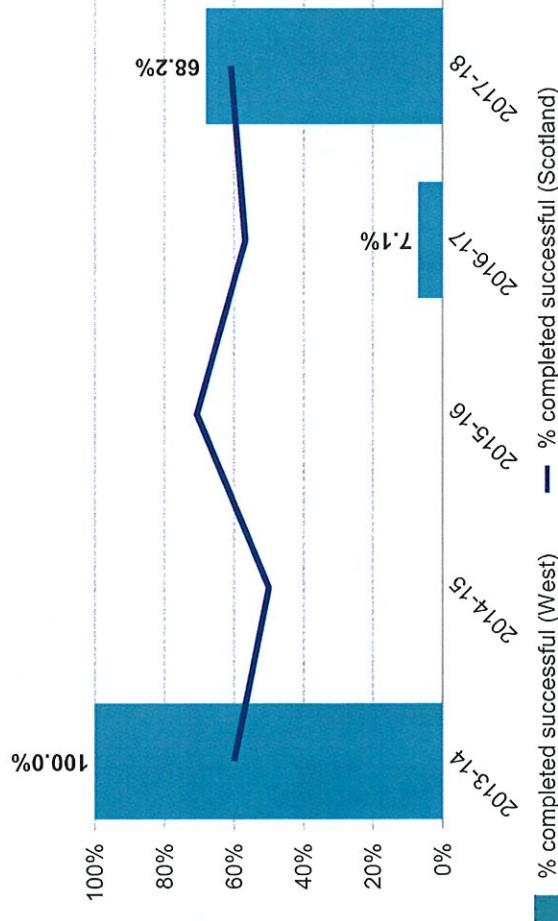


Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2010-11	61.0%	756	62.3%
2011-12	65.7%	694	65.1%
2012-13	62.4%	686	66.3%
2013-14	66.3%	661	68.7%
2014-15	63.6%	697	66.8%
2015-16	61.7%	733	67.5%
2016-17	64.9%	680	68.5%
2017-18	63.9%	615	66.7%

Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2010-11	62.1%	206	69.0%
2011-12	69.5%	141	71.0%
2012-13	69.6%	148	67.3%
2013-14	72.7%	88	75.2%
2014-15	67.1%	93	73.0%
2015-16	69.1%	97	74.3%
2016-17	79.1%	86	73.4%
2017-18	81.4%	86	78.3%

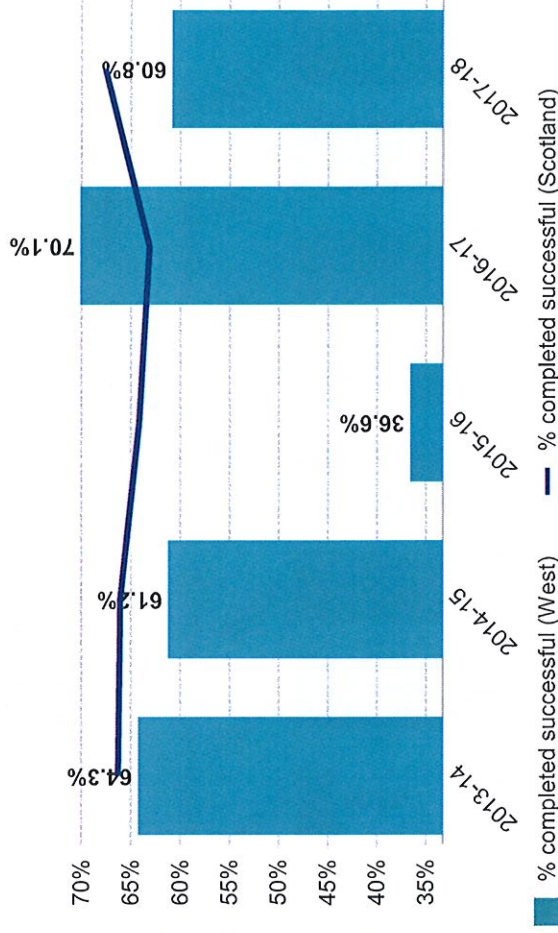
### National Measure 4(c) - Percentage of pupils on senior phase vocational pathways successfully completing a vocational qualification delivered by colleges

**Full-time FE  
(Senior phase - vocational qualifications)**



Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2013-14	100.0%	2	60.1%
2014-15	0.0%	2	50.0%
2015-16	-	0	70.7%
2016-17	7.1%	14	56.8%
2017-18	68.2%	22	60.9%

**Part-time FE  
(Senior phase - vocational qualifications)**

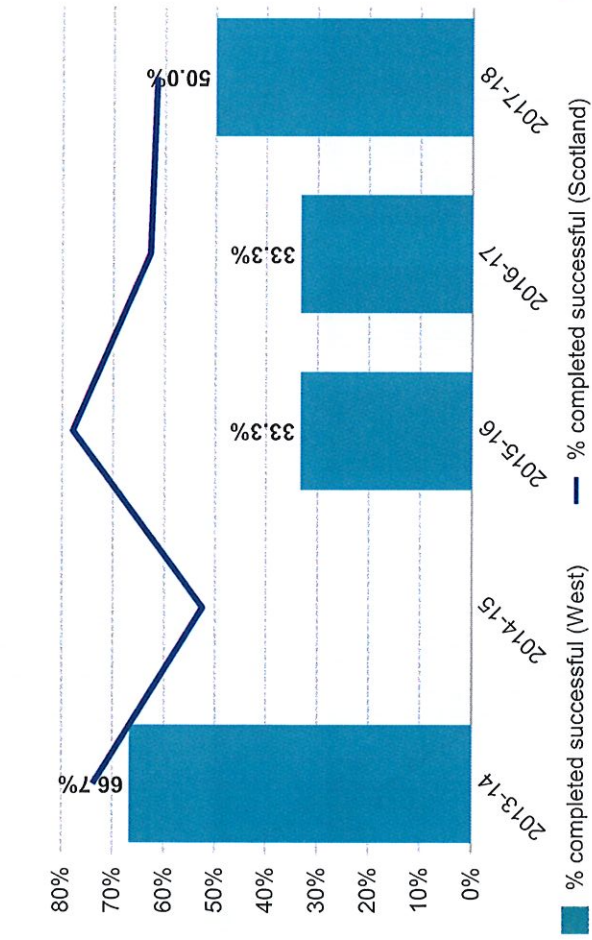


Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2013-14	64.3%	207	66.3%
2014-15	61.2%	165	66.1%
2015-16	36.6%	71	64.2%
2016-17	70.1%	77	63.1%
2017-18	60.8%	309	67.6%



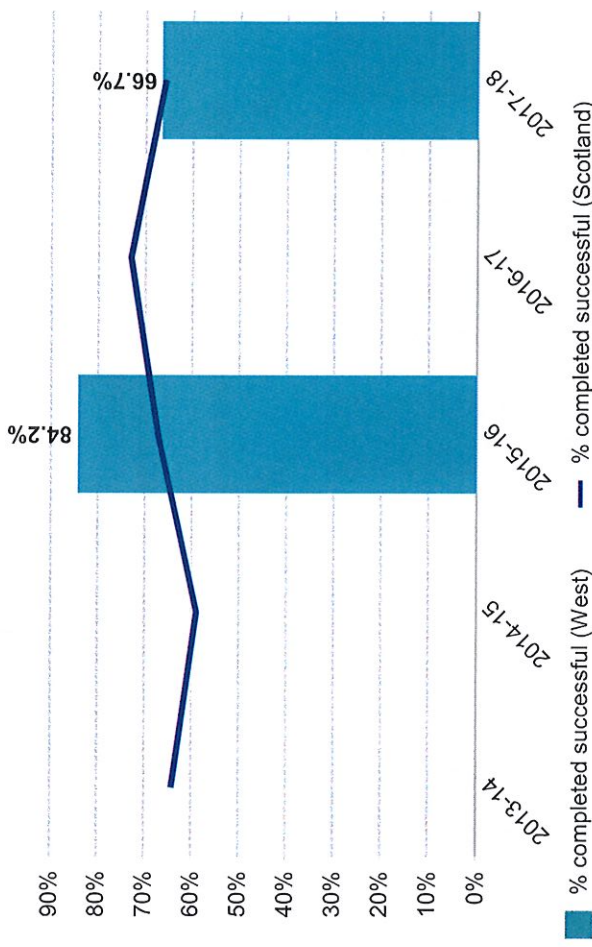
## National Measure 4(c) - Percentage of pupils on senior phase vocational pathways successfully completing a vocational qualification delivered by colleges

**Full-time HE  
(Senior phase - vocational qualifications)**



Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2013-14	66.7%	3	73.9%
2014-15	0.0%	1	52.5%
2015-16	33.3%	6	77.9%
2016-17	33.3%	6	62.8%
2017-18	50.0%	8	61.5%

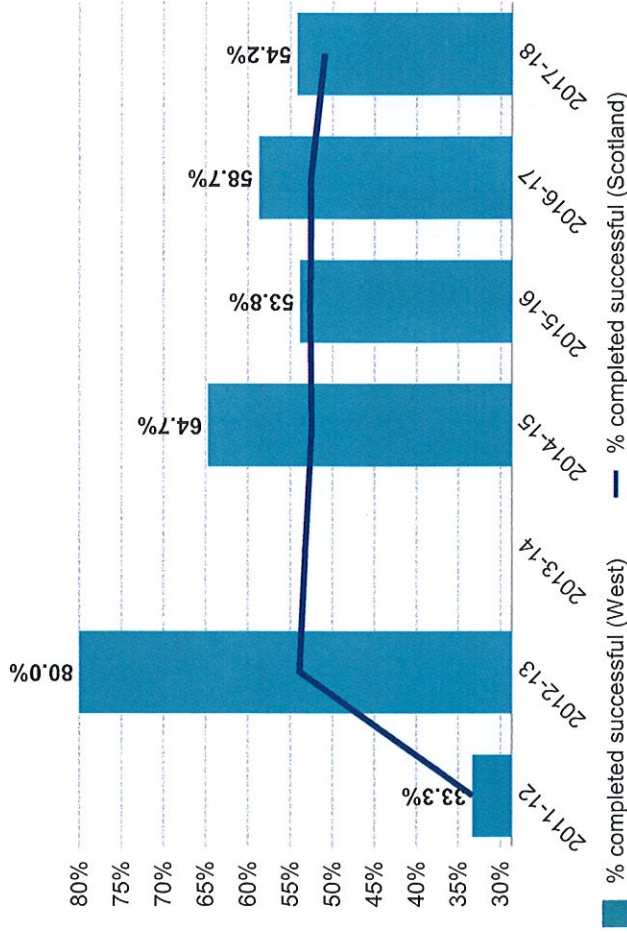
**Part-time HE  
(Senior phase - vocational qualifications)**



Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2013-14	66.7%	0	64.3%
2014-15	0.0%	1	59.0%
2015-16	84.2%	38	67.2%
2016-17	66.7%	0	73.0%
2017-18	66.7%	3	65.9%

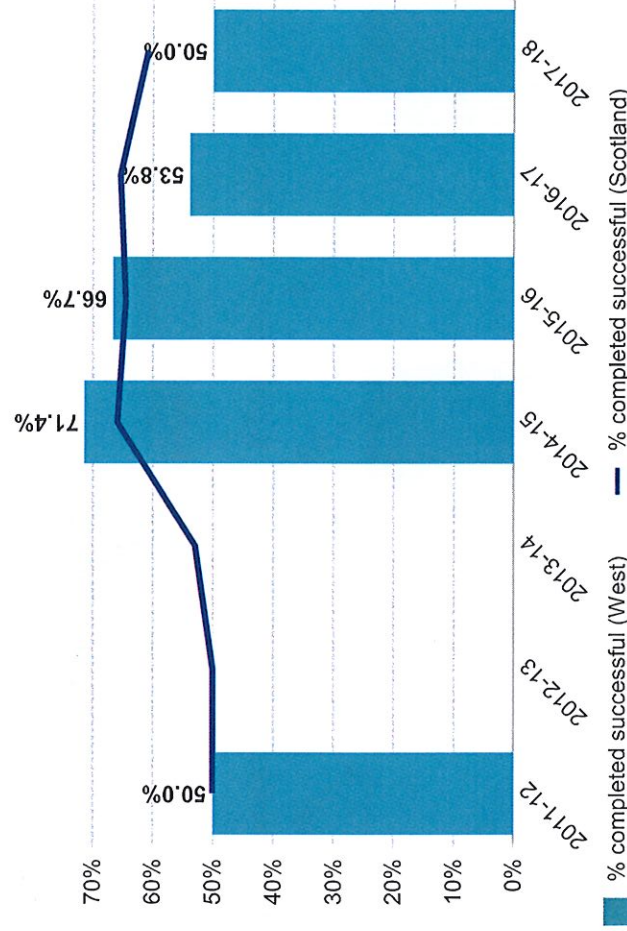
## National Measure 4(d) - Percentage of enrolled Care Experienced students successfully achieving a recognised qualification

### Full-time FE (Care Experience)



Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2011-12	33.3%	3	33.3%
2012-13	80.0%	10	53.9%
2013-14	-	0	53.2%
2014-15	64.7%	34	52.4%
2015-16	53.8%	130	52.7%
2016-17	58.7%	126	52.5%
2017-18	54.2%	107	51.0%

### Full-time HE (Care Experience)



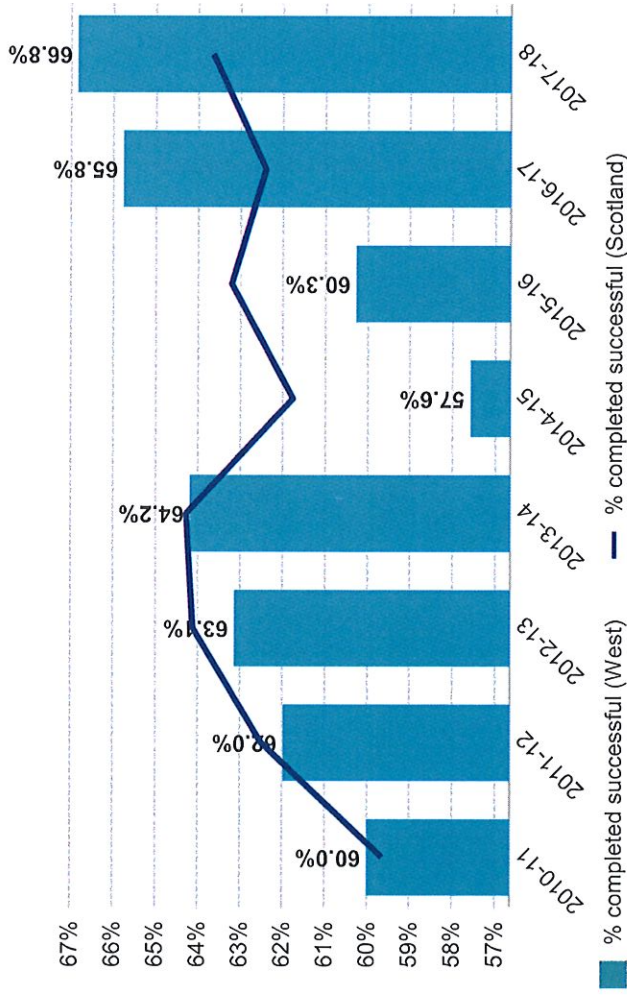
Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2011-12	50.0%	2	50.0%
2012-13	0.0%	1	50.0%
2013-14	-	0	52.9%
2014-15	71.4%	14	66.0%
2015-16	66.7%	45	64.6%
2016-17	53.8%	26	65.4%
2017-18	50.0%	26	60.9%



## National Measure 4(e) - Percentage of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification

Full-time FE (16-19)

Year	% completed successful (West)	Enrolments (West)	% completed successful (Scotland)
2010-11	60.0%	2,663	59.6%
2011-12	62.0%	2,680	62.5%
2012-13	63.1%	2,496	64.1%
2013-14	64.2%	2,273	64.3%
2014-15	57.6%	2,152	61.8%
2015-16	60.3%	2,034	63.2%
2016-17	65.8%	2,246	62.4%
2017-18	66.8%	2,135	63.7%





**TITLE:** Regional Outcome Agreement 3 year targets.

**Background:** We are required to review and update our Regional Outcome Agreement targets each year for the measurement table. Our targets form part of the Annual SFC National Aspirations report and our progress against targets will be reviewed by SFC as part of our ongoing Regional Outcome agreement process.

The Regional Outcome Agreement guidance asks for 'more ambitious and challenging targets'.

Feedback from SFC on the 2019-20 draft submission is that targets are good but they note we may wish to amend 1c. Care Experience in particular, to better reflect more accurate Care Experience numbers.

Our current draft three year targets/ambitions are attached. Figures where there may be a more significant difference from the 2017-18 figures or Sector are marked in red.

**Action:** The Committee is invited to consider the current draft targets and agree any suggested amendments.

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

**Status:** Open.

## National Measures data table

OA National Measure	Actual		Ambition			National Aspiration
	2016-17	2017-18	2018-19	2019-20	2020-21	Or Sector 2017-18 figure
<b>1(a) The volume of Credits delivered</b>						
The volume of Credits delivered (core)	159,047	160,293	157,855	157,855	157,855	
Core credits target (region)	159,025	159,025	157,855	157,855	157,855	
% towards core Credits target (region)	100%	100%	100%	100%	100%	
The volume of Credits delivered (ESF)	7,086	7,086	6,368	6,368	6,368	
The volume of Credits delivered (core + ESF)	166,133	167,479	164,223	164,223	164,223	
<b>1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>						
Volume of credits delivered to learners in the most deprived 10% postcode areas	45,261	41,664	46,000	46,800	47,600	SFC Aspiration 20% by 20-21
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	27.2%	24.9%	28%	28.50%	29%	Sector 16.5%
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>						
<b>Gender</b>						
Volume of credits delivered to male learners	72,992	74,204	70,700	70,700	70,700	
Proportion of Credits delivered to Male learners	43.9%	44.3%	43%	43%	43%	
Volume of credits delivered to female learners	92,956	92,696	93,223	93,223	93,223	
Proportion of Credits delivered to Female learners	56.0%	55.3%	56.7%	56.7%	56.7%	
Volume of credits delivered to other learners	184	578	300	300	300	
Proportion of credits delivered to other learners	0.11%	0.35%	0.2%	0.2%	0.2%	
<b>Ethnicity</b>						
Volume of credits delivered to BME learners	6,730	7,596	8,211	9,030	9,800	
Proportion of Credits delivered to BME learners	4.1%	4.5%	5%	5.5%	6%	
<b>Disability</b>						
Volume of credits delivered to students with a known disability	29,266	33,442	33,000	33,500	33,700	
Proportion of Credits delivered to students with a known disability	17.6%	20%	20%	20.3%	20.5%	
<b>Age</b>						
Volume of Credits delivered to learners aged under 16	3,057	4,428	3800	3800	3800	
Proportion of Credits delivered to learners aged under 16	1.8%	2.6%	2.3%	2.3%	2.3%	
Volume of credits delivered to learners aged 16-19	67,340	64,698	63,500	63,400	63,300	



Proportion of Credits delivered to learners aged 16-19	40.5%	38.6%	38.6%	38.6%	38.5%	
Volume of credits delivered to learners aged 20-24	35,327	37,315	36,000	36,000	36,000	
Proportion of Credits delivered to learners aged 20-24	21.3%	22.3%	22%	22%	22%	
Volume of credits delivered to learners age 25 and over	60,409	61,038	61,000	61,100	61,200	
Proportion of Credits delivered to learners age 25 and over	36.4%	36.4%	37%	37.1%	37.2%	
<b>Care Experience</b>						
Volume of credits delivered to students with care experience	3,119	2,463	2,00	2,200	2,300	Targets amended already but
Proportion of Credits delivered to students with Care Experience	1.88%	1.47%	1.2%	1.3%	1.4%	may require further change. SFC Aspiration 1.9% 19-20
<b>2(a) The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	97	342	350	375	400	
<b>2(b) The volume and proportion of Credits delivered to senior phase pupils studying vocational qualifications delivered by colleges</b>						
Volume of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	610	1,373	1,300	1,400	1,500	
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.4%	0.8%	0.8%	0.85%	0.9%	Sector 1.3% (increased by Highlands & Islands)
<b>2(c) Volume and proportion of credits delivered to learners at S3 and above as part of 'school-college' provision.</b>						
Volume of credits delivered to learners at S3 and above as part of 'school-college' provision	6,855	8,914	7,400	8,200	8,200	
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.1%	5.3%	4.5%	5%	5%	Sector 5.3%
<b>2(d) Volume and proportion of credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to HE)</b>						
Volume of credits at HE level	42,921	42,226	42,000	42,000	42,000	
Volume of credits delivered at HE level to learners from SHEP schools	1,904	2,108	2,200	2,400	2,600	
Proportion of Credits delivered at HE level to learners from SHEP schools	4.4%	4.9%	5.2%	5.7%	6.1%	
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>						
Volume of credits delivered to learners enrolled on STEM courses	38,814	39,400	38,200	39,000	41,000	Sector 26.7%. SFC Aspiration 26.6% by 18-19
Proportion of Credits delivered to learners enrolled on STEM courses	23.4%	23.5%	23.6%	23.7%	24%	Is our target ambitious enough?
<b>4(a)* The proportion of enrolled students successfully achieving a recognised qualification</b>						
The number of FT FE enrolled students achieving a recognised qualification	3,173	3,045	2,730	2,790	2,720	
The total number of FT FE enrolled students	4,620	4,402	3,900	3,800	3,700	SFC Aspiration 68.7% by 18-19
Percentage of FT FE enrolled students achieving a recognised qualification	68.7%	69.2%	70%	73.5%	73.5%	Sector 66.1%
The number of PT FE enrolled students achieving a recognised qualification	9,468	9,414	7,935	8,236	8,468	

The total number of PT FE enrolled students	14,005	13,023	11,500	11,600	11,600	
Percentage of PTFE enrolled students achieving a recognised qualification	67.6%	72.3%	69%	71%	73%	Sector 78.2%
The number of FT HE enrolled students achieving a recognised qualification	1,849	1,912	2,016	2,086	2,086	
The total number of FT HE enrolled students	2,693	2,757	2,800	2,800	2,800	SFC Aspiration 74.3% by 18-19
Percentage of FTHE enrolled students achieving a recognised qualification	68.7%	69.4%	72%	74.5%	74.5%	Sector 71.3%
The number of PT FE enrolled students achieving a recognised qualification	445	491	300	300	300	
The total number of FT FE enrolled students	579	612	400	400	400	
Percentage of PTHE enrolled students achieving a recognised qualification	76.9%	80.2%	75%	75%	75%	Sector 80.4%
<b>4(b) The proportion of enrolled MD10 students successfully achieving a recognised qualification</b>						
The number of MD10 FT FE enrolled students achieving a recognised qualification	985	863	890	880	885	
The total number of MD10 FT FE enrolled students	1,518	1,311	1,350	1,300	1,300	SFC Aspiration 67.3% by 19-20
Percentage of MD10 FT FE enrolled students achieving a recognised qualification	64.9%	65.8%	66%	67.5%	68%	Sector 63.2%
The number of MD10 PT FE enrolled students achieving a recognised qualification	2,035	1,760	1,564	1,624	1,728	
The total number of MD10 PT FE enrolled students	3,147	2,577	2,300	2,320	2,400	
Percentage of MD10 PT FE enrolled students achieving a recognised qualification	64.7%	68.3%	68%	70%	72%	Sector 74.5%
The number of MD10 FT HE enrolled students achieving a recognised qualification	441	393	500	520	530	
The total number of MD10 FT HE enrolled students	680	615	736	736	736	SFC Aspiration 67.3% by 19-20
Percentage of MD10 FT HE enrolled students achieving a recognised qualification	64.9%	63.9%	68%	70.5%	72%	Sector 66.7%
The number of MD10 PT HE enrolled students achieving a recognised qualification	68	70	54	54	54	
The total number of MD10 PT HE enrolled students	86	86	72	72	72	
Percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.1%	81.4%	74%	74%	75%	Sector 78.3%
<b>4(c) The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>						
The number of senior phase FT FE pupils achieving a vocational qualification	1	15	0	0	0	
The total number of senior phase FT FE pupils	14	22	0	0	0	
Percentage of senior phase FT FE pupils achieving a vocational qualification	7.1%	68.2%	-	-	-	Sector 60.9%
The number of senior phase PT FE pupils achieving a vocational qualification	54	188	210	260	280	
The total number of senior phase PT FE pupils	77	309	350	400	400	
Percentage of senior phase PT FE pupils achieving a vocational qualification	70.1%	60.8%	60%	65%	70%	Sector 67.6%
The number of senior phase FT HE pupils achieving a vocational qualification	2	4	-	-	-	
The total number of senior phase FT HE pupils	6	8	-	-	-	
Percentage of senior phase FT HE pupils achieving a vocational qualification	33.3%	50%	-	-	-	Sector 61.5%
The number of senior phase PT HE pupils achieving a vocational qualification	0	2	15	18	18	
The total number of senior phase PT HE pupils	0	3	20	25	25	

Percentage of senior phase PT HE pupils achieving a vocational qualification	-	66.7%	74%	74%	74%	Sector 65.9%
<b>4(d) The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>						
The number of CE FT FE enrolled students achieving a recognised qualification	74	58	90	105	115	
The total number of CE FT FE enrolled students	126	107	150	170	170	
Percentage of CE FT FE enrolled students achieving a recognised qualification	58.7%	54.2%	60%	63%	65%	Sector 51%
The number of CE FT HE enrolled students achieving a recognised qualification	14	13	21	25	27	
The total number of CE FT HE enrolled students	26	26	35	40	40	
Percentage of CE FT HE enrolled students achieving a recognised qualification	53.8%	50%	60%	65%	67%	Sector 60.9%
<b>4(e) The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>						
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,477	1,427	1,320	1,360	1,400	
The total number of FT FE enrolled students aged 16-19	2,246	2,135	2,000	2,000	2,000	
Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	65.8%	66.8%	66%	68%	70%	Sector 63.7%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	886	917	928	960	960	
<b>6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>						
The total number of full time learners	7,429	7,303	6,700	6,600	6,500	
Number of full time learners with substantial 'work placement experience' as part of their programme of study	3,114	3,001	3,350	3,630	3,900	
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	41.9%	41.1%	50%	55%	60%	
<b>7. The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>						
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	-	-	500	500	500	
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	-	-	285	300	300	
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	-	-	57%	60%	60%	SFC Aspiration 53.8% by 18-19
<b>8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>						
The total number of full time FE college qualifiers (confirmed destinations)	2,594		2,320	2,425	2,440	
The number of full time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,502		2,260	2,370	2,290	
Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.5%		97.5%	98%	98%	
The total number of full time HE college qualifiers (confirmed destinations)	1,519		1,700	1,800	1,850	
The number of full time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,459		1,650	1,750	1,800	

Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.1%		97%	98%	98%	
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>	95%	93%	94%	95%	95%	
<b>10 Gross carbon footprint (tCO2e)</b>	4,859	4,430	4,785	4,770	4,550	

**TITLE: EVALUATIVE REPORT AND ENHANCEMENT PLAN 2018 - 2021**

**Background:**

The quality arrangements for the College sector require submission of an Evaluative Report and Enhancement Plan. This paper presents the final submitted report which has been endorsed as acceptable by both Education Scotland and the Scottish Funding Council. The report draws on the performance of the College in session 2017-18 and includes a rolling action enhancement plan to cover the period 2017-18 to 2020-21.

<http://www.sfc.ac.uk/quality/quality-colleges/quality-colleges.aspx>

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

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

**Status:** Open

**TITLE:       STUDENT FEEDBACK AND PROGRESSION BENCHMARKING**

**Background:**

The College carries out annually, for the Scottish Funding Council, two student data set returns. The first collects post college destinations statistics (January – March annually) and secondly, the Student Engagement Satisfaction Survey (April annually). The attached report shows the trend response rates and actions being taken to improve these rates.

**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

# STUDENT FEEDBACK AND PROGRESSION BENCHMARKING REPORT 2018



**WEST COLLEGE**  
SCOTLAND





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# College Leavers Destinations (CLD)

## Introduction

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

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

The data set and summary relates to only full time students who have successfully completed their programme qualification aim in the previous session.

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 2016/17 ended on 31st July 2017, 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 2018. 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.

# CLD Benchmarks

## CONFIRMED DESTINATIONS

North East Scotland	97.9%
Shetland	97.2%
New College Lanarkshire	96.8%
Dumfries and Galloway	95.7%
North Highland	95.6%
Lews Castle College	94.6%
South Lanarkshire	93.8%
City of Glasgow	93.7%
Argyll	93.6%
Borders	92.8%
West Lothian	92.2%
Inverness	91.4%
Orkney	91.4%
SRUC	91.2%
Moray	90.6%
Edinburgh	89.3%
West Highland	89.2%
Perth	88.4%
Ayrshire	87.2%
Dundee and Angus	86.8%
Glasgow Kelvin	85.8%
Glasgow Clyde	84.7%
<b>West College Scotland</b>	<b>83.7%</b>
Newbattle Abbey	82.8%
Forth Valley	81.8%
Fife	74.1%

## POSITIVE

Shetland	100%
Newbattle Abbey	98.1%
West Highland	98%
Glasgow Clyde	97.8%
City of Glasgow	97.3%
West Lothian	97.3%
Fife	96.7%
Glasgow Kelvin	96.6%
Perth	96.3%
SRUC	96.3%
<b>West College Scotland</b>	<b>96.3%</b>
Edinburgh	96.2%
Inverness	95.5%
Lews Castle	95.5%
South Lanarkshire	94.9%
Ayrshire	94.7%
Dundee and Angus	94.5%
North Highland	94.1%
Borders	93.7%
Moray	92.9%
New College Lanarkshire	92.9%
Forth Valley	92.5%
Dumfries and Galloway	92.3%
Orkney	92.2%
North East Scotland	89.1%
Argyll	86.4%

# CLD Trend Summary and Data Benchmarks

## College Leavers Destinations Breakdown

	WCS 16-17	SECTOR
Confirmed destinations	83.7%	88.9%
Unconfirmed destinations	16.3%	11.1%
Positive destinations	80.6%	84.5%
Negative destinations	2.5%	3.3%
Other	0.6%	1.1%

# CLD Trend Summary and Data Benchmarks

## Confirmed Destinations Breakdown

	WCS 16-17	SECTOR
Positive destinations	<b>96.3%</b>	<b>95%</b>
Work	<b>14.8%</b>	<b>20%</b>
Study	<b>81.5%</b>	<b>75%</b>
Negative destinations	<b>2.9%</b>	<b>3.7%</b>
Other	<b>0.8%</b>	<b>1.3%</b>

# Next Steps

The College has improved the proportion of students who entered work or further study post qualifying, with higher than average sector rates. Similarly the rate of negative destination has fallen year on year, is lower than sector average, and endorses the value of full time qualifications for students who complete.

The College had a lower rate of confirmed destinations in 2016/17, compared with the annual sector, and previous sessions, rates of return. Actions to improve the data collection rates include:

- Improved liaison between data services, student experience team and marketing for example, graduation information;
- Better coordination of internal staff involved in the manual activity of contacting former students (student experience team, data services and administration staff);
- Ensuring prompt collection start dates to accommodate three attempts at contact.



# Student Satisfaction and Engagement Survey (SSES)

## 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>)

Guidance on the SSES can be found here;

[http://www.sfc.ac.uk/web/FILES/guidance\\_sfcgd242017/SFCGD242017\\_College\\_Student\\_Satisfaction\\_and\\_Engagement\\_Survey\\_Guidance\\_2017-18.pdf](http://www.sfc.ac.uk/web/FILES/guidance_sfcgd242017/SFCGD242017_College_Student_Satisfaction_and_Engagement_Survey_Guidance_2017-18.pdf)

The SFC recent publication on the SSES data only contains figures for Full Time FE and HE. For the purposes of this report we have drawn sector benchmarks against our own Full Time FE and HE figures.

The SFC publication can be found here;

<http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2018/SFCST082018.aspx>



# SFC Key Findings

To ensure greater consistency and procedural accuracy across colleges and to improve response rates for some colleges there is a real need to develop further the survey for future years.

Response rates are poorer for part-time and distance/flexible learning students and more work is required to improve response rates before SFC can publish these results.

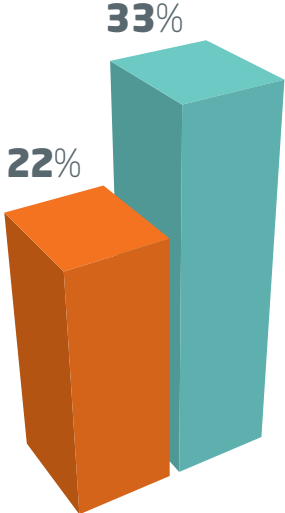
The level of satisfaction for full-time HE students is lower than the results for full-time FE students at all colleges.

The student satisfaction and engagement survey did ask both part-time and flexible/distance learning students the same questions as the full-time students. However, response rates are poorer for part-time and distance/flexible learning students and more work is required to improve response rates before SFC can publish results.

# SSES RESPONSE RATES

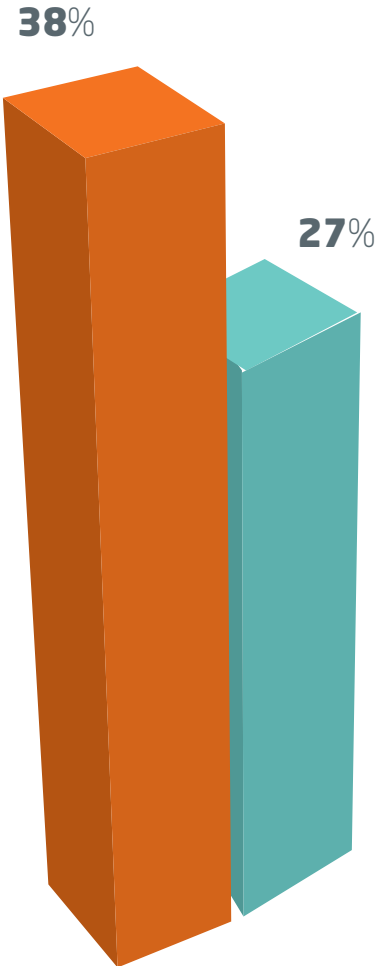
## FULL TIME RESPONSES

HE  
FE



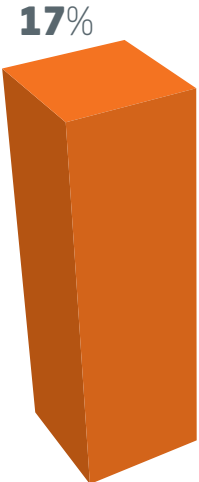
## PART TIME RESPONSES

HE  
FE



## DISTANCE RESPONSES

FE



# SSES Benchmarks

SFC Note: response rates below are based on survey sample sizes provided by colleges. These may not be wholly representative of the student population by mode of attendance at the point of survey therefore, any comparison of response rates between colleges should be treated with a degree of caution.

## RESPONSES HE FULL TIME

Newbattle Abbey	100%
Lews Castle	79.2%
City of Glasgow	66.4%
Borders	60%
New College Lanarkshire	55.2%
Forth Valley	54.7%
Dundee	54.1%
Glasgow Clyde	48.2%
West Lothian	41.9%
North East Scotland	41.7%
Argyll	36.3%
South Lanarkshire	33.5%
Fife	33.3%
Sabhal Mòr Ostaig	29.6%
Ayrshire	24.4%
<b>West College Scotland</b>	<b>22%</b>
Dumfries and Galloway	19.6%
SRUC	18%
Glasgow Kelvin	17.7%
Edinburgh	15.1%
Shetland	12.7%

## RESPONSES FE FULL TIME

Newbattle Abbey	100%
West Highland	89.9%
Lews Castle	88%
Moray	83%
City of Glasgow	74.4%
Perth	71.6%
Dundee	65.8%
Inverness	63.6%
New College Lanarkshire	59.7%
Glasgow Clyde	58.9%
Edinburgh	57.3%
North East Scotland	54.8%
Borders	53.5%
Argyll	53.3%
Forth Valley	52.5%
Fife	51.5%
South Lanarkshire	50.2%
West Lothian	42.6%
Ayrshire	33.3%
<b>West College Scotland</b>	<b>30.6%</b>
Glasgow Kelvin	29%
Dumfries and Galloway	26%
Orkney	23.6%
North Highland	16.9%
SRUC	14.8%
Shetland	11.9%

# SSES Benchmarks

## RESPONSES HE PART TIME

South Lanarkshire	49.2%
Shetland	47.4%
Borders	45.8%
Lewis Castle	43.5%
City of Glasgow	33.7%
Glasgow Clyde	31%
Forth Valley	27%
<b>West College Scotland</b>	<b>26.9%</b>
Fife	20.6%
Argyll	19.4%
Dundee	16.3%
New College Lanarkshire	15.4%
West Lothian	15%
SRUC	14.6%
Ayrshire	12.7%
Glasgow Kelvin	10.4%
North East Scotland	9.2%
Edinburgh	6.1%
Dumfries and Galloway	2.2%

## RESPONSES FE PART TIME

West Highland	63.9%
City of Glasgow	53.6%
Inverness	45.9%
Perth	44.6%
<b>West College Scotland</b>	<b>37.7%</b>
Borders	33.7%
Argyll	31.3%
Lewis Castle	24.4%
Glasgow Clyde	21.5%
Edinburgh	19.8%
New College Lanarkshire	18.6%
North East Scotland	18.1%
Forth Valley	17%
Fife	16.3%
Dundee	14.4%
Moray	12.4%
Glasgow Kelvin	10.2%
South Lanarkshire	9%
West Lothian	8.9%
North Highland	8.3%
Shetland	6.9%
SRUC	3.9%
Ayrshire	2.1%
Dumfries and Galloway	0.6%
Orkney	0.4%

## RESPONSES FE DISTANCE

SRUC	50%
West Lothian	24.9%
Argyll	18.5%
Borders	17.2%
<b>West College Scotland</b>	<b>17.2%</b>
Shetland	13.3%
Inverness	12.1%
Edinburgh	7.1%
Perth	7%
City of Glasgow	7%
New College Lanarkshire	6.6%
North East Scotland	5.5%
Dundee	4.8%
Ayrshire	4.7%
Forth Valley	2.7%
Glasgow Kelvin	2.1%
Dumfries and Galloway	0.6%
Fife	0%
North Highland	0%



# SSES Benchmarks

Note: The table below shows all satisfaction rates from all questions combined

## OVERALL SATISFACTION RATES

Lews Castle	95.9%
Sabhal Mòr Ostaig	93.9%
Orkney	92.1%
Inverness	91.2%
Perth	91.2%
South Lanarkshire	91.1%
Newbattle Abbey	91.0%
Dundee and Angus	90.4%
West Highland	90.3%
North Highland	90.1%
Glasgow Kelvin	89.9%
Argyll	88.4%
Moray	88.1%
Dumfries and Galloway	88%
Glasgow Clyde	87.7%
West Lothian	86.1%
Forth Valley	85.8%
<b>West College Scotland</b>	<b>83.9%</b>
Borders	83.6%
Ayrshire	83.6%
North East Scotland	83.4%
Edinburgh	82.6%
New College Lanarkshire	81.5%
Fife	80.8%
Shetland	79.6%
SRUC	79.5%
City of Glasgow	74.1%



# SSES Question Summary and Data Benchmarks

## SSES FE Full Time

	WCS 17-18	SECTOR
Overall, I am satisfied with my college experience.	93.3%	93.1%
Staff regularly discuss my progress with me.	85.3%	85.1%
Staff encourage students to take responsibility for their learning.	96.7%	94.9%
I am able to influence learning on my course.	89.3%	88.7%
I receive useful feedback which informs my future learning.	87.9%	88.5%

# SSES Question Summary and Data Benchmarks

## SSES FE Full Time

	WCS 17-18	SECTOR
The way I'm taught helps me learn.	90.3%	88.5%
My time at college has helped me develop knowledge and skills for the workplace.	91.4%	91.6%
I believe student suggestions are taken seriously.	77.6%	79.9%
I believe all students at the college are treated equally and fairly by staff.	82.2%	84.5%
The college Students' Association influences change for the better.	55%	87.2%

# SSES Question Summary and Data Benchmarks

## SSES HE Full Time

	WCS 17-18	SECTOR
Overall, I am satisfied with my college experience.	86.5%	83.2%
Staff regularly discuss my progress with me.	74.7%	72.3%
Staff encourage students to take responsibility for their learning.	95.4%	88.3%
I am able to influence learning on my course.	78.6%	75.7%
I receive useful feedback which informs my future learning.	82.9%	77.8%

# SSES Question Summary and Data Benchmarks

## SSES HE Full Time

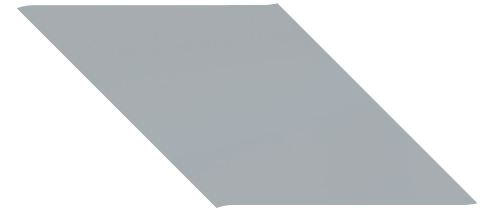
	WCS 17-18	SECTOR
The way I'm taught helps me learn.	78.1%	75.8%
My time at college has helped me develop knowledge and skills for the workplace.	84.8%	82.5%
I believe student suggestions are taken seriously.	66.8%	66.3%
I believe all students at the college are treated equally and fairly by staff.	75.2%	78.6%
The college Students' Association influences change for the better.	37%	81.7%



# Next Steps

The College had a lower rate of response rates, compared with the annual sector, and previous sessions, rates of return. Actions to improve response rates include:

- Improved liaison between student experience team and other departments to reduce the risk of surveying activities overlapping.
- Better coordination of internal staff involved in the promotion of the survey including liaising with the Student Association.
- Promoting the use of provided IT facilities to staff.
- Helping support curriculum areas where historically there has been lower response rates.





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**TITLE: RISK**

**Background:** The strategic risk register was considered by the Board at its meeting on 4 February 2019. No changes were made to the risk register and there has been no further update to it since then. The risk register is attached.

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

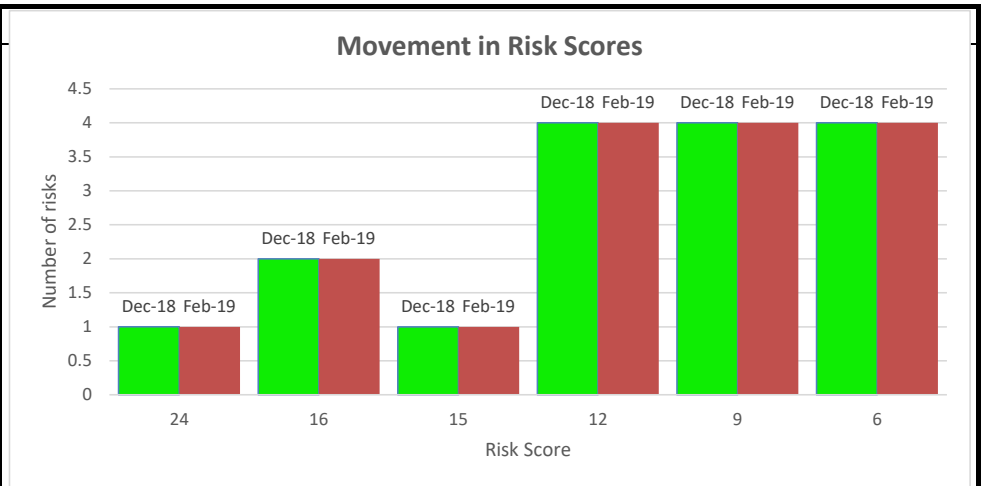
**Status:** Open

## Strategic Risk Register Dashboard Report

Risk register reference date:  
Board / Committee review date:

Dec-18  
Feb-19

Top 5 risks this period				
Ref	Risk	Probability	Impact	Score
WCS 1	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	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



Risk 1 in relation to the volatility of SFC funding remains as the most significant risk faced by the College.

As can be seen from the above graph the higher rated risks have not changed since the previous review in December 2018.

### WEST COLLEGE SCOTLAND STRATEGIC RISK REGISTER 2018-19

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
1	WCS 1	1,2,3,11	Inability to clearly forecast the volatility and impact of SFC funding and funding methodology changes in relation to core-grant-in-aid, credit activity model; reduction in European funding; student support funding and estates maintenance.	6	4	24	1) Detail of 2018-19 final SFC funding received on 18 May 2018. This shows a level of core funding which is not greater than in 2017-18; a 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. The detail of 2019-20 SFC funding is currently awaited. 2) 2018-19 budget approved in conjunction with 5 year future financial scenario planning and detailed assumptions. 3) Transition Plan submitted to SFC in order to address future financial challenges. Initial version of Plan submitted to SFC in August 2018 with further update provided to SFC in November 2018 following on from Board of Management consideration in October 2018.. 4) Robust financial 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 (CMAF) 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 - funding methodology, Director of Finance network; credit review; access and inclusion; rural and remoteness premium; and student funding.	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 subject to annual review on implementation and progress by 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 financial modelling assumed flat cash settlement in future years. There is also a need to understand the basis of estates maintenance funding allocation beyond 2018-19. 3) WCS participation in SFC/sector Capital Working Group. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. Implications of recently published Inverclyde local development plan now being considered and College is engaging with partners in relation to this.  5) Outline Business Case for Paisley submitted to the SFC and feedback received from the SFC. Discussion with partner organisations remains ongoing in relation to the collaborative aspects of the proposals, and an updated OBC for Paisley will require to be submitted to SFC. 6) SFC have issued the outcome of a national College estate condition survey. College has discussed and obtained agreement with SFC as to how the 2018-19 high priority maintenance funding will be applied.	4	4	16	VP Operations



Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
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) Outline Business Case for College estate in Paisley submitted to the SFC. Response received from SFC in regard to Paisley OBC and the College is currently engaging with partners in relation to the collaborative aspects of any proposals. 4) Outline Business Case for Greenock updated and submitted to the SFC in December 2018 following Board of Management approval. Implications of recently published Inverclyde local development plan now being considered and College is engaging with partners in relation to this. 5) Ongoing prioritisation of College estates funding in a way which links to priority projects, with update reports being provided to each meeting of the Board of Management Estates Committee. 6) Ongoing involvement in sector/SFC capital working group enables WCS input to ongoing discussions in relation to SFC estates maintenance allocation methodology and capital allocations. 7) 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 in relation to ROA monitoring" for current and future years. 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

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
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 subject to ongoing discussion with the SFC. 3) 2018-19 final SFC funding included an allocation in order to meet the cost of national bargaining. Further information and understanding of how this will be funded in and 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). 8) Support staff pay award for 2018/19 has now been settled.	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 and significant work carried out to ensure college gains Cyber Essentials Plus accreditation by required deadline in accordance with Scottish Government guidelines. 6) Development of College Digital Strategy. 7) Funding bid developed based on above work for submission to SFC to ensure IT systems are fit for purpose. 8) College has achieved cyber essentials plus accreditation.	4	3	12	VP Operations
7	WCS 15	1,2,3,11	Failure to deliver the financial and/or non-financial objectives outlined in the College transition plan "Future Proofing Our College".	4	4	16	1) Transition plan has been developed by the College and discussed in detail with the SFC. 2) Board of Management have approved the Transition Plan and financial objectives are monitored through the F&GP Committee. Board of Management monitor overall plan achievement. 3) Projects have been initiated in line with the plan and are directed by a specific member of SMT. 4) Detailed delivery plan has been created to allow milestones to be set and monitoring to take place.	3	4	12	Principal

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
8	WCS 16	1, 3, 5, 6, 11	Failure to prepare for the anticipated impact upon the College of Brexit including loss of European funding, loss of students / staff and access to exchange programme funding (Erasmus / Leonardo).	5	3	15	1) Board of Management has established a working group to review the available data on the impact of Brexit and to make recommendations to the Board. 2) College is a member of a Colleges Working Group on Brexit allowing access to latest intelligence specific to the College sector. 3) Close liaison with SFC on future funding arrangements post 2021 when current funding due to end. 4) SMT briefing paper discussed and checklist of likely impacts being completed to identify potential risk areas.	5	3	15	Principal
9	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 and now being implemented. 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 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 with the SFC on nature of spend under high priority maintenance and agreement reached on areas of priority spend. There is also a need to understand the basis of estates maintenance funding allocation beyond 2018-19. 8) Board of Management Estates Committee consider progress in implementing the Estate Strategy on an ongoing basis, with an annual review undertaken to demonstrate progress achieved.	3	3	9	VP Operations
10	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 6) Board of Management considered the College Workforce Development Plan and approach at the December 2018 meeting.	3	3	9	Principal

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
11	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	Principal
12	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 updates provided to the 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) College has achieved Cyber Essentials Plus accreditation..	3	3	9	VP Operations
13	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	2	6	VP Educational Leadership VP Operations

Risk No.	Risk Reference	Strategic Priority	Risk	Assessment pre mitigation			Mitigating Controls and Actions	Assessment post mitigation			Executive Responsible
				Risk Probability	Risk Impact	Risk Score		Risk Probability	Risk Impact	Risk Score	
14	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. 5) Data Protection concepts and principles 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
15	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. The Board of Management Estates Committee also consider progress made in implementing the CMP on an ongoing basis, with a formal annual review undertaken. 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
16	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 for our students and our willingness to strive for and set the highest standards across all areas of our work.
10. We are committed to taking a leadership role in the West Region and together with our partners and stakeholders, tackle the significant social and economic deprivation, which still characterise many of our communities.
11. We will deliver a sustainable, effective and efficient service to our communities, through the implementation of sound governance, leadership, planning and management.



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

**Risks - Probability x Impact Score Grid**

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